

**POLBA MAHAVIDYALAYA**  
**COURSE WISE & SUBJECT WISE OUTCOME**  
**DEPARTMENT OF BENGALI**  
**2020-2021**  
**PROGRAMME OUTCOMES**

1. Students graduating through B.A. Hons CBCS Programme from this college are expected to develop an analytical skill which will enable them to solve the problem related issues that he faces in next level of studies.
2. Students, although at the initial stage after getting admission faces difficulty in their language skill, but when they pass the programme, they are expected to become pretty able to communicate their understanding in the subject.
3. Students of this programme will become capable to ask questions, critically appreciate a scholarly presentation of any form and debate upon the issues which invite cross discussions.
4. Students graduating from this college in this programme become able to relate the social and national issues to what they have learnt from their books and in the classroom situations.
5. Students completing the programme become confident in the sense that they feel they are employable.
6. This college trains the students to undertake primary level of research work and thus they become motivated for advanced research when they go for higher studies.
7. The programme inspires the students the greater values of life to become worthy citizen of the country.
8. This program has the opportunity to increase their credit score.
9. They are staying ahead to the way of post-graduate.
10. Later in this course they will be able to suitable for different fields of employment.
11. As the syllabus covers the whole subject, their knowledge about the subject matter is increasing.

### **PROGRAMME SPECIFIC OUTCOMES**

- Students are expected to develop the language skill to communicate both in writing and verbally.
- It is expected that at the end of the programme students will get a fair knowledge of the development of Bengali literature vis-à-vis its culture – how it emerged, evolved and sustained despite several upheavals.
- After graduating they are expected to grow the sense of art and literature that will enable them to understand better the human social and cultural relationships.
- Students will also become able to undertake some hands-on experimentation with cultural growth and trends of their own locality.
- Students will also become able to appreciate the art and literature.
- Students are also expected to learn analytical skills while learning the appreciation ability.
- The syllabus focuses on the ancient, medieval and modern history of Bengali literature. So the students are getting to know about the heritage of Bengali literature and its culture.
- Their knowledge is increased to learn about Bengali language, linguistics and grammar.

DEPARTMENT OF BENGALI

**COURSE OUTCOME**  
**B.A. (Honours) in Bengali**

Semester	I
Course-Code	CC-1/CC-2/GE-1/AECC-1
Credit Value	22

<b><u>Semester</u></b>	<b><u>Course</u></b>	<b><u>Course Title</u></b>	<b><u>Learning Outcome</u></b>
<b><u>I</u></b>	<b><u>CC 1</u></b>	Bangla Sahityer Itihas (Prachin & Madhyayug)	Special ideas are being made about the history of ancient and medieval Bengali literature.
			Knowledge of ancient and medieval society and religious history is being created.
	<b><u>CC 2</u></b>	Chhando, Alankar	They learn about rhythm and rhetoric.
			Realizing the importance of rhythm and rhetoric in Bengali literature.
	<b><u>GE 1</u></b>	Any discipline other than Bengali	Students of subjects other than Bengali are studying Bengali literature.
	<b><u>AECC-1</u></b>	Environmental Studies	This paper introduces the fundamental principles and concept of environmental science, ecology and related interdisciplinary subject such as policy, law, economics, pollution control, resources management etc.

Semester	II
Course-Code	CC-3/CC-4/GE-2/AECC-2
Credit Value	20

<b><u>Semester</u></b>	<b><u>Course</u></b>	<b><u>Course Title</u></b>	<b><u>Learning Outcome</u></b>
<b><u>II</u></b>	<b><u>CC 3</u></b>	Baishnab Padabali, Sakto Padabali	A large part of Bengali literature is 'Vaishnava Padabali' and Vaishnava religion. They also known about this 'Vaishnava Padabali' and Vaishnava religion in medieval period.
			They have learned to determine the relationship between history of Eighteenth-century society and 'Shakta Padabali'.
	<b><u>CC 4</u></b>	Ramayana, Annadamangal	They have gained knowledge about Bengali and Indian traditions by reading Krittibas's 'Ramayana' which is the wealth of Bengali literature

			There is an opportunity to determine the importance of ‘Annadamangal’ poetry in aspect of social history in eighteenth century.
			They also learn about the history of medieval society.
	<b><u>GE 2</u></b>	Any discipline other than Bengali	Gradually, depth is being created about Bengali literature among students of other subjects.
	<b><u>AECC-2</u></b>	Communicative English/MIL	The knowledge of students of Bengali literature about English language and literature is increasing. They are learning about English literature and Western literary theory./In MIL, students from various disciplines and departments are made aware of various aspects of Bengali literature and language.

Semester	III
Course-Code	CC-5/CC-6/CC-7/GE-3/SEC-1
Credit Value	26

<b><u>Semester</u></b>	<b><u>Course</u></b>	<b><u>Course Title</u></b>	<b><u>Learning Outcome</u></b>
<b><u>III</u></b>	<b><u>CC 5</u></b>	Bangla Sahityer Itihas (1801-1950)	They are taking lessons about history of Nineteenth and twentieth century’s literature and society.
			Learning to understand about the development of Bengali literature.
	<b><u>CC 6</u></b>	Bhasatattwa	Basic knowledge about linguistics is being created.
			Learning about different aspects of modern linguistics.
	<b><u>CC 7</u></b>	Unish Shataker Kabya	They have taken a lesson about history of Bengali poetry in nineteenth century.
			They learned to read the history of Bengali poetry.
			They have learned to understand the nineteenth century renaissance by taking the initial lessons of ‘Meghnadh Badh Kabya’.
	<b><u>GE 3</u></b>	Any discipline other than Bengali	Gradually, depth is being created about Bengali literature among students of other subjects.
	<b><u>SEC 1</u></b>	Bangla Byakaran	Reading different aspects of Bengali grammar has increased their idea about the structure of Bengali language.

Semester	IV
Course-Code	CC-8/CC-9/CC-10/GE-4/SEC-2
Credit Value	26

<u>Semester</u>	<u>Course</u>	<u>Course Title</u>	<u>Learning Outcome</u>
<u>IV</u>	<u>CC 8</u>	Kabita	Their ideas about Rabindranath's poetry are being formed.
			They have learned to analyze Modern poetry.
	<u>CC 9</u>	Upanyas	Learned to take lessons in Bengali novels.
			Students gained knowledge on critical analysis of novels.
	<u>CC 10</u>	Natak	Students have learned to discuss the structure of Bengali drama.
			They have learned to relate the society with the subject of drama.
	<u>GE 4</u>	Any discipline other than Bengali	Students of other subjects are getting to know about Bengali linguistics. They have learned the formation of Bengali language.
	<u>SEC 2</u>	Rachanashaktir Naipunya	Writing skills have increased. Learned how to write letters, reports and essays.

Semester	V
Course-Code	CC-11/CC-12/DSE-1/DSE-2
Credit Value	24

<u>Semester</u>	<u>Course</u>	<u>Course Title</u>	<u>Learning Outcome</u>
<u>V</u>	<u>CC 11</u>	Galpo	They have created an idea about short stories by reading Rabindranath's short story.
			They gained knowledge about Rabindranath's literature and philosophy.
			By reading modern short stories, students have learned to know the interrelationship of contemporary society and literature.
	<u>CC 12</u>	Prabandha O Prachya Kabyatattwa	They learned the various style and subject of Prabandha from various famous authors.
			They have learned the structure, origin and theories of Bengali kavya.
	<u>DSE 1</u>	Unish Sataker Bangla Kabya O	Students have gained knowledge of the history of nineteenth-century poetry.

		Prabandha	
			They have come to know the dynamics of essays literature in Nineteenth-century.
	<b><u>DSE 2</u></b>	Unish Sataker Bangla Natak O Kathasahitya	They have known about the history of the origin and development of Bengali drama in nineteenth century.
			Students have gained knowledge of the development of novels and short stories in nineteenth century.

<b>Semester</b>	<b>VI</b>
<b>Course-Code</b>	<b>CC-13/CC-14/DES-3/DSE-4</b>
<b>Credit Value</b>	<b>24</b>

<b><u>Semester</u></b>	<b><u>Course</u></b>	<b><u>Course Title</u></b>	<b><u>Learning Outcome</u></b>
<b><u>VI</u></b>	<b><u>CC 13</u></b>	Sanskrita O Ingreji Sahityer Itihas	Students learn about the history of Sanskrit literature. They are able to realize the great tradition of Sanskrit literature. They knew about the history of English literature.
	<b><u>CC 14</u></b>	Sahityer Rup-Riti O Sangrup	Their knowledge has been created about various forms of modern literature. Early knowledge about modern literary theory has been created. Gained knowledge about the structure of different forms of literature.
	<b><u>DSE 3</u></b>	Bishsataker Swadhinata- Purbabarti Bangla Kathasahitya	They got a chance to know about the development of Bengali novels in twentieth century. Knowledge has been created about the history of short stories of this period.
	<b><u>DSE 4</u></b>	Sahitya Bisayak Prabandha O Lakasahitya	They have learned about Twentieth century essay literature. Preliminary ideas about folklore and folk culture have been formed.

**DEPARTMENT OF BENGALI**

**COURSE OUTCOME**  
**B.A. (General) in Bengali**  
**2020-2021**

Semester	I/II/III/IV/V/VI
Course-Code	CC 1A/CC 1B/CC (L <sub>2</sub> -1)/AECC-2/CC 1C/ SEC 1/CC 1D/ CC (L <sub>2</sub> -2)/SEC 2/DSE 1A/SEC 3/ DSE 1B/ SEC 4
Credit Value	58

<b><u>Semester</u></b>	<b><u>Course</u></b>	<b><u>Course Title</u></b>	<b><u>Learning Outcome</u></b>
<b>I</b>	<b>CC 1A</b>	PrabandhaSahitya: Bamkimchandra and Rabindranath	They learned the various style and subject of Prabandha from Bamkimchandra and Rabindranath.
<b>II</b>	<b>CC 1B</b>	Golpo: Pravat Kumar O Saratchandra	Students have learned the structure and subject of Golpo by Pravat Kumar Mukhopadhyay and Saratchandra Chottopadhyay.
	<b>CC (L<sub>2</sub>-1)</b>	Bangla Chhotogalpo	Students have learned the structure and subject of Chhotogalpo of various author.
	<b>AECC-2</b>		Students learn the basic skills of Bengali literature.
<b>III</b>	<b>CC 1C</b>	Bangla Sahityer Itihas	Special ideas are being made about the history of ancient, medieval and modern Bengali literature.
	<b>SEC 1</b>	Bangla Byakaran	They have learned the basics of Bengali Grammer.
<b>IV</b>	<b>CC 1D</b>	Bhasatattwa	Basic knowledge about linguistics is being created.
			Learning about different aspects of modern linguistics.
	<b>CC (L<sub>2</sub>-2)</b>	Bangla Kabita	They learned the poetries of Rabindranath and others.
			They have learned to analyze Modern poetry.
	<b>SEC 2</b>	Rachana Shaktir Naipunya	Writing skills have increased.
			Learned how to write letters, reports and essays.
<b>V</b>	<b>DSE 1A</b>	Unish Shataker Bangla Upanyas	Learned to take lessons in Bengali novels of 19 <sup>th</sup> Century.
			Students gained knowledge on critical analysis of novels.
	<b>SEC 3</b>	Prabandha O Pratibedan Rachana	Writing skills have increased. Learned how to write reports and essays.

<b>VI</b>	<b>DSE 1B</b>	Unish Shataker Bangla Natak	They have known about the history of the origin and development of Bengali drama in nineteenth century.
	<b>SEC 4</b>	Byabharik Bangla Charcha O Anubad Charcha	Writing skills have increased. Learned how to write letters, reports, and paragraphs. Students learn techniques of translation from Bengali to English and vice versa.



**Polba Mahavidyalaya**  
**Affiliated to The University of Burdwan**

**COURSE AND PROGRAM OUTCOMES**  
**OF**  
**EDUCATION HONOURS ACADEMIC PROGRAMME**  
**(CBCS)**

*[Abbreviations Used: Core Course (CC); Skill Enhancement Course (SEC); Discipline Specific Elective (DSE); Generic Elective (GE); Course Outcome (CO); Program Outcome (PO); Program Specific Outcome (PSO)]*

**Semester – I**

***CC-1: Educational Philosophy-I***

After the completion of this course, students can:

**CO1:** acquire detail knowledge about the meaning, relation and significance of philosophy and education.

**CO2:** understand Indian schools of philosophy, western schools of philosophy and Philosophy for development of humanity.

**CO3:** understand about the importance of Educational philosophy in today's education system.

**CO4:** acquire detail knowledge about Child Centric Education, Life Centric Education: features and significance.

**CO5:** acquire detail knowledge about Contributions of Great Educators to Education, Rammohan Roy, Iswar Chandra Vidyasagar, Swami Vivekananda, Rabindranath Tagore, Mahatma Gandhi.

***CC-2: Educational Psychology-I***

After the completion of this course students can:

**CO1:** acquire detail knowledge about relation between psychology and education, nature, scope and significance of educational psychology,

**CO2:** understand the importance of Educational Psychology.

**CO3:** learn about stages, types and theories of human development and their educational significance, learning: concept and theories and Concept, types.

**CO4:** acquire detail knowledge about theories of intelligence Growth and Development: Meaning and Concepts, Determinants of Development- Heredity and Environment,

**CO5:** apply their Education based psychological knowledge in their daily life.

### ***GE – 1 : Principles of Education (For other Disciplines)***

After the completion of this course, students can:

**CO1:** acquire detail knowledge about Education: Meaning, Nature and Scope, Functions, Factors and Aims.

**CO2:** develop their knowledge about curriculum, types of curriculum, principles of curriculum construction and co-curricular activities.

**CO3:** acquire knowledge about child centric education, aims of modern child centric education, child centricism in education, play-way in education, Kindergarten, Montessori, Basic education and Project method.

**CO4:** acquire detail knowledge about Freedom and Discipline, Needs of discipline, Self-discipline, Application of Discipline in Educational Institution.

## **Semester-2**

### ***CC-3: Educational Philosophy- II***

After the completion of this course, students can:

**CO1:** acquire knowledge about Western Schools of Philosophy and their Educational Implication, Idealism, Naturalism, Realism and Pragmatism; Their contribution to present day education.

**CO2:** develop their knowledge about Contribution of Great Educators to Education, Rousseau, Pestalozzi, Froebel, Dewey, Montessori

**CO3:** acquire knowledge about Current issues in Education: Education for Democracy, Education for National Integration, Education for International Understanding.

**CO4:** develop their knowledge about Education for empowerment of Deferent Categories of People, Education for Peace, Education for Leisure

### ***CC-4: Educational Psychology-II***

After the completion of this course, students can:

**CO1:** understand and develop skill about Intelligence, Intelligence Theory, Two-factor, Group-factor and Guilford's theory of Intellect, Measurement of intelligence, Verbal, Non-verbal and Performance Test, Creativity: Meaning and nature, Characteristics of creative person.

**CO2:** construct knowledge about the Personality, its meaning and nature, development of personality, personality, its types and traits, Psychoanalytical theory of personality, humanistic approach and Assessment of Personality.

**CO3:** develop detail knowledge about Memory: Meaning and Concepts, Process of Memorization, Storage and reproduction of information, Types of Memory: Sensory Memory-short term and long term memory, Encoding of Memory, Economy in memorization, Remembering and Forgetting: Causes.

**CO4:** construct knowledge about cognitive development theory of Piaget, Burner & Vygotsky.

### ***GE – 2 : Educational Psychology (For other Disciplines)***

After the completion of this course, students can:

**CO1:** acquire knowledge about Educational Psychology, Relation between Education and Psychology and Methods of Educational Psychology.

**CO2:** develop detail knowledge about Growth and Development: Meaning and Concepts, Stages of Development of a Child: Infancy, Childhood and Adolescence, Aspects of Child Development : Physical, Intellectual, Emotional, Social

**CO3:** acquire knowledge about Personality: Concept and definition, Development of Personality, Types and Traits, Approaches to Personality, Individual Differences: Concepts and Types, Causes of Individual Differences.

**CO4:** develop detail knowledge about Intelligence: Concept and Definition, Theories of intelligence: Two-factor, Group-factors and Structure of Intellect, Intelligence Test: Verbal, Non-verbal test and their uses.

**CO5:** acquire knowledge about Learning: Meaning & Nature, Factors associated with learning, Theories of Learning: Trial & Error, Classical conditioning and Gestalt theory of learning, Learning relation to; Attention, Interest, Maturation and Motivation.

### **Semester-3**

#### ***CC-5 : Educational Sociology-I***

After the completion of this course, students can:

**CO1:** acquire detail knowledge about Sociological Foundation of Education and relate the theories to real life.

**CO2:** also learn about social sub-system & its specific characteristic, The Components of Education and community, Relation between Education and Community, Education for Indian Society

**CO3:** develop knowledge about Social Change, Factors and problems of social change in India, Education with Special Reference to Social Change

**CO4:** also learn about Social Stratification, Education with reference to social stratification, Social equity and equality of educational opportunities

### ***CC-6: Education in Ancient & Medieval India***

After the completion of this course, students can:

**CO1:** develop detail knowledge about Education in Vedic period with special reference to curriculum, Method of teaching, role of teachers and salient features

**CO2:** learn about in Bramanic period Education, its Aims, Curriculum, Method of teaching and Role of Teachers.

**CO3:** learn about Education in Buddhistic Period, its Concept, Aims, Curriculum, Method of teaching, Role of Teachers and Comparison between Bramanic and Buddhistic education.

**CO4:** construct knowledge about Education in Medieval India: Under Sultanate and Mughal Rulers, with special reference to Objectives, Curriculum, Method of teaching, Role of Teachers and Salient features.

### ***CC-7: Education in British India***

After the completion of this course, students can:

**CO1:** develop detail knowledge about Indian Education during early British Period, Missionary educational activities in India during early 19th century, Serampore Mission, Fort William College, Bengal Renaissance-Educational contributions, Charter Act of 1813.

**CO2:** learn about Western Education, Oriental and Occidental Controversy, Macaulay's Minute, Adam's Report and its recommendations, Wood's Despatch-1854.

**CO3:** learn about Recommendations of Indian Education Commission (1882), Educational reforms of Lord Curzon, National Education Movement, Gokhale's compulsory primary education bill.

**CO4:** construct knowledge about Calcutta University Commission (1917-1919), Education under Diarchy, Hartog Committee Report (1929), Education under Provincial autonomy, Abbot Wood Report, Gandhiji's Basic Education, Sargeant Report (1944)

### ***GE – 3 : Educational Sociology (For other Disciplines)***

After the completion of this course, students can:

**CO1:** develop detailed knowledge about educational Sociology, relation between sociology and education, education-as a social sub-system.

**CO2:** learn about social change and social stratification in India.

**CO3:** construct knowledge about socialization, social Control and agencies of social control.

**CO4:** learn about social Agencies and their educative role: Family, School, State, Mass media.

### ***SEC-1: Value Education***

After the completion of this course, students can:

**CO1:** gain theoretical and practical knowledge about value education and its needs.

**CO2:** construct knowledge about values in a pluralist society, morality, morality & value, role of parents to facilitate children's moral development.

**CO3:** develop knowledge about values in the classroom, value from the pupil's perspective, Inculcation of Values among the students, role of the teachers to facilitate moral development among the pupils.

**CO4:** learn about Peace Education, Values in Peace Education, values and human rights education.

## **Semester-4**

### ***CC-8: Educational Sociology-II***

After the completion of this course, students can:

**CO1:** develop detail knowledge about Socialization, Role of the Parents and the Teachers in the process of socialization, Social Control: Meaning and types of Social control, Agencies of Social Control

**CO2:** develop knowledge about Social Mobility: Meaning, Types, Causes and factors of Social Mobility, Mobility in Indian Society

**CO3:** develop their knowledge about Concept of Culture, Cultural Change & Cultural Lag, Education as Cultural Determinants, Education for Multicultural Society

**CO4:** develop their knowledge about Social Institution and Agencies of Education: Family, School, State, Mass media, Educative role of the above social agencies.

### ***CC-9 : Development of Education in Post-Independence Period***

After the completion of this course, students can:

**CO1:** develop detail knowledge about University Education Commission (1948-49): Aims, Curricula, Rural University and Other Recommendations, Mudaliar Commission (1952-53): Aims, Structure, Curricula and Other Recommendations,

**CO2:** learn about Kothari Commission (1964-66): Objectives, Structure, Curricula, Technical and Professional Education, Recommendations on different areas of education.

**CO3:** construct knowledge about Universal elementary education: Free, Compulsory & Universal Education in India, Present Position of Elementary Education, Language Policy in Education as recommend by different Commissions& Committees

**CO4:** learn about National Policy on Education (1986), Programme of Action (P.O.A.)-(1982), Constitutional Reforms Relating to Education.

### ***Core Course (CC-10): Educational Management and Administration***

After the completion of this course, students can:

**CO1:** internalize the concept of Educational Organization, Management and Planning. They also understand educational planning and the essential functions of educational management.

**CO2:** learn about Educational organization: Meaning and Principles, School Organization and its Principle, School plant, Buildings, Equipments, Playground, Workshop, Library, Computer room etc.

**CO3:** construct knowledge about Educational Supervision: meaning, need and functions, Factors influencing supervision, Difference between inspection and supervision, Styles of leadership

**CO4:** learn about Educational Planning: meaning, scope, and significance, Educational Planning: types & strategies, Manpower Planning: meaning, nature, and characteristics, Steps and Strategies in Manpower Planning.

### ***GE - 4 : History of Education in India***

After the completion of this course, students can:

**CO1:** internalize the concept of Missionary educational activities in India: Characteristics and significance, Serampore Mission: Contributions of the Trio to Education, Charter Act of 1813, Macaulay's Minute, Adam's Report and its recommendations, Woods Despatch (1854).

**CO2:** construct knowledge about Indian Education commission -1882, Indian University Commission (1902), National Education Movement.

**CO3:** learn about Sadler Commission -1917, Hartog Committee Report, Wardha Schame, The Sargent Plan (1944)

**CO4:** construct knowledge about Radhakrishnan Commission-1948, with special reference to rural university, Mudaliar Commission (1952-53): Reports and Recommendations, Kothari Commission (1964-66): Reports and Recommendations, National Education Policy 1986 and Revised Educational Policy of 1992.

### ***SEC-2: Educational Thoughts and Ideas of Great Indian Educators***

After the completion of this course, students can:

**CO1:** develop knowledge about Raja Rammohan Roy (1772-1883): Philosophy of life, Activities, Ideas on Education and Women Education, Iswar Chandra Vidyasagar (1820-1891): Educational Philosophy, Aims of Education, Method of Instruction, Activities & Ideas on Women Education.

**CO2:** construct knowledge about Swami Vivekananda (1863-1902): Educational Philosophy, Aims of Education, Method of Instruction, Curriculum of Education, Women Education & Concept of Teacher Sri Aurobindo (1872-1950): Educational Philosophy, Aims of Education, Method of Instruction, Curriculum of Education, & Concept of Teacher

**CO3:** learn about Rabindranath Tagore (1861-1941): Educational Philosophy, Aims of Education, Method of Instruction, Curriculum of Education, & Santiniketan School, Mahatma Gandhi (1869-1948): Educational Philosophy, Aims of Education, Method of Instruction, Curriculum of Education, & Basic Education.

## **Semester-5**

### ***CC-11: Educational Guidance and Counselling***

After the completion of this course, students can:

**CO1:** develop detail knowledge about Educational Guidance: Meaning, Definition Concept, Scope, Needs and Importance of Guidance, Essentials of good Guidance programme

**CO2:** construct knowledge about Different forms of Guidance: Educational, Vocational and Personal, Organization of Guidance service at different levels of education, Basic data necessary for guidance: data about pupils, courses, vocations, Tools and techniques of Guidance

**CO3:** learn about Counselling: Meaning, Nature, & Scope, Types of counselling, Tools and techniques of Counselling.

**CO4:** construct knowledge about Difference between Guidance and Counselling, Counselling process-relationships & its characteristics, Role of parent, teacher & counselor in guidance programme

### ***CC-12: Educational Technology***

After the completion of this course, students can:

**CO1:** develop detail knowledge about Educational Technology: concept and meaning, Educational Technology: nature, scope, needs and limitations, Components of Educational Technology-Hardware & Software.

**CO2:** construct knowledge about System approach: concept and characteristics, components of instructional system, uses and limitation of system approach, Programmed Learning: concept, nature and scope of programmed learning, Principles of programming.

**CO3:** learn about Communication: meaning, nature, types and process, Barriers of Communication, Significance of Communication, components of communication process, Communication in teaching-learning situation.

**CO4:** construct knowledge about Multimedia approach in educational technology, Visual, audio and audio-visual types and their uses in education, Computer and its role in education, Personalized Instructional Techniques, Mass Instructional Techniques

### ***DSE-1: Current Issues in Indian Education***

After the completion of this course, students can:

**CO1:** develop detail knowledge about Constitutional provision in education, Development of Education under Five Year Plans – Pre- Primary Education, Primary Education, Secondary Education, Higher Education, and Women Education - last two five years plans

**CO2:** acquire detail knowledge about Equal opportunity in Education: OBC, SC, ST, Women and Minorities, Education for all and Sarva Siksha Mission.

**CO3:** learn about Functions of following Educational Organizations: UGC, NAAC, NCERT, NUEPA, NCTE, DIET, SCERT.

**CO4:** learn about modern trends and Contemporary Issues in Education, Privatization in Education, Globalization and its impact on Education, Education as a Human Right, Adult and Non-formal Education.

### ***DSE-2: Teacher Education***

After the completion of this course, students can:

**CO1:** develop detail knowledge about meaning and scope of Teacher Education, Need for Education of the Teachers, Aims and Objectives of Teacher Education: Elementary, Secondary and Higher Secondary levels

**CO2:** learn about development of Teacher Education in India before and after independence, Agencies of Teacher Education – NCTE, NCERT, SCERT, DIET

**CO-3:** construct knowledge about role of student teaching in Teacher Education programme, Organization of Student Teaching, Various Patterns: Internship, Teaching Practice, Supervision and Evaluation of Student Teaching



**CO-4:** learn about Teaching as a professional ethics of a teacher, Characteristics of a Good Teacher, Professional Organizations for various levels and their roles,

## **Semester-6**

### ***CC-13: Measurement and Evaluation in Education***

After the completion of this course, students can:

**CO-1:** develop detail knowledge about concept of Measurement and Evaluation, Difference between Measurement and Evaluation, Types of Evaluation: Formative & Summative, Norm referenced & Criterion referenced

**CO-2:** construct knowledge about Different Tools and Techniques of Assessment: Tests, Observation, Assignment, and Project, General principles of test construction and standardization, Teacher Made test and Standardized test.

**CO-3:** learn about Characteristics of a good test, Reliability: Concept, and Methods of determination, Validity – concept and methods of determination

**CO-4:** construct knowledge about Types of Educational data; Collection and processing of data; Tabulation of data, Graphical representation of data; Frequency Polygon, Histogram, Bar Diagram, Pie chart, Ogive: Computation of diagrams and Uses

**CO-5:** learn, analyze and evaluate about Measures of Central tendency and its uses, Measures of Variability and its uses, Correlation, Computation of Correlation Co-efficient by Product moment and Rank difference Methods and interpretation of results

### ***CC-14: Comparative Education***

After the completion of this course, students can:

**CO-I:** develop detail knowledge about Comparative Education-Meaning and Concept, Scope and Objectives, Factors of Comparative Education -Geographical, Economic, Cultural, Philosophical, Sociological, Linguistic

**CO2:** learn about Study in Comparative Education - Descriptive, Historical, Sociological, Analytical and Synthetic

**CO3:** construct knowledge about basic structure of the Formal Education System of U.S.A, U.K and India

**CO4:** learn about Educational Objectives and curriculum of Primary & Secondary Education of U.S.A, UK and India

### ***DSE-3: Distance Education***

After the completion of this course, students can:

**CO1:** develop detail knowledge about Distance Education: Meaning, Characteristics and Significance, Present status of Distance Education, Growth of Distance Education

**CO2:** learn about Designing and preparing self-learning materials (SLM; Role of electronic media) in Distance Education, ICT and their applications in Distance Education

**CO3:** construct knowledge about Self – support service in Distance Education, Technical and Vocational Programmes through Distance Education, Distance Education in rural development

**CO4:** learn about Quality assurance of Distance Education, Mechanism for maintenance of standards in Distance Education, Role of Distance Education Council, & IGNOU

### ***DSE-3: Educational Thoughts and Ideas of Great Western Educators***

After the completion of this course, students can:

**CO1:** develop detail knowledge about Jean Jacques Rousseau (1712-1778): Educational Philosophy, Aims of Education, Curriculum of Education, Method of Instruction & Negative Education and Johann Heinrich Pestalotzzi (1748-1827): Educational Philosophy, Aims of Education, Curriculum of Education, Method of Instruction & Concept of Teacher

**CO2:** construct knowledge about F.W. August Froebel (1782-1852): Educational Philosophy, Aims of Education, Curriculum of Education, Method of Instruction & Kindergarten and Herbert Spencer (1820-1903): Educational Philosophy, Aims of Education, Curriculum of Education, Method of Instruction & Concept of Teacher

**CO3:** learn about John Dewey (1859-1952): Educational Philosophy, Aims of Education, Curriculum of Education, Method of Instruction, Concept of Teacher & Project Method and Madam Maria Montessori (1870-1952): Educational Philosophy, Aims of Education, Curriculum of Education, Method of Instruction, Concept of Teacher & Child Centric Education

### ***DSE-3: Basics of Educational Research and Statistics***

After the completion of this course, students can:

**CO1:** develop detail knowledge about Research in Education: Meaning, nature and scope of Educational Research, Types of Research: Fundamental, Applied and Action research, Qualitative and Quantitative Research, Research- Problems, Objectives and Hypotheses

**CO2:** construct knowledge about Major Approaches of Research: Historical; Descriptive; Experimental; Survey

**CO3:** construct knowledge, analyze and evaluate about Basic Statistics and their uses, Central tendency and Dispersion, Graphical representation of data, Correlation and its uses, Co-efficient of Correlation Computation by Product moment and Rank Difference

**CO4:** learn, analyze and evaluate about Inferential data Analysis, Normal probability curve, Standard Scores, CR-test (t-test)

### ***Course: DSE-4: Special Education***

After the completion of this course, students can:

**CO1:** develop detail knowledge about Education of Children with Visual Impairment and Hearing Impairment (with special reference to prevalence, etiology, identification, intervention, education and prevention of each category)

**CO2:** learn about Education of Children with Speech and Language Disorders and Learning Disabilities (with special reference to prevalence, etiology, identification, intervention, education and prevention of each category)

**CO3:** learn about Education of Children with Multiple Disabilities (with special reference to prevalence, etiology, identification, intervention, education and prevention of each category)

### **Program Outcomes (Education Honours)**

#### **PO1-Critical Evaluation:**

Critically analyze the recommendations of various committees and commissions, national policies of education. Students are also encouraged to evaluate the contribution of western and Indian great educators and national leaders. They gain mastery over ICT. They also demonstrate their critical thinking through comparing features of the system of education in UK& USA with that of India, techniques of data collection, application of relevant statistical techniques to represent and analyse the data.

#### **PO2-Discovery and Exploration:**

Explore new ideas and thoughts through the application of theoretical knowledge of Education subject and statistical techniques and pedagogical analysis.

#### **PO3-Effectual Communication:**

Students demonstrate their communicational skills through paper presentations on subject as well as various interdisciplinary themes. Students engage in research projects to demonstrate effective communication skills.

#### **PO4-Sense of time and space:**

Relate their understanding of the theories of educational psychology, philosophical and sociological foundations, ICT, Guidance and counselling, Peace and Value education in various classroom situations and societal experiences.

**PO5-Thinking Skills:**

Demonstrate thinking skills by analyzing, synthesizing, evaluating factual and conceptual educational information from multiple sources and verifying the relevance of various topics by applying them.

**PO6-Self-Sufficiency and Life-long Learning:**

Developing self-sufficiency, sincerity, independent thinking as education is a lifelong process for empowering the students to face all challenges in their future endeavors.

**PO7-Socio-Cultural-political Awareness:**

The students became aware of socio-cultural-political diversity through analysis of diverse social groups, schools of philosophy, religion, class, caste, culture, role of family and other institutions and agencies.

**PO-8-National Integration, International Understanding and Peace:**

Develop concern for the society, nation, as well as promote the feelings of internationalism by comparing our education system with that of UK, USA, philosophy of various educators, social and educational reformers. Various educational policies for the eradication of illiteracy, equalization of educational opportunity, UEE, inclusion, National Disintegration, population explosion and so on are taught in order to sensitize the students. Core Philosophy of Indian Constitution is also developed among the students.

**PO-9-Social Interaction:**

Encouraging students from diverse backgrounds are provided equal opportunity for fulfilment of their needs and interests. Differently Able students are encouraged to interact with other students in an Inclusive environment. To understand the society the students interact with the members of the society.

**PO-10-Solving current problems:**

Acquainting students with the diverse current educational problems and other related issues like SSA, Inclusive education Unemployment, Poverty, National Disintegration and Population explosion.

**PO-11-Inculcating Values and Ethics:**

Applying the knowledge of education in order to inculcate awareness among students concerning racial and gender equity; human rights issues, social justice and other values as enshrined in the Preamble of the Constitution.

**PO-12-Heritage Awareness, Environment Consciousness and Sustainability:**

Encouraging students to understand various issues related to environment and sustainable development by acquainting them with the diverse causes that lead to social change and progress. Sensitizing the students with the cultural heritage of India in education is another key issue.

**Program Specific Outcomes (Education Honours)**

**PSO1: (CC-1)** Students develop a clear idea about the subject Education, like nature, scope and aim of Education, factors, different agencies of education and child centric Education, Indian philosophy of education.

**PSO2: (CC-2)** Students gather knowledge about Educational Psychology, theories of psychology and their role and importance & impact in the field of education and education system.

**PSO3: (GE)** Students develop a clear idea about the subject Education, like nature, scope and aim of Education, factors, different agencies of education and child centric Education, Indian philosophy of education.

**PSO4: (CC-3)** Students develop knowledge about basic of Indian as well as Western Philosophy. They also develop knowledge about the importance of different schools of philosophy in the field of Education.

**PSO5: (CC-4)** Students gather knowledge about Educational Psychology, Theory of Intelligence.

**PSO6: (GE-2)** Students gather knowledge about Educational Psychology, growth and development, personality etc.

**PSO7: (CC-5)** Students internalize the basic of Sociology, relation between Sociology and Education, theories of Educational Sociology and importance of Educational Sociology in the field of Education.

**PSO8: (CC-6)** Students develop knowledge about the details of ancient and medieval history of Indian Education system.

**PSO9: (CC-7)** Students develop knowledge about the details of Indian Education during early British Period.

**PSO10: (GE-3)** Students internalize the basic of Sociology, relation between Sociology and Education, theories of Educational Sociology and importance of Educational Sociology in the field of Education.

**PSO11: (SEC-1)** Students develop understanding of the concepts of value, morality and peace education.

**PSO12: (CC-8)** Students understand the meaning of Socialization, Role of the Parents and the Teachers in the process of socialization, Social Control: Meaning and types of Social control, Agencies of Social Control

**PSO13: (CC-9)** Students develop understanding of the concepts of Education in Post-Independence Period

**PSO14: (CC-10)** Students develop understanding of the concepts of Educational Management and Administration

**PSO15: (GE-4)** Students develop a concept of History of Education in India

**PSO16: (SEC-2)** Students develop understanding of the concepts of Educational Thoughts and Ideas of Great Indian Educators

**PSO17: (CC-11)** Students develop the concept of guidance and counselling, various types of Guidance and basic data necessary for Guidance.

**PSO18: (CC-12)** Students develop an understanding of educational technology, use of computer in education and communication, develop an understanding of ICT & e-learning and they also get acquainted with the instructional techniques and different models of teaching.

**PSO19: (DSE-1)** The learners develop knowledge about Current Issues in Indian Education

**PSO20: (DSE-2)** The learners develop knowledge about the concept of Teacher Education.

**PSO20: (CC-13)** Students develop understanding of the concepts of measurement and evaluation in education, process of Evaluation, types of measuring instruments and their uses, concepts of validity and reliability and their importance in educational measurement and principles of test construction. They also understand the criteria of constructing standardized tests and utility of statistics in the field of education.

**PSO20: (CC-14)** Students develop understanding of the concepts of Comparative Education of different countries.

**PSO21: (DSE-3)** Students develop understanding of the concepts of Distance Education and Open Education.

**OR**

**PSO21: (DSE-3)** Students develop understanding of the concepts of Educational Thoughts and Ideas of Great Western Educators.

**OR**

**PSO22: (DSE-3)** Learners develop the concept of statistics and to develop skill in analyzing descriptive measures, concept of Normal Probability Curve and its uses in education, measures of

relationship and organize relevant educational data and to represent educational data through graphs and to develop skill in analyzing and displaying data.

**PSO23: (DSE-4)** Learners develop the concept of Special Education for special needs children. Education for visually, hearing and mentally challenged children and concept of inclusive education.

**Polba Mahavidyalaya  
Under The University of Burdwan**

**COURSE & PROGRAM OUTCOMES  
OF  
EDUCATION GENERAL (B.A.) COURSE  
UNDER CBCS**

*[Abbreviations Used: Core Course (CC); Skill Enhancement Course (SEC); Discipline Specific Elective (DSE); Generic Elective (GE); Course Outcome (CO); Program Outcome (PO); Program Specific Outcome (PSO)]*

**Semester-1st**

**CC-1A: Principles of Education**

After end of the course –

**CO1:** Learners will acquire detail knowledge about Education: Meaning, Nature and Scope, Functions of Education, Factors of Education, Aims of Education: Individualistic and Socialistic.

**CO2:** Students will understand about Meaning of Curriculum., Types of curriculum, Principles of curriculum construction, Co – curricular activities.

**CO3:** Students will understand about Child Centric Education: Meaning and Characteristics, Aims of modern child centric education, Child Centricism in Education: its significance, Play and play-way in education: Kindergarten, Montessori, Basic education and Project method.

**CO4:** Learners will acquire detail knowledge about Freedom, Discipline, needs of discipline, Free discipline, Self-discipline, Application of Discipline in Educational Institution.

**Semester-2nd**

**CC-1B : Educational Psychology Course Contents:**

After end of the course –

**CO1:** Learners will acquire detail knowledge about Educational Psychology: Meaning, Nature and Scope, relation between Education and Psychology, Methods of Educational Psychology.

**CO2:** Students will understand about Growth and Development: Meaning and Concepts, Stages of Development of a Child: Infancy, Childhood and Adolescence, Aspects of Child Development : Physical, Intellectual, Emotional, Social

**CO3:** Learners will acquire detail knowledge about Personality: Concept and definition, Development of Personality, Types and Traits Approaches to Personality, Individual Differences: Concepts and Types, Causes of Individual Differences.



**CO4:** Students will understand about Intelligence: Concept and Definition, Theories of intelligence: Two-factor, Group-factors and Structure of Intellect, Intelligence Test: Verbal, Non-verbal test and their uses.

**CO5:** Learners will acquire detail knowledge about Learning: meaning & nature, factors associated with learning, theories of learning: trial & error, classical conditioning and Gestalt theory of learning, learning relation to; attention, interest, maturation and motivation.

### **Semester-3<sup>rd</sup>**

#### **CC-1C: Educational Sociology Full Marks: 75**

After end of the course –

**CO1:** learners will acquire detail knowledge about the Educational Sociology: Meaning, Nature and Scope, Relation between Sociology and Education, Education-as a social sub-system.

**CO2:** Students will understand about Social Change: Concept and nature, Factors and problems of social change in India, Social stratification: Meaning and Types.

**CO3:** Students will understand about Socialization: Meaning, process and factors of socialization, Social Control: Meaning and types of Social control, Agencies of Social Control.

**CO4:** Learners will acquire detail knowledge about Social Agencies of Education and their educative role: Family, School, State, Mass media.

#### **SEC-1: Measurement and Evaluation in Education**

After end of the course –

**CO1:** Learners will acquire detail knowledge about Concept of Measurement and Evaluation, Difference between Measurement and Evaluation, Needs of Evaluation in Education.

**CO2:** Students will understand about Different tools and techniques of Evaluation, Teacher Made test and Standardized test, achievement tests and psychological tests Cumulative Record Card.

**CO3:** Students will understand and analyze about Reliability: Meaning and Method of Determining Reliability by Tests- Retest Method, Validity: Meaning and Method of Determining Content Validity.

**CO4:** Learners will acquire detail knowledge about Tabulation of Educational Data, Measurement of Central Tendency: Mean, Median, Mode (Computation and their uses), Measures of Dispersion: Range; Quartile Deviation; Standard Deviation (Computation and their uses)

**CO5:** Students will understand about Concept of Correlation, Rank Difference method and Product moment method for Computation of correlation, Co-efficient, Interpretation of results.

## Semester-4<sup>th</sup>

### **CC-1D : History of Education in India**

After end of the course –

**CO1:** Learners will acquire detail knowledge about Missionary educational activities in India: Characteristics and significance, Serampore Mission: Contributions of the Trio to Education, Charter Act of 1813, Macaulay's Minute, Adam's Report and its recommendations, Woods Despatch (1854).

**CO2:** Students will develop their knowledge about Indian Education commission -1882, Indian University Commission (1902), National Education Movement.

**CO3:** Learners will acquire detail knowledge about Sadler Commission -1917, Hartog Committee Report, Wardha Scheme, The Sargent Plan (1944).

**CO4:** Students will develop their knowledge about Radhakrishnan Commission-1948, with special reference to rural university, Mudaliar Commission (1952-53): Reports and Recommendations, Kothari Commission (1964-66): Reports and Recommendations, National Education Policy 1986 and Revised Educational Policy of 1992.

### **SEC-2: Value Education**

After end of the course –

**CO1:** Learners will acquire detail knowledge about Value in Education: Meaning and Concept, Needs of Value Education

**CO2:** Students will develop their knowledge about Morality: Meaning & Concept, Morality and Values in Education, Role of Parents to Facilitate Children's Moral Development

**CO3:** Learners will acquire detail knowledge about Social Values, Values in Classroom, Inculcation of Values among the students

**CO4:** Students will develop their knowledge about Peace Education: Meanings and Aims, Values in Peace Education, Values and Human Rights Education

## Semester-5<sup>th</sup>

### **DSE-1A: Great Educators**

After end of the course –

**CO1:** Learners will acquire detail knowledge about Swami Vivekananda (1863-1902), Sri Aurobindo (1872-1950).

**CO2:** Students will develop their knowledge about Rabindranath Tagore (1861-1941), Mahatma Gandhi (1869-1948).

**CO3:** Learners will acquire detail knowledge about Jean Jacques Rousseau (1712-1778), F.W. August Froebel (1782-1852).

**CO4:** Students will develop their knowledge about John Dewey (1859-1952), Madam Maria Montessori (1870-1952).

### **DSE-1A : Women Education**

After end of the course –

**CO1:** Learners will acquire detail knowledge about Women Education: Meaning and Concept, Problems of Women Education.

**CO2:** Students will develop their knowledge about Literacy percentage of women, Existing prejudices against women education, Needs & Scope of Education for girls.

**CO3:** Learners will acquire detail knowledge about Role of Iswarchandra Vidyasagar, Mahatma Gandhi, and Rabindranath Tagore for Women Education.

**CO4:** Students will develop their knowledge about Women Education as recommended by different commissions in Independent India, Measures taken by the Government for Women Education, Role of NGO's for Women Education.

### **GE-1: Current Issues in Indian Education**

After end of the course –

**CO1:** Learners will acquire detail knowledge about Development of Education since 1947, Primary Education, Secondary Education, Higher Education, Technical and Vocational Education.

**CO2:** They will also learn about Equalization of educational opportunity, Education for the Backward Classes, Development and Problems of Women Education.

**CO3:** Learners will acquire detail knowledge about Development of Non-formal Education in India, Adult and Continuing Education, Sarbo Siksha Abhijan / Mission.

**CO4:** They will also learn about Functions of following Educational Organizations, CAGE, UGC, NCERT, SECR, and DIET.

### **SEC-3 : Educational Guidance and Counselling**

After end of the course –

**CO1:** Learners will acquire detail knowledge about Educational Guidance: Meaning, Definition, Scope, Needs and Importance of Guidance, Essentials of good Guidance programme.

**CO2:** They will also learn about Different forms of Guidance, Educational and Vocational Guidance, Organization of Guidance service at different levels of education, Tools and techniques of Guidance.

**CO3:** Learners will acquire detail knowledge about Counseling: meaning, nature, scope, Types of counseling, Tools and techniques of Counseling.

**CO4:** They will also learn about Difference between Guidance and Counselling, Counseling process-relationships & its characteristics, Role of parent, teacher & counselor in guidance programme.

### **Semester-6th**

#### **DSE-3: Educational Technology**

After end of the course –

**CO1:** After end of the course learners will acquire detail knowledge about Educational Technology: Concept and Meaning, Educational Technology: Nature, Scope, Needs and Limitations, Components of Educational Technology-Hardware & Software.

**CO2:** They will also learn about System approach: Concept and Characteristics, Uses and limitation of system approach.

**CO3:** Learners will acquire detail knowledge about Communication: Meaning, Nature, Types and Process, Barriers of Communication, Significance of Communication.

**CO4:** They will also learn about Multimedia approach in educational technology, Visual, audio and audio-visual types and their uses in education, Computer and its role in education.

#### **GE-2 : Psychology of Mental Health and Hygiene ( For other disciplines)**

After end of the course –

**CO1:** Learners will acquire detail knowledge about Mental Hygiene: Meaning and Concept, Mental Health: Meaning and Concept, Characteristics of Mental Health, Education and Mental Health & Hygiene.

**CO2:** They will also learn about Adjustment: Concepts, Need, and Areas of Adjustment, Mechanism of Adjustment, Role of Family and School in effective Adjustment.

**CO3:** Learners will acquire detail knowledge about Maladjustment: Meaning and Definition, Causes of Maladjustment, Different forms of Maladjustment, Role of Family and School in remedial measures.

## **GE-2 : Education of Children with Special Needs**

After end of the course –

**CO1:** Learners will acquire detail knowledge about Education of Children with Visual Impairment: identification, intervention, education and prevention, Hearing Impairment: identification, intervention, education and prevention.

**CO2:** They will also learn about Education of Children with Speech and Language Disorders: identification, intervention, education and prevention.

**CO3:** Learners will acquire detail knowledge about Education of Children with Physically Handicapped: identification, intervention, education and prevention.

**CO4:** They will also learn about Education of Children with Learning Disabilities: identification, intervention, education and prevention.

## **SEC-4 : Distance Education**

After end of the course –

**CO1:** Learners will acquire detail knowledge about Distance Education; Significance, Meaning and Characteristics, Growth and Development of Distance Education.

**CO2:** They will also learn about Designing and preparing self-learning materials in Distance Education, ICT and their applications in Distance Education

**CO3:** Learners will acquire detail knowledge about Self – support service in Distance Education, Technical and vocational Programmes through Distance Education.

**CO4:** They will also learn about Quality assurance in Distance Education, Maintaining of standards in Distance Education, Role of Distance Education Council.

## **Program Outcomes (Education General)**

### **PO1-Discovery and Exploration:**

Explore new ideas and thoughts through the application of theoretical knowledge of Education subject and statistical techniques and pedagogical analysis.

### **PO2-Effectual Communication:**

Students demonstrate their communicational skills through paper presentations on subject as well as various interdisciplinary themes. Students engage in research projects to demonstrate effective communication skills.

**PO3-Sense of time and space:**

Relate their understanding of the theories of educational psychology, philosophical and sociological foundations, Guidance and counseling.

**PO4-Self-Sufficiency and Life-long Learning:**

Developing self-sufficiency, sincerity, independent thinking as education is a lifelong process for empowering the students to face all challenges in their future endeavors.

**PO5-Socio-Cultural-political Awareness:**

The students became aware of socio-cultural-political diversity through analysis of diverse social groups, schools of philosophy, religion, class, caste, culture, role of family and other institutions and agencies.

**PO-6-National Integration, International Understanding and Peace:**

Develop concern for the society, nation, as well as promote the feelings of internationalism by comparing our education system with that of UK, USA, philosophy of various educators, social and educational reformers. Various educational policies for the eradication of illiteracy, equalization of educational opportunity, UEE, inclusion, National Disintegration, population explosion and so on are taught in order to sensitize the students. Core Philosophy of Indian Constitution is also developed among the students.

**PO-7-Social Interaction:**

Encouraging students from diverse backgrounds are provided equal opportunity for fulfillment of their needs and interests. Differently Able students are encouraged to interact with other students in an Inclusive environment. To understand the society the students interact with the members of the society.

**PO-8-Inculcating Values and Ethics:**

Applying the knowledge of education in order to inculcate awareness among students concerning racial and gender equity; human rights issues, social justice and other values as enshrined in the Preamble of the Constitution.

## **Program Specific Outcomes (Education General)**

**PSO1: (CC-1A)** Students develop a clear idea about the subject Education, like nature, scope and aim of Education, factors, different agencies of education and child centric Education, Indian philosophy of education.

**PSO2: (CC-1B)** Students gather knowledge about Educational Psychology, theories of psychology and their role and importance & impact in the field of education and education system.

**PSO3: (CC-1C)** Students internalize the basic of Sociology, relation between Sociology and Education, theories of Educational Sociology and importance of Educational Sociology in the field of Education.

**PSO4: (SEC-1)** Students develop understanding of the concepts of measurement and evaluation in education, process of Evaluation, types of measuring instruments and their uses, concepts of validity and reliability and their importance in educational measurement and principles of test construction.

**PSO5: (CC-1S)** Students develop understanding of the concepts of educational history of pre-independence.

**PSO6: (SEC-2)** Students develop understanding of the concepts of value, morality and peace education.

**PSO7: (DSE-1A)** Students develop understanding of the concepts of Educational Thoughts and Ideas of Great Indian Educators

**OR**

**PSO8: (DSE-1A)** Learners will acquire detail knowledge about Women Education.

**PSO9: (GE-1)** Students develop understanding of the concepts of current issues in Indian education.

**PSO10: (SEC-3)** Students develop the concept of guidance and counselling, various types of Guidance and basic data necessary for Guidance.

**PSO11: (DSE-3)** Students develop an understanding of educational technology, use of computer in education and communication, develop an understanding of ICT & e-learning and they also get acquainted with the instructional techniques and different models of teaching.

**PSO12: (GE-2)** Students develop an understanding of Psychology of Mental Health and Hygiene

**OR**

**PSO13: (GE-2)** Learners develop the concept of Special Education for special needs children. Education for visually, hearing and mentally challenged children and concept of inclusive education.

**PSO14: (SEC-4)** Students develop understanding of the concepts of Distance Education and Open Education.





**POLBA MAHAVIDYALAYA**

**DEPARTMENT OF ENGLISH**

**COURSE OUTCOME**

**ENGLISH HONOURS**

**CC I (INDIAN CLASSICAL LITERATURE)**

**VYASA'S 'THE BOOK OF THE ASSEMBLY HALL' FROM THE MAHABHARATA:**

- Gain a deep understanding of the epic Mahabharata and its socio-cultural significance.
- Analyze the narrative techniques employed by Vyasa in portraying complex characters and events.
- Explore the ethical and philosophical dimensions embedded in the text.
- Develop critical thinking skills to assess the broader implications of the Mahabharata in Indian literature.

**SUDRAKA'S 'MRCCHAKATIKA' TRANSLATED BY M. M. RAMACHANDRA KALE:**

- Acquire insights into classical Sanskrit drama and its conventions.
- Examine the themes of love, morality, and social dynamics in ancient Indian society.
- Analyze Sudraka's storytelling techniques and dramatic structure.
- Develop an appreciation for the cultural and historical context reflected in 'Mrcchakatika.'

**BANABHATTA'S 'KADAMBARI' (CHAPTER I, II):**

- Explore the narrative complexity and literary techniques employed in 'Kadambari.'
- Understand the cultural and philosophical nuances embedded in Banabhatta's prose.
- Analyze the representation of gender, love, and metaphysical themes in the text.
- Develop skills in interpreting classical Sanskrit prose and its relevance in the context of Indian literature.

**KALIDASA'S 'ABHIJNANA SHAKUNTALAM' IN 'THE LOOM OF TIME':**

- Delve into the aesthetics and poetic excellence of Kalidasa's 'Abhijnana Shakuntalam.'
- Analyze the portrayal of love, nature, and the human experience in classical Sanskrit poetry.
- Explore the interconnectedness of art, culture, and philosophy in Kalidasa's work.
- Develop a nuanced understanding of the timeless themes and artistic brilliance that define 'Abhijnana Shakuntalam.'

Through the exploration of these classical texts, students will not only enhance their linguistic and literary skills but also gain a profound appreciation for the rich cultural heritage and philosophical depth of Indian classical literature.

COURSE OUTCOME

# ENGLISH HONOURS

## CC II (EUROPEAN CLASSICAL LITERATURE)

### HOMER'S 'THE ILIAD,' BOOK I & II (TRANSLATED BY E. V. RIEU):

- Develop a comprehensive understanding of the epic poem and its cultural significance in Ancient Greece.
- Analyze the themes of heroism, fate, and honor as depicted in the narrative.
- Explore the poetic techniques employed by Homer in the portrayal of characters and events.
- Acquire critical thinking skills to evaluate the socio-political context of 'The Iliad.'

### SOPHOCLES' 'OEDIPUS THE KING':

- Gain insights into Greek Tragedy and its conventions.
- Analyze the tragic elements, character development, and themes of fate and free will in 'Oedipus the King.'
- Understand the impact of the play on the development of Western dramatic tradition.
- Develop interpretive skills to appreciate the nuances of Sophocles' writing.

### OVID'S SELECTIONS FROM 'METAMORPHOSES' (BOOK III) - 'BACCHUS':

- Explore Ovid's mythological narrative and its relevance in the context of Roman literature.
- Analyze the theme of transformation and the role of mythology in shaping cultural identity.
- Examine Ovid's storytelling techniques and his contribution to the genre of epic poetry.
- Develop an appreciation for the interplay between myth, philosophy, and literary expression.

### PLAUTUS' 'POT OF GOLD':

- Explore the comedic elements and conventions of Roman theater.
- Analyze Plautus' use of humor, language, and character archetypes in 'Pot of Gold.'
- Understand the social and cultural commentary embedded in Roman comedic traditions.
- Develop critical thinking skills to assess the enduring impact of Plautus on Western comedic literature.

By engaging with these European classical texts, students will not only enhance their literary analysis skills but also gain a deeper appreciation for the cultural, philosophical, and artistic contributions of these works to the broader scope of Western literature.

COURSE OUTCOME

ENGLISH HONOURS

## CC III (INDIAN WRITING IN ENGLISH)

### LAL BEHARI DAY: 'GOVINDA SAMANTA OR THE HISTORY OF BENGAL RAIYAT':

- Understand the historical and social context of colonial Bengal through Lal Behari Day's narrative.
- Analyze the portrayal of agrarian life, socio-economic conditions, and colonial impact on rural Bengal.
- Develop critical thinking skills to assess the cultural and historical significance of the text.
- Explore the role of literature in reflecting and challenging colonial structures.

### ANITA DESAI: 'CLEAR LIGHT OF DAY':

- Gain insights into post-colonial identity and the changing social fabric in India.
- Analyze Desai's narrative techniques in depicting family dynamics and personal relationships.
- Explore the themes of memory, nostalgia, and cultural transitions in the context of modern India.
- Develop literary analysis skills to understand the intersection of personal and societal changes.

### H.L.V. DEROZIO: 'FREEDOM TO THE SLAVE':

- Explore the socio-political themes in Derozio's poetry and their relevance to the Indian socio-cultural milieu.
- Analyze the use of language and rhetoric in expressing dissent and advocating for freedom.
- Understand Derozio's role in the Bengal Renaissance and his contribution to Indian literary nationalism.
- Develop an appreciation for the literary representation of social justice issues in colonial India.

### KAMALA DAS: 'INTRODUCTION':

- Analyze Kamala Das's poetic expression of personal and feminine identity.
- Explore the themes of love, desire, and self-discovery in Das's poetry.
- Understand the socio-cultural context that influenced Das's work and her impact on Indian feminist literature.
- Develop interpretive skills to appreciate the nuanced exploration of emotions and identity in her writing.

### NISSIM EZEKIEL: 'THE NIGHT OF THE SCORPION':

- Explore the cultural and religious diversity in India through Ezekiel's poetry.
- Analyze the portrayal of rural life and superstitions in the poem.

- Understand the poetic techniques employed by Ezekiel and their impact on modern Indian poetry.
- Develop critical thinking skills to interpret the layered meanings within the poem.

**ROBIN S. NGANGOM: 'A POEM FOR MOTHER':**

- Gain insights into the contemporary voices emerging from northeastern India.
- Analyze Ngangom's poetic exploration of identity, culture, and belonging.
- Understand the socio-political context of northeastern India and its impact on literature.
- Develop an appreciation for the diverse linguistic and cultural influences in Indian writings in English.

**MAHESH DATTANI: 'BRAVELY FOUGHT THE QUEEN':**

- Explore the themes of gender, sexuality, and societal norms in contemporary Indian drama.
- Analyze Dattani's exploration of identity and relationships in the context of modern India.
- Understand the impact of societal expectations and cultural traditions on individual lives.
- Develop skills to interpret the complexities of contemporary Indian drama.

Through the study of these diverse Indian writings in English, students will gain a nuanced understanding of the cultural, historical, and social dimensions of India, as well as develop critical thinking and analytical skills to engage with the complexities of the literature.

## COURSE OUTCOME

### ENGLISH HONOURS

#### CC - IV: British Poetry, Drama (16th – 17th Centuries) & Rhetoric and Prosody

**WILLIAM SHAKESPEARE: 'SONNET NO. 18', 'SONNET NO. 116':**

- Develop an understanding of Shakespearean sonnet forms and their thematic richness.
- Analyze the language, imagery, and poetic devices employed in the selected sonnets.
- Explore the themes of love, time, and mortality as portrayed in Shakespeare's poetry.

- Gain proficiency in interpreting and discussing the rhetorical and prosodic elements of the sonnets.

#### **JOHN DONNE: 'GOOD MORROW', 'THE SUN RISING':**

- Examine the metaphysical poetry of John Donne, focusing on themes of love, spirituality, and intellectual engagement.
- Analyze Donne's use of wit, conceit, and complex imagery in the selected poems.
- Explore the intersection of physical and metaphysical realms in Donne's poetic expression.
- Develop skills in recognizing and appreciating the rhetorical intricacies of Donne's poetry.

#### **WILLIAM SHAKESPEARE: 'MACBETH':**

- Gain a deep understanding of Shakespearean tragedy and its thematic exploration.
- Analyze the characters, plot structure, and dramatic elements in 'Macbeth.'
- Explore the psychological and moral dimensions of ambition, guilt, and power.
- Develop the ability to interpret and discuss the rhetorical and prosodic features within the play.

#### **CHRISTOPHER MARLOWE: 'EDWARD II':**

- Explore the historical and political contexts of Marlowe's drama.
- Analyze Marlowe's depiction of power, politics, and human agency in 'Edward II.'
- Understand the development of Elizabethan tragedy and its impact on Renaissance drama.
- Develop skills in recognizing and appreciating the rhetorical and prosodic elements in Marlowe's writing.

#### **WILLIAM SHAKESPEARE: 'TWELFTH NIGHT':**

- Examine the comedic elements, character dynamics, and themes of disguise and mistaken identity in 'Twelfth Night.'
- Analyze Shakespeare's use of language, humor, and dramatic structure in a comedic context.
- Explore the cultural and social dimensions reflected in the play.
- Develop the ability to interpret and discuss the rhetorical and prosodic features within a comedic framework.

Through the study of these texts, students will not only gain an appreciation for the literary achievements of the 16th and 17th centuries in Britain but also develop critical skills in analyzing the rhetorical and prosodic elements inherent in both poetry and drama from this period.

#### **RHETORIC AND PROSODY**

The course on Rhetoric and Prosody aims to equip undergraduate English Honours students with a comprehensive understanding of rhetorical devices and prosodic elements in literature. Upon completion of this course, students will:

**RHETORICAL ANALYSIS SKILLS:**

- Develop a keen awareness of rhetorical devices such as metaphor, simile, irony, and hyperbole.
- Acquire the ability to analyze how authors use rhetoric to persuade, inform, and convey emotions in literary works.

**UNDERSTANDING OF PROSODY:**

- Gain a thorough understanding of prosody, encompassing elements such as meter, rhyme, and rhythm in poetry and dramatic verse.
- Learn to recognize and interpret variations in prosodic features to enhance comprehension and appreciation of literary texts.

**APPLICATION OF RHETORIC AND PROSODY IN POETRY:**

- Analyze and interpret the impact of rhetorical devices and prosodic choices in selected poems from various periods.
- Develop the ability to connect rhetorical strategies and prosody to the thematic and emotional dimensions of poetic works.

**APPLICATION OF RHETORIC AND PROSODY IN DRAMA:**

- Explore the use of rhetoric and prosody in dramatic texts, understanding how these elements contribute to character development, tone, and overall dramatic impact.
- Analyze selected scenes from plays to appreciate the interplay between language, rhetorical devices, and prosodic features.

**CRITICAL EVALUATION SKILLS:**

- Enhance critical thinking skills to evaluate the effectiveness of rhetorical and prosodic choices in literature.
- Develop the ability to articulate the impact of these choices on the overall meaning and interpretation of a literary work.

**COMMUNICATION AND PRESENTATION SKILLS:**

- Improve communication skills through the articulation of thoughtful analyses of rhetorical and prosodic elements in written assignments and class discussions.
- Enhance presentation skills by effectively conveying insights into the use of rhetoric and prosody in literary works.

By the end of the course, students will be well-equipped to analyze and appreciate the intricate ways in which writers use rhetorical devices and prosody to craft compelling and impactful literary expressions, laying a strong foundation for their continued exploration of English literature.



## COURSE OUTCOME

### ENGLISH HONOURS

#### CC - V: American Literature

##### **MARK TWAIN: 'THE ADVENTURES OF TOM SAWYER':**

- Explore the cultural and social context of 19th-century America through Twain's portrayal of childhood and adolescence.
- Analyze Twain's use of language, humor, and regional dialect to depict characters and settings.
- Develop an understanding of the novel's contribution to American literary realism.

##### **EDGAR ALLAN POE: 'THE PURLOINED LETTER':**

- Delve into the world of Gothic and detective fiction through Poe's narrative.
- Analyze the themes of mystery, deception, and intellectual prowess in the short story.
- Develop skills in interpreting the psychological and symbolic dimensions of Poe's writing.

##### **F. SCOTT FITZGERALD: 'THE CRACK-UP':**

- Explore the themes of disillusionment and the American Dream in Fitzgerald's autobiographical essay.
- Analyze Fitzgerald's narrative style and rhetorical strategies in conveying personal and societal struggles.
- Develop critical thinking skills to assess the impact of 'The Crack-up' on American literature.

##### **WILLIAM FAULKNER: 'DRY SEPTEMBER':**

- Examine Faulkner's exploration of racial tensions and moral ambiguity in the Southern United States.
- Analyze Faulkner's narrative techniques, including stream of consciousness and shifting perspectives.
- Develop an understanding of Faulkner's contribution to Southern Gothic literature.

#### **ANNE BRADSTREET: 'THE PROLOGUE':**

- Explore Anne Bradstreet's role as one of the earliest American poets and her contribution to colonial literature.
- Analyze the themes of gender, identity, and self-expression in 'The Prologue.'
- Develop an appreciation for the historical and cultural context of Bradstreet's poetry.

#### **WALT WHITMAN: 'PASSAGE TO INDIA' (LINES 1–68):**

- Explore Whitman's poetic celebration of American democracy, diversity, and spirituality.
- Analyze the free verse and expansive style characteristic of Whitman's poetry.
- Develop an understanding of Whitman's influence on American poetic traditions.

#### **ALEXIE SHERMAN ALEXIE: 'CROW TESTAMENT':**

- Explore contemporary Native American literature through Alexie's short story.
- Analyze the themes of identity, cultural conflict, and resilience in 'Crow Testament.'
- Develop an understanding of Alexie's unique voice and contribution to American literature.

#### **TENNESSEE WILLIAMS: 'THE GLASS MENAGERIE':**

- Examine Williams' portrayal of family dynamics, memory, and illusion in this American classic play.
- Analyze the use of symbolism, character development, and dialogue in 'The Glass Menagerie.'
- Develop an understanding of Williams' impact on American drama.

Through the study of these diverse American literary works, students will gain a nuanced understanding of the cultural, historical, and social dimensions of American literature, fostering critical analysis and appreciation for the diverse voices that have shaped the American literary landscape.

## COURSE OUTCOME

### ENGLISH HONOURS

#### CC - VI: Popular Literature

##### **LEWIS CARROLL: 'ALICE'S ADVENTURES IN WONDERLAND':**

- Explore the whimsical and fantastical elements of Carroll's narrative, understanding its impact on popular children's literature.
- Analyze the use of wordplay, satire, and imagination in creating the Wonderland universe.
- Develop critical thinking skills to interpret the cultural and literary significance of Carroll's work.

##### **AGATHA CHRISTIE: 'THE MURDER OF ROGER ACKROYD':**

- Delve into the world of mystery and detective fiction through Agatha Christie's iconic novel.
- Analyze the plot structure, character development, and narrative devices used in the creation of a classic whodunit.
- Develop skills in deciphering clues and recognizing the conventions of the mystery genre.

##### **L. FRANK BAUM: 'THE WONDERFUL WIZARD OF OZ':**

- Explore the enduring appeal of Baum's fantasy world and its cultural impact.
- Analyze the use of symbolism, allegory, and character archetypes in 'The Wonderful Wizard of Oz.'
- Develop an understanding of the historical and social context influencing the narrative.

##### **HERGE: 'TINTIN IN TIBET':**

- Explore the world of graphic novels and the cultural impact of Herge's Tintin series.
- Analyze the themes of adventure, friendship, and cultural exploration in 'Tintin in Tibet.'
- Develop an understanding of the visual storytelling techniques employed in graphic literature.

Through the study of these popular literary works, students will gain insights into the diverse forms and genres that captivate readers across cultures and time periods. The outcomes include the development of analytical skills to appreciate the unique elements of popular literature, the ability to recognize and interpret cultural influences, and an understanding of the broader impact of these works on literature and popular culture.

COURSE OUTCOME

ENGLISH HONOURS

## CC - VII: British Poetry and Drama (17th– 18th Centuries)

### JOHN MILTON: 'PARADISE LOST' (BOOK I):

- Delve into the epic narrative of 'Paradise Lost,' examining Milton's theological and philosophical exploration.
- Analyze Milton's use of language, poetic devices, and blank verse to depict the Fall of Man.
- Develop an understanding of the epic tradition and its relevance to 17th-century British poetry.

### THOMAS DEKKER: 'SHOEMAKER'S HOLIDAY':

- Explore the world of Elizabethan and Jacobean drama through Dekker's city comedy.
- Analyze the themes of social mobility, love, and urban life in 'Shoemaker's Holiday.'
- Develop an understanding of the theatrical conventions and cultural contexts of early modern English drama.

### ALEXANDER POPE: 'THE RAPE OF THE LOCK' (CANTOS I AND III):

- Examine Pope's satirical masterpiece, focusing on the mock-epic style and social commentary.
- Analyze Pope's use of heroic couplets, wit, and irony in 'The Rape of the Lock.'
- Develop critical thinking skills to interpret Pope's satire on the aristocratic society of the 18th century.

### APHRA BEHN: 'OROONOKO':

- Explore Behn's groundbreaking work in early English literature, particularly in the novel form.
- Analyze the themes of race, colonialism, and gender in 'Oroonoko.'
- Develop an understanding of Behn's role as one of the first professional female writers in English literature.

Through the study of these texts, students will gain insights into the literary, cultural, and historical contexts of the 17th and 18th centuries in Britain. The outcomes include the development of analytical skills to interpret complex poetic and dramatic forms, an appreciation for the diversity of literary expressions in the given period, and an understanding of the socio-cultural influences shaping British literature during this time.

## COURSE OUTCOME

### ENGLISH HONOURS

#### CC - VIII: British Literature (18th Century)

##### WILLIAM CONGREVE: 'THE WAY OF THE WORLD':

- Explore the world of Restoration comedy through Congreve's satirical play.
- Analyze the themes of love, social manners, and wit in 'The Way of the World.'

- Develop an understanding of the comedic conventions and cultural nuances of 18th-century drama.

#### **THOMAS GRAY: 'ELEGY':**

- Delve into the elegiac tradition through Gray's reflective poem.
- Analyze Gray's use of language, melancholy tone, and poetic imagery in 'Elegy.'
- Develop an appreciation for the introspective and contemplative qualities of 18th-century poetry.

#### **WILLIAM COLLINS: 'ODE TO EVENING':**

- Explore Collins' contribution to the Romantic movement through his ode.
- Analyze the themes of nature, melancholy, and the sublime in 'Ode to Evening.'
- Develop an understanding of Collins' poetic style and its significance in 18th-century British literature.

#### **DANIEL DEFOE: 'MOLL FLANDERS':**

- Examine Defoe's novel as a representative work of early English fiction.
- Analyze the themes of social mobility, identity, and morality in 'Moll Flanders.'
- Develop an understanding of the development of the novel form and its cultural impact in the 18th century.

#### **JONATHAN SWIFT: 'GULLIVER'S TRAVELS' (BOOKS I AND II):**

- Delve into Swift's satirical masterpiece, focusing on the socio-political commentary.
- Analyze Swift's use of allegory, irony, and satire in 'Gulliver's Travels.'
- Develop critical thinking skills to interpret Swift's critique of human nature and society in the 18th century.

Through the study of these texts, students will gain insights into the diverse literary landscape of 18th-century Britain. The outcomes include the development of analytical skills to interpret various literary forms, an understanding of the cultural and philosophical influences shaping literature during this period, and an appreciation for the evolution of literary genres in the 18th century.

## COURSE OUTCOME

### ENGLISH HONOURS

#### CC - IX: British Romantic Literature

##### **WILLIAM WORDSWORTH: 'TINTERN ABBEY':**

- Explore Wordsworth's poetic philosophy and the Romantic engagement with nature.
- Analyze the themes of memory, nature, and the sublime in 'Tintern Abbey.'
- Develop an understanding of Wordsworth's contribution to the Romantic movement.

##### **SAMUEL TAYLOR COLERIDGE: 'KUBLA KHAN':**



- Delve into the realm of Romantic imagination through Coleridge's fragmentary poem.
- Analyze the themes of creativity, the exotic, and the supernatural in 'Kubla Khan.'
- Develop an appreciation for Coleridge's exploration of the unconscious and the dream-like.

**WILLIAM BLAKE: 'LAMB', 'CHIMNEY SWEEPER' (SONGS OF INNOCENCE), 'CHIMNEY SWEEPER' (SONGS OF EXPERIENCE), 'THE TYGER':**

- Explore Blake's visionary poetry, focusing on the Songs of Innocence and Experience.
- Analyze the thematic contrasts between innocence and experience, as well as the socio-political commentary in 'The Tyger.'
- Develop an understanding of Blake's unique blend of mysticism, symbolism, and social critique.

**JANE AUSTEN: 'PRIDE AND PREJUDICE':**

- Examine Austen's contribution to the development of the novel in the Romantic era.
- Analyze the themes of love, social class, and personal growth in 'Pride and Prejudice.'
- Develop an understanding of Austen's keen social observations and narrative style.

**GEORGE GORDON BYRON: 'CHILDE HAROLDE'S PILGRIMAGE' (CANTO III, VERSES 36-45):**

- Explore Byron's Romantic narrative poem, focusing on themes of travel, adventure, and personal reflection.
- Analyze the Byronic hero and the influence of Romantic individualism in 'Childe Harolde's Pilgrimage.'
- Develop an understanding of Byron's impact on Romantic literature.

**P.B. SHELLEY: 'ODE TO THE WEST WIND', 'OZYMANDIAS':**

- Delve into Shelley's poetic vision and political engagement.
- Analyze the themes of nature's transformative power and the transience of human achievements in 'Ode to the West Wind' and 'Ozymandias.'
- Develop an appreciation for Shelley's lyricism and his role in shaping Romantic ideals.

**JOHN KEATS: 'ODE TO A NIGHTINGALE', 'TO AUTUMN':**

- Explore Keats' exploration of beauty, mortality, and the poetic imagination.
- Analyze the thematic richness and sensory imagery in 'Ode to a Nightingale' and 'To Autumn.'
- Develop an understanding of Keats' contribution to the Romantic tradition of lyrical poetry.

Through the study of these texts, students will gain insights into the ideals, themes, and literary techniques of the Romantic period. The outcomes include the development of analytical skills to interpret diverse forms of Romantic literature, an understanding of the cultural and philosophical influences shaping this period, and an appreciation for the profound impact of Romantic ideals on literature.

## COURSE OUTCOME

### ENGLISH HONOURS

#### CC - X: British Literature (19th Century)

##### **CHARLES DICKENS: 'HARD TIMES':**

- Explore Dickens's critique of industrialization, utilitarianism, and social injustice in the 19th century.
- Analyze Dickens's characterizations, narrative style, and thematic exploration in 'Hard Times.'
- Develop an understanding of Dickens's role in Victorian literature and his contribution to social criticism.

##### **ALFRED TENNYSON: 'THE LADY OF SHALLOT':**

- Delve into Tennyson's exploration of the Arthurian legend and Victorian themes.
- Analyze the use of symbolism, imagery, and poetic form in 'The Lady of Shalot.'
- Develop an appreciation for Tennyson's contribution to Victorian poetry.

##### **ROBERT BROWNING: 'MY LAST DUCHESS':**

- Explore Browning's dramatic monologue and the psychological depth of his characters.
- Analyze the themes of power, control, and art in 'My Last Duchess.'
- Develop an understanding of Browning's unique narrative style and contribution to Victorian poetry.

#### **CHRISTINA ROSSETTI: 'THE GOBLIN MARKET':**

- Examine Rossetti's narrative poem, focusing on themes of temptation, sisterhood, and redemption.
- Analyze the religious and allegorical dimensions of 'The Goblin Market.'
- Develop an understanding of Rossetti's role in the Pre-Raphaelite Brotherhood and her impact on Victorian poetry.

#### **CHARLOTTE BRONTE: 'JANE EYRE':**

- Explore Bronte's classic novel and its exploration of feminism, morality, and social class.
- Analyze the character development, narrative structure, and thematic richness in 'Jane Eyre.'
- Develop an understanding of Bronte's contribution to the Victorian novel and her portrayal of the independent heroine.

#### **THOMAS HARDY: 'RETURN OF THE NATIVE':**

- Delve into Hardy's novel, examining themes of fate, nature, and the impact of societal expectations.
- Analyze Hardy's use of setting, symbolism, and tragic elements in 'Return of the Native.'
- Develop an understanding of Hardy's role in the transition from Victorian to Modernist literature.

Through the study of these texts, students will gain insights into the social, cultural, and literary developments of the 19th century in Britain. The outcomes include the development of analytical skills to interpret diverse forms of literature, an understanding of the cultural and philosophical influences shaping the 19th century, and an appreciation for the profound impact of these works on the trajectory of British literature.

## COURSE OUTCOME

### ENGLISH HONOURS

#### CC - XI: WOMEN'S WRITINGS

##### EMILY DICKINSON: 'I CANNOT LIVE WITH YOU', 'I'M WIFE; I'VE FINISHED THAT':

- Explore Dickinson's unique poetic voice and themes of love, mortality, and societal expectations.
- Analyze Dickinson's use of language, symbolism, and form in conveying complex emotions.
- Develop an understanding of Dickinson's contribution to American poetry and her exploration of female experiences.

##### SYLVIA PLATH: 'DADDY':

- Delve into Plath's confessional poetry, exploring themes of identity, trauma, and female empowerment.
- Analyze the psychological and symbolic elements in 'Daddy.'
- Develop critical thinking skills to interpret Plath's impact on feminist literature.

##### EUNICE DE SOUZA: 'ADVICE TO WOMEN', 'BEQUEST':

- Explore De Souza's witty and incisive poems, addressing issues of gender, identity, and societal norms.
- Analyze the satirical elements, language, and feminist perspectives in De Souza's poetry.
- Develop an understanding of De Souza's role in contemporary Indian women's writing.

##### JEAN RHYS: 'WIDE SARGASSO SEA':

- Examine Rhys's postcolonial novel, providing a prequel to Charlotte Bronte's 'Jane Eyre.'
- Analyze themes of colonialism, race, and female agency in 'Wide Sargasso Sea.'
- Develop an understanding of Rhys's critique of the literary canon and her contribution to postcolonial literature.

**MARY WOLLSTONECRAFT: 'A VINDICATION OF THE RIGHTS OF WOMAN' (CHAP. 1, PP. 11–19; CHAP. 2, PP. 19–35):**

- Explore Wollstonecraft's foundational work on women's rights and education.
- Analyze the arguments and philosophical foundations presented in 'A Vindication of the Rights of Woman.'
- Develop an understanding of Wollstonecraft's influence on feminist thought.

**RAMABAI RANADE: 'A TESTIMONY OF OUR INEXHAUSTIBLE TREASURES':**

- Explore the writings of Ramabai Ranade, a prominent Indian social reformer.
- Analyze her perspectives on women's education, empowerment, and societal change.
- Develop an understanding of Ranade's contributions to Indian feminist discourse.

**RASSUNDARI DEBI: 'AMAR JIBAN' (EXCERPTS):**

- Explore the autobiographical writings of Rassundari Debi, an early Bengali woman writer.
- Analyze Debi's reflections on her life, education, and societal roles.
- Develop an understanding of Debi's significance in the context of women's writing in India.

**KATHERINE MANSFIELD: 'BLISS':**

- Delve into Mansfield's modernist short story, examining themes of personal fulfillment and societal expectations.
- Analyze Mansfield's use of symbolism, characterization, and narrative techniques in 'Bliss.'
- Develop an understanding of Mansfield's contribution to modernist literature and her exploration of female consciousness.

**MAHASWETA DEVI: 'DRAUPADI' (TR. GAYATRI SPIVAK):**

- Explore Mahasweta Devi's powerful short story, addressing issues of gender, caste, and social injustice.
- Analyze the narrative structure, cultural references, and feminist themes in 'Draupadi.'
- Develop critical thinking skills to interpret Devi's impact on postcolonial and feminist literature.

Through the study of these diverse texts, students will gain insights into the rich tapestry of women's writing, spanning different cultures, time periods, and literary forms. The outcomes include the

development of analytical skills to interpret the unique perspectives and contributions of women writers, an understanding of the cultural and social contexts shaping their work, and an appreciation for the diverse voices within the realm of women's literature.

## COURSE OUTCOME

# ENGLISH HONOURS

## CC - XII: British Literature (Early 20th Century)

### VIRGINIA WOOLF: 'MRS. DALLOWAY':

- Explore Woolf's modernist narrative techniques, including stream of consciousness and the use of time.
- Analyze the themes of identity, society, and the impact of World War I in 'Mrs. Dalloway.'
- Develop an understanding of Woolf's contribution to the stream-of-consciousness novel and modernist literature.

### JOHN OSBORNE: 'LOOK BACK IN ANGER':

- Examine Osborne's seminal play that marked the beginning of the "Angry Young Men" movement.
- Analyze themes of class, rebellion, and social critique in 'Look Back in Anger.'
- Develop an understanding of Osborne's impact on British theatre and the representation of post-war disillusionment.

### W.B. YEATS: 'LEDA AND THE SWAN', 'THE SECOND COMING':

- Explore Yeats's poetic exploration of mythology, history, and the modern world.
- Analyze the themes of violence, transformation, and the cyclical nature of history in the selected poems.
- Develop an understanding of Yeats's role in shaping modernist poetry.

### T.S. ELIOT: 'THE LOVE SONG OF J. ALFRED PRUFROCK', 'THE HOLLOW MEN':

- Delve into Eliot's modernist poetry, examining themes of existential crisis, alienation, and societal decay.
- Analyze Eliot's use of symbolism, fragmentation, and allusion in the selected poems.
- Develop an appreciation for Eliot's contribution to modernist literature and his influence on poetic form.

### JAMES JOYCE: 'A PORTRAIT OF THE ARTIST AS A YOUNG MAN':

- Explore Joyce's groundbreaking modernist novel, focusing on the Bildungsroman genre.
- Analyze the narrative experimentation, language, and thematic richness in 'A Portrait of the Artist as a Young Man.'
- Develop an understanding of Joyce's influence on the modernist novel and his exploration of individual consciousness.

Through the study of these texts, students will gain insights into the literary innovations and cultural shifts of the early 20th century. The outcomes include the development of analytical skills to interpret modernist literature, an understanding of the socio-political and philosophical influences shaping the literature of this period, and an appreciation for the diverse literary forms that emerged during this transformative era.

**COURSE OUTCOME**

**ENGLISH HONOURS**



## CC - XIII: Modern European Drama

### **HENRIK IBSEN: 'A DOLL'S HOUSE':**

- Gain a deep understanding of the evolution of modern drama through Ibsen's exploration of societal norms and gender roles.
- Analyze the psychological depth of characters, dramatic structure, and thematic nuances in 'A Doll's House.'
- Develop critical thinking skills to interpret the cultural and societal critiques embedded in Ibsen's work.
- Appreciate Ibsen's influence on the development of realism in European drama.

### **EUGENE IONESCO: 'RHINOCEROS':**

- Explore the Theatre of the Absurd and Ionesco's critique of conformity and dehumanization in modern society.
- Analyze the use of absurdity, language, and symbolism in 'Rhinoceros.'
- Develop an understanding of Ionesco's innovative dramatic techniques and his contribution to the Absurdist movement.
- Appreciate the socio-political context that shaped Ionesco's exploration of existential themes.

### **BERTOLT BRECHT: 'THE GOOD WOMAN OF SZECHWAN':**

- Gain insights into Brecht's concept of epic theatre and his emphasis on audience engagement and critical reflection.
- Analyze the use of alienation techniques, political themes, and non-realistic staging in 'The Good Woman of Szechwan.'
- Develop an understanding of Brecht's socio-political critique and his impact on modern theatrical practices.
- Appreciate the intersection of politics and aesthetics in Brecht's dramatic works.

### **SAMUEL BECKETT: 'WAITING FOR GODOT':**

- Delve into the complexities of the Theatre of the Absurd and Beckett's exploration of existential themes.
- Analyze the minimalist setting, language, and philosophical undertones in 'Waiting for Godot.'
- Develop critical thinking skills to interpret Beckett's representation of the human condition and the absurdity of existence.
- Appreciate Beckett's influence on postmodern drama and his innovative approach to theatrical form.

Through the study of these modern European dramas, students will achieve a comprehensive understanding of the diverse dramatic techniques, thematic explorations, and cultural critiques that characterize 20th-century European theatre. The outcomes include the development of analytical skills to interpret modern drama, an understanding of the socio-political and philosophical influences shaping these works, and an appreciation for the innovative contributions of these playwrights to the evolution of European theatrical traditions.

**COURSE OUTCOME**

**ENGLISH HONOURS**

## CC - XIV: Postcolonial Literatures

### CHINUA ACHEBE: 'THINGS FALL APART':

- Develop an in-depth understanding of African postcolonial literature through Achebe's seminal work.
- Analyze the representation of indigenous cultures, the impact of colonialism, and the clash of traditions in 'Things Fall Apart.'
- Gain critical insights into the complexities of postcolonial identities and the role of literature in shaping cultural narratives.
- Appreciate Achebe's contribution to the decolonization of African literature and his influence on global postcolonial discourse.

### PABLO NERUDA: 'TONIGHT I CAN WRITE':

- Explore the Latin American postcolonial experience through Neruda's poetry.
- Analyze the themes of love, loss, and political engagement in 'Tonight I can Write.'
- Gain an appreciation for Neruda's unique style, use of imagery, and his contribution to postcolonial poetry.
- Develop critical thinking skills to interpret the emotional and political dimensions of Neruda's poetry.

### DEREK WALCOTT: 'A FAR CRY FROM AFRICA':

- Examine the postcolonial complexities of the Caribbean region through Walcott's poetry.
- Analyze the themes of identity, colonial history, and the impact of multiple cultural influences in 'A Far Cry from Africa.'
- Gain an understanding of Walcott's engagement with postcolonial struggles and his use of language and imagery.
- Appreciate Walcott's role in representing the voices of the Caribbean in the global postcolonial literary landscape.

### DAVID MALOUF: 'REVOLVING DAYS':

- Explore the postcolonial dimensions of Australian literature and identity in Malouf's short story.
- Analyze the themes of memory, displacement, and the legacy of colonialism in 'Revolving Days.'
- Gain insights into Malouf's narrative techniques and his exploration of postcolonial themes in an Australian context.
- Develop an understanding of the intersections between postcolonialism and Australian literature.

### **MAMANG DAI: 'SMALL TOWNS AND THE RIVER':**

- Delve into the representation of Northeast India in Dai's narrative, examining postcolonial issues of identity and modernization.
- Analyze Dai's exploration of cultural displacement, environmental changes, and societal transformations.
- Gain insights into the diverse voices within Indian postcolonial literature and the specific challenges faced by marginalized communities.
- Appreciate Dai's role in representing the Northeastern perspectives in postcolonial literature.

### **SALMAN RUSHDIE: 'HAROUN AND THE SEA OF STORIES':**

- Explore postcolonial fantasy literature and Rushdie's engagement with storytelling and cultural identity.
- Analyze the allegorical elements, linguistic play, and the critique of censorship in 'Haroun and the Sea of Stories.'
- Gain an understanding of Rushdie's contribution to postcolonial literature beyond his more well-known works.
- Appreciate Rushdie's imaginative approach to addressing postcolonial themes through the lens of fantasy.

### **MAHASWETA DEVI: 'THE ARROW OF CHOTTI MUNDA' (TR. GAYATRI SPIVAK):**

- Examine the representation of tribal communities in India and issues of exploitation and resistance in Devi's short story.
- Analyze the socio-political and cultural dimensions of 'The Arrow of Chotti Munda.'
- Gain critical insights into Devi's role in advocating for marginalized voices and her impact on postcolonial and feminist literature.
- Appreciate the intersectionality of postcolonial and feminist perspectives in Devi's work.

Through the study of these texts, students will achieve a nuanced understanding of the diverse experiences and literary expressions within postcolonial contexts. The outcomes include the development of analytical skills to interpret postcolonial literatures, an understanding of the cultural and historical influences shaping these works, and an appreciation for the unique voices contributing to the global discourse on postcolonialism.

## COURSE OUTCOME

### ENGLISH HONOURS

#### CC - XIII: Modern European Drama

##### **HENRIK IBSEN: 'A DOLL'S HOUSE':**

- Explore Ibsen's groundbreaking play, focusing on themes of gender roles, societal expectations, and individual autonomy.
- Analyze the use of realism and symbolism in 'A Doll's House.'

- Develop an understanding of Ibsen's contribution to modern European drama and his impact on the representation of women in literature.

#### **EUGENE IONESCO: 'RHINOCEROS':**

- Delve into Ionesco's Theatre of the Absurd, examining themes of conformity, absurdity, and the loss of individuality.
- Analyze Ionesco's use of absurd elements, language, and allegory in 'Rhinceros.'
- Develop an appreciation for Ionesco's critique of societal conformity and his influence on the Absurdist movement.

#### **BERTOLT BRECHT: 'THE GOOD WOMAN OF SZECHWAN':**

- Explore Brecht's concept of epic theatre and his use of alienation techniques.
- Analyze the themes of morality, capitalism, and the challenges of goodness in 'The Good Woman of Szechwan.'
- Develop an understanding of Brecht's influence on political theatre and his innovative approach to dramaturgy.

#### **SAMUEL BECKETT: 'WAITING FOR GODOT':**

- Examine Beckett's absurdist play, focusing on themes of existentialism, meaninglessness, and the human condition.
- Analyze Beckett's use of language, repetition, and minimalist staging in 'Waiting for Godot.'
- Develop an understanding of Beckett's contribution to the Theatre of the Absurd and his exploration of the absurdity of human existence.

Through the study of these modern European dramas, students will gain insights into the innovative theatrical techniques, philosophical themes, and socio-political critiques of the 20th century. The outcomes include the development of analytical skills to interpret modern European drama, an understanding of the cultural and philosophical influences shaping these works, and an appreciation for the diverse styles and approaches within the realm of modern theatrical expression.

## COURSE OUTCOME

### ENGLISH HONOURS

#### CC - XIV: Postcolonial Literatures

##### **CHINUA ACHEBE: 'THINGS FALL APART':**

- Explore Achebe's seminal novel, focusing on themes of colonialism, cultural clash, and the impact on indigenous societies.
- Analyze the narrative techniques, characterization, and cultural representation in 'Things Fall Apart.'
- Develop an understanding of Achebe's contribution to African literature and postcolonial discourse.

##### **PABLO NERUDA: 'TONIGHT I CAN WRITE':**

- Delve into Neruda's poetry, examining themes of love, loss, and political engagement.
- Analyze Neruda's use of imagery, symbolism, and lyricism in 'Tonight I can Write.'
- Develop an appreciation for Neruda's role in Latin American literature and his exploration of personal and political emotions.

#### **DEREK WALCOTT: 'A FAR CRY FROM AFRICA':**

- Explore Walcott's poetry, focusing on themes of identity, colonization, and the postcolonial condition.
- Analyze Walcott's use of language, cultural references, and poetic form in 'A Far Cry from Africa.'
- Develop an understanding of Walcott's contribution to Caribbean literature and postcolonial poetry.

#### **DAVID MALOUF: 'REVOLVING DAYS':**

- Examine Malouf's short story, exploring themes of memory, identity, and the legacy of colonialism.
- Analyze Malouf's narrative style, character development, and cultural representation in 'Revolving Days.'
- Develop an understanding of Malouf's engagement with postcolonial themes in Australian literature.

#### **MAMANG DAI: 'SMALL TOWNS AND THE RIVER':**

- Explore Dai's narrative, focusing on themes of cultural identity, displacement, and the impact of modernization.
- Analyze Dai's portrayal of Northeast India, her use of language, and narrative structure in 'Small Towns and the River.'
- Develop an understanding of Dai's representation of marginalized voices in postcolonial literature.

#### **SALMAN RUSHDIE: 'HAROUN AND THE SEA OF STORIES':**

- Delve into Rushdie's allegorical novel, examining themes of storytelling, censorship, and the power of imagination.
- Analyze Rushdie's use of fantasy, satire, and cultural references in 'Haroun and the Sea of Stories.'
- Develop an appreciation for Rushdie's exploration of postcolonial issues in a fantastical narrative.

#### **MAHASWETA DEVI: 'THE ARROW OF CHOTTI MUNDA' (TR. GAYATRI SPIVAK):**



- Explore Devi's short story, addressing issues of tribal identity, exploitation, and resistance.
- Analyze the socio-political and cultural dimensions of 'The Arrow of Chotti Munda.'
- Develop critical thinking skills to interpret Devi's impact on postcolonial and feminist literature.

Through the study of these texts, students will gain insights into the complex and diverse experiences within postcolonial contexts. The outcomes include the development of analytical skills to interpret postcolonial literatures, an understanding of the cultural and historical influences shaping these works, and an appreciation for the varied voices contributing to the broader discourse of postcolonial literature.

## COURSE OUTCOME

### ENGLISH HONOURS

#### DISCIPLINE SPECIFIC ELECTIVE

DSE - 1

A: Modern Indian Writing in English Translation

#### **PREMCHAND: 'THE SHROUD', IN PENGUIN BOOK OF CLASSIC URDU STORIES:**

- Gain insight into the cultural and socio-economic aspects of early 20th-century North Indian society through Premchand's narrative.
- Analyze Premchand's realistic portrayal of characters, addressing issues of class, caste, and morality.
- Develop an understanding of the Urdu literary tradition and its impact on the development of modern Indian literature.
- Appreciate the significance of Premchand's contribution to the representation of social realism in Indian storytelling.

#### **TAGORE: 'STREER PATRA' (TR. SUPRIYA CHAUDHURI):**

- Explore Tagore's nuanced exploration of gender roles and societal expectations in early 20th-century Bengal.
- Analyze the language, symbolism, and narrative techniques employed in 'Streer Patra.'

- Develop an understanding of Tagore's role in reshaping Bengali literature and his impact on feminist discourse.
- Appreciate the cultural and historical context that influenced Tagore's representation of women's voices.

**SHARATCHANDRA CHATTOPADHAY: 'MAHESH' (DROUGHT AND OTHER STORIES):**

- Examine Sharatchandra's portrayal of rural life and socio-economic challenges in early 20th-century Bengal.
- Analyze the themes of poverty, exploitation, and resilience in 'Mahesh.'
- Gain insights into Sharatchandra's contribution to regional literature and his representation of the human condition.
- Appreciate the socio-cultural dimensions of Sharatchandra's storytelling.

**MAHASWETA DEVI: 'THE NON-VEG COW' (TR. PAROMITA BANERJEE):**

- Delve into Mahasweta Devi's exploration of tribal communities and issues of displacement and resistance.
- Analyze the socio-political and cultural dimensions of 'The Non-Veg Cow.'
- Gain critical insights into Mahasweta Devi's role in advocating for marginalized voices and her impact on contemporary Indian literature.
- Appreciate the intersectionality of postcolonial and feminist perspectives in Devi's work.

**RABINDRANATH TAGORE: SELECTIONS FROM 'GITANJALI':**

- Explore Tagore's poetry, focusing on selected poems from 'Gitanjali.'
- Analyze the thematic richness, spiritual exploration, and the use of symbolism in Tagore's poetry.
- Develop an understanding of Tagore's contribution to Indian poetry and his global impact on literature.
- Appreciate the philosophical and spiritual dimensions of Tagore's poetic expression.

**TAGORE: 'GORA' (TR. SUJIT MUKERJEE):**

- Examine Tagore's novel 'Gora' and its exploration of nationalist fervor and religious identity in colonial India.
- Analyze Tagore's critique of societal norms, caste distinctions, and the complexities of identity.
- Gain insights into the socio-political context that shaped 'Gora' and its relevance to modern Indian literature.
- Appreciate Tagore's role as a literary and social visionary in the context of Indian nationalism.

**M.K. GANDHI: 'HIND SWARAJ' (TR. ANTHONY PAREL):**

- Explore Gandhi's seminal work, 'Hind Swaraj,' and its reflections on self-governance, passive resistance, and education.
- Analyze Gandhi's critique of modernity, industrialization, and his vision for a self-sufficient, spiritually grounded society.
- Develop an understanding of the socio-political philosophy of nonviolent resistance and its influence on Indian nationalism.
- Appreciate Gandhi's role as a philosopher, social reformer, and his impact on modern Indian thought.

Through the study of these texts, students will gain a comprehensive understanding of the evolution of modern Indian literature, its diverse themes, and the socio-cultural contexts that shaped these works. The outcomes include the development of analytical skills to interpret Indian literature, an understanding of the cultural and historical influences shaping these works, and an appreciation for the unique voices contributing to the literary landscape of modern India.

COURSE OUTCOME  
ENGLISH HONOURS  
**DISCIPLINE SPECIFIC ELECTIVE**

DSE - 1

A: Travel Writing

**IBN BATUTA: 'THE COURT OF MUHAMMAD BIN TUGHLAQ':**

- Gain historical and cultural insights into medieval India through Ibn Batuta's travel narrative.
- Analyze the depiction of the court of Muhammad bin Tughlaq and its socio-political context.
- Develop an understanding of medieval travel writing and its role in documenting cultural exchanges.
- Appreciate Ibn Batuta's contribution to the understanding of historical India.

**KHUSWANT SINGH'S 'CITY IMPROBABLE: WRITINGS ON DELHI' (SELECTIONS):**

- Explore Khuswant Singh's portrayal of Delhi, examining its historical, cultural, and personal dimensions.
- Analyze Singh's narrative style, use of language, and the interplay of memory and history.
- Develop an understanding of travel writing as a reflection of personal and collective memory.
- Appreciate Singh's role in representing the multi-layered narratives of a city through travel literature.

**AL BIRUNI: SELECTIONS FROM 'INDIA' (CHAPTER LXIII-LXVI):**

- Examine Al Biruni's observations on medieval India, focusing on cultural, scientific, and social aspects.
- Analyze Al Biruni's cross-cultural perspective and his contribution to the understanding of Indian civilization.

- Develop critical thinking skills to interpret historical travel writing and its impact on cultural exchange.
- Appreciate Al Biruni's role as an early cultural historian and his engagement with diverse intellectual traditions.

**MARK TWAIN: 'THE INNOCENT ABROAD' (CHAPTERS VII-IX):**

- Explore Mark Twain's satirical observations of European and Middle Eastern cultures.
- Analyze Twain's humor, critique of tourism, and the complexities of cultural perceptions.
- Develop an understanding of 19th-century American perspectives on travel and cultural encounters.
- Appreciate Twain's literary techniques in capturing the essence of travel and cultural commentary.

**ERNESTO CHE GUEVARA: 'THE MOTORCYCLE DIARIES' (SELECTIONS):**

- Delve into Guevara's transformative journey through South America, examining personal and political reflections.
- Analyze Guevara's observations on poverty, inequality, and his evolving political consciousness.
- Develop critical thinking skills to interpret the intersections of personal and political narratives in travel writing.
- Appreciate Guevara's journey as a formative experience in the development of his revolutionary ideals.

**WILLIAM DALRYMPLE: 'CITY OF DIJNN' (PROLOGUE, CHAPTERS I AND II):**

- Explore Dalrymple's exploration of Delhi's history, culture, and religious diversity.
- Analyze Dalrymple's narrative approach, historical research, and the blending of personal and historical narratives.
- Develop an understanding of contemporary travel writing and its role in exploring urban spaces.
- Appreciate Dalrymple's contribution to the genre of historical and cultural travel literature.

**RAHUL SANKRITYAYAN: 'FROM VOLGA TO GANGA' (SECTION I TO SECTION II):**

- Examine Sankrityayan's travelogue, focusing on his journey from Europe to India.
- Analyze Sankrityayan's reflections on cultural encounters, intellectual exchanges, and the quest for knowledge.
- Develop an understanding of the cultural and historical perspectives embedded in Sankrityayan's travel narrative.
- Appreciate Sankrityayan's role as a polymath and a bridge between different intellectual traditions.

**NAHID GANDHI: 'ALTERNATIVE REALITIES: LOVE IN THE LIVES OF MUSLIM WOMEN' (CHAPTER 'LOVE, WAR AND WIDOW'):**

- Gain insights into the lived experiences of Muslim women through Gandhi's exploration of love and war.
- Analyze Gandhi's ethnographic approach, narrative style, and the representation of alternative realities.
- Develop a nuanced understanding of the complexities of gender, culture, and identity in travel writing.
- Appreciate Gandhi's contribution to diversifying perspectives on Muslim women.

**ELISABETH BUMILLER: 'MAY YOU BE THE MOTHER OF A HUNDRED SONS' (CHAPTERS 2 AND 3):**

- Examine Bumiller's exploration of women's lives in India, focusing on cultural, social, and political aspects.
- Analyze Bumiller's journalistic approach, narrative techniques, and the representation of diverse female experiences.
- Develop an understanding of contemporary travel writing and its role in addressing gender issues.
- Appreciate Bumiller's contribution to documenting the multifaceted lives of Indian women.

Through the study of these travel narratives, students will develop a comprehensive understanding of the diverse approaches to travel writing, ranging from historical documentation to personal reflections and cultural critiques. The outcomes include the development of analytical skills to interpret travel literature, an understanding of the cultural and historical influences shaping these works, and an appreciation for the unique perspectives contributing to the broader discourse of travel writing.

## COURSE OUTCOME

**ENGLISH HONOURS**  
**DISCIPLINE SPECIFIC ELECTIVE**

DSE - 2

**A: Partition Literature**

**AMITAV GHOSH: 'THE SHADOW LINES':**

- Gain a deep understanding of the Partition of India and its lasting impact on individuals and communities.
- Analyze Ghosh's narrative techniques, including non-linear storytelling and multiple perspectives.
- Develop critical thinking skills to interpret the complexities of identity, memory, and history in 'The Shadow Lines.'
- Appreciate Ghosh's contribution to the representation of Partition experiences and the interplay of personal and collective memory.

**KHUSHWANT SINGH: 'TRAIN TO PAKISTAN':**

- Explore the human dimensions of the Partition through Singh's powerful portrayal of individuals caught in the turmoil.
- Analyze Singh's depiction of communal tensions, violence, and the collapse of moral boundaries.
- Develop an understanding of the socio-political context of Partition and its implications for communal relations.
- Appreciate Singh's role in preserving the memory of Partition through literature and his contribution to Indian literature.

**DIBYENDU PALIT: 'ALAM'S OWN HOUSE' (TR. SARIKA CHAUDHURI):**

- Examine Palit's short story, focusing on the personal experiences of individuals affected by Partition.
- Analyze the themes of displacement, loss, and the search for identity in 'Alam's Own House.'
- Gain insights into the psychological and emotional impact of Partition on ordinary people.
- Appreciate Palit's contribution to the portrayal of individual narratives within the broader context of Partition literature.

**MANIK BANDHOPADHYA: 'THE FINAL SOLUTION' (TR. RANI RAY):**

- Delve into Bandhopadhyaya's exploration of the ethical dilemmas and moral complexities in the aftermath of Partition.
- Analyze the psychological depth of characters and their responses to the violence and upheaval of Partition.
- Develop critical thinking skills to interpret the socio-political and cultural dimensions of 'The Final Solution.'
- Appreciate Bandhopadhyaya's nuanced portrayal of human resilience and the quest for justice in the wake of tragedy.

**SAADAT HASAN MANTO: 'TOBA TEK SING' (TR. M. ASADUDDIN):**

- Explore Manto's searing critique of the absurdity and tragedy of Partition through the lens of a mental asylum.
- Analyze Manto's use of dark humor, irony, and social commentary in 'Toba Tek Sing.'
- Gain insights into the psychological impact of Partition on individuals and society.
- Appreciate Manto's fearless exploration of taboo subjects and his role as a chronicler of human suffering.

**LALITHAMBIKA ANTHARAJANAM: 'A LEAF IN THE STORM' (TR. K. NARAYANA CHANDRAN):**

- Examine Antharajanam's portrayal of women's experiences during Partition, highlighting themes of survival and resilience.
- Analyze the gender dynamics and power structures depicted in 'A Leaf in the Storm.'
- Gain insights into the intersectionality of gender and Partition experiences.
- Appreciate Antharajanam's contribution to feminist perspectives within Partition literature.

**BAPSI SIDHWA: 'ICE CANDY MAN' (ALSO PUBLISHED AS 'CRACKING INDIA'):**

- Gain a nuanced understanding of Partition through Sidhwa's coming-of-age narrative set against the backdrop of communal violence.
- Analyze Sidhwa's exploration of identity, belonging, and the loss of innocence.
- Develop an understanding of the complexities of communal relations and the legacy of Partition in contemporary South Asia.
- Appreciate Sidhwa's role in bringing the voices of marginalized communities to the forefront of Partition literature.

Through the study of these texts, students will achieve a comprehensive understanding of the human experiences, socio-political complexities, and lasting impact of the Partition of India. The outcomes include the development of analytical skills to interpret Partition literature, an understanding of the cultural and historical influences shaping these works, and an appreciation for the diverse voices contributing to the representation of Partition experiences.



COURSE OUTCOME

ENGLISH HONOURS

**DISCIPLINE SPECIFIC ELECTIVE**

## DSE - 2

### A: British Literature: Post WWII

#### **JOHN FOWLES: 'THE FRENCH LIEUTENANT'S WOMAN':**

- Gain an understanding of postmodern narrative techniques and their application in historical fiction.
- Analyze Fowles' deconstruction of Victorian literary conventions and his engagement with contemporary literary theory.
- Develop critical thinking skills to interpret the novel's metafictional elements and multiple narrative endings.
- Appreciate Fowles' exploration of themes such as identity, desire, and the power dynamics between characters.

#### **JEANETTE WINTERSON: 'SEXING THE CHERRY':**

- Explore Winterson's experimental narrative style and her engagement with themes of gender, sexuality, and identity.
- Analyze Winterson's blending of historical fiction, magical realism, and feminist perspectives.
- Develop an understanding of postmodern literary techniques and their role in challenging traditional narrative structures.
- Appreciate Winterson's contribution to contemporary British literature and her innovative approach to storytelling.

#### **HANIF KURESHI: 'MY BEAUTIFUL LAUNDERETTE':**

- Examine Kureshi's portrayal of race, class, and sexuality in 1980s Britain.
- Analyze the socio-political context of Thatcherite Britain and its impact on marginalized communities.
- Gain insights into Kureshi's exploration of identity, cultural hybridity, and the immigrant experience.
- Appreciate Kureshi's role in representing the complexities of multicultural Britain in post-WWII literature.

#### **PHILLIP LARKIN: SELECTIONS OF POETRY ('WHITSUN WEDDINGS', 'CHURCH GOING'):**

- Explore Larkin's poetic treatment of everyday life, mortality, and the decline of traditional values in post-WWII Britain.
- Analyze Larkin's use of language, imagery, and form to evoke a sense of nostalgia and existential angst.

- Develop an understanding of Larkin's place within the Movement poets and his influence on contemporary British poetry.
- Appreciate Larkin's ability to capture the mood and ethos of post-WWII Britain through his verse.

Through the study of these texts, students will develop a comprehensive understanding of post-WWII British literature and its diverse themes, styles, and socio-cultural contexts. The outcomes include the development of analytical skills to interpret postmodern and contemporary literary texts, an understanding of the cultural and historical influences shaping these works, and an appreciation for the contributions of these authors to the broader landscape of British literature.

COURSE OUTCOME

ENGLISH HONOURS

**DISCIPLINE SPECIFIC ELECTIVE**

## DSE - 3

### A: Literary Theory

#### **MARXISM:**

- Understand the genealogy and foundational principles of Marxism as a socio-political and literary theory.
- Analyze the relevance of Marxist concepts such as class, base and superstructure, and dialectics in textual interpretation.
- Engage with major Marxist theorists like Karl Marx, Friedrich Engels, and Antonio Gramsci.
- Familiarize with key terms such as interpellation, which refers to the process of individuals internalizing societal norms and values.

#### **POSTSTRUCTURALISM:**

- Explore the origins and defining characteristics of poststructuralism as a reaction against structuralist thought.
- Examine the scope and relevance of poststructuralist theories in literary analysis, particularly in questioning binary oppositions and challenging fixed meanings.
- Study major poststructuralist theorists such as Jacques Derrida and Michel Foucault.
- Learn key terms like deconstruction, which involves revealing the inherent contradictions and ambiguities within texts.

#### **FEMINISM:**

- Trace the historical development and core principles of feminist literary theory.
- Analyze the scope and relevance of feminist perspectives in textual interpretation, focusing on issues of gender, power, and representation.
- Study major feminist theorists like Simone de Beauvoir, Judith Butler, and bell hooks.
- Understand key terms such as *écriture féminine*, which refers to a style of writing that challenges patriarchal norms and values.

#### **POSTCOLONIAL STUDIES:**

- Understand the genealogy and central tenets of postcolonial theory, which emerged in response to colonialism and imperialism.
- Analyze the scope and relevance of postcolonial perspectives in textual reading, particularly in interrogating power dynamics, identity, and representation.
- Study major postcolonial theorists such as Edward Said, Gayatri Spivak, and Homi Bhabha.
- Familiarize with key terms such as Orientalism, which refers to the Western construction of the 'Orient' as exotic and inferior.

COURSE OUTCOME

ENGLISH HONOURS

**DISCIPLINE SPECIFIC ELECTIVE**

DSE - 3

A: Research Methodology

**PRACTICAL CRITICISM AND WRITING A TERM PAPER:**

- Develop skills in close reading and critical analysis of literary texts through practical criticism.
- Learn how to formulate and articulate original arguments based on textual evidence.

- Enhance writing proficiency and academic communication skills through the process of writing a term paper.
- Understand the importance of structure, coherence, and clarity in academic writing.

#### **CONCEPTUALIZING AND DRAFTING RESEARCH PROPOSALS:**

- Gain proficiency in formulating research questions, objectives, and hypotheses.
- Learn how to conceptualize and outline a research project, including selecting appropriate methodologies and theoretical frameworks.
- Develop skills in drafting research proposals that adhere to academic standards and requirements.
- Understand the significance of literature review and research design in shaping the trajectory of research projects.

#### **ON STYLE MANUALS:**

- Familiarize with various style manuals commonly used in academic writing, such as MLA, APA, and Chicago.
- Learn the conventions and guidelines for formatting citations, references, and bibliographies according to specific style manuals.
- Develop skills in properly documenting sources and avoiding plagiarism through adherence to style manual guidelines.
- Understand the importance of consistency and accuracy in citation and referencing practices.

#### **NOTES, REFERENCES, AND BIBLIOGRAPHY:**

- Learn how to take effective research notes and organize them for future reference.
- Gain proficiency in compiling and formatting references and bibliographies according to academic standards.
- Understand different citation styles and their application in academic writing.
- Develop skills in constructing bibliographies that reflect the breadth and depth of research undertaken for a particular project.

COURSE OUTCOME

ENGLISH HONOURS

**DISCIPLINE SPECIFIC ELECTIVE**

DSE - 3

A: Research Methodology

**HISTORY OF THE ENGLISH LANGUAGE:**

- Understand the evolution of the English language, including semantic changes, standardization, and overcoming gender bias.

- Analyze key events, translations, and individual contributions that have shaped the English language, such as Christianization, the influence of the Bible, and the works of Shakespeare.
- Explore the enrichment of the English language through influences from Latin, French, Scandinavian languages, as well as the impact of scientific and technological advancements.
- Gain insight into the expansion of English vocabulary and its branching off into varieties such as Indian English and American English, including the processes of word formation and lexical borrowing.

#### **SELECTED LITERARY CRITICISM TEXTS:**

- Engage with seminal works of literary criticism by A. Philip Sidney, John Dryden, and Alexander Pope.
- Analyze the theoretical perspectives and critical approaches proposed by these writers, including Sidney's defense of poetry, Dryden's views on dramatic poesy, and Pope's principles of literary criticism.
- Understand the historical context and intellectual debates surrounding these texts, as well as their lasting impact on literary theory and criticism.

#### **SELECTED ESSAYS ON LITERARY THEORY:**

- Study significant essays on literary theory by William Wordsworth, S. T. Coleridge, Matthew Arnold, and T. S. Eliot.
- Examine Wordsworth's preface to the Lyrical Ballads and Coleridge's reflections on literary theory in Biographia Literaria.
- Analyze Arnold's discussion of culture and anarchy, as well as Eliot's exploration of tradition and individual talent.
- Gain insight into the theoretical frameworks and critical perspectives proposed by these writers, as well as their contributions to the development of literary criticism and theory.



COURSE OUTCOME

ENGLISH HONOURS

**DISCIPLINE SPECIFIC ELECTIVE**

DSE - 4

A: Literature of the Indian Diaspora

1. **M. G. Vassanji: 'The Book of Secrets' (Penguin, India):**

- Gain an understanding of the experiences and perspectives of the Indian diaspora, particularly those of East African Asians.
- Analyze themes such as identity, belonging, migration, and cultural displacement in the context of the Indian diaspora.
- Explore Vassanji's narrative techniques and storytelling methods in depicting the complexities of diasporic life.
- Develop critical thinking skills to interpret the socio-political and historical contexts that shape the lives of diasporic communities.

2. **Rohinton Mistry: 'A Fine Balance' (Alfred A Knopf):**

- Examine the socio-economic and political challenges faced by Indian immigrants in Canada.
- Analyze Mistry's portrayal of resilience, survival, and human connections amidst adversity.
- Explore themes such as caste, class, religion, and the legacy of colonialism in the diasporic context.
- Develop empathy and understanding towards the struggles and triumphs of diasporic individuals and communities.

3. **Meera Syal: 'Anita and Me' (Harper Collins):**

- Explore the experiences of second-generation immigrants growing up in Britain and negotiating their dual cultural identities.
- Analyze themes of family, friendship, racism, and cultural assimilation in the diasporic setting.
- Examine Syal's use of humor, wit, and irony in depicting the complexities of diasporic life.
- Gain insights into the intersections of gender, race, and ethnicity within diasporic communities.

4. **Jhumpa Lahiri: 'The Namesake' (Houghton Mifflin Harcourt):**

- Examine the challenges of identity formation and cultural assimilation among Indian immigrants in the United States.
- Analyze Lahiri's exploration of intergenerational conflicts, cultural heritage, and the search for belonging.
- Explore themes of displacement, nostalgia, and the tension between tradition and modernity in the diasporic context.
- Develop an appreciation for Lahiri's evocative prose and nuanced portrayal of diasporic experiences.

## COURSE OUTCOME

### GENERIC ELECTIVE

#### SEM I

#### A: POETRY AND SHORT STORY

1. **William Shakespeare: Sonnet 116 & William Wordsworth: "A Slumber did my Spirit Seal":**

- Gain an appreciation for the sonnet form and its variations in Shakespearean and Romantic poetry.
- Analyze Shakespeare's exploration of love, constancy, and the nature of true affection in Sonnet 116.
- Examine Wordsworth's depiction of loss, memory, and transcendence in "A Slumber did my Spirit Seal".
- Develop critical skills to interpret themes, imagery, and poetic devices in both poems.

2. **John Keats: "Bright Star" & Wilfred Owen: "Strange Meeting":**

- Explore the themes of love, mortality, and the immortality of art in Keats' "Bright Star".
- Analyze Owen's anti-war sentiments and his portrayal of the futility of conflict in "Strange Meeting".
- Examine the contrast in style, tone, and subject matter between Romantic and War poetry.
- Develop an understanding of the historical and cultural contexts that influenced the poets' perspectives and themes.

3. **Charles Lamb: "Dream Children":**

- Explore the themes of memory, loss, and the passage of time in Lamb's essay.
- Analyze Lamb's use of autobiographical elements and narrative techniques to evoke nostalgia and melancholy.
- Examine the essay's exploration of the complexities of family relationships and the nature of childhood imagination.
- Develop critical skills to interpret the essay's themes, style, and literary devices.

4. **H. E. Bates: "The Ox":**

- Gain insight into the themes of rural life, nature, and human-animal relationships in Bates' short story.
- Analyze Bates' use of vivid imagery and sensory details to evoke the English countryside.
- Explore the narrative's symbolism and allegorical elements, particularly in its portrayal of the ox as a metaphor for resilience and endurance.
- Develop an understanding of the story's socio-cultural context and its reflection of rural traditions and values.

## COURSE OUTCOME

### GENERIC ELECTIVE

#### SEM II

#### A: ESSAY, DRAMA, NOVEL

1. **George Orwell – “Shooting an Elephant” & R. K. Narayan – “A Library without Books”:**

- Gain an understanding of colonialism, imperialism, and the complexities of power dynamics in Orwell's essay.
- Analyze Orwell's narrative style, use of irony, and exploration of moral dilemmas in "Shooting an Elephant".
- Explore themes of cultural identity, tradition, and modernization in Narayan's short story "A Library without Books".
- Examine Narayan's portrayal of the clash between traditional values and Western influence in colonial India.
- Develop critical thinking skills to interpret the texts' socio-political contexts and thematic concerns.

2. **George Bernard Shaw – Arms and the Man:**

- Explore the themes of war, romance, and social class in Shaw's comedy.
- Analyze Shaw's use of satire and wit to critique romanticized notions of heroism and nationalism.
- Examine the characters' development and the play's commentary on the absurdities of war and societal expectations.
- Develop an understanding of Shaw's distinctive style and his contribution to the genre of comedic drama.

3. **J. B. Priestley – An Inspector Calls:**

- Engage with themes of social responsibility, guilt, and morality in Priestley's play.
- Analyze Priestley's use of dramatic tension and symbolism to explore class divisions and societal hypocrisy.
- Examine the play's structure and narrative techniques, including the use of the inspector as a catalyst for revealing hidden truths.
- Develop critical skills to interpret the play's relevance to contemporary social and political issues.

4. **Ernest Hemingway – The Old Man and the Sea:**

- Gain insight into themes of perseverance, resilience, and the human condition in Hemingway's novella.

- Analyze Hemingway's minimalist style, use of symbolism, and exploration of existential themes.
- Examine the character of Santiago and his struggle against nature as a metaphor for the human struggle for meaning and purpose.
- Develop an appreciation for Hemingway's craftsmanship and his contribution to American literature.

## COURSE OUTCOME

### GENERIC ELECTIVE

#### SEM II

#### A: CONTEMPORARY INDIA: WOMEN AND EMPOWERMENT

##### 1. **Social Construction of Gender:**

- Understand concepts of masculinity, femininity, patriarchy, sex, and gender.
- Explore gender socialization processes, gender discrimination, and gender stereotyping.
- Analyze contemporary Indian feminisms through selected readings from Nivedita Menon's works on sexualities and gender politics.

##### 2. **History of Women's Movements in India (Pre- and Post-Independence):**

- Examine the role of women in nationalism, the impact of partition on women, and women's political participation.
- Gain insights into the women's movement in India through texts such as letters between Satyendranath Tagore and Jynadanandini Tagore, Gholam Murshed's analysis, and writings by Urvashi Butalia and others on gender and partition.

### 3. **Women and Law:**

- Study women's rights within the Indian Constitution, personal laws, and customary practices related to inheritance and marriage.
- Analyze selections from Flavia Agnes' "Women and Law in India" omnibus, focusing on topics like enslaved daughters, Hindu women and marriage law, and gender inequality in law.

### 4. **Women and Violence:**

- Explore state interventions in addressing violence against women, including domestic violence, female foeticide, and sexual harassment.
- Engage with literary works such as Rokeya Sakhawat Hussain's "Sultana's Dream" and Bama Faustina Soosairaj's "Karukku" to understand themes of empowerment, resistance, and gender-based violence.

## COURSE OUTCOME

### GENERIC ELECTIVE

#### SEM IV

#### GE – 4: ACADEMIC WRITING AND COMPOSITION

##### 1. **Introduction to the Writing Process:**

- Understand conventions of academic writing, including style, tone, and formatting.
- Develop skills in summarizing and paraphrasing to effectively incorporate sources into one's writing while avoiding plagiarism.
- Practice writing in one's own words to demonstrate comprehension and engagement with academic texts.

##### 2. **Critical Thinking:**

- Learn to synthesize information from multiple sources to develop coherent arguments and viewpoints.
- Enhance analytical skills to evaluate arguments, evidence, and perspectives presented in academic texts.
- Engage in critical reflection and questioning to deepen understanding and challenge assumptions.

##### 3. **Structuring an Argument:**



- Learn the components of a well-structured argument, including introduction, interjection (body paragraphs), and conclusion.
- Develop the ability to articulate clear and logical arguments supported by evidence and analysis.
- Practice organizing ideas cohesively to guide readers through the argumentative process.

4. **Citing Resources, Editing, Book and Media Review:**

- Understand the importance of citing sources correctly to give credit to authors and avoid plagiarism.
- Develop skills in editing and proofreading to improve clarity, coherence, and accuracy in writing.
- Learn techniques for writing effective book and media reviews, including summary, analysis, and critical evaluation of content.

## COURSE OUTCOME

### SEMESTER II

#### AECC – II (Communicative English/ MIL)

<b>1. Introduction: Theory of Communication, Types, and Modes of Communication:</b>	<ul style="list-style-type: none"><li>• Understand the theory of communication, including its components, models, and processes.</li><li>• Explore various types and modes of communication, such as verbal, non-verbal, interpersonal, and mass communication.</li><li>• Identify barriers to effective communication and strategies to overcome them.</li><li>• Develop skills in intra-personal, inter-personal, and group communication for personal, social, and business contexts.</li></ul>
<b>2. Language of Communication:</b>	<ul style="list-style-type: none"><li>• Differentiate between verbal and non-verbal communication and understand their significance in interpersonal interactions.</li><li>• Learn to adapt language for different purposes and audiences in personal, social, and professional settings.</li><li>• Explore strategies to overcome communication barriers and enhance effective communication skills.</li><li>• Develop proficiency in intra-personal communication (self-talk), inter-personal communication (with others), and group communication (teamwork).</li></ul>
<b>3. Speaking Skills:</b>	<ul style="list-style-type: none"><li>• Develop skills in monologue, dialogue, and group discussion to effectively convey ideas and opinions.</li><li>• Learn techniques for effective communication and strategies to avoid miscommunication.</li></ul>

- Practice speaking skills in various contexts such as interviews and public speeches.

#### 4. **Reading and Understanding:**

- Learn close reading techniques to analyze texts critically and identify key themes and elements.
- Enhance comprehension skills through reading and understanding various types of texts.
- Develop skills in summarizing, paraphrasing, and analyzing texts for deeper interpretation.
- Practice translation from Indian languages to English and vice versa to bridge language barriers and promote cultural exchange.

#### 5. **Writing Skills:**

- Acquire skills in documenting information accurately and ethically.
- Learn to write reports that effectively communicate findings or information.
- Develop note-making techniques to organize and retain information from various sources.
- Master the art of letter writing

## COURSE OUTCOME

### SKILL ENHANCEMENT COURSE (SEC)

#### SEMESTER III

#### 1. **Introduction to Translation:**

- Understand the historical and cultural significance of translation in a multilingual and multicultural society like India.
- Recognize the importance of translation in facilitating communication across languages and cultures.

#### 2. **Exercises in Different Types/Modes of Translation:**

- Develop skills in various types of translation, including semantic/literal, free sense/literary, functional/communicative, technical/official, transcreation, and audio-visual translation.
- Gain practical experience in translating different types of texts, enhancing proficiency in language and cultural understanding.

### **3. Introducing Basic Concepts and Terms in Translation Studies:**

- Familiarize with fundamental concepts and terms used in translation studies, such as equivalence, language variety, dialect, idiolect, register, style, mode, and code mixing/switching.
- Understand the process of translation, including analysis, transference, and restructuring, through critical examination of translated literary and non-literary texts as well as film subtitles.

### **4. Discussions on Gender and Translation:**

- Explore issues related to gender and translation, especially in mass communication, advertising, subtitling, and dubbing.
- Practice translation tasks in various fields such as business, advertising, and media, utilizing tools of technology like machine/mobile translation and translation software.
- Develop proficiency in achieving equivalence in translation, understanding cultural nuances, and ensuring lexical and syntactical equivalence between source and target languages.

## COURSE OUTCOME

### SEMESTER III SEC – 1 creative writing

#### 1. **What is Creative Writing:**

- Understand the essence and scope of creative writing as a form of self-expression and artistic endeavor.
- Explore various genres and forms of creative writing, including fiction, poetry, drama, and creative non-fiction.
- Develop an appreciation for creativity and imagination as essential elements of the writing process.

#### 2. **The Art and Craft of Writing:**

- Acquire knowledge and skills in the fundamental elements of writing, such as plot development, character creation, setting, and narrative structure.
- Learn techniques for crafting compelling stories, poems, essays, and scripts through practice and feedback.
- Develop an understanding of the revision process and the importance of editing and refining one's work.

#### 3. **Modes of Creative Writing:**

- Explore different modes and styles of creative writing, including descriptive writing, narrative writing, expository writing, and persuasive writing.

- Experiment with various literary techniques, such as imagery, metaphor, symbolism, and figurative language, to enhance the effectiveness and impact of writing.
- Develop a personal writing style and voice while gaining exposure to diverse literary traditions and approaches.

#### 4. **Writing for the Media:**

- Gain insights into the principles and practices of writing for different media platforms, including journalism, broadcasting, advertising, and digital media.
- Learn to adapt writing style and tone for specific media contexts and target audiences.
- Develop skills in crafting engaging and informative content for print, online, and multimedia formats.

#### 5. **Preparing for Publication:**

- Understand the process of preparing written work for publication, including manuscript submission, editing, formatting, and copyright considerations.
- Learn about the publishing industry, including traditional publishing, self-publishing, and digital publishing options.
- Develop strategies for building a writer's platform, marketing one's work, and engaging with readers and literary communities.

# COURSE OUTCOME

## SEMESTER IV

### SEC – 2 English Language Teaching

1.	<b>Knowing the Learner or Structures of the English Language:</b>
	<ul style="list-style-type: none"><li>• Understand the characteristics, needs, and learning styles of English language learners.</li><li>• Gain knowledge of the structures and components of the English language, including grammar, syntax, phonetics, and morphology.</li><li>• Apply understanding of learner psychology and language acquisition theories to tailor teaching approaches to individual student needs.</li></ul>
2.	<b>Methods of Teaching English Language:</b>
	<ul style="list-style-type: none"><li>• Explore various pedagogical approaches and methods for teaching English language skills, such as communicative language teaching, task-based learning, and content-based instruction.</li><li>• Develop proficiency in designing and implementing lesson plans that engage learners in meaningful language practice and communication activities.</li><li>• Incorporate innovative teaching techniques and materials to create dynamic and interactive learning environments.</li></ul>
3.	<b>Assessing Language Skills:</b>
	<ul style="list-style-type: none"><li>• Learn principles and techniques for assessing language skills, including listening, speaking, reading, and writing.</li><li>• Develop skills in designing and administering formative and summative assessments to measure learner progress and proficiency.</li><li>• Use assessment data to inform instructional decisions and provide targeted feedback to support student learning and development.</li></ul>
4.	<b>Materials for Language Teaching or Using Technology in Language Teaching:</b>
	<ul style="list-style-type: none"><li>• Explore a range of instructional materials and resources for teaching English language skills, including textbooks, authentic texts, multimedia resources, and digital tools.</li><li>• Evaluate and select appropriate materials based on learner needs, language proficiency levels, and learning objectives.</li></ul>

- Integrate technology tools and digital resources effectively into language teaching and learning activities to enhance engagement, collaboration, and language acquisition.

## COURSE OUTCOME

### SEMESTER IV

#### SEC - 2 B: Film Studies

##### 1. **Evolution of the Cinema:**



- Understand the historical development of cinema from silent films to the digital age, including the transition to talkies, the introduction of color film, and advancements in technology like 3D films.
- Analyze the social, cultural, and technological factors that have influenced the evolution of cinema over time.
- Gain appreciation for the diverse styles, genres, and movements within the history of cinema and their impact on contemporary filmmaking practices.

## 2. **Cinematographic Technique:**

- Explore various cinematographic techniques used in filmmaking, such as panning, zooming, fade in, fade out, flashback, close-up, long shot, and reverse shot.
- Develop skills in analyzing and interpreting the visual language of film, including framing, composition, camera movement, and editing techniques.
- Understand how cinematographic techniques contribute to storytelling, mood, atmosphere, and thematic development in film.

## 3. **Adaptation and Appropriation:**

- Examine the processes of adaptation and appropriation in film, including the adaptation of literary works, historical events, and cultural phenomena into cinematic narratives.
- Analyze the challenges and opportunities involved in adapting source material across different mediums and cultural contexts.
- Explore examples of successful adaptations and appropriations in film and assess their fidelity to the original source material and their creative reinterpretation.

## 4. **Response and Review:**

- Engage in film appreciation activities, including film screenings, discussions, and critical analysis.
- Develop skills in evaluating and critiquing films based on criteria such as narrative structure, character development, visual aesthetics, and thematic resonance.
- Cultivate an informed and articulate approach to film criticism and develop the ability to articulate personal responses to films in a critical and reflective manner.

CCIA

Course outcomes for a general paper on English poetry and short stories may vary depending on the specific objectives and focus of the course. However, here are some common course outcomes that might be expected:

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**Understanding of Literary Elements:** Students will develop an understanding of various literary elements such as theme, imagery, symbolism, metaphor, and narrative structure as they apply to both poetry and short stories.

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**Critical Analysis Skills:** Students will be able to analyze and interpret poetry and short stories critically, identifying key themes, motifs, and literary devices employed by the authors.

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**Appreciation of Different Forms and Styles:** Through exposure to a variety of poems and short stories from different time periods and cultures, students will gain an appreciation for the diversity of literary forms and styles within the English language.

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**Historical and Cultural Context:** Students will understand the historical and cultural contexts in which the works were written, recognizing how these factors influence the themes, characters, and settings of the literature.

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**Effective Communication:** Students will develop their ability to express their ideas clearly and persuasively in both oral and written form, through class discussions, presentations, and analytical essays.

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**Comparative Analysis:** Students will be able to compare and contrast different poems and short stories, identifying similarities and differences in themes, techniques, and styles.

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**Creative Expression:** Through writing exercises and assignments, students may have the opportunity to explore their own creative potential, experimenting with poetic forms and narrative techniques.

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**Critical Thinking Skills:** Students will cultivate their ability to think critically about literature, asking probing questions, challenging assumptions, and forming well-supported arguments.

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**Cultural Awareness and Empathy:** Exposure to a diverse range of voices and perspectives in poetry and short stories can help students develop empathy and a deeper understanding of different cultures, identities, and human experiences.

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**Research Skills:** Depending on the course requirements, students may be expected to conduct research on specific poets, authors, literary movements, or historical periods related to the study of English poetry and short stories.

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These outcomes collectively aim to foster a deeper engagement with literature, enhance critical thinking and communication skills, and cultivate a broader understanding of the human experience as expressed through poetry and short fiction.

CCIB

A general paper on English essay, drama, and novel might have the following course outcomes:

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**Understanding of Literary Forms:** Students will develop a comprehensive understanding of the characteristics, structures, and conventions of the essay, drama, and novel as distinct literary forms.

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**Analytical Skills:** Students will be able to critically analyze and interpret essays, dramas, and novels, identifying key themes, narrative techniques, and rhetorical strategies employed by authors.

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**Historical and Cultural Context:** Students will understand the historical, social, and cultural contexts in which essays, dramas, and novels were written, recognizing how these contexts shape the themes, characters, and plotlines of the works.

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**Appreciation of Diversity:** Through exposure to a variety of essays, dramas, and novels from different time periods, genres, and cultural backgrounds, students will develop an appreciation for the diversity of literary expression within the English language.

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**Effective Communication:** Students will refine their ability to express their ideas clearly and persuasively in both oral and written form, through class discussions, presentations, and analytical essays.

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**Comparative Analysis:** Students will be able to compare and contrast different essays, dramas, and novels, identifying similarities and differences in themes, techniques, and styles.

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**Character Development and Dramatic Techniques:** Students will examine the development of characters, dialogue, plot structure, and dramatic techniques in dramas and novels, understanding how these elements contribute to the overall impact of the work.

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**Essay Composition Skills:** Students will develop skills in essay writing, including thesis development, organization, argumentation, and use of evidence and textual support.

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**Critical Thinking Skills:** Students will cultivate their ability to think critically about literature, asking probing questions, challenging assumptions, and forming well-supported arguments.

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**Literary Theory and Interpretation:** Depending on the course curriculum, students may engage with various literary theories and approaches to interpretation, applying these theories to analyze essays, dramas, and novels.

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**Cultural Awareness and Empathy:** Exposure to a diverse range of voices and perspectives in essays, dramas, and novels can help students develop empathy and a deeper understanding of different cultures, identities, and human experiences.

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**Research Skills:** Depending on the course requirements, students may be expected to conduct research on specific authors, literary movements, historical contexts, or critical interpretations related to the study of essays, dramas, and novels.

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These outcomes aim to foster a deeper engagement with literary texts, enhance critical thinking and communication skills, and cultivate a broader understanding of the human experience as expressed through different forms of prose and drama in the English language.

A course on "Contemporary India: Women and Empowerment" would likely have the following course outcomes:

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**Understanding of Gender Dynamics:** Students will develop a comprehensive understanding of the historical, social, and cultural factors that shape gender dynamics in contemporary India, including the intersectionality of gender with factors such as class, caste, religion, and ethnicity.

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**Awareness of Women's Issues:** Students will gain awareness of the various challenges and issues faced by women in India, including but not limited to gender-based violence, discrimination, economic disparities, and political underrepresentation.

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**Empowerment Frameworks:** Students will explore different frameworks and approaches to women's empowerment in India, including legal, political, economic, social, and cultural strategies aimed at promoting gender equality and women's rights.

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**Critical Analysis of Media Representation:** Students will critically analyze representations of women in Indian media, including film, television, literature, and advertising, examining how these representations shape societal perceptions and norms related to gender.

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**Feminist Theory and Activism:** Students will engage with feminist theories and movements in India, exploring key concepts such as patriarchy, intersectionality, agency, and resistance, and examining the contributions of feminist activists and organizations to the women's empowerment movement.

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**Policy Analysis and Advocacy:** Students will examine government policies and programs related to women's empowerment in India, evaluating their effectiveness, identifying gaps and challenges, and exploring strategies for policy advocacy and reform.

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**Cultural Perspectives:** Students will explore diverse cultural perspectives on women's roles, identities, and empowerment in India, recognizing the complexity and diversity of women's experiences across different regions, religions, and communities.

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**Research and Data Analysis:** Students will develop skills in conducting research on women's issues in India, including data collection, analysis, and interpretation, and critically evaluating research findings and methodologies.

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**Global and Comparative Perspectives:** Students will situate the study of women's empowerment in India within a global and comparative context, examining similarities and differences with other countries and regions, and exploring transnational feminist movements and networks.

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**Communication and Advocacy Skills:** Students will refine their ability to communicate effectively about women's empowerment issues, both orally and in writing, and develop skills in advocacy, activism, and community engagement.

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**Ethical and Intersectional Lens:** Students will analyze women's empowerment issues through an ethical and intersectional lens, recognizing the interconnectedness of gender with other social identities and power structures, and considering the ethical implications of policies and actions aimed at promoting women's rights and empowerment.

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These outcomes aim to equip students with a critical understanding of women's empowerment issues in contemporary India, as well as the knowledge and skills necessary to engage in advocacy, research, and activism aimed at advancing gender equality and women's rights.

## CCID

A course on academic writing and composition would typically have the following course outcomes:

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**Understanding of Academic Writing Conventions:** Students will gain a solid understanding of the conventions and standards of academic writing, including citation styles, formatting guidelines, and ethical considerations such as plagiarism and academic integrity.

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**Critical Thinking and Analysis:** Students will develop critical thinking skills through the analysis and evaluation of academic texts, arguments, and evidence, enabling them to formulate their own well-reasoned arguments and interpretations.

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**Effective Communication Skills:** Students will refine their ability to communicate complex ideas clearly and persuasively in written form, with an emphasis on clarity, coherence, and organization of ideas.

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**Research Skills:** Students will develop proficiency in conducting academic research, including identifying relevant sources, evaluating their credibility and reliability, and integrating them effectively into their own writing.

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**Thesis Development and Argumentation:** Students will learn to formulate clear and compelling thesis statements and arguments, supported by evidence and logical reasoning, in various types of academic writing such as essays, research papers, and reports.

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**Audience Awareness:** Students will learn to tailor their writing to different audiences and purposes, understanding how audience expectations and disciplinary conventions shape the style, tone, and content of academic writing.

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**Revision and Editing Skills:** Students will practice revising and editing their own writing to improve clarity, coherence, and effectiveness, as well as develop skills in providing constructive feedback on peers' writing.

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**Genre Awareness:** Students will become familiar with different genres of academic writing, including essays, literature reviews, research papers, annotated bibliographies, and academic proposals, understanding the conventions and expectations associated with each genre.

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**Multimodal Composition:** Depending on the course objectives, students may explore multimodal forms of composition, such as incorporating visual elements, digital media, or oral presentations into their academic writing projects.

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**Collaboration and Peer Review:** Students will engage in collaborative writing activities and peer review processes, learning to give and receive constructive feedback and revise their writing based on peer input.

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**Ethical and Responsible Writing Practices:** Students will understand the ethical responsibilities of academic writers, including proper citation and attribution of sources, avoidance of plagiarism, and adherence to ethical guidelines governing research with human subjects.

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**Self-Reflection and Growth:** Students will engage in reflective practices to assess their own writing strengths and areas for improvement, setting goals for their ongoing development as academic writers.

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These outcomes aim to equip students with the knowledge, skills, and strategies necessary for success in academic writing across disciplines, preparing them to communicate effectively in academic and professional contexts.

L1-1

A course on language, variety, and stylistics would typically aim to achieve the following outcomes:

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**Understanding of Language Variation:** Students will develop an understanding of the concept of language variation, including regional, social, and contextual factors that influence language use and variation.

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**Knowledge of Linguistic Varieties:** Students will be introduced to different linguistic varieties such as dialects, registers, and sociolects, and will learn to analyze and identify features associated with each variety.

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**Sociolinguistic Awareness:** Students will gain awareness of the social and cultural dimensions of language variation, including issues of language identity, prestige, power, and linguistic discrimination.

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**Stylistic Analysis:** Students will learn to analyze texts from various genres and registers, identifying stylistic features such as tone, diction, figurative language, and rhetorical devices, and understanding how these contribute to meaning and effect.

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**Literary Stylistics:** Students will apply stylistic analysis techniques to literary texts, exploring how authors use language creatively to achieve specific effects in poetry, prose, and drama.

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**Critical Thinking and Interpretation:** Students will develop critical thinking skills through the interpretation and analysis of linguistic and stylistic features in texts, recognizing how language choices reflect and shape meaning.

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**Language and Power:** Students will examine the relationship between language and power, including how language is used to construct and reinforce social hierarchies, ideologies, and identities.

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**Language Change and Variation:** Students will explore theories of language change and variation over time, considering factors such as historical context, technological advances, globalization, and language contact.

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**Applied Stylistics:** Depending on the course objectives, students may have opportunities to apply stylistic analysis techniques to real-world contexts such as advertising, political discourse, media texts, or digital communication platforms.

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**Research Skills:** Students will develop skills in conducting research on language variation and stylistic analysis, including data collection, analysis, and interpretation, and critically evaluating scholarly literature in the field.

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**Multimodal Communication:** Students may explore how stylistic choices interact with other modes of communication, such as visual elements, sound, and gesture, in multimodal texts and discourse.

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**Ethical Considerations:** Students will consider ethical issues related to language use and analysis, including questions of representation, bias, and the ethical responsibilities of researchers and communicators.

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These outcomes aim to equip students with a deeper understanding of language variation, stylistic analysis, and the social and cultural dimensions of language use, preparing them to critically analyze and engage with diverse linguistic texts and contexts.

L1-2

A course on language, imagination, and creativity may aim to achieve the following outcomes:

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**Understanding of the Creative Process:** Students will develop an understanding of the role of language in fostering imagination and creativity, exploring how linguistic forms and structures can be used to express innovative and imaginative ideas.

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**Exploration of Creative Writing:** Students will engage in various forms of creative writing, including poetry, fiction, creative nonfiction, and drama, experimenting with different genres, styles, and techniques to express their imaginative ideas.

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**Stimulating Imagination:** Students will be exposed to a variety of literary works, artworks, and multimedia texts that stimulate the imagination and encourage creative thinking, analyzing how language and imagery are used to evoke emotional responses and spark new ideas.

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**Developing Voice and Style:** Students will develop their own distinctive voice and style as writers, exploring ways to express their unique perspectives, experiences, and imaginative visions through language.

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**Exploring Literary Devices and Techniques:** Students will study a range of literary devices and techniques such as metaphor, symbolism, imagery, point of view, and narrative structure, understanding how these elements contribute to the creation of imaginative and creative texts.

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**Cultivating Critical Imagination:** Students will cultivate their ability to critically engage with imaginative and creative texts, analyzing how authors use language to construct imaginative worlds, challenge conventions, and explore complex themes and ideas.

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**Interdisciplinary Connections:** Students will explore connections between language, imagination, and creativity across different disciplines such as literature, art, music, psychology, philosophy, and science, recognizing the diverse ways in which creativity manifests in human expression.

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**Collaborative Creativity:** Students may have opportunities to engage in collaborative creative projects, such as group writing exercises, improvisational storytelling, or multimedia productions, fostering teamwork and collective creativity.

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**Reflection and Revision:** Students will engage in reflective practices to evaluate and revise their creative writing, considering feedback from peers and instructors, and refining their work to enhance clarity, coherence, and impact.

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**Ethical Considerations:** Students will consider ethical issues related to creativity and expression, such as cultural appropriation, representation, and the responsible use of language in creative works.

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**Creative Problem-Solving:** Students will develop skills in creative problem-solving, applying imaginative thinking and linguistic creativity to address real-world challenges and issues in innovative ways.

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**Lifelong Creativity:** Students will recognize the value of lifelong learning and exploration in nurturing creativity, understanding that creativity is a skill that can be developed and cultivated over time through practice, experimentation, and reflection.

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These outcomes aim to foster a deeper appreciation of the connections between language, imagination, and creativity, empowering students to express themselves creatively and imaginatively in various contexts and disciplines.

DSE 1

A course on British literature might aim to achieve the following outcomes:

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**Historical Understanding:** Students will gain an understanding of the historical contexts in which British literary works were produced, including the social, cultural, political, and intellectual movements that shaped literary production in Britain.

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**Literary Analysis Skills:** Students will develop skills in close reading and literary analysis, enabling them to analyze and interpret British literary texts with attention to themes, characters, language, and style.

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**Canonical Knowledge:** Students will become familiar with key works and authors in the British literary tradition, spanning a range of periods and genres from the medieval period to the present day.

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**Genre Awareness:** Students will explore different literary genres within the British tradition, including poetry, prose fiction, drama, and nonfiction, understanding the conventions and characteristics of each genre.

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**Cultural and National Identity:** Students will examine how British literature reflects and shapes cultural and national identity, exploring themes of nationhood, identity, and belonging in literary texts.

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**Literary Theory and Criticism:** Students will engage with various literary theories and critical approaches to British literature, applying these theories to analyze and interpret texts from different historical periods and perspectives.

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**Comparative Analysis:** Students will be able to compare and contrast British literary texts with works from other cultural traditions, exploring themes, motifs, and stylistic elements across different literary contexts.

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**Writing and Communication Skills:** Students will refine their writing and communication skills through the production of analytical essays, critical responses, and research papers on British literary texts.

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**Multicultural Perspectives:** Students will explore the multicultural and diverse nature of British literature, considering the contributions of writers from different ethnic, racial, and cultural backgrounds to the British literary tradition.

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**Reception and Influence:** Students will investigate the reception and influence of British literary works both within Britain and in the wider global literary landscape, examining their impact on subsequent literary movements and cultural developments.

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**Ethical and Moral Considerations:** Students will consider ethical and moral issues raised by British literary texts, including questions of representation, power dynamics, and social justice.

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**Critical Thinking and Engagement:** Students will develop critical thinking skills through the analysis and discussion of British literary texts, engaging with complex ideas, perspectives, and interpretations.

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These outcomes aim to provide students with a comprehensive understanding of British literary history, enhance their critical thinking and analytical skills, and foster an appreciation for the rich diversity and cultural significance of British literature.

DSE2

A course on Indian literature in translation might aim to achieve the following outcomes:

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**Cultural Awareness:** Students will gain an understanding of the diverse cultures, languages, and traditions of India through the study of literature in translation, exploring themes, perspectives, and experiences from different regions and communities.

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**Language Proficiency:** While studying literature in translation, students may develop basic proficiency in the original languages of the texts studied, enabling them to appreciate nuances and cultural contexts that may not be fully captured in translation.

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**Literary Analysis Skills:** Students will develop skills in close reading and literary analysis, applying these skills to analyze and interpret Indian literary texts in translation with attention to themes, characters, language, and style.

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**Cultural and Social Context:** Students will explore the historical, social, and cultural contexts in which Indian literary works were produced, considering how these contexts shape the themes, characters, and narrative techniques employed by authors.

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**Multicultural Perspectives:** Students will gain insight into the multicultural and multilingual nature of Indian literature, studying works from different linguistic and regional traditions, including but not limited to Hindi, Bengali, Tamil, Urdu, Kannada, Malayalam, and others.

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**Postcolonial Perspectives:** Students will examine Indian literature in translation within the framework of postcolonial studies, considering how colonial legacies, power dynamics, and cultural identities are represented and negotiated in literary texts.

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**Translation Theory and Practice:** Students will engage with theories of translation and explore the challenges and strategies involved in translating literary works from one language and cultural context to another.

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**Comparative Analysis:** Students will be able to compare and contrast Indian literary texts in translation with works from other cultural traditions, exploring themes, motifs, and stylistic elements across different literary contexts.

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**Identity and Representation:** Students will consider questions of identity, representation, and voice in Indian literature, examining how authors negotiate issues of gender, caste, religion, ethnicity, and regional identity in their works.

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**Global Perspectives:** Students will investigate the reception and influence of Indian literary works in translation both within India and in the wider global literary landscape, considering their impact on literary movements and cultural exchanges.

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**Ethical and Moral Considerations:** Students will consider ethical and moral issues raised by Indian literary texts, including questions of cultural appropriation, power dynamics, and the responsibilities of translators and readers.

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**Critical Thinking and Engagement:** Students will develop critical thinking skills through the analysis and discussion of Indian literary texts in translation, engaging with complex ideas, perspectives, and interpretations.

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These outcomes aim to provide students with a deeper appreciation of Indian literary traditions, enhance their cross-cultural understanding, and foster critical thinking skills through the study of literature in translation.

## SEC 1

A course on creative writing might aim to achieve the following outcomes:

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**Creative Expression:** Students will develop the ability to express themselves creatively through various genres of writing, including fiction, poetry, creative nonfiction, and drama.

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**Craftsmanship:** Students will hone their skills in crafting compelling narratives, developing vivid characters, and creating evocative settings through the use of language, imagery, and storytelling techniques.

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**Originality and Innovation:** Students will explore techniques for generating original ideas and approaches to writing, experimenting with innovative forms, styles, and narrative structures.

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**Revision and Editing:** Students will practice revising and editing their own writing, refining their work through feedback, self-assessment, and revision strategies to improve clarity, coherence, and effectiveness.

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**Voice and Style:** Students will develop their own distinctive voice and style as writers, learning to communicate their unique perspectives, experiences, and imaginative visions through language.

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**Literary Analysis:** Students will engage in critical analysis of their own and others' creative writing, considering the use of literary devices, techniques, and thematic elements to deepen understanding and appreciation of the craft of writing.

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**Feedback and Collaboration:** Students will learn to give and receive constructive feedback on their writing, participating in peer workshops and critique groups to foster a supportive creative community and improve their writing skills.

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**Writing Process:** Students will explore different approaches to the writing process, from brainstorming and drafting to revising and polishing, discovering techniques that work best for them as individual writers.

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**Genre Exploration:** Students will experiment with writing in different genres and forms, expanding their repertoire of creative skills and exploring their strengths and interests as writers.

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**Professional Development:** Students will gain insights into the publishing industry and opportunities for writers, learning about submission processes, literary journals, writing contests, and other avenues for sharing and publishing their work.

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**Ethical and Legal Considerations:** Students will consider ethical and legal issues related to creative writing, including questions of originality, copyright, and representation, and learn to navigate these issues responsibly as writers.

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**Lifelong Learning:** Students will recognize the value of lifelong learning and practice in developing their craft as writers, understanding that creativity is a skill that can be cultivated and refined through continuous exploration and engagement with the writing process.

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These outcomes aim to empower students to become confident and skilled writers, capable of expressing themselves creatively and effectively across a variety of genres and forms.



A course on film studies might aim to achieve the following outcomes:

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**Understanding Film Language:** Students will develop an understanding of the language of film, including elements such as cinematography, editing, sound design, mise-en-scène, and narrative structure, and how these elements contribute to the meaning and impact of a film.

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**Critical Analysis Skills:** Students will develop skills in critically analyzing and interpreting films, identifying key themes, motifs, and stylistic choices, and understanding how these elements relate to broader cultural, social, and historical contexts.

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**Film History and Theory:** Students will gain knowledge of the history of cinema, studying key movements, genres, filmmakers, and films from various time periods and cultural contexts, and engaging with foundational theories and approaches to the study of film.

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**Genre Studies:** Students will explore different film genres such as comedy, drama, thriller, horror, science fiction, and documentary, analyzing conventions, tropes, and iconography associated with each genre, and understanding how genres evolve over time.

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**Representation and Identity:** Students will examine issues of representation, identity, and diversity in film, considering how race, gender, sexuality, class, and other social identities are depicted and constructed on screen, and critically engaging with questions of representation and authenticity.

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**Cultural and Global Perspectives:** Students will explore films from different cultural and national contexts, gaining insights into the diverse ways in which filmmakers around the world express cultural, political, and social concerns through their work.

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**Auteur Theory:** Students will engage with auteur theory and the concept of the film director as the author of a film, studying the works of key auteurs and analyzing their distinctive styles, thematic preoccupations, and contributions to the medium.

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**Film Industry and Production:** Students will gain an understanding of the film industry and the process of film production, distribution, and exhibition, exploring the roles of producers, directors, screenwriters, cinematographers, editors, and other key creative and technical personnel.

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**Audience Reception and Spectatorship:** Students will consider the role of the audience in the reception and interpretation of films, studying theories of spectatorship and reception, and exploring how different audiences engage with and interpret films in various cultural and historical contexts.

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**Ethical and Social Responsibility:** Students will reflect on ethical issues related to the production, distribution, and consumption of films, including questions of representation, censorship, propaganda, and the ethical responsibilities of filmmakers and audiences.

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**Digital Media and New Technologies:** Students will explore the impact of digital media and new technologies on the production, distribution, and consumption of films, considering how advances in technology have reshaped the film industry and transformed the cinematic experience.

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**Critical Thinking and Communication Skills:** Students will develop critical thinking skills through the analysis and interpretation of films, and enhance their communication skills through oral presentations, written essays, and class discussions on film-related topics.

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These outcomes aim to provide students with a comprehensive understanding of the art, history, and cultural significance of cinema, and to equip them with the analytical tools and critical perspectives necessary for engaging with films as both works of art and cultural artifacts.

### SEC 3

course on technical writing might aim to achieve the following outcomes:

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**Understanding of Technical Communication:** Students will develop an understanding of the principles, conventions, and purposes of technical communication, including audience analysis, document design, and usability considerations.

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**Clarity and Precision:** Students will learn to communicate complex technical information clearly, concisely, and accurately, using plain language and avoiding unnecessary jargon or ambiguity.

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**Audience Awareness:** Students will develop skills in analyzing the needs, backgrounds, and expectations of different audiences for technical documents, tailoring their writing to effectively address the needs of specific user groups.

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**Document Design and Formatting:** Students will learn principles of document design and formatting, including layout, typography, graphics, and navigation, to enhance the accessibility and usability of technical documents.

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**Genre Awareness:** Students will become familiar with different genres of technical writing, including manuals, reports, proposals, instructions, specifications, and technical memos, understanding the conventions and purposes of each genre.

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**Research and Information Gathering:** Students will develop skills in conducting research and gathering information for technical documents, including identifying relevant sources, evaluating credibility, and synthesizing complex information from multiple sources.

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**Visual Communication:** Students will learn to incorporate visual elements such as charts, graphs, tables, diagrams, and illustrations into technical documents to enhance comprehension and facilitate information retention.

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**Editing and Revision:** Students will practice editing and revising their own writing and providing constructive feedback on peers' writing, with a focus on improving clarity, coherence, organization, and effectiveness.

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**Collaboration and Teamwork:** Students will engage in collaborative writing projects, simulating real-world teamwork scenarios in which technical writers work with subject matter experts, designers, engineers, and other stakeholders to produce effective technical documentation.

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**Software and Tools:** Students will become proficient in using software tools and technologies commonly used in technical writing, such as word processing software, desktop publishing tools, content management systems, and collaborative writing platforms.

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**Ethical and Legal Considerations:** Students will consider ethical and legal issues related to technical communication, including issues of intellectual property, confidentiality, privacy, accessibility, and the ethical responsibilities of technical communicators.

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**Professional Development:** Students will gain insights into career pathways and opportunities in technical writing, learning about industry standards, job roles, and professional organizations in the field, and developing skills necessary for success in technical writing careers.

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These outcomes aim to equip students with the knowledge, skills, and strategies necessary to effectively communicate technical information in a variety of professional contexts, and to prepare them for careers in technical writing and related fields.

#### SEC 4

A course on soft skills might aim to achieve the following outcomes:

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**Communication Skills:** Students will develop effective verbal and non-verbal communication skills, including active listening, clarity in speech, and the ability to convey ideas persuasively and confidently.

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**Interpersonal Skills:** Students will cultivate strong interpersonal skills, including empathy, teamwork, conflict resolution, and the ability to collaborate effectively with diverse groups of people.

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**Leadership Skills:** Students will learn principles of effective leadership, including decision-making, problem-solving, delegation, motivation, and the ability to inspire and influence others towards common goals.

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**Emotional Intelligence:** Students will develop emotional intelligence, including self-awareness, self-regulation, empathy, and social skills, enabling them to navigate interpersonal relationships and manage emotions effectively.

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**Adaptability and Resilience:** Students will learn to adapt to change, navigate uncertainty, and bounce back from setbacks with resilience, developing a growth mindset and a positive attitude towards challenges and opportunities.

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**Time Management and Organization:** Students will develop skills in time management, prioritization, and organization, enabling them to effectively manage their time, meet deadlines, and balance competing demands.

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**Critical Thinking and Problem-Solving:** Students will cultivate critical thinking skills, including analysis, synthesis, evaluation, and creative problem-solving, enabling them to identify and address complex problems effectively.

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**Decision Making:** Students will learn principles of effective decision-making, including gathering and evaluating information, weighing alternatives, considering consequences, and making informed decisions based on evidence and reasoning.

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**Stress Management:** Students will learn strategies for managing stress and maintaining well-being, including relaxation techniques, mindfulness practices, and healthy coping mechanisms for dealing with pressure and anxiety.

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**Networking and Relationship Building:** Students will develop networking skills and learn how to build and maintain professional relationships, including networking etiquette, online networking, and the importance of building a professional network.

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**Presentation Skills:** Students will develop effective presentation skills, including public speaking, presentation design, and delivery techniques, enabling them to communicate ideas clearly and persuasively in a variety of settings.

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**Professionalism and Ethics:** Students will learn principles of professionalism and ethical conduct in the workplace, including integrity, accountability, confidentiality, and respect for diversity and inclusion.

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These outcomes aim to equip students with the interpersonal, communication, and problem-solving skills necessary for success in academic, professional, and personal contexts, enabling

them to thrive in diverse environments and adapt to changing circumstances with confidence and resilience.

## **POLBA MAHAVIDYALAYA**

### **DEPARTMENT OF ENGLISH**

#### **PROGRAMME OUTCOME**

##### **CC1- Indian Classical Literature**

A course on "Indian Classical Literature" in an English Honours program aims to provide students with a deep understanding of the literary traditions, cultural context, and aesthetic principles of classical literature in India.

##### **CC2- European Classical Literature**

A course on "European Classical Literature" in an English Honours program aims to provide students with a comprehensive understanding of the literary masterpieces, cultural context, and foundational texts from the classical literary traditions of Europe.

##### **CC3- Indian Writing in English**

A course on "Indian Writing in English" in an English Honours program aims to provide students with a comprehensive understanding of the literary traditions, cultural contexts, and diverse voices within Indian literature written in English.

##### **CC4- British Poetry, Drama (16<sup>th</sup>-17<sup>th</sup> Centuries), Rhetoric and Prosody**

A course on "Poetry, Drama (16th-17th Centuries), Rhetoric, and Prosody" in an English Honours program typically aims to provide students with a comprehensive understanding of the literary and linguistic features of poetry and drama during the 16th and 17th centuries, as well as an exploration of rhetorical and prosodic elements.

#### CC5- American Literature

A course on "American Literature" in an English Honours program aims to provide students with a comprehensive understanding of the literary traditions, historical contexts, and cultural diversity within American literature.

#### CC6- Popular Literature

A course on "Popular Literature" in an English Honours program typically aims to explore literature that has gained widespread popularity among diverse audiences.

#### CC7- British Poetry and Drama (17 – 18 Centuries)

A course on "Poetry and Drama (17 – 18 Centuries)" in an English Honours program typically aims to provide students with a comprehensive understanding of the literary and dramatic developments during the 17th and 18th centuries.

#### CC8- British Literature (18th Century)

A course on "British Literature (18th Century)" in an English Honours program typically aims to provide students with a comprehensive understanding of the literary, cultural, and historical developments in British literature during the 18th century.

#### CC9- British Romantic Literature

A course on "Romantic Literature" in an English Honours program typically aims to provide students with a comprehensive understanding of the literary, cultural, and intellectual developments during the Romantic era.

#### CC10- British Literature (19th Century)

A course on "Literature (19th Century)" in an English Honours program typically aims to provide students with a comprehensive understanding of the literary, cultural, and intellectual developments during the 19th century.

### CC11- Women's Writing

A course on "Writing" in an English Honours program typically aims to develop students' writing skills across various genres and styles.

### CC12- British Literature (Early 20 Century)

A course on "Literature (Early 20th Century)" in an English Honours program typically aims to provide students with a comprehensive understanding of the literary, cultural, and intellectual developments during the early 20th century.

### CC13- Modern European Drama

A course on "European Drama" in an English Honours program typically aims to provide students with a comprehensive understanding of the major trends, movements, and playwrights in European drama.

### CC14- Postcolonial Literatures

A course on "Postcolonial Literatures" in an English Honours program typically aims to provide students with a comprehensive understanding of literary works produced in the aftermath of colonial rule.

### DSE1: Modern Indian Writing in English Translation

A course on "Indian Writing in English Translation" in an English Honours program typically aims to provide students with insights into the literary traditions of India through translated works.

### DSE2: Partition Literature

A course on "Literature" in an English Honours program typically aims to provide students with a broad understanding of various literary genres, periods, and critical approaches.

### DSE3: Literary Theory



A course on "Literary Theory" in an English Honours program typically aims to provide students with a deeper understanding of various theoretical approaches to the study of literature.

#### DSE4- Literary Criticism and History of the English Language

A course on "Criticism and History of the English Language" in an English Honours program typically aims to provide students with insights into the development of the English language and critical approaches to its study.

#### AECC - 2: Communicative English

A course on "Communicative English" in an English General program is designed to enhance students' proficiency in using English for effective communication in various contexts.

#### SEC1- Creative Writing

A course on Creative Writing in an English Honours program typically aims to develop students' creative and expressive writing skills.

#### SEC2- Film Studies

A course on Film Studies in an English Honours program is designed to provide students with a critical understanding of cinema as an art form and a cultural product.

## CC1- Indian Classical Literature

<b>1. Understanding of Indian Classical Literature:</b>	<ul style="list-style-type: none"><li>• Students should demonstrate a deep understanding of the major works, genres, and themes in Indian Classical Literature.</li><li>• They should be able to analyze and interpret texts from various periods and regions.</li></ul>
<b>2. Cultural and Historical Context:</b>	<ul style="list-style-type: none"><li>• Students should be able to place Indian Classical Literature in its cultural and historical context, understanding the social, political, and religious influences on literary works.</li></ul>
<b>3. Critical Analysis and Interpretation:</b>	<ul style="list-style-type: none"><li>• Develop the ability to critically analyze and interpret texts, including the use of literary theories and methodologies.</li></ul>
<b>4. Research Skills:</b>	<ul style="list-style-type: none"><li>• Acquire research skills to explore primary and secondary sources related to Indian Classical Literature.</li><li>• Demonstrate the ability to conduct independent research projects.</li></ul>

## CC2- European Classical Literature

<b>1. Comprehensive Knowledge:</b>	<ul style="list-style-type: none"><li>Develop a comprehensive knowledge of major works, genres, and themes in European Classical Literature, spanning different historical periods and regions.</li></ul>
<b>2. Historical and Cultural Context:</b>	<ul style="list-style-type: none"><li>Understand the historical, cultural, and intellectual context that influenced European Classical Literature, including its connections to broader societal developments.</li></ul>
<b>3. Literary Analysis:</b>	<ul style="list-style-type: none"><li>Demonstrate advanced skills in literary analysis, using various critical approaches to interpret and evaluate classical texts.</li></ul>
<b>4. Research Proficiency:</b>	<ul style="list-style-type: none"><li>Acquire strong research skills to investigate primary and secondary sources related to European Classical Literature.</li><li>Conduct independent research projects, demonstrating a capacity for original scholarly inquiry.</li></ul>
<b>5. Critical Thinking and Reflection:</b>	<ul style="list-style-type: none"><li>Cultivate critical thinking skills, enabling students to engage deeply with complex literary works and to reflect on the implications of these works.</li></ul>
<b>6. Multilingual Competence:</b>	<ul style="list-style-type: none"><li>Depending on the program's focus, students may be expected to acquire proficiency in relevant classical languages such as Latin, Ancient Greek, or others.</li></ul>
<b>7. Comparative Literature Competence:</b>	<ul style="list-style-type: none"><li>Develop the ability to compare and contrast European Classical Literature with other literary traditions, fostering a global and comparative perspective.</li></ul>

## CC3- Indian Writing in English

<b>1. In-depth Knowledge:</b>	<ul style="list-style-type: none"><li>Develop a thorough knowledge of the major works, genres, and themes in Indian Writing in English, spanning different periods and regions.</li></ul>
<b>2. Cultural and Socio-Political Context:</b>	

	<ul style="list-style-type: none"> <li>Understand the cultural, historical, and socio-political context that influences Indian Writing in English, exploring how writers respond to and shape their cultural milieu.</li> </ul>
<b>3. Literary Analysis:</b>	<ul style="list-style-type: none"> <li>Demonstrate advanced skills in literary analysis, employing various critical approaches to interpret and evaluate works of Indian authors writing in English.</li> </ul>
<b>4. Research Proficiency:</b>	<ul style="list-style-type: none"> <li>Acquire strong research skills to investigate primary and secondary sources related to Indian Writing in English.</li> <li>Conduct independent research projects, demonstrating the ability to contribute to the scholarship in the field.</li> </ul>
<b>5. Critical Thinking and Interpretation:</b>	<ul style="list-style-type: none"> <li>Cultivate critical thinking skills, enabling students to engage deeply with complex literary works and interpret them in nuanced ways.</li> </ul>
<b>6. Multilingual and Multicultural Competence:</b>	<ul style="list-style-type: none"> <li>Develop an understanding of the multilingual and multicultural aspects of Indian Writing in English, appreciating the linguistic diversity and regional variations.</li> </ul>
<b>7. Comparative Analysis:</b>	<ul style="list-style-type: none"> <li>Develop the ability to compare Indian Writing in English with other literary traditions, fostering a global and comparative perspective.</li> </ul>

#### CC4- British Poetry, Drama (16<sup>th</sup>-17<sup>th</sup> Centuries) and Rhetoric, Prosody

<b>1. Historical and Literary Knowledge:</b>	<ul style="list-style-type: none"> <li>Develop a thorough understanding of the literary and historical context of British Poetry and Drama in the 16th and 17th centuries.</li> <li>Acquire knowledge of major poets, playwrights, and literary movements of the period.</li> </ul>
<b>2. Rhetorical and Prosodic Skills:</b>	<ul style="list-style-type: none"> <li>Master the principles of rhetoric and prosody, demonstrating the ability to analyze and apply rhetorical devices and poetic metrics.</li> </ul>
<b>3. Literary Analysis:</b>	<ul style="list-style-type: none"> <li>Demonstrate advanced skills in literary analysis, including close reading and interpretation of poetic and dramatic texts from the 16th and 17th centuries.</li> </ul>
<b>4. Research Proficiency:</b>	

	<ul style="list-style-type: none"> <li>• Develop strong research skills to investigate primary and secondary sources related to the literature and rhetoric of the period.</li> <li>• Conduct independent research projects, contributing to the scholarly understanding of 16th- and 17th-century British literature.</li> </ul>
<b>5. Critical Thinking:</b>	<ul style="list-style-type: none"> <li>• Cultivate critical thinking skills, enabling students to engage with complex literary and rhetorical works and to assess their significance within the cultural and historical context.</li> </ul>
<b>6. Performance and Presentation Skills:</b>	<ul style="list-style-type: none"> <li>• Develop skills in performing dramatic texts, understanding the performative aspects of drama from the 16th and 17th centuries.</li> <li>• Present research findings and literary analyses effectively, both in written and oral forms.</li> </ul>
<b>7. Multigenre and Multimodal Competence:</b>	<ul style="list-style-type: none"> <li>• Explore and appreciate various literary genres, including poetry and drama, and understand how different modes of expression contribute to the overall literary experience.</li> </ul>
<b>8. Comparative Analysis:</b>	<ul style="list-style-type: none"> <li>• Develop the ability to compare British literature of the 16th and 17th centuries with other literary traditions, fostering a global and comparative perspective.</li> </ul>

## CC5- American Literature

<b>1. Historical and Literary Knowledge:</b>	<ul style="list-style-type: none"> <li>• Develop a comprehensive understanding of the major literary movements, genres, and themes in American literature, spanning different historical periods.</li> </ul>
<b>2. Cultural and Social Context:</b>	<ul style="list-style-type: none"> <li>• Understand the cultural, social, and historical contexts that have shaped American literature, exploring how literary works respond to and influence the American experience.</li> </ul>
<b>3. Literary Analysis:</b>	<ul style="list-style-type: none"> <li>• Demonstrate advanced skills in literary analysis, employing various critical approaches to interpret and evaluate American literary texts.</li> </ul>
<b>4. Research Proficiency:</b>	<ul style="list-style-type: none"> <li>• Acquire strong research skills to investigate primary and secondary sources related to American literature.</li> <li>• Conduct independent research projects, contributing to the scholarly understanding of American literary traditions.</li> </ul>
<b>5. Critical Thinking:</b>	<ul style="list-style-type: none"> <li>• Cultivate critical thinking skills, enabling students to engage deeply with complex literary works and interpret them in nuanced ways.</li> </ul>
<b>6. Comparative Analysis:</b>	

	<ul style="list-style-type: none"> <li>Develop the ability to compare American literature with other literary traditions, fostering a global and comparative perspective.</li> </ul>
<b>7. Multigenre Competence:</b>	<ul style="list-style-type: none"> <li>Explore and appreciate various literary genres within American literature, including fiction, poetry, drama, and non-fiction.</li> </ul>
<b>8. Ethnic and Cultural Diversity:</b>	<ul style="list-style-type: none"> <li>Recognize and appreciate the diversity of voices within American literature, including those of various ethnicities, cultures, and backgrounds.</li> </ul>

## CC6- Popular Literature

<b>1. Understanding Popular Literature:</b>	<ul style="list-style-type: none"> <li>Develop a comprehensive understanding of what constitutes popular literature, including its genres, forms, and cultural significance.</li> </ul>
<b>2. Cultural and Societal Context:</b>	<ul style="list-style-type: none"> <li>Explore how popular literature reflects and shapes cultural and societal trends, understanding its impact on a broad audience.</li> </ul>
<b>3. Genre Awareness:</b>	<ul style="list-style-type: none"> <li>Acquire knowledge of various popular genres, such as mystery, romance, science fiction, fantasy, and others, and understand the conventions and expectations associated with each.</li> </ul>
<b>4. Literary Analysis:</b>	<ul style="list-style-type: none"> <li>Demonstrate advanced skills in literary analysis, applying critical approaches to interpret and evaluate popular literary texts.</li> </ul>
<b>5. Cultural Impact:</b>	<ul style="list-style-type: none"> <li>Understand the cultural impact of popular literature on shaping public discourse, values, and popular imagination.</li> </ul>
<b>6. Media and Technology Integration:</b>	<ul style="list-style-type: none"> <li>Explore the intersection of popular literature with various media and technologies, including adaptations into film, television, digital platforms, etc.</li> </ul>
<b>7. Audience Engagement:</b>	<ul style="list-style-type: none"> <li>Analyze the ways in which popular literature engages with its audience, considering the role of readership and fan communities.</li> </ul>
<b>8. Historical Evolution:</b>	<ul style="list-style-type: none"> <li>Trace the historical evolution of popular literature, examining how it has evolved over time in response to changing cultural, technological, and social contexts.</li> </ul>

## CC7- British Poetry and Drama (17<sup>th</sup>-18<sup>th</sup> Centuries)

<b>1. Historical and Literary Knowledge:</b>	<ul style="list-style-type: none"> <li>Develop a thorough understanding of the major poets, playwrights, and literary movements in British Poetry and Drama during the 17th and 18th centuries.</li> </ul>
<b>2. Cultural and Social Context:</b>	<ul style="list-style-type: none"> <li>Understand the cultural, social, and historical contexts that influenced and shaped poetry and drama during the specified period.</li> </ul>
<b>3. Literary Analysis:</b>	<ul style="list-style-type: none"> <li>Demonstrate advanced skills in literary analysis, applying various critical approaches to interpret and evaluate works from the 17th and 18th centuries.</li> </ul>
<b>4. Genre Awareness:</b>	<ul style="list-style-type: none"> <li>Acquire knowledge of the various poetic forms and dramatic genres prevalent during this period, such as metaphysical poetry, Restoration drama, and Augustan poetry.</li> </ul>
<b>5. Research Proficiency:</b>	<ul style="list-style-type: none"> <li>Develop strong research skills to investigate primary and secondary sources related to British Poetry and Drama in the 17th and 18th centuries.</li> <li>Conduct independent research projects, contributing to the scholarly understanding of this literary era.</li> </ul>
<b>6. Critical Thinking:</b>	<ul style="list-style-type: none"> <li>Cultivate critical thinking skills, enabling students to engage deeply with complex literary works and to assess their significance within the cultural and historical context.</li> </ul>
<b>7. Performance Appreciation:</b>	<ul style="list-style-type: none"> <li>Appreciate the performative aspects of drama from this period, understanding the theatrical conventions, staging, and reception of plays.</li> </ul>
<b>8. Comparative Analysis:</b>	<ul style="list-style-type: none"> <li>Develop the ability to compare British literature of the 17th and 18th centuries with other literary traditions, fostering a global and comparative perspective.</li> </ul>

## CC8- British Literature (18<sup>th</sup> Century)

<b>1. Historical and Literary Knowledge:</b>	<ul style="list-style-type: none"> <li>Develop a comprehensive understanding of major literary movements, genres, and influential figures in British literature during the 18th century.</li> </ul>
<b>2. Cultural and Social Context:</b>	<ul style="list-style-type: none"> <li>Understand the cultural, social, and historical contexts that shaped and influenced literature in 18th-century Britain, including political, economic, and intellectual developments.</li> </ul>
<b>3. Literary Analysis:</b>	

	<ul style="list-style-type: none"> <li>Demonstrate advanced skills in literary analysis, applying various critical approaches to interpret and evaluate literary works of the 18th century.</li> </ul>
<b>4. Genre Awareness:</b>	<ul style="list-style-type: none"> <li>Acquire knowledge of various literary forms and genres popular during this period, such as the novel, satire, poetry, and drama.</li> </ul>
<b>5. Research Proficiency:</b>	<ul style="list-style-type: none"> <li>Develop strong research skills to investigate primary and secondary sources related to British literature in the 18th century.</li> <li>Conduct independent research projects, contributing to the scholarly understanding of this literary era.</li> </ul>
<b>6. Critical Thinking:</b>	<ul style="list-style-type: none"> <li>Cultivate critical thinking skills, enabling students to engage deeply with complex literary works and to assess their significance within the cultural and historical context.</li> </ul>
<b>7. Comparative Analysis:</b>	<ul style="list-style-type: none"> <li>Develop the ability to compare British literature of the 18th century with other literary traditions, fostering a global and comparative perspective.</li> </ul>

## CC9- British Romantic Literature

<b>1. Historical and Literary Knowledge:</b>	<ul style="list-style-type: none"> <li>Develop a comprehensive understanding of the major poets, prose writers, and key literary works of the British Romantic period.</li> </ul>
<b>2. Cultural and Philosophical Context:</b>	<ul style="list-style-type: none"> <li>Understand the cultural, philosophical, and historical context that shaped Romantic literature, including the influence of the French Revolution, Enlightenment ideas, and the Industrial Revolution.</li> </ul>
<b>3. Literary Analysis:</b>	<ul style="list-style-type: none"> <li>Demonstrate advanced skills in literary analysis, applying various critical approaches to interpret and evaluate works of British Romantic literature.</li> </ul>
<b>4. Genre Awareness:</b>	<ul style="list-style-type: none"> <li>Acquire knowledge of various literary genres prevalent during the Romantic period, such as lyric poetry, the novel, and essay writing.</li> </ul>
<b>5. Exploration of Themes:</b>	<ul style="list-style-type: none"> <li>Explore and understand the prominent themes of Romantic literature, including nature, individualism, imagination, and the sublime.</li> </ul>
<b>6. Research Proficiency:</b>	<ul style="list-style-type: none"> <li>Develop strong research skills to investigate primary and secondary sources related to British Romantic literature.</li> <li>Conduct independent research projects, contributing to the scholarly understanding of the Romantic era.</li> </ul>



<b>7.</b>	<b>Critical Thinking:</b>	<ul style="list-style-type: none"> <li>• Cultivate critical thinking skills, enabling students to engage deeply with complex literary works and to assess their significance within the cultural and historical context.</li> </ul>
<b>8.</b>	<b>Comparative Analysis:</b>	<ul style="list-style-type: none"> <li>• Develop the ability to compare British Romantic literature with other literary traditions, fostering a global and comparative perspective.</li> </ul>

## CC10- British Literature (19<sup>th</sup> Century)

<b>1.</b>	<b>Historical and Literary Knowledge:</b>	<ul style="list-style-type: none"> <li>• Develop a comprehensive understanding of major literary movements, genres, and influential figures in British literature during the 19th century.</li> </ul>
<b>2.</b>	<b>Cultural and Social Context:</b>	<ul style="list-style-type: none"> <li>• Understand the cultural, social, and historical contexts that shaped and influenced literature in 19th-century Britain, including industrialization, social changes, and political movements.</li> </ul>
<b>3.</b>	<b>Literary Analysis:</b>	<ul style="list-style-type: none"> <li>• Demonstrate advanced skills in literary analysis, applying various critical approaches to interpret and evaluate literary works of the 19th century.</li> </ul>
<b>4.</b>	<b>Genre Awareness:</b>	<ul style="list-style-type: none"> <li>• Acquire knowledge of various literary forms and genres popular during this period, such as the novel, poetry, and Victorian drama.</li> </ul>
<b>5.</b>	<b>Research Proficiency:</b>	<ul style="list-style-type: none"> <li>• Develop strong research skills to investigate primary and secondary sources related to British literature in the 19th century.</li> <li>• Conduct independent research projects, contributing to the scholarly understanding of this literary era.</li> </ul>
<b>6.</b>	<b>Critical Thinking:</b>	<ul style="list-style-type: none"> <li>• Cultivate critical thinking skills, enabling students to engage deeply with complex literary works and to assess their significance within the cultural and historical context.</li> </ul>
<b>7.</b>	<b>Comparative Analysis:</b>	<ul style="list-style-type: none"> <li>• Develop the ability to compare British literature of the 19th century with other literary traditions, fostering a global and comparative perspective.</li> </ul>

## CC11- Women's Writings

1. <b>Literary and Historical Knowledge:</b>	<ul style="list-style-type: none"> <li>Develop a comprehensive understanding of the major themes, genres, and historical contexts of women's writings across different periods and cultures.</li> </ul>
2. <b>Cultural and Societal Context:</b>	<ul style="list-style-type: none"> <li>Understand the cultural, societal, and historical contexts that influence and shape women's writings, recognizing the unique perspectives and challenges faced by women authors.</li> </ul>
3. <b>Literary Analysis:</b>	<ul style="list-style-type: none"> <li>Demonstrate advanced skills in literary analysis, employing various critical approaches to interpret and evaluate women's literary works.</li> </ul>
4. <b>Genre Awareness:</b>	<ul style="list-style-type: none"> <li>Acquire knowledge of various literary genres used by women writers, including novels, poetry, essays, and autobiographies.</li> </ul>
5. <b>Intersectionality and Diversity:</b>	<ul style="list-style-type: none"> <li>Explore and appreciate the diversity within women's writings, considering intersectionality related to factors such as race, ethnicity, class, and sexual orientation.</li> </ul>
6. <b>Research Proficiency:</b>	<ul style="list-style-type: none"> <li>Develop strong research skills to investigate primary and secondary sources related to women's writings.</li> <li>Conduct independent research projects, contributing to the scholarly understanding of women's literature.</li> </ul>
7. <b>Critical Thinking:</b>	<ul style="list-style-type: none"> <li>Cultivate critical thinking skills, enabling students to engage deeply with complex literary works and to assess their significance within the cultural and historical context.</li> </ul>
8. <b>Comparative Analysis:</b>	<ul style="list-style-type: none"> <li>Develop the ability to compare women's writings with those of male authors and with other literary traditions, fostering a global and comparative perspective.</li> </ul>
9. <b>Empowerment and Advocacy:</b>	<ul style="list-style-type: none"> <li>Foster an understanding of the empowering and advocacy aspects of women's writings, encouraging students to recognize the role of literature in social change.</li> </ul>

## CC12- British Literature (Early 20<sup>th</sup> Century)

1. <b>Historical and Literary Knowledge:</b>	<ul style="list-style-type: none"> <li>Develop a thorough understanding of major literary movements, genres, and influential figures in British literature during the early 19th century, including the Romantic and Victorian periods.</li> </ul>
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<b>2. Cultural and Social Context:</b>	<ul style="list-style-type: none"> <li>Understand the cultural, social, and historical contexts that shaped and influenced literature in early 19th-century Britain, including political and social changes, industrialization, and intellectual developments.</li> </ul>
<b>3. Literary Analysis:</b>	<ul style="list-style-type: none"> <li>Demonstrate advanced skills in literary analysis, applying various critical approaches to interpret and evaluate literary works of the early 19th century.</li> </ul>
<b>4. Genre Awareness:</b>	<ul style="list-style-type: none"> <li>Acquire knowledge of various literary forms and genres popular during this period, such as Romantic poetry, the novel, and Victorian drama.</li> </ul>
<b>5. Research Proficiency:</b>	<ul style="list-style-type: none"> <li>Develop strong research skills to investigate primary and secondary sources related to British literature in the early 19th century.</li> <li>Conduct independent research projects, contributing to the scholarly understanding of this literary era.</li> </ul>
<b>6. Critical Thinking:</b>	<ul style="list-style-type: none"> <li>Cultivate critical thinking skills, enabling students to engage deeply with complex literary works and to assess their significance within the cultural and historical context.</li> </ul>
<b>7. Comparative Analysis:</b>	<ul style="list-style-type: none"> <li>Develop the ability to compare British literature of the early 19th century with other literary traditions, fostering a global and comparative perspective.</li> </ul>

## CC13- Modern European Literature

<b>1. Historical and Literary Knowledge:</b>	<ul style="list-style-type: none"> <li>Develop a comprehensive understanding of major literary movements, genres, and influential figures in Modern European Literature, spanning the late 19th to the 20th century.</li> </ul>
<b>2. Cultural and Social Context:</b>	<ul style="list-style-type: none"> <li>Understand the cultural, social, and historical contexts that shaped and influenced literature in Europe during the modern period, considering political upheavals, societal changes, and intellectual developments.</li> </ul>
<b>3. Literary Analysis:</b>	<ul style="list-style-type: none"> <li>Demonstrate advanced skills in literary analysis, applying various critical approaches to interpret and evaluate Modern European literary works.</li> </ul>
<b>4. Genre Awareness:</b>	<ul style="list-style-type: none"> <li>Acquire knowledge of various literary forms and genres prevalent during this period, such as modernist novels, existentialist literature, and post-war poetry.</li> </ul>
<b>5. Research Proficiency:</b>	<ul style="list-style-type: none"> <li>Develop strong research skills to investigate primary and secondary sources related to Modern European Literature.</li> </ul>

	<ul style="list-style-type: none"> <li>• Conduct independent research projects, contributing to the scholarly understanding of this literary era.</li> </ul>
<b>6. Critical Thinking:</b>	<ul style="list-style-type: none"> <li>• Cultivate critical thinking skills, enabling students to engage deeply with complex literary works and to assess their significance within the cultural and historical context.</li> </ul>
<b>7. Comparative Analysis:</b>	<ul style="list-style-type: none"> <li>• Develop the ability to compare Modern European Literature with other literary traditions, fostering a global and comparative perspective.</li> </ul>
<b>8. Cultural Sensitivity:</b>	<ul style="list-style-type: none"> <li>• Cultivate cultural sensitivity and awareness, appreciating the diversity within Modern European Literature and understanding its social and cultural implications.</li> </ul>

## CC14- Postcolonial Literatures

<b>1. Postcolonial Literary Knowledge:</b>	<ul style="list-style-type: none"> <li>• Develop a deep understanding of the major postcolonial literary movements, authors, and texts from regions such as Africa, Asia, the Caribbean, and Latin America.</li> </ul>
<b>2. Cultural and Historical Context:</b>	<ul style="list-style-type: none"> <li>• Understand the cultural, historical, and political contexts that shape postcolonial literature, including the impact of colonization, decolonization, and globalization.</li> </ul>
<b>3. Literary Analysis:</b>	<ul style="list-style-type: none"> <li>• Demonstrate advanced skills in literary analysis, employing various postcolonial theoretical frameworks to interpret and evaluate literary texts.</li> </ul>
<b>4. Diversity of Voices:</b>	<ul style="list-style-type: none"> <li>• Explore the diversity of voices within postcolonial literatures, considering the multiple perspectives and experiences of writers from different regions and backgrounds.</li> </ul>
<b>5. Research Proficiency:</b>	<ul style="list-style-type: none"> <li>• Develop strong research skills to investigate primary and secondary sources related to postcolonial literatures.</li> <li>• Conduct independent research projects, contributing to the scholarly understanding of postcolonial literature.</li> </ul>
<b>6. Critical Thinking:</b>	<ul style="list-style-type: none"> <li>• Cultivate critical thinking skills, enabling students to engage deeply with complex literary works and to assess their significance within the postcolonial context.</li> </ul>
<b>7. Comparative Analysis:</b>	<ul style="list-style-type: none"> <li>• Develop the ability to compare postcolonial literature with other literary traditions, fostering a global and comparative perspective.</li> </ul>

**8. Cultural Sensitivity:**

- Cultivate cultural sensitivity and awareness, appreciating the diversity within postcolonial literatures and understanding the social and cultural implications.

**9. Postcolonial Theory Application**

- Apply postcolonial theories and concepts to literary analysis, demonstrating an understanding of how these theories inform the interpretation of texts.

**1. DSE1- Understanding of Modern Indian Literature:**

- Develop a comprehensive understanding of the major literary movements, themes, and trends in modern Indian literature written in English and translated works.

**2. Critical Analysis Skills:**

- Enhance critical thinking and analytical skills to evaluate and interpret literary texts within the socio-cultural and historical context of modern India.

**3. Cross-Cultural Competence:**

- Foster an appreciation for the cultural diversity and linguistic richness of India through the exploration of literature from various regions, languages, and communities.

**4. Language Proficiency:**

- Improve language proficiency, particularly in English, by engaging with literary texts, essays, and critical writings related to modern Indian literature.

**5. Translation Competence:**

- Develop an understanding of the challenges and nuances involved in translating literature, particularly from Indian languages to English, and vice versa.

**6. Awareness of Social Issues:**

- Explore the representation of social and political issues in modern Indian literature, and understand how writers use their works to comment on and respond to societal changes.

**7. Research Skills:**

- Enhance research skills, including the ability to locate, evaluate, and use scholarly resources in the study of modern Indian literature in translation.

**8. Communication Skills:**

- Improve written and verbal communication skills through the analysis and discussion of literary texts, as well as the articulation of one's own critical perspectives.

**9. Cultural Sensitivity:**

- Cultivate cultural sensitivity and an awareness of different perspectives, recognizing the diversity of voices and experiences present in modern Indian literature.

**10. Independent Thinking:**

- Encourage independent thinking and the ability to form and articulate personal viewpoints on the themes and issues presented in the literary works studied.

### 11. Interdisciplinary Connections:

- Explore interdisciplinary connections with other fields such as history, sociology, and cultural studies to gain a holistic understanding of modern Indian literature.

## DSE2- Partition Literature

### 1. Historical Context:

- Develop an understanding of the historical, political, and social context of the partition of British India in 1947, and how it influenced the literary landscape.

### 2. Literary Analysis Skills:

- Enhance skills in literary analysis, focusing on texts that deal with the partition, to decipher themes, narrative techniques, and stylistic elements.

### 3. Cultural Sensitivity:

- Cultivate cultural sensitivity and an appreciation for the diverse experiences and voices of individuals affected by the partition, as reflected in literature.

### 4. Empathy and Perspective-Taking:

- Foster empathy and the ability to take different perspectives, recognizing the complexities and nuances inherent in partition literature.

### 5. Identity Exploration:

- Explore how partition literature engages with questions of identity, belonging, displacement, and the construction of individual and collective identities.

### 6. Comparative Analysis:

- Engage in comparative analysis by studying partition literature from different regions, linguistic backgrounds, and cultural contexts to understand the varied narratives.

### 7. Impact of Trauma:

- Investigate the representation of trauma in partition literature and its impact on the psyche of individuals and communities.

### 8. Multidisciplinary Connections:

- Explore connections with other disciplines, such as history, sociology, and psychology, to provide a multidimensional understanding of the partition and its aftermath.

### 9. Critical Thinking:

- Develop critical thinking skills to evaluate the ways in which writers use literature to address the consequences of the partition and its enduring impact.

### 10. Research Skills:

- Enhance research skills, including the ability to locate, analyze, and synthesize scholarly resources related to partition literature.

### 11. Cultural and National Identity:

- Examine how partition literature contributes to the construction and negotiation of cultural, national, and communal identities.

**12. Contemporary Relevance:**

- Explore the contemporary relevance of partition literature, considering how it continues to shape discussions on borders, migration, and communal harmony.

DSE3- Literary Theory

**1. Understanding of Literary Theory:**

- Develop a comprehensive understanding of major literary theories, including structuralism, poststructuralism, feminism, Marxism, psychoanalysis, postcolonialism, and others.

**2. Application of Literary Concepts:**

- Apply key literary concepts and theoretical frameworks to analyze and interpret various literary texts across different genres, time periods, and cultural contexts.

**3. Critical Thinking Skills:**

- Enhance critical thinking skills to evaluate and compare different theoretical perspectives, fostering an ability to engage with literature from diverse theoretical viewpoints.

**4. Awareness of Historical Contexts:**

- Gain an awareness of the historical and cultural contexts that gave rise to different literary theories and how these theories have evolved over time.

**5. Interdisciplinary Connections:**

- Explore the interdisciplinary nature of literary theory by connecting it to other fields such as philosophy, sociology, psychology, and cultural studies.

**6. Communication Skills:**

- Improve written and verbal communication skills through the articulation of critical analyses and theoretical interpretations of literary texts.

**7. Research and Analysis:**

- Enhance research skills, including the ability to locate, analyze, and synthesize scholarly resources related to specific literary theories and their application.

**8. Creativity and Interpretation:**

- Encourage creative thinking in the interpretation of literary texts, considering how different theoretical lenses can offer unique insights.

**9. Awareness of Literary Trends:**

- Stay informed about current trends and debates within literary theory, understanding how contemporary theorists contribute to ongoing discussions.

**10. Meta-Cognition:**

- Develop meta-cognitive skills, allowing students to reflect on their own interpretative processes and recognize the influence of theoretical perspectives on their readings.

**11. Preparation for Advanced Study:**

- Prepare students for advanced studies in literature or related fields by providing a strong foundation in critical theory and analytical skills.

**12. Application in Professional Settings:**

- Recognize the practical applications of literary theory in various professional settings, including education, publishing, and cultural industries.

• DSE4- Literary Criticism and History of the English Language

• **Historical Knowledge:**

- Develop a comprehensive understanding of the historical development of the English language, including key periods, linguistic changes, and external influences.

• **Language Evolution:**

- Explore the evolution of the English language, including its roots, the influence of other languages, and the emergence of different dialects.

• **Critical Analysis of Language:**

- Enhance critical thinking skills to analyze the English language as a dynamic and evolving system, considering linguistic structures, semantics, and pragmatics.

• **Sociolinguistic Awareness:**

- Develop an awareness of the sociolinguistic aspects of the English language, including issues of language variation, social dialects, and language change in different communities.

• **Language and Power:**

- Explore the relationship between language and power, understanding how language is used to construct and reinforce social hierarchies.

• **Applied Linguistics:**

- Apply linguistic theories and concepts to real-world situations, such as language planning, language policy, and language education.

• **Critical Approaches to Linguistics:**

- Familiarize students with various critical approaches to linguistics, including structuralism, poststructuralism, sociolinguistics, and discourse analysis.

• **Research and Analysis:**

- Enhance research skills, including the ability to conduct linguistic analyses and synthesize information from scholarly sources related to the history and criticism of the English language.

• **Multilingualism and Global English:**

- Explore the impact of multilingualism and globalization on the English language, considering the spread of English as a global language and its implications.

• **Language Standardization:**

- Examine the processes of language standardization and how linguistic norms are established, maintained, and challenged over time.

• **Communication Skills:**

- Improve written and verbal communication skills through the articulation of critical analyses of linguistic phenomena and historical developments in the English language.



<ul style="list-style-type: none"> <li>• <b>Cultural and Literary Connections:</b> <ul style="list-style-type: none"> <li>○ Explore the connections between language, culture, and literature, understanding how linguistic changes influence literary expression and interpretation.</li> </ul> </li> </ul>
<ul style="list-style-type: none"> <li>• <b>Digital Language:</b> <ul style="list-style-type: none"> <li>○ Investigate the impact of digital communication on the English language, including the use of technology, social media, and online platforms.</li> </ul> </li> </ul>

## SEC1- Creative Writing

<p>1. <b>Creative Expression:</b></p> <ul style="list-style-type: none"> <li>• Develop a strong ability to express oneself creatively through various writing genres, including fiction, poetry, creative nonfiction, and drama.</li> </ul>
<p>2. <b>Craftsmanship:</b></p> <ul style="list-style-type: none"> <li>• Cultivate a mastery of the craft of writing, including the use of literary devices, narrative techniques, and poetic elements to create engaging and compelling narratives.</li> </ul>
<p>3. <b>Genre Awareness:</b></p> <ul style="list-style-type: none"> <li>• Gain an understanding of different literary genres, styles, and forms, and the ability to experiment with and adapt various writing techniques.</li> </ul>
<p>4. <b>Critical Analysis of Creative Works:</b></p> <ul style="list-style-type: none"> <li>• Develop the ability to critically analyze and evaluate creative works, both one's own and others', to understand the principles of effective storytelling and writing.</li> </ul>
<p>5. <b>Revision and Editing Skills:</b></p> <ul style="list-style-type: none"> <li>• Enhance skills in revising and editing creative writing, recognizing the importance of multiple drafts and constructive feedback in the writing process.</li> </ul>
<p>6. <b>Imagination and Originality:</b></p> <ul style="list-style-type: none"> <li>• Foster a strong sense of imagination and originality, encouraging students to explore unique perspectives, voices, and ideas in their writing.</li> </ul>
<p>7. <b>Audience Awareness:</b></p> <ul style="list-style-type: none"> <li>• Develop an awareness of audience expectations and how to tailor creative writing to different readerships and contexts.</li> </ul>
<p>8. <b>Literary Citizenship:</b></p> <ul style="list-style-type: none"> <li>• Cultivate an understanding of literary citizenship by engaging with the broader literary community, attending literary events, and participating in writing workshops.</li> </ul>
<p>9. <b>Creativity within Constraints:</b></p> <ul style="list-style-type: none"> <li>• Explore the concept of creativity within constraints, learning to work within specific forms, themes, or word limits to enhance creative problem-solving skills.</li> </ul>
<p>10. <b>Writing Process Awareness:</b></p>

	<ul style="list-style-type: none"> <li>Develop self-awareness of one's own writing process, including idea generation, drafting, revising, and editing, and the ability to adapt these processes to different projects.</li> </ul>
<b>11. Portfolio Development:</b>	<ul style="list-style-type: none"> <li>Compile a portfolio of creative works that demonstrates a range of writing skills and reflects growth and development as a writer.</li> </ul>
<b>12. Collaboration Skills:</b>	<ul style="list-style-type: none"> <li>Collaborate with peers in writing workshops, providing constructive feedback and engaging in a supportive writing community.</li> </ul>
<b>13. Publication Opportunities:</b>	<ul style="list-style-type: none"> <li>Explore opportunities for submitting creative works to literary magazines, contests, or other platforms for publication.</li> </ul>
<b>14. Professional Writing Skills:</b>	<ul style="list-style-type: none"> <li>Develop skills that can be applied to professional writing contexts, such as writing cover letters, artist statements, or project proposals.</li> </ul>

## SEC2- Film Studies

<b>1. Cinematic Literacy:</b>	<ul style="list-style-type: none"> <li>Develop a comprehensive understanding of the language of cinema, including elements such as cinematography, editing, sound, mise-en-scène, and narrative structure.</li> </ul>
<b>2. Historical Awareness:</b>	<ul style="list-style-type: none"> <li>Gain knowledge of the history of cinema, including major movements, genres, and significant developments in film technology and production.</li> </ul>
<b>3. Critical Analysis Skills:</b>	<ul style="list-style-type: none"> <li>Enhance critical thinking and analytical skills to interpret and evaluate films, recognizing the cultural, social, and artistic contexts that shape cinematic texts.</li> </ul>
<b>4. Genre Study:</b>	<ul style="list-style-type: none"> <li>Explore various film genres and their conventions, understanding how filmmakers use and subvert genre expectations to convey meaning.</li> </ul>
<b>5. Cultural and Social Contexts:</b>	<ul style="list-style-type: none"> <li>Examine films within their cultural and social contexts, considering how they reflect and influence societal norms, values, and ideologies.</li> </ul>
<b>6. Film Theory:</b>	<ul style="list-style-type: none"> <li>Familiarize students with key film theories, including structuralism, semiotics, feminism, psychoanalysis, and postcolonialism, and apply these theories to the analysis of films.</li> </ul>
<b>7. Technical Knowledge:</b>	<ul style="list-style-type: none"> <li>Develop a basic understanding of film production techniques, including camera work, lighting, editing, and sound design.</li> </ul>

8. <b>Screenwriting Skills:</b>	<ul style="list-style-type: none"> <li>Explore the fundamentals of screenwriting, including story development, character creation, and dialogue, and apply these skills in practical exercises.</li> </ul>
9. <b>Visual Literacy:</b>	<ul style="list-style-type: none"> <li>Enhance visual literacy by critically analyzing the visual elements of films and understanding how images contribute to storytelling.</li> </ul>
10. <b>Research and Presentation Skills:</b>	<ul style="list-style-type: none"> <li>Develop research skills related to film studies, including the ability to locate and analyze scholarly resources, and present findings effectively.</li> </ul>
11. <b>Cultural and Media Literacy:</b>	<ul style="list-style-type: none"> <li>Improve media literacy skills by critically engaging with films as a form of cultural expression and media communication.</li> </ul>
12. <b>Cinematic Adaptations:</b>	<ul style="list-style-type: none"> <li>Explore the process of adapting literary works or historical events into cinematic narratives, considering the challenges and creative choices involved.</li> </ul>
AECC2- Communicative English	

• <b>Oral Communication Skills:</b>	<ul style="list-style-type: none"> <li>Develop strong oral communication skills, including clarity of speech, pronunciation, and the ability to express ideas coherently.</li> </ul>
• <b>Listening Comprehension:</b>	<ul style="list-style-type: none"> <li>Improve listening comprehension skills, allowing students to understand spoken English in diverse contexts and accents.</li> </ul>
• <b>Reading Proficiency:</b>	<ul style="list-style-type: none"> <li>Enhance reading proficiency, including the ability to comprehend and analyze various types of written texts.</li> </ul>
• <b>Writing Skills:</b>	<ul style="list-style-type: none"> <li>Develop effective writing skills, focusing on clarity, coherence, grammar, and organization in written expression.</li> </ul>
• <b>Vocabulary Expansion:</b>	<ul style="list-style-type: none"> <li>Expand vocabulary through the study of common words, phrases, idioms, and expressions used in everyday communication.</li> </ul>
• <b>Grammar Competence:</b>	<ul style="list-style-type: none"> <li>Reinforce grammatical competence, ensuring students use grammatical structures accurately in their communication.</li> </ul>
• <b>Interpersonal Communication:</b>	<ul style="list-style-type: none"> <li>Cultivate interpersonal communication skills, including politeness, active listening, and the ability to engage in meaningful conversations.</li> </ul>
• <b>Business Communication:</b>	<ul style="list-style-type: none"> <li>Introduce principles of business communication, including writing professional emails, reports, and other workplace-related communication.</li> </ul>
• <b>Presentation Skills:</b>	

	<ul style="list-style-type: none"> <li>Develop effective presentation skills, including the ability to organize content, use visual aids, and deliver engaging presentations.</li> </ul>
•	<b>Critical Thinking:</b>
	<ul style="list-style-type: none"> <li>Enhance critical thinking skills through the analysis and evaluation of communication in different contexts, such as media, advertising, and public discourse.</li> </ul>
•	<b>Group Communication:</b>
	<ul style="list-style-type: none"> <li>Develop skills in group communication, including collaborative decision-making, conflict resolution, and teamwork.</li> </ul>
•	<b>Non-Verbal Communication:</b>
	<ul style="list-style-type: none"> <li>Understand the importance of non-verbal communication, including body language, gestures, and facial expressions, in conveying meaning.</li> </ul>
•	<b>Public Speaking:</b>
	<ul style="list-style-type: none"> <li>Build confidence in public speaking, with an emphasis on effective delivery and audience engagement.</li> </ul>
•	<b>Role-Playing and Simulations:</b>
	<ul style="list-style-type: none"> <li>Engage in role-playing and simulations to practice and apply communicative skills in realistic scenarios.</li> </ul>
•	<b>Interview Skills:</b>
	<ul style="list-style-type: none"> <li>Equip students with effective interview skills, including resume writing, job interview preparation, and communication during job interviews.</li> </ul>
•	<b>Reflective Communication Practices:</b>
	<ul style="list-style-type: none"> <li>Encourage reflective practices in communication, enabling students to assess and improve their own communication strategies.</li> </ul>
•	<b>Ethical Communication:</b>
	<ul style="list-style-type: none"> <li>Discuss ethical considerations in communication, emphasizing honesty, integrity, and responsible use of language.</li> </ul>

## CC1A- Poetry & Short Story

1.	<b>Literary Appreciation:</b>
	<ul style="list-style-type: none"> <li>Develop an appreciation for the artistry and aesthetic qualities of poetry and short stories.</li> </ul>
2.	<b>Understanding Literary Elements:</b>
	<ul style="list-style-type: none"> <li>Identify and understand key literary elements specific to poetry, such as rhyme, meter, imagery, and symbolism, as well as those relevant to short stories, such as plot, character, setting, and theme.</li> </ul>
3.	<b>Genre Awareness:</b>

	<ul style="list-style-type: none"> <li>Understand the distinctions between poetry and short stories as literary genres, recognizing their unique structures and modes of expression.</li> </ul>
4.	<b>Critical Analysis Skills:</b> <ul style="list-style-type: none"> <li>Enhance critical thinking skills to analyze and interpret the meaning, themes, and techniques employed in poems and short stories.</li> </ul>
5.	<b>Cultural and Historical Context:</b> <ul style="list-style-type: none"> <li>Explore how poetry and short stories reflect and respond to cultural, historical, and social contexts.</li> </ul>
6.	<b>Diverse Voices:</b> <ul style="list-style-type: none"> <li>Encounter and appreciate diverse voices and perspectives in poetry and short stories, considering works from various regions, cultures, and time periods.</li> </ul>
7.	<b>Creative Expression:</b> <ul style="list-style-type: none"> <li>Encourage creative expression through the appreciation and imitation of various poetic forms and short story structures.</li> </ul>

#### CC1B- Essay, Drama & Novel

1.	<b>Literary Appreciation:</b> <ul style="list-style-type: none"> <li>Develop an appreciation for the unique characteristics and artistic qualities of essays, drama, and novels.</li> </ul>
2.	<b>Understanding Literary Elements:</b> <ul style="list-style-type: none"> <li>Identify and understand key literary elements specific to essays, drama, and novels, such as structure, plot, character development, theme, and narrative techniques.</li> </ul>
3.	<b>Genre Awareness:</b> <ul style="list-style-type: none"> <li>Understand the distinctions between essays, drama, and novels as literary genres, recognizing their different forms, purposes, and styles of expression.</li> </ul>
4.	<b>Critical Analysis Skills:</b> <ul style="list-style-type: none"> <li>Enhance critical thinking skills to analyze and interpret the meaning, themes, and techniques employed in essays, drama, and novels.</li> </ul>
5.	<b>Cultural and Historical Context:</b> <ul style="list-style-type: none"> <li>Explore how essays, drama, and novels reflect and respond to cultural, historical, and social contexts.</li> </ul>
6.	<b>Diverse Voices:</b> <ul style="list-style-type: none"> <li>Encounter and appreciate diverse voices and perspectives in essays, drama, and novels, considering works from various regions, cultures, and time periods.</li> </ul>

#### CC1C- Contemporary India: Women and Empowerment

1.	<b>Critical Awareness of Gender Issues:</b> <ul style="list-style-type: none"> <li>Develop a critical awareness of gender dynamics, inequalities, and challenges faced by women in contemporary Indian society.</li> </ul>
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<b>2. Understanding Intersectionality:</b>	<ul style="list-style-type: none"> <li>Recognize and analyze the intersectionality of women's identities, considering how factors such as caste, class, religion, and region intersect with gender, impacting empowerment.</li> </ul>
<b>3. Socioeconomic Empowerment:</b>	<ul style="list-style-type: none"> <li>Understand the socioeconomic aspects of women's empowerment, including educational opportunities, employment, entrepreneurship, and economic independence.</li> </ul>
<b>4. Political Participation:</b>	<ul style="list-style-type: none"> <li>Explore women's participation in politics, governance, and activism, understanding the challenges and opportunities for women in the public sphere.</li> </ul>
<b>5. Violence Against Women:</b>	<ul style="list-style-type: none"> <li>Address the issue of violence against women, examining forms such as domestic violence, sexual harassment, and the role of legal and social responses.</li> </ul>
<b>6. Empowerment Initiatives:</b>	<ul style="list-style-type: none"> <li>Study various empowerment initiatives, both governmental and non-governmental, aimed at improving the status and agency of women in diverse fields.</li> </ul>
<b>7. Cultural Dynamics:</b>	<ul style="list-style-type: none"> <li>Explore the impact of cultural norms and traditions on women's empowerment, recognizing both supportive and restrictive aspects within diverse communities.</li> </ul>
<b>8. Activism and Movements:</b>	<ul style="list-style-type: none"> <li>Study women's movements and activism in India, understanding the historical context, key figures, and the impact of collective efforts on policy changes.</li> </ul>

CC1D- Academic Writing and Composition

<b>1. Writing Proficiency:</b>	<ul style="list-style-type: none"> <li>Develop proficiency in written English, with a focus on clarity, coherence, and grammatical accuracy.</li> </ul>
<b>2. Genre Awareness:</b>	<ul style="list-style-type: none"> <li>Understand and demonstrate awareness of various academic writing genres, including essays, research papers, reports, and critiques.</li> </ul>
<b>3. Critical Thinking and Analysis:</b>	<ul style="list-style-type: none"> <li>Enhance critical thinking skills by analyzing and synthesizing information, evaluating arguments, and expressing reasoned opinions in writing.</li> </ul>
<b>4. Thesis Development:</b>	<ul style="list-style-type: none"> <li>Learn to formulate a clear and focused thesis statement, providing a roadmap for the rest of the academic paper.</li> </ul>
<b>5. Structural Competence:</b>	<ul style="list-style-type: none"> <li>Master the structural components of academic writing, including introductions, body paragraphs, conclusions, and appropriate citation styles.</li> </ul>
<b>6. Research Skills:</b>	<ul style="list-style-type: none"> <li>Develop research skills, including information retrieval, source evaluation, and integration of evidence from scholarly sources into academic writing.</li> </ul>
<b>7. Argumentation and Persuasion:</b>	<ul style="list-style-type: none"> <li>Understand principles of effective argumentation and persuasion, learning to support claims with evidence and engage with counterarguments.</li> </ul>
<b>8. Editing and Revision:</b>	

	<ul style="list-style-type: none"> <li>• Cultivate skills in self-editing and revision, recognizing the importance of multiple drafts and feedback in the writing process.</li> <li>• Recognize and apply writing conventions specific to different academic disciplines, adapting to the expectations of various courses.</li> </ul>
<b>9. Effective Communication:</b>	<ul style="list-style-type: none"> <li>• Improve written communication skills for diverse academic purposes, including assignments, essays, reports, and research papers.</li> </ul>
<b>10. Portfolio Development:</b>	<ul style="list-style-type: none"> <li>• Compile a portfolio showcasing a range of academic writing samples, demonstrating growth and development over the course.</li> </ul>
<b>11. Presentation Skills:</b>	<ul style="list-style-type: none"> <li>• Develop skills in presenting academic ideas orally, complementing written communication with effective verbal expression.</li> </ul>

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

<b>1. Understanding Language Variation:</b>	<ul style="list-style-type: none"> <li>• Develop an understanding of the various factors contributing to language variation, including regional, social, and situational influences.</li> </ul>
<b>2. Dialectal Awareness:</b>	<ul style="list-style-type: none"> <li>• Recognize and analyze different dialects and regional varieties of English, understanding how language evolves across different geographical areas.</li> </ul>
<b>3. Stylistic Analysis:</b>	<ul style="list-style-type: none"> <li>• Analyze the stylistic features of written and spoken texts, considering elements such as tone, register, rhetorical devices, and figurative language.</li> </ul>
<b>4. Literary Stylistics:</b>	<ul style="list-style-type: none"> <li>• Explore how stylistic features contribute to literary expression, analyzing texts from various literary genres and understanding the role of style in creative writing.</li> </ul>
<b>5. Discourse Analysis:</b>	<ul style="list-style-type: none"> <li>• Apply principles of discourse analysis to examine how language functions in different communicative contexts, including written and spoken discourse.</li> </ul>
<b>6. Language and Identity:</b>	<ul style="list-style-type: none"> <li>• Investigate how language is connected to identity, exploring how individuals and communities use language to express their cultural and social affiliations.</li> </ul>
<b>7. Varieties of English:</b>	<ul style="list-style-type: none"> <li>• Explore global varieties of English, recognizing how English is used and adapted in different regions and communities worldwide.</li> </ul>
<b>8. Corpus Linguistics:</b>	<ul style="list-style-type: none"> <li>• Introduce basic concepts of corpus linguistics to analyze language patterns and usage across different contexts, genres, and time periods.</li> </ul>
<b>9. Stylistic Markers in Literature:</b>	<ul style="list-style-type: none"> <li>• Identify and analyze stylistic markers in literary works, considering the choices made by authors to convey meaning and create specific effects.</li> </ul>
<b>10. Applied Stylistics:</b>	<ul style="list-style-type: none"> <li>• Apply stylistic analysis to real-world examples, such as advertisements, speeches, news articles, and other forms of public discourse.</li> </ul>
<b>11. Research Skills:</b>	

- Develop research skills related to language variety and stylistics, including the ability to analyze and synthesize scholarly resources in the field.

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

<b>1. Imagination and Language Connection:</b>	<ul style="list-style-type: none"> <li>• Develop an understanding of the interconnectedness between language and imagination, recognizing how language serves as a medium for creative expression.</li> </ul>
<b>2. Literary Imagination:</b>	<ul style="list-style-type: none"> <li>• Examine the role of imagination in literature, including how authors use language to create fictional worlds, characters, and narrative structures.</li> </ul>
<b>3. Creative Writing Skills:</b>	<ul style="list-style-type: none"> <li>• Develop creative writing skills through various exercises, encouraging students to experiment with language and express imaginative ideas.</li> </ul>
<b>4. Poetic Language:</b>	<ul style="list-style-type: none"> <li>• Analyze the use of poetic language, exploring how poets employ linguistic devices and figurative elements to evoke emotions and create vivid imagery.</li> </ul>
<b>5. Narrative Techniques:</b>	<ul style="list-style-type: none"> <li>• Study narrative techniques in fiction and non-fiction, understanding how authors employ language to construct compelling stories and convey meaning.</li> </ul>
<b>6. Genre Experimentation:</b>	<ul style="list-style-type: none"> <li>• Encourage students to experiment with different genres, fostering versatility in creative expression and exploring the boundaries of language.</li> </ul>
<b>7. Critical Analysis of Creative Works:</b>	<ul style="list-style-type: none"> <li>• Develop skills for critically analyzing creative works, understanding the rhetorical and aesthetic choices made by creators in different contexts.</li> </ul>
<b>8. Reflective Practice:</b>	<ul style="list-style-type: none"> <li>• Cultivate reflective practices, allowing students to critically reflect on their own creative processes, linguistic choices, and imaginative outputs.</li> </ul>
<b>9. Research and Presentation Skills:</b>	<ul style="list-style-type: none"> <li>• Develop research skills related to the study of language, imagination, and creativity, and the ability to present findings effectively.</li> </ul>

DSE1- British Literature

<b>1. Historical Awareness:</b>	<ul style="list-style-type: none"> <li>• Develop an understanding of the historical and cultural contexts that have shaped British literature across different periods.</li> </ul>
<b>2. Literary Periods:</b>	<ul style="list-style-type: none"> <li>• Identify and categorize major literary periods in British literature, such as the Medieval, Renaissance, Romantic, Victorian, Modern, and Contemporary periods.</li> </ul>



3.	<b>Genre Knowledge:</b>	<ul style="list-style-type: none"> <li>Gain knowledge of various literary genres, including poetry, drama, fiction, and non-fiction, and their evolution over time.</li> </ul>
4.	<b>Canonical Works:</b>	<ul style="list-style-type: none"> <li>Familiarize students with canonical works of British literature, including key texts from authors who have significantly contributed to the literary canon.</li> </ul>
5.	<b>Critical Analysis Skills:</b>	<ul style="list-style-type: none"> <li>Enhance critical thinking and analytical skills to interpret and evaluate literary texts, understanding the techniques and themes employed by different authors.</li> </ul>
6.	<b>Literary Movements:</b>	<ul style="list-style-type: none"> <li>Explore major literary movements within British literature, such as the Renaissance, Romanticism, Realism, and Modernism, understanding their characteristics and impact.</li> </ul>
7.	<b>Authorial Styles:</b>	<ul style="list-style-type: none"> <li>Recognize the distinctive styles and thematic concerns of important British authors, fostering an appreciation for individual authorial voices.</li> </ul>
8.	<b>Contextual Interpretation:</b>	<ul style="list-style-type: none"> <li>Encourage contextual interpretation of literary works, considering how historical, cultural, and social factors influence the creation and reception of literature.</li> </ul>
9.	<b>Comparative Analysis:</b>	<ul style="list-style-type: none"> <li>Conduct comparative analyses of literary works from different periods, genres, or authors, recognizing patterns and changes over time.</li> </ul>
10.	<b>Appreciation of Literary Themes:</b>	<ul style="list-style-type: none"> <li>Develop an appreciation for recurring themes in British literature, such as love, power, identity, and social justice, and their treatment across different periods.</li> </ul>
11.	<b>Literary Adaptations:</b>	<ul style="list-style-type: none"> <li>Explore adaptations of British literary works in various forms, such as film, theatre, and digital media, considering the impact on interpretation and reception.</li> </ul>

## DSE2- Indian Literature in Translation

1.	<b>Cultural Awareness:</b>	<ul style="list-style-type: none"> <li>Develop an awareness and appreciation of the cultural diversity within India as reflected in its literature.</li> </ul>
2.	<b>Literary Traditions:</b>	<ul style="list-style-type: none"> <li>Explore diverse literary traditions across different regions, languages, and historical periods in India.</li> </ul>
3.	<b>Translation Theory:</b>	<ul style="list-style-type: none"> <li>Understand basic principles of translation theory, including the challenges and nuances involved in translating literature from one language to another.</li> </ul>
4.	<b>Critical Analysis Skills:</b>	<ul style="list-style-type: none"> <li>Enhance critical thinking skills to analyze and interpret literary texts, considering the cultural, historical, and linguistic contexts of the original works.</li> </ul>
5.	<b>Representation of Voices:</b>	<ul style="list-style-type: none"> <li>Recognize and appreciate the representation of various voices, perspectives, and experiences in Indian literature, including those of marginalized groups.</li> </ul>

<b>6. Literary Movements:</b>	<ul style="list-style-type: none"> <li>Explore major literary movements and trends in Indian literature, understanding the socio-political and cultural contexts that shaped them.</li> </ul>
<b>7. Comparative Analysis:</b>	<ul style="list-style-type: none"> <li>Conduct comparative analyses between original works and their translated versions, considering the impact of translation on meaning and interpretation.</li> </ul>
<b>8. Authorial Styles:</b>	<ul style="list-style-type: none"> <li>Recognize the distinctive styles and thematic concerns of Indian authors, fostering an appreciation for individual authorial voices.</li> </ul>
<b>9. Historical and Social Contexts:</b>	<ul style="list-style-type: none"> <li>Understand how historical and social contexts influence the themes, motifs, and narratives in Indian literature.</li> </ul>
<b>10. Literary Adaptations:</b>	<ul style="list-style-type: none"> <li>Explore adaptations of Indian literary works in various forms, such as film, theater, and digital media, considering the impact on interpretation and reception.</li> </ul>
<b>11. Research and Writing Skills:</b>	<ul style="list-style-type: none"> <li>Develop research skills related to the study of Indian literature, including the ability to locate and utilize translated literary resources, and present findings in written form.</li> </ul>
<b>12. Cultural Sensitivity:</b>	<ul style="list-style-type: none"> <li>Foster cultural sensitivity by engaging with translated texts that reflect the nuances of diverse cultural expressions in India.</li> </ul>

AECC2- Communicative English

<b>1. Oral Communication Skills:</b>	<ul style="list-style-type: none"> <li>Develop strong oral communication skills, including clarity of speech, pronunciation, and the ability to express ideas coherently.</li> </ul>
<b>2. Listening Comprehension:</b>	<ul style="list-style-type: none"> <li>Improve listening comprehension skills, allowing students to understand spoken English in diverse contexts and accents.</li> </ul>
<b>3. Reading Proficiency:</b>	<ul style="list-style-type: none"> <li>Enhance reading proficiency, including the ability to comprehend and analyze various types of written texts.</li> </ul>
<b>4. Writing Skills:</b>	<ul style="list-style-type: none"> <li>Develop effective writing skills, focusing on clarity, coherence, grammar, and organization in written expression.</li> </ul>
<b>5. Vocabulary Expansion:</b>	<ul style="list-style-type: none"> <li>Expand vocabulary through the study of common words, phrases, idioms, and expressions used in everyday communication.</li> </ul>
<b>6. Grammar Competence:</b>	<ul style="list-style-type: none"> <li>Reinforce grammatical competence, ensuring students use grammatical structures accurately in their communication.</li> </ul>
<b>7. Interpersonal Communication:</b>	<ul style="list-style-type: none"> <li>Cultivate interpersonal communication skills, including politeness, active listening, and the ability to engage in meaningful conversations.</li> </ul>

<b>8. Business Communication:</b>	<ul style="list-style-type: none"> <li>Introduce principles of business communication, including writing professional emails, reports, and other workplace-related communication.</li> </ul>
<b>9. Presentation Skills:</b>	<ul style="list-style-type: none"> <li>Develop effective presentation skills, including the ability to organize content, use visual aids, and deliver engaging presentations.</li> </ul>
<b>10. Critical Thinking:</b>	<ul style="list-style-type: none"> <li>Enhance critical thinking skills through the analysis and evaluation of communication in different contexts, such as media, advertising, and public discourse.</li> </ul>
<b>11. Group Communication:</b>	<ul style="list-style-type: none"> <li>Develop skills in group communication, including collaborative decision-making, conflict resolution, and teamwork.</li> </ul>
<b>12. Non-Verbal Communication:</b>	<ul style="list-style-type: none"> <li>Understand the importance of non-verbal communication, including body language, gestures, and facial expressions, in conveying meaning.</li> </ul>
<b>13. Public Speaking:</b>	<ul style="list-style-type: none"> <li>Build confidence in public speaking, with an emphasis on effective delivery and audience engagement.</li> </ul>
<b>14. Role-Playing and Simulations:</b>	<ul style="list-style-type: none"> <li>Engage in role-playing and simulations to practice and apply communicative skills in realistic scenarios.</li> </ul>
<b>15. Interview Skills:</b>	<ul style="list-style-type: none"> <li>Equip students with effective interview skills, including resume writing, job interview preparation, and communication during job interviews.</li> </ul>
<b>16. Reflective Communication Practices:</b>	<ul style="list-style-type: none"> <li>Encourage reflective practices in communication, enabling students to assess and improve their own communication strategies.</li> </ul>
<b>17. Ethical Communication:</b>	<ul style="list-style-type: none"> <li>Discuss ethical considerations in communication, emphasizing honesty, integrity, and responsible use of language.</li> </ul>

## SEC1- Creative Writing

<b>1. Creative Expression:</b>	<ul style="list-style-type: none"> <li>Develop a strong ability to express oneself creatively through various writing genres, including fiction, poetry, creative nonfiction, and drama.</li> </ul>
<b>2. Craftsmanship:</b>	<ul style="list-style-type: none"> <li>Cultivate a mastery of the craft of writing, including the use of literary devices, narrative techniques, and poetic elements to create engaging and compelling narratives.</li> </ul>
<b>3. Genre Awareness:</b>	<ul style="list-style-type: none"> <li>Gain an understanding of different literary genres, styles, and forms, and the ability to experiment with and adapt various writing techniques.</li> </ul>
<b>4. Critical Analysis of Creative Works:</b>	

	<ul style="list-style-type: none"> <li>Develop the ability to critically analyze and evaluate creative works, both one's own and others', to understand the principles of effective storytelling and writing.</li> </ul>
<b>5. Revision and Editing Skills:</b>	<ul style="list-style-type: none"> <li>Enhance skills in revising and editing creative writing, recognizing the importance of multiple drafts and constructive feedback in the writing process.</li> </ul>
<b>6. Imagination and Originality:</b>	<ul style="list-style-type: none"> <li>Foster a strong sense of imagination and originality, encouraging students to explore unique perspectives, voices, and ideas in their writing.</li> </ul>
<b>7. Audience Awareness:</b>	<ul style="list-style-type: none"> <li>Develop an awareness of audience expectations and how to tailor creative writing to different readerships and contexts.</li> </ul>
<b>8. Literary Citizenship:</b>	<ul style="list-style-type: none"> <li>Cultivate an understanding of literary citizenship by engaging with the broader literary community, attending literary events, and participating in writing workshops.</li> </ul>
<b>9. Creativity within Constraints:</b>	<ul style="list-style-type: none"> <li>Explore the concept of creativity within constraints, learning to work within specific forms, themes, or word limits to enhance creative problem-solving skills.</li> </ul>
<b>10. Writing Process Awareness:</b>	<ul style="list-style-type: none"> <li>Develop self-awareness of one's own writing process, including idea generation, drafting, revising, and editing, and the ability to adapt these processes to different projects.</li> </ul>
<b>11. Portfolio Development:</b>	<ul style="list-style-type: none"> <li>Compile a portfolio of creative works that demonstrates a range of writing skills and reflects growth and development as a writer.</li> </ul>
<b>12. Collaboration Skills:</b>	<ul style="list-style-type: none"> <li>Collaborate with peers in writing workshops, providing constructive feedback and engaging in a supportive writing community.</li> </ul>
<b>13. Publication Opportunities:</b>	<ul style="list-style-type: none"> <li>Explore opportunities for submitting creative works to literary magazines, contests, or other platforms for publication.</li> </ul>
<b>14. Professional Writing Skills:</b>	<ul style="list-style-type: none"> <li>Develop skills that can be applied to professional writing contexts, such as writing cover letters, artist statements, or project proposals.</li> </ul>

## SEC2- Film Studies

<b>1. Cinematic Literacy:</b>	<ul style="list-style-type: none"> <li>Develop a comprehensive understanding of the language of cinema, including elements such as cinematography, editing, sound, mise-en-scène, and narrative structure.</li> </ul>
<b>2. Historical Awareness:</b>	<ul style="list-style-type: none"> <li>Gain knowledge of the history of cinema, including major movements, genres, and significant developments in film technology and production.</li> </ul>
<b>3. Critical Analysis Skills:</b>	<ul style="list-style-type: none"> <li>Enhance critical thinking and analytical skills to interpret and evaluate films, recognizing the cultural, social, and artistic contexts that shape cinematic texts.</li> </ul>
<b>4. Genre Study:</b>	

	<ul style="list-style-type: none"> <li>Explore various film genres and their conventions, understanding how filmmakers use and subvert genre expectations to convey meaning.</li> </ul>
<b>5. Cultural and Social Contexts:</b>	<ul style="list-style-type: none"> <li>Examine films within their cultural and social contexts, considering how they reflect and influence societal norms, values, and ideologies.</li> </ul>
<b>6. Film Theory:</b>	<ul style="list-style-type: none"> <li>Familiarize students with key film theories, including structuralism, semiotics, feminism, psychoanalysis, and postcolonialism, and apply these theories to the analysis of films.</li> </ul>
<b>7. Technical Knowledge:</b>	<ul style="list-style-type: none"> <li>Develop a basic understanding of film production techniques, including camera work, lighting, editing, and sound design.</li> </ul>
<b>8. Screenwriting Skills:</b>	<ul style="list-style-type: none"> <li>Explore the fundamentals of screenwriting, including story development, character creation, and dialogue, and apply these skills in practical exercises.</li> </ul>
<b>9. Visual Literacy:</b>	<ul style="list-style-type: none"> <li>Enhance visual literacy by critically analyzing the visual elements of films and understanding how images contribute to storytelling.</li> </ul>
<b>10. Research and Presentation Skills:</b>	<ul style="list-style-type: none"> <li>Develop research skills related to film studies, including the ability to locate and analyze scholarly resources, and present findings effectively.</li> </ul>
<b>11. Cultural and Media Literacy:</b>	<ul style="list-style-type: none"> <li>Improve media literacy skills by critically engaging with films as a form of cultural expression and media communication.</li> </ul>
<b>12. Cinematic Adaptations:</b>	<ul style="list-style-type: none"> <li>Explore the process of adapting literary works or historical events into cinematic narratives, considering the challenges and creative choices involved.</li> </ul>

### SEC3- Technical Writing

<b>1. Clarity and Precision:</b>	<ul style="list-style-type: none"> <li>Develop the ability to communicate technical information clearly and precisely for diverse audiences.</li> </ul>
<b>2. Audience Analysis:</b>	<ul style="list-style-type: none"> <li>Understand the importance of analyzing the target audience when creating technical documents, considering their level of expertise and informational needs.</li> </ul>
<b>3. Document Structure:</b>	<ul style="list-style-type: none"> <li>Learn to organize technical documents logically, using appropriate structures such as headings, subheadings, lists, and tables for improved readability.</li> </ul>
<b>4. Technical Terminology:</b>	<ul style="list-style-type: none"> <li>Acquire proficiency in using technical terminology accurately and appropriately, ensuring clarity and precision in communication.</li> </ul>
<b>5. Editing and Proofreading:</b>	<ul style="list-style-type: none"> <li>Develop skills in editing and proofreading technical documents to eliminate errors and improve overall quality.</li> </ul>
<b>6. User Documentation:</b>	

	<ul style="list-style-type: none"> <li>Learn to create user-friendly documentation, including manuals, guides, and instructions, to assist end-users in understanding and using technical products or systems.</li> </ul>
<b>7. Research Skills:</b>	<ul style="list-style-type: none"> <li>Develop research skills to gather relevant information, verify facts, and ensure the accuracy of technical content.</li> </ul>
<b>8. Document Formatting:</b>	<ul style="list-style-type: none"> <li>Learn to format technical documents according to industry standards, including the use of styles, fonts, and document templates.</li> </ul>
<b>9. Document Types:</b>	<ul style="list-style-type: none"> <li>Explore various types of technical documents, such as reports, proposals, manuals, and specifications, and understand the conventions associated with each.</li> </ul>
<b>10. Project Documentation:</b>	<ul style="list-style-type: none"> <li>Gain the ability to create project documentation, including project plans, progress reports, and documentation of technical processes.</li> </ul>
<b>11. Adaptability:</b>	<ul style="list-style-type: none"> <li>Develop adaptability in writing for different contexts, whether it be academic, industry-specific, or research-oriented, to meet the requirements of diverse audiences.</li> </ul>

#### SEC4- Soft Skills

<b>1. Communication Skills:</b>	<ul style="list-style-type: none"> <li>Develop effective verbal and written communication skills, including the ability to express ideas clearly and concisely.</li> </ul>
<b>2. Interpersonal Skills:</b>	<ul style="list-style-type: none"> <li>Enhance interpersonal skills, fostering positive and collaborative relationships with peers, colleagues, and supervisors.</li> </ul>
<b>3. Active Listening:</b>	<ul style="list-style-type: none"> <li>Cultivate active listening skills to understand others' perspectives, respond appropriately, and demonstrate empathy in communication.</li> </ul>
<b>4. Presentation Skills:</b>	<ul style="list-style-type: none"> <li>Develop effective presentation skills, including the ability to organize content, engage the audience, and convey information persuasively.</li> </ul>
<b>5. Team Collaboration:</b>	<ul style="list-style-type: none"> <li>Understand the dynamics of teamwork and collaboration, contributing positively to group projects and achieving common goals.</li> </ul>
<b>6. Conflict Resolution:</b>	<ul style="list-style-type: none"> <li>Develop skills in identifying and resolving conflicts in a constructive manner, fostering a positive and inclusive team environment.</li> </ul>
<b>7. Time Management:</b>	<ul style="list-style-type: none"> <li>Acquire time management skills to prioritize tasks, meet deadlines, and effectively balance academic and personal responsibilities.</li> </ul>
<b>8. Adaptability:</b>	<ul style="list-style-type: none"> <li>Foster adaptability to navigate changing situations and environments, demonstrating resilience and flexibility in various contexts.</li> </ul>
<b>9. Problem-Solving:</b>	

	<ul style="list-style-type: none"> <li>Enhance problem-solving skills, including critical thinking and analytical abilities to address challenges and make informed decisions.</li> </ul>
<b>10. Emotional Intelligence:</b>	<ul style="list-style-type: none"> <li>Develop emotional intelligence to recognize and manage one's own emotions and effectively navigate interpersonal relationships.</li> </ul>
<b>11. Networking Skills:</b>	<ul style="list-style-type: none"> <li>Learn to build and maintain professional networks, understanding the importance of networking for career development.</li> </ul>
<b>12. Leadership Skills:</b>	<ul style="list-style-type: none"> <li>Cultivate leadership skills, including the ability to motivate and inspire others, delegate tasks, and take initiative in group settings.</li> </ul>
<b>13. Negotiation Skills:</b>	<ul style="list-style-type: none"> <li>Develop negotiation skills to reach mutually beneficial agreements, whether in personal or professional contexts.</li> </ul>
<b>14. Professional Etiquette:</b>	<ul style="list-style-type: none"> <li>Understand and practice professional etiquette in various settings, including business communication, networking events, and workplace interactions.</li> </ul>
<b>15. Cross-Cultural Communication:</b>	<ul style="list-style-type: none"> <li>Develop awareness and skills in cross-cultural communication, recognizing and respecting cultural differences in diverse environments.</li> </ul>
<b>16. Self-Confidence:</b>	<ul style="list-style-type: none"> <li>Build self-confidence in both verbal and non-verbal communication, presenting oneself effectively in professional and social situations.</li> </ul>
<b>17. Goal Setting:</b>	<ul style="list-style-type: none"> <li>Learn to set and achieve personal and professional goals, developing a sense of direction and purpose.</li> </ul>
<b>18. Personal Branding:</b>	<ul style="list-style-type: none"> <li>Understand the concept of personal branding and develop strategies to present oneself positively in academic and professional settings.</li> </ul>
<b>19. Interview Skills:</b>	<ul style="list-style-type: none"> <li>Acquire effective interview skills, including resume writing, job application strategies, and successful performance in job interviews.</li> </ul>

### CC1A: Poetry & Short Story

A course on Poetry and Short Story in an English General program typically aims to introduce students to the appreciation and analysis of these literary forms.

### CC1B: Essay, Drama & Novel

A course on Essay, Drama, and Novel in an English General program is designed to introduce students to various literary forms and enhance their analytical and critical thinking skills.

### CC1C: Contemporary India: Women and Empowerment

A course on "Contemporary India: Women and Empowerment" in a university curriculum aims to provide students with an understanding of the issues, challenges, and advancements related to women's empowerment in the context of present-day India.

### CC1D: Academic Writing and Composition

A course on "Academic Writing and Composition" in an English General program aims to equip students with the skills necessary for effective written communication in academic settings.

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

A course on "Language Variety and Stylistics" in an English General program typically focuses on the study of language variation and stylistic features in different contexts.

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

A course on "Language, Imagination, and Creativity" in an English General program typically explores the intricate relationship between language use, imaginative expression, and creative processes.

### DSE1: British Literature

A course on British Literature in an English General program typically aims to provide students with an overview of the literary traditions, historical context, and major works in British literature.

### DSE2: Indian Literature in Translation

A course on "Indian Literature in Translation" in an English General program typically aims to introduce students to the rich literary traditions of India through translated works.

### AECC - 2: Communicative English

A course on "Communicative English" in an English General program is designed to enhance students' proficiency in using English for effective communication in various contexts.



### SEC1- Creative Writing

A course on Creative Writing in an English Honours program typically aims to develop students' creative and expressive writing skills.

### SEC2- Film Studies

A course on Film Studies in an English Honours program is designed to provide students with a critical understanding of cinema as an art form and a cultural product.

### SEC3- Technical Writing

A course on "Technical Writing" in an English General program typically focuses on developing students' skills in writing clear, concise, and effective technical documents.

### SEC4- Soft Skills

A course on "Soft Skills" in an English General program typically aims to develop students' interpersonal and communication skills essential for personal and professional success.

**POLBA MAHAVIDYALAYA**

**DEPARTMENT OF ENGLISH**

**PROGRAMME SPECIFIC OUTCOME**

**ENGLISH HONOURS**

**CC I (INDIAN CLASSICAL LITERATURE)**

**VYASA'S 'THE BOOK OF THE ASSEMBLY HALL' FROM THE MAHABHARATA:**

- Gain a deep understanding of the epic Mahabharata and its socio-cultural significance.
- Analyze the narrative techniques employed by Vyasa in portraying complex characters and events.
- Explore the ethical and philosophical dimensions embedded in the text.
- Develop critical thinking skills to assess the broader implications of the Mahabharata in Indian literature.

**SUDRAKA'S 'MRCCHAKATIKA' TRANSLATED BY M. M. RAMACHANDRA KALE:**

- Acquire insights into classical Sanskrit drama and its conventions.
- Examine the themes of love, morality, and social dynamics in ancient Indian society.
- Analyze Sudraka's storytelling techniques and dramatic structure.
- Develop an appreciation for the cultural and historical context reflected in 'Mrcchakatika.'

**BANABHATTA'S 'KADAMBARI' (CHAPTER I, II):**

- Explore the narrative complexity and literary techniques employed in 'Kadambari.'
- Understand the cultural and philosophical nuances embedded in Banabhatta's prose.
- Analyze the representation of gender, love, and metaphysical themes in the text.
- Develop skills in interpreting classical Sanskrit prose and its relevance in the context of Indian literature.

**KALIDASA'S 'ABHIJNANA SHAKUNTALAM' IN 'THE LOOM OF TIME':**

- Delve into the aesthetics and poetic excellence of Kalidasa's 'Abhijnana Shakuntalam.'
- Analyze the portrayal of love, nature, and the human experience in classical Sanskrit poetry.
- Explore the interconnectedness of art, culture, and philosophy in Kalidasa's work.
- Develop a nuanced understanding of the timeless themes and artistic brilliance that define 'Abhijnana Shakuntalam.'

Through the exploration of these classical texts, students will not only enhance their linguistic and literary skills but also gain a profound appreciation for the rich cultural heritage and philosophical depth of Indian classical literature.

## PROGRAMME SPECIFIC OUTCOME

### ENGLISH HONOURS

#### CC II (EUROPEAN CLASSICAL LITERATURE)

##### HOMER'S 'THE ILLIAD,' BOOK I & II (TRANSLATED BY E. V. RIEU):

- Develop a comprehensive understanding of the epic poem and its cultural significance in Ancient Greece.
- Analyze the themes of heroism, fate, and honor as depicted in the narrative.
- Explore the poetic techniques employed by Homer in the portrayal of characters and events.
- Acquire critical thinking skills to evaluate the socio-political context of 'The Iliad.'

##### SOPHOCLES' 'OEDIPUS THE KING':

- Gain insights into Greek Tragedy and its conventions.
- Analyze the tragic elements, character development, and themes of fate and free will in 'Oedipus the King.'
- Understand the impact of the play on the development of Western dramatic tradition.
- Develop interpretive skills to appreciate the nuances of Sophocles' writing.

##### OVID'S SELECTIONS FROM 'METAMORPHOSES' (BOOK III) - 'BACCHUS':

- Explore Ovid's mythological narrative and its relevance in the context of Roman literature.
- Analyze the theme of transformation and the role of mythology in shaping cultural identity.
- Examine Ovid's storytelling techniques and his contribution to the genre of epic poetry.
- Develop an appreciation for the interplay between myth, philosophy, and literary expression.

##### PLAUTUS' 'POT OF GOLD':

- Explore the comedic elements and conventions of Roman theater.
- Analyze Plautus' use of humor, language, and character archetypes in 'Pot of Gold.'
- Understand the social and cultural commentary embedded in Roman comedic traditions.
- Develop critical thinking skills to assess the enduring impact of Plautus on Western comedic literature.

By engaging with these European classical texts, students will not only enhance their literary analysis skills but also gain a deeper appreciation for the cultural, philosophical, and artistic contributions of these works to the broader scope of Western literature.

## PROGRAMME SPECIFIC OUTCOME

### ENGLISH HONOURS

#### CC III (INDIAN WRITING IN ENGLISH)

##### **LAL BEHARI DAY: 'GOVINDA SAMANTA OR THE HISTORY OF BENGAL RAIYAT':**

- Understand the historical and social context of colonial Bengal through Lal Behari Day's narrative.
- Analyze the portrayal of agrarian life, socio-economic conditions, and colonial impact on rural Bengal.
- Develop critical thinking skills to assess the cultural and historical significance of the text.
- Explore the role of literature in reflecting and challenging colonial structures.

##### **ANITA DESAI: 'CLEAR LIGHT OF DAY':**

- Gain insights into post-colonial identity and the changing social fabric in India.
- Analyze Desai's narrative techniques in depicting family dynamics and personal relationships.
- Explore the themes of memory, nostalgia, and cultural transitions in the context of modern India.
- Develop literary analysis skills to understand the intersection of personal and societal changes.

##### **H.L.V. DEROZIO: 'FREEDOM TO THE SLAVE':**

- Explore the socio-political themes in Derozio's poetry and their relevance to the Indian socio-cultural milieu.
- Analyze the use of language and rhetoric in expressing dissent and advocating for freedom.
- Understand Derozio's role in the Bengal Renaissance and his contribution to Indian literary nationalism.
- Develop an appreciation for the literary representation of social justice issues in colonial India.

##### **KAMALA DAS: 'INTRODUCTION':**

- Analyze Kamala Das's poetic expression of personal and feminine identity.
- Explore the themes of love, desire, and self-discovery in Das's poetry.
- Understand the socio-cultural context that influenced Das's work and her impact on Indian feminist literature.
- Develop interpretive skills to appreciate the nuanced exploration of emotions and identity in her writing.

**NISSIM EZEKIEL: 'THE NIGHT OF THE SCORPION':**

- Explore the cultural and religious diversity in India through Ezekiel's poetry.
- Analyze the portrayal of rural life and superstitions in the poem.
- Understand the poetic techniques employed by Ezekiel and their impact on modern Indian poetry.
- Develop critical thinking skills to interpret the layered meanings within the poem.

**ROBIN S. NGANGOM: 'A POEM FOR MOTHER':**

- Gain insights into the contemporary voices emerging from northeastern India.
- Analyze Ngangom's poetic exploration of identity, culture, and belonging.
- Understand the socio-political context of northeastern India and its impact on literature.
- Develop an appreciation for the diverse linguistic and cultural influences in Indian writings in English.

**MAHESH DATTANI: 'BRAVELY FOUGHT THE QUEEN':**

- Explore the themes of gender, sexuality, and societal norms in contemporary Indian drama.
- Analyze Dattani's exploration of identity and relationships in the context of modern India.
- Understand the impact of societal expectations and cultural traditions on individual lives.
- Develop skills to interpret the complexities of contemporary Indian drama.

Through the study of these diverse Indian writings in English, students will gain a nuanced understanding of the cultural, historical, and social dimensions of India, as well as develop critical thinking and analytical skills to engage with the complexities of the literature.

**PROGRAMME SPECIFIC OUTCOME**

## ENGLISH HONOURS

### CC - IV: British Poetry, Drama (16th – 17th Centuries) & Rhetoric and Prosody

#### WILLIAM SHAKESPEARE: 'SONNET NO. 18', 'SONNET NO. 116':

- Develop an understanding of Shakespearean sonnet forms and their thematic richness.
- Analyze the language, imagery, and poetic devices employed in the selected sonnets.
- Explore the themes of love, time, and mortality as portrayed in Shakespeare's poetry.
- Gain proficiency in interpreting and discussing the rhetorical and prosodic elements of the sonnets.

#### JOHN DONNE: 'GOOD MORROW', 'THE SUN RISING':

- Examine the metaphysical poetry of John Donne, focusing on themes of love, spirituality, and intellectual engagement.
- Analyze Donne's use of wit, conceit, and complex imagery in the selected poems.
- Explore the intersection of physical and metaphysical realms in Donne's poetic expression.
- Develop skills in recognizing and appreciating the rhetorical intricacies of Donne's poetry.

#### WILLIAM SHAKESPEARE: 'MACBETH':

- Gain a deep understanding of Shakespearean tragedy and its thematic exploration.
- Analyze the characters, plot structure, and dramatic elements in 'Macbeth.'
- Explore the psychological and moral dimensions of ambition, guilt, and power.
- Develop the ability to interpret and discuss the rhetorical and prosodic features within the play.

#### CHRISTOPHER MARLOWE: 'EDWARD II':

- Explore the historical and political contexts of Marlowe's drama.
- Analyze Marlowe's depiction of power, politics, and human agency in 'Edward II.'
- Understand the development of Elizabethan tragedy and its impact on Renaissance drama.
- Develop skills in recognizing and appreciating the rhetorical and prosodic elements in Marlowe's writing.

#### WILLIAM SHAKESPEARE: 'TWELFTH NIGHT':

- Examine the comedic elements, character dynamics, and themes of disguise and mistaken identity in 'Twelfth Night.'
- Analyze Shakespeare's use of language, humor, and dramatic structure in a comedic context.
- Explore the cultural and social dimensions reflected in the play.
- Develop the ability to interpret and discuss the rhetorical and prosodic features within a comedic framework.

Through the study of these texts, students will not only gain an appreciation for the literary achievements of the 16th and 17th centuries in Britain but also develop critical skills in analyzing the rhetorical and prosodic elements inherent in both poetry and drama from this period.

### **RHETORIC AND PROSODY**

The course on Rhetoric and Prosody aims to equip undergraduate English Honours students with a comprehensive understanding of rhetorical devices and prosodic elements in literature. Upon completion of this course, students will:

#### **RHETORICAL ANALYSIS SKILLS:**

- Develop a keen awareness of rhetorical devices such as metaphor, simile, irony, and hyperbole.
- Acquire the ability to analyze how authors use rhetoric to persuade, inform, and convey emotions in literary works.

#### **UNDERSTANDING OF PROSODY:**

- Gain a thorough understanding of prosody, encompassing elements such as meter, rhyme, and rhythm in poetry and dramatic verse.
- Learn to recognize and interpret variations in prosodic features to enhance comprehension and appreciation of literary texts.

#### **APPLICATION OF RHETORIC AND PROSODY IN POETRY:**

- Analyze and interpret the impact of rhetorical devices and prosodic choices in selected poems from various periods.
- Develop the ability to connect rhetorical strategies and prosody to the thematic and emotional dimensions of poetic works.

#### **APPLICATION OF RHETORIC AND PROSODY IN DRAMA:**

- Explore the use of rhetoric and prosody in dramatic texts, understanding how these elements contribute to character development, tone, and overall dramatic impact.
- Analyze selected scenes from plays to appreciate the interplay between language, rhetorical devices, and prosodic features.

#### **CRITICAL EVALUATION SKILLS:**

- Enhance critical thinking skills to evaluate the effectiveness of rhetorical and prosodic choices in literature.
- Develop the ability to articulate the impact of these choices on the overall meaning and interpretation of a literary work.

#### **COMMUNICATION AND PRESENTATION SKILLS:**

- Improve communication skills through the articulation of thoughtful analyses of rhetorical and prosodic elements in written assignments and class discussions.
- Enhance presentation skills by effectively conveying insights into the use of rhetoric and prosody in literary works.

By the end of the course, students will be well-equipped to analyze and appreciate the intricate ways in which writers use rhetorical devices and prosody to craft compelling and impactful literary expressions, laying a strong foundation for their continued exploration of English literature.



# PROGRAMME SPECIFIC OUTCOME

## ENGLISH HONOURS

### CC - V: American Literature

#### **MARK TWAIN: 'THE ADVENTURES OF TOM SAWYER':**

- Explore the cultural and social context of 19th-century America through Twain's portrayal of childhood and adolescence.
- Analyze Twain's use of language, humor, and regional dialect to depict characters and settings.
- Develop an understanding of the novel's contribution to American literary realism.

#### **EDGAR ALLAN POE: 'THE PURLOINED LETTER':**

- Delve into the world of Gothic and detective fiction through Poe's narrative.
- Analyze the themes of mystery, deception, and intellectual prowess in the short story.
- Develop skills in interpreting the psychological and symbolic dimensions of Poe's writing.

#### **F. SCOTT FITZGERALD: 'THE CRACK-UP':**

- Explore the themes of disillusionment and the American Dream in Fitzgerald's autobiographical essay.
- Analyze Fitzgerald's narrative style and rhetorical strategies in conveying personal and societal struggles.
- Develop critical thinking skills to assess the impact of 'The Crack-up' on American literature.

#### **WILLIAM FAULKNER: 'DRY SEPTEMBER':**

- Examine Faulkner's exploration of racial tensions and moral ambiguity in the Southern United States.
- Analyze Faulkner's narrative techniques, including stream of consciousness and shifting perspectives.
- Develop an understanding of Faulkner's contribution to Southern Gothic literature.

#### **ANNE BRADSTREET: 'THE PROLOGUE':**

- Explore Anne Bradstreet's role as one of the earliest American poets and her contribution to colonial literature.
- Analyze the themes of gender, identity, and self-expression in 'The Prologue.'
- Develop an appreciation for the historical and cultural context of Bradstreet's poetry.

**WALT WHITMAN: 'PASSAGE TO INDIA' (LINES 1–68):**

- Explore Whitman's poetic celebration of American democracy, diversity, and spirituality.
- Analyze the free verse and expansive style characteristic of Whitman's poetry.
- Develop an understanding of Whitman's influence on American poetic traditions.

**ALEXIE SHERMAN ALEXIE: 'CROW TESTAMENT':**

- Explore contemporary Native American literature through Alexie's short story.
- Analyze the themes of identity, cultural conflict, and resilience in 'Crow Testament.'
- Develop an understanding of Alexie's unique voice and contribution to American literature.

**TENNESSEE WILLIAMS: 'THE GLASS MENAGERIE':**

- Examine Williams' portrayal of family dynamics, memory, and illusion in this American classic play.
- Analyze the use of symbolism, character development, and dialogue in 'The Glass Menagerie.'
- Develop an understanding of Williams' impact on American drama.

Through the study of these diverse American literary works, students will gain a nuanced understanding of the cultural, historical, and social dimensions of American literature, fostering critical analysis and appreciation for the diverse voices that have shaped the American literary landscape.

# PROGRAMME SPECIFIC OUTCOME

## ENGLISH HONOURS

### CC - VI: Popular Literature

#### **LEWIS CARROLL: 'ALICE'S ADVENTURES IN WONDERLAND':**

- Explore the whimsical and fantastical elements of Carroll's narrative, understanding its impact on popular children's literature.
- Analyze the use of wordplay, satire, and imagination in creating the Wonderland universe.
- Develop critical thinking skills to interpret the cultural and literary significance of Carroll's work.

#### **AGATHA CHRISTIE: 'THE MURDER OF ROGER ACKROYD':**

- Delve into the world of mystery and detective fiction through Agatha Christie's iconic novel.
- Analyze the plot structure, character development, and narrative devices used in the creation of a classic whodunit.
- Develop skills in deciphering clues and recognizing the conventions of the mystery genre.

#### **L. FRANK BAUM: 'THE WONDERFUL WIZARD OF OZ':**

- Explore the enduring appeal of Baum's fantasy world and its cultural impact.
- Analyze the use of symbolism, allegory, and character archetypes in 'The Wonderful Wizard of Oz.'
- Develop an understanding of the historical and social context influencing the narrative.

#### **HERGE: 'TINTIN IN TIBET':**

- Explore the world of graphic novels and the cultural impact of Herge's Tintin series.
- Analyze the themes of adventure, friendship, and cultural exploration in 'Tintin in Tibet.'
- Develop an understanding of the visual storytelling techniques employed in graphic literature.

Through the study of these popular literary works, students will gain insights into the diverse forms and genres that captivate readers across cultures and time periods. The outcomes include the development of analytical skills to appreciate the unique elements of popular literature, the ability to recognize and interpret cultural influences, and an understanding of the broader impact of these works on literature and popular culture.

## PROGRAMME SPECIFIC OUTCOME

### ENGLISH HONOURS

#### CC - VII: British Poetry and Drama (17th– 18th Centuries)

##### **JOHN MILTON: 'PARADISE LOST' (BOOK I):**

- Delve into the epic narrative of 'Paradise Lost,' examining Milton's theological and philosophical exploration.
- Analyze Milton's use of language, poetic devices, and blank verse to depict the Fall of Man.
- Develop an understanding of the epic tradition and its relevance to 17th-century British poetry.

##### **THOMAS DEKKER: 'SHOEMAKER'S HOLIDAY':**

- Explore the world of Elizabethan and Jacobean drama through Dekker's city comedy.
- Analyze the themes of social mobility, love, and urban life in 'Shoemaker's Holiday.'
- Develop an understanding of the theatrical conventions and cultural contexts of early modern English drama.

##### **ALEXANDER POPE: 'THE RAPE OF THE LOCK' (CANTOS I AND III):**

- Examine Pope's satirical masterpiece, focusing on the mock-epic style and social commentary.
- Analyze Pope's use of heroic couplets, wit, and irony in 'The Rape of the Lock.'
- Develop critical thinking skills to interpret Pope's satire on the aristocratic society of the 18th century.

##### **APHRA BEHN: 'OROONOKO':**

- Explore Behn's groundbreaking work in early English literature, particularly in the novel form.
- Analyze the themes of race, colonialism, and gender in 'Oroonoko.'
- Develop an understanding of Behn's role as one of the first professional female writers in English literature.

Through the study of these texts, students will gain insights into the literary, cultural, and historical contexts of the 17th and 18th centuries in Britain. The outcomes include the development of analytical skills to interpret complex poetic and dramatic forms, an appreciation for the diversity of literary expressions in the given period, and an understanding of the socio-cultural influences shaping British literature during this time.

## PROGRAMME SPECIFIC OUTCOME

### ENGLISH HONOURS

#### CC - VIII: British Literature (18th Century)

##### **WILLIAM CONGREVE: 'THE WAY OF THE WORLD':**

- Explore the world of Restoration comedy through Congreve's satirical play.
- Analyze the themes of love, social manners, and wit in 'The Way of the World.'
- Develop an understanding of the comedic conventions and cultural nuances of 18th-century drama.

##### **THOMAS GRAY: 'ELEGY':**

- Delve into the elegiac tradition through Gray's reflective poem.
- Analyze Gray's use of language, melancholy tone, and poetic imagery in 'Elegy.'
- Develop an appreciation for the introspective and contemplative qualities of 18th-century poetry.

##### **WILLIAM COLLINS: 'ODE TO EVENING':**

- Explore Collins' contribution to the Romantic movement through his ode.
- Analyze the themes of nature, melancholy, and the sublime in 'Ode to Evening.'
- Develop an understanding of Collins' poetic style and its significance in 18th-century British literature.

##### **DANIEL DEFOE: 'MOLL FLANDERS':**

- Examine Defoe's novel as a representative work of early English fiction.
- Analyze the themes of social mobility, identity, and morality in 'Moll Flanders.'
- Develop an understanding of the development of the novel form and its cultural impact in the 18th century.

##### **JONATHAN SWIFT: 'GULLIVER'S TRAVELS' (BOOKS I AND II):**

- Delve into Swift's satirical masterpiece, focusing on the socio-political commentary.
- Analyze Swift's use of allegory, irony, and satire in 'Gulliver's Travels.'
- Develop critical thinking skills to interpret Swift's critique of human nature and society in the 18th century.

Through the study of these texts, students will gain insights into the diverse literary landscape of 18th-century Britain. The outcomes include the development of analytical skills to interpret various literary

forms, an understanding of the cultural and philosophical influences shaping literature during this period, and an appreciation for the evolution of literary genres in the 18th century.

## PROGRAMME SPECIFIC OUTCOME

### ENGLISH HONOURS

#### CC - IX: British Romantic Literature

##### **WILLIAM WORDSWORTH: 'TINTERN ABBEY':**

- Explore Wordsworth's poetic philosophy and the Romantic engagement with nature.
- Analyze the themes of memory, nature, and the sublime in 'Tintern Abbey.'
- Develop an understanding of Wordsworth's contribution to the Romantic movement.

##### **SAMUEL TAYLOR COLERIDGE: 'KUBLA KHAN':**

- Delve into the realm of Romantic imagination through Coleridge's fragmentary poem.
- Analyze the themes of creativity, the exotic, and the supernatural in 'Kubla Khan.'
- Develop an appreciation for Coleridge's exploration of the unconscious and the dream-like.

##### **WILLIAM BLAKE: 'LAMB', 'CHIMNEY SWEEPER' (SONGS OF INNOCENCE), 'CHIMNEY SWEEPER' (SONGS OF EXPERIENCE), 'THE TYGER':**

- Explore Blake's visionary poetry, focusing on the Songs of Innocence and Experience.
- Analyze the thematic contrasts between innocence and experience, as well as the socio-political commentary in 'The Tyger.'
- Develop an understanding of Blake's unique blend of mysticism, symbolism, and social critique.

##### **JANE AUSTEN: 'PRIDE AND PREJUDICE':**

- Examine Austen's contribution to the development of the novel in the Romantic era.
- Analyze the themes of love, social class, and personal growth in 'Pride and Prejudice.'
- Develop an understanding of Austen's keen social observations and narrative style.

##### **GEORGE GORDON BYRON: 'CHILDE HAROLDE'S PILGRIMAGE' (CANTO III, VERSES 36-45):**

- Explore Byron's Romantic narrative poem, focusing on themes of travel, adventure, and personal reflection.
- Analyze the Byronic hero and the influence of Romantic individualism in 'Childe Harolde's Pilgrimage.'
- Develop an understanding of Byron's impact on Romantic literature.

##### **P.B. SHELLEY: 'ODE TO THE WEST WIND', 'OZYMANDIAS':**

- Delve into Shelley's poetic vision and political engagement.

- Analyze the themes of nature's transformative power and the transience of human achievements in 'Ode to the West Wind' and 'Ozymandias.'
- Develop an appreciation for Shelley's lyricism and his role in shaping Romantic ideals.

**JOHN KEATS: 'ODE TO A NIGHTINGALE', 'TO AUTUMN':**

- Explore Keats' exploration of beauty, mortality, and the poetic imagination.
- Analyze the thematic richness and sensory imagery in 'Ode to a Nightingale' and 'To Autumn.'
- Develop an understanding of Keats' contribution to the Romantic tradition of lyrical poetry.

Through the study of these texts, students will gain insights into the ideals, themes, and literary techniques of the Romantic period. The outcomes include the development of analytical skills to interpret diverse forms of Romantic literature, an understanding of the cultural and philosophical influences shaping this period, and an appreciation for the profound impact of Romantic ideals on literature.

## PROGRAMME SPECIFIC OUTCOME

### ENGLISH HONOURS

#### CC - X: British Literature (19th Century)

##### **CHARLES DICKENS: 'HARD TIMES':**

- Explore Dickens's critique of industrialization, utilitarianism, and social injustice in the 19th century.
- Analyze Dickens's characterizations, narrative style, and thematic exploration in 'Hard Times.'
- Develop an understanding of Dickens's role in Victorian literature and his contribution to social criticism.

##### **ALFRED TENNYSON: 'THE LADY OF SHALLOT':**

- Delve into Tennyson's exploration of the Arthurian legend and Victorian themes.
- Analyze the use of symbolism, imagery, and poetic form in 'The Lady of Shalot.'
- Develop an appreciation for Tennyson's contribution to Victorian poetry.

##### **ROBERT BROWNING: 'MY LAST DUCHESS':**

- Explore Browning's dramatic monologue and the psychological depth of his characters.
- Analyze the themes of power, control, and art in 'My Last Duchess.'
- Develop an understanding of Browning's unique narrative style and contribution to Victorian poetry.

##### **CHRISTINA ROSSETTI: 'THE GOBLIN MARKET':**

- Examine Rossetti's narrative poem, focusing on themes of temptation, sisterhood, and redemption.
- Analyze the religious and allegorical dimensions of 'The Goblin Market.'
- Develop an understanding of Rossetti's role in the Pre-Raphaelite Brotherhood and her impact on Victorian poetry.

##### **CHARLOTTE BRONTE: 'JANE EYRE':**

- Explore Bronte's classic novel and its exploration of feminism, morality, and social class.
- Analyze the character development, narrative structure, and thematic richness in 'Jane Eyre.'
- Develop an understanding of Bronte's contribution to the Victorian novel and her portrayal of the independent heroine.



### **THOMAS HARDY: 'RETURN OF THE NATIVE':**

- Delve into Hardy's novel, examining themes of fate, nature, and the impact of societal expectations.
- Analyze Hardy's use of setting, symbolism, and tragic elements in 'Return of the Native.'
- Develop an understanding of Hardy's role in the transition from Victorian to Modernist literature.

Through the study of these texts, students will gain insights into the social, cultural, and literary developments of the 19th century in Britain. The outcomes include the development of analytical skills to interpret diverse forms of literature, an understanding of the cultural and philosophical influences shaping the 19th century, and an appreciation for the profound impact of these works on the trajectory of British literature.

# PROGRAMME SPECIFIC OUTCOME

## ENGLISH HONOURS

### CC - XI: WOMEN'S WRITINGS

#### EMILY DICKINSON: 'I CANNOT LIVE WITH YOU', 'I'M WIFE; I'VE FINISHED THAT':

- Explore Dickinson's unique poetic voice and themes of love, mortality, and societal expectations.
- Analyze Dickinson's use of language, symbolism, and form in conveying complex emotions.
- Develop an understanding of Dickinson's contribution to American poetry and her exploration of female experiences.

#### SYLVIA PLATH: 'DADDY':

- Delve into Plath's confessional poetry, exploring themes of identity, trauma, and female empowerment.
- Analyze the psychological and symbolic elements in 'Daddy.'
- Develop critical thinking skills to interpret Plath's impact on feminist literature.

#### EUNICE DE SOUZA: 'ADVICE TO WOMEN', 'BEQUEST':

- Explore De Souza's witty and incisive poems, addressing issues of gender, identity, and societal norms.
- Analyze the satirical elements, language, and feminist perspectives in De Souza's poetry.
- Develop an understanding of De Souza's role in contemporary Indian women's writing.

#### JEAN RHYS: 'WIDE SARGASSO SEA':

- Examine Rhys's postcolonial novel, providing a prequel to Charlotte Bronte's 'Jane Eyre.'
- Analyze themes of colonialism, race, and female agency in 'Wide Sargasso Sea.'
- Develop an understanding of Rhys's critique of the literary canon and her contribution to postcolonial literature.

#### MARY WOLLSTONECRAFT: 'A VINDICATION OF THE RIGHTS OF WOMAN' (CHAP. 1, PP. 11–19; CHAP. 2, PP. 19–35):

- Explore Wollstonecraft's foundational work on women's rights and education.
- Analyze the arguments and philosophical foundations presented in 'A Vindication of the Rights of Woman.'
- Develop an understanding of Wollstonecraft's influence on feminist thought.

#### **RAMABAI RANADE: 'A TESTIMONY OF OUR INEXHAUSTIBLE TREASURES':**

- Explore the writings of Ramabai Ranade, a prominent Indian social reformer.
- Analyze her perspectives on women's education, empowerment, and societal change.
- Develop an understanding of Ranade's contributions to Indian feminist discourse.

#### **RASSUNDARI DEBI: 'AMAR JIBAN' (EXCERPTS):**

- Explore the autobiographical writings of Rassundari Debi, an early Bengali woman writer.
- Analyze Debi's reflections on her life, education, and societal roles.
- Develop an understanding of Debi's significance in the context of women's writing in India.

#### **KATHERINE MANSFIELD: 'BLISS':**

- Delve into Mansfield's modernist short story, examining themes of personal fulfillment and societal expectations.
- Analyze Mansfield's use of symbolism, characterization, and narrative techniques in 'Bliss.'
- Develop an understanding of Mansfield's contribution to modernist literature and her exploration of female consciousness.

#### **MAHASWETA DEVI: 'DRAUPADI' (TR. GAYATRI SPIVAK):**

- Explore Mahasweta Devi's powerful short story, addressing issues of gender, caste, and social injustice.
- Analyze the narrative structure, cultural references, and feminist themes in 'Draupadi.'
- Develop critical thinking skills to interpret Devi's impact on postcolonial and feminist literature.

Through the study of these diverse texts, students will gain insights into the rich tapestry of women's writing, spanning different cultures, time periods, and literary forms. The outcomes include the development of analytical skills to interpret the unique perspectives and contributions of women writers, an understanding of the cultural and social contexts shaping their work, and an appreciation for the diverse voices within the realm of women's literature.

# PROGRAMME SPECIFIC OUTCOME

## ENGLISH HONOURS

### CC - XII: British Literature (Early 20th Century)

#### **VIRGINIA WOOLF: 'MRS. DALLOWAY':**

- Explore Woolf's modernist narrative techniques, including stream of consciousness and the use of time.
- Analyze the themes of identity, society, and the impact of World War I in 'Mrs. Dalloway.'
- Develop an understanding of Woolf's contribution to the stream-of-consciousness novel and modernist literature.

#### **JOHN OSBORNE: 'LOOK BACK IN ANGER':**

- Examine Osborne's seminal play that marked the beginning of the "Angry Young Men" movement.
- Analyze themes of class, rebellion, and social critique in 'Look Back in Anger.'
- Develop an understanding of Osborne's impact on British theatre and the representation of post-war disillusionment.

#### **W.B. YEATS: 'LEDA AND THE SWAN', 'THE SECOND COMING':**

- Explore Yeats's poetic exploration of mythology, history, and the modern world.
- Analyze the themes of violence, transformation, and the cyclical nature of history in the selected poems.
- Develop an understanding of Yeats's role in shaping modernist poetry.

#### **T.S. ELIOT: 'THE LOVE SONG OF J. ALFRED PRUFROCK', 'THE HOLLOW MEN':**

- Delve into Eliot's modernist poetry, examining themes of existential crisis, alienation, and societal decay.
- Analyze Eliot's use of symbolism, fragmentation, and allusion in the selected poems.
- Develop an appreciation for Eliot's contribution to modernist literature and his influence on poetic form.

#### **JAMES JOYCE: 'A PORTRAIT OF THE ARTIST AS A YOUNG MAN':**

- Explore Joyce's groundbreaking modernist novel, focusing on the Bildungsroman genre.
- Analyze the narrative experimentation, language, and thematic richness in 'A Portrait of the Artist as a Young Man.'

- Develop an understanding of Joyce's influence on the modernist novel and his exploration of individual consciousness.

Through the study of these texts, students will gain insights into the literary innovations and cultural shifts of the early 20th century. The outcomes include the development of analytical skills to interpret modernist literature, an understanding of the socio-political and philosophical influences shaping the literature of this period, and an appreciation for the diverse literary forms that emerged during this transformative era.

## PROGRAMME SPECIFIC OUTCOME

### ENGLISH HONOURS

#### CC - XIII: Modern European Drama

##### **HENRIK IBSEN: 'A DOLL'S HOUSE':**

- Gain a deep understanding of the evolution of modern drama through Ibsen's exploration of societal norms and gender roles.
- Analyze the psychological depth of characters, dramatic structure, and thematic nuances in 'A Doll's House.'
- Develop critical thinking skills to interpret the cultural and societal critiques embedded in Ibsen's work.
- Appreciate Ibsen's influence on the development of realism in European drama.

##### **EUGENE IONESCO: 'RHINOCEROS':**

- Explore the Theatre of the Absurd and Ionesco's critique of conformity and dehumanization in modern society.
- Analyze the use of absurdity, language, and symbolism in 'Rhinoceros.'
- Develop an understanding of Ionesco's innovative dramatic techniques and his contribution to the Absurdist movement.
- Appreciate the socio-political context that shaped Ionesco's exploration of existential themes.

##### **BERTOLT BRECHT: 'THE GOOD WOMAN OF SZECHWAN':**

- Gain insights into Brecht's concept of epic theatre and his emphasis on audience engagement and critical reflection.
- Analyze the use of alienation techniques, political themes, and non-realistic staging in 'The Good Woman of Szechwan.'

- Develop an understanding of Brecht's socio-political critique and his impact on modern theatrical practices.
- Appreciate the intersection of politics and aesthetics in Brecht's dramatic works.

#### **SAMUEL BECKETT: 'WAITING FOR GODOT':**

- Delve into the complexities of the Theatre of the Absurd and Beckett's exploration of existential themes.
- Analyze the minimalist setting, language, and philosophical undertones in 'Waiting for Godot.'
- Develop critical thinking skills to interpret Beckett's representation of the human condition and the absurdity of existence.
- Appreciate Beckett's influence on postmodern drama and his innovative approach to theatrical form.

Through the study of these modern European dramas, students will achieve a comprehensive understanding of the diverse dramatic techniques, thematic explorations, and cultural critiques that characterize 20th-century European theatre. The outcomes include the development of analytical skills to interpret modern drama, an understanding of the socio-political and philosophical influences shaping these works, and an appreciation for the innovative contributions of these playwrights to the evolution of European theatrical traditions.

## PROGRAMME SPECIFIC OUTCOME

### ENGLISH HONOURS

#### CC - XIV: Postcolonial Literatures

##### **CHINUA ACHEBE: 'THINGS FALL APART':**

- Develop an in-depth understanding of African postcolonial literature through Achebe's seminal work.
- Analyze the representation of indigenous cultures, the impact of colonialism, and the clash of traditions in 'Things Fall Apart.'
- Gain critical insights into the complexities of postcolonial identities and the role of literature in shaping cultural narratives.
- Appreciate Achebe's contribution to the decolonization of African literature and his influence on global postcolonial discourse.

##### **PABLO NERUDA: 'TONIGHT I CAN WRITE':**

- Explore the Latin American postcolonial experience through Neruda's poetry.
- Analyze the themes of love, loss, and political engagement in 'Tonight I can Write.'
- Gain an appreciation for Neruda's unique style, use of imagery, and his contribution to postcolonial poetry.
- Develop critical thinking skills to interpret the emotional and political dimensions of Neruda's poetry.

##### **DEREK WALCOTT: 'A FAR CRY FROM AFRICA':**

- Examine the postcolonial complexities of the Caribbean region through Walcott's poetry.

- Analyze the themes of identity, colonial history, and the impact of multiple cultural influences in 'A Far Cry from Africa.'
- Gain an understanding of Walcott's engagement with postcolonial struggles and his use of language and imagery.
- Appreciate Walcott's role in representing the voices of the Caribbean in the global postcolonial literary landscape.

#### **DAVID MALOUF: 'REVOLVING DAYS':**

- Explore the postcolonial dimensions of Australian literature and identity in Malouf's short story.
- Analyze the themes of memory, displacement, and the legacy of colonialism in 'Revolving Days.'
- Gain insights into Malouf's narrative techniques and his exploration of postcolonial themes in an Australian context.
- Develop an understanding of the intersections between postcolonialism and Australian literature.

#### **MAMANG DAI: 'SMALL TOWNS AND THE RIVER':**

- Delve into the representation of Northeast India in Dai's narrative, examining postcolonial issues of identity and modernization.
- Analyze Dai's exploration of cultural displacement, environmental changes, and societal transformations.
- Gain insights into the diverse voices within Indian postcolonial literature and the specific challenges faced by marginalized communities.
- Appreciate Dai's role in representing the Northeastern perspectives in postcolonial literature.

#### **SALMAN RUSHDIE: 'HAROUN AND THE SEA OF STORIES':**

- Explore postcolonial fantasy literature and Rushdie's engagement with storytelling and cultural identity.
- Analyze the allegorical elements, linguistic play, and the critique of censorship in 'Haroun and the Sea of Stories.'
- Gain an understanding of Rushdie's contribution to postcolonial literature beyond his more well-known works.
- Appreciate Rushdie's imaginative approach to addressing postcolonial themes through the lens of fantasy.

#### **MAHASWETA DEVI: 'THE ARROW OF CHOTTI MUNDA' (TR. GAYATRI SPIVAK):**

- Examine the representation of tribal communities in India and issues of exploitation and resistance in Devi's short story.



- Analyze the socio-political and cultural dimensions of 'The Arrow of Chotti Munda.'
- Gain critical insights into Devi's role in advocating for marginalized voices and her impact on postcolonial and feminist literature.
- Appreciate the intersectionality of postcolonial and feminist perspectives in Devi's work.

Through the study of these texts, students will achieve a nuanced understanding of the diverse experiences and literary expressions within postcolonial contexts. The outcomes include the development of analytical skills to interpret postcolonial literatures, an understanding of the cultural and historical influences shaping these works, and an appreciation for the unique voices contributing to the global discourse on postcolonialism.

## PROGRAMME SPECIFIC OUTCOME

### ENGLISH HONOURS

#### CC - XIII: Modern European Drama

##### **HENRIK IBSEN: 'A DOLL'S HOUSE':**

- Explore Ibsen's groundbreaking play, focusing on themes of gender roles, societal expectations, and individual autonomy.
- Analyze the use of realism and symbolism in 'A Doll's House.'
- Develop an understanding of Ibsen's contribution to modern European drama and his impact on the representation of women in literature.

##### **EUGENE IONESCO: 'RHINOCEROS':**

- Delve into Ionesco's Theatre of the Absurd, examining themes of conformity, absurdity, and the loss of individuality.
- Analyze Ionesco's use of absurd elements, language, and allegory in 'Rhinoceros.'
- Develop an appreciation for Ionesco's critique of societal conformity and his influence on the Absurdist movement.

##### **BERTOLT BRECHT: 'THE GOOD WOMAN OF SZECHWAN':**

- Explore Brecht's concept of epic theatre and his use of alienation techniques.
- Analyze the themes of morality, capitalism, and the challenges of goodness in 'The Good Woman of Szechwan.'
- Develop an understanding of Brecht's influence on political theatre and his innovative approach to dramaturgy.

##### **SAMUEL BECKETT: 'WAITING FOR GODOT':**

- Examine Beckett's absurdist play, focusing on themes of existentialism, meaninglessness, and the human condition.
- Analyze Beckett's use of language, repetition, and minimalist staging in 'Waiting for Godot.'
- Develop an understanding of Beckett's contribution to the Theatre of the Absurd and his exploration of the absurdity of human existence.

Through the study of these modern European dramas, students will gain insights into the innovative theatrical techniques, philosophical themes, and socio-political critiques of the 20th century. The outcomes include the development of analytical skills to interpret modern European drama, an understanding of the cultural and philosophical influences shaping these works, and an appreciation for the diverse styles and approaches within the realm of modern theatrical expression.

## PROGRAMME SPECIFIC OUTCOME

### ENGLISH HONOURS

#### CC - XIV: Postcolonial Literatures

##### **CHINUA ACHEBE: 'THINGS FALL APART':**

- Explore Achebe's seminal novel, focusing on themes of colonialism, cultural clash, and the impact on indigenous societies.
- Analyze the narrative techniques, characterization, and cultural representation in 'Things Fall Apart.'
- Develop an understanding of Achebe's contribution to African literature and postcolonial discourse.

##### **PABLO NERUDA: 'TONIGHT I CAN WRITE':**

- Delve into Neruda's poetry, examining themes of love, loss, and political engagement.
- Analyze Neruda's use of imagery, symbolism, and lyricism in 'Tonight I can Write.'
- Develop an appreciation for Neruda's role in Latin American literature and his exploration of personal and political emotions.

##### **DEREK WALCOTT: 'A FAR CRY FROM AFRICA':**

- Explore Walcott's poetry, focusing on themes of identity, colonization, and the postcolonial condition.
- Analyze Walcott's use of language, cultural references, and poetic form in 'A Far Cry from Africa.'

- Develop an understanding of Walcott's contribution to Caribbean literature and postcolonial poetry.

#### **DAVID MALOUF: 'REVOLVING DAYS':**

- Examine Malouf's short story, exploring themes of memory, identity, and the legacy of colonialism.
- Analyze Malouf's narrative style, character development, and cultural representation in 'Revolving Days.'
- Develop an understanding of Malouf's engagement with postcolonial themes in Australian literature.

#### **MAMANG DAI: 'SMALL TOWNS AND THE RIVER':**

- Explore Dai's narrative, focusing on themes of cultural identity, displacement, and the impact of modernization.
- Analyze Dai's portrayal of Northeast India, her use of language, and narrative structure in 'Small Towns and the River.'
- Develop an understanding of Dai's representation of marginalized voices in postcolonial literature.

#### **SALMAN RUSHDIE: 'HAROUN AND THE SEA OF STORIES':**

- Delve into Rushdie's allegorical novel, examining themes of storytelling, censorship, and the power of imagination.
- Analyze Rushdie's use of fantasy, satire, and cultural references in 'Haroun and the Sea of Stories.'
- Develop an appreciation for Rushdie's exploration of postcolonial issues in a fantastical narrative.

#### **MAHASWETA DEVI: 'THE ARROW OF CHOTTI MUNDA' (TR. GAYATRI SPIVAK):**

- Explore Devi's short story, addressing issues of tribal identity, exploitation, and resistance.
- Analyze the socio-political and cultural dimensions of 'The Arrow of Chotti Munda.'
- Develop critical thinking skills to interpret Devi's impact on postcolonial and feminist literature.

Through the study of these texts, students will gain insights into the complex and diverse experiences within postcolonial contexts. The outcomes include the development of analytical skills to interpret postcolonial literatures, an understanding of the cultural and historical influences shaping these works, and an appreciation for the varied voices contributing to the broader discourse of postcolonial literature.

PROGRAMME SPECIFIC OUTCOME

ENGLISH HONOURS

**DISCIPLINE SPECIFIC ELECTIVE**

DSE - 1

A: Modern Indian Writing in English Translation

**PREMCHAND: 'THE SHROUD', IN PENGUIN BOOK OF CLASSIC URDU STORIES:**

- Gain insight into the cultural and socio-economic aspects of early 20th-century North Indian society through Premchand's narrative.
- Analyze Premchand's realistic portrayal of characters, addressing issues of class, caste, and morality.
- Develop an understanding of the Urdu literary tradition and its impact on the development of modern Indian literature.
- Appreciate the significance of Premchand's contribution to the representation of social realism in Indian storytelling.

**TAGORE: 'STREER PATRA' (TR. SUPRIYA CHAUDHURI):**

- Explore Tagore's nuanced exploration of gender roles and societal expectations in early 20th-century Bengal.
- Analyze the language, symbolism, and narrative techniques employed in 'Streer Patra.'
- Develop an understanding of Tagore's role in reshaping Bengali literature and his impact on feminist discourse.
- Appreciate the cultural and historical context that influenced Tagore's representation of women's voices.

#### **SHARATCHANDRA CHATTOPADHAY: 'MAHESH' (DROUGHT AND OTHER STORIES):**

- Examine Sharatchandra's portrayal of rural life and socio-economic challenges in early 20th-century Bengal.
- Analyze the themes of poverty, exploitation, and resilience in 'Mahesh.'
- Gain insights into Sharatchandra's contribution to regional literature and his representation of the human condition.
- Appreciate the socio-cultural dimensions of Sharatchandra's storytelling.

#### **MAHASWETA DEVI: 'THE NON-VEG COW' (TR. PAROMITA BANERJEE):**

- Delve into Mahasweta Devi's exploration of tribal communities and issues of displacement and resistance.
- Analyze the socio-political and cultural dimensions of 'The Non-Veg Cow.'
- Gain critical insights into Mahasweta Devi's role in advocating for marginalized voices and her impact on contemporary Indian literature.
- Appreciate the intersectionality of postcolonial and feminist perspectives in Devi's work.

#### **RABINDRANATH TAGORE: SELECTIONS FROM 'GITANJALI':**

- Explore Tagore's poetry, focusing on selected poems from 'Gitanjali.'
- Analyze the thematic richness, spiritual exploration, and the use of symbolism in Tagore's poetry.
- Develop an understanding of Tagore's contribution to Indian poetry and his global impact on literature.
- Appreciate the philosophical and spiritual dimensions of Tagore's poetic expression.

#### **TAGORE: 'GORA' (TR. SUJIT MUKERJEE):**

- Examine Tagore's novel 'Gora' and its exploration of nationalist fervor and religious identity in colonial India.
- Analyze Tagore's critique of societal norms, caste distinctions, and the complexities of identity.
- Gain insights into the socio-political context that shaped 'Gora' and its relevance to modern Indian literature.
- Appreciate Tagore's role as a literary and social visionary in the context of Indian nationalism.

**M.K. GANDHI: 'HIND SWARAJ' (TR. ANTHONY PAREL):**

- Explore Gandhi's seminal work, 'Hind Swaraj,' and its reflections on self-governance, passive resistance, and education.
- Analyze Gandhi's critique of modernity, industrialization, and his vision for a self-sufficient, spiritually grounded society.
- Develop an understanding of the socio-political philosophy of nonviolent resistance and its influence on Indian nationalism.
- Appreciate Gandhi's role as a philosopher, social reformer, and his impact on modern Indian thought.

Through the study of these texts, students will gain a comprehensive understanding of the evolution of modern Indian literature, its diverse themes, and the socio-cultural contexts that shaped these works. The outcomes include the development of analytical skills to interpret Indian literature, an understanding of the cultural and historical influences shaping these works, and an appreciation for the unique voices contributing to the literary landscape of modern India.

## PROGRAMME SPECIFIC OUTCOME

### ENGLISH HONOURS

### DISCIPLINE SPECIFIC ELECTIVE

#### DSE - 1

#### A: Travel Writing

##### **IBN BATUTA: 'THE COURT OF MUHAMMAD BIN TUGHLAQ':**

- Gain historical and cultural insights into medieval India through Ibn Batuta's travel narrative.
- Analyze the depiction of the court of Muhammad bin Tughlaq and its socio-political context.
- Develop an understanding of medieval travel writing and its role in documenting cultural exchanges.
- Appreciate Ibn Batuta's contribution to the understanding of historical India.

##### **KHUSWANT SINGH'S 'CITY IMPROBABLE: WRITINGS ON DELHI' (SELECTIONS):**

- Explore Khuswant Singh's portrayal of Delhi, examining its historical, cultural, and personal dimensions.
- Analyze Singh's narrative style, use of language, and the interplay of memory and history.
- Develop an understanding of travel writing as a reflection of personal and collective memory.
- Appreciate Singh's role in representing the multi-layered narratives of a city through travel literature.

##### **AL BIRUNI: SELECTIONS FROM 'INDIA' (CHAPTER LXIII-LXVI):**

- Examine Al Biruni's observations on medieval India, focusing on cultural, scientific, and social aspects.
- Analyze Al Biruni's cross-cultural perspective and his contribution to the understanding of Indian civilization.
- Develop critical thinking skills to interpret historical travel writing and its impact on cultural exchange.
- Appreciate Al Biruni's role as an early cultural historian and his engagement with diverse intellectual traditions.

##### **MARK TWAIN: 'THE INNOCENT ABROAD' (CHAPTERS VII-IX):**



- Explore Mark Twain's satirical observations of European and Middle Eastern cultures.
- Analyze Twain's humor, critique of tourism, and the complexities of cultural perceptions.
- Develop an understanding of 19th-century American perspectives on travel and cultural encounters.
- Appreciate Twain's literary techniques in capturing the essence of travel and cultural commentary.

#### **ERNESTO CHE GUEVARA: 'THE MOTORCYCLE DIARIES' (SELECTIONS):**

- Delve into Guevara's transformative journey through South America, examining personal and political reflections.
- Analyze Guevara's observations on poverty, inequality, and his evolving political consciousness.
- Develop critical thinking skills to interpret the intersections of personal and political narratives in travel writing.
- Appreciate Guevara's journey as a formative experience in the development of his revolutionary ideals.

#### **WILLIAM DALRYMPLE: 'CITY OF DIJNN' (PROLOGUE, CHAPTERS I AND II):**

- Explore Dalrymple's exploration of Delhi's history, culture, and religious diversity.
- Analyze Dalrymple's narrative approach, historical research, and the blending of personal and historical narratives.
- Develop an understanding of contemporary travel writing and its role in exploring urban spaces.
- Appreciate Dalrymple's contribution to the genre of historical and cultural travel literature.

#### **RAHUL SANKRITYAYAN: 'FROM VOLGA TO GANGA' (SECTION I TO SECTION II):**

- Examine Sankrityayan's travelogue, focusing on his journey from Europe to India.
- Analyze Sankrityayan's reflections on cultural encounters, intellectual exchanges, and the quest for knowledge.
- Develop an understanding of the cultural and historical perspectives embedded in Sankrityayan's travel narrative.
- Appreciate Sankrityayan's role as a polymath and a bridge between different intellectual traditions.

#### **NAHID GANDHI: 'ALTERNATIVE REALITIES: LOVE IN THE LIVES OF MUSLIM WOMEN' (CHAPTER 'LOVE, WAR AND WIDOW'):**

- Gain insights into the lived experiences of Muslim women through Gandhi's exploration of love and war.
- Analyze Gandhi's ethnographic approach, narrative style, and the representation of alternative realities.
- Develop a nuanced understanding of the complexities of gender, culture, and identity in travel writing.

- Appreciate Gandhi's contribution to diversifying perspectives on Muslim women.

**ELISABETH BUMILLER: 'MAY YOU BE THE MOTHER OF A HUNDRED SONS' (CHAPTERS 2 AND 3):**

- Examine Bumiller's exploration of women's lives in India, focusing on cultural, social, and political aspects.
- Analyze Bumiller's journalistic approach, narrative techniques, and the representation of diverse female experiences.
- Develop an understanding of contemporary travel writing and its role in addressing gender issues.
- Appreciate Bumiller's contribution to documenting the multifaceted lives of Indian women.

Through the study of these travel narratives, students will develop a comprehensive understanding of the diverse approaches to travel writing, ranging from historical documentation to personal reflections and cultural critiques. The outcomes include the development of analytical skills to interpret travel literature, an understanding of the cultural and historical influences shaping these works, and an appreciation for the unique perspectives contributing to the broader discourse of travel writing.

## PROGRAMME SPECIFIC OUTCOME

### ENGLISH HONOURS

### DISCIPLINE SPECIFIC ELECTIVE

#### DSE - 2

#### A: Partition Literature

##### **AMITAV GHOSH: 'THE SHADOW LINES':**

- Gain a deep understanding of the Partition of India and its lasting impact on individuals and communities.
- Analyze Ghosh's narrative techniques, including non-linear storytelling and multiple perspectives.
- Develop critical thinking skills to interpret the complexities of identity, memory, and history in 'The Shadow Lines.'
- Appreciate Ghosh's contribution to the representation of Partition experiences and the interplay of personal and collective memory.

##### **KHUSHWANT SINGH: 'TRAIN TO PAKISTAN':**

- Explore the human dimensions of the Partition through Singh's powerful portrayal of individuals caught in the turmoil.
- Analyze Singh's depiction of communal tensions, violence, and the collapse of moral boundaries.
- Develop an understanding of the socio-political context of Partition and its implications for communal relations.
- Appreciate Singh's role in preserving the memory of Partition through literature and his contribution to Indian literature.

##### **DIBYENDU PALIT: 'ALAM'S OWN HOUSE' (TR. SARIKA CHAUDHURI):**

- Examine Palit's short story, focusing on the personal experiences of individuals affected by Partition.
- Analyze the themes of displacement, loss, and the search for identity in 'Alam's Own House.'
- Gain insights into the psychological and emotional impact of Partition on ordinary people.

- Appreciate Palit's contribution to the portrayal of individual narratives within the broader context of Partition literature.

**MANIK BANDHOPADHYA: 'THE FINAL SOLUTION' (TR. RANI RAY):**

- Delve into Bandhopadhy's exploration of the ethical dilemmas and moral complexities in the aftermath of Partition.
- Analyze the psychological depth of characters and their responses to the violence and upheaval of Partition.
- Develop critical thinking skills to interpret the socio-political and cultural dimensions of 'The Final Solution.'
- Appreciate Bandhopadhy's nuanced portrayal of human resilience and the quest for justice in the wake of tragedy.

**SAADAT HASAN MANTO: 'TOBA TEK SING' (TR. M. ASADUDDIN):**

- Explore Manto's searing critique of the absurdity and tragedy of Partition through the lens of a mental asylum.
- Analyze Manto's use of dark humor, irony, and social commentary in 'Toba Tek Sing.'
- Gain insights into the psychological impact of Partition on individuals and society.
- Appreciate Manto's fearless exploration of taboo subjects and his role as a chronicler of human suffering.

**LALITHAMBIKA ANTHARAJANAM: 'A LEAF IN THE STORM' (TR. K. NARAYANA CHANDRAN):**

- Examine Antharajanam's portrayal of women's experiences during Partition, highlighting themes of survival and resilience.
- Analyze the gender dynamics and power structures depicted in 'A Leaf in the Storm.'
- Gain insights into the intersectionality of gender and Partition experiences.
- Appreciate Antharajanam's contribution to feminist perspectives within Partition literature.

**BAPSI SIDHWA: 'ICE CANDY MAN' (ALSO PUBLISHED AS 'CRACKING INDIA'):**

- Gain a nuanced understanding of Partition through Sidhwa's coming-of-age narrative set against the backdrop of communal violence.
- Analyze Sidhwa's exploration of identity, belonging, and the loss of innocence.
- Develop an understanding of the complexities of communal relations and the legacy of Partition in contemporary South Asia.
- Appreciate Sidhwa's role in bringing the voices of marginalized communities to the forefront of Partition literature.

Through the study of these texts, students will achieve a comprehensive understanding of the human experiences, socio-political complexities, and lasting impact of the Partition of India. The outcomes include the development of analytical skills to interpret Partition literature, an understanding of the cultural and historical influences shaping these works, and an appreciation for the diverse voices contributing to the representation of Partition experiences.

## PROGRAMME SPECIFIC OUTCOME

### ENGLISH HONOURS

### DISCIPLINE SPECIFIC ELECTIVE

#### DSE - 2

#### A: British Literature: Post WWII

##### **JOHN FOWLES: 'THE FRENCH LIEUTENANT'S WOMAN':**

- Gain an understanding of postmodern narrative techniques and their application in historical fiction.
- Analyze Fowles' deconstruction of Victorian literary conventions and his engagement with contemporary literary theory.
- Develop critical thinking skills to interpret the novel's metafictional elements and multiple narrative endings.
- Appreciate Fowles' exploration of themes such as identity, desire, and the power dynamics between characters.

##### **JEANETTE WINTERSON: 'SEXING THE CHERRY':**

- Explore Winterson's experimental narrative style and her engagement with themes of gender, sexuality, and identity.
- Analyze Winterson's blending of historical fiction, magical realism, and feminist perspectives.
- Develop an understanding of postmodern literary techniques and their role in challenging traditional narrative structures.
- Appreciate Winterson's contribution to contemporary British literature and her innovative approach to storytelling.

##### **HANIF KURESHI: 'MY BEAUTIFUL LAUNDERETTE':**

- Examine Kureshi's portrayal of race, class, and sexuality in 1980s Britain.
- Analyze the socio-political context of Thatcherite Britain and its impact on marginalized communities.

- Gain insights into Kureshi's exploration of identity, cultural hybridity, and the immigrant experience.
- Appreciate Kureshi's role in representing the complexities of multicultural Britain in post-WWII literature.

**PHILLIP LARKIN: SELECTIONS OF POETRY ('WHITSUN WEDDINGS', 'CHURCH GOING'):**

- Explore Larkin's poetic treatment of everyday life, mortality, and the decline of traditional values in post-WWII Britain.
- Analyze Larkin's use of language, imagery, and form to evoke a sense of nostalgia and existential angst.
- Develop an understanding of Larkin's place within the Movement poets and his influence on contemporary British poetry.
- Appreciate Larkin's ability to capture the mood and ethos of post-WWII Britain through his verse.

Through the study of these texts, students will develop a comprehensive understanding of post-WWII British literature and its diverse themes, styles, and socio-cultural contexts. The outcomes include the development of analytical skills to interpret postmodern and contemporary literary texts, an understanding of the cultural and historical influences shaping these works, and an appreciation for the contributions of these authors to the broader landscape of British literature.

## PROGRAMME SPECIFIC OUTCOME

### ENGLISH HONOURS

### DISCIPLINE SPECIFIC ELECTIVE

#### DSE - 3

#### A: Literary Theory

##### **MARXISM:**

- Understand the genealogy and foundational principles of Marxism as a socio-political and literary theory.
- Analyze the relevance of Marxist concepts such as class, base and superstructure, and dialectics in textual interpretation.
- Engage with major Marxist theorists like Karl Marx, Friedrich Engels, and Antonio Gramsci.
- Familiarize with key terms such as interpellation, which refers to the process of individuals internalizing societal norms and values.

##### **POSTSTRUCTURALISM:**

- Explore the origins and defining characteristics of poststructuralism as a reaction against structuralist thought.
- Examine the scope and relevance of poststructuralist theories in literary analysis, particularly in questioning binary oppositions and challenging fixed meanings.
- Study major poststructuralist theorists such as Jacques Derrida and Michel Foucault.
- Learn key terms like deconstruction, which involves revealing the inherent contradictions and ambiguities within texts.

##### **FEMINISM:**

- Trace the historical development and core principles of feminist literary theory.
- Analyze the scope and relevance of feminist perspectives in textual interpretation, focusing on issues of gender, power, and representation.

- Study major feminist theorists like Simone de Beauvoir, Judith Butler, and bell hooks.
- Understand key terms such as *écriture féminine*, which refers to a style of writing that challenges patriarchal norms and values.

#### **POSTCOLONIAL STUDIES:**

- Understand the genealogy and central tenets of postcolonial theory, which emerged in response to colonialism and imperialism.
- Analyze the scope and relevance of postcolonial perspectives in textual reading, particularly in interrogating power dynamics, identity, and representation.
- Study major postcolonial theorists such as Edward Said, Gayatri Spivak, and Homi Bhabha.
- Familiarize with key terms such as Orientalism, which refers to the Western construction of the 'Orient' as exotic and inferior.



**PROGRAMME SPECIFIC OUTCOME**

**ENGLISH HONOURS**

**DISCIPLINE SPECIFIC ELECTIVE**

**DSE - 3**

**A: Research Methodology**

**PRACTICAL CRITICISM AND WRITING A TERM PAPER:**

- Develop skills in close reading and critical analysis of literary texts through practical criticism.
- Learn how to formulate and articulate original arguments based on textual evidence.
- Enhance writing proficiency and academic communication skills through the process of writing a term paper.
- Understand the importance of structure, coherence, and clarity in academic writing.

**CONCEPTUALIZING AND DRAFTING RESEARCH PROPOSALS:**

- Gain proficiency in formulating research questions, objectives, and hypotheses.
- Learn how to conceptualize and outline a research project, including selecting appropriate methodologies and theoretical frameworks.
- Develop skills in drafting research proposals that adhere to academic standards and requirements.
- Understand the significance of literature review and research design in shaping the trajectory of research projects.

**ON STYLE MANUALS:**

- Familiarize with various style manuals commonly used in academic writing, such as MLA, APA, and Chicago.

- Learn the conventions and guidelines for formatting citations, references, and bibliographies according to specific style manuals.
- Develop skills in properly documenting sources and avoiding plagiarism through adherence to style manual guidelines.
- Understand the importance of consistency and accuracy in citation and referencing practices.

#### **NOTES, REFERENCES, AND BIBLIOGRAPHY:**

- Learn how to take effective research notes and organize them for future reference.
- Gain proficiency in compiling and formatting references and bibliographies according to academic standards.
- Understand different citation styles and their application in academic writing.
- Develop skills in constructing bibliographies that reflect the breadth and depth of research undertaken for a particular project.

## PROGRAMME SPECIFIC OUTCOME

### ENGLISH HONOURS

### DISCIPLINE SPECIFIC ELECTIVE

DSE - 3

A: Research Methodology

#### **HISTORY OF THE ENGLISH LANGUAGE:**

- Understand the evolution of the English language, including semantic changes, standardization, and overcoming gender bias.
- Analyze key events, translations, and individual contributions that have shaped the English language, such as Christianization, the influence of the Bible, and the works of Shakespeare.
- Explore the enrichment of the English language through influences from Latin, French, Scandinavian languages, as well as the impact of scientific and technological advancements.
- Gain insight into the expansion of English vocabulary and its branching off into varieties such as Indian English and American English, including the processes of word formation and lexical borrowing.

#### **SELECTED LITERARY CRITICISM TEXTS:**

- Engage with seminal works of literary criticism by A. Philip Sidney, John Dryden, and Alexander Pope.
- Analyze the theoretical perspectives and critical approaches proposed by these writers, including Sidney's defense of poetry, Dryden's views on dramatic poesy, and Pope's principles of literary criticism.
- Understand the historical context and intellectual debates surrounding these texts, as well as their lasting impact on literary theory and criticism.

## SELECTED ESSAYS ON LITERARY THEORY:

- Study significant essays on literary theory by William Wordsworth, S. T. Coleridge, Matthew Arnold, and T. S. Eliot.
- Examine Wordsworth's preface to the Lyrical Ballads and Coleridge's reflections on literary theory in Biographia Literaria.
- Analyze Arnold's discussion of culture and anarchy, as well as Eliot's exploration of tradition and individual talent.
- Gain insight into the theoretical frameworks and critical perspectives proposed by these writers, as well as their contributions to the development of literary criticism and theory.

## PROGRAMME SPECIFIC OUTCOME

### ENGLISH HONOURS

### DISCIPLINE SPECIFIC ELECTIVE

DSE - 4

A: Literature of the Indian Diaspora

5.	<b>M. G. Vassanji: 'The Book of Secrets' (Penguin, India):</b> <ul style="list-style-type: none"><li>• Gain an understanding of the experiences and perspectives of the Indian diaspora, particularly those of East African Asians.</li><li>• Analyze themes such as identity, belonging, migration, and cultural displacement in the context of the Indian diaspora.</li><li>• Explore Vassanji's narrative techniques and storytelling methods in depicting the complexities of diasporic life.</li><li>• Develop critical thinking skills to interpret the socio-political and historical contexts that shape the lives of diasporic communities.</li></ul>
6.	<b>Rohinton Mistry: 'A Fine Balance' (Alfred A Knopf):</b> <ul style="list-style-type: none"><li>• Examine the socio-economic and political challenges faced by Indian immigrants in Canada.</li><li>• Analyze Mistry's portrayal of resilience, survival, and human connections amidst adversity.</li><li>• Explore themes such as caste, class, religion, and the legacy of colonialism in the diasporic context.</li><li>• Develop empathy and understanding towards the struggles and triumphs of diasporic individuals and communities.</li></ul>
7.	<b>Meera Syal: 'Anita and Me' (Harper Collins):</b>

- Explore the experiences of second-generation immigrants growing up in Britain and negotiating their dual cultural identities.
- Analyze themes of family, friendship, racism, and cultural assimilation in the diasporic setting.
- Examine Syal's use of humor, wit, and irony in depicting the complexities of diasporic life.
- Gain insights into the intersections of gender, race, and ethnicity within diasporic communities.

**8. Jhumpa Lahiri: 'The Namesake' (Houghton Mifflin Harcourt):**

- Examine the challenges of identity formation and cultural assimilation among Indian immigrants in the United States.
- Analyze Lahiri's exploration of intergenerational conflicts, cultural heritage, and the search for belonging.
- Explore themes of displacement, nostalgia, and the tension between tradition and modernity in the diasporic context.
- Develop an appreciation for Lahiri's evocative prose and nuanced portrayal of diasporic experiences.

## PROGRAMME SPECIFIC OUTCOME

### GENERIC ELECTIVE

#### SEM I

#### A: POETRY AND SHORT STORY

**5. William Shakespeare: Sonnet 116 & William Wordsworth: "A Slumber did my Spirit Seal":**

- Gain an appreciation for the sonnet form and its variations in Shakespearean and Romantic poetry.
- Analyze Shakespeare's exploration of love, constancy, and the nature of true affection in Sonnet 116.
- Examine Wordsworth's depiction of loss, memory, and transcendence in "A Slumber did my Spirit Seal".
- Develop critical skills to interpret themes, imagery, and poetic devices in both poems.

**6. John Keats: "Bright Star" & Wilfred Owen: "Strange Meeting":**

- Explore the themes of love, mortality, and the immortality of art in Keats' "Bright Star".

- Analyze Owen's anti-war sentiments and his portrayal of the futility of conflict in "Strange Meeting".
- Examine the contrast in style, tone, and subject matter between Romantic and War poetry.
- Develop an understanding of the historical and cultural contexts that influenced the poets' perspectives and themes.

7. **Charles Lamb: "Dream Children":**

- Explore the themes of memory, loss, and the passage of time in Lamb's essay.
- Analyze Lamb's use of autobiographical elements and narrative techniques to evoke nostalgia and melancholy.
- Examine the essay's exploration of the complexities of family relationships and the nature of childhood imagination.
- Develop critical skills to interpret the essay's themes, style, and literary devices.

8. **H. E. Bates: "The Ox":**

- Gain insight into the themes of rural life, nature, and human-animal relationships in Bates' short story.
- Analyze Bates' use of vivid imagery and sensory details to evoke the English countryside.
- Explore the narrative's symbolism and allegorical elements, particularly in its portrayal of the ox as a metaphor for resilience and endurance.
- Develop an understanding of the story's socio-cultural context and its reflection of rural traditions and values.

## PROGRAMME SPECIFIC OUTCOME

### GENERIC ELECTIVE

#### SEM II

#### A: ESSAY, DRAMA, NOVEL

5. **George Orwell – "Shooting an Elephant" & R. K. Narayan – "A Library without Books":**

- Gain an understanding of colonialism, imperialism, and the complexities of power dynamics in Orwell's essay.

- Analyze Orwell's narrative style, use of irony, and exploration of moral dilemmas in "Shooting an Elephant".
- Explore themes of cultural identity, tradition, and modernization in Narayan's short story "A Library without Books".
- Examine Narayan's portrayal of the clash between traditional values and Western influence in colonial India.
- Develop critical thinking skills to interpret the texts' socio-political contexts and thematic concerns.

**6. George Bernard Shaw – Arms and the Man:**

- Explore the themes of war, romance, and social class in Shaw's comedy.
- Analyze Shaw's use of satire and wit to critique romanticized notions of heroism and nationalism.
- Examine the characters' development and the play's commentary on the absurdities of war and societal expectations.
- Develop an understanding of Shaw's distinctive style and his contribution to the genre of comedic drama.

**7. J. B. Priestley – An Inspector Calls:**

- Engage with themes of social responsibility, guilt, and morality in Priestley's play.
- Analyze Priestley's use of dramatic tension and symbolism to explore class divisions and societal hypocrisy.
- Examine the play's structure and narrative techniques, including the use of the inspector as a catalyst for revealing hidden truths.
- Develop critical skills to interpret the play's relevance to contemporary social and political issues.

**8. Ernest Hemingway – The Old Man and the Sea:**

- Gain insight into themes of perseverance, resilience, and the human condition in Hemingway's novella.
- Analyze Hemingway's minimalist style, use of symbolism, and exploration of existential themes.
- Examine the character of Santiago and his struggle against nature as a metaphor for the human struggle for meaning and purpose.
- Develop an appreciation for Hemingway's craftsmanship and his contribution to American literature.

**PROGRAMME SPECIFIC OUTCOME**

# GENERIC ELECTIVE

## SEM II

### A: CONTEMPORARY INDIA: WOMEN AND EMPOWERMENT

5.	<b>Social Construction of Gender:</b>
<ul style="list-style-type: none"><li>• Understand concepts of masculinity, femininity, patriarchy, sex, and gender.</li><li>• Explore gender socialization processes, gender discrimination, and gender stereotyping.</li><li>• Analyze contemporary Indian feminisms through selected readings from Nivedita Menon's works on sexualities and gender politics.</li></ul>	
6.	<b>History of Women's Movements in India (Pre- and Post-Independence):</b>
<ul style="list-style-type: none"><li>• Examine the role of women in nationalism, the impact of partition on women, and women's political participation.</li><li>• Gain insights into the women's movement in India through texts such as letters between Satyendranath Tagore and Jynadanandini Tagore, Gholam Murshed's analysis, and writings by Urvashi Butalia and others on gender and partition.</li></ul>	
7.	<b>Women and Law:</b>
<ul style="list-style-type: none"><li>• Study women's rights within the Indian Constitution, personal laws, and customary practices related to inheritance and marriage.</li><li>• Analyze selections from Flavia Agnes' "Women and Law in India" omnibus, focusing on topics like enslaved daughters, Hindu women and marriage law, and gender inequality in law.</li></ul>	
8.	<b>Women and Violence:</b>
<ul style="list-style-type: none"><li>• Explore state interventions in addressing violence against women, including domestic violence, female foeticide, and sexual harassment.</li><li>• Engage with literary works such as Rokeya Sakhawat Hussain's "Sultana's Dream" and Bama Faustina Soosairaj's "Karukku" to understand themes of empowerment, resistance, and gender-based violence.</li></ul>	

### PROGRAMME SPECIFIC OUTCOME



## GENERIC ELECTIVE

### SEM IV

#### GE – 4: ACADEMIC WRITING AND COMPOSITION

##### 5. **Introduction to the Writing Process:**

- Understand conventions of academic writing, including style, tone, and formatting.
- Develop skills in summarizing and paraphrasing to effectively incorporate sources into one's writing while avoiding plagiarism.
- Practice writing in one's own words to demonstrate comprehension and engagement with academic texts.

##### 6. **Critical Thinking:**

- Learn to synthesize information from multiple sources to develop coherent arguments and viewpoints.
- Enhance analytical skills to evaluate arguments, evidence, and perspectives presented in academic texts.
- Engage in critical reflection and questioning to deepen understanding and challenge assumptions.

##### 7. **Structuring an Argument:**

- Learn the components of a well-structured argument, including introduction, interjection (body paragraphs), and conclusion.
- Develop the ability to articulate clear and logical arguments supported by evidence and analysis.
- Practice organizing ideas cohesively to guide readers through the argumentative process.

##### 8. **Citing Resources, Editing, Book and Media Review:**

- Understand the importance of citing sources correctly to give credit to authors and avoid plagiarism.
- Develop skills in editing and proofreading to improve clarity, coherence, and accuracy in writing.
- Learn techniques for writing effective book and media reviews, including summary, analysis, and critical evaluation of content.

## PROGRAMME SPECIFIC OUTCOME

### SEMESTER II AECC – II (Communicative English/ MIL)

6.	<b>Introduction: Theory of Communication, Types, and Modes of Communication:</b>	
	<ul style="list-style-type: none"><li>• Understand the theory of communication, including its components, models, and processes.</li><li>• Explore various types and modes of communication, such as verbal, non-verbal, interpersonal, and mass communication.</li><li>• Identify barriers to effective communication and strategies to overcome them.</li><li>• Develop skills in intra-personal, inter-personal, and group communication for personal, social, and business contexts.</li></ul>	
7.	<b>Language of Communication:</b>	
8.	<b>Speaking Skills:</b>	
9.	<b>Reading and Understanding:</b>	

- Practice translation from Indian languages to English and vice versa to bridge language barriers and promote cultural exchange.

#### 10. **Writing Skills:**

- Acquire skills in documenting information accurately and ethically.
- Learn to write reports that effectively communicate findings or information.
- Develop note-making techniques to organize and retain information from various sources.
- Master the art of letter writing

## PROGRAMME SPECIFIC OUTCOME

### SKILL ENHANCEMENT COURSE (SEC)

#### SEMESTER III

#### 5. **Introduction to Translation:**

- Understand the historical and cultural significance of translation in a multilingual and multicultural society like India.
- Recognize the importance of translation in facilitating communication across languages and cultures.

#### 6. **Exercises in Different Types/Modes of Translation:**

- Develop skills in various types of translation, including semantic/literal, free sense/literary, functional/communicative, technical/official, transcreation, and audio-visual translation.
- Gain practical experience in translating different types of texts, enhancing proficiency in language and cultural understanding.

#### 7. **Introducing Basic Concepts and Terms in Translation Studies:**

- Familiarize with fundamental concepts and terms used in translation studies, such as equivalence, language variety, dialect, idiolect, register, style, mode, and code mixing/switching.
- Understand the process of translation, including analysis, transference, and restructuring, through critical examination of translated literary and non-literary texts as well as film subtitles.

#### 8. **Discussions on Gender and Translation:**

- Explore issues related to gender and translation, especially in mass communication, advertising, subtitling, and dubbing.

- Practice translation tasks in various fields such as business, advertising, and media, utilizing tools of technology like machine/mobile translation and translation software.
- Develop proficiency in achieving equivalence in translation, understanding cultural nuances, and ensuring lexical and syntactical equivalence between source and target languages.

## PROGRAMME SPECIFIC OUTCOME

### SEMESTER III SEC – 1 creative writing

6.	<b>What is Creative Writing:</b>
	<ul style="list-style-type: none"> <li>• Understand the essence and scope of creative writing as a form of self-expression and artistic endeavor.</li> <li>• Explore various genres and forms of creative writing, including fiction, poetry, drama, and creative non-fiction.</li> <li>• Develop an appreciation for creativity and imagination as essential elements of the writing process.</li> </ul>
7.	<b>The Art and Craft of Writing:</b>
	<ul style="list-style-type: none"> <li>• Acquire knowledge and skills in the fundamental elements of writing, such as plot development, character creation, setting, and narrative structure.</li> <li>• Learn techniques for crafting compelling stories, poems, essays, and scripts through practice and feedback.</li> <li>• Develop an understanding of the revision process and the importance of editing and refining one's work.</li> </ul>
8.	<b>Modes of Creative Writing:</b>
	<ul style="list-style-type: none"> <li>• Explore different modes and styles of creative writing, including descriptive writing, narrative writing, expository writing, and persuasive writing.</li> <li>• Experiment with various literary techniques, such as imagery, metaphor, symbolism, and figurative language, to enhance the effectiveness and impact of writing.</li> <li>• Develop a personal writing style and voice while gaining exposure to diverse literary traditions and approaches.</li> </ul>
9.	<b>Writing for the Media:</b>

- Gain insights into the principles and practices of writing for different media platforms, including journalism, broadcasting, advertising, and digital media.
- Learn to adapt writing style and tone for specific media contexts and target audiences.
- Develop skills in crafting engaging and informative content for print, online, and multimedia formats.

**10. Preparing for Publication:**

- Understand the process of preparing written work for publication, including manuscript submission, editing, formatting, and copyright considerations.
- Learn about the publishing industry, including traditional publishing, self-publishing, and digital publishing options.
- Develop strategies for building a writer's platform, marketing one's work, and engaging with readers and literary communities.

## PROGRAMME SPECIFIC OUTCOME

### SEMESTER IV □ SEC – 2 English Language Teaching

**5. Knowing the Learner or Structures of the English Language:**

- Understand the characteristics, needs, and learning styles of English language learners.
- Gain knowledge of the structures and components of the English language, including grammar, syntax, phonetics, and morphology.
- Apply understanding of learner psychology and language acquisition theories to tailor teaching approaches to individual student needs.

**6. Methods of Teaching English Language:**

- Explore various pedagogical approaches and methods for teaching English language skills, such as communicative language teaching, task-based learning, and content-based instruction.
- Develop proficiency in designing and implementing lesson plans that engage learners in meaningful language practice and communication activities.
- Incorporate innovative teaching techniques and materials to create dynamic and interactive learning environments.

**7. Assessing Language Skills:**

- Learn principles and techniques for assessing language skills, including listening, speaking, reading, and writing.
- Develop skills in designing and administering formative and summative assessments to measure learner progress and proficiency.
- Use assessment data to inform instructional decisions and provide targeted feedback to support student learning and development.

**8. Materials for Language Teaching or Using Technology in Language Teaching:**

- Explore a range of instructional materials and resources for teaching English language skills, including textbooks, authentic texts, multimedia resources, and digital tools.
- Evaluate and select appropriate materials based on learner needs, language proficiency levels, and learning objectives.
- Integrate technology tools and digital resources effectively into language teaching and learning activities to enhance engagement, collaboration, and language acquisition.

## PROGRAMME SPECIFIC OUTCOME

### SEMESTER IV SEC - 2 B: Film Studies

**5. Evolution of the Cinema:**

- Understand the historical development of cinema from silent films to the digital age, including the transition to talkies, the introduction of color film, and advancements in technology like 3D films.
- Analyze the social, cultural, and technological factors that have influenced the evolution of cinema over time.
- Gain appreciation for the diverse styles, genres, and movements within the history of cinema and their impact on contemporary filmmaking practices.

**6. Cinematographic Technique:**

- Explore various cinematographic techniques used in filmmaking, such as panning, zooming, fade in, fade out, flashback, close-up, long shot, and reverse shot.

- Develop skills in analyzing and interpreting the visual language of film, including framing, composition, camera movement, and editing techniques.
- Understand how cinematographic techniques contribute to storytelling, mood, atmosphere, and thematic development in film.

#### **7. Adaptation and Appropriation:**

- Examine the processes of adaptation and appropriation in film, including the adaptation of literary works, historical events, and cultural phenomena into cinematic narratives.
- Analyze the challenges and opportunities involved in adapting source material across different mediums and cultural contexts.
- Explore examples of successful adaptations and appropriations in film and assess their fidelity to the original source material and their creative reinterpretation.

#### **8. Response and Review:**

- Engage in film appreciation activities, including film screenings, discussions, and critical analysis.
- Develop skills in evaluating and critiquing films based on criteria such as narrative structure, character development, visual aesthetics, and thematic resonance.
- Cultivate an informed and articulate approach to film criticism and develop the ability to articulate personal responses to films in a critical and reflective manner.

**POLBA MAHAVIDYALAYA**  
**COURSE WISE & SUBJECT WISE OUTCOME**  
**OF UG HONOURS COURSE (B.A/B.Sc.) IN GEOGRAPHY**  
**UNDER CHOICE BASED CREDIT SYSTEM**  
**DEPARTMENT OF GEOGRAPHY**  
**2020-2021**

**Course Outcome:**

The course outcomes of the different papers offered by University of Burdwan and followed by this college are as below. After completion of the course, students will be able to:

<b>Semester</b>	<b>Course code</b>	<b>Course Title</b>	<b>Credits</b>	<b>Course Outcomes</b>
<b><u>I</u></b>	<b>CC 1</b>	<b>Geotectonics and Geomorphology (Theory)</b>	<b>6</b>	Explaining the basics of Geotectonics and Geomorphology.
				Understanding crustal movement and tectonics, with a focus on their involvement in the formation of landforms.
				Identifying the relationships between landforms, processes, and the underlying structure.
				Landform development models: an overview and critical assessment.
	<b>CC 2</b>	<b>Cartographic Techniques and Geological Map Studies (Th+P)</b>	<b>4+2=6</b>	Understanding the concept of scale and map projections.
				Understanding and reading different types of maps.
				Understanding the basics of Topographical mapping.
				Preparation and analysis of Geological maps.
				Identifying and listing the properties of rocks and minerals.



<b>Semester</b>	<b>Course code</b>	<b>Course Title</b>	<b>Credits</b>	<b>Course Outcomes</b>
<b><u>I</u></b>	<b>AECC-1</b>	<b>Environmental Studies</b>	<b>4</b>	This paper introduces the fundamental principles and concept of environmental science, ecology and related interdisciplinary subject such as policy, law, economics, pollution control, resources management etc.
	<b>GE 1</b>	<b>Any Discipline Other Than Geography</b>	<b>6</b>	Students of subject other than Geography are studying Geography.
				They will learn the basic concepts of Geography.
<b><u>II</u></b>	<b>CC 3</b>	<b>Human Geography</b>	<b>6</b>	Acquiring knowledge about human history and evolution.
				Understand the methods and processes of Human Geography, as well as various patterns of habitat and adaptation.
				Different human perspectives like race, caste, religion and language.
	<b>CC 4</b>	<b>Cartograms, Survey and Thematic Mapping (Th+P)</b>	<b>4+2=6</b>	Applying Cartograms to build scales and represent geographic data.
				Learn to draw different thematic maps and diagrams along with their proper geographical layouts from this module.
				Learn the method to use the survey tools.
				Using a dumpy level and a prismatic compass in the field survey, height determination by Theodolite.

<b>Semester</b>	<b>Course code</b>	<b>Course Title</b>	<b>Credits</b>	<b>Course Outcomes</b>
<b><u>II</u></b>	<b>AECC-2</b>	<b>Communicative English/MIL (Bengali)</b>	<b>2</b>	Course outcome with respective subject.
	<b>GE 2</b>	<b>Any Discipline Other Than Geography</b>	<b>6</b>	Students of subject other than Geography are studying Geography.
<b><u>III</u></b>	<b>CC 5</b>	<b>Climatology</b>	<b>6</b>	Understanding the weather and climate elements, various atmospheric phenomena and climate change.
				Learn to associate the weather with other environmental and human problems.
				Approaches to climate classification are explained.
				Examining man's influence in global climate change.
	<b>CC 6</b>	<b>Statistical Methods in Geography (Th+P)</b>	<b>4+2=6</b>	Importance and application of Statistics in Geography.
				Various methods of statistical analysis are taught to help the students to get a better mathematical understanding of the subject.
				Gain a holistic picture of geographical phenomena, by interpreting statistical data.
	<b>CC 7</b>	<b>Geography Of India</b>	<b>6</b>	The students learn about India, the geology, physiography and cultural aspects.
				The students learn about West Bengal, the geology, physiography and cultural aspects.
				Developmental issues with Darjeeling Hills and Sundarban.

<b>Semester</b>	<b>Course code</b>	<b>Course Title</b>	<b>Credits</b>	<b>Course Outcomes</b>
<b><u>III</u></b>	<b>SEC 1</b>	<b>Computer Basics and Computer Applications (P)</b>	<b>2</b>	Different statistical techniques like central tendencies and measures of dispersion, are taught to the students and the computer-based application of the same are taken care of in this unit.
	<b>GE 3</b>	<b>Any Discipline Other Than Geography</b>	<b>6</b>	Students of subject other than Geography are studying Geography.
<b><u>IV</u></b>	<b>CC 8</b>	<b>Regional Planning and Development</b>	<b>6</b>	Understanding and identifying regions as an important component of geography.
				Recognize the various types and scales of regions.
				Recognize the various components of development and regional disparities in order to establish balanced development measures.
				Various regional development theories along with the practical planning applications are taught.

<b>Semester</b>	<b>Course code</b>	<b>Course Title</b>	<b>Credits</b>	<b>Course Outcomes</b>
<b><u>IV</u></b>	<b>CC 9</b>	<b>Economic Geography</b>	<b>6</b>	Understanding the importance of Economic Geography, the concept of the economic man, and economic theories.
				Evaluate the elements that influence the location of agricultural and industry.
				Recognize the evolution of various economic activity.
				Data on production, economic indices, the transportation network, and flows are to be mapped and interpreted.
	<b>CC 10</b>	<b>Environmental Geography (Th+P)</b>	<b>4+2= 6</b>	Comprehend the geographer's approach to environmental studies.
				Concept of ecosystem and its functions.
				Learn the fundamentals of wetland and waste management.
				Learn about the environmental policies.
				Identify the fundamentals of wasteland and forest management.
				Understand the bio diversity.

<b>Semester</b>	<b>Course code</b>	<b>Course Title</b>	<b>Credits</b>	<b>Course Outcomes</b>
<b><u>IV</u></b>	<b>CC 10</b>	<b>Environmental Geography (Th+P)</b>	<b>4+2= 6</b>	Acquire the ability to produce a questionnaire for perception survey on environmental problem.
				Using a soil kit, learn how to determine the organic matter and NPK of soil.
				Develop the skill to create an EIA checklist for an urban/industrial project.
				Interpretation air quality.
	<b>SEC 2</b>	<b>Advanced Spatial Statistical Techniques</b>	<b>2</b>	Concept of settlement analysis, nature of statistical distribution, test of significance etc. are taught in the module.
				Some techniques are taught with the help of MS Excel.
	<b>GE 4</b>	<b>Any Discipline Other Than Geography</b>	<b>6</b>	Students of subject other than Geography are studying Geography.
<b><u>V</u></b>	<b>CC 11</b>	<b>Research Methodology and Field Work (Th+P)</b>	<b>4+2</b>	The students are initiated into the world of research through a theoretical knowledge of the meaning, types and significance of research.
				They acquire the knowledge of literature review in research, research problem, objectives and hypothesis building.

				Getting idea of research materials and methods and the techniques of writing scientific reports.
				Knowledge about fieldwork in Geographical studies, its significance, techniques and tools and collection of samples are been given to the students.
				The students during their field study tour would be trained to conduct a field survey and later on to prepare a field report based on their findings collected from field work.
<u>V</u>	<b>CC-12</b>	<b>Remote Sensing and Geographic Information System (Th+P)</b>	<b>4+2</b>	Understanding of remote sensing principles, sensor resolutions, and image referencing schemes is required.
				Understand how to interpret satellite imagery and create False Colour Composites from it.
				Knowledge about the definition and Components of Geographical Information System (GIS) and raster and vector data structures, principles of preparing attribute tables and overlay

				analysis, applications of Geographical Information System in flood management and urban sprawl are been imparted to the students.
				Apply Geographic Information System (GIS) for the creation thematic maps.
				Hands on training through a specified software are been provided for preparation of FCC, preparation of LULC Map by supervised image classification.
				Application of GNSS.
<b><u>V</u></b>	<b>DSE 1</b>	<b>Cultural and Settlement Geography (Theory)</b>	<b>6</b>	Description of the concept of cultural geography, its definition, scope, content and development.
				Concept of cultural hearth, realm; cultural landscape.
				Cultural innovation and diffusion, cultural segregation, cultural diversity, and acculturation.
				The world distribution and their corresponding characteristics of major races are been imparted to the students.
				Learn about rural

				settlements, including their definition, nature, and characteristics.
				Examine the morphology of rural settlements.
				Understanding the rural house types, census categories of rural settlements and idea of social segregation.
				Learn the census definition and types of urban settlements.
				Understanding Burgess, Hoyt, Harris, and Ullman's urban morphology models.
				Distinguish between city-region and conurbation.
				Examine how cities are classified in terms of their functions.
<u>V</u>	<b>DSE 2</b>	<b>Population Geography (Theory)</b>	<b>6</b>	The development of Population Geography, relation between Population Geography and Demography, determinants of population dynamics, some selected theories of population growth, distribution, density and growth of population in India since 1951 have been described in this unit.
				This unit includes description of the concepts



				of population composition and characteristics, measures of fertility and mortality.
				Population composition of India: rural and urban, occupational structure as per Census of India.
				Discussion of migration Theories, Causes and Types.
				Calculation of Human Development Index
				Population-resource regions,
				Population policies in some selected countries: Sweden and China
				Contemporary issues in Population have discussed
<b><u>VI</u></b>	<b>CC 13</b>	<b>Evolution of Geographical Thoughts (Theory)</b>	<b>6</b>	Definition, scope and content of Geography, development of Geography in ancient and medieval period, knowledge about Geography in the age of explorations, characteristics of Classical Geography and the concept of Quantitative Revolution have been elucidated in this unit.
				Various schools of thought

				like the German, the French and the American as also the Indian contribution to Geography
				The concepts of determinism, possibilism and neo-determinism.
<u>VI</u>	<b>CC-14</b>	<b>Disaster management (Th+P)</b>	<b>4+2</b>	Knowledge about hazards and disasters, approaches to hazard study, responses to hazards and mapping of hazards have been provide.
				Some specific disasters like earthquake, landslide, cyclone and fire have been elaborately discussed.
				The students are trained to prepare a project report based on specified disasters incorporating preparedness, mitigation and management.
<u>VI</u>	<b>DSE 3</b>	<b>Resource Geography (Theory)</b>	<b>6</b>	The concepts of resource, classification of resource, theory of resource and problem of resource depletion and conservation of resources, distribution of resources are taught.
				The distribution and utilisation of mineral,

				energy and power resources in India have been discussed.
				Issues of contemporary energy crisis and sustainable resource development discussed.
	<b>DSE 4</b>	<b>Soil and Bio-geography (Theory)</b>	<b>6</b>	The students are taught to understand the quality of soil, soil degradation, its specific problems, and understand its importance as a non-renewable resource.
				The concept of biosphere, ecology, ecosystem, environment, communities, habitats, niche have been taught.
				The concept of food chain and food web.
				Classification of Biomes, threat to bio diversity have been discussed.

**COURSE WISE & SUBJECT WISE OUTCOME**  
**OF UG GENERAL COURSE (B.A/B.Sc.) IN GEOGRAPHY**  
**UNDER CHOICE BASED CREDIT SYSTEM**  
**2020-2021**

<b>Semester</b>	<b>Course code</b>	<b>Course Title</b>	<b>Credits</b>	<b>Course Outcomes</b>
<b><u>I</u></b>	<b>CC 1A</b>	<b>Geotectonics and Geomorphology (Theory)</b>	<b>4</b>	Explaining the interior of Earth, weathering process.
				Understanding crustal movement and tectonics, with a focus on their involvement in the formation of landforms.
				Identifying the relationships between landforms, processes, and the underlying structure.
				Landform development models: an overview and critical assessment.
				Discussion about hydrological cycle.
		<b>Scale and Cartography (Practical)</b>	<b>2</b>	Concept of scales, explanation of different cartographic techniques, climograph, Hythergraph have been taught.
<b><u>II</u></b>	<b>CC 1B</b>	<b>Climatology, Soil and Biogeography (Theory)</b>	<b>4</b>	Learning about the dynamics of the Earth's atmosphere and different attributes of climate and factors behind climatic phenomena.
				Approaches to climate classification are explained.
				Discussing soil formation processes, types of soil, and land and soil classification principles, and management.
				Ecosystem and biosphere concepts are

				explained.
				Classification of different Biomes discussed.
		<b>Surveying and Levelling (Practical)</b>	<b>2</b>	Learn the method to use the survey tools.
				Using a dumpy level and a prismatic compass in the field survey.
<b><u>III</u></b>	<b>CC 1C</b>	<b>Human Geography (Theory)</b>	<b>4</b>	Acquiring knowledge of approaches of Human Geography, different aspect of race, religion, language.
				Human adaptation to environment.
				This unit includes description of the concepts of population composition, population distribution.
				Discussion of migration theories, causes and types.
				Learn about rural settlements, including their definition, nature, and characteristics.
				Learn the census definition and types of urban settlements.
		<b>Map Projection and Map Interpretation (Practical)</b>	<b>2</b>	Understanding the concept of map projections.
				Understanding the basics of Topographical mapping, weather map.
	<b>SEC 1</b>	<b>Computer Basics and Computer Applications (Practical)</b>	<b>2</b>	Different statistical techniques like central tendencies and measures of dispersion, are taught to the students and the computer-based application of the same are taken care of in this unit.
<b><u>IV</u></b>	<b>CC 1D</b>	<b>Environmental Geography</b>	<b>4</b>	Knowledge on approaches of Environmental Geography, concept

		<b>(Theory)</b>		and structure of ecosystem.
				Learning about human environment relationship.
				Issues related to environmental problems and policies.
				Forest and wetland conservation.
		<b>Environmental Geography (Practical)</b>	<b>2</b>	Acquire the ability to produce a questionnaire for perception survey on environmental problem.
				Using a soil kit, learn how to determine the organic matter and PH of soil.
	<b>SEC 2</b>	<b>Regional Planning and Development (Theory)</b>	<b>2</b>	Acquiring knowledge of Regional Planning and Development, Human development, and development of agriculture and industry of India, examining the purpose of planning region.
<b><u>V</u></b>	<b>DSE 1A</b>	<b>Geography of India (Theory)</b>	<b>4</b>	Detail understandings of Indian physical settings, population structure, resource distribution and industries.
				Discussion of problem regions.
		<b>Field work (Practical)</b>	<b>2</b>	The students during their field study tour would be trained to conduct a field survey and later on to prepare a field report based on their findings collected from field work.
	<b>SEC 3</b>	<b>Field Techniques and Survey Based Project Report (Practical)</b>	<b>2</b>	Knowledge about fieldwork in Geographical studies, its significance, techniques and tools and collection of samples are been given to the students.
<b><u>VI</u></b>	<b>DSE 1B</b>	<b>Disaster Management (Theory)</b>	<b>4</b>	Knowledge about Hazards and Disasters, approaches to hazard study, responses to hazards and mapping of hazards have been provide.

				Some specific disasters like earthquake, landslide, cyclone have been elaborately discussed.
		<b>Project Work (Practical)</b>	<b>2</b>	The students are trained to prepare a project report based on specified disasters incorporating preparedness, mitigation and management.
	<b>SEC 4</b>	<b>Collection, Mapping and Interpretation of Pedological Data (Practical)</b>	<b>2</b>	Using a soil kit, learn how to determine the organic matter, Nitrogen and PH of soil.

**POLBA MAHAVIDYALAYA**  
**PROGRAMME OUTCOME**  
**OF UG HONOURS/ GENERAL COURSE (B.A/B.Sc.) IN GEOGRAPHY**  
**UNDER CHOICE BASED CREDIT SYSTEM**  
**DEPARTMENT OF GEOGRAPHY**  
**2020-2021**

**Programme Outcome:**

The Choice Based Credit System (CBCS) in Geography was introduced from the academic session 2017-18. This entails a Bachelor of Arts (B.A.) / Bachelor of Science (B.Sc.) Honours Degree Programme, spanning three years and encompassing six semesters. The envisioned Programme Outcome is enumerated below.

**PO 1 – Role of Humans on our Planet** – An understanding and acceptance of the factors that threaten the ecological system of the planet. This leads to a better understanding of the significance of anthropogenic causes for many of the disasters and risks posed to life on this planet. Enabling children to comprehend that man's ingenuity has resulted in resource creation and usage, which has resulted from man's desire for a better life and how this has also led to increasing vulnerability of the ecosystem in the 'Anthropocene'. That our planet is spaceship and balance must be brought about by restoration is the core thought. The students in this class would nurture conservationist attitude and would support the notion of sustainable development through reduce, reuse and recycling methods. The departmental seminars, field work, wall magazines continue to examine and analyze the human role and use of the planet.

**PO 2 – Scientific and Critical Thinking** – Students' knowledge, abilities, and overall understanding of the discipline are being developed. Students are encouraged to apply knowledge from class in real life problem analysis, think with scientific reasoning and to conduct research in a justifiable scientific manner. This purpose is accomplished through the Department's regular field trips to various locations of India, addressing environmental issues of the places and the subsequent preparation of a reports on the subject.

**PO 3 – Environmental Hazard Response and Management** – Students get the ability to respond to both natural and man-made disasters, as well as managerial abilities. This is accomplished through the study and analysis of hazards, disasters, their impact, and management as part of the curriculum. Preparation of project reports emphasise in teaching students the aspect of analysing, preparedness and strategy formulation of disasters, assessing areal development issues and even social issues. Workshops, competitions, posters and presentations on environmental hazards attempt to instill skills beyond those required by the curriculum and for a better career and better life as an environmentally educated citizen.

**PO 4 – Interdisciplinary Research Skills** – Ability to pursue higher studies and grow



with an exposure into applicability of Geography as a discipline in applied interdisciplinary research, on problems or situations beyond the precise scope of Geography. The curriculum's diverse nature includes the study and analysis of concepts from sub-disciplines and related disciplines such as geology, seismology, pedology, hydrology, environmental studies, disaster management, resource management and conservation, regional planning and development studies, and so on.

**PO 5 – A Human Resource Prepared for Diverse Professions-**A comprehensive syllabus in Geography teaching with equal importance on theoretical and practical parts, on physical and socio- economic sub-branches, on traditional topics and recent developments prepare a student to face the world professional avenues and with diverse opportunities. The college regularly arranges discussions with students to inform young minds the job prospects related to learning the subject.

### **PROGRAMME SPECIFIC OUTCOME**

**PSO 1** - Analyzing landform development, crustal mobility and tectonics, climate change and dynamics, soil formation and classification, hydrological and oceanographic investigations, and other topics to gain a holistic understanding of the Earth, atmosphere, seas, and planet.

**PSO 2** - Associating landforms with structure and process, developing man-environment interactions, and investigating Geography's location and role in relation to other social and earth sciences.

**PSO 3** - Recognize the role and function of global economies, industrial locations, and resource usage and exploitation, as well as their consequences.

**PSO 4** - Developing a sensitive and long-term approach to the ecosystem and biosphere in order to preserve natural systems and ecological equilibrium.

**PSO 5** - Fostering a tolerant mindset and attitude toward India's huge socio-cultural variety through the study and discussion of contemporary social and cultural geography principles.

**PSO 6** - Developing a grasp of geopolitics, global geostrategic perspectives, and the operation of political systems

**PSO 7** - Investigating the differences in human habitation patterns around the globe through research of human settlements and population dynamics.

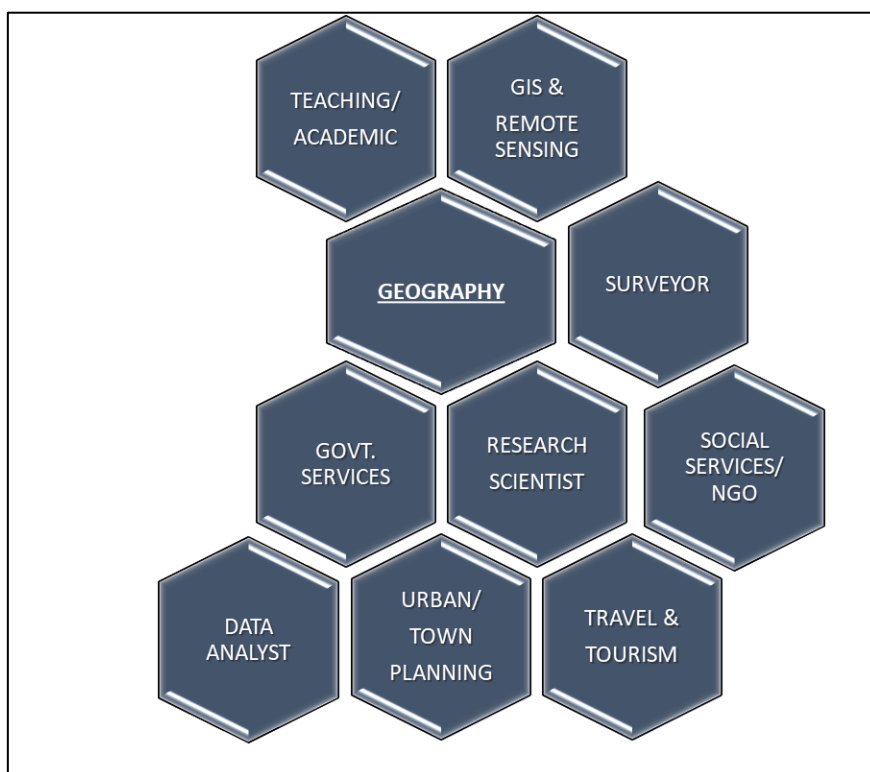
**PSO 8** - Understanding and accounting for regional differences, poverty, unemployment, and globalization's effects. Explaining and assessing India's regional variety through natural and planning regions interpretation.

**PSO 9** - Examining ancient and modern geographical ideas, as well as their connections to modern concepts like as empiricism, positivism, radicalism, and behaviorism.

**PSO 10** - Sensitization and knowledge of the subcontinent's vulnerability to hazards and calamities, as well as their management.

**PSO 11** - Instruction in practical mapping, cartography, GIS software, image and map interpretation, photography, and image interpretation in order to comprehend the spatial variation of phenomena on the Earth's surface.

### CAREER SCOPE WITH GEOGRAPHY



- Teaching, and govt. Jobs.
- Surveyor job with experience of field survey on educational excursion.
- NGO jobs with Skill Enhancement Course on social issues and survey.
- Planning & tourism job with specialization certificate.
- Data analyst job with skill enhancement course on computer application.

**DEPARTMENT OF HISTORY**  
**COURSE OUTCOME (CO) HISTORY**  
**HONOURS (B.A)**  
**UNDER CBCS**  
**(AY: 2020-21)**

Semester	Course	Course outcome
Semester I	Course : CC-I Course Title : History of India (From earliest times to 600 AD)	CO-1: Students will learn how to interpret historical sources of early India CO-2: students will learn about prehistoric culture such as Paleolithic, Mesolithic, and Neolithic as well as rise and growth of Harappan civilization, early and later Vedic civilization, rise of Magadhan empire from Mahajapadas. CO-3: Students will gather knowledge on the Mauryan empire; post Mauryan empire polities such as the Kushanas and the Satvahanas as well as the rise and development of the Gupta Empire. CO-4: Students will acquire knowledge on society, economy and culture in early India.
	Course : CC-II Course Title: Social formations and cultural patterns of the Ancient world.	CO-1: Students will improve their knowledge on evolution of human society and food production owing to beginning of agriculture and animal husbandry. CO-2: Student will understand with Bronze age civilization with example of Mesopotamia with its economy, society, polity and religion as well as nomadic groups in central and west Asia and advent of Iron. CO-3: Student will gain knowledge about in Greek historical past. Greece peloponnesian war etc. Greek polity, society economy, religion, art and architecture. CO-4: Students will get an idea about Greek polity, society economy, religion, art and architecture.
	Course :GE- 1A Course Title : : History of India (From earliest times to 300 CE) [For students having honours in subjects other than History]	CO-1: Students will acquire knowledge about the Indian historical past. They will learn how to interpret of his historical sources of Ancient India. CO-2: They will learn pre- historic cultures and Harappan civilization as well as vedic civilization. CO-3: Students will get idea about Jainism and Buddhism. CO-4: They will acquire knowledge about the rise of Magadhan Empire from 16 Mahajana padas as wella srise of the Mauryan empire. CO-5: students will learn about Satavahan, sakas and kushanas as well as the sangam age.

Semester II	Course :CC III Course Title : History of India (600-1200 AD)	CO-1: It will give a clear idea to the students of history about the concept of early Medieval India. CO-2: students will acquire knowledge about evolution of political structures in North India as well as South India in early Medieval time. CO3: students will gain knowledge about arrival of Islam in India and its effect. CO-4: students can understand agrarian structure and social change as well as trade and commerce in early Medieval time. CO5: They can also gain idea of religious and cultural development in early Medieval India.
	Course :CC IV Course Title:: Social formations and cultural patterns of the Medieval world.	CO-1: Students will acquire knowledge about the history of Ancient Roman Republic. CO-2: Students will learn about constitution, society and economy in ancient Rome. CO-3: They will get idea of religion, culture, literature and philosophy in ancient Rome as well as crises of the Roman Empire and transition to participate. CO-4: Students will learn how economic development took place in Medieval Europe. CO-5: Students will also learn about the concept of religion and culture in Medieval Europe. CO-6: Students will acquire an idea about societies in central Islamic land in Medieval period.
	Course : GENERIC ELECTIVE (GE)-1B Course Title : History of India (300-1206 CE) For students having honours in subjects other than history	CO-1: students will acquire knowledge about Indian historical past. They will learn about the rise and growth of the Gupta Empire as well as Harsha and his times. CO-2: students can gain knowledge about Palas, Senas, Pratiharas etc.of North India in early Medieval period. CO-3: They will also get idea about Chalukyas, Pallavas, and Cholas etc. of South India in early Medieval period. CO-4: Students can understand society, economy and culture in this period. CO-5: Students will also learn how Islam's advent in India took place.

Semester III	Course :CC V Course Title : History of India (circa 1206 CE – 1526 CE)	CO-1: Students will gain knowledge about historical sources for interpreting the Delhi Sultanate. They will learn about history of Sultanate from its establishment and consolidation to its disintegration .Students will also gather ideas on different regional powers. CO-2: It will provide a clear idea to the students about the socio- economic and cultural aspects during the period of sultanate. CO-3: Students will also realize the religion, Sufism and
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		Bhakti movement as developed during the Sultanate.
	Course :CC VI Course Title : Rise of the Modern West – 1 (15 <sup>th</sup> & 16 <sup>th</sup> )	CO-1: It will provide a clear idea to the students about transition from feudalism to capitalism as well as early colonial expansion through sea. Voyages and exploration and discovery of America. CO-2: Students will also acquire knowledge about origins, spread and impact of Renaissance and Reformation in Europe. CO3: Students also learn about agricultural revolution, commercial revolution and price revolution as well as emergence of European state system.
	Course :CC VII Course Title : History of India (1526 – 1757 CE)	CO-1: Student will learn how to interpret historical sources for reconstruction of Mughal History. Students will acquire knowledge about establishment, consolidation and disintegration of Mughal Empire. CO-2: It will provide the basic conception to the students about the development of Mughal art, architecture and painting. CO-3: It will provide idea to the students on how regional powers emerge after the decline of the mughal empire and rise of the English East India company in Bengal.
	Course :SEC-I Course Title : Archives and Museum in India.	CO-1: This course will introduce students to archives and Museum in India and their history of development. CO-2: Students will learn about types of archives and museum and understand the traditions of presentation. CO-3: It will provide idea to students how to organise museum presentation and exhibition .Students also learn about relationship between museum, archives and society through communication outreach activities.

<p>Course : GENERIC ELECTIVE-IC Course Title : History of India (1206 CE- 1707 CE)</p>	<p>CO-1: It will give a clear idea to the students about the history of the Sultanate as well as the Mughal empire. upto 1707 AD . CO-2: Students will acquire knowledge about the sultanate from its establishment and consolidation to its downfall. CO-3 : Students will also get ideas on the emergence of different regional powers and the socio- economic and cultural aspects during the period of sultanate.(1206-1526 AD) CO-4: Students will learn about the history of the Mughal Empire from its foundation and consolidation to its disintegration. CO-5: Students will also understand Mughal Indian society, economy and culture including Akbar's Din - I'llahi.</p>
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<p>SEM IV</p>	<p>COURSE : CC VIII Course title : Rise of the Modern West-II (17<sup>th</sup>&amp; 18<sup>th</sup> centuries</p>	<p>CO -1: Students will be able to learn about 17<sup>th</sup> century European crisis of economic, social and political dimension as well as the English Revolution and related major issues of political and intellectual currents. CO-2: Student will understand rise of Modern science in European society since Renaissance. CO-3: They will also learn Mercantilism and its impact on European economy. CO-4: Students will gather knowledge about European polities in 18<sup>th</sup> century as well as the concept of parliamentary monarchy and absolutism in Europe. CO-5: Students also learn about the concept of Industrial Revolution in England and other European countries.</p>
	<p>COURSE : CC IX Course title :Course Title : History of India (1757- 1857 )</p>	<p>CO-1: Students will learn how English East India company rule was established in Bengal as well as in India. CO-2: Student will also know about legitimization of company's rule in India through various acts passed in British parliament. CO-3: They will learn about British land revenue system and its impact on rural society. CO-4: Students will acquire knowledge about trade and industry including de-industrialization, drain of wealth and growth of modern industry. CO-5: They will get an idea about Bengal Renaissance and socio-religious reforms as well as role of Rammohan Roy, Vidyasagar etc. CO-6: Students will gain knowledge about popular resistance against the company's rule in form of various uprisings and nature of the revolt of 1857.</p>

<p>COURSE : CC-X Course Title : History of India (1858- 1964 )</p>	<p>CO-1: Students will acquire knowledge about rebellions like Indigo rebellion, growth of new middle class, age of associations, the Aligarh movement etc. CO-2: Students will learn historiography of Indian nationalism, birth of Indian National congress, Swadeshi movement in Bengal in 1905, Muslim League, Lucknow Pact etc. CO-3: Students will learn how Gandhi rose to power in Indian politics and his activities towards freedom. CO-4: They will also learn about role of Subhas Bose and INA in Indian freedom struggle. CO-5: Student will understand how communal politics gained ground and finally led to the partition of India. CO-6: Students will get an idea of the Nehru era and its internal policy and foreign policy like Non- alignment between 1947 and 1964.</p>
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<p>COURSE : SEC- II Course Title: Art Appreciation: An understanding to Indian Art.</p>	<p>CO-1: This course will introduce students to Indian art from ancient to contemporary times in order to understand its diversity and aesthetic richness. CO-2 : Students will understand pre- historic and proto historic art like Rock art as well as Harappan art. CO-3: Students will get idea on major developments in Indian art between 600 BCE TO 600 CE. in form of stupa, cave, temple ,sculpture etc. CO-4: Students will also know about temples, manuscripts, and mural paintings etc. in India in early medieval period. (600 - 1200 CE ) CO-5: Students can get an idea about Indian art and architecture during the Sultanate and the Mughals (1200 CE - 1800 CE ) CO-6: Students also can acquire knowledge on modern and contemporary Indian art and architecture as well as major artists and their artworks.</p>
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## SEM V

<p>Course : GENERIC ELECTIVE-ID          Course Title :          History of India (1707 - 1950)</p>	<p>CO-1: Students will learn how regional powers emerged after the downfall of Mughal empire and the Company's rise into power.          CO-2: Students can get an idea on land settlements and tribal and peasant revolts against the company's economic exploitation.          CO-3: Students can acquire knowledge about socioreligious reform movements in the 19<sup>th</sup> century and role of Rammohan Roy, Vidyasagar etc.          CO-4: They will learn about nature of revolt of 1857 and age of associations and birth of Indian National Congress as well as partition and Swadeshi movement in Bengal.          CO-5: Students will get an idea on the rise of Gandhi in Indian politics and his movements. They also learn about role of Subhas Bose and INA in Indian freedom struggle.          CO-6: Students can also understand how India was partitioned owing to communal politics and how Indian Republic comes into being.</p>
<p>COURSE : CC-XI          Course Title :          History of Modern Europe II (1789-1870 )</p>	<p>CO-1: The course will provide knowledge to students about the history of Modern Europe. Students will also learn about the background of the French Revolution an epoch - making event, its multi -faceted phases and its repercussions in Europe.          CO-2: Students will acquire knowledge about the Napoleonic era and its impact on France and Europe, and Restoration and Revolutions of 1830 &amp; 1848 and their impact.          CO-3: It will give an idea to students about Industrialisation and socio - economic transformation in Europe, rise of socialism, rise of Nationalism in Germany and Italy, the second French empire etc.</p>

<p>COURSE : CCXII          Course Title:          Studying history writing: Indian and western.</p>	<p>CO-1: It will introduce students to the historiography - Indian and western. Students will learn about time, space in history as well as types, classification and importance of sources of history.          CO-2: Students will acquire knowledge about philosophy of history, hypothesis, historical narrative and generalization.          CO-3: It will also introduce students to different schools of Indian and western historiography including precolonial forms of writing Indian history.          CO-4: Students will be familiar with the relationship between history and other disciplines as well as the process of doing research of history.</p>
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<p>COURSE : DSE- I  Course Title: Life and Culture in preColonial Bengal.  (Prehistoric times to mid-18th century.)</p>	<p>CO-1: Students will gain knowledge about the history of ancient and medieval Bengal. It will give a clear idea to the students about historical geography, people and society of ancient and medieval Bengal. Students can learn the political developments of Bengal from ancient times to the rule of the Nawabs.  CO-2: Students will acquire knowledge about economic life in Bengal and rise of Calcutta and Murshidabad. CO-3: Students Can learn about religions, architecture, sculpture and other forms of art.  CO-4: Students will gain knowledge about literature and traits of regional culture of ancient and medieval Bengal.</p>
<p>COURSE : DSE- II  Course Title : Life and Culture in Colonial Bengal.(1757- 1947)</p>	<p>CO-1: Students will acquire knowledge about the history of colonial Bengal. They will learn how East India Company's rule was established in Bengal through the battle of Plassey. They also can know the change in the revenue system under the British and its impact on rural economy of Bengal.  CO-2: Students will understand the changes in social and economic life in Bengal upto 19<sup>th</sup> century such as de-urbanization and popular protests.  CO-3: Students will learn about the impact of the Company's rule such as western education and Bengal Renaissance, role of Rammohan Roy, Vidyasagar etc.  CO-4: Students will also acquire knowledge about on the cultural scenario in the 19<sup>th</sup> century Bengal. Bengali literature, music, theatre, science, technology and medicine.  CO-5: Students will gain the concept of Swadeshi movement, Muslim League, and Gandhian movements in Bengal. They will also understand influence of nationalism , literature, utsab &amp; melas ,theatres , CO-6: Rabindranath, Nazrul and others in the 20<sup>th</sup> centuries as well as impact of partition pf Bengal.</p>

SEM VI	<p>COURSE : CC- XIII  Course Title : History of Modern Europe -II ( 1871-1945)</p>	<p>CO-1: This course will help students to learn about major events in Modern Europe between 1871 &amp; 1945. Students will know about German foreign policy of Bismarck and Kaiser William II, Eastern question and Balkan wars.</p> <p>CO-2: Students will understand causes of outbreak of First World War, the Russian Revolution and establishment of League of Nations.</p> <p>CO-3: Students will gather knowledge about consolidation of Soviet State as well as rise of fascism in Italy and Nazism in Germany, and crisis of new European order.</p> <p>CO-4: Students will learn how Hitler's aggressive foreign policy, Mussolini's foreign policy and Rome - Berlin Tokyo Axis led to the Second World War.</p> <p>CO-5: Students will also know about origin and functions of United Nations Organization.</p>
	<p>COURSE : CC- XIV  Course Title : Making of the Contemporary world (1946- 2000)</p>	<p>CO-1: Students will learn about post- war changing social, political and economic scenarios of the world. They will also know about origin of cold war, military and defence alliances out of superpower rivalry as well as fall of Berlin Wall and German re-unification.</p> <p>CO-2: Students will be able to gather knowledge about decolonization and emergence of the Third World as well as Third world Organizations like OPEC, SAARC etc.</p> <p>CO-3: Students will learn how cold war was escalated due to Korean war, Cuban crisis, Vietnam war, Palestine problem, Gulf war etc.</p> <p>CO-4: Students will also understand Globalization and its impact, Liberalization and its impact as well as World Bank and IMF.</p> <p>CO-5: They will also know about emerging trends in culture, media as well as about Information Revolution.</p> <p>CO-6 : Students will be aware about changing world political scenarios such as collapse of Soviet Bloc and American Uni-polarism .They will learn about how current threats of ethnic clashes and cross- border terrorism confronting the world.</p>

<p>COURSE : DSE- III Course Title : History of Modern East Asia I (1840 - 1919)</p>	<p>CO-1: Students will gain an idea on nature of society, administration, religion and economy in precolonial China. CO-2: Students will know about Anglo-Chinese relations till the Opium war and its result on Chinese life as a whole. CO-3: Students will acquire knowledge about Chinese Rebellions, Restoration and Nationalism. They will also know the Revolution of 1911 as well as the role of Dr. Sun - Yat - Sen. CO-4: Students will gain the concept of society, religion, economy and administration as well as crisis of the Shogunate in pre -Meiji Japan.</p>
	<p>CO-5: Students will learn about Meiji Restoration and how it signalled the process of Modernization and transformation of Japan. CO-6: Students will also learn about expansion of Japan up to the First World War.</p>
<p>COURSE : DSE- IV Course Title : History of China and Japan (1919- 1949)</p>	<p>CO-1: This course will make the students aware of the major transformation of China and Japan between 1919-1949. They will learn about growth of Chinese Nationalism, Warlordism, and May 4<sup>th</sup> Movement.</p>
	<p>CO-2: Students will know about rise of Kuomintang Party and Chinese Communist Party (CCP), conflict between two parties and Ten Years of Nankin Government under Chiang -Kai – Shek. CO-3: Students will learn about the CCP under Mao- Tse - Tung, the Yen-an experiment, the Chinese Revolution of 1949 and establishment of the People’s Republic of China. CO-4: Students will know about the abolition of feudal society through the process of Modernization and Industrialization which led to the rise of Modern Japan. CO-5: Students will learn how imperial fascist Japan emerged due to failure of the democratic system and rise of militarism in the 1930s and 1940s. CO-6: Students will also acquire knowledge about Japan’s bid for supremacy but her ultimate defeat in World War II and also position of Japan in post-war period.</p>

# **PROGRAMME OUTCOME**

**FOR ACADEMIC YEAR: 2020– 2021**

## **Department of History**

	<b>PROGRAMME OUTCOME (PO)</b>
PO-1	To provide students an in-depth knowledge of history.
PO-2	To provide students a basic method of studying and writing History.
PO-3	To provide a well - resourced learning environment for history.
PO-4	To provide students the scientific way of learning History
PO-5	To enhance the inquisitiveness of the students regarding Humanities, Literature and Current Affairs-- national and international.
PO-6	To provide students an orientation regarding the interdisciplinary fields in Arts and Humanities and other social sciences.
PO-7	To provide students of History an ability in critical thinking skills.
PO-8	To provide students with the opportunity to pursue courses that emphasizes quantitative and theoretical aspects of History.
PO-9	To help students fully understand the concept and application of research methodologies and field work.
PO-10	To provide students an idea of how and when Homo Sapience emerged as the specie and how they produced Human civilization.
PO-11	To make students aware that only through learning about past that we make sense of the present.
PO-12	To provide an opportunity for graduate students of History Honours to pursue post graduate courses at various universities and Ph.D courses thereafter.

PO-13	To instil in the minds of students an interest in taking up teaching of History as a profession in the academic institutions.
PO-14	To motivate the students to prepare for various types of competitive examinations.

### **B.A. Honours in History under CBCS curriculum**

#### **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 students under the newly introduced semester system completed graduation in the academic year 2019-20. 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:

1) **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 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.

2) **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 up to date knowledge of historical events, impact, war and history, result.

The students may acquire knowledge of the historical events of the Ancient, Medieval, Modern Indian and European history in new aspects.

3) **Development of the New 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.

**POLBA MAHAVIDYALAYA**  
**COURSE OUTCOME-**  
**PHILOSOPHY HONOURS**

**Academic Session-2020-2021**

Sl.	Name of the course	Semester	Course code	Credit	Marks in the course	Course outcome
1.	Outlines of Indian Philosophy-1	1	CC-1	6 per week	75	This course helps the students to have a close acquaintance with the major issues and important concepts of Indian Philosophy.
2.	Outlines of Western Philosophy-1		CC-2			Student can identify and distinguish between the main historical tradition in western philosophy from Pre- Socrates to the enlightenment
3.	Outlines of Indian Philosophy-II	II	CC-3	6 per week	75	Help for advanced learning of Indian Philosophy.
4.	Outlines of Western Philosophy-II		CC-4			Identify & explain key philosophical concepts as they arise in the different historical periods including knowledge, ,reality ,reason, substance, identity, mind/soul, causation, experience etc.

<b>5.</b>	Indian ETHICS	<b>III</b>	<b>CC-5</b>	<b>6 per week</b>	<b>75</b>	Students can assess arguments and philosophical perspectives using critical reasoning. They can write clear and concise explanations and arguments about basis ethical problems.
<b>6.</b>	WESTERN ethics		<b>cc-6</b>			To introduce the nature and scope of ethics as a discipline of Normative study. Students can distinguish between moral and non-moral action and determine the object of moral judgement, after resolving the quarrel between Motive and Intention-which one to be taken as its object.
<b>7.</b>	Indian LOGIC		<b>CC-7</b>			This course helps students to understand the distinct features of Indian Epistemology.
<b>8.</b>	Philosophy in Practice		<b>SEC-1</b>	<b>2 per week</b>	<b>50</b>	Students can Identify and distinguish between the philosophy and darsana .They can understand some model world-views of Indian as well Western philosophers.
<b>9</b>	Western Logic-I	<b>IV</b>	<b>CC-8</b>	<b>6 per week</b>	<b>75</b>	Study of logic improves the analytical skills and knowledge of the formal techniques of evaluating arguments and deductive system. This course enhances the ability of critical thinking skills.
<b>10</b>	Psychology		<b>CC-9</b>			The outcome of this course is to do analysis of language for

						critical thinking as all thinking is based on the logical presentation of language and psychology.
<b>11</b>	Philosophy of Religion		<b>CC-10</b>			This course develops in students a sense of the values and a reflective attitude and sensitivity towards the sub-ethics and complexities of philosophical judgement and a life-long commitment to learning & enquiry.
<b>12</b>	Philosophy of Human Rights		<b>SEC-2</b>	<b>2 per week</b>	<b>50</b>	The outcome of this course is to understand the nature of human right, fundamental right and human right and duties etc.
<b>13</b>	Socio-Political Philosophy	<b>V</b>	<b>CC-11</b>	<b>6 per week</b>	<b>75</b>	This course educates the students about ways to apply the ethical norms in the society and its effect on the society. It enhances the knowledge of socio-political movements, about the notion of freedom, duty & right etc.
<b>14</b>	Western Logic-II		<b>CC-12</b>			The outcome of this course is to understand the valid argument form which includes propositional and predicate logic. This course also provides modern techniques which would help to proof arguments.
<b>15</b>	Special Text: Kathopanisa		<b>DSE-1</b>			This course helps the students to have a close acquaintance with the major issues and important



	d					concepts of ancient Indian Philosophy. It enhances the knowledge about nature of self ,bondage and liberation etc.
<b>16</b>	Special Text: B. Russell: the problems of philosophy		<b>DSE-2</b>			This course develops in students a sense about Russell's philosophy, problems of western philosophy of twentieth century also.
<b>17</b>	Philosophy in the Twentieth Century: Indian	<b>VI</b>	<b>CC-13</b>	<b>6per week</b>	<b>75</b>	This course is emphasizing on the contemporary Indian philosophical concepts. The advantages of these course are that which provides the concept of God, Man, nature of World Religion , Reality etc.
<b>18</b>	Philosophy in the Twentieth Century: Western		<b>CC-14</b>			This course introduces some basics concepts of contemporary western philosophy. This is emphasizing on the theory of substance, the source of knowledge, space and time and etc.
<b>19</b>	Special Text: Rabindranath Tagore: Sadhana	<b>VI</b>	<b>DSE-3</b>			This course helps the students to have a close acquaintance with the major issues and important concepts of Tagore's Philosophy. This is emphasizing on Tagore's concept of the nature of man, God, problem of evil, surplus of man and so on.
<b>20</b>	Special		<b>DSE-4</b>			This course will enhance the

	<b>Text: Hume: An Enquiry Concerning Human Understandi ng</b>					knowledge of the students regarding the philosophical thoughts of D.Hume.
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**POLBA MAHAVIDYALAYA**  
**DEPARTMENT OF PHILOSOPHY**  
**2020-2021**  
**GENERAL COURSE OUTCOME**

21.	Indian Philosophy	1	GE- 1/CC-1A	<ul style="list-style-type: none"> <li>● Going through the different systems of Indian Philosophy the students will be benefited in various ways:</li> <li>● The Carvaka Philosophy teaches the students to be practical in their everyday life rejecting the Vedic concepts.</li> <li>● Going through the Jaina and Buddhist philosophy a student would learn the theory of ahimsa and that of Pancha Sila through which he or she would build up his or her character and to be a “Man” in the true sense of the term.</li> <li>● The Nyaya philosophy enables the students to infer properly and develops their thinking power.</li> </ul> <p>From the study of Vaisesika philosophy the students can acquire knowledge about the different types of categories and they can be aware of Vaisesika atomism.</p> <ul style="list-style-type: none"> <li>● The Samkhya philosophy teaches the students the theory of Causality and the theory of evolution of the world which can increase their insights.</li> <li>● From Yoga philosophy student can learn the eightfold Yoga through which he or she can keep</li> </ul>
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				<p>himself or herself bodily and mentally fit which is necessary for maintaining his or her practical life.</p> <p>The Mimansa and Vedanta philosophy help a student to develop a philosophical outlook towards the world which is necessary for maintaining good mental health.</p>
22.	Western Philosophy	2	GE-2/CC-1B	<p>Going through the syllabus the students would be acquainted with the different theories regarding Epistemology and Metaphysics. As a result they would learn to think independently being free from all superstitions which would help them to become self-dependent in future life.</p>
23.	Logic	3	GE-3/CC-1C	<p>From the study of western logic the students become aware about the nature, classification and rules of inference as a result they learn to think logically which can help them to search the truth being free from all kinds of superstition.</p>
24.	Philosophy in Practice	3	SEC-1	<p>This syllabus would provide the opportunity not only to know attentive world views but also to develop a view of his or her own.</p> <p>Going through the Indian way of argumentation. Students would learn how to take part in a debate or in a gentleman's discussion</p>

25.	Contemporary Indian Philosophy	4	GE-4/CC-1D	The role of a country man is to cope with the changing scientific, social and political scenario, but not at the cost of moral and religious tradition that he has inherited. Going through the writings of contemporary Indian philosophy students would be able to reconcile the golden ancient tradition of India with global changes taking place in every junctions of human civilization.
26.	Philosophy of Human Rights	4	SEC-2	From the study of the Philosophy of Human Rights the Students get a clear idea of human rights and such as right of food, right of cloth, right of education, right of work etc. As a result if the state or anyone violets their rights, they can appeal to be count of the protection of their rights.
27.	Philosophy of Religion	5	DSE-1A	From the study of the Philosophy of Religion the student become aware about the different theory regarding the origin of religion, the historical development of religion, general characteristic of religion and the different forms of religion. If can help them to be respectful to all the forms of religion which is too much necessary to maintain the communal harmony in the society.
28.	Indian Philosophy	5	GE-1	<ul style="list-style-type: none"> <li>Going through the different systems of Indian Philosophy the students will</li> </ul>

				<p>be benefited in various ways:</p> <ul style="list-style-type: none"> <li>● The Carvaka Philosophy teaches the students to be practical in their everyday life rejecting the Vedic concepts.</li> <li>● Going through the Jaina and Buddhist philosophy a student would learn the theory of ahimsa and that of Pancha Sila through which he or she would build up his or her character and to be a “Man” in the true sense of the term.</li> <li>● The Nyaya philosophy enables the students to infer properly and develops their thinking power.</li> </ul> <p>From the study of Vaisesika philosophy the students can acquire knowledge about the different types of categories and they can be aware of Vaisesika atomism.</p> <ul style="list-style-type: none"> <li>● The Samkhya philosophy teaches the students the theory of Causality and the theory of evolution of the world which can increase their insights.</li> <li>● From Yoga philosophy student can learn the eightfold Yoga through which he or she can keep himself or herself bodily and mentally fit which is necessary for maintaining his or her practical life.</li> <li>● The Mimansa and Vedanta philosophy help a student to develop a philosophical outlook towards the world which is necessary for maintaining good mental</li> </ul>
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				health.
29.	Philosophical Analysis	5	SEC-3	This will give Students the opportunity to have a taste of what Philosophical analysis is. By going through this Syllabus Students would be able to develop their reflective thinking. So that they can avoid the tendency of reacting irrationally in any situation.
30.	Tarkasamgraha (Saptapadartha)	6	DSE-1B	<p>Going through the book Tarkasangraha the students are acquainted with the development of physical science in Ancient India. Besides this, the study of Tarkasangraha enables the students to develop their logical and analytical view point.</p> <p>Going through the book Tarkasangraha the student will be benefited for two reasons— (1) The students will be able to know about the development of modern science in Ancient India. (2) It will give the opportunity to the students to think—analytically and logically.</p>
31.	Western Philosophy	6	GE_2	Going through the syllabus the students would be acquainted with the different theories regarding Epistemology and Metaphysics. As a result they would learn to think independently being free from all superstitions which would help them to become self-

				dependent in future life.
32.	Ethics in Practice	6	SEC-4	<p>From the study of Indian Ethics the students will become aware about the concept of Purusartha, the Jaina concept of Panchasila and the Yoga concept of Astangik Marg. Going through the selected chapters of Sree Gita the students will be inspired to performed niskamkarma. All these will help them to build their moral characters and to be “Man” in the true sense of the term. As a result they will be able to devote themselves in the welfare of the society.</p> <p>From the study of Western Ethics the students come to know the real meaning of the different ethical terms such as “Good”, “Bad”, “Right”, “Wrong” etc. They are also acquainted with the Nature, characteristic and the real object of Moral Judgment and the different theories of moral standard. As a result they can determine the moral value of a Voluntary action ultimately the study of Ethics, theoretical and Practical can help the students to develop and ethical sense in them and to build up their moral character.</p>



# PROGRAM OUTCOMES OF PHILOSOPHY HONOURS (B.A.) UNDER CBCS

There will be six semesters in the Three-Year B.A.(Honours) programme. It consists of 14 Core Courses, 2 Ability Enhancement Courses, 2 Skill Enhancement Courses, 4 Discipline Specific Elective Courses and 4 Interdisciplinary Generic Elective Courses.

**PO- 1-** The study of Philosophy helps the students to get acquainted with different schools of Indian philosophy like Cārvāka, Jainism and Buddhism as Nāstika schools on the other hand, Sāṃkhya, Yoga, Nyāya, Vaiśeṣika, Mimāṃsā and Vedānta as Āstika school, on the other hand.

**PO-2-** They learn both Psychology and Social and Political philosophy. In the part of Psychology students become aware of different theories like Interactionism, Philosophical behaviourism, Person theory along with different methods of Psychology, nature and relation of sensation and perception. They become acquainted with theories of learning, different levels of mind, Freuds theory of dream. They also learn different tests of Intelligence regarding I.Q. measurement.

**PO-3-** In the part of Social and Political philosophy students of philosophy learn about the nature of social and political philosophy and their relation. They also study the basic concepts of society, nature and role of family in society, different theories regarding the relation between individual and society. They also learn about secularism, nature and progress of Social changes, different theories of social changes, discussion about different political ideals.

**PO-4-** Students get acquainted with the epistemological and metaphysical theories of the western philosophers like Socrates, Plato, Descartes, Spinoza, Leibnitz , Locke, Berkeley Hume and Kant.

**PO-5-** 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.

# PROGRAM OUTCOMES OF THREE - YEAR B.A. PROGRAM IN PHILOSOPHY

## PROGRAM SPECIFIC OUTCOMES OF PHILOSOPHY HONOURS

The three year Under Graduate course in Philosophy Honours initiates students to Epistemology and Metaphysics, Logic, Indian Philosophy, History of Modern and Western Philosophy and Ethics, Philosophy of Religion and Existentialism. The course develops interests in learning philosophy with clarity and analysing the philosophical concepts with philosophical reflection and analysis. The course also helps to develop critical thinking. After successfully completing the 3year degree course the following Programme Specific Outcomes are expected of the students:

**PSO-1:** After completion of the three-year Honours course in Philosophy students are expected to read the philosophical books written by various philosophers on various philosophical topics to get an overall idea of philosophy and also for widening the philosophical knowledge, to create enthusiasm and interest to do progress in research works and to write small articles on various philosophical topics. To develop the logical thinking capabilities, to inspire other students also to study philosophy.

**PSO-2:** first of all, to developed love for the subject, their power of constructive critical thinking and to provide a reflective, logical and systematic solutions to the problems faced in philosophy, - either metaphysical, empirical social, political and religious.

**PSO-3:** to decide and progress in the philosophical areas which interest them most and to pursue in that area, inquire, understand and to write research articles for the further progress of those areas.

**PSO-4:** to learn and understand the different methods of doing philosophy, understanding their significance and applying them in the relevant areas.

**PSO-5:** At the end of the programme the students are expected to learn the research methodology and to apply them validly while writing research papers. While donning so they are expected to consult both the primary and the secondary sources of books and also to study research articles both contemporary and modern.

**PSO-6:** Recognizing and understanding the different values- personal, social and global, recognizing the value of the total existence and their harmonious relations, building ability to live in harmony in the midst of diversity and its importance

**PSO-7:** Identifying the inherent problems of philosophy and endeavour to reflect logically on them and providing a necessary solution to it.

**PSO-8:** to understand the distinctive features of each philosophical systems either traditional, contemporary or modern and value them.

**PSO-9:** to understand the importance and significance of the historical development of each philosophical tradition and attain knowledge from them.

**PSO-10:** to develop a proper understanding and significance of the different kinds of traditions, social change, the role of philosophy in guiding each and every branches of social and political theories and also

evaluating them.

**PSO-11-** The study of Philosophy in general develops the faculty of understanding of the students. The study of Logic enriches one's thinking skill and sharpens one's analytical abilities. It equips students to grasp the different issues discussed in mathematics, computer science etc.

**PSO-12-** 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.

**PSO-13-** The study of Ethics helps a student to gain the ability so that they can make themselves to become a proper social being. The Honours course enables the students to develop an insight into the intricacies of the subject and prepare them for more advanced courses on subject in the university of Calcutta as well as in the other universities both national and international. It also develops in them to think logically and essentially which is absolutely essential in realising the principles and theories of Philosophy.

**PSO-14-** Develops the ability to think logically, to analyse and solve problems, to assess proposed solutions, to write and speak clearly, attending to details

**PSO-15-** Brings the important questions to the table and works towards an answer. It encourages us to think critically about the world; it is the foundation of all knowledge and when utilised properly, can provide us with huge benefits.

**PSO-16-** Enhances in a way no other activity does, one's problem-solving capacities, contributes uniquely to the development of expressive and communicative powers, persuasive powers, writing skills.

**PSO-17-** Moral Philosophy involves systematizing, defending and recommending concepts of right and wrong behavior.

**PSO-18-** It's the most practical by far because it teaches to think critically and evaluate arguments and truth claims

**PSO-19-** Improves reasoning and critical skills, teaches how to ask good questions from the worthless questions.



**POLBA MAHAVIDYALAYA**  
**Polba, Hooghly**  
**Department of Political Science**

**Programme Outcome**

**Programme Outcome: B.A. Honours**

1. Students graduating through B.A. Honours Programme from this college will acquire knowledge on the social, political, economic and cultural developments at local, national and international level which will provide them qualifications required for job market both at the national at global level.
2. Understand the world, country, society, power dynamics and they will have awareness on social rights, human rights, fundamental rights, values, ethics and their responsibility and duties towards themselves and their society.
3. Ability to understand different disciplines and develop interdisciplinary approaches in their thinking and practice
4. Develop the ability to communicate effectively in both vernacular language and English by oral, written, graphical and technological means.

**Programme Specific Outcome**

Students will be able to apply for post graduate programme in the discipline of Political Science, Human Rights, Journalism and Area Studies, Women Study, Public Administration, International Relation after graduating with Political Science Honours Degree. Students will also be able to choose careers in the following areas:

1. civil services
2. law
3. policy analysis
4. journalism
5. marketing research analysis
6. teaching
7. political campaign staff
8. public relations specialist
9. research
10. NGO jobs

### Course Outcome

Semester I		
Course Code	Course Name	Knowledge Gained/Skilled Gained/ Competency Gained
CC-1	Western Political Thought	<p><b>Knowledge Gained:</b> about the classical tradition of western political thinkers and how their views and philosophies contributed in shaping the ideas on sovereignty, rights, law, authority, government, equality, class, state, society and power politics.</p> <p><b>Skill Gained:</b> able to understand the ideological foundation of the state-society interface</p> <p><b>Competency Gained:</b>enable the students to interpret the major developments in the state, society and politics and can contextualize new developments emerging in the specialized areas of Political Science</p>
CC-2	Political Theory	<p><b>Knowledge Gained:</b> about the key concepts in political theory.</p> <p><b>Skill Gained:</b> able to understand what is going around them. They will also be able to apply theoretical knowledge practical situations.</p> <p><b>Competency Gained:</b> able to critically analyze the subject.</p>
Semester II		

CC-3	Indian Political Thought	<p><b>Knowledge Gained:</b> about the traditions of Indian thinkers from ancient period to contemporary time</p> <p><b>Skill Gained:</b> enable the students to learn the challenges prevailed in the Indian society and how the philosophy of thinkers of Indian tradition helped in shaping modern India.</p> <p><b>Competency Gained:</b> able to appraise philosophical issues relevant to Indian society</p>
CC-4	Indian Government and Politics	<p><b>Knowledge:</b> gained general understanding about the importance of the Constitution, about the functions of various governmental institutions of India, rights and duties of Indian citizens</p> <p><b>Skill Gained:</b> able to understand the process through which Indian political system functions and the duties of the citizens required for safeguarding the Indian political system.</p> <p><b>Competency Gained:</b> students will learn how the constitution can help in providing equal opportunities to the marginalized, downtrodden people, how constitution can help in social transformations in non-violent ways and how freedom, equality and justice can be achieved in the society.</p>
<b>Semester III</b>		
CC-5	Comparative Politics	<p><b>Knowledge:</b> about development of comparative politics as an academic discipline, significant features of political systems of different countries.</p> <p><b>Skill Gained:</b> to compare the political systems of various countries.</p> <p><b>Competency Gained:</b> enable the students to apply the knowledge of different political systems from a comparative perspective and how it is shaping socio-economic and political dynamics in different regions.</p>
CC-6	Public Administration	<p><b>Knowledge:</b> gained knowledge about the evolution of public administration, major approaches which shaped the discipline of public administration</p> <p><b>Skill Gained:</b> able to apply theoretical knowledge in the management practices</p>

		<b>Competency Gained:</b> ability to apply knowledge if they choose administrative careers in future
CC-7	Local Government in India	<p><b>Knowledge:</b> about the evolution and importance of decentralized governance both in the urban and rural area and the impact of globalization in the administrative reforms</p> <p><b>Skill Gained:</b> able to understand how decentralized local government can cater to the public needs.</p> <p><b>Competency Gained:</b> enable the students to empower them by taking part in the decentralized governance at the grassroots level and can also make people aware about their rights and opportunities.</p>
SEC-1	Legislative Support	<p><b>Knowledge:</b> gained idea about the parliamentary procedures.</p> <p><b>Skill Gained:</b> to understand the techniques utilized in the parliamentary procedures.</p> <p><b>Competency Gained:</b> apply the knowledge if they choose administrative or policy making careers.</p>
<b>Semester IV</b>		
CC-8	International Relations	<p><b>Knowledge:</b> gained knowledge about different theories of international relations, global issues in the post cold war era and concepts, objectives and basic tenets of foreign policy</p> <p><b>Skill Gained:</b> understanding of global trend in the political and economic issues</p> <p><b>Competency Gained:</b> Ability to demonstrate the evolving nature of contemporary politics and the dynamics embedded in the political institutions, processes and foreign policy making</p>
CC-9	Sociology and Politics	<p><b>Knowledge:</b> gained idea on how society had direct effect on state and the dynamics involved in the state society interface</p> <p><b>Skill Gained:</b> able to demonstrate on how power structure and social issues affect the state</p> <p><b>Competency Gained:</b> apply the knowledge of socialization of politics and politicization of</p>



		society
CC-10	International Organizations	<p><b>Knowledge:</b> gained knowledge on United Nations, regional economic organizations, regional security organizations, and regional organizations.</p> <p><b>Skill Gained:</b> able to demonstrate the necessity of organizations required for strengthening peacekeeping programme, regional economy and regional security and the ways these organizations resolve international crises.</p> <p><b>Competency Gained:</b> apply knowledge in the international politics domain</p>
SEC-2	Public Opinion and Survey Research	<p><b>Knowledge:</b> knowledge on public opinion and basic tools and techniques of research.</p> <p><b>Skill Gained:</b> will be able to apply various techniques in their field research and qualitative studies.</p> <p><b>Competency Gained:</b> knowledge on writing research projects and research proposal.</p>
<b>Semester V</b>		
CC-11	Social Movements in India	<p><b>Knowledge:</b> gained knowledge on the difference between old and new social movements and contemporary movements in India.</p> <p><b>Skill Gained:</b> demonstrate the contemporary social problems of India.</p> <p><b>Competency Gained:</b> able to critically appraise these social issues.</p>
CC-12	Elementary Research methods in Political Science	<p><b>Knowledge:</b> gained knowledge on tools and techniques of research.</p> <p><b>Skill Gained:</b> will be able to apply various techniques in their field research and qualitative studies.</p> <p><b>Competency Gained:</b> knowledge on writing research projects and research proposal.</p>
DSE-1	Select Comparative Political Thought	<p><b>Knowledge:</b> about the tradition of western political thinkers and how their views and philosophies contributed in shaping the ideas on sovereignty, rights, law, authority, government,</p>

		<p>equality, class, state, society and power politics. Also gained knowledge about the traditions of Indian thinkers from ancient period to contemporary time.</p> <p><b>Skill Gained:</b> able to understand the ideological foundation of the state-society interface.</p> <p><b>Competency Gained:</b> enable the students to interpret the major developments in the state, society and politics and can contextualize new developments emerging in the specialized areas of Political Science.</p>
DSE-2	Democracy and Decentralized Governance	<p><b>Knowledge:</b> gained knowledge on the global economy, transnational economic actors and dynamics of civil society.</p> <p><b>Skill Gained:</b> demonstrate knowledge on the way global economy functions and the role of MNCs.</p> <p><b>Competency Gained:</b> critically assess the state market and society interface.</p>
<b>Semester VI</b>		
CC-13	Indian Foreign Policy	<p><b>Knowledge:</b> able to demonstrate the key elements of India's foreign policy, contemporary trends and challenges faced by India in the making of foreign policy foreign policy.</p> <p><b>Skill Gained:</b> understanding of India's foreign policy will enable them to demonstrate the changing nature of relations between India and neighbouring countries and also between India and major powers.</p> <p><b>Competency Gained:</b> apply the knowledge of changing nature and recent trends of India's foreign policy in their research or if they choose civil services and policy analyst as their career options.</p>
CC-14	Contemporary Issues in India	<p><b>Knowledge:</b> knowledge on changing nature and dynamics of contemporary social issues of India like caste system, secularism, communalism, person with disabilities.</p> <p><b>Skill Gained:</b> understand the dimensions of state-society interface and the complex mosaic of various social issues in India.</p>

		<p><b>Competency Gained:</b> apply the knowledge in the understanding of state politics in the light of these social issues.</p>
DSE-3	Local Government in West Bengal	<p><b>Knowledge:</b> knowledge gained on rural and urban local self-government in West Bengal, structure and functions of Panchayati Raj Institutions, empowerment of women, SCs and STs and state-local government relations.</p> <p><b>Skill Gained:</b> understand the necessity of decentralized governance.</p> <p><b>Competency Gained:</b> demonstrate the knowledge at the grassroots level and this knowledge will be beneficial if civil services or job policy analyst is chosen as future career.</p>
DSE-4	Political Economy of International Relations	<p><b>Knowledge:</b> will understand the theories and how various institutions shape the global political economy.</p> <p><b>Skill Gained:</b> enable to understand contemporary trends in the political economy at the global level which will help them to understand the broader context of International Relations.</p> <p><b>Competency Gained:</b> will gain an insight of the complex dynamics of state and market.</p>

**POLBA MAHAVIDYALAYA**  
**COURSE WISE & SUBJECT WISE OUTCOME**  
**OF UG HONOURS COURSE (B.A.) IN SANSKRIT**  
**UNDER CHOICE BASED CREDIT SYSTEM**  
**DEPARTMENT OF SANSKRIT**  
**2020-2021**

**Programme Outcome (PO):**

Sanskrit is a very rich language of IE language group. It is a medium to know about ancient Indian soul. The history, culture, religion, social life, ethical values of our great country are reflected through its texts. The academic programme of both Honours and General degree courses are designed not only professional skill but also develop a deep understanding of rich heritage and dynamic prevalent scenario of India through various Sanskrit texts.

The overall objectives of Programme Outcome are:

**PO1:** Develop a strong concept of ancient Indian history, Philosophy and literature.

**PO2:** Enhance communication skills with LSRW (Listening, Speaking, Reading, Writing) capacities.

**PO3:** Students will familiar with Devnāgarī scripts. They will be able to write Devnāgarī scripts. By means of this knowledge students also know the script of modern languages like Hindi and Marathi.

**PO4:** Increase in depth knowledge of the Core Areas of the subject. Reasonable understanding of multi-disciplinary relevance of literature of Sanskrit like Veda, Philosophy, Grammar, Kāvya, Smṛtiśāstra, Epigraphy etc.

**PO5:** Students will demonstrate the skill needed to participate in conversation that builds knowledge with collaboration.

**PO6:** Develop research aptitude and independent thinking.

**PO7:** Understand and explain the contemporary relevance and utility of the Indian knowledge systems.

**PO8:** Assist the learners in evolving strategies to address issues in traditional Indian educational paradigms.

**PO9:** Enhance the capacity to appreciate the need to have alternative perspectives in Sanskrit.

**PO10:** Possess the human values like truth, righteousness, honesty, sincerity and so on with which Sanskrit Literature is steeped.

**PO11:** To make them eligible for higher education. After completion of the course students can apply various courses like M.A., B.Ed. After postgraduation and B.Ed., they can apply against teaching posts in schools, colleges, and other educational institutions. They may appear at TET, CTET, NET and SET examinations. The CBCS syllabus was based on NET or SET syllabus.

**PO12:** They can appear many competitive examinations like UPSC, WBCS, PSC, Rail examinations etc.

### **Programme Specific Outcomes (PSOs) of B.A. Sanskrit Honours:**

**PSO 1:** The students are expected to develop the Sanskrit Language skill to communicate both in writing and verbally.

**PSO 2:** It is expected that at the end of the programme students will get a fair knowledge of the development of Sanskrit language and literature and its culture- how it emerged, evolved and sustained through the passage of more than thousand years.

**PSO 3:** Infusing the notion of Seva (service) in the students to be able to take part in social transformation. Imparting knowledge of basic living and concepts from ancient literature which is timeless and still applicable to the society.

**PSO 4:** Developing a strong sense of ethical and moral aptness in general and in the context of learning. Facilitating acquisition of basic skills in major areas of application e.g. leadership, communication, research aptitude, behavioral modification etc.

**PSO 5:** After graduating they expected to grow the sense of art and literature that will enable them to understand better the human social and cultural relationship, great Indian heritage value.

**PSO 6:** Students are expected to learn analytical skills while learning the appreciation ability.

**PSO 7:** Take part in the higher education and involve in teaching profession or undertake linguistic Research Oriented jobs.

## Course Outcome (CO):

Semester	Core Course	Course Outcome
Semester I	CC1: Classical Sanskrit Literature (Poetry)	1.1 Develop an idea about <i>Raghuvamśa</i> (Canto-XIV) of Kālidāsa. To help the students to know about the characteristic features of Śri Rāmacandra, Sītādevī, Lakṣmaṇa and the cause of abandonment of Sītādevī.
		1.2 Develop an idea about <i>Kirātārjunīya</i> (Canto-I) of Bhāravi. To help the students know about the characteristic of Yudhiṣṭhira, Duryodhana and the administrative rules of Duryodhana.
		1.3 Generate an introductory knowledge about the history of classical Sanskrit poetry.
	CC2: Critical Survey of Sanskrit Literature	2.1 Demonstrate ideas about the divisions of Veda, the society of Ṛgvedic period, position of women in Vedic period.
		2.2 Generate broad knowledge about the characteristics, divisions and the social, economic, political and literary importance of <i>Rāmāyaṇa</i> , <i>Mahābhārata</i> and <i>Purāṇa</i> .
		2.3 This section deals with basic idea about Indian Philosophy. The Great philosophers and their doctrines are described briefly. It helps to know about the outline of Indian Logic system and its tradition.
		2.4 Described a general outline about the great tradition of Sanskrit Grammar, specially <i>Trimuni-vyākaraṇa</i> .

Semester	Core Course	Course Outcome
Semester II	CC3: Classical Sanskrit Literature (Prose)	3.1 Develop a textual study about <i>Kādambarī</i> and <i>Rājavāhanacarita</i>
		3.2 Origin and development of prose, importance of prose, history of prose literature.
		3.3 To help the students know about Subandhu, Daṇḍī, Bāṇabhaṭṭa and their works.
		3.4 Recognize the characteristics, divisions and the socio-economic, political and literary importance of <i>Pañcatantra</i> , <i>Hitopadeśa</i> , <i>Vetālapañcaviṃśati</i> , <i>Siṃhāsanadvātriṃśikā</i> , <i>Puruṣaparīkṣā</i> .
	CC4: Self- Management in the <i>Gītā</i>	4.1 To help the students understand about the theory of <i>Dhyānyoga</i> of <i>Srīmadbhagavadgītā</i> .
		4.2 Develop a brief sense about the meditation process, control of diet and concept of Rajaguṇa.
		4.3 Evaluate the importance of <i>Gītā</i> in our everyday life and demonstrate the idea of self – management as reflected in the <i>Gītā</i> .

Semester	Core Course	Course Outcome
Semester III	CC5: Classical Sanskrit Literature (Drāmā)	5.1 Students would be able to learn the inner structure of Sanskrit drama by themselves.
		5.2 Get knowledge of the ancient Indian Dramatic system.
		5.3 Idea about the Origin and development of Sanskrit Drama.
		5.4 This course aims to textual study of famous drama Kalidas's Abhijñānaśakuntala.
	CC6: Poetics and Literary Criticism	6.1 Students would know Sanskrit poetics according to <i>Kāvyaśāstra</i> of Vāmana.
		6.2 Students would be able to know the definitions of meters according to <i>Chandomañjarī</i> of Gaṅgādāsa.
		6.3 Students will be familiar with the definition and explanation of Alaṅkāra, example of Alaṅkāra according to <i>Sāhityadārpaṇa</i> (chapter– 10) of Visvanātha Kavirāja.
	CC7: Indian Social Institution and Polity	7.1 The aim of this course is to make the students acquainted with various aspects of social institutions and Indian polity as propounded in the ancient Sanskrit text such as <i>Manusmṛiti</i> and <i>Kauṭilya- arthasāstra</i> .



		7.2 Students may compare the administrative policy of ancient time in India and current policies.
	<b>SEC- 1: Basic Sanskrit</b>	SEC 1.1 This is an elementary course in Sanskrit Language designed for students who wish to learn Sanskrit from the very beginning.  The course aims to get the students to know the basics of Sanskrit Grammar including rule of Declensions (a-kārānta, i-kārānta, u-kārānta and ṛ-kārānta Masculine, Feminine and Neuter, Pronouns and Number) and conjugation. Besides, the students will be able to translate sentence and write short paras in Sanskrit.
		SEC 1.2 Students may read various inscriptions written in Brāhmi scripts.
<b>Semester IV</b>	<b>CC8: Indian Epigraphy and Chronology</b>	8.1 This course aims to acquaint the student with the Epigraphical journey in Sanskrit, the only reliable source which directly reflects the society, economy, politics, geography, etc. of the time.
		8.2 Students may learn the paleographic styles and languages of Inscriptions.
		8.3 General introduction of ancient Indian chronology.
		8.4 The course also seeks to help students to know the system of Dating the Inscriptions (Chronograms).
	<b>CC9: Modern Sanskrit Literature</b>	9.1 Students will expose to the rich and profound tradition of modern creative writing in Sanskrit.

		9.2 Get idea about modern Sanskrit writers and poets.
	<b>CC10: Sanskrit and World Literature</b>	10.1 Students may know Sanskrit studies across the world. They might know western scholars as well as eastern scholars.
	<b>SEC-2: Political Thought in Sanskrit Literature</b>	SEC-2.1 To help the students about the political thought in Sanskrit Literature through the <i>Arthasāsthra</i> ( <i>Śāsanādhikāra</i> ) and <i>Mudrārakṣasa</i> (Acts 1 & 2).
<b>Semester V</b>	<b>CC 11 Vedic Literature</b>	11.1 Students will familiar with oldest Indian literary heritage. They would know Vedic mantras, their application, Vedic grammar, socio-cultural life.
		11.2 Pronouncing of Saṃhitā- pāṭha and Pada-pāṭha of a mantra is to be taught here.
		11.3 The highest philosophy of life is described in Upaniṣad. Therefore, students may achieve this type of knowledge in this section.
	<b>CC 12 Sanskrit Grammar</b>	12.1 Students may gain knowledge about types and examples of <i>Samāsa</i> .
		12.2 Formation of words also is to be known.
		12.3 This course is aimed to provide information to students about the various Grammatical Concepts of the Sūtra, Vārtika, Bhāṣya, Karmapravacanīya, Nipāta, Gati, Upasarga, Guṇa, Vṛddhi, Ṭi, Ghi, Nadī, Ghu, Upadhā, Samprasāraṇa.
	<b>DSE 1 Maxims in Sanskrit Language</b>	DSE 1.1 to create a literary analysis of Hitopadesa that aids in moral education and instilling moral principles in students.

	<b>DSE 2: Elements of Linguistics</b>	DSE-2.1 To help the students to know about the elements of linguistics such as Primitive Indo-European, division of Indo-European, Indo- Iranian, Emergence of Indo- Aryan, non–Aryan influence on Sanskrit, Vedic and Classical Sanskrit.
		DSE-2.2 They will able to know about some phonetic laws and tendencies.
<b>Semester VI</b>	<b>CC 13 Indian Ontology and Epistemology</b>	13.1 This course introduces students with essentials of Indian Philosophy.
		13.2 Students could relate the philosophical theory in their practical life.
		13.3 This course aims to get the students acquainted with the cardinal principles of the Nyāya-Vaiśeṣika philosophy through the <i>Tarkasaṃgraha</i> and to enable students to handle philosophical text in Sanskrit. To help the students know details idea about Vedānta Philosophy through the <i>Vedāntasāra</i> .
	<b>CC14: Sanskrit Composition and Communication</b>	14.1 Students can construct sentences properly.
		14.2 They can determine etymology of words.
		14.3 To help the students understand about case ending and cases (from first case ending and nominative case to fifth case ending and Ablative case as in <i>Siddhāntakaumudī</i> ). To help to the students learn about translation, comprehension and write reports.
	<b>DSE 3: Fundamentals of Āyurveda</b>	This course will enable the students to appreciate the principles of traditional Indian medicine system which has focused not only to physical health but a healthy life style including food habits, diets, preventive medicine, medicinal plants available in their surroundings. The course will make the learner able to know the history of

		Ayurveda through original sources of ancient medicine in Sanskrit text i.e. Charaksamhita, Sushruta- Samhita and Ashtanghridaya. They also get basic knowledge of physiology, health care, the way of diagnosing the illness and preventive medicine.
	<b>DSE 4: Art of Balanced Living</b>	Theories of art of living inherent in Sanskrit literature and apply them to live a better life. Work on human resource management for giving better results, Method of self-presentation: Hearing (sravana). Reflection (manana) & meditation (nididhyasana) Concept of Yoga: Restriction of fluctuations by practice (abhyasa) and passionlessness as well as methods of Improving Behaviour: jnana-yoga, dhyana- yoga, karma- yoga and bhakti- yoga.

**COURSE WISE & SUBJECT WISE OUTCOME**  
**OF UG GENERAL COURSE (B.A.) IN SANSKRIT**  
**UNDER CHOICE BASED CREDIT SYSTEM**  
**DEPARTMENT OF SANSKRIT**  
**2020-2021**

<b>Semester</b>	<b>Core Course</b>	<b>Course Outcome</b>
<b>Semester I</b>	<b>CC 1: Sanskrit Poetry</b>	1.1 Develop an idea about <i>Raghuvamśa</i> (Canto-XIV) of Kālidāsa. To help the students to know about the characteristic features of Śri Rāmacandra, Sītādevī, Lakṣmaṇa and the cause of abandonment of Sītādevī.
		1.2 Develop an idea about <i>Kirātārjunīya</i> (Canto-I) of Bhāravi. To help the students know about the characteristic of Yudhiṣṭhira, Duryodhana and the administrative rules of Duryodhana.
		1.3 Generate an introductory knowledge about the history of classical Sanskrit poetry.

<b>Semester II</b>	<b>CC 2: Sanskrit Prose</b>	2.1 Develop a textual study about <i>Dasakumarcarita (Dvijopakrti)</i> .
		2.2 Origin and development of prose, importance of prose, history of prose literature.
		2.3 To help the students know about Subandhu, Daṇḍī, Bāṇabhaṭṭa and their works.
		2.4 Recognize the characteristics, divisions and the socio-economic, political and literary importance of <i>Pañcatantra, Hitopadeśa, Vetālapañcaviṃśati, Siṃhāsanadvātriṃśikā, Puruṣaparīkṣā and historical Kavya</i> .
<b>Semester III</b>	<b>CC3: Sanskrit Drama</b>	3.1 Students would be able to learn the inner structure of Sanskrit drama by themselves.
		3.2 Get knowledge of the ancient Indian Dramatic system.
		3.3 Idea about the Origin and development of Sanskrit Drama.
		3.4 This course aims to textual study of famous drama Kalidas's <i>Abhijñānaśakuntala</i> .
	<b>SEC 1: Yogasūtra of Patañjali</b>	Sec 1.1 Develop an idea about eight limbs of yoga - yama (abstinences), niyama (observances), asana (yoga postures), pranayama (breath control), pratyahara (withdrawal of the senses), dharana (concentration), dhyana (meditation) and samadhi (absorption).

Semester IV	<b>CC4: Sanskrit Grammar</b>	4.1 This course is aimed to provide information to students about the various Grammatical Concepts of the Sūtra, Vārtika, Bhāṣya, Karmapravacanīya, Nipāta, Gati, Upasarga, Guṇa, Vṛddhi, Ṭi, Ghi, Nadī, Ghu, Upadhā, Samprasāraṇa.  Develop an idea about pratyaya or suffix in Sanskrit grammar
	<b>SEC 2: Basic Sanskrit – Part-I</b>	SEC 2.1 This is an elementary course in Sanskrit Language designed for students who wish to learn Sanskrit from the very beginning. The course aims to get the students to know the basics of Sanskrit Grammar including rule of Declensions (a-kārānta, i-kārānta, u-kārānta and ṛ-kārānta Masculine, Feminine and Neuter, Pronouns and Number) and conjugation. Besides, the students will be able to translate sentence and write short paras in Sanskrit.
		SEC 2.2 Students may read various inscriptions written in Brāhmi scripts.
Semester V	<b>DSE-1A: Philosophy, Religion and Culture in Sanskrit Tradition</b>	DSE 1.1 Demonstrate ideas about the divisions of Veda, the society of Ṛgvedic period, position of women in Vedic period.
		DSE 1.2 Generate broad knowledge about the characteristics, divisions and the social, economic, political and literary importance of <i>Purāṇa</i> .
	<b>SEC 3: Basic Sanskrit – Part-II</b>	SEC 3.1 Generate broad knowledge about the characteristics, divisions and the social, economic, political and literary importance of <i>Rāmāyaṇa</i> , <i>Mahābhārata</i> , <i>fables</i> and <i>Historical Kavyas</i> .
		SEC 3.2 Develop a textual study about Aparikshitkaraka from Pancatantra that aids in moral education and instilling moral principles in students.

	<b>GE 1: Indian Social Institution and Polity</b>	GE 1.1 The aim of this course is to make the students acquainted with various aspects of social institutions and Indian polity as propounded in the ancient Sanskrit text such as <i>Manusamhitā</i> and <i>Kauṭīliya- arthaśāstra</i> .
		GE 1.2 Students may compare the administrative policy of ancient time in India and current policies.
<b>Semester VI</b>	<b>DSE-1B: Maxims In Sanskrit Language</b>	DSE 1.1 to create a literary analysis of Hitopadesa that aids in moral education and instilling moral principles in students.
	<b>SEC-4: Vedic Literature</b>	SEC 4.1 Students will familiar with oldest Indian literary heritage. They would know Vedic mantras, their application, socio-cultural life.
		SEC 4.2 Pronouncing of Saṃhitā- pāṭha and Pada-pāṭha of a mantra is to be taught here.
		SEC 4.3 The highest philosophy of life is described in Upaniṣad. Therefore, students may achieve this type of knowledge in this section.
	<b>GE 2: Ethical Issues in Sanskrit Literature</b>	To develop a textual study about Hitopadesa (Mitrabha) and Pancatantra (Mitrabheda Katha) that aids in moral education and instilling moral principles in students.

**POLBA MAHAVIDYALAYA**

**DEPARTMENT OF BOTANY**

**COURSE WISE & SUBJECT WISE OUTCOME**

**UNDER CHOICE BASED CREDIT SYSTEM**

**SUBJECT: BOTANY (GENERAL)**

**SESSION : 2021-2022**

**COURSE OUTCOME**

Course	Outcome
Course:CC-IA CourseTitle::Biodiversity	<ul style="list-style-type: none"><li>• Outcome of this course will be gathering knowledge of microbes, the economic importance of various microbes, their type and classification of microbes.</li><li>• Students will learn about the knowledge of algal flora, their diversity, occurrence and economic importance.</li><li>• Students will learn about the habitat, nature and evolutionary trends among the vascular and non-vascular plants.</li><li>• Students will gather knowledge about the succession of plants.</li><li>• After going through the course, they will learn about the knowledge of economic, agricultural, ornamental, gardening, bioremediation of pollutants and medicinal aspects as well as bio-indicator aspect of the plants under the course.</li><li>• Students will gather knowledge about fungal diversity and able to identify different types of fungi, their nature and habitat.</li><li>• Students will learn about economic and industrial importance of fungi- food, bakery, brewery and cheese industry.</li></ul>
Course:CC-IB CourseTitle:Plant Ecology and Taxonomy	<ul style="list-style-type: none"><li>• Course outcome of CC-IB will understand the role of different atmospheric and edaphic factors on plant growth and formation of their ecosystems.</li><li>• They will learn about different types of plant ecosystems and their distribution throughout the World.</li><li>• Students will learn identification as well as classification and nomenclature of plants.</li><li>• Different systems of classification and phylogeny of angiosperms will be learnt by them.</li><li>• This is the key course through which students will learn to identify and classify different types of higher plants.</li></ul>
Course:CC-IC CourseTitle:Plant Anatomy and Embryology	<ul style="list-style-type: none"><li>• The course Plant Anatomy and Embryology deal with internal structures and various cell types of different parts of higher plants.</li><li>• Students will gather the practical knowledge about the different internal structures of higher plants and their drawing skill.</li></ul>



<p>Course:CC-ID</p> <p>Course Title: D:PlantPhysiologyandMe tabolism</p>	<ul style="list-style-type: none"> <li>• CourseoutcomeofCC-1Dwillunderstanddifferentkindsofphysiological processes like absorption and transpiration of waterand food, mineral nutrition, deficit symptoms and role of nutrientinplants.</li> <li>• Rolesofplantgrowthregulators(PGR)intheirdifferentphysiological processes like growth, cell division, flowering, fruitripeningandabscissionwill belearnbythestudents.</li> <li>• Students will learn concepts of metabolism including catabolic aswellasanabolicpathways,roleofenzymesinregulationofmetabolism.</li> <li>• Entrapment of solar energy through carbon assimilation processandtheirmodificationindifferentclimaticconditionsBioc hemicalprocessesofrespirationalongwiththeirregulations and mechanism of ATP synthesis within the cell will be learn by them.</li> <li>• Nitrogen metabolism to maintain nitrogen cycle through leguminous and non-leguminous plants as well as physiology andbiochemistry of nitrogen fixation and signal transduction within cells will be learnt by the students.</li> </ul>
<p>Course: SEC1</p> <p>Course Title: Biofertilizer</p>	<ul style="list-style-type: none"> <li>• Students will learn about different types of bio-fertilizers, role of microbes as Biofertilizer and their uses.</li> <li>• Students will also learn about the organic farming and recycling ofdifferent kinds of biodegradable wastes.</li> </ul>
<p>Course: SEC4</p> <p>Course Title: Mushroom cultivation</p>	<ul style="list-style-type: none"> <li>• Students will learn about the medicinal value of edible mushroom and mushroom culture technology.</li> <li>• They will also know about the storage and nutritional value of mushroom.</li> </ul>

<p>Course: DSE – 1A</p> <p>Course Title: :Economic Botany and Biotechnology</p>	<ul style="list-style-type: none"> <li>• Students will learn about the economic importance of various types of plants like cereals, legumes spices, beverage yielding plants, oil and rubber yielding plants, timber yielding plants and their cultivation.</li> <li>• Students will learn techniques of plant tissue culture to improve the quality of plant as well as industry level production of crop within laboratory to fulfill food demand.</li> <li>• Introduction of new qualities (pest resistant, herbicide resistant etc) in a transgenic crop to produce/include plant based vaccines, improvement of size, taste, texture, colour of different fruits to recombinant technology along with gene cloning and gene transfer methods.</li> </ul>
<p>Course: DSE – 1B</p> <p>Course Title: Cell and Molecular Biology</p>	<ul style="list-style-type: none"> <li>• They will also learn the process of eukaryotic cell formation different kinds of enzymes involve in cellular process, hereditary unit i.e. DNA and RNA, processes of cell division, cellular dynamics and role of cell organelles.</li> <li>• Students will learn historical perspective of nucleic acid as a unit and types of genetic carrier, their organization and function in cell.</li> <li>• Formation of protein through RNA and their regulations also studied under this course.</li> </ul>

**POLBA MAHAVIDYALAYA**  
**DEPARTMENT OF BOTANY**  
**PROGRAMME OUTCOME (PO)**

Our College is affiliated to The University of Burdwan (BU) and hence follows the same Course Programme offered by BU from time to time. It, therefore, adheres and strives towards achieving the goal as enumerated by BU through its programme outcome. These areas follow—

**PO-1: CRITICAL THINKING:** Curricular management is strategically implemented to cultivate precise understanding of the thematic concepts enabling the students for cognitive attainment. The process of curricular management is monitored by formal assessment procedure. Thus, a consistent evaluation of critical thinking ability of the students is pursued.

**PO-**

**2: ENVIRONMENT AND SUSTAINABILITY:** After the completion of graduated degree, student will be able to develop environment consciousness and strives for the development of the ecosystem and work towards attaining the goals of sustainable development.

**PO-3: SELF DIRECTED AND LIFE-LONG LEARNING:** The programme endeavours to develop skill for engagement in life-long learning in the broadest context of social changes.

**PO-4: ETHICS:** Recognize own value system and ability to deal along the path, accepting responsibility for his/her actions and rectify them as and when necessary.

**PO-5: EFFECTIVE COMMUNICATION:** Regular interface between teacher and student empowers the students to express their conceptual attainment through regular communication system both conventional and being IT enabled. Proficiency in communicating through English is being emphasized upon in order to imparting interactive capacity to professional domain. Attaining capacity in vernacular communication is also being emphasized to establish social accountability of students as preparatory citizen.

**PO-6: SOCIAL INTERACTION:** Students will be able to develop social communication skill through interaction with different peer groups and mediated disagreement.

**POLBA MAHAVIDYALAYA**

**DEPARTMENT OF BOTANY**

**SUBJECT: BOTANY (GENERAL)**

**PROGRAMME SPECIFIC OUTCOME (PSO)**

- Systematic and fundamental understanding of Botany as a discipline
- Skill and related development for acquiring specialization in Botany
- Identifying Botany related problem, analyzing and application of data using appropriate methodologies
- Applying knowledge of Botany and skill to solve complex problems with defined solution
- Finding opportunity to apply Botany related skills for acquiring jobs and self-employment
- Understanding new frontiers of knowledge in Botany for professional development
- Applying subject knowledge for solving societal problems related to application of that subject in day today life
- Applying subject knowledge for sustainable environment friendly green initiatives
- Students in Botany will have an exposure in various skills enhancement in different fields' viz. Mushroom cultivation, herbal drugs and medicinal plant, conservation and ecosystem, tissue culture. These will create new avenue and job opportunities for the students of Botany

# DEPARTMENT OF CHEMISTRY

## POLBA MAHAVIDYALAYA

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

Session: 2020-21

CORE COURSES (CC)	
Course Name	Course Outcome
<b>CC1A:</b> General Inorganic and Organic chemistry	This course includes a theory as well as a practical paper. Theory deals with the basic ideas of inorganic and organic chemistry. Origin and fundamental ideas about atomic structure will help to understand the electronic configuration of one and many electron atom. Chemical periodicity will help to understand general characteristics and different periodic properties of s, p, d and f block elements. Different Acids and Bases concepts will help the acidity or basicity nature of the elements. Redox reactions will help to do balance the different chemical reactions by oxidation no or ion-electron methods. Organic chemistry begins with the knowledge of resonance, hyperconjugation, electrophile, nucleophile, Stereochemistry of the compounds etc which will be helpful in understanding the reaction mechanism.
<b>CC1B:</b> Physical and Inorganic Chemistry	This course includes a theory as well as a practical paper. Physical parts include Vanderwaals equation and its application for explaining real gas behavior which is one of the most important topic of this part. Idea about critical state is needed for deriving the critical constants of real gases. Experimental determination of surface tension and viscosity by stalagmometer and viscometer will create more interest to the students about this course. Inorganic parts will provide comparative studies of different kinds of P-Block elements, bonding nature and Molecular Structure of different homonuclear and heteronuclear Molecules including VSEPR and LCAO approaches.
<b>CC1C:</b> Physical and Organic Chemistry	This course includes a theory as well as a practical paper. After completion of this course, students would be able to explain the concept of enthalpy, entropy, state functions, Carnot engine which will enrich students. They will learn how this parameters change with surrounding pressure, temperature and many more. Functional group app roach for Aromatic hydrocarbons, Organometallic compounds, Aryl halides, Alcohols; Phenols & ethers and Carbonyl compounds (preparations & reactions) to be studied in context to their structures.
<b>CC1D:</b> Physical and Analytical and Environmental Chemistry	This course includes a theory as well as a practical paper. Theory paper include phase diagram, conductance, electromotive forces and different properties of physical existence of an entity. Student will learn chemical analysis, chromatographic technique in analytical part as well as in practical portion.

<b>DISCIPLINE SPECIFIC ELECTIVE COURSES (DSE)</b>	
<b>Course Name</b>	<b>Course Outcome</b>
<b>DSE 1A:</b> Analytical and Industrial Chemistry	This course includes a theory as well as a practical paper. After successfully completing this course, students would gain knowledge about various industrial methods, error analysis, computer applications, Transition Metal including Lanthanoids and actinoids & Coordination Chemistry with Crystal field theory etc.
<b>DSE 1B:</b> Organic and Industrial Chemistry	This course includes a theory as well as a practical paper. After successfully completing this course, students would have a clear idea about large scale industrial preparation of organic compounds, Amino acids & Carbohydrates, polymers, manufacture of paints, dyes, drugs, pesticides, soaps & detergents, fats and other food additives etc.

<b>SKILL ENHANCEMENT COURSES(SEC)</b>	
<b>SEC1:</b> Analytical clinical biochemistry	This course includes a theory paper. After completion of the course students would be able to understand the chemistry behind carbohydrates, proteins, structure & biological actions of DNA and RNA, transcription, replication, translocation, nomenclature & classification of Enzymes, effect of pH and temperature, enzyme inhibition, biocatalysis etc. A keen interest on Gene therapy and Genetic coding grows a new desire among the students. The Students also learn a diagnostic approach using Blood & Urine sample to analyze the biochemistry of a disease.
<b>SEC2:</b> Pharmaceutical Chemistry	This course includes a theory paper. After completion of the course students would be able to understand the chemistry behind drugs and pharmaceuticals and their preparation, identification and applications etc.
<b>SEC3:</b> Computer application in Chemistry	This course includes a theory paper. After completion of the course students would be able to use computer for their study work. Writing chemical equations, drawing structures using various software will enrich their knowledge.
<b>SEC4:</b> Polymer Chemistry	This course includes a theory paper. After completion of the course students would gain knowledge about the various polymeric materials that we use in our daily life. Then synthesis of polymer, uses and applications part are also covered here which will be very interesting to the students.

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

- The B.Sc. Programme develops scientific spirit among the science graduates.
- This programme enhances observation, precision, analytical mind, logical thinking, clarity of thought and expression among the students.
- This programme teaches the students to formulate and solve problems in a logical manner.
- The laboratory based practical work in this programme enable the students to have hand on experience on various equipment which will enhance their scientific knowledge and employability.
- The field work and project work in this programme make the students compatible to the needs of modern industry and research field.
- The programme also enables the students to appear for various competitive examinations as well as start their own business.
- After completion of this programme, students can engage themselves in diverse fields including medical, engineering, industries education, banking, business public service, self-business etc. proficiently.
- The programme is designed for holistic development of the students so that they become socially responsible, ethically correct and knowledgeable and contribute to the development and progression of the nation.

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

After graduating with a degree in Chemistry, the students have a wide scope in different fields. Apart from opting for higher studies, the students can also build their carrier in a variety of related branches of science:

- Industrial Field
- Laboratory Technician
- Medical Representative and Marketing Field
- Health Science
- Analytical Field
- Instrument Operator
- Material Supplier



# POLBA MAHAVIDYALAYA

Polba, Hooghly-712148

## **B.Sc. GENERAL (MATHEMATICS)**

Session: 2020-2021

### **Program Outcome:**

After completion of the B.Sc. General program, the students will be able to

<b>PO No.</b>	<b>Program Outcomes</b>
PO 1	Develop numerical and analytical skills and critical thinking that enable them to solve day-to-day problems
PO 2	Develop scientific, communicative, and numerical skills and make rewarding careers in science and education by facing challenging competitive exams.
PO 3	Gain scientific knowledge and skills that enable them to undertake further studies in an inter-disciplinary branch of science
PO 4	Apply scientific knowledge of principles, concepts, and results to their day-to-day life
PO 5	Enhance problem-solving skills

### **Programme Specific outcome**

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

PSO1	Recall basic facts of mathematics and display knowledge of conventions such as notations, and terminology.
PSO2	Equipped with mathematical skills and techniques which can be applied in both academic and non-academic areas of work.
PSO3	Construct mathematical modeling of many physical phenomena.
PSO4	Face competitive examinations confidently using the acquired numerical skills and knowledge.
PSO5	Develop interest and a positive attitude towards mathematics as an interesting and valuable subject of study.

## **Course Structure: Semester-wise distribution of Courses**

<b>Semester</b>	<b>Course Code</b>	<b>Title</b>	<b>Credits</b>
<b>I</b>	BMG1CC1A	Differential Calculus	6
<b>II</b>	BMG2CC1B	Differential Equations	6
<b>III</b>	BMG3CC1C	Real Analysis	6
<b>IV</b>	BMG4CC1D	Algebra	6
<b>Discipline Specific Electives (DSE)</b> <b>Choices for DSE1A (Choose any one)</b>			
<b>V</b>	BMG5DSE1A1	Matrices	6

	BMG5DSE1A2	Mechanics	6
	BMG5DSE1A3	Linear Algebra	6
<b>Choices for DSE1B (Choose any one)</b>			
<b>VI</b>	BMG6DSE1B1	Numerical Methods	6
	BMG6DSE1B2	Complex Analysis	6
	BMG6DSE1B3	Linear Programming	6
<b>Skill Enhancement Courses (SEC)</b>			
<b>Choices for SEC1 (Choose any one)</b>			
<b>III</b>	BMG3SEC11	Logic and Sets	2
	BMG3SEC12	Analytical Geometry	2
	BMG3SEC13	Integral Calculus	2
<b>Choices for SEC2 (Choose any one)</b>			
<b>IV</b>	BMG4SEC21	Vector Calculus	2
	BMG4SEC22	Theory of Equations	2
	BMG4SEC23	Number Theory	2
<b>Choices for SEC3 (Choose any one)</b>			
<b>V</b>	BMG5SEC31	Probability and Statistics	2
	BMG5SEC32	Mathematical Finance	2
	BMG5SEC33	Mathematical Modeling	2
<b>Choices for SEC4 (Choose any one)</b>			
<b>VI</b>	BMG6SEC41	Boolean Algebra	2
	BMG6SEC42	Transportation and Game Theory	2
	BMG6SEC43	Graph Theory	2
	<b>GRAND TOTAL</b>		<b>40</b>

## Semester-wise detailed syllabus

<b>SEMESTER – I</b>	
Name of the Course: <b>Differential Calculus</b>	
Course Code: <b>BMG1CC1A</b>	
Full Marks: 75	Credit: 6
Number of classes required: 60	

### Course Objectives (BMG1CC1A)

The prime objectives of the course are:

- To introduce the students to the exciting world of differential calculus and its applications.
- Students will be able to use derivatives to explore the behaviour of a given function.
- Students will understand the information that the first and second derivatives of a function give you about that function. This includes locating and classifying its extrema, and graphing the function.

### Course Outcomes (UMTMCC01)

After completing the course, students will be able to:

CO. No.	Course Outcome	PSOs Addressed
CO 1	Recall the idea of limit, continuity, and derivative and apply these in solving mathematical problems	PSO1
CO 2	Describe Leibnitz theorem and apply it to solve problems	PSO4
CO 3	Trace different types of curves and explain their characteristics	PSO4
CO 4	Describe and apply Taylor's, Maclaurin's series for various functions	PSO2

<b>SEMESTER – II</b>	
Name of the Course: <b>Differential Equations</b>	
Course Code: <b>BMG2CC1B</b>	
Full Marks: 75	Credit: 6
Number of classes required: 60	

### **Course Objectives (BMG2CC1B)**

The prime objectives of the course are:

- To make students understand that physical systems can be described by differential equations.
- To understand the practical importance of solving differential equations.
- To understand the differences between initial value and boundary value problems (IVPs and BVPs).

### **Course Outcomes (BMG2CC1B)**

After completing the course, students will be able to:

CO. No.	Course Outcome	PSOs Addressed
CO 1	Formulate mathematical models of real-life scenarios using differential equations and solve it using different methods.	PSO3, PSO5
CO 2	Test the existence and uniqueness of a solution of a differential equation.	PSO4
CO 3	Classify different types of differential equations.	PSO1
CO 4	Solve problems of interdisciplinary branches like physics, computer science which are based on differential equations	PSO4, PSO5
CO5	Examination the convexity and concavity of a function	PSO2

<b>SEMESTER – III</b>	
Name of the Course: <b>Real Analysis</b>	
Course Code: <b>BMG3CC1C</b>	
Full Marks: 75	Credit: 6
Number of classes required: 60	

### **Course Objectives (BMG3CC1C)**

The prime objectives of the course are:

- Students will be able to describe the real line as a complete, ordered field.
- Learn to use the definitions of convergence as they apply to sequences, series, and functions.
- Students will be able to determine the continuity, differentiability, and integrability of functions defined on subsets of the real line.

### **Course Outcomes (BMG3CC1C)**

After completing the course, students will be able to:

CO. No.	Course Outcome	PSOs Addressed
CO 1	CO1 Explain the primary concepts of sets, sequences, and series of real Numbers.	PSO2
CO 2	Understand the concepts of convergence of sequences and series	PSO1
CO 3	Understand the importance of convergence of sequence and series	PSO1
CO 4	Find the sum of infinite terms with different methods using the concepts of sequence and series.	PSO4

### **SEMESTER – IV**

Name of the Course: <b>Algebra</b>	
Course Code: <b>BMG4CC1D</b>	
Full Marks: 75	Credit: 6
Number of classes required: 60	

### **Course Objectives (BMG4CC1D)**

The prime objectives of the course are:

- Students will recognize and use properties of real numbers.
- They will perform basic arithmetic operations on algebraic expressions and simplify algebraic expressions involving exponents and radicals.

### **Course Outcomes (BMG4CC1D)**

After completing the course, students will be able to:

CO. No.	Course Outcome	PSOs Addressed
CO 1	Learn the basic concepts of countable sets, metric space, connectedness, and compactness of metric spaces, which are the backbone of real analysis.	PSO5
CO 2	Understand the techniques and examples in analysis, helps them to be well-prepared for courses like Topology, Measure theory and Functional analysis.	PSO3
CO 3	Using the concept of sequence and series find the sum of infinite terms with different methods.	PSO2

CO 4	Differentiate continuous functions and uniformly continuous functions.	PSO2
CO5	Understand iterative numerical methods to find the roots of an equation, which are based on the concept of sequence.	PSO4
CO6	Explain the applicability of mathematical models using the concepts of real analysis.	PSO1

**Discipline Specific Electives (DSE)**  
**Choices for DSE1A (Choose any one)**

<b>SEMESTER – V</b>	
Name of the Course: <b>Matrices</b>	
Course Code: <b>BMG5DSE1A1</b>	
Full Marks: 75	Credit: 6
Number of classes required: 60	

**Course Objectives (BMG5DSE1A1)**

The prime objectives of the course are:

- Work with matrices and determine if a given square matrix is invertible.
- Learn to solve systems of linear equations and application problems requiring them.
- Learn to compute determinants and know their properties.
- Learn to find and use eigenvalues and eigenvectors of a matrix.
- Learn about and work with vector spaces and subspaces.

**Course Outcomes (BMG5DSE1A1)**

After completing the course, students will be able to:

CO. No.	Course Outcome	PSOs Addressed
CO 1	Find the inverse of a square matrix.	PSO3
CO 2	Solve the matrix equation $Ax = b$ using row operations and matrix operations.	PSO2, PSO4
CO 3	Find the determinant of a product of square matrices, of the transpose of a square matrix, and of the inverse of an invertible matrix.	PSO3
CO 4	Find the characteristic equation, eigenvalues and corresponding eigenvectors of a given matrix.	PSO1, PSO5
CO 5	Determine if a given matrix is diagonalizable.	PSO3

<b>SEMESTER – V</b>	
Name of the Course: <b>Mechanics</b>	
Course Code: <b>BMG5DSE1A2</b>	
Full Marks: 75	Credit: 6
Number of classes required: 60	

### Course Objectives (BMG5DSE1A2)

The prime objectives of the course are:

- Understand the various concepts of physical quantities and the related effects on different bodies using mathematical techniques.
- Emphasize knowledge building for applying mathematics in the physical world.
- To understand the concept of different forces and moments and their equilibrium concerning a coordinate system.
- To widen appreciation of the variety of phenomena covered by mechanics and the techniques available to handle them.

### Course Outcomes (BMG5DSE1A2)

After completing the course, students will be able to:

CO. No.	Course Outcome	PSOs Addressed
CO 1	Understand the virtual work, stable and unstable equilibrium.	PSO5
CO 2	Solve the problems on the stability of near orbit, motion in a particle in 3D, and motion on a smooth sphere, cone, and any surface.	PSO2
CO 3	Understand the degree of freedom, D'Alembert's Principle, compound pendulum, and conservation of momentum and energy.	PSO1

### **SEMESTER – V**

Name of the Course: <b>Linear Algebra</b>	
Course Code: <b>BMG5DSE1A3</b>	
Full Marks: 75	Credit: 6
Number of classes required: 60	

### Course Objectives (BMG5DSE1A3)

The prime objectives of the course are:

- To determine the eigen values and eigen vectors.
- To understand the concept of Algebra of linear transformations and matrices.
- Emphasize the application of techniques using the adjoint of linear operator and their properties to least squares approximation and minimal solutions to systems of linear equations.
- Understand the unique factorization domain and its applications, Cayley Hamilton theorem and its consequences, orthogonal projections and spectral theorem.

### Course Outcomes (BMG5DSE1A3)

After completing the course, students will be able to:

CO. No.	Course Outcome	PSOs Addressed
CO 1	Use the definition and properties of linear transformations and matrices of linear transformations and change of basis, including kernel, range and isomorphism.	PSO3
CO 2	Demonstrate the ability to graphically or analytically analyze prime and maximal ideals, homomorphism and isomorphism theorem on rings and vector spaces.	PSO4, PSO5
CO 3	Demonstrate knowledge of inner product space, least squares approximation, normal and self-adjoint operator, spectral theorem.	PSO1, PSO2
CO 4	Demonstrate the ability of unique factorization domain and its applications, Cayley Hamilton theorem and its consequences, orthogonal projections and spectral theorem.	PSO5

### Choices for DSE1B (Choose any one)

SEMESTER – VI	
Name of the Course: <b>Numerical Methods</b>	
Course Code: <b>BMG6DSE1B1</b>	
Full Marks: 75	Credit: 6
Number of classes required: 60	

### Course Objectives (UMTMGE04)

The prime objectives of the course are:

- To comprehend various computational techniques to find approximate value for possible root(s) of non-algebraic equations, to find the approximate solutions of system of linear equations and ordinary differential equations.
- Emphasise the use of Computer Algebra System by which the numerical problems can be solved both numerically and analytically, and to enhance the problem-solving skills.

### Course Outcomes (UMTMGE04)

After completing the course, students will be able to

CO. No.	Course Outcome	PSOs Addressed
CO 1	Derive numerical methods for various mathematical operations and tasks, such as interpolation, differentiation, integration, the solution of linear and nonlinear equations, and the solution of differential equations.	PSO1
CO 2	Analyse and evaluate the accuracy of common numerical methods.	PSO2

SEMESTER – VI	
Name of the Course: <b>Complex Analysis</b>	
Course Code: <b>BMG6DSE1B2</b>	
Full Marks: 75	Credit: 6
Number of classes required: 60	

### Course Objectives (BMG6DSE1B2)

The prime objectives of the course are:

- To introduce the basic ideas of analysis for complex functions in complex variables with visualization through relevant practical.
- Understand Cauchy's theorems, series expansions, and calculation of residues.

### **Course Outcomes (BMG6DSE1B2)**

After completing the course, students will be able to:

CO. No.	Course Outcome	PSOs Addressed
CO 1	Conceive the concepts of analytic functions and will be familiar with the elementary complex functions and their properties, and apply the concept and consequences of analyticity and the Cauchy Riemann equations and of results on harmonic and entire functions including the fundamental theorem of algebra.	PSO1, PSO3
CO 2	Applies the theory to the application of the power series expansion of analytic functions, and understand the basic methods of complex integration and its application in contour integration.	PSO2
CO 3	Represent functions such as Taylor, power, and Laurent series, classify singularities and poles, find residues, and evaluate complex integrals using the residue theorem.	PSO4, PSO5

### **SEMESTER – VI**

Name of the Course: <b>Linear Programming</b>	
Course Code: <b>BMG6DSE1B3</b>	
Full Marks: 75	Credit: 6
Number of classes required: 60	

### **Course Objectives (BMG6DSE1B3)**

The prime objectives of the course are:

- To develop the ideas underlying the Simplex Method for Linear Programming Problem, as an important branch of Operations Research.
- Understand the Linear programming problems with applications to transportation, assignment and game problem.
- Understand the application of linear programming problems in manufacturing resource planning and financial sectors.

### **Course Outcomes (BMG6DSE1B3)**

After completing the course, students will be able to:

CO. No.	Course Outcome	PSOs Addressed
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CO 1	Formulate optimization problems and solve them using different methods.	PSO3
CO 2	Place a Primal linear programming problem into standard form and use the Simplex Method or Revised Simplex Method to solve it and find the dual, and identify and interpret the solution of the Dual Problem from the final tableau of the Primal problem.	PSO1, PSO2
CO 3	Explains the Transportation Problem and Assignment Problem, formulate them as an LPP and hence solve the problem.	PSO4
CO 4	To understand the theory of games for solving simple games.	PSO1, PSO2

### **Skill Enhancement Courses (SEC)**

#### **Choices for SEC 1 (Choose any one)**

<b>SEMESTER – III</b>	
Name of the Course: <b>Logic and Sets</b>	
Course Code: <b>BMG3SEC11</b>	
Full Marks: 50	Credit: 2
Number of classes required: 40	

#### **Course Objectives (BMG3SEC11)**

The prime objectives of the course are:

- To properly use the vocabulary and symbolic notation of higher mathematics in definitions, theorems, and problems.
- To analyze the logical structure of statements symbolically, including the proper use of logical connectives, predicates, and quantifiers.
- Construct truth tables, prove or disprove a hypothesis, and evaluate the truth of a statement using the principles of logic.
- Solve problems and write proofs using the concepts of set theory, including the methods of Venn diagrams and truth tables.
- Solve problems and write proofs using the basic definitions and the fundamental properties of subsets and operations on the real numbers, integers, rational and irrational, even and odd, multiples or factors of whole numbers.

#### **Course Outcomes (BMG3SEC11)**

After completing the course, students will be able to:

CO. No.	Course Outcome	PSOs Addressed
CO 1	To discuss connectives and well-formed formulas	PSO1, PSO2
CO 2	Learn to evaluate normal forms and illustrate theory of inference for statement calculus	PSO3
CO 3	To define different types of sets and operations on sets	PSO1
CO 4	To explain representation of Venn diagrams	PSO1, PSO3

CO5	To describe Cartesian products of sets explain partial ordered relations and posets	PSO4
CO6	To explain representation and associated terminology of relations	PSO4, PSO5

<b>SEMESTER – III</b>	
Name of the Course: <b>Analytical Geometry</b>	
Course Code: <b>BMG3SEC12</b>	
Full Marks: 50	Credit: 2
Number of classes required: 40	

### **Course Objectives (BMG3SEC12)**

The prime objectives of the course are:

- To get basic knowledge about Circle, Cone, Parabola, Hyperbola, Ellipse etc.
- To understand the concepts & advance topics related to two & three dimensional geometry.
- To study the applications of conics.
- To study the application of Sphere, cone and cylinder.
- To study how to trace the curve.

### **Course Outcomes (BMG3SEC12)**

After completing the course, students will be able to:

CO. No.	Course Outcome	PSOs Addressed
CO 1	Understand geometrical terminology for angles, triangles, quadrilaterals and circles.	PSO1, PSO2
CO 2	Measure angles using a protractor.	PSO3
CO 3	Use geometrical results to determine unknown angles.	PSO4
CO 4	Recognise line and rotational symmetries.	PSO1, PSO5
CO 5	Find the areas of triangles, quadrilaterals and circles and shapes based on these.	PSO5

<b>SEMESTER – III</b>	
Name of the Course: <b>Integral Calculus</b>	
Course Code: <b>BMG3SEC13</b>	
Full Marks: 60	Credit: 2
Number of classes required: 40	

### **Course Objectives (BMG3SEC13)**

The prime objectives of the course are:

- Compute limits, derivatives, and integrals.
- Analyze functions using limits, derivatives, and integrals.
- Recognize the appropriate tools of calculus to solve applied problems.

### **Course Outcomes (BMG3SEC13)**

After completing the course, students will be able to:

CO. No.	Course Outcome	PSOs Addressed
CO 1	Use basic integration techniques to calculate area	PSO1
CO 2	Apply integrals to geometric application, physical application, and modeling problems	PSO2
CO 3	Perform additional integration calculations and approximations	PSO3
CO 4	Develop methods to solve differential equations	PSO3
CO 5	Understand infinite series and how to use them to evaluate functions	PSO4
CO 6	Represent functions using power series	PSO4
CO 7	Describing curves through parametric equations and polar coordinates	PSO5

### **Choices for SEC 2 (Choose any one)**

<b>SEMESTER – IV</b>	
Name of the Course: <b>Vector Calculus</b>	
Course Code: <b>BMG4SEC21</b>	
Full Marks: 50	Credit: 2
Number of classes required: 40	

### **Course Objectives (BMG4SEC21)**

The prime objectives of the course are:

- To gain skills in linear transformation.
- To develop the ability to compute eigenvalues and eigenvectors of linear transformations.
- To find inner product spaces and determine orthogonality.

### **Course Outcomes (BMG4SEC21)**

After completing the course, students will be able to:

CO. No.	Course Outcome	PSOs Addressed
CO 1	Solve first order differential equations arising in various engineering fields.	PSO2, PSO3
CO 2	Solve linear differential equations of higher order and use the knowledge to study certain problems in engineering.	PSO4, PSO5

<b>SEMESTER – IV</b>	
Name of the Course: <b>Theory of Equations</b>	
Course Code: <b>BMG4SEC22</b>	
Full Marks: 50	Credit: 2
Number of classes required: 40	

### **Course Objectives (BMG4SEC22)**

The prime objectives of the course are:

- To describe the graphical representation of a polynomial, maximum and minimum values of a polynomial,
- To acquire the concept of symmetric functions,
- To know the use of Newton's theorem to find the sums of power of roots, homogeneous products, limits of the roots of equation,
- Understand Sturm's theorem and its application.

### **Course Outcomes (BMG4SEC22)**

After completing the course, students will be able to:

CO. No.	Course Outcome	PSOs Addressed
CO 1	Describe the relation between roots and coefficients	PSO1, PSO3
CO 2	Find the sum of the power of the roots of an equation using Newton's Method.	PSO3, PSO 5
CO 3	Transform the equation through roots multiplied by a given number, increase the roots, decrease the roots, removal of terms	PSO3, PSO4
CO 4	Solve the reciprocal equations and analyse the location and describe the nature of the roots of an equation.	PSO4, PSO5
CO 5	Obtain integral roots of an equation by using Newton's Method.	PSO 2
CO 6	Compute a real root of an equation by Horner's method.	PSO 3

<b>SEMESTER – IV</b>	
Name of the Course: <b>Number Theory</b>	
Course Code: <b>BMG4SEC23</b>	
Full Marks: 60	Credit: 2
Number of classes required: 40	

### **Course Objectives (BMG4SEC23)**

The prime objectives of the course are:

- Learn to find quotients and remainders from integer division.
- Apply Euclid's algorithm and backwards substitution.

- Understand the definitions of congruences, residue classes and least residues.

### **Course Outcomes (BMG4SEC23)**

After completing the course, students will be able to:

CO. No.	Course Outcome	PSOs Addressed
CO 1	Apply mathematical induction and other types of techniques to prove theorems or mathematical results.	PSO1
CO 2	Apply the concepts and results of divisibility of integers effectively.	PSO2
CO 3	Understand research problems related to number theory.	PSO4
CO 4	Learn various theorems on primes, congruence and residues which are used in cryptography.	PSO3
CO5	Solve problems related to Chinese remainder theorem, Fermat's Little theorem.	PSO2

### **Choices for SEC 3 (Choose any one)**

<b>SEMESTER – V</b>	
Name of the Course: <b>Probability and Statistics</b>	
Course Code: <b>BMG5SEC31</b>	
Full Marks: 50	Credit: 2
Number of classes required: 40	

### **Course Objectives (BMG5SEC31)**

The prime objectives of the course are:

- To make the students familiar with the basic statistical concepts and tools which are needed to study situations involving uncertainty or randomness.
- To render the students to several examples and exercises that blend their everyday experiences with their scientific interests.
- To extend and formalize knowledge of the theory of probability and use of Baye's theorem.
- To inculcate the concepts of random variables, mathematical expectation and correlation.
- Fostering the concept of discrete and continuous probability distributions.

### **Course Outcomes (BMG5SEC31)**

After completing the course, students will be able to:

CO. No.	Course Outcome	PSOs Addressed
CO 1	Compute probabilities and conditional probabilities in appropriate ways.	PSO1, PSO3
CO 2	Solve word problems using combinatorial analysis.	PSO2

CO 3	Represent and statistically analyse data both graphically and numerically.	PSO4
CO 4	Demonstrate the ability of conditional probabilities statistically analyse data both graphically and numerically by presentation.	PSO5

<b>SEMESTER – V</b>	
Name of the Course: <b>Mathematical Finance</b>	
Course Code: <b>BMG5SEC32</b>	
Full Marks: 50	Credit: 2
Number of classes required: 40	

### **Course Objectives (BMG5SEC32)**

The prime objectives of the course are:

- To provide an in-depth approach to credit risk modelling for the specific purpose of pricing fixed income securities and credit-risk derivatives.
- To explore the nature of factors underlying credit risk and develop models incorporating default risk.

### **Course Outcomes (BMG5SEC32)**

After completing the course, students will be able to:

CO. No.	Course Outcome	PSOs Addressed
CO 1	Understand the mathematical foundations of quantitative finance	PSO1, PSO2
CO 2	Understand the standard and advanced quantitative methodologies and techniques of importance to a range of careers in investment banks and other financial institutions.	PSO2
CO 3	Create and evaluate potential models for the price of shares.	PSO3, PSO5
CO 4	Construct, evaluate and analyze models for investments and securities.	PSO3
CO 5	Apply scientific models and tools effectively.	PSO4

<b>SEMESTER – V</b>	
Name of the Course: <b>Mathematical Modeling</b>	
Course Code: <b>BMG5SEC33</b>	
Full Marks: 60	Credit: 2
Number of classes required: 40	

### **Course Objectives (BMG5SEC33)**

The prime objectives of the course are:

- To introduce students to the elements of the mathematical modeling process;
- To present application-driven mathematics motivated by problems from within and outside mathematics;
- To exemplify the value of mathematics in problem solving; and
- To demonstrate connections among different mathematical topics.

### **Course Outcomes (BMG5SEC33)**

After completing the course, students will be able to:

CO. No.	Course Outcome	PSOs Addressed
CO 1	Translate everyday situations into mathematical statements (models) which can be solved/analyzed, validated, and interpreted in context.	PSO1, PSO2
CO 2	Identify assumptions that are consistent with the context of the problem and which in turn shape and define the mathematical characterization of the problem.	PSO1
CO 3	Revise and improve mathematical models so that they will better correspond to empirical information and/or will support more realistic assumptions.	PSO2, PSO3
CO4	Assess the validity and accuracy of their approach relative to what the problem requires.	PSO4
CO5	Communicate mathematics in both oral and written form to a broad mathematical and lay audience, including the “end users” of a modeling problem, who may be utterly unfamiliar with the mathematics used.	PSO4, PSO5

### **Choices for SEC 4 (Choose any one)**

<b>SEMESTER – VI</b>	
Name of the Course: <b>Boolean Algebra</b>	
Course Code: <b>BMG6SEC41</b>	
Full Marks: 50	Credit: 2
Number of classes required: 40	

### **Course Objectives (BMG6SEC41)**

The prime objectives of the course are:

- To discuss connectives and well-formed formulas
- To explain Boolean functions and free Boolean algebras
- To explain representation and minimization of Boolean functions

### **Course Outcomes (BMG6SEC41)**

After completing the course, students will be able to:

CO. No.	Course Outcome	PSOs Addressed
CO 1	Define Boolean algebra and sub-algebra	PSO1

CO 2	Explain Boolean functions and free Boolean algebras	PSO3
CO 3	Explain representation and minimization of Boolean functions	PSO4, PSO5

<b>SEMESTER – VI</b>	
Name of the Course: <b>Transportation and Game Theory</b>	
Course Code: <b>BMG6SEC42</b>	
Full Marks: 50	Credit: 2
Number of classes required: 40	

### **Course Objectives (BMG6SEC42)**

The prime objectives of the course are:

- To understand the Linear programming problems with applications to transportation, assignment, and game problems.
- To understand the application of linear programming problems in manufacturing resource planning and financial sectors.
- To determine optimality conditions by using the Simplex method.
- To explain the traveling salesman problem and the game theory.
- To explain mixed strategies using linear programming techniques and algebraic methods.

### **Course Outcomes (BMG6SEC42)**

After completing the course, students will be able to:

CO. No.	Course Outcome	PSOs Addressed
CO 1	Explain the Transportation Problem and Assignment Problem, formulate them as an LPP, and hence solve the problem.	PSO1, PSO2
CO 2	Understand the theory of games for solving simple games.	PSO2
CO 3	Determine optimality conditions by using the Simplex method. explain the traveling salesman problem	PSO3, PSO5
CO 4	Explain mixed strategies using linear programming techniques and algebraic methods	PSO4

<b>SEMESTER – VI</b>	
Name of the Course: <b>Graph Theory</b>	
Course Code: <b>BMG6SEC43</b>	
Full Marks: 60	Credit: 2
Number of classes required: 40	

### **Course Objectives (BMG6SEC43)**



The prime objectives of the course are:

- Students will achieve command of the fundamental definitions and concepts of graph theory.
- Students will understand and apply the core theorems and algorithms, generating examples as needed, and asking the next natural question.
- Students will achieve proficiency in writing proofs, including those using basic graph theory proof techniques such as bijections, minimal counterexamples, and loaded induction.
- Students will work on clearly expressing mathematical arguments, in discussions and in their writing.
- Students will become familiar with the major viewpoints and goals of graph theory: classification, extremality, optimization and sharpness, algorithms, and duality.

### **Course Outcomes (BMG6SEC43)**

After completing the course, students will be able to:

CO. No.	Course Outcome	PSOs Addressed
CO 1	Understand the concept of Graphs, which is an important tool for Mathematical Modelling	PSO1
CO 2	Understand different types of graphs and operations on graphs.	PSO2
CO 3	Relate real life problems or events with mathematical graphs.	PSO6
CO 4	Understand the concept of trees and algorithms to find special spanning trees.	PSO3
CO5	Understand directed graphs and its applications.	PSO2

# DEPARTMENT OF PHYSICS

## PROGRAMME OUTCOME AND COURSE OUTCOME

The study of science has always been a demystifying experience. The ability to ask critical questions and follow them up with a systematic plan of inquiry seeking right answers advances scientific thoughts. Physics is a branch of science based on experimental observation. The acquaintance with physics helps to realize the working principles of many of our daily appliances. The beauty of physics lies in the simplicity of the fundamental physical theories.

Physics has a profound effect on all scientific developments. It is the present-day equivalent to “natural philosophy” from which most of our modern sciences arose. Being a description of nature, physics has been our best friend from the very day of human existence. The basic aim of Physics teaching is to let the students know and understand the principles and their applications in real life.

### PROGRAMME OUTCOMES

<b>PO1:</b>	Acquire sound knowledge about the fundamentals of various science subjects and become adopt in hands-on activities.
<b>PO2:</b>	Apply and demonstrate knowledge of concepts of physics, to analyze a variety of physical phenomena.
<b>PO3:</b>	Represent a commitment to the development of a scientific temper in the society by virtues of rational thinking and the scientific method. Perform effectively as an individual and as a member or leader in diverse team, in multidisciplinary setting.
<b>PO4:</b>	Demonstrate the learned laboratory skills, enabling them to take measurements in a physics laboratory and analyse the measurements to draw valid conclusions.
<b>PO5:</b>	Help in understanding the causes of environmental pollution and can open up new methods for pollution control i.e., demonstrating a commitment to coping with the urgent needs of humanity in the era of climate change. Apply and demonstrate the basic Physics in environmental context for sustainable development.
<b>PO6:</b>	Plan, execute and report the results of a complex extended experiment or investigation, using appropriate methods to analyze data and to evaluate the level of its uncertainty.
<b>PO7:</b>	Willingness to take up responsibility in study and work confidence in his/her capabilities capacity to work effectively in a team motivation for learning and experimentation.
<b>PO8:</b>	Capable of oral and written scientific communication, and will prove that they can think critically and work independently.
<b>PO9:</b>	One most significant outcome of the programme is the inculcation of higher values of life among the learners that enable them to face any hazard of the future life.
<b>PO10:</b>	Respond effectively to unfamiliar problems in scientific contexts.

# **COURSE OUTCOMES**

## **SEMESTER-I**

### **📖 COURSE: MECHANICS**

After successfully completing this course, the student will be able to:

- CO1:** Solve ordinary differential equations of second order and some vector problems that are common in the physical sciences.
- CO2:** Demonstrate an intermediate knowledge of Newton's Laws and the equations of motion of some systems.
- CO3:** Understanding with central force and idea about various satellite system in Earth gravitational field.
- CO4:** Apply the concepts of elasticity to real world problems
- CO5:** Explain the fundamental principles of the special theory of relativity
- CO6:** Understand rigorously all theory by all practical.

## **SEMESTER-II**

### **📖 COURSE: ELECTRICITY AND MAGNETISM**

After successfully completing this course, the student will be able to:

- CO1:** Define the basic terms such as electric field, electric potential, magnetic intensity, magnetic induction, magnetic susceptibility and electric and magnetic flux.
- CO2:** Solve numerical problems using Coulombs Law, Gauss's law, Biot-Savart's law, Ampere circuital law and Faraday's law.
- CO3:** Derive the relation between three magnetic vectors and compare different types of magnetic material.
- CO4:** Explain the concept of various type of capacitor.
- CO5:** Understand the Maxwell's equations and electromagnetic waves.
- CO6:** Understand rigorously all theory by all practical.

## **SEMESTER-III**

### **📖 COURSE: THERMAL PHYSICS AND STATISTICAL MECHANICS**

After successfully completing this course, the student will be able to:

- CO1:** Define laws of thermodynamics, entropy, thermodynamic processes etc.
- CO2:** Describe and derive expression of Heat engine & Carnot engine, entropy, latent heat equation and various thermodynamic potentials.
- CO3:** Explain the Maxwell's distribution law of gas particles, concept of equipartition of energy and transport phenomena of gases.
- CO4:** Derive the Planck's law, Wien's distribution law, Rayleigh-Jeans Law, Stefan Boltzmann Law and Wien's displacement law for Black body radiation.
- CO5:** Understand the concept of phase space, macro & micro state and also able to explain & compare all three type of statistics.
- CO6:** Understand rigorously all theory by all practical.

### **📖 COURSE: RENEWABLE ENERGY AND ENERGY HARVESTING**

After successfully completing this course, the student will be able to:

- CO1:** Understand the Fossil fuels and about the alternate sources of energy.
- CO2:** Explain solar energy, its uses and describe solar cell and photovoltaic cell.
- CO3:** Explain and application of various type renewable energy sources as wind energy, solar energy, ocean energy, geothermal energy and hydro energy.
- CO4:** Understand the piezoelectric and electromagnetic energy harvesting.
- CO6:** Understand rigorously all theory by all demonstration.

## **SEMESTER-IV**

### **📖 COURSE: WAVES AND OPTICS**

After successfully completing this course, the student will be able to:

**CO1:** Define periodic and oscillatory motion, setup and solve differential equations of motion for simple harmonic, damped, and forced oscillators, set and solve differential equation for wave motion for longitudinal and transverse waves and also understanding the Sabine's formula of acoustics of buildings.

**CO2:** Describe the superposition of two collinear and perpendicular harmonic oscillator with graphical and analytical method and also understand the concept of Lissajous figure and its application.

**CO3:** Define the surface tension and its application to various type of liquid or air drops also about the Poiseuille's formula, define the coefficient of viscosity and types of pump system which creating low pressure and some type of gauge for measuring low pressure.

**CO4:** Explain the wave front of light and its propagation, also can describe the interference of light by various measurements like Young's Double Slit experiment, Newton's Ring experiment, etc.

**CO5:** Determine the wavelength, refractive index, etc. by Michelson's Interferometer experiment.

**CO6:** Understand about the Fraunhofer and Fresnel diffraction of light with some experiment and also explain the plane, circular and elliptical polarization of light.

**CO7:** Understand rigorously all theory by all practical.

### **📖 COURSE: WEATHER FORECASTING**

After successfully completing this course, the student will be able to:

**CO1:** Understand the basic idea about atmosphere and weather.

**CO2:** Determine how to produce wind also measuring its speed and direction and also understand about the humidity clouds and rainfall.

**CO3:** Describe the global wind system, thunderstorm and tropical cyclones also define the climate, its change due to global warming and pollution.

**CO4:** Forecast of weather by various analysis.

**CO5:** Understand rigorously all theory by all demonstration.

## **SEMESTER-V**

### **📖 COURSE: ELEMENTS OF MODERN PHYSICS**

After successfully completing this course, the student will be able to:

**CO1:** Explain the Planck's constant, photo electric effect and Compton scattering and also describe the wave particle duality by Davisson-Germer and double slit experiment.

**CO2:** Describe the Rutherford and Bohr's atomic model and from it define the energy spectra of hydrogen atom and also describe the uncertainty principle by thought experiment.

**CO3:** Define the Schrodinger wave equation for non-relativistic particles its application on one dimensional box and understand about the momentum operator, energy operator, eigen value, eigen function and also about the normalization of wavefunction.

**CO4:** Describe the quantum mechanical scattering and tunnelling across various potential barrier.

**CO5:** Understanding about the atomic nucleus its relation with atomic weight also describes the nuclear forces and binding energy from semi-empirical mass formula.

**CO6:** Define the various type of radioactive decay, law of decay, fission and fusion, and about nuclear reactor.

**CO7:** Understand rigorously all theory by all practical.

### **📖 COURSE: NUCLEAR & PARTICLE PHYSICS**

After successfully completing this course, the student will be able to:

**CO1:** Describe the general properties of nuclei

**CO2:** Understanding about the various existing nuclear models like liquid drop model, Fermi gas model and shell model.

**CO3:** Define the three type of radioactive decay i.e., alpha, beta and gamma decay and also describe the nuclear reaction.

**CO4:** Explain the interaction of nuclear radiation with matter and also describe the various type of detector for nuclear radiation i.e., gas detectors, scintillation detectors and semiconductor detectors.

**CO5:** know the particle accelerator facility available in India and also describe the basic particle physics.

### **📖 COURSE: COMPUTATIONAL PHYSICS**

After successfully completing this course, the student will be able to:

**CO1:** Use of computational methods to solve physical problems

**CO2:** Use of various computer languages like FORTRAN, Linux.

**CO3:** Control of various statements and understand of introductory level of LaTeX and its uses.

**CO4:** Understand rigorously all theory by all hands-on exercise.

### **SEMESTER-VI**

### **📖 COURSE: QUANTUM MECHANICS**

After successfully completing this course, the student will be able to:

**CO1:** Describe time dependent and independent Schrodinger equation for non-relativistic particles and its application and also understand about the momentum operator, energy operator, eigen value, eigen function and also about the normalization of wavefunction.

**CO2:** Define the bound state in an arbitrary potential like square well potential and simple harmonic oscillator.

**CO3:** Apply quantum theory to hydrogen like atoms and using the Frobenius method and also understand about orbital angular momentum quantum numbers.

**CO4:** Understand about electron angular momentum, spin, spin angular momentum and spin magnetic moment and also understand about the Zeeman effect, Gyromagnetic ratio and Bohr Magneton.

**CO5:** Describe the Pauli's Exclusion principle, total angular momentum and vector model of Spin orbit coupling.

**CO6:** Understand rigorously all theory by all practical.

### **📖 COURSE: DIGITAL AND ANALOG CIRCUITS AND INSTRUMENTATION**

After successfully completing this course, the student will be able to:

**CO1:** Using the logic circuit and Boolean algebra and also understand the Binary numbers.

**CO2:** Understanding the various type of semiconductor diodes and bipolar junction transistors.

**CO3:** Understanding about the Operational amplifiers and Sinusoidal oscillators.

**CO4:** Understand about various measuring instruments like CRO, Power Supply, Rectifiers, capacitor filter, Zener Diode and also about Timer IC.

**CO5:** Understand rigorously all theory by all practical.

### **📖 COURSE: ELECTRICAL CIRCUITS AND NETWORK SKILLS**

After successfully completing this course, the student will be able to:

**CO1:** Understand the basic principles of electricity and electrical circuits.

**CO2:** Define electrical drawing and symbols and also understanding about electric motors, generators and transformers.

**CO3:** Describe about various solid-state devices electrical protection and electrical wirings.

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# **DEPARTMENT OF ZOOLOGY**

**(SESSION: 2020-2021)**

## **PROGRAMME OUTCOMES**

After completing B.Sc. Zoology (general) Programme students will be able to:

**PO1:** Demonstrate and apply the fundamental knowledge of the basic principles of major fields of Zoology.

**PO2:** Apply knowledge to solve the issues related to animal sciences.

**PO3:** Take appropriate steps towards conservation of endemic and endangered animal species.

**PO4:** To foster curiosity in the students for Zoology.

**PO5:** To create awareness amongst students for the basic and applied areas of Zoology.

**PO6:** To orient students about the importance of abiotic and biotic factors of Environment and their conservation.

**PO7:** To provide an insight to the aspects of animal diversity.

**PO8:** To inculcate good laboratory practices in students and to train them about Proper handling of lab instruments.

**PO9:** Demonstrate knowledge and understanding of Zoology and management Principles and apply these to one's own work, as a member and leader in a team.

**PO10:** Recognize the need for, and have the preparation and ability to engage in Independent and life-long learning in the broadest context of technological change

**PO11:** Function effectively as an individual, and as a member or leader in diverse teams, and in multidisciplinary settings.

## **PROGRAMME SPECIFIC OUTCOMES**

The syllabus for Zoology (general) at undergraduate level using the Choice based credit system has been framed in compliance with model syllabus given by UGC. The main objective of framing this new syllabus is to give the students a holistic understanding of the subject giving substantial weightage to both the core contents and techniques used in Zoology. Keeping in mind and in tune with the changing nature of the subject, adequate emphasis has been given on new techniques and understanding of the subject.

## **COURSE OUTCOME**

### **SEMESTER I**

#### **❖ COURSE(CC1) : ANIMAL DIVERSITY (credits-6)**

After successfully completing this course, the students will be able to:

**CO1:** To understand the Animal diversity around us.

**CO2:** To understand the underlying principles of classification of animals.

**CO3:** To understand the terminology needed in classification.

**CO4:** To understand the differences and similarities in the various aspects of classification.

**CO5:** To classify invertebrates and to be able to understand the possible group of the invertebrate observed in nature.

### **SEMESTER II**

#### **❖ COURSE(CCII) : COMPARATIVE ANATOMY & DEVELOPMENT BIOLOGY OF VERTEBRATES. (Credits -6)**

CO1: The student will understand in detail about the Integumentary system, skeletal system, digestive system, respiratory system, circulatory system, nervous system and Sensory system.

CO2: They will be able to compare and differentiate the above mentioned systems in different vertebrate group.

CO3: The student will understand how multicellular organisms are formed from single cell, molecular mechanism and cell-cell interactions of such complex and integrated development.

CO4: This course also describes the developmental process of Early embryonic and late embryonic.

CO5: This course also imparts knowledge about fascinating field of regeneration, in vitro fertilization, etc.

### **SEMESTER III**

#### **❖ COURSE (CCIII) : PHYSIOLOGY AND BIOCHEMISTRY (credits-6)**

CO1: The students will be introduced to the terminologies and working mechanism relating to various organs systems in animal physiology- tissue, bone and cartilage, reproductive system, nervous system, muscular system, cardiovascular system and endocrine system .

CO2: The students will learn about the chemical foundation of biology pH. pK, acid and base, buffer and free energy.

CO3: Students will understand the basis and fundamental biochemistry of carbohydrate, lipids, protein and nucleic acids.

CO4: They will also be able to understand the nature and mechanism and kinetics of enzyme action.

#### **❖ SEC-1: APICULTURE (Credits-2)**



CO1: The learner understands the basics about beekeeping tools, equipment, and managing beehives.

CO2: To understand the basic life cycle of the honeybees, beekeeping tools and equipment.

CO3: To learner for managing beehives for honey production and pollination.

CO4: The course is usefull for providing self-employment to student.

CO5: The bee keeping is usefull in pollination of the flora.

CO6: Learner will understand the marketing of various bee products.

### **SEMESTER IV**

#### **❖ COURSE(CCIV): GENETICS AND EVOLUTIONARY BIOLOGY**

**(Credits-6)**

CO1: This course describes different types of inheritance Such as incomplete dominance, co-dominance, Sex-linked, Sex-influenced etc., enabling students to critically analyse the mode of inheritance.

CO2: This course also inculcates knowledge among the students about the chromosomal mapping, Cause of mutation.

CO3: Students also learn how recombination and transfer of genetic Element took Place in bacteria.

CO4: Among the students this course inculcates the knowledge how Life is originated and progressed from simple molecules to unicellular and then to complex multicellular organisms.

CO5: Students also able to understand the various laws and principles of evolution.

❖ **SEC-2: (MEDICAL DIAGNOSIS)**

**(Credits -2)**

CO1: The objective of this paper is to give Students a Unique opportunity to learn how doctors and clinicians make decisions about disease prognosis, Prevention, diagnosis. Students will gain knowledge about various infectious, noninfectious and lifestyle diseases, tumors and their diagnosis.

CO2: After completing this Course, the students should be Able to learn scientific approaches/techniques Used in the clinical laboratories to investigate various diseases

CO3: This paper will also help to gain knowledge about common imaging technologies and their utility in the clinic diagnose a specific disease.

**SEMESTER V**

❖ **COURSE(DSE-1): APPLIED ZOOLOGY**

**(credits -6)**

After successfully completing this course, students will be able to:

CO1-Understands processes of fisheries, sericulture, along with crop pest management techniques.

CO2-Students gain knowledge about various disease related vectors and their impact on human.

CO3- Understands concepts of apiculture, poultry and dairy.

**OR**

❖ **COURSE(DSE-1): AQUATIC BIOLOGY.**

**(Credits -6)**

CO1: Recognize scope and significance of aquatic Biology and introduce the limnology, Marine biology and oceanography.

CO2: Create awareness about the properties of freshwater and seawater, the elixir of life.

CO3: Understand and study different geomorphic formations of water bodies.

CO4: Give an insight to aquatic flora and fauna

CO5: Critically evaluate the pollution, its sources and eco-restoration of aquatic systems.

❖ **SEC-3: (SERICULTURE).**

**(Credits -2)**

CO1: Students will learn about the history and present status of mulberry and nonmulberry sericulture.

CO2: They will also be able learn about the life cycles, rearing, pest management entrepreneurship nonmulberry sericulture.

**SEMESTER VI**

❖ **COURSE(DSE-2): IMMUNOLOGY**

**(Credits -4)**

CO1: Students will learn an overall perspective of innate and adaptive immunity, antigenicity and immunogenicity, hybridoma technology, properties and functions of cytokines and complement system and vaccines.

CO2: To understand the evolution of immune mechanisms.

CO2: Students will also learn the different lymphoid organs, spleen, thymus, TC, DC of WBC, ELISA method.

CO4: To analyze and inculcate the fundamental knowledge on immune system and immunological responses to antigens.

CO5: Understand the immune mechanisms in disease control, vaccination, process of immune interactions.

**OR**

❖ **COURSE(DSE-2): INSECTS, VECTORS AND DISEASES**

**(Credits -4)**

Knowledge gained

CO1: Development of knowledge about major insect pests of crops, forests, stored grains etc.

CO2: To develop concept about insect pest status, pest control methods.

CO3: Development of depth knowledge about insect vector biology, disease transmission, pathogenicity, endemicity of disease and about different control measures.

CO4: Identification of major insect pests and vectors responsible for disease transmission.

CO5: Knowing the physiology, life history in efficacious management of insect pests and vectors.

**SEC-4:(COMMUNITY NUTRITION AND HEALTH STATISTICS)**

**(Credits -2)**

At the end of this course the students will be able to-

CO1: Describe the public health aspects of malnutrition.

CO2: Identify the cause of malnutrition and its preventive measures.

CO3: Know the health care services by Government, health programs in India.

CO4: Understand the role of international and national organizations in public health various disease.

CO5: Apply the various statistical methods and interpretation of the results.