

POLBA MAHAVIDYALAYA
COURSE WISE & SUBJECT WISE OUTCOME
DEPARTMENT OF BENGALI
2018-2019
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

<u>Semester</u>	<u>Course</u>	<u>Course Title</u>	<u>Learning Outcome</u>
<u>I</u>	<u>CC 1</u>	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.
	<u>CC 2</u>	Chhando, Alankar	They learn about rhythm and rhetoric.
			Realizing the importance of rhythm and rhetoric in Bengali literature.
	<u>GE 1</u>	Any discipline other than Bengali	Students of subjects other than Bengali are studying Bengali literature.
	<u>AECC-1</u>	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

<u>Semester</u>	<u>Course</u>	<u>Course Title</u>	<u>Learning Outcome</u>
<u>II</u>	<u>CC 3</u>	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'.
	<u>CC 4</u>	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 respect of social history in eighteenth century.
			They also learn about the history of medieval society.
	<u>GE 2</u>	Any discipline other than Bengali	Gradually, depth is being created about Bengali literature among students of other subjects.
	<u>AECC-2</u>	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

<u>Semester</u>	<u>Course</u>	<u>Course Title</u>	<u>Learning Outcome</u>
<u>III</u>	<u>CC 5</u>	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.
	<u>CC 6</u>	Bhasatattwa	Basic knowledge about linguistics is being created.
			Learning about different aspects of modern linguistics.
	<u>CC 7</u>	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’.
	<u>GE 3</u>	Any discipline other than Bengali	Gradually, depth is being created about Bengali literature among students of other subjects.
	<u>SEC 1</u>	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.
			Learned to critical lessons in the novel.
	<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	Third Year
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<u>Semester</u>	<u>Course</u>	<u>Course Title</u>	<u>Learning Outcome</u>	
<u>Third Year</u>	<u>Paper V</u>	Upanyas	Learned to take lessons in Bengali novels.	
			Learned to critical lessons in the novel.	
	<u>Paper VI</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>Paper VII</u>	Galpo	Students have learned the structure and subject of Modern Golpo pattern and Tagore's short stories.	
		Prabandha	They learned the various style and subject of Prabandha from various famous authors.	
			Kavyajijnasa	They have learned the structure and origin of Bengali kavya.
	<u>Paper VIII</u>	Sanskrita Sahityer	Students learn about the history of	

		Itihas	Sanskrit literature. They are able to realize the great tradition of Sanskrit literature.
		Ingreji Sahityer Itihas	They knew about the history of English literature.
		Sahityer Roop o Riti	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.
		Sahitya Bishyak Probondho Rachana	They acquire knowledge about the writing style of Bengali Prabandha on various topics.

B.A. (General) in Bengali

Semester	I/II/III/IV
Course-Code	CC 1A/CC 1B/CC (L ₂ -1)/AECC-2/CC 1C/SEC 1/CC 1D/ CC (L ₂ -2)/SEC 2
Credit Value	42

<u>Semester</u>	<u>Course</u>	<u>Course Title</u>	<u>Learning Outcome</u>
I	CC 1A	PrabandhaSahitya: Bamkimchandra and Rabindranath	They learned the various style and subject of Prabandha from Bamkimchandra and Rabindranath.
II	CC 1B	Golpo: Pravat Kumar O Saratchandra	Students have learned the structure and subject of Golpo by Pravat Kumar Mukhopadhyay and Saratchandra Chhotopadhyay.
	CC (L₂-1)	Bangla Chhotogalpo	Students have learned the structure and subject of Chhotogalpo of various author.
	AECC-2		Students learn the basic skills of Bengali literature.
III	CC 1C	Bangla Sahityer Itihas	Special ideas are being made about the history of ancient, medieval and modern Bengali literature.
	SEC 1	Bangla Byakaran	They have learned the basics of Bengali Grammer.
IV	CC 1D	Bhasatattwa	Basic knowledge about linguistics is being created.
			Learning about different aspects of modern linguistics.
	CC (L₂-2)	Bangla Kabita	They learned the poetries of Rabindranath and others.
			They have learned to analyze Modern poetry.

	SEC 2	Rachana Shaktir Naipunya	Writing skills have increased.
			Learned how to write letters, reports and essays.
Third Year	Paper IV		Students learn about translation, proof correction and the basic writing skills of Official letter, report writing, essay writing.

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 Patents 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.

3rd Year **PART-III**

Paper V, Group A: A Sociological Foundation of Education

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.

Paper V, Group B: Educational Administration and School Organization

After the completion of the course, students will understand-

CO1: the concept of Educational Management: Meaning, Nature, Scope, Relation among Management, Administration, Supervision and Planning and System Approach.

CO2: different types of Educational Organization and their Meaning, Principles, School Organization.

CO3: the meaning, need, function, factor of Supervision and basic differences between Inspection and supervision.

CO4: the meaning, nature, need and significance; Types of Meaning, nature, need and significance; Types of planning such as Institutional planning, Strategic planning, Grassroots planning, Area planning-the rolling plan. Educational planning, Institutional planning, Strategic planning, Grassroots planning, Area planning-the rolling plan.

Paper VI, Group A: Psychology of Adjustment

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.

Paper VI, Group B: Educational Guidance and Counseling

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.

Paper VII: 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.

Paper VIII, Group A: 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.

Paper VIII, Group A: Curriculum Studies

After the end of this course-

CO1: Learners will acquire detailed knowledge about the curriculum: Definition, Characteristics, Purpose, Principles and Needs and Recommendations of Curriculum as per University Education Commission, Secondary Education Commission and Indian Education Commission.

CO2: Students will also know Philosophical, Psychological and Sociological bases of curriculum and detail Knowledge of Curriculum Evaluation.

CO3: Students will understand Categories and different Types of Curriculum: Explicit and Hidden, Knowledge, Need and Cultural based and Activity Based.

CO4: Pupil will acquire detailed knowledge of Bloom's Taxonomy of Educational Objectives.

CO5: Learners will Learn about Different Models of Teaching: According to Ausubel, Glaser and Bruner: Meaning, Nature, Function

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: (Part III, Paper V, Group A) Students develop an understanding of the Sociological Context of Education. They relate the concepts of Socialization, Social Change, Social Mobility and Democracy with Education.

PSO18: (Part III, Paper V, Group B) Students develop an Understanding of Educational Administration including Inspection and Supervision and School Organization.

PSO19: (Part III, Paper VI, Group A) The learners develop knowledge about Mental Health and Hygiene. They also understand the concept of Stress management and coping Strategies.

PSO20: (Part III, Paper VI, Group B) Students develop the concept of Guidance and Counselling, various types of Guidance and basic data necessary for Guidance.

PSO21: (Part III, Paper VII, Group A & B) 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.

PSO22: (Part III, Paper VIII, Group A) 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.

PSO23: (Part III, Paper VIII, Group B) Students develop an understanding of Curriculum, bases of Curriculum, Categories and Types of Curriculum and Bloom's Taxonomy.

**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-3rd

CC-1C: Educational Sociology

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-4th

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

Part III
3rd Year

Paper IV, Group A: 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.

Paper IV, Group B : Guidance in Education

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.

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-1D) 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: (Part III, Paper IV, Group A) Students develop understanding of the concepts of Evaluation in Education.

PSO8: (Part III, Paper IV, Group B)) Learners will acquire detail knowledge about Guidance in Education Education.

POLBA MAHAVIDYALAYA

2018-2019

DEPARTMENT OF ENGLISH

COURSE OUTCOME

ENGLISH HONOURS

PAPER V

1. Literary Analysis and Interpretation:

- Develop skills in close reading and textual analysis through the study of Shakespearean and Marlovian plays like "Macbeth," "As You Like It," and "Edward II."
- Gain proficiency in identifying and analyzing literary elements such as plot, character development, theme, symbolism, and language techniques employed by the authors.
- Enhance understanding of the historical and cultural contexts that influenced the creation and reception of these iconic works.

2. Exploration of Themes and Motifs:

- Explore recurring themes and motifs across the plays, such as power, ambition, fate, identity, love, and betrayal.
- Analyze how Shakespeare and Marlowe address universal human experiences and societal issues through their dramatic portrayals.
- Engage in discussions and critical inquiries into the philosophical, moral, and psychological dimensions of the texts.

3. Performance and Adaptation:

- Examine the performance history of the plays, including notable stage productions, film adaptations, and critical receptions.
- Explore how different directors, actors, and artists interpret and adapt the works for contemporary audiences.
- Develop an appreciation for the versatility and enduring relevance of Shakespearean and Marlovian dramas in various artistic mediums.

4. Contextual Understanding:

- Acquire knowledge of the historical, political, and cultural contexts in which Shakespeare and Marlowe wrote and staged their plays.
- Explore the Elizabethan and Jacobean theatrical traditions, censorship, patronage, and the socio-political climate of Renaissance England.
- Gain insight into the literary and dramatic conventions of the period, including the structure of the theater, the role of performance, and the influence of classical and medieval literature.

POLBA MAHAVIDYALAYA

DEPARTMENT OF ENGLISH

COURSE OUTCOME

ENGLISH HONOURS

PAPER VI

1. Literary Analysis and Interpretation:

- Develop skills in close reading and critical analysis through the study of diverse poetic forms and styles represented by Blake, Wordsworth, Coleridge, Byron, Shelley, Keats, Tennyson, Browning, Arnold, Rossetti, Hopkins, Owen, Yeats, Eliot, Thomas, and Hughes.
- Enhance understanding of poetic devices, imagery, symbolism, and thematic concerns explored by each poet within their respective historical and cultural contexts.

2. Exploration of Themes and Motifs:

- Examine recurring themes and motifs such as nature, mortality, spirituality, love, beauty, social critique, and the human condition across the selected poems.
- Analyze how poets from different periods engage with these themes, offering unique perspectives and insights into the complexities of life and human experience.

3. Contextual Understanding:

- Gain insight into the socio-political, cultural, and intellectual movements of the Romantic, Victorian, and Modern periods that influenced the poetic production of the featured poets.
- Explore the impact of literary movements such as Romanticism, Victorianism, and Modernism on poetic expression, experimentation, and innovation.

4. Appreciation of Poetic Craft and Artistry:

- Appreciate the aesthetic and technical craftsmanship demonstrated by each poet in crafting their verse, including meter, rhyme, rhythm, and sound patterns.
- Engage in discussions and critical reflections on the enduring relevance and significance of these poems in the literary canon, as well as their influence on subsequent generations of poets and readers.

SECTION B

1. **Exploration of Cultural and Historical Contexts:**

- Gain insight into the socio-cultural and historical contexts of India reflected in the poetry of different periods and regions, represented by poets like Derozio, Dutt, Ghose, and Naidu.
- Understand how these poets engage with themes such as nationalism, colonialism, identity, and socio-political issues, offering diverse perspectives on Indian society and its complexities.

2. **Examination of Poetic Themes and Techniques:**

- Analyze the thematic concerns and poetic techniques employed by poets like Ezekiel, Ramanujan, Mahapatra, Das, Daruwalla, and Parthasarathy.
- Explore the treatment of themes such as identity, cultural heritage, existentialism, spirituality, and human experiences, as well as the innovative use of imagery, symbolism, and language.

3. **Appreciation of Literary Diversity and Innovation:**

- Appreciate the richness and diversity of Indian poetry in English, encompassing various linguistic, regional, and cultural traditions.
- Explore the ways in which these poets experiment with form, language, and style to express their unique perspectives and experiences, contributing to the evolution of Indian English poetry.

4. **Critical Engagement and Interpretation:**

- Develop critical reading and interpretation skills through the analysis and discussion of poems from different groups.
- Engage in comparative studies, identifying similarities and differences in thematic concerns, literary techniques, and stylistic features across the selected poems, fostering deeper insights into Indian poetry in English.

POLBA MAHAVIDYALAYA

DEPARTMENT OF ENGLISH

COURSE OUTCOME

ENGLISH HONOURS

PAPER VII

1. Exploration of Cultural and Social Contexts:

- Gain insight into the cultural, social, and historical contexts depicted in each novel, reflecting the specific time periods and settings.
- Understand the socio-economic conditions, traditions, and values prevalent in the societies portrayed by Hardy, Joyce, and Narayan, offering diverse perspectives on human experiences and societal norms.

2. Analysis of Characterization and Themes:

- Analyze the characterization of protagonists and supporting characters in each novel, exploring their motivations, conflicts, and development throughout the narrative.
- Identify and examine recurring themes such as identity, self-discovery, love, morality, societal expectations, and the human condition, as depicted by Hardy, Joyce, and Narayan.

3. Study of Narrative Techniques and Style:

- Explore the narrative techniques and stylistic elements employed by the authors, including point of view, structure, language, symbolism, and imagery.
- Analyze the innovative narrative strategies used by Hardy, Joyce, and Narayan to engage readers, evoke emotions, and convey complex themes and ideas effectively.

4. Critical Engagement and Interpretation:

- Develop critical thinking and interpretation skills through the analysis and interpretation of the selected novels.
- Engage in discussions, debates, and critical essays exploring various interpretations and perspectives on the themes, characters, and narrative techniques employed by Hardy, Joyce, and Narayan, fostering a deeper understanding of their literary significance.

POLBA MAHAVIDYALAYA

DEPARTMENT OF ENGLISH

COURSE OUTCOME

ENGLISH HONOURS

PAPER VIII

1. Understanding the Evolution of English Language:

- Gain insight into the historical development of the English language from its origins in the Germanic and Indo-European language families to its modern forms.
- Analyze significant linguistic changes and influences during different periods, such as Old English, Middle English, Renaissance, and the Modern Age, including phonetic shifts, grammatical changes, and vocabulary evolution.

2. Mastery of Phonetics and Pronunciation:

- Acquire knowledge of the organs of speech and speech mechanisms, along with the classification and description of English vowels and consonants.
- Develop proficiency in phonemic symbols, syllable structure, word stress patterns, intonation, and General Indian English (GIE) pronunciation.

3. Comprehension of Modern English Grammar:

- Understand the structure and types of English sentences, including the noun phrase, verb phrase, and other grammatical elements.
- Learn about determiners, articles, modals, auxiliaries, modifiers, relationals, and sentence transformation techniques, focusing on meaning and usage in contemporary English.

4. Enhanced Writing Skills:

- Apply the knowledge of English language history, phonetics, and grammar to produce well-structured and grammatically accurate essays.
- Demonstrate the ability to follow guidelines, articulate ideas effectively, and maintain coherence and clarity in writing within the prescribed word range.

POLBA MAHAVIDYALAYA

2018-2019

DEPARTMENT OF ENGLISH

PROGRAMME OUTCOME

ENGLISH HONOURS

PAPER V

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Understanding of Elizabethan Dramatic Tradition: Students will demonstrate a comprehensive understanding of the historical, social, and cultural context of Elizabethan drama, including its origins, development, and major thematic concerns.

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Knowledge of Representative Playwrights and Plays: Students will be familiar with the works of major Elizabethan playwrights such as William Shakespeare, Christopher Marlowe, Ben Jonson, Thomas Kyd, and John Webster, as well as significant plays representative of the period's dramatic production.

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Analysis of Dramatic Techniques: Students will analyze and interpret the dramatic techniques employed by Elizabethan playwrights, including verse forms, dramatic structure, characterization, language, and staging conventions, and understand their significance in shaping the meaning and impact of the plays.

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Critical Engagement with Themes and Issues: Students will critically engage with the thematic concerns and socio-political issues addressed in Elizabethan drama, such as power and authority, gender dynamics, love and sexuality, social hierarchy, religious conflict, and human nature.

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Interpretation and Evaluation: Students will develop skills in interpreting and evaluating Elizabethan plays, including identifying central themes, analyzing character motivations, evaluating dramatic tension and resolution, and assessing the overall artistic and literary merit of the works.

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Comparative Analysis: Students will compare and contrast the works of different Elizabethan playwrights, examining similarities and differences in style, thematic preoccupations, and dramatic innovations, and appreciating the diversity within the Elizabethan dramatic tradition.

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Research Skills: Students will demonstrate proficiency in conducting independent research using primary sources, critical literature, and historical context to support their analysis and interpretation of Elizabethan drama.

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Writing Proficiency: Students will enhance their writing skills through the composition of analytical essays, research papers, and critical reviews on selected plays and playwrights, demonstrating clarity, coherence, and persuasive argumentation.

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Oral Communication Skills: Students will develop effective oral communication skills through class discussions, presentations, and seminars, articulating their interpretations and insights into Elizabethan drama to peers and instructors.

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Ethical Awareness: Students will recognize and adhere to ethical principles in the study and interpretation of Elizabethan drama, including proper citation of sources, respect for intellectual property rights, and sensitivity to issues of representation and cultural diversity.

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POLBA MAHAVIDYALAYA

2018-2019

DEPARTMENT OF ENGLISH

PROGRAMME OUTCOME

ENGLISH HONOURS

PAPER VI

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historical Understanding: Students will demonstrate a comprehensive understanding of the historical, cultural, and literary contexts of British poetry from the Romantic period to the Modern era, including significant socio-political events and intellectual movements that influenced poetic production.

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Literary Analysis: Students will analyze and interpret a variety of poetic works from the Romantic, Victorian, and Modernist periods, identifying formal elements, stylistic devices, thematic concerns, and innovative techniques employed by poets such as William Wordsworth, John Keats, Alfred Lord Tennyson, Robert Browning, W.B. Yeats, T.S. Eliot, and others.

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Comparative Study: Students will compare and contrast the poetry of different periods within the Romantic to Modern continuum, examining shifts in poetic form, language, imagery, and thematic preoccupations, and understanding the continuity and evolution of British poetic tradition.

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Critical Engagement: Students will critically engage with the major themes, philosophical inquiries, and aesthetic movements present in Romantic, Victorian, and Modernist poetry, including but not limited to nature, imagination, individualism, industrialization, disillusionment, and existential angst.

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Interpretation and Evaluation: Students will develop skills in interpreting and evaluating poetic texts, recognizing multiple layers of meaning, cultural allusions, and intertextual references, and assessing the artistic and literary merit of selected poems within their respective contexts.

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Research Proficiency: Students will demonstrate proficiency in conducting independent research using primary sources, critical literature, and historical documents to support their analysis and interpretation of British poetry from the Romantic to Modern periods.

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Writing Skills: Students will enhance their writing skills through the composition of analytical essays, research papers, and critical reviews on selected poems and poets, demonstrating clarity, coherence, and persuasive argumentation in their writing.

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Oral Communication: Students will develop effective oral communication skills through class discussions, presentations, and seminars, articulating their interpretations and insights into Romantic, Victorian, and Modernist poetry to peers and instructors.

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Ethical Awareness: Students will recognize and adhere to ethical principles in their study and interpretation of poetry, including proper citation of sources, acknowledgment of intellectual debts, and sensitivity to issues of representation, identity, and cultural diversity.

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Lifelong Learning: Students will cultivate a lifelong appreciation for British poetry and literature, continuing to engage with poetic texts, critical discourse, and scholarly research beyond the confines of the classroom.

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POLBA MAHAVIDYALAYA

2018-2019

DEPARTMENT OF ENGLISH

PROGRAMME OUTCOME

ENGLISH HONOURS

PAPER VII

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Historical Understanding: Students will demonstrate a comprehensive understanding of the historical, social, and cultural contexts in which English novels were produced, recognizing how these contexts shaped the themes, characters, and narratives of the novels.

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Genre Knowledge: Students will acquire a thorough knowledge of the development of the English novel as a literary genre, tracing its evolution from its origins in the 18th century to its diverse forms and styles in the modern period.

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Analysis of Major Works: Students will analyze and interpret a range of English novels from different periods and literary movements, including representative works by significant authors such as Daniel Defoe, Jane Austen, Charles Dickens, George Eliot, Virginia Woolf, and others.

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Character Study: Students will examine the characterization techniques employed by novelists, analyzing the development of major and minor characters, their motivations, conflicts, and relationships within the narrative.

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Narrative Structure and Style: Students will analyze the narrative structure, point of view, and stylistic elements of English novels, identifying techniques such as plot development, narrative voice, symbolism, and imagery, and understanding their significance in conveying meaning and engaging readers.

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Themes and Issues: Students will critically engage with the major themes, social issues, and philosophical inquiries explored in English novels, including but not limited to love and marriage, class and society, gender roles, identity, morality, and the human condition.

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Interpretation and Evaluation: Students will develop skills in interpreting and evaluating novels, recognizing different critical perspectives, literary theories, and cultural contexts that inform readings of the texts, and forming well-supported interpretations and arguments.

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Research Proficiency: Students will demonstrate proficiency in conducting independent research using primary sources, critical literature, and historical documents to support their analysis and interpretation of English novels.

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Writing Skills: Students will enhance their writing skills through the composition of analytical essays, research papers, and critical reviews on selected novels and authors, demonstrating clarity, coherence, and persuasive argumentation in their writing.

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Oral Communication: Students will develop effective oral communication skills through class discussions, presentations, and seminars, articulating their interpretations and insights into English novels to peers and instructors.

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Ethical Awareness: Students will recognize and adhere to ethical principles in their study and interpretation of novels, including proper citation of sources, acknowledgment of intellectual debts, and sensitivity to issues of representation, identity, and cultural diversity.

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POLBA MAHAVIDYALAYA

2018-2019

DEPARTMENT OF ENGLISH

PROGRAMME OUTCOME

ENGLISH HONOURS

PAPER VIII

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Linguistic Analysis: Students will demonstrate proficiency in analyzing the phonetic, morphological, syntactic, and semantic features of language, using appropriate theoretical frameworks and analytical tools.

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Phonetics and Phonology: Students will understand the principles of phonetics and phonology, including the articulation and acoustic properties of speech sounds, phonological processes, and the organization of sounds in language systems.

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Morphology and Word Formation: Students will analyze the internal structure of words, including morphemes, inflectional and derivational processes, and the formation of complex words, in various languages.

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Syntax and Sentence Structure: Students will analyze the structure and organization of sentences, including phrase structure, grammatical relations, and syntactic categories, using both descriptive and theoretical approaches.

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Semantics and Pragmatics: Students will examine the meanings of words, phrases, and sentences, as well as their use in context, exploring both denotative and connotative meanings, and the pragmatic aspects of language use.

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Historical Linguistics: Students will understand the principles of historical linguistics, including language change, language families, and the reconstruction of proto-languages, and apply these principles to the analysis of language data.

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Comparative Linguistics: Students will compare and contrast linguistic structures across different languages, identifying both universal features of human language and language-specific patterns and variations.

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Corpus Linguistics: Students will utilize corpus-based methods to analyze language data, including the compilation, annotation, and statistical analysis of large collections of texts for linguistic research purposes.

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Applied Linguistics: Students will apply linguistic principles to real-world contexts, such as language teaching and learning, language policy and planning, forensic linguistics, computational linguistics, and natural language processing.

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Research Skills: Students will develop research skills in linguistics, including formulating research questions, designing empirical studies, collecting and analyzing data, and presenting findings in written and oral formats.

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Critical Thinking: Students will develop critical thinking skills in evaluating linguistic theories, methodologies, and empirical evidence, and in synthesizing diverse perspectives within the field of linguistics.

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Ethical Awareness: Students will recognize and adhere to ethical principles in linguistic research and practice, including respecting the rights and dignity of language users, acknowledging sources of information, and avoiding bias and discrimination in language analysis.

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

1.	M. G. Vassanji: 'The Book of Secrets' (Penguin, India): <ul style="list-style-type: none">• 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): <ul style="list-style-type: none">• 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.

PROGRAMME SPECIFIC 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.

PROGRAMME SPECIFIC 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.

PROGRAMME SPECIFIC OUTCOME

GENERIC ELECTIVE

SEM II

A: CONTEMPORARY INDIA: WOMEN AND EMPOWERMENT

1.	Social Construction of Gender:
<ul style="list-style-type: none">• 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):
<ul style="list-style-type: none">• 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:
<ul style="list-style-type: none">• 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:
<ul style="list-style-type: none">• 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.	

PROGRAMME SPECIFIC 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.

PROGRAMME SPECIFIC OUTCOME

SEMESTER II AECC – II (Communicative English/ MIL)

1. **Introduction: Theory of Communication, Types, and Modes of Communication:**

- Understand the theory of communication, including its components, models, and processes.
- Explore various types and modes of communication, such as verbal, non-verbal, interpersonal, and mass communication.
- Identify barriers to effective communication and strategies to overcome them.
- Develop skills in intra-personal, inter-personal, and group communication for personal, social, and business contexts.

2. **Language of Communication:**

- Differentiate between verbal and non-verbal communication and understand their significance in interpersonal interactions.
- Learn to adapt language for different purposes and audiences in personal, social, and professional settings.
- Explore strategies to overcome communication barriers and enhance effective communication skills.
- Develop proficiency in intra-personal communication (self-talk), inter-personal communication (with others), and group communication (teamwork).

3. **Speaking Skills:**

- Develop skills in monologue, dialogue, and group discussion to effectively convey ideas and opinions.
- Learn techniques for effective communication and strategies to avoid miscommunication.
- 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

PROGRAMME SPECIFIC 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.

PROGRAMME SPECIFIC OUTCOME

SEMESTER III SEC – 1 creative writing

1.	What is Creative Writing:
	<ul style="list-style-type: none"> • 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:
	<ul style="list-style-type: none"> • 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:
	<ul style="list-style-type: none"> • 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.

PROGRAMME SPECIFIC OUTCOME

SEMESTER IV □ SEC – 2 English Language Teaching

1. 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.

2. 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.

3. 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.

4. 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

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.

DEPARTMENT OF HISTORY
COURSE OUTCOME (CO) HISTORY
HONOURS (B.A)
UNDER CBCS
(AY: 2018-19)

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 well as rise 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 th & 16 th)	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 - lillahi.</p>
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<p>SEM IV</p>	<p>COURSE : CC VIII Course title : Rise of the Modern West-II (17th& 18th centuries</p>	<p>CO -1: Students will be able to learn about 17th 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 18th 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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Part 2

<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 19th 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>Paper V History of Europe (1789—1945)</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 & 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>Paper VII History of China and Japan (1839-1949)</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 4th 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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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>
<p>Paper VIII Making of the Contemporary World (1945—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>

PROGRAMME OUTCOME

FOR ACADEMIC YEAR: 2018 – 2019

Department of History

	PROGRAMME OUTCOME (PO)
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 WISE & SUBJECT WISE OUTCOME
OF UG HONOURS COURSE (B.A/B.Sc.) IN GEOGRAPHY
DEPARTMENT OF GEOGRAPHY
2018-2019

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:

Semester	Course code	Course Title	Credits	Course Outcomes
<u>I</u>	CC 1	Geotectonics and Geomorphology (Theory)	6	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.
	CC 2	Cartographic Techniques and Geological Map Studies (Th+P)	4+2=6	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.

Semester	Course code	Course Title	Credits	Course Outcomes
<u>I</u>	AECC-1	Environmental Studies	4	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.
	GE 1	Any Discipline Other Than Geography	6	Students of subject other than Geography are studying Geography.
				They will learn the basic concepts of Geography.
<u>II</u>	CC 3	Human Geography	6	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.
	CC 4	Cartograms, Survey and Thematic Mapping (Th+P)	4+2=6	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.

Semester	Course code	Course Title	Credits	Course Outcomes
<u>II</u>	AECC-2	Communicative English/MIL (Bengali)	2	Course outcome with respective subject.
	GE 2	Any Discipline Other Than Geography	6	Students of subject other than Geography are studying Geography.
<u>III</u>	CC 5	Climatology	6	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.
	CC 6	Statistical Methods in Geography (Th+P)	4+2=6	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.
	CC 7	Geography Of India	6	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.

Semester	Course code	Course Title	Credits	Course Outcomes
<u>III</u>	SEC 1	Computer Basics and Computer Applications (P)	2	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.
	GE 3	Any Discipline Other Than Geography	6	Students of subject other than Geography are studying Geography.
<u>IV</u>	CC 8	Regional Planning and Development	6	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.

Semester	Course code	Course Title	Credits	Course Outcomes	
<u>IV</u>	CC 9	Economic Geography	6	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.	
	CC 10	Environmental Geography (Th+P)	4+2= 6	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.	

Semester	Course code	Course Title	Credits	Course Outcomes
<u>IV</u>	CC 10	Environmental Geography (Th+P)	4+2= 6	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.
	SEC 2	Advanced Spatial Statistical Techniques	2	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.
	GE 4	Any Discipline Other Than Geography	6	Students of subject other than Geography are studying Geography.

COURSE WISE & SUBJECT WISE OUTCOME
OF UG GENERAL COURSE (B.A/B.Sc.) IN GEOGRAPHY
2018-2019

Semester	Course code	Course Title	Credits	Course Outcomes
<u>I</u>	CC 1A	Geotectonics and Geomorphology (Theory)	4	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.
		Scale and Cartography (Practical)	2	Concept of scales, explanation of different cartographic techniques, climograph, Hythergraph have been taught.
<u>II</u>	CC 1B	Climatology, Soil and Biogeography (Theory)	4	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.
		Surveying and Levelling (Practical)	2	Learn the method to use the survey tools.
				Using a dumpy level and a prismatic compass in the field survey.
<u>III</u>	CC 1C	Human Geography (Theory)	4	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.
		Map Projection and Map Interpretation (Practical)	2	Understanding the concept of map projections.
				Understanding the basics of Topographical mapping, weather map.
		SEC 1	Computer Basics and Computer Applications (Practical)	2
<u>IV</u>	CC 1D	Environmental Geography	4	Knowledge on approaches of Environmental Geography, concept

		(Theory)		and structure of ecosystem.
				Learning about human environment relationship.
				Issues related to environmental problems and policies.
				Forest and wetland conservation.
		Environmental Geography (Practical)	2	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.
	SEC 2	Regional Planning and Development (Theory)	2	Acquiring knowledge of Regional Planning and Development, Human development, and development of agriculture and industry of India, examining the purpose of planning region.
<u>Third Year</u>	IV A and IV B	Geography of India & Analytical Techniques in Geography	60+20 Marks	The students learn about India, the geology, physiography and cultural aspects.
				Acquiring knowledge of fund resources, industries, and population structure of India.
				Regional aspect of Kashmir Himalaya, Marusthali, Deccan plateaue, Bengal Delta
				Various methods of statistical analysis are taught.
				Instrument reading, Soil testing, rocks and minerals are taught by the students.

PROGRAMME OUTCOME
OF UG HONOURS/ GENERAL COURSE (B.A/B.Sc.) IN GEOGRAPHY
DEPARTMENT OF GEOGRAPHY
2018-2019

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.

POLBA MAHAVIDYALAYA

COURSE OUTCOME-HONOURS

Academic Session-2018-2019

Sl.	Name of the course	Semester	Course code	Credit	Marks in the course	Course outcome
1.	Outlines of Indian Philosophy-1	I	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.
5.	Indian	III	CC-5	6 per	75	Students can assess arguments

	ETHICS			week		and philosophical perspectives using critical reasoning. They can write clear and concise explanations and arguments about basic ethical problems.
6.	WESTERN ethics		cc-6			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.
7.	Indian LOGIC		CC-7			This course helps students to understand the distinct features of Indian Epistemology.
8.	Philosophy in Practice		SEC-1	2 per week	50	Students can identify and distinguish between the philosophy and darsana. They can understand some model world-views of Indian as well as Western philosophers.
9	Western Logic-I	IV	CC-8	6 per week	75	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.
10	Psychology		CC-9			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.
11	Philosophy of Religion		CC-10			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.
12	Philosophy of Human Rights		SEC-2	2 per week	50	The outcome of this course is to understand the nature of human right, fundamental right and human right and duties etc.
13	Indian Logic	Part-III	Paper-V		100 Marks	From the study of the selected portion of Tarkasamghraha , mainly Buddhi or jnana, the student will be benefitted for the following reason: 1.They will be able to know about the definition and classification of Buddhi or jnana in detail. 2.It will give the opportunity to the students to think analytically and logically. For this they will be able to take proper decision any problematic situation in practical life.
14	Psychology and Socio-	Part-III	VI		100 Marks	The outcome of this course is to

	Political Philosophy					<p>do analysis of language for critical thinking as all thinking is based on the logical presentation of language and psychology.</p> <p>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.</p>
15	Philosophy of Religion And Philosophical analysis	Part-III	VII		100 Marks	<p>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.</p> <p>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.</p>
16	Philosophy in	Part-III	VIII		100	<p>This course is emphasizing on</p>

	<p>Twentieth Century: Indian and Western</p>				<p>Marks</p>	<p>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. 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</p>
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POLBA MAHAVIDYALAYA

DEPARTMENT OF PHILOSOPHY

2018-2019

GENERAL COURSE OUTCOME

1	Indian Philosophy	I	GE-1/CC-1A	<ul style="list-style-type: none">• Going through the different systems of Indian Philosophy the students will be benefited in various ways:• The Carvaka Philosophy teaches the students to be practical in their everyday life rejecting the Vedic concepts.• 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.• The Nyaya philosophy enables the students to infer properly and develops their thinking power. <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">• The Samkhya philosophy teaches the students the theory of Causality and the theory of evolution of the world which can increase their insights.• From Yoga philosophy student can learn the eightfold Yoga through which he or she can keep
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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>
2.	Western Philosophy	II	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>
3..	Logic	III	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>
4.	Philosophy in Practice	III	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>

5.	Contemporary Indian Philosophy	IV	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.
6.	Philosophy of Human Rights	IV	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.
7.	Philosophy of Religion and Socio-Political Philosophy	Part-III	Paper-IV	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.

				<p>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.</p>
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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, Freud's 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 outcome 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 doing 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>Knowledge Gained: 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>Skill Gained: able to understand the ideological foundation of the state-society interface</p> <p>Competency Gained: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>Knowledge Gained: about the key concepts in political theory.</p> <p>Skill Gained: able to understand what is going around them. They will also be able to apply theoretical knowledge practical situations.</p> <p>Competency Gained: able to critically analyze the subject.</p>
Semester II		

CC-3	Indian Political Thought	<p>Knowledge Gained: about the traditions of Indian thinkers from ancient period to contemporary time</p> <p>Skill Gained: 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>Competency Gained: able to appraise philosophical issues relevant to Indian society</p>
CC-4	Indian Government and Politics	<p>Knowledge: 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>Skill Gained: 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>Competency Gained: 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>
Semester III		
CC-5	Comparative Politics	<p>Knowledge: about development of comparative politics as an academic discipline, significant features of political systems of different countries.</p> <p>Skill Gained: to compare the political systems of various countries.</p> <p>Competency Gained: 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>Knowledge: gained knowledge about the evolution of public administration, major approaches which shaped the discipline of public administration</p> <p>Skill Gained: able to apply theoretical knowledge in the management practices</p>

		Competency Gained: ability to apply knowledge if they choose administrative careers in future
CC-7	Local Government in India	<p>Knowledge: 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>Skill Gained: able to understand how decentralized local government can cater to the public needs.</p> <p>Competency Gained: 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>Knowledge: gained idea about the parliamentary procedures.</p> <p>Skill Gained: to understand the techniques utilized in the parliamentary procedures.</p> <p>Competency Gained: apply the knowledge if they choose administrative or policy making careers.</p>
Semester IV		
CC-8	International Relations	<p>Knowledge: 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>Skill Gained: understanding of global trend in the political and economic issues</p> <p>Competency Gained: 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>Knowledge: gained idea on how society had direct effect on state and the dynamics involved in the state society interface</p> <p>Skill Gained: able to demonstrate on how power structure and social issues affect the state</p> <p>Competency Gained: apply the knowledge of socialization of politics and politicization of</p>

		society
CC-10	International Organizations	<p>Knowledge: gained knowledge on United Nations, regional economic organizations, regional security organizations, and regional organizations.</p> <p>Skill Gained: 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>Competency Gained: apply knowledge in the international politics domain</p>
SEC-2	Public Opinion and Survey Research	<p>Knowledge: knowledge on public opinion and basic tools and techniques of research.</p> <p>Skill Gained: will be able to apply various techniques in their field research and qualitative studies.</p> <p>Competency Gained: knowledge on writing research projects and research proposal.</p>
Semester V		
CC-11	Social Movements in India	<p>Knowledge: gained knowledge on the difference between old and new social movements and contemporary movements in India.</p> <p>Skill Gained: demonstrate the contemporary social problems of India.</p> <p>Competency Gained: able to critically appraise these social issues.</p>
CC-12	Elementary Research methods in Political Science	<p>Knowledge: gained knowledge on tools and techniques of research.</p> <p>Skill Gained: will be able to apply various techniques in their field research and qualitative studies.</p> <p>Competency Gained: knowledge on writing research projects and research proposal.</p>
DSE-1	Select Comparative Political Thought	<p>Knowledge: 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>Skill Gained: able to understand the ideological foundation of the state-society interface.</p> <p>Competency Gained: 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>Knowledge: gained knowledge on the global economy, transnational economic actors and dynamics of civil society.</p> <p>Skill Gained: demonstrate knowledge on the way global economy functions and the role of MNCs.</p> <p>Competency Gained: critically assess the state market and society interface.</p>
Semester VI		
CC-13	Indian Foreign Policy	<p>Knowledge: 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>Skill Gained: 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>Competency Gained: 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>Knowledge: knowledge on changing nature and dynamics of contemporary social issues of India like caste system, secularism, communalism, person with disabilities.</p> <p>Skill Gained: understand the dimensions of state-society interface and the complex mosaic of various social issues in India.</p>

		<p>Competency Gained: 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>Knowledge: 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>Skill Gained: understand the necessity of decentralized governance.</p> <p>Competency Gained: 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>Knowledge: will understand the theories and how various institutions shape the global political economy.</p> <p>Skill Gained: 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>Competency Gained: 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
DEPARTMENT OF SANSKRIT
2018-2019

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>Dhyānayoga</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>Kāvyaśāstrasūtravṛtti</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>Manusamhitā</i> and <i>Kauṭīlya- arthasāstra</i> .

		7.2 Students may compare the administrative policy of ancient time in India and current policies.
	SEC- 1: Basic Sanskrit	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.
Semester IV	CC8: Indian Epigraphy and Chronology	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).
	CC9: Modern Sanskrit Literature	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.
	CC10: Sanskrit and World Literature	10.1 Students may know Sanskrit studies across the world. They might know western scholars as well as eastern scholars.
	SEC-2: Political Thought in Sanskrit Literature	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).
Third Year	Paper V: Vedic Literature	5.1 Students will familiar with oldest Indian literary heritage. They would know Vedic mantras, their application, Vedic grammar, socio-cultural life.
		5.2 Pronouncing of Saṃhitā- pāṭha and Pada-pāṭha of a mantra is to be taught here.
		5.3 The highest philosophy of life is described in Upaniṣad. Therefore, students may achieve this type of knowledge in this section.
		5.4 Demonstrate ideas about the divisions of Veda, the society of Ṛgvedic period, position of women in Vedic period.
	Paper VI: Poetics	6.1 Students would know Sanskrit poetics according to <i>Kāvyaḷaṃkārasūtravṛtti</i> of Vāmana and Dandin's Kavyadarsha (Chapter one).
		6.2 Students would be able to know the definitions of meters according to <i>Chandomaṅjarī</i> of Gaṅgādāsa.
		6.3 Students will be familiar with the definition and explanation of Alaṃkāra, example of

		Alamkāra according to <i>Sāhityadārpaṇa</i> (chapter– 10) of Visvanātha Kavirāja.
	Paper VII:	7.1 Develop a textual study about <i>Kādambarī</i> (<i>Sukanasopadesa</i>).
		7.2 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>Kauṭilīya- arthaśāstra</i> .
		7.3 Students may compare the administrative policy of ancient time in India and current policies.
		7.5 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.
		7.6 Students may learn the paleographic styles and languages of Inscriptions.
	Paper VIII	8.1 This course introduces students with essentials of Indian Philosophy.
		8.2 Students could relate the philosophical theory in their practical life.
		8.3 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>

		and essay writing and substance writing in Sanskrit.
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COURSE WISE & SUBJECT WISE OUTCOME
OF UG GENERAL COURSE (B.A.) IN SANSKRIT
2018-2019

Semester	Core Course	Course Outcome
Semester I	CC 1: Sanskrit 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 Śrī 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.
Semester II	CC 2: Sanskrit Prose	2.1 Develop a textual study about <i>Dasakumarcarita</i> (<i>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.

		<p>2.4 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> and historical <i>Kavya</i>.</p>
Semester III	CC3: Sanskrit Drama	<p>3.1 Students would be able to learn the inner structure of Sanskrit drama by themselves.</p>
		<p>3.2 Get knowledge of the ancient Indian Dramatic system.</p>
		<p>3.3 Idea about the Origin and development of Sanskrit Drama.</p>
		<p>3.4 This course aims to textual study of famous drama Kalidas's <i>Abhijñānaśakuntala</i>.</p>
	SEC 1: Yogasūtra of Patañjali	<p>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).</p>
Semester IV	CC4: Sanskrit Grammar	<p>4.1 This course is aimed to provide information to students about the various Grammatical Concepts of the <i>Sūtra</i>, <i>Vārtika</i>, <i>Bhāṣya</i>, <i>Karmapravacanīya</i>, <i>Nipāta</i>, <i>Gati</i>, <i>Upasarga</i>, <i>Guṇa</i>, <i>Vṛddhi</i>, <i>Ṭi</i>, <i>Ghi</i>, <i>Nadī</i>, <i>Ghu</i>, <i>Upadhā</i>, <i>Samprasāraṇa</i>.</p> <p>Develop an idea about pratyaya or suffix in Sanskrit grammar</p>
	SEC 2: Basic Sanskrit – Part-I	<p>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</p>

		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.
Third Year	Paper IV	4.1 Students will familiar with oldest Indian literary heritage. They would know Vedic mantras, their application, Vedic grammar, socio-cultural life.
		4.2 Pronouncing of Saṃhitā- pāṭha and Pada-pāṭha of a mantra is to be taught here.
		4.3 The highest philosophy of life is described in Upaniṣad. Therefore, students may achieve this type of knowledge in this section.
		4.4 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>Manusāṃhitā</i> and <i>Kauṭīliya- arthasāstra</i> .
		4.5 Students may compare the administrative policy of ancient time in India and current policies.
		4.6 Students will be familiar with the definition and explanation of Alaṃkāra, example of Alaṃkāra according to <i>Sāhityadārpaṇa</i> (chapter– 10) of Visvanātha Kavirāja.
		4.7 To help the students about the political thought in Sanskrit Literature through the <i>Arthasāsthra</i> (<i>Śāsanādhikāra</i> and <i>Mantradhikar</i>).

POLBA MAHAVIDYALAYA

DEPARTMENT OF BOTANY

COURSE WISE & SUBJECT WISE OUTCOME

UNDER B.SC (GENERAL) THREE YEAR DEGREE COURSE AND CHOICE BASED CREDIT SYSTEM

SUBJECT: BOTANY (GENERAL)

SESSION : 2018-2019

COURSE OUTCOME

Course	Outcome
Course:CC-IA CourseTitle::Biodiversity	<ul style="list-style-type: none">• Outcome of this course will be gathering knowledge of microbes, the economic importance of various microbes, their type and classification of microbes.• Students will learn about the knowledge of algal flora, their diversity, occurrence and economic importance.• Students will learn about the habitat, nature and evolutionary trends among the vascular and non-vascular plants.• Students will gather knowledge about the succession of plants.• 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.• Students will gather knowledge about fungal diversity and able to identify different types of fungi, their nature and habitat.• Students will learn about economic and industrial importance of fungi-food, bakery, brewery and cheese industry.
Course:CC-IB CourseTitle:Plant Ecology and Taxonomy	<ul style="list-style-type: none">• Course outcome of CC-IB will understand the role of different atmospheric and edaphic factors on plant growth and formation of their ecosystems.• They will learn about different types of plant ecosystems and their distribution throughout the World.• Students will learn identification as well as classification and nomenclature of plants.• Different systems of classification and phylogeny of angiosperms will be learnt by them.• This is the key course through which students will learn to identify and classify different types of higher plants.
Course:CC-IC CourseTitle:Plant Anatomy and Embryology	<ul style="list-style-type: none">• The course Plant Anatomy and Embryology deal with internal structures and various cell types of different parts of higher plants.• Students will gather the practical knowledge about the different internal structures of higher plants and their drawing skill.

<p>Course:CC-ID</p> <p>Course Title: D:PlantPhysiologyandMe tabolism</p>	<ul style="list-style-type: none"> • CourseoutcomeofCC-1Dwillunderstanddifferentkindsofphysiological processes like absorption and transpiration of waterand food, mineral nutrition, deficit symptoms and role of nutrientinplants. • Rolesofplantgrowthregulators(PGR)intheirdifferentphysiological processes like growth, cell division, flowering, fruitripeningandabscissionwill belearnbythestudents. • Students will learn concepts of metabolism including catabolic aswellasanabolicpathways,roleofenzymesinregulationofmetabolism. • Entrapment of solar energy through carbon assimilation processandtheirmodificationindifferentclimaticconditionsBioc hemicalprocessesofrespirationalongwiththeirregulations and mechanism of ATP synthesis within the cell will be learn by them. • 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.
<p>Course: SEC1</p> <p>Course Title: Biofertilizer</p>	<ul style="list-style-type: none"> • Students will learn about different types of bio-fertilizers, role of microbes as Biofertilizer and their uses. • Students will also learn about the organic farming and recycling ofdifferent kinds of biodegradable wastes.
<p>Course: SEC4</p> <p>Course Title: Mushroom cultivation</p>	<ul style="list-style-type: none"> • Students will learn about the medicinal value of edible mushroom and mushroom culture technology. • They will also know about the storage and nutritional value of mushroom.

<p>PART – III</p> <p>Paper: IV</p> <p>Group –A</p> <p>THEORY</p> <p>Microbiology</p> <p>Plant Breeding and Tissue Culture</p> <p>Economic Botany and Medicinal Plants</p>	<ul style="list-style-type: none"> • Outcome of this course will be gathering knowledge of microbes, the economic importance of various microbes, their types and classification of microbes. • Students will learn about the general structure of bacteria, economic uses of bacteria, general structure of viruses and concept of antibiotics. • Students will learn about the concepts of introduction, selection and hybridization. • General idea about tissue culture and its application and also about the concept of vegetative plant propagation. • 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. • Students will learn about the economic importance of various types of plants like rice, jute and tea and their cultivation. • Students will get a preliminary idea about folk medicine, pharmacognosy, pharmacopoeia and use of some medicinal plants.

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

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POLBA MAHAVIDYALAYA

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712148

AFFILIATED TO THE UNIVERSITY OF BURDWAN

Recognized under sections 2(f) & 12(B) of the UGC Act. 1956

Ref. No.

Date:

***Programme Outcome, Programme Specific Outcome and Course Outcome
For B. Sc. General (1+1+1 Pattern) in Chemistry 2018-2019***

Total Marks: 265 (theoretical) + 135 (Practical) = 400

PART I

Theoretical Marks

Paper I: Group A: General principles 50

Group B: Organic 50

PART II

Paper II: Group A: Inorganic 50

Group B: Physical 50

Viva-Voce 10

PART III

Theoretical Marks

Paper IV: Chemistry (General) 65

Practical -20

Practical Marks

Paper III: Qualitative (Inorganic + Organic) 65

Laboratory Note Book 05

Practical

Paper V: Inorganic Quantitative 35

COURSE OUTCOME FOR CHEMISTRY GENERAL

Paper I

Module - General Principles

Group A

COURSE	OUTCOME
<p>Unit-1 :Atomic Structure Bohr's theory: energ H-like atoms, dual nature of matter and light, de Broglie's relationsh principle (qualitative), quantum numbers, Pauli exclusion principle, qualitative introduction of orbitals, shapes of orbitals, electron distribution of elements - Aufbau principl</p>	<p style="text-align: center;">Outcome :</p> <p>1.1 Students have been exposed to the important features of the quantum mechanical model of atom. 1.2 Bohr's theory, de Br uncertainty Principle, Pauli Exclusion Principle, Aufbau Principle all stated and explained.</p>
<p>Unit -2 :Radioactivity Theory of disintegration, rate constant, half life period (their interrelationship –deduction) idea of disintegration series, artificial transmutation and artificial radioactivity, uses and abuses of radioactivity. Stability of atomic nucleus, n/p ratio, mass defect, binding energy.</p>	<p style="text-align: center;">Outcome :</p> <p>2.1 Students are able to understand the nature of the nucleus and the nuclear properties that are of most importance in chemistry and mankind. 2.2 Students are also familiarized with how the use of both radioactive and stable isotopes has aided in the determination of the mechanisms of simple chemical reactions and complex biological processes.</p>
<p>Unit-3 :Periodic Table and Periodic Properties Periodic law, Periodic classification of elements on the basis of electron distribution, s-, p- and d-block elements, connection among valencies, electron distribution and positions of the elements in the long form of the periodic table. Periodic properties: atomic radii, ionic radii, covalent radii, ionisation energy, electron affinity, electronegativity and its different scales.</p>	<p style="text-align: center;">Outcome :</p> <p>3.1 Students will be able to learn how with the help of Periodic law it is possible to organise and to systematise the chemistry of the elements into a manageable subject. 3.2 Students will be able to appreciate how the concept of grouping elements in accordance to their properties led to the development of the Periodic Table. 3.3 Classify elements into s, p, d blocks and learns their main characteristics.</p>
<p>Unit-4 :Chemical Forces and Molecular Structure Ionic bond, covalent bond (octet rule and expanded octet), dative bond, deformation of ions and Fajan's-Haber cycle,r hydrogen bond: intra- and intermolecular, bond polarity and dipole moment. Bond lengths, bond angles and qualitative description of shapes of some simple molecules like CO₂, SO₂, H₂O, BeCl₂, BF₃, NH₃, CH₄, C₂H₄, C₂H₂, C₆H₆.</p>	<p style="text-align: center;">Outcome :</p> <p>4.1 Students will be able to explain the formation of different types of bonds. 4.2 Students will understand the important parameters associated with chemical bonds like bond length, bond angle, bond enthalpy, bond order, and bond polarity. 4.3 Students will appreciate the different types of hybridization and draw the shapes of simple covalent molecules.</p>
<p>Unit- 5 : Oxidation and Reduction Electronic concepts, oxidation number, ion-electron method of balancing equations,</p>	<p style="text-align: center;">Outcome :</p> <p>5.1 Mechanism of redox reactions by electron transfer process is explained.</p>

application of redox reactions, idea of standard potential and formal potential. Derivation of thermodynamic quanti ΔH and ΔS).	5.2 Students will learn how to balance chemical equations using ion-electron method. 5.3 Student will be able to understand the concept of redox reactions in terms of electrode processes.
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Unit-6 :Acids and Bases, Buffers and Ionic Equilibrium Different concept of acids and bases, ionic product of water, salt hydrolysis, pH and its colorimetric determination, Strengths of strong and weak acids and bases, Ostwald dilution law, Henderson equation, neutralization and acid-base indicators, buffers, common ion effect, solubility product (application in analytical chemistry)	Outcome : 6.1 This unit offers the students a chance to learn general principles which are important in industrial, analytical, and physiological chemistry. 6.2 Students are exposed to different modern theories of acids and bases and different equilibrium processes involved in solutions of acids, bases and salts. 6.3 The pH scale, Henderson equation, Mechanism of Buffer action ,Solubility Product all explained in details.
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Group B

Module - Organic Chemistry

Unit- 7:Functional Nature of Organic Compounds Classification of organic compounds in terms functional groups, their IUPAC nomenclature and valence bond structures.	Outcome : 7.1 Students will be able to understand the classification of organic compounds on the basis of functional groups. 7.2 They will appreciate the reasons for the tetra valence of carbon and shapes of organic molecules and their valence bond structures. 7.3 Students will be able to name the compounds according to IUPAC system.
Unit-8:Electron Displacement in Molecules Concept of Inductive effect, Electromeric effect, Hyperconjugation, Resonance, Aromaticity and Tautomerism.	Outcome : 8.1 Students are exposed to understand the influence of electronic displacements on structure and reactivity of organic compounds.
Unit-9:Introduction to Organic Reaction Mechanism Homolytic and heterolytic bond cleavage; Reaction intermediates: carbocation, carbanion, free radical. Classification of organic reactions (substitution, elimination, addition and rearrangement) and reagent types (electrophiles, nucleophiles, acids and bases), Ideas of organic reaction mechanism (SN1, SN2, E1 and E2).	Outcome : 9.1 Student will learn and understand the basic concept of organic reaction mechanism. 9.2 They will also be able to identify the different types of organic reactions and mechanisms and classify their categories.

<p>Unit-10:Chemistry of Hydrocarbons</p> <p>a) Free radical substitutions of alkanes; b) Formation of alkenes, electrophilic addition reactions of alkenes (upto four carbon atoms), peroxide effect, ozonolysis, radical addition and catalytic reductions; c) Formation of alkynes, their partial and complete reductions and hydration. Halogen derivatives of alkanes, their nucleophilic substitutions and elimination reactions.</p>	<p>Outcome :</p> <p>10.1 Student will learn various methods of formation of alkanes, alkenes and their important physical and chemical properties. 10.2 They will be able to predict the formation of the addition and substitution products of alkanes, alkenes, and alkynes on the basis of their electronic mechanism.</p>
<p>Unit-11 :Mono and Bifunctional Compounds</p> <p>Preparations and properties of primary, secondary and tertiary monohydric alcohols, ethers, ethylene glycol, pinacol and glycerol; aldehydes and ketones; monocarboxylic acids and their derivatives: acid chlorides, anhydrides, esters, amides; amines; unsaturated alcohol (allyl alcohol), unsaturated aldehyde (acrolein), unsaturated carboxylic acid (acrylic acid), unsaturated ester (methyl acrylate), di- and tribasic acids (oxalic, malonic, succinic acids; malic and citric acids).</p>	<p>Outcome :</p> <p>11.1 This unit describes the preparation, physical properties and main chemical reactions of alcohols, ethers, glycerol, aldehydes and ketones, amides, amines, acids and esters.</p>
<p>Unit-12: Stereochemistry</p> <p>Concept of optical activity, optical properties of lactic acid and tartaric acid, <i>D,L</i> and <i>R,S</i> nomenclature; Geometrical isomerism with reference to fumaric acid and maleic acid; <i>cis-trans</i> and <i>E, Z</i> nomenclature.</p>	<p>Outcome :</p> <p>12.1 This unit deals with the study of molecules in three dimensions. 12.2 Students learn how atoms in a molecule are arranged in space relative to one another. 12.3 Three main aspects of stereochemistry are covered in this unit i.e. geometric isomers, conformation of molecules and chirality of molecules along with <i>cis-trans</i> and <i>E, Z</i> nomenclature.</p>
<p>Unit-13: Chemistry of Aromatic Compounds</p> <p>Modern concept of structure of benzene, general mechanism of aromatic electrophilic substitution reactions, preparations and properties of toluene, xylene, halobenzenes, benzyl chloride, benzoyl chloride, benzotrichloride, nitrobenzene, dinitrobenzene, TNT, aniline, methyl and dimethyl aniline, benzyl amine benzene diazonium chloride, phenols, benzyl alcohol, benzaldehyde, acetophenone, benzoic acid, anhydride, amides, esters; phenyl acetic acid, salicylic acid, cinnamic acid, sulphanilic acid, phenyl hydrazine, nitrophenols and picric acid.</p>	<p>Outcome :</p> <p>13.1 This unit formalizes the definition of aromaticity and discusses the properties and reactions of benzene and substituted benzenes. 13.2 Students will be familiarised with the modern concept of structure of benzene and general mechanism of aromatic electrophilic substitution reactions. 13.3 They will be able to draw orbital picture of aromatic compounds and explain the origin of directive effect.</p>
<p>Unit-14: Organic Synthesis</p> <p>Preparation and synthetic uses of diethyl malonate and ethylacetoacetate. Application of</p>	<p>Outcome :</p> <p>14.1 Students will get acquainted with the preparation and synthetic uses of diethyl malonate and ethyl</p>

Grignard reagents in synthesis of ketones, secondary and tertiary alcohols and carboxylic acids.	acetoacctata. 14.2 Application of Grignard reagents in the synthesis of ketones, alcohols, and carboxylic acids.
Unit-15: Carbohydrates Open-chain and ring structures glucose, fructose and their mutarotation, idea of dissacharides with reference to cane sugar.	Outcome : 15.1 Students are able to differentiate between open-chain and ring structure of glucose, fructose and their important properties.

PART II
Paper II
Group A

Module - Inorganic Chemistry

Unit-16: Coordination Chemistry Double and complex ligands, coordination number, inner metallic complexes, chelate effect, different types of isomerism, IUPAC nomenclature.	Outcome : 16.1 Students will be able to appreciate the nature of bonding in co-ordination compounds. 16.2 They will learn about primary and secondary valences, IUPAC nomenclature of complexes, different types of structural and stereo-isomers, Chelate effect.
Unit-17: Group Chemistry Group 1: Hydrogen – isotopes and binary hydrides, lithium and its similarities and differences from other alkali metals, diagonal relationship with magnesium, lithium aluminium hydrides. Group 2: Calcium, strontium and barium, hydrolith, calcium cyanamide, gypsum and plaster of paris. Group 12: Zinc, cadmium and mercury Millon's base. Group 13: Diborane, boron trifluoride, sodium borohydride, inorganic benzene. Group 14: Carbon, silicon, tin and lead, carbide, silicon carbide, silica, sodium silicate. Silica gel, hydrofluorosilicic acid, silicon tetra chloride, glass, fullerene. Group 15: Nitrogen, phosphorus, arsenic, antimony and bismuth, hydrazine, hydrazoic acid, hydroxyl amine, hyponitrous acid, phosphorus oxyacids (H ₃ PO ₂ , H ₃ PO ₃ , H ₃ PO ₄ , H ₄ P ₂ O ₇ and HPO ₃), sodium bismuthate. Group 16: Oxygen and sulphur, composition and structure of ozone, oxyacids of sulphur (H ₂ SO ₃ , H ₂ SO ₄ , H ₂ S ₂ O ₃ , H ₂ S ₂ O ₈), persulphate Group 17: Fluorine, chlorine, bromine and iodine, oxides and oxyacids of chlorine, isolation of fluorine. Group 18: Rare gases (isolation and uses) with special reference to general fluorides (structure)	Outcome : 17.1 This unit describes and explain the general characteristics of the alkali and alkaline earth metals. 17.2 Students will be able to present informed opinions on the position of Hydrogen in the periodic table. 17.3 Students will appreciate the general trends in the chemistry of p-block elements. 17.4 Students will be able to understand the trends in physical and chemical properties of group 12 to group 18 elements.

<p>Unit-18 : Transition Metals</p> <p>Groups 6 and 7: Chromium, manganese, K_2CrO_4, $K_2Cr_2O_7$, CrO_2Cl_2, $KMnO_4$, chrome alum.</p> <p>Groups 8, 9 and 10: Iron, cobalt and nickel, principles of isolation of Ni (excluding details), composition and uses of alloys, steels, rusting of iron, galvanization and tin plating</p> <p>Group 11: Cu, Ag, Au, principles of Ag and Au isolation, different valency states</p>	<p>Outcome :</p> <p>18.1 Students will appreciate the general trends in the chemistry of group 6 to group 11 elements.</p> <p>18.2 They will know the principles of isolation and different valency states of coinage metals.</p>

Group B

Module - Physical Chemistry

<p>Unit-19 : Kinetic Theory of Gases</p> <p>Ideal gas equation, derivation of gas laws, Maxwell's speed and distribution curves; (derivation excluded); different types of speeds and their significance, concept of equipartition principle, van der Waals equation, Virial equation, continuity of state, Boyle temperature, critical constants, specific heats and specific ratios, laws of partial pressure, vapour density and density method of determination of molecular weights, limiting density, abnormal vapour density, frequency of binary collisions; mean free path</p>	<p>Outcome :</p> <p>19.1 To understand the basic assumption of Kinetic theory.</p> <p>19.2 To develop the concept of pressure and temperature on the basis of kinetic theory of gases.</p> <p>19.3 Collision phenomenon and mean free path are treated in brief. Distribution of velocities is discussed in detail.</p> <p>19.4 Maxwell's speed distribution dimension are derived.</p> <p>19.5 Different types of velocities, equipartition principle and heat capacity of gases discussed.</p>
<p>Unit-20 : Thermodynamics</p> <p>Thermal equilibrium and zeroth law, First law, reversible and irreversible work, criteria of perfect gas, isothermal and adiabatic expansions, Joule-Thomson effect (derivation excluded); Thermochemistry: Hess its application Second law and its elementary interpretation, Car Clausius inequality, criteria of spontaneity, free energy and entropy</p>	<p>Outcome :</p> <p>20.1 To introduce students to some basic concepts of thermodynamics including heat, energy, work.</p> <p>20.2 Reversible and Irreversible processes, perpetual motion 1st law.</p> <p>20.3 Enable students to learn about thermodynamics equations and the related laws.</p> <p>20.4 The second law provides proper information about spontaneous processes and the direction of a particular spontaneous transformation can also be obtained with its help.</p> <p>20.5 The concept of entropy is developed through Carnot cycle and other auxiliary state functions have been introduced.</p> <p>20.6 The concept of inversion temperature is introduced through Joule-Thomson experiment.</p>
<p>Unit-21: Equilibrium</p> <p>Conditions of spontaneity and equilibrium,</p>	<p>Outcome :</p>

<p>degree of advancement and Le Chatelier principle: Van't Hoff 21.1 In this unit free isochore</p>	<p>energy considerations have been applied to reacting systems.</p> <p>21.2 Simple chemical reactions, their equilibrium positions and applications of Le Chatelier principle are discussed.</p> <p>21.3 Thermodynamic applications have also been considered.</p>
<p>Unit-22 : Phase Equilibria and Colligative Properties</p> <p>Phase rule equation (derivation excluded); phase diagram of water system, Miscibility (phenol-water) and distillation of completely miscible binary liquid mixtures; azeotropes, Steam distillation Graphical approach of Raoult's law of colligative properties: osmosis, lowering of freezing point, elevation of boiling point, experimental methods of determination of molecular weights of substances in dil factor and abnormal behaviour of electrolytic solutions</p>	<p>Outcome :</p> <p>22.1 Statement and derivation of phase rule done to interpret and explain various physical changes that occur frequently in one component systems.</p> <p>22.2 The solution process is explained thermodynamically. Different concentration terms are interrelated.</p> <p>22.3 Ideal solution and ideally dilute solutions are defined.</p> <p>22.4 Colligative properties are defined, explained and studied. Deviations are also explained.</p>
<p>Unit-23: Properties of Matter</p> <p>Viscosity of fluids, temperature and pressure dependence, Surface energy and surface tension of liquids: temperature dependence Unit cell, Bravais lattice; crystal system, Miller indices; Bragg's equ</p>	<p>Outcome :</p> <p>23.1 This unit deals with the internal and external structure and properties of crystals.</p> <p>23.2 Miller notations for specifying crystal faces and planes have been explained.</p> <p>23.3 X-ray diffraction and Powder diffraction method treated for structural analysis sodium chloride. Crystal planes, interplanar distance and indexing of planes are explained. Different types of crystal systems are discussed. Bragg method of X-ray structural analysis of crystals discussed.</p>
<p>Unit-24: Electrochemistry</p> <p>Electrolytic conduction, transport number (experimental determination excluded), velocity of ions: specific, equivalent and molar conductances, determination of equivalent conductivity of strong and weak electrolytes, Ion atmosphere; electrophoretic and relaxation effects, Debye-Huckel theory (qualitative) and the limiting law. Electrochemical cells, half-cells (with</p>	<p>Outcome :</p> <p>24.1 This section deals with solutions of electrolytes and the phenomena occurring at the electrodes.</p> <p>24.2 The students will study the effects of the passage of a current through electrolytes. The properties of electrolyte solutions are discussed.</p> <p>24.3 Methods of experimental determination of Specific conductance are discussed. Some applications of conductance measurements are explained.</p>

<p>types and examples), Nernst equation and standard electrode potentials, standard cells</p>	<p>24.4 Experimental methods of determination of transport number are outlined. The effects of frequency and voltage on conductance of solution are explained.</p>
<p>Unit-25: Chemical Kinetics Order and molecularity of reactions, integrated rate laws (first and second order), average life period, concept of Arrhenius activation energy Catalysis, autocatalysis, enzyme catalyst, catalyst poisons, promoters, elementary treatment of mechanism of catalysis</p>	<p style="text-align: center;">Outcome :</p> <p>25.1 This unit deals with the rates of chemical reactions. The rate equation, order and molecularity are defined. Kinetic experiments are outlined. Methods are suggested for determining the order of reactions. Different types of simultaneous reactions have been discussed.</p> <p>25.2 The role of temperature and theories of reaction rates have been discussed. The mechanism and methods of proposing it are outlined. Uni and bi molecular reactions are analysed.</p> <p>25.3 Activation energy concept is enumerated. Finally some aspects of collision and transition state theory are discussed.</p>
<p>Unit-26: Photochemistry and Spectroscopy Absorption, Lambert-Beer's photochemical laws, primary photophysical processes, potential energy diagram, Franck-Condon principle, fluorescence and phosphorescence, Jablonsky diagram, Laws of photochemistry, quantum yield, kinetics of HI decomposition, H₂-Br₂ reactions Elementary idea of rotational and vibrational spectra</p>	<p style="text-align: center;">Outcome :</p> <p>26.1 The study of photochemistry embraces all of the phenomenon associated with absorption and emission of radiation .</p> <p>26.2 It deals with that are mainly spectroscopic, such as fluorescence and phosphorescence.</p> <p>26.3 Student will be in a position to understand and interpret absorption of radiation and Lambert-Bee law. They should be able to explain the kinetics of photochemical reactions.</p> <p>26.4 Elementary idea of rotational and vibrational spectra introduced.</p>

Module - Practical

Paper III

Unit - 27 :Inorganic Qualitative Detection of three radicals by analysis of mixture containing not more than three radicals from the following list (insoluble salts excluded) Silver, lead, mercury, bismuth, copper, cadmium, arsenic, antimony, tin, iron, aluminium, chromium, zinc, manganese, cobalt, nickel, calcium, strontium, barium, magnesium, sodium, potassium, ammonium and their oxides, hydroxides, chlorides, bromides, iodides, sulphates, sulphites, sulphides, thiosulphates, chromates, phosphates, nitrites, nitrates and borates.	Outcome : 27.1 The goal of this unit is to provide the students with enough chemical tests for individual metal ions, non-metal ions and radicals. 27.2 Students will be able to carry out qualitative analysis of unknown inorganic sample containing not more than three radicals.
Unit -28 : Organic Qualitative Detection of elements (N, S, Cl) and any one of the following groups in organic compounds (solid only): -NH ₂ , -NO ₂ , -CONH ₂ , -OH, >C=O, -CHO, -COOH	Outcome : 28.1 The goal of this unit is to provide the students with enough chemical tests for the detection of elements and functional groups present in a solid organic compound.

PART III Paper IV

Module - Chemistry (General)

Unit-29: Analytical Chemistry (a) Accuracy and precision in analysis, types of errors, data analysis and curve fitting (linear $Y = mX + C$ type), numerical problems, mean, mode and variant (b) Principles of acid-base titration, use of indicators and indicator constant, titration of Na ₂ CO ₃ + NaHCO ₃ mixture vs HCl using different indicators, estimation of mixture of strong and weak acids, qualitative discussion of salt hydrolysis (no derivation) (c) Single electrode potential and emf of a chemical cell, principles of redox titration, use of redox potentials, iodometry, use of K ₂ Cr ₂ O ₇ and KMnO ₄ as oxidant (acid, neutral and alkaline media)	Outcome : 29.1 To instil among the students the basic knowledge of Accuracy and Precision in quantitative analysis. 29.2 To give a thorough understanding of mean, mode, variant and standard deviation and their use in data analysis and curve fitting. 29.3 Student will be familiar with the principles of acid-base titration, redox titration, iodometry and iodimetry.
Unit-30: Green Chemistry	Outcome:

<p>Basic principles of green chemistry. Tools of green chemistry including the use of alternative feed stocks or starting materials, reagents, solvents, target molecules, and catalysts (homogeneous, heterogeneous and biocatalysis), green chemistry as the alternative chemistry for protection of environment.</p>	<p>30.1 Students will appreciate the importance of green chemistry in day to day life. 30.2 Understand the basic principles and tools of green chemistry. 30.3 Develop green chemistry as the alternative chemistry for the protection of environment.</p>
<p>Unit-31 : Chemistry of Selected Biomolecules Structural aspects (excluding elucidation and stereochemistry, unless specified) and important function of d/l-sucrose and polysaccharides (starch and cellulose), amino acids (classification, essential amino acids like glycine, alanine, methionine and tryptophan with d/l), proteins (special reference to the peptide bond, action of haemoglobin, idea of denaturation of proteins, classification and functions of enzymes in general), pyrrole, pyridine, pyrimidine and purine, nucleic acids (DNA and RNA), nucleotide and nucleoside.</p>	<p style="text-align: center;">Outcome :</p> <p>31.1 In this unit the students will learn that Biomolecules like proteins, carbohydrates, amino acids, nucleic acids are present in extraordinary variety and most of them are extremely complex. 31.2 They will be able to understand the properties and functions of enzymes, nature of peptide bond, denaturation of proteins, structure and functions of Nucleic acids, action of haemoglobin.</p>
<p>Unit-32 : Medicinal Chemistry Antipyretics and analgesics like paracetamol and aspirin, sulphadiazine, antibiotics like penicillin and chloramphenicol, ofloxacin; antiamoebic like metronidazole, anticancer drugs, drugs used for AIDS (detailed structures are not needed, only the nature and function of the drugs)</p>	<p style="text-align: center;">Outcome :</p> <p>32.1 Students will appreciate how chemistry plays an important role in improving the quality of human life. 32.2 They will be able to understand how medicines are used to prevent or reduce sufferings caused by diseases. 32.3 Nature and function of antibiotics, anticancer drugs, drugs used for AIDS.</p>
<p>Unit-33 : Nano Chemistry Elementary idea on nano materials. Basic chemical strategy for making nanomaterials. Nanoclusters, Nanowires and Carbon Nanotubes. Applications.</p>	<p style="text-align: center;">Outcome :</p> <p>33.1 Students are exposed to the elementary ideas on nano-materials. 33.2 Basic chemical strategy for making nano-materials. 33.3 Students will be familiarised with Nanoclusters, Nanotubes, Nanowires.</p>
<p>unit-34: Colloidal State General classification, general methods of preparation of lyophobic colloids and general properties of colloids, ideas of coagulation, peptization, protective colloids, dialysis, gold number, isoelectric point, Brownian motion</p>	<p style="text-align: center;">Outcome:</p> <p>34.1 Students get acquainted with the general methods of preparation of different types of colloids. 34.2 They will get ideas on coagulation, peptization, protective colloids, origin of charge on colloids.</p>
<p>unit-35 : Macromolecular Chemistry Introduction, definition of macromolecules, natural and synthetic polymers, monomers, polymers, degree of polymerization, simple idea of polymer structure: homopolymer (linear, branched, cross-linked) and copolymer (random, block, graft), polymerization reaction step (growth, addition, ring opening), importance of</p>	<p style="text-align: center;">Outcome :</p> <p>35.1 Students will be able to explain the terms monomer, polymer, degree of polymerisation, and appreciate their importance. 35.2 They will understand the distinction between various classes of polymers and different types of polymerisation processes. 35.3 Student will appreciate the formation of polymers</p>

<p>polymers both natural and synthetic Number and weight average molecular weights of polymers – significance, structure and use of natural rubber, synthetic rubber (neoprene), synthetic fibres (Nylon 66, poly ester), plastics like polyethylene and PVC, macromolecules and environment</p>	<p>from mono and bi-functional monomer molecules. 35.4 They will also appreciate the importance of polymers in daily life.</p>
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Module –Practical

Paper V

<p>Unit 36 :Inorganic Quantitative</p> <p>a. Titration of $\text{Na}_2\text{CO}_3 + \text{NaHCO}_3$ mixture vs HCl using phenolphthalein and methyl orange indicators</p> <p>b. To find the total hardness of water by EDTA titration</p> <p>c. To find the pH of an unknown solution by comparing colour of a series of (HCl solutions + 1 drop of methyl orange) and a similar series of (NaOH solutions + 1 drop of phenolphthalein)</p> <p>d. Estimation of saponification equivalent of a supplied ester/oil</p> <p>e. Titration of ferrous iron by $\text{KMnO}_4/\text{K}_2\text{Cr}_2\text{O}_7$</p> <p>f. Titration of ferric iron by $\text{KMnO}_4/\text{K}_2\text{Cr}_2\text{O}_7$ using SnCl_2 reduction</p>	<p>Outcome :</p> <p>36.1 The students will be exposed to inorganic quantitative analysis by performing (a) Acid-base titration (b) Redox titration (c) Complexometric titration.</p>
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Program Outcome (PO): B.Sc.(General) Chemistry

PO	Program Outcome	Description
PO 1	Sound domain knowledge	Acquiring sound knowledge of chemical concepts and emerging issues in chemical science.
PO2	Academic and Scientific Endeavour	To help the students in developing academic and scientific endeavour by fostering and nurturing the young talent for proper scientific pursuit.
PO3	Creative and Practical Ability to analyse and deal with data	Analysis of experimental data and their representation in the form of graphs and plots. Use of statistics as a means to express complicated chemical data.
PO4	Familiarity with Recent Developments in a Particular Field	Should be able to apply modern theories and approaches to explain all spatial phenomena and relate nature with human inter relations
PO5	Environmental Awareness	Impact of environmental changes on human and how it can be explained at a global and regional perspective.
PO 6	Laboratory Skill	The students are exposed to modern equipments in the Laboratory where they get hands-on training which help them to succeed at any entry-level position in chemical industry.

Program Specific Outcome (PSO): B.Sc.(General) Chemistry

PSO	Program Specific Outcome	Description
PSO 1	Critical appreciation of the Subject.	Acquiring sound knowledge on the fundamentals of Physico-chemical concepts and applying them in practical and professional situations.
PSO 2	Academic and Scientific Endeavour.	To help the students in developing, Cultivating and demonstrating the art of science learning and teaching by fostering and nurturing the young talent for proper scientific pursuit.
PSO 3	Scientific Attitude	Developing the right scientific temper compatible with creative impulse.
PSO 4	Technical Skill Development	Creating updated knowledge on research methodology and developing skills in the application oriented Chemistry.
PSO 5	Environmental Consciousness	Impact of environmental changes on human and its reflection on society.
PSO 6	Communication Skill	Classroom discussions, student seminar ,written assignments, debates etc. help students to develop effective communication skill which will aid them to enhance employability.
PSO 7	Personality Development	Personality development skills are likely to help students in their professional and personal lives thus making them responsible and sincere citizens of the society.
PSO 8	Spirit of Team Work	Encouraging students to co-ordinate with one another in a team environment rather than trying to excel individually.
PSO 9	Basic Human Values	Study of various texts and mutual interaction among the students inside and outside the class room help the learners to understand human behavioural science.

**DEPARTMENT OF CHEMISTRY
POLBA MAHAVIDYALAYA**

**Course Outcome: B.Sc. Chemistry (General) Programme (CBCS)
Session: 2018-19**

CORE COURSES (CC)	
Course Name	Course Outcome
CC1A: 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.
CC1B: 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.
CC1C: 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.
CC1D: 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.
DISCIPLINE SPECIFIC ELECTIVE COURSES (DSE)	
Course Name	Course Outcome
DSE 1A: 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.
DSE 1B:	This course includes a theory as well as a practical paper. After

Organic and Industrial Chemistry	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.
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SKILL ENHANCEMENT COURSES(SEC)

SEC1: 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.
SEC2: 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.
SEC3: 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.
SEC4: 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: 2018-2019

Program Outcome:

After completion of the B.Sc. General program, the students will be able to

PO No.	Program Outcomes
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/year-wise distribution of Courses

Semester	Course Code	Title	Credits/Marks
Choice Based Credit System (CBCS)			
I	BMG1CC1A	Differential Calculus	6 Credits
II	BMG2CC1B	Differential Equations	6 Credits
III	BMG3CC1C	Real Analysis	6 Credits
Skill Enhancement Courses (SEC): Choices for SEC1 (Choose any one)			

	BMG3SEC11	Logic and Sets	2
	BMG3SEC12	Analytical Geometry	2
	BMG3SEC13	Integral Calculus	2
IV	BMG4CC1D	Algebra	6 Credits
	Skill Enhancement Courses (SEC): Choices for SEC2 (Choose any one)		
	BMG4SEC21	Vector Calculus	2
	BMG4SEC22	Theory of Equations	2
	BMG4SEC23	Number Theory	2
1+1+1 Pattern			
Part III	Paper IV	Group A: Linear Programming	40 Marks
		Group B: Numerical Analysis	30 Marks
		Group A: Computer Programming	30 Marks

Semester/year-wise detailed syllabus

SEMESTER – I	
Name of the Course: Differential Calculus	
Course Code: BMG1CC1A	
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

SEMESTER – II	
Name of the Course: Differential Equations	
Course Code: BMG2CC1B	
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

SEMESTER – III	
Name of the Course: Real Analysis	
Course Code: BMG3CC1C	
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

Skill Enhancement Courses (SEC)

Choices for SEC 1 (Choose any one)

SEMESTER – III	
Name of the Course: Logic and Sets	
Course Code: BMG3SEC11	
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

SEMESTER – III	
Name of the Course: Analytical Geometry	
Course Code: BMG3SEC12	
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

SEMESTER – III	
Name of the Course: Integral Calculus	
Course Code: BMG3SEC13	
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

SEMESTER – IV

SEMESTER – IV	
Name of the Course: Algebra	
Course Code: BMG4CC1D	
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

Choices for SEC 2 (Choose any one)

SEMESTER – IV	
Name of the Course: Vector Calculus	
Course Code: BMG4SEC21	
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

SEMESTER – IV	
Name of the Course: Theory of Equations	
Course Code: BMG4SEC22	
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

SEMESTER – IV

Name of the Course: Number Theory	
Course Code: BMG4SEC23	
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

1+1+1 Pattern

Part III
Name of the Course: Paper IV
Full Marks: 100

Course Objectives (Paper IV)

Group A: Linear Programming

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.

Group B: Numerical Analysis

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.

Group C: Computer Programming

The prime objectives of the course are:

- To analyze a complex computing problem.
- To apply principles of computing and other relevant disciplines to identify solutions.
- Design, implement, and evaluate a computing-based solution to meet a given set of computing requirements in the context of the program's discipline.

Course Outcomes (BMG4SEC23)

After completing the course, students will be able to:

CO. No.	Course Outcome	PSOs Addressed
Group-A: Linear Programming		
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
Group-B: Numerical Analysis		
CO 5	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 6	Analyse and evaluate the accuracy of common numerical methods.	PSO2
Group-C: Computer Programming		
CO 7	Able to devise pseudo code and flowchart for computational problems.	PSO 3, PSO5
CO 8	Understand how to write, debug and execute simple programs in C.	PSO 2, PSO 3
CO 9	Able to create database tables and write and execute simple and nested queries.	PSO3, PSO4

Syllabus Department of Mathe

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

PO1:	Acquire sound knowledge about the fundamentals of various science subjects and become adopt in hands-on activities.
PO2:	Apply and demonstrate knowledge of concepts of physics, to analyze a variety of physical phenomena.
PO3:	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.
PO4:	Demonstrate the learned laboratory skills, enabling them to take measurements in a physics laboratory and analyse the measurements to draw valid conclusions.
PO5:	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.
PO6:	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.
PO7:	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.
PO8:	Capable of oral and written scientific communication, and will prove that they can think critically and work independently.
PO9:	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.
PO10:	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 Magnetron.

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.

DEPARTMENT OF ZOOLOGY

(SESSION: 2018-2019)

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.

PO10: 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.

PO11: 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.

PO12: 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 organism 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 useful for providing self-employment to student.

CO5: The bee keeping is useful 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.

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.

PART III

❖ ECOLOGY AND WILDLIFE

- CO1: Students will understand the general principles of ecology as how they related to terrestrial and/or aquatic plant and animal conservation and management.
- CO2: Students will be able to identify species, characteristics, habitat requirements and life cycles of birds, fish and/or mammalian wildlife species.

❖ ECONOMIC ZOOLOGY

- CO1: Students will be taught about Aquaculture, Poultry and Animal husbandry, Parasitism in relation to man, insects in relation to man that will include productive insects, insect pest and vectors of human diseases.
- CO2: This course offers students an understanding of experimental learning on the methodology of fish culture, sericulture and apiculture.
- CO3: It will also provide information about economic aspects of culturing animals.
- CO4: It would promote community and youth development.

❖ PEST AND PEST MANAGEMENT

- CO1: Students learn some benefits of insects, some characteristics of insect and weed pests, some challenges associated with insect and weed pest control, and how trophic interactions can contribute to insect pest control.

- CO2: Learn what IPM is and how to apply the economic threshold concept to interpret if a pest population has reached an economic threshold.
- CO3: Learn some transgenic pest management technologies and their impact.
- CO4: Understand how few pest control tactics can select for pest resistance while integrated pest and weed management can contribute to long-term successful weed and pest management.

❖ **IMMUNOLOGY**

- 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.