

# TURKU HANSDA LAPSA HEMRAM MAHAVIDYALAY

(A Govt. Aided General Degree College affiliated to Burdwan University and registered u/s 2(f) & 12(B) of UGC Act, 1956)

[Established in 2006 and Accredited 'B' by NAAC in 2016]

Vill-Madian, Mallarpur

PIN 731216, West Bengal

website-www.thlhmahavidyalay.ac.in



PO-Ganpur, Birbhum

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## Criterion 2 - Teaching-learning and Evaluation 2.6 Student Performance and Learning Outcomes

2.6.1 Programme Outcomes (POs) and Course Outcomes (COs) for all Programmes offered by the institution are stated and displayed on website

### Documents:

PROGRAMME OUTCOME, PROGRAMME SPECIFIC OUTCOME AND  
COURSE OUTCOME FOR THE U.G. COURSES OF THE  
FACULTIES OF ARTS AND SCIENCE



*Shah*  
Teacher-in-charge  
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Madian, Mallarpur, Gonpur  
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## Department Sequence for Attached Documents:

### A. Language and Literature Departments

1. Bengali
2. English
3. Sanskrit
4. Santali

### B. Social Science Departments

5. Geography
6. History
7. Philosophy
8. Political Science

### C. Physical Education & Sports Department

9. Physical Education

### D. Pure Science Departments

10. Mathematics
11. Physics
12. Chemistry



*Sunil*  
Teacher-in-charge  
THLH Mahavidyalay  
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**Program Outcome and Course Outcome  
(Department of Bengali)  
(CBCS)**



**PROGRAMME SPECIFIC OUTCOME:**

- Knowledge and understanding of basic Bengali Literature.
- Knowledge and understanding of Bengali Grammar and Linguistics
- Knowledge and understanding of essential Bengali vocabulary.
- Knowledge and understanding History of Bengali Literature
- Knowledge and understanding basic idea of Poetry, Short Story, Essay, Drama & Novel.

**Programme Outcome and Course learning Outcome:**

**SEMESTER-I**

**CC-I (Bangla SahityerItihas (Prachin o Madhyajug))**

1. To make students interested in Bengali Society, culture, literature and history of the Bengali people.
2. To create a sense of history and historical analysis about Literature among the students.
3. To make students aware about basic textual nuances of Medieval and Modern Bengali Literature.
4. To make students aware about the evolution of the history of Bengali Literature and Culture.
5. To give the idea of the inextricable interconnection between Literature and Culture.
6. To create a strong foundation of studying future course of literature
7. Studying History of Bengali Literature helps students to know about Religion, Society, Culture and development of the Bengali Literature use in the Prose, poetry, drama, short story and novel. Our vision is to see our won literature, manifestation of our nationality transformation of content, form and style of writing technique through ages and indication of future direction in literature.





## **CC-2 (Chanda o Alankar)**

1. To make students aware about the importance of Rhetoric and Prosody while studying poetry.
2. To give practical lessons of Rhetoric and Prosody to students.
3. To prepare students about the ornamental use of language in constructing sentences while speaking and writing.
4. Introducing the foundation of Prosody along with the basic knowledge of Linguistics.
5. Introduce to the students about the aesthetics of language while studying Prosody.
6. To make students aware about Indian idea of Rhetoric and Prosody.

## **GE-I (Prabandha Sahitya: Bankimchandra & Rabindranath)**

After completion of this course students will get an idea about the Bankimchandra Chattopadhyay and Rabindranath Tagore's Essays.

## **Semester II**

### **CC-III (Baishnab Padabali, Shakto Padabali)**

This course comprises of Vaishnava Padavali and Shakta Padavali and traces the transformation of society, culture and religious formations of Bengal in the medieval period of Bengal as depicted through these works of literature. This course will

1. help students acquire a sound foundation in the knowledge interested in Socio-economic and cultural history of medieval period of Bengal.
2. make students aware about Vaishnava and Shakta Religion and Philosophy and religious literature and social values of these times and Middle Bengali literature as such, in a socio-cultural perspective.
3. provides insights on how oral literacy documents though greatly inadequate give a sense of realization of a multi-layered hierarchy within a socio-cultural pyramid.
4. provides an understanding of the historiography and connection of the king's patronising authority and influence on a genre formation.
5. To give basic ideas about the Vaishnava Padavali & Shakta Padavali on Medieval Period to the students.
6. To make students aware about Vaishnava and Shakta Religion and Philosophy.

### **CC-IV (RAMAYAN, ANNADAMONGAL):**

1. Through the reading of Chandimongal and Ramayan will know about the native culture and ideals.





2. Will be able to acquire complete knowledge about Ramayan and Annadamangal, Gain a thorough understanding of contemporary language, literary practice and various aspects of social life.

### **GE-2 (Galpo:Pravat Kumar O Saratchandra)**

After completion of this course students will get an idea about the short story of Pravat Kumar Mukherjee O Saratchandra Chattapadhyay.

### **AECC-2 (BHASA ANGSO, SAHITYA ANGSO)**

This course is offered to students of all discipline. The course is to acquaint the students with Tagore's poems and short stories essays and Terminology.

## **Semester III**

### **CC-V (Bangla Sahityer Itihas (1801-1950))**

Bengali literature reflected the modernity that was transmitted in Bengal as a result of the British rule during the colonial period. The history lesson in this episode will help the students understand the nature of the modernity.

### **CC-VI (Bhasatattwa)**

Basic idea and knowledge on linguistics an elaborate idea on Bengali language and linguistics. Student will be familiar with the aspect of the Bengali language-including sounds, words, sentences and meaning. Learn about syntax and semantics.

### **CC-VII (Unish Shataker Kabya)**

Bengali Poetry has been deeply influenced by the colonial modernism. Poets of this genre are Madhusudan Dutta, Rabindranath Tagore and Kazi Nazrul Islam to name a few. Post-colonial period has seen the emergence of poets in the modern, socialist and post-modern genre. In this course students get a comprehensive understanding about the poetry composed by the poets of such genres with a detailed knowledge of the twentieth century poetry, trends and intentions from Rabindranath to the later modern poets.

1. Reading of transformation of imagery and development of other aesthetic trends and novel notations from a colonial perspective of renaissance.
2. Understanding of semiotics in poetry through a post-colonial thread starting from the Modern poetry till late sixties.
3. Analytical observations of Drama, symbolist tendencies, the changing means of communication in satire, wit and contemporary individual voices of protest, theme and history of new experiments.





### **GE-3 (Bangla SahityerItihas)**

Students learn History of Bengali Literature from beginning to 1760A in this course. Students will be able to acquire the authority of the beginning periods of his literature. The students will be able to basic construction of his language. It has seemed to understand the structure of his language.

### **SEC-I (Bangla Byakaran)**

Students will gain a thorough knowledge of Bengali language and grammar by mastering this selected part. Students' grammar comprehension and application skill will increase. They will learn to write the language accurately and precisely. They will be able to know in detail about the component and syntax theory of Bengali language. Students will learn to analyze the language of literature.

## **Semester IV**

### **CC-VIII(Kabita):**

After completion of these course students will become aware of different stages of Bengali poetry, different changes of contents, concepts and images due the influence of modern colonial environment.

### **CC-IX(UPANNYAS):**

This Course deals with the Forms and features of contemporary novels, aiming at introducing the student to the analysis of a novel as a relatively long work of narrative fiction in prose and imparting a more mature understanding to the students about the challenging issues of the contemporary such as conflicts of interests between the society and the individual, the socio-cultural canopy of casteism, religious taboos, women's position in the Bengali household, environmental issues and people's struggle for socio-economic and political existence Uponyas. Introducing and analysis a novel is a relatively long work of narrative fiction in prose.

### **CC-X(NATOK):**

The students will understand the responsblity of society and civilization by studying the different Play and dramatist. like NILDARPAN, SARODOTSAB.

### **GE-4 (Bhasatattwa)**





Student will be familiar with the aspect of the Bengali language-including sounds, words, sentences and meaning. Students will understand Bengali language in an historical context and they will learn how Bengali language changed over time and how it varies from situation to situation and place to place. Study of Linguistics will also help in making the foundation of language stranger and will improve the practical and intellectual skills.

### **SEC-2(RachanashaktirNaipunya):**

Through this course students will learn to write creative and original basic writing. They will learn to write reports and paragraphs. They will be able to expand the meaning and concept. This course will help them to deal with various aspects of their practical life and world. As well as it will help the students to get job in different fields.

## **Semester V**

### **CC-XI(GALPO)**

Through reading short stories by various short story writers, essays. the contemporary language will be able to gain an accurate idea about social life and philosophy of life.

### **CC-XII (PRABANDHA O PRACHYA KABYATATTWA)**

This course will impart knowledge of the emergence and growth of the essay, arguments, discourses, subjective perspectives from mid-19th century and will provide a comprehensive knowledge of

- linguistic and psychological tendencies of the 19th century, essays, categories of journalist views, reporting, personal essays, diary entries
- the transitional phases during the World wars and other adversities which involves new experimentations in form and narratives on fascist tendencies and xenophobic attitude towards the colonised, cultural hegemony and diversity.

### **DSE-I (UnishSataker Bangla Kabya O Prabandha)**

Bengali poetry has occupied a place not only in India but also in the history of world literature. In the nineteenth and twentieth century, Bengali poetry reached its peak of prosperity. In this topic, students will be able to know about the nineteenth and twentieth century's poetry, and will know the nature and genre of poetry.

A text of collected essays by important authors to be studied in this course. This course help students write Essay on different socio economical aspects.

### **DSE-II (UnishSataker Bangla Natak O Kathasahitya)**

1.Knowledge of different forms of drama, satire or theatre with its social background with special emphasis on contemporary political culture.





2. Modern biographical novels and short stories make clear the conflicting relationship between the individual and society. Family, social and political events are reflected in textual fiction. Contemporary Bengali situations and author's ideas will help students develop analytical concepts.

**SEC-III(Prabandha O Pratibedan Rachana)**

Through this course students will learn to write creative and original basic writing. They will learn to write reports and paragraphs. They will be able to expand the meaning and concept. This course will help them to deal with various aspects of their practical life and world as well as help the students to get job in different fields.

## **Semester VI**

**CC-13 (Sanskrita O Ingriji Sahityer Itihas)**

This course helps in learning about the evolution of literature in other Indian languages that have had a profound influence on the socio-cultural formations in India since early times and have also enriched Bengali language and literature. In this course students gain knowledge about a comprehensive knowledge of comparative analysis of the Sanskrit Literature, along with English literature and main cultural trends.

**CC-XIV (Sahityer Rup- Riti O Sangrup)**

Students learn from this paper about various genre of the literature. Students will be able to differentiate among the various genres.

**DSE-III (Bish Sataker Swadhinata-purbabarti Bangla Kathasahitya)**

After completion of the course the students will be able to: Describe about Bankimchandra Chattopadhyay, Sarat Chandra Chattopadhyay, Tarashankar Bandopadhyay and Manik Bandopadhyay's Short story with novel: its success, beauty and 'Ras' feelings in the the readers heart.

**DSE-IV (Sahitya Bisayak Prabandha O Lakasahitya)**

Bengali has a rich oral tradition form in the olden days. Objectives of this paper is to focus upon various oral traditions like-folk tales, folklore, folk dance, myths & proverbs of Bengali & to make the students familiar to that abundance of beliefs & practices which had been a source of energy for our everyday life & had been passed down from earlier generations to us.





### **SEC-4(Byabaharik Bangla Charcha O AnubadCharcha)**

Through this course students will learn how to draft advertisements and printing techniques. They will learn the rules of proofreading and how to correct proofreading and report writing in newspapers. These things will help students to get jobs in different fields.

Through this course students will learn about the usefulness of translation. They will learn about the history of translation in Bengali literature. They will learn to translate from other language. Students will also learn the method of transliteration along with the literal translation of the original text. This course will help them to deal with various aspects of their practical life and world as well as help the students to get job in different fields.

### **Programme Out come and Course Outcome Programme course in Bengali:**

#### **SEMESTER-I**

#### **CC-1A(Prabandha sahitya: Bankimchandra & Rabindranath):**

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

- Students are Learn about the most important and selective essays of Bankimchandra and Rabindranath Tagore.
- Discuss about the author of the Bengali prose and essays and its development.
- Describe the authors of modern essays and its richest style and form.

#### **SEMESTER-II**

#### **CC-1B(Galpo:Pravat Kumar O Saratchandra)**

After completion of this course students will get an idea about the short story of Pravat Kumar Mukherjee O SaratchandraChattapadhyay.

#### **L21(Bangla Chhotogalpo):**

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

- Describe about Prabhat kumar Mukherjee short story: its beauty, style, success and its evergreen influence in society and human life.
- Describe short stories of TarashankarBandyapadhyay and reflection of social life, its success and style.
- Discuss about the variety of pre independence and Postindependence short stories written in bengali, its multidimensional aspect in human and social life.

#### **AECC-2 (BHASA ANGSO, SAHITYA ANGSO)**

This course is offered to students of all discipline. The course is to acquaint the students with Tagore's poems and short stories essays and Terminology.





## SEMESTER-III

### CC-1C(Bangla sahityerItihas):

Students learn History of Bengali Literature from beginning to 1760A in this course. Students will be able to acquire the authority of the beginning periods of his literature. The students will be able to basic construction of his language. It has seemed to understand the structure of his language.

### SEC-I (Bangla Byakaran)

Students will gain a thorough knowledge of Bengali language and grammar by mastering this selected part. Students' grammar comprehension and application skill will increase. They will learn to write the language accurately and precisely. They will be able to know in detail about the component and syntax theory of Bengali language. Students will learn to analyze the language of literature.

## SEMESTER-IV

### CC-1D(Bhasatattwa):

Student will be familiar with the aspect of the Bengali language-including sounds, words, sentences and meaning. Students will understand Bengali language in an historical context and they will learn how Bengali language changed over time and how it varies from situation to situation and place to place. Study of Linguistics will also help in making the foundation of language stranger and will improve the practical and intellectual skills.

### CC-L<sub>2</sub>(Bangla Kabita):

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

- Describe early bengali poet and modern poet and their contribution in bengali literature.
- Describe the neo-modern poem and its significance and beauty.

### SEC-2(RachanashaktirNaipunya):

Through this course students will learn to write creative and original basic writing. They will learn to write reports and paragraphs. They will be able to expand the meaning and concept. This course will help them to deal with various aspects of their practical life and world. As well as it will help the students to get job in different fields.





## SEMESTER-V

### **DSE-1A (Unishshataker Bangla Upanyas/Bangla Galpo):**

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

- Describe about Bankimchandra Chattopadhyay, Sarat Chandra Chattopadhyay, Tarashankar Bandopadhyay and Manik Bandopadhyay's novel: its success, beauty and 'Ras' feelings in the readers heart.
- Describe about Rabindranath Tagore short story: its beauty, style, success and its evergreen influence in society and human life.
- Describe short stories of Subodh Ghosh and reflection of social life, its success and style.
- Discuss about the variety of pre independence and Postindependence short stories written in bengali, its multidimensional aspect in human and social life.

### **GE-1(Unishshataker Bangla Prabandha):**

This course will impart knowledge of the emergence and growth of the essay, arguments, discourses, subjective perspectives from mid-19th century and will provide a comprehensive knowledge of

linguistic and psychological tendencies of the 19th century, essays, categories of journalist views, reporting, personal essays, diary entries

### **SEC-III (Prabandha O Pratibedan Rachana)**

Through this course students will learn to write creative and original basic writing. They will learn to write reports and paragraphs. They will be able to expand the meaning and concept. This course will help them to deal with various aspects of their practical life and world as well as help the students to get job in different fields.

## SEMESTER-VI

### **DSE-1B (Unishshataker Bangla Natak/Prabandha):**

Nineteen century novelist and short story writers will learn about the subject, structure and language of the story.

Knowledge of different forms of drama, satire or theatre with its social background with special emphasis on contemporary political culture.

### **GE-2(Unishshataker Bangla Bhraman Sahitya O Chithipatra)**

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



- Discuss about Krishnavamini Devi's travelling literature on the basis of England tour, Rabindranath Tagore's literature on the basis of Europe tour, Syed Muztaba Ali literature on the basis of Afghanistan tour, and Nabanita Dev Sen's literature on the basis of North India tour.

**SEC-4 (Byabharik Bangla Charcha O AnubadCharcha):**

Through this course students will learn how to draft advertisements and printing techniques. They will learn the rules of proofreading and how to correct proofreading and report writing in newspapers. These things will help students to get jobs in different fields.

Through this course students will learn about the usefulness of translation. They will learn about the history of translation in Bengali literature. They will learn to translate from other language. Students will also learn the method of transliteration along with the literal translation of the original text. This course will help them to deal with various aspects of their practical life and world as well as help the students to get job in different fields.



Head  
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2018- 2023

**B. A ENGLISH (CBCS): A UNIVERSAL PATTERN IN SYLLABUS WAS FOLLOWED UNDER THE NEWLY INTRODUCED SYSTEM OF SEMESTERS AT THE UG LEVEL FROM 2017 TO 2023.**

1	<b>Programme Outcome</b>	<ul style="list-style-type: none"><li>• Developing a strong and efficient curricular background for students choosing to progress with English Language and Literature by ensuring to impart a wholesome knowledge of the Language and develop the Communication skills and behavioral skills as well through a detailed knowledge of the texts and contextual learning as provided in the syllabus.</li><li>• Enable the learners to choose independently about their future projects so that they can perform with excellence in those fields and also progress further with good competence and efficiency in life after the completion of this Programme.</li></ul>
2	<b>Programme Specific Outcome</b>	<ul style="list-style-type: none"><li>• The students will be well versed with the various genres, subgenres of English Literature and gain a detailed overview of English Literature and Language</li><li>• They will be able to develop a strong idea of the colonizer's tongue through the world class literary output of eminent writers from pages of history of English Literature.</li><li>• Their interests in literature will lead them to pursue higher degrees in literature as well as language or pursue career in the same field.</li><li>• Their creativity will also flourish in particular fields through poetry reading classes and other such interesting practices.</li><li>• English being a global language, students of this stream will be able to excel in fields like journalism, creative writing, Law, teaching, administrative jobs etc.</li></ul>



COURSE OUTCOMES		
B.A HONS. IN ENGLISH		
SEMESTER I	CC- I : Indian Classical Literature	A number of Indian Classical texts were included in the syllabus through translation from ancient Sanskrit Literature which introduced the Indian students with the origins of their culture from ancient times.
	CC- II: European Classical Literature	This paper provided the students with a glimpse of the translated version of the European Classical texts forming the basis of the entire European culture and literature. Genres like the Epic, the Tragedy and the Romance enlightened the students on several recurring classical conventions from Classical Literature.
SEMESTER II	CC- III Indian Writing in English	This Paper incorporated a number of writers from Indian English Literature and this gave the learners a chance to understand the influence of English as a second language on the Indian literary scene. It could become an important topic for future Research projects as well.
	CC- IV: British Poetry, Drama (16 <sup>th</sup> -17 <sup>th</sup> Centuries) and Rhetoric and Prosody	Focussing upon the beginnings of British literature in the dominantly conservative world of the Early modern period and the Puritan age, this paper introduced the learners with the beginnings of poetry and theatrical outputs in English Literature. The knowledge of the theatrical conventions obtained from this paper can become a major guideline for future work in the field of theatre.

SEMESTER III	CC- V: American Literature	This paper taught about the influence of English in American Literature which became a concoction of all kind of literary texts like Poems, Short stories, novel and drama. It introduced the learners with the ideas that formed the foundation for American history and reality at the same time. The range of texts pointed towards the variety of American Literature and the students could involve in developing a profound sense of literary trends popular in various countries at the same period of history.
	CC- VI: Popular Literature	The idea of the Popular and the Cannon in Literature is learnt by the students and it will help them in growing their knowledge about interpreting graphic arts, comics and children's literature to a great extent.
	SEC 1	It talked about the theories of Translation and its importance in a multilingual country like India.





SEMESTER IV	CC- VIII: British Literature (18 <sup>th</sup> Century)	Teaches about Neo- Classicism, Restoration Comedy, rise of the novel as a genre in English Literature and also helped in the development of reading, writing and interpreting skills for the students of the period.
	CC- IX: British Romantic Literature	The acquaintance with the Romantic School of Poetry helped in the development of subjective responses to poetry while interpretation. The emotional skills of the students also received a deeper impetus from the reading of this Course syllabus.
	CC-X: British Literature (19 <sup>th</sup> Century)	Largely consisting of novels and Poems, this paper taught the learners the management of vast syllabus and also acquainted them with major ideological areas like Utilitarianism, Capitalism, Society etc of Victorian England.
	SEC 2	It taught about the various English Language teaching practices so that the learners could become good teachers in future.
SEMESTER V	CC- XI: Women's Writing	Consisting of English texts written by Women of all countries, this paper is a testimony of the experiences of women across all societies captured through imagination. Voicing out the concerns of Women, the poems and stories in this paper highlight the use of a particular kind of language suitable in the expression of the psychological, emotional, social and intellectual experiences of women across all societies.
	CC- XII: British Literature (Early 20 <sup>th</sup> Century)	Marking the War years, this paper focuses upon narrating the historical period of turmoil through the war poems and other modernist literary texts. Also significant for the technical alterations brought into almost all the major genres of literature, this paper can become critically relevant to be taken up for future Research projects in higher studies after the completion of this Course.
	DSE- 1 (Modern Indian Writing in English Translation)	Translated texts of Indian writers help in making the students aware of the modern Indian texts from different parts of India highlighting the aspect of the importance of English language as a mode of translation in a multilingual country like India.
	DSE- 2 (Partition Literature)	A very important paper having texts dealing with the painful experiences of Partition which is perhaps the most important historical incidents of all times in the history of India. Knowing about the issues like Nationalism, Colonialism, Communalism and Violence, Pain of separation etc became the major outcomes of this Course and this paper had a wonderful impact upon students.



SEMESTER VI	CC- XIII: Modern European Drama	This paper highlighted the changes that took place in the theatrical world of Europe and it talked about the setting of modern standards in the history of Performance. Learners could come to know about the modern theories regarding performance as well as play writing through this paper.
	CC-XIV: Postcolonial Literatures	This Paper narrated the postcolonial experiences of Indians through Poetry and Fiction. Accordingly the students could relate their experiences with the kind of texts given in the syllabi. It proved to be highly prospective of future Research projects in higher studies or any such fields. Students also learnt about the manner in which the colonizer's language could be used to challenge its own supremacy through postcolonial writings.
	DSE- 3: Literary Theory	A very useful Course guiding the learners about the recently developing school of literary theories which could serve as the backbone of all kind of literary interpretations. This paper also opens up a wide arena of topics which can be taken up in future.
	DSE- 4: Literary Criticism and the History of the English Language	The students came to know about the important literary Critics in order to have a sound understanding of the Philosophy of English Literature.  It also taught them about the evolution of English as Language and the various kinds of foreign influences that English had to go through as a Language before achieving its modern standardized version. The fact that Language is a flexible entity in its journey of getting adopted, influenced and being finally adapted into the mainstream of any culture was made known to the students.



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COURSE OUTCOMES		
B.A GENERAL IN ENGLISH		
SEMESTER 1	CC- 1A: Poetry and Short Story	A number of poems and short stories gave the students a fair idea of English literature in general
SEMESTER 2	CC- 1B Essay, Drama and Novel	Dramatic techniques, themes of essays and ideas in novels as given in the syllabus enlightened the learner's aptitude from a wholesome perspective.
SEMESTER 3	CC- 1C Contemporary India: Women and Empowerment	This Paper had the outcome of acquainting students with the various kinds of illegalities arising with the cause of women in India. It gave them a practical perspective of violence committed on women and the legal aids for mitigating crime and bringing justice to the cause of women in India.
SEMESTER 4	CC1D: Academic Writing and Composition	It taught about the techniques of academic writing and composition to students.
SEMESTER 5	DSE -1 British Literature	A number of texts gave the students an essence of literature originating in Britain.
SEMESTER 6	DSE 2 Indian Literature in Translation	Introducing the learners with the rich heritage of Indian literary texts available in translation.
SEMESTER 5	GE- 1 Gender and Human Rights	Poems and texts from all other literary genres teaching about the issue of Gender and laws regarding Human Rights of Women in India
SEMESTER 6	GE-2 Environment and Literature	The ecological issues which could get their place in literature became a subject of study for the learners and it projected how imagination could become an aid of liberation of nature and natural beings.



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**DEPARTMENT OF ENGLISH**

Annual System (1+1+1) TILL 2019

<b>B. A ENGLISH (1+1+1)</b>		
<b>1</b>	<b>Programme Outcome</b>	<ul style="list-style-type: none"><li>• <b>Developing a strong and efficient curricular background for students choosing to progress with English Language and Literature by ensuring to impart a wholesome knowledge of the stream and develop the Communication skills and behavioral skills as well through a detailed knowledge of the texts and contextual learning as provided in the syllabus.</b></li><li>• <b>Enable the learners to choose independently about their future projects so that they can perform with excellence in those fields and also progress further with good competence and efficiency in life after the completion of this Programme.</b></li></ul>
<b>2</b>	<b>Programme Specific Outcome</b>	<ul style="list-style-type: none"><li>• <b>The students will be well versed with the various genres, subgenres of English Literature and gain a detailed overview of English Literature and Language</b></li><li>• <b>They will be able to develop a strong idea of the colonizer's tongue through the world class literary output of eminent writers from pages of history of English Literature.</b></li><li>• <b>Their interests in literature will lead them to pursue higher degrees in Literature as well as Language or pursue career in the same field.</b></li><li>• <b>Their creativity will also flourish in particular fields through Poetry reading classes and other such interesting practices adopted during this Course in class.</b></li><li>• <b>English being a global language, students of this stream will be able to excel in fields like journalism, creative writing, Law, teaching, administrative jobs and other such Competitive Exams etc.</b></li></ul>





COURSE OUTCOMES		
B.A HONS. IN ENGLISH		
PART I	PAPER- I British Literature: Anglo- Saxon to the Elizabethan Period	This Paper will allow the students to have a glimpse of the earliest English Literary texts right from the Old English period till the Time of Queen Elizabeth's reign.
	PAPER- II British Literature: Jacobean to the Restoration Period	This Paper will take into consideration literary works from the Jacobean era until the late 16 <sup>th</sup> century or the Restoration age. Besides Literary texts this part of the Course will also introduce the readers to a certain amount of social and historical background of the age as well.
PART II	PAPER –III British Literature : 18 <sup>th</sup> Century	The 18 <sup>th</sup> Century forms the basis of many important Literary genres and this paper also teaches about the issues of the standardization of language and classical rules which became popular in this period of English Literature
	PAPER – IV British Literature: Romantic Period	It incorporated poems easy to be read and understood. This paper also encouraged the development of a subjective mode of understanding of poems and other genres of this period.
PART III	PAPER- V British Literature: Victorian Period	The students learned about how to approach a fully developed age from both teaching and learning capabilities. This age gave them an opportunity to know about few of the best writers in English Literature of all times.
	PAPER- VI British Literature: Modern Period	A historical approach was taken up while understanding the literary scene of this period. It was more like knowing the World History and other such international events and their impact on people through literature. World Wars, anxiety, alienation, Mental crisis, advent of machines etc became topics of discovery in the literary outputs of the age.
	PAPER- VII Post- Modern Period	The post -war era in which the rigid notions and boundaries of literature were breaking in order to give way to the fluidity of the concept that would become an important aspect of understanding the variety of English Literatures being created in the third world countries in the post- colonized age of history.



	<b>PAPER- VIII American Literature or Indian English Literature</b>	<p>The American literary texts gave a good understanding of the American History and its connection with Literature and other creative outputs.</p> <p>The Indian English texts gave a holistic perspective of post-colonial India and her literary outputs. Students learnt about major Indian English writers who have been able to influence the course of Indian writing till now.</p>

<b>COURSE OUTCOMES</b>		
<b>B.A GENERAL IN ENGLISH</b>		
	<b>PAPER- I Poetry and Rhetoric and Prosody</b>	This Paper taught about the technique of poetry writing by teaching Rhetoric and Prosody as part of the syllabi. Students came to know the finer aspects of poetry writing which is an excellent craft to master with. A number of poems were also provided in the course.
	<b>PAPER – II Short Story and Essay</b>	A number of well known short stories and essays as texts are incorporated into the Syllabi in order to increase the horizon of learning for students taking this curriculum and also give them a vivid idea of the existing masterpieces in this field.
	<b>PAPER – III DRAMA</b>	Providing a vivid idea of the theatrical premises as can be found through detailed reading of various plays written by classical and popular English Dramatists, this Paper helped in developing the knowledge of English Drama and dramatists in general among students.
	<b>PAPER-IV Comprehension, Composition and Grammar</b>	This paper helped in developing comprehensive and grammatical skills by teaching them about academic writing and other such areas. It helped them to give freedom to their imagination and taught grammar at the same time. Communication skills were also developed.



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## DEPARTMENT OF SANSKRIT

CBCS B. A. SANSKRIT		
1	<b>Programme Outcome</b>	<ul style="list-style-type: none"><li>● Students of Sanskrit hons will be able to read, understand, write and speak in Sanskrit.</li><li>● They will acquire the knowledge of Sanskrit literature, grammar, history of literature, Indian philosophy, Vedic literature, dharmasatra, arthasastra, and inscriptions.</li><li>● They will also acquire the initial knowledge of Indian civilization and culture through Sanskrit texts.</li><li>● They will be capable of studying Vedic and classical Sanskrit literature.</li><li>● The whole Indian knowledge treasured in Sanskrit literature will be open to the students and, as a result, different problems of life may be interpreted from ancient Indian point of view. Such as, politics, environmental hazards, chronological problems of Indian history &amp; others. In fine, it can be said they will be able to understand the ultimate goal of life.</li></ul>
2	<b>Programme Specific Outcome</b>	<p>Sanskrit is not a just a language of communication. It is a very rich language which is a medium between us and our culture, tradition, history etc. With the help of this language we are able to know about our culture and heritage. So, after completing the 3year Sanskrit hons course the student will</p> <ul style="list-style-type: none"><li>◆ Acquire clear knowledge about Vedic and Classical Sanskrit literature.</li><li>◆ Get a Specific idea about modern Sanskrit Literature which is newly introduced in Syllabus.</li><li>◆ Achieve the communication skill in Sanskrit .</li><li>◆ Understand Indian Knowledge System.</li><li>◆ Have the opportunity to understand Indian Philosophical texts and skill to explain them.</li><li>◆ Achieve the skill to analyse the prose, poetry, drama etc.</li><li>◆ Able to enhance the moral values, ethics etc and change his/her and another lives.</li></ul>



<b>COURSE OUTCOMES</b>		
<b>B.A. HONS. IN SANSKRIT</b>		
<b>SEM I</b>	<b>CC I - Classical Sanskrit Literature(Poetry)</b>	This course will deals with two Mahakavyas that are Raghubamsam and Kiratarjuniyam and history of Sanskrit literature of Poetry.It help the students develop a fair idea of the works of great Sanskrit poets. They will be able to appreciate the styles and thoughts of individual poets focusing on the poetical, artistic, cultural and historical aspects of their works.
	<b>CC II - Critical Survey of Sanskrit Literature</b>	Students will able to acquire clear concept about Vedic and Classical Sanskrit literature, tradition of various schools of Philosophy and the history of Sanskrit Grammar. It will help the students to choose the specific interest area among the vast Sanskrit literature.
<b>SEM II</b>	<b>CC III - Classical Sanskrit Literature(Prose)</b>	Students have the opportunity to know about the Prose Literature of Sanskrit. They will get an idea of origin and development of prose, Important prose romances and fables.
	<b>CC IV - Self Management in the Gītā</b>	The Students will Understand the cognitive and emotive apparatus in the light of Gita. They will learn to control of mind as depicted in Gita and also Understand the process of Self management through devotion as described by Gita.
	<b>CC V - Classical Sanskrit Literature (Drāmā)</b>	The famous drama of Kalidasa that is 'Abhijnana Shakuntalam' is taught in this Paper. Students will know Why this drama is an example of perfect drama in all aspects. They will learn about the famous dramatist and their great works.





SEM III	<b>CC VI - Poetics and Literary Criticism</b>	'Alamkaras' are like ornaments of kavyas. It enriches the beauty of Kavyas. This paper deals with Alamkara. What is Alamkara, characteristics and type of it, with example explanation of alamkaras are discussed in this paper. So Student will able to understand the alamkaras, identify and use it in other places.
	<b>CC VII - Indian Social Institution and Polity</b>	Manusamhita and Arthasastra are two valuable books in which the Ancient Indian Social, Political and Economical structure are reflected clearly. Students will able to understand the low and policies of ancient India and will able to compare with the modern one.
	<b>SEC I - Basic Sanskrit / Ethical &amp; Moral Issues in Sanskrit</b>	Sanskrit is a language which is fully organised by its Grammar. So the knowledge of Sanskrit Grammar is essential for understanding the Language. In this paper the basic part of the grammar is included. The base will develop by this study. If they are opted the 2 <sup>nd</sup> option then the ethical and moral values will increase through the Sanskrit Texts.
SEM IV	<b>CC VIII - Indian Epigraphy and Chronology</b>	Epigraphy is the source of information to understand the culture and history of Ancient India. Students will be able to Understand the ancient Indian Chronology, systems of dating (chronograms), and main source cras used in inscriptions (Vikrama era, Shaka era, Gupta era).
	<b>CC IX - Modern Sanskrit Literature</b>	It contains the modern trends and topics which are included in Sanskrit Literature. Students will learn about the contribution of Bengal in Sanskrit Literature.
	<b>CC X - Sanskrit and World Literature</b>	In this Paper the contribution of famous Scholar of all over the world in Sanskrit Literature are described. After finishing the course the students will able to understand the worldwide importance od Sanskrit Language from the Ancient time to till now.
	<b>SEC II - Spoken Sanskrit /</b>	The Students will able to understand how



	<b>Political Thought in Sanskrit Literature</b>	to speak in Sanskrit in our daily life conversations. Their writing skill will also be develop by this portion of syllabus. On the other hand the political thought of ancient India will reveal to the students by opting the Arthasastra which is the optional part of this paper.
<b>SEM V</b>	<b>CC XI - Vedic Literature</b>	Vedic Literature is one of the oldest literature in the World. This oldest and richest literature is reflected in this portion of syllabus. With this part of syllabus students will get an idea about the ancient India and the knowledge system, tradition etc of our country.
	<b>CC XII - Sanskrit Grammar</b>	The knowledge of 'Samasa' is essential for Sanskrit Sentence Construction. With the basic knowledge of Sanskrit Grammar they will capable to understand the Language better.
	<b>DSE I - Dramaturgy -- Sāhityadarpaṇa - Chapter- VI / Maxims in Sanskrit Language</b>	Students will learn about characteristics of drama, which is part of 'Drishyakavya' with the help of Sahitya Darpana. All types of Rupaka are explained in this paper.
	<b>DSE II - Elements of Linguistics / Technique of Sanskrit Language</b>	This Paper willdeal with Sanskrit Linguistics like Phonetics, Phonology, Morphology, Syntax and the process associated with standardization of the Sanskrit Language through the various periods of its history.
<b>SEM VI</b>	<b>CC XIII - Indian Ontology and Epistemology</b>	This paper contains Indian philosophical system like Nyaya and Vedanta. With the part of this portion students will able to know theory and epistemology of Nyaya-Vaisesika and Advaita Vedanta schools of Indian Philosophy.
	<b>CC XIV - Sanskrit Composition and Communication</b>	The knowledge of 'Karaka' is essential for Sanskrit Sentence Construction. With the basic knowledge of Sanskrit Grammar when Students enter this portion of syllabus they will capable to understand the Language better. They will learn how a report is written in Sanskrit Language.





	<b>DSE III - Fundamentals of Āyurveda / Environmental Awareness in Sanskrit</b>	Ayurveda has a medial value. Now a days after the pandemic stage a worldwide demand of Ayurveda is noticed. So the student have a chance to get e clear concept about Ayurveda with the help of this portion of syllabus. The environmental awareness of the ancient scholar is also revealed by their writing which is taught in the optional portion of this paper.
	<b>DSE IV - Art of Balanced Living / Indian system of Logic</b>	Students will learn the importance of Yoga for balance living. They will also get knowledge of Anumana and Upamana, the methods of pursuing knowledge which is included in Indian System of Logic.

<b>COURSE OUTCOMES</b>		
<b>B.A.GENERAL IN SANSKRIT</b>		
<b>SEM I</b>	<b>CC1A/2B/GE 1- Sanskrit Poetry</b>	This course will deals with two Mahakavyas that are Raghubamsam and Kiratarjuniyam and history of Sanskrit literature of Poetry.It help the students develop a fair idea of the works of great Sanskrit poets. They will be able to appreciate the styles and thoughts of individual poets focusing on the poetical, artistic, cultural and historical aspects of their works.
<b>SEM II</b>	<b>CC1B/2B/GE II- Sanskrit Prose</b>	Students have the opportunity to know about the Prose Literature of Sanskrit. They will get an idea of origin and development of prose, Important prose romances and fables.
<b>SEM III</b>	<b>CC 1C/2C/GE III - Sanskrit Drama</b>	The famous drama of Kalidasa that is 'Abhijnana Shakuntalam' is taught in this Paper. Students will know Why this drama is an example of perfect drama in all aspects. They will learn about the famous dramatist and their great works.
	<b>SEC I - Basic Elements of Āyurveda / Yogasūtra of</b>	Ayurveda has a medial value. Now a days after the pandemic stage a worldwide



SEM VI		Alamkara, characteristics and type of it, with example explanation of alamkaras are discussed in this paper. So Student will able to understand the alamkaras, identify and use it in other places. Sanskrit metres are also taught in this paper.
	<b>SEC I - Vedic Literature</b>	Vedic Literature is one of the oldest literature in the World. This oldest and richest literature is reflected in this portion of syllabus. With this part of syllabus students will get an idea about the ancient India and the knowledge system, tradition etc of our country.
	<b>GE II - Ethical Issues in Sanskrit Literature / Sanskrit Metre and Composition</b>	The Students will able to understand the ethical issues which reflected in Galposahitya of Sanskrit Literature. The general concept of Sanskrit metres will be clear by this paper.



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## PROGRAM OUTCOME AND COURSE OUTCOME

DEPARTMENT OF SANTALI  
COURSES OFFERED: B.A. HONOURS IN SANTALI  
COURSE STRUCTURE UNDER CHOICE BASE CREDIT SYSTEM (CBCS)  
2017-2018 ONWARDS

### PROGRAM OUTCOME

Developing a strong and efficient curricular background for students choosing to progress with this regional language by ensuring to impart a whole knowledge of the language and develop the communication skills and behavioural as well through a detailed learning as provided in the syllabus.

Enable the learners to choose independently about their future projects so that they can perform with excellence in those fields and also progress further with good competence and efficiency in life

### Programme Specific Outcomes:

This programme will enable to have a comprehensive understanding of the history of Santali literature, its socio-political background, important movements, genres and authors, concepts and practices of literary studies, and basic skill for research writing. It is expected that the course will form the knowledge and skill-base for the students to take up various teaching assignments and pursue further research in the field. The student will be well versed with the various Santali literary genres, subgenres of Santali Literature. Student will be able to develop a powerful and strong connection with their roots through the texts as given in three years of the syllabus. Students can get the sense of understanding the Santali literature and also receive a creative imputes in these three years of learning processes.

From these programme students also be able to lead their community and upcoming generation.

### Programme Career Opportunities:

This programme Career Opportunities are Teaching Position in pre-primary school, primary school, upper-primary Schools. And Professional Writing positions in government Organization.

### Programme Structure:

The B.A. in Santali programme is a three-year course divided into six-semester. A student is required to complete 142 (hundred and forty-two) credits for the completion of course and the award of the degree.

CORE COURSES



## 1ST SEMESTER

### CC-1- HISTORY OF SANTALI ANCIENT LITERATURE

#### COURSE OUTCOME

This Paper will allow the students to have a glimpse of the santal people's ancient history background their Santali literature, community in India and this will become the foundation for their entire curriculum.

### CC--2- AUSTRIC LANGUAGE FAMILY AND SANTALI

#### COURSE OUTCOME

This Paper will take into consideration the origin and evolution of the Santali Language and austric language family. To gain the knowledge of having other language in this language family.

## 2ND SEMESTER

### CC-3- SANTALI FOLK LITERATURE-I

#### COURSE OUTCOME

This paper enlightens about the various sub- genres available in the Oral tradition of Santali Folk Literature and has elaborate academic enrichment on topics like Santal Folktales, Riddles, Proverbs, Folksongs and Folktales.

### CC-4- HISTORY OF SANTALI LITERATURE (MEDIEVAL PERIOD: 1855-1947)

#### COURSE OUTCOME

From this paper students should know about their history of mediaeval period also beginning of their Written literature, life of early writers of Santali literature.

## 3RD SEMESTER

### CC-5- FUNCTIONAL GRAMMAR OF SANTALI LANGUAGE

#### COURSE OUTCOME

This Paper will deal with areas of Santali Language like Phonetics, Phonology, Morphology, Syntax and the process associated with standardization of the Santali Language through the various periods of its history.

### CC-6- SANTALI FOLK LITERATURE AND CULTURE-2

#### COURSE OUTCOME

This paper enlightens about the various sub- genres available in the Oral tradition of Santali Folk Literature and related Santali culture has elaborate academic enrichment on topics like Santal Folktales, Riddles, Proverbs, Folksongs and Folktales.





**CC-7- HISTORY OF SANTALI MODERN LITERATURE (1947-TILL NOW)**  
**COURSE OUTCOME**

This paper enlightens about the various sub- genres available in the Santali modern Literature after independent India and has elaborate academic enrichment on topics like Santal magazine, poems, novel, modern songs and short stories, biography etc.

**SEC-1- ART OF TRANSLATION**  
**COURSE OUTCOME**

This paper enlightens about the translation of various methods and the importance of translation trough this paper.

**CC-8- LANGUAGE AND SANTALI LINGUIESTIC**  
**COURSE OUTCOME**

This Paper will deal with areas of Santali Language like Phonetics, Phonology, Morphology, Syntax and the process associated with standardization of the Santali Language through the various periods of its history.

**4TH SEMESTER**

**CC-9- COMPARATIVE STUDY OF TRIBAL LITERATURE**  
**COURSE OUTCOME**

This paper deals with the comparative way of studying Santali literature form neighboring languages literature like Bengali, Hindi, Oriya etc.

**CC-10- THEORY OF LITERATURE**  
**COURSE OUTCOME**

Student able to develop an ability to analyze literature by learning the literary theory like, romanticism, realism, novel, short story, climax, anti-climax, semanticetc.

**SEC-2- SANTALI LANGUAGE TEACHING**  
**COURSE OUTCOME**

This course develops non-santal studentto know more about Santali language by speaking, writing Santali vocabularies to increase the communication with people of santal community.

**5TH SEMESTER**

**CC-11- NOVEL AND SHORT STORY**  
**COURSE OUTCOME**



A number of texts are provided in the syllabi which are written by eminent novelists and short story writers in order to give the students a vivid idea of the rich heritage that exists in their Culture.

#### CC-12-POETRY LITERATURE

##### COURSE OUTCOME

A number of Poems are introduced in this paper in order to acquaint the students with the poetical output of Santali Literature of important Poets from the major phases of history of Santali Literature.

#### DSE-1- DECRETIVE STUDY OF SANTALI LANGUAGE

##### COURSE OUTCOME

The study of the description of the internal phonological, grammatical, and semantic structures of Santali language.

#### DSE-2- POEM & POETRY LITERATURE (FROM 1950-TILL NOW)

##### COURSE OUTCOME

A number of Poems are introduced in this paper in order to acquaint the students with the poetical output of Santali Literature of important Poets from the major phases of history of Santali Literature.

#### 6TH SEMESTER

#### CC-13- DRAMA AND ESSAY

##### COURSE OUTCOME

In this paper number of Santali dramas are introduced in order to acquaint the students with the dramatical output of Santali Literature of important Poets from the major phases of history of Santali drama Literature and how essay should be writing the essay in proper way.

#### CC-14- SANTALI MAGAZINE AND JURNAL LITERATURE

##### COURSE OUTCOME

This paper re-presents the latest publication of the Santali magazine and journal and having latest news to get student as well as history of Santali magazine and journal.

#### DSE-3- PROSE LITERATURE (FROM 1981 -TILL NOW)

##### COURSE OUTCOME





A number of Santali novel and short story are introduced in this paper in order to acquaint the students with the story teller output of Santali Literature of important prose from the major phases of history of Santali Literature.

#### DSE-4- DRAMA LITERATURE (FROM 1981-TILL NOW)

##### COURSE OUTCOME

A number of Santali, Drama and short story are introduced in this paper in order to acquaint the students with the Dramatic output of Santali Literature of important drama from the major phases of history of Santali Literature.

#### PROGRAM OUTCOME AND COURSE OUTCOME

DEPARTMENT OF SANTALI

COURSES OFFERED: B.A. GENERAL IN SANTALI

COURSE STRUCTURE UNDER CHOICE BASE CRADIT SYSTEM (CBCS)

2017-2018 ONWARDS

#### SEMESTER-1

##### CC-1 HISTORY OF SANTALI LITERATURE

##### COURSE OUTCOME

This Paper will allow the students to have a glimpse of the santal people's ancient history background their Santali literature, community in India and this will become the foundation for their entire curriculum.

#### SEMESTER-2

##### CC-2 SANTALI POETRY LITERATURE, FOLK SONG

##### COURSE OUTCOME

A number of Poems are introduced in this paper in order to acquaint the students with the poetical output of Santali Literature of important Poets from the major phases of history of Santali Literature and folk literature.

#### SEMESTER-3

##### CC-3 DRAMA LITERATURE



## **COURSE OUTCOME**

A number of Santali, Drama and short story are introduced in this paper in order to acquaint the students with the Dramatic output of Santali Literature of important drama from the major phases of history of Santali Literature.

## **SEC-1 ART OF TRANSLATION**

### **COURSE OUTCOME**

This paper enlightens about the translation of various methods and the importance of translation through this paper.

## **SEMESTER-4**

### **CC-4 SANTALI NOVEL AND SHORT STORY**

#### **COURSE OUTCOME**

A number of texts are provided in the syllabi which are written by eminent novelists and short story writers in order to give the students a vivid idea of the rich heritage that exists in their Culture.

## **SEC-2 WRITING SKILL**

### **COURSE OUTCOME**

This paper develops the writing skill of the student for their future life use and higher studies.

## **SEMESTER-5**

### **DSE-1 FUNCTIONAL OF SANTALI LANGUAGE AND LINGUISTIC**

#### **COURSE OUTCOME**

This Paper will deal with areas of Santali Language like Noun, Pronoun, Verbs, Adjective, Gender, Number, Case, Phonetics, Phonology, Morphology, Syntax and the process associated with standardization of the Santali Language through the various periods of its history.

## **SEC-3 PRACTICAL TRANSLATION**

### **COURSE OUTCOME**





In this paper enlightens about the translation of various methods and the importance of translation through this paper.

### **SEMESTER-6**

#### **DSE-2 THEORY LITERATURE**

##### **COURSE OUTCOME**

Student able to develop an ability to analyze literature by learning the literary theory like, romanticism, realism, novel, short story, climax, anti-climax, semantic etc.

#### **SEC-4 LANGUAGE IN ADVERTISEMENT**

##### **COURSE OUTCOME**

In this paper student can improve their language with linguistically and general literary rules in a language.

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**Department of Geography**  
**CBCS with semester system**

**Program Outcome (PO)**

The study of geography focuses on locations and the interactions between humans and their surroundings. The physical characteristics of the Earth's surface as well as the various human societies that inhabit it are studied by geographers. They also look at the interactions between human culture and the natural world, as well as the effects that those environments can have on individuals. The study of geography aims to explain the locations of objects, their reasons for existing, and how they evolve through time, the investigation of the various settings, locations, and areas on Earth's surface, as well as how they interact.

**Program Specific Outcome (PSO)**

The primary goal of the new curriculum, known as CBCS with semesters, is to provide students with a comprehensive understanding of the subject by giving equal weight to the fundamental concepts and methods utilized in geography.

A sufficient emphasis is placed on applied aspects of the subject, such as developing mapping techniques and field-based data generation, keeping this in mind and in line with the evolving nature of geography. In this new program, the inclusion of various modern courses such as Remote sensing and GIS provides a special space to the students for further higher study in different job-related fields. The curriculum places a strong emphasis on developing students' fundamental knowledge of the subject so that they won't all need to pursue advanced degrees to pursue careers or professional engagement.

**B.A. Geography Honours (GEOH)**

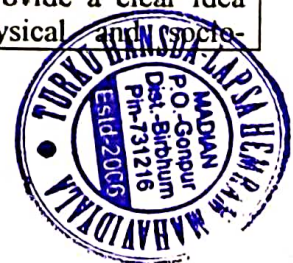
**Course Outcome (CO)**

Semester	Course code	Course name	Course outcome
I	CC 1	Geotectonics and Geomorphology (Theoretical)	After completing the course, students will be able to understand the concept of <ul style="list-style-type: none"><li>• Earth's tectonic in the light of geological time scale and plate tectonics, structural evolution, earth's interior.</li><li>• Formation of landforms created by aeolian, fluvial, glacial, sea waves, karst processes.</li></ul>





			weathering and mass wasting.
	CC 2	Cartographic Techniques and Geological Map Study (Theoretical and Practical)	This course will help the students acquire theoretical and practical knowledge about the various types of maps including topographical maps and geological maps, scales, and map projections.
II	CC 3	Human Geography (Theoretical)	Students will be enriched by this course after learning the following: <ul style="list-style-type: none"> <li>• Nature, scope, and recent trends of Human Geography</li> <li>• Evolution of humans, human-environment relations and the concept of race and ethnicity, major racial groups, space, society, culture, rural and urban settlement.</li> </ul>
	CC 4	Cartograms and Thematic Mapping (Theoretical and Practical)	This course will enrich the students with the understanding of the theoretical and practical concepts of cartograms and thematic maps
III	CC 5	Climatology (Theoretical)	After completion of this course, students will be able to learn about <ul style="list-style-type: none"> <li>• Nature, composition and layering of the atmosphere, Insolation, Heat Budget, Greenhouse effect, Ozone hole, horizontal and vertical temperature distribution.</li> <li>• Different atmospheric phenomena such as condensation, Precipitation, Air mass, Circulation in the atmosphere, Cyclones, Climatic classification.</li> </ul>
	CC 6	Statistical Methods in Geography (Theoretical and Practical)	From this course, Students will be able to get theoretical and practical knowledge about the following: <ul style="list-style-type: none"> <li>• Understand the importance and significance of statistics in geography.</li> <li>• Know about the data types, sampling for data collection and various statistical analysis tools.</li> <li>• Build a concept of the application of different statistical techniques.</li> </ul>
	CC 7	Geography of India (Theoretical)	This course will provide a clear idea about various physical and socio-



			economic characteristics of India and West Bengal including their physiography, geology, climatic conditions, population distribution, and resources.
	SEC 1	Computer Basics and Computer Applications (Practical)	This course will enhance the knowledge of students about the number system and binary arithmetic of a computer, Data Computation, Storing and Formatting in Spreadsheets, Preparation of Annotated diagrams and their interpretation, Internet Surfing: Generation and extraction of information.
IV	CC 8	Regional Planning and Development (Theoretical)	This course will provide adequate knowledge about regions, regional planning, metropolitan concepts, growth and development, models for regional development, regional imbalance and development planning in India, NITI Aayog and its Functions.
	CC 9	Economic Geography (Theoretical)	This course will help students to understand the concept of economic activity, Factors affecting the location of economic activity, Various location theories, Primary Activities like subsistence and commercial agriculture; Forestry; Fishing; Secondary Activities like manufacturing (Iron and Steel in India and Japan, Petrochemical in India and USA), International trade blocks such as WTO, OPEC.
	CC 10	Environmental Geography (Theoretical and Practical)	Students will have sufficient ideas about <ul style="list-style-type: none"> <li>• Geographers' Approach to Environmental Studies, Concept of ecosystem and biodiversity, Structure and Functions, Environmental Degradation and Pollution, Environmental issues related to agriculture and waste management, Environmental Programs and Policies.</li> <li>• Students will get practical knowledge about preparation of a questionnaire for perception survey on environmental</li> </ul>





			problems, Environmental Impact Assessment, Quality assessment of soil using field kits, Interpretation of air quality using CPCB / WBPCB data.
	SEC 2	Field Work (Practical)	From this course, students will get a chance to learn from the fieldwork. They will learn about the procedure for collecting data by following an appropriate sampling technique and they will also learn about how to prepare a field report using the collected data.
V	CC 11	Research Methodology and Field Work (Theoretical and Practical)	This course will help the students acquire theoretical and practical knowledge about research in geography, the procedure to perform fieldwork and techniques for writing scientific reports.
	CC 12	Remote Sensing and GIS (Theoretical and Practical)	This course will help the students acquire theoretical and practical knowledge about the concepts and principles of Remote Sensing (RS), Air Photos, RS Satellites, Sensors, Platforms, Geographical Information System (GIS), GPS.
	DSE 1	Cultural and Settlement Geography (Theoretical)	After completion of this course, students will able to <ul style="list-style-type: none"> <li>• Develop the concept of Meaning and development of Cultural and Settlement Geography.</li> <li>• Understand the concept of cultural hearth, Realm, Cultural Landscape, Cultural Innovation and Diffusion; Cultural Segregation, Cultural Diversity, and Acculturation.</li> <li>• Understand about Major Races of the World Distribution.</li> <li>• Develop the concept of the settlement pattern, house types, and functional classification of rural and urban settlements.</li> </ul>
	DSE 2	Population Geography (Theoretical)	From this course, students will have an understanding of the development of Population Geography, Population dynamics including different theories of population growth, Fertility, Mortality, Migration, Population



			policies in Selected Countries: Sweden and China, Contemporary issues related to health and unemployment.
VI	CC 13	Evolution of Geographical Thoughts (Theoretical)	<p>From this course, students can perceive</p> <ul style="list-style-type: none"> <li>the evolution of the philosophy of geography including the contribution of the thinkers from Greek, Roman, Arabian in geography.</li> <li>This course will also provide knowledge about German, French, and American schools of thought, analyzing modern and contemporary principles of determinism, possibilism, and neo-determinism in Geography.</li> </ul>
	CC14	Disaster Management (Theoretical and Practical)	This course will provide theoretical and practical knowledge about the classification of hazards and disasters, approaches to hazard study, Hazard paradigms, and Responses to hazards. Hazards mapping techniques, Various disaster management.
	DSE 3	Resource Geography (Theoretical)	After completing this course, students can acquire knowledge about Resource Geography, Distribution and utilization of various resources, Problems related to resource depletion, and the principles and methods of Resource Conservation. Students will also understand the concept of Sustainable Resource Development.
	DSE4	Soil and Bio Geography (Theoretical)	<p>This course will help to</p> <ul style="list-style-type: none"> <li>Understand the definition, factors of formation, and significance of soil physical and chemical properties with special reference to texture, structure, organic carbon, and pH.</li> <li>Understand the principles of soil classification with special reference to Russian and Indian (ICAR), Formation of the soil profile, Soil erosion and degradation,</li> <li>Understand the meaning of biosphere, ecology, ecosystem, environment, communities, habitats, niches, ecotone, biotopes, food chain, food web</li> </ul>

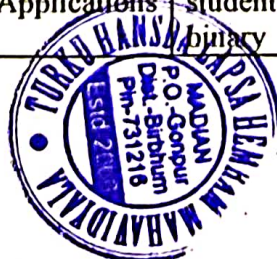




			energy flow, bio-geochemical cycles, biomes.
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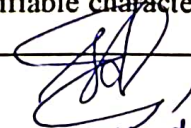
**B.A. Geography General (GEOG)**

Semester	Course code	Course name	Course outcome
I	CC1A	Geotectonics & Geomorphology (Theoretical) and Scale & Cartography (Practical)	<ul style="list-style-type: none"> <li>After completing the course, students will be able to understand the concept of Weathering, Internal Structure, Plate Tectonics, Landform development in arid regions, glaciated regions, Fluvial landforms, Fluvial Cycle of Erosion, Hydrological Cycle,</li> <li>They will also gain practical knowledge about scale, Proportional Circles and squares, the Age-sex pyramid, Taylor's Climograph and Hythergraph.</li> </ul>
II	CC1B	Climatology, Soil & Biogeography (Theoretical) and Surveying & Levelling (Practical)	<ul style="list-style-type: none"> <li>Students will learn about the atmosphere and its various phenomena, Tropical and Temperate Cyclones, Climatic Classification (Koppen), Physical and chemical properties of soil, Soil forming factors and processes, Ecology, Ecosystem, Environment, and Biomes.</li> <li>They will get practical knowledge about surveying including plane table survey, Prismatic Compass, Dumpy level.</li> </ul>
III	CC1C	Human Geography (Theoretical) and Map Projection & Map Interpretation (Practical)	<ul style="list-style-type: none"> <li>Students will be enriched by this course after learning the nature, scope, and recent trends of Human Geography, Human-environment relations, the concept and distribution of race, religion, language, and types of rural and urban settlement.</li> <li>This chapter will also provide practical knowledge about map projection, Topographical maps, Weather maps.</li> </ul>
	SEC1	Computer Basics and Computer Applications (Practical)	This course will enhance the knowledge of students about the number system and binary arithmetic of a computer, Data



			Computation, Storing and Formatting in Spreadsheets, Preparation of Annotated diagrams and their interpretation, Internet Surfing: Generation and extraction of information.
IV	CC1D	Environmental Geography (Theoretical) and Field Work (Practical)	This course will provide <ul style="list-style-type: none"> <li>Theoretical knowledge about the Environmental Geography, Ecosystem, Human-Environment Relationship, Environmental Problems and Management, Environmental Programmes and Policies, Ramsar wetland sites in India</li> <li>Practical knowledge of fieldwork and preparation of field reports.</li> </ul>
	SEC2	Regional Planning and Development (Theoretical)	This course will provide adequate knowledge about regions, regional planning, HDI, Agricultural and industrial development over time in India, Preparation of questionnaires on sanitation, health, waste management.
V	DSE1A	Economic Geography (Theoretical) and Field Work (Practical)	This course will provide knowledge about Economic Geography, Theory of Land Use and Industrial Location, Farming and Plantation, Commercial Fishing, Mining, Cotton Textile Industry, Petro-Chemical Industry. Students also get practical knowledge of fieldwork and preparation of field reports.
	SEC3	Field Techniques and Survey-Based Project Report (Practical)	From this course, students will gain knowledge of the significance and procedure of fieldwork in geographical studies, and the process of designing the field report.
VI	DSE1B	Disaster Management (Theoretical) and Field Work (Practical)	This course will provide knowledge about the classification of hazards and disasters, approaches to hazard study, Hazard paradigms, and Responses to hazards. Hazards mapping techniques, Various disaster management. Students also get practical knowledge about the preparation of field project reports.
	SEC4	Rocks and Minerals and their megascopic identification (Practical)	This course will provide practical knowledge about rocks and minerals, the Process of Collection of Rocks and Minerals and their Preservation, understanding identifiable characteristics of Rocks and Minerals



  
**Head**  
**Department of Geography**  
**THL Mahavidyalaya**  
**Modian, Mallarpur, Ganpur, Birbhum-731216**



**PROGRAMME SPECIFIC OUTCOME FOR HISTORY**  
**STUDENT(HONOURS)**

**HISTORY (HONOURS) SYLLABUS UNDER CBCS**

**(SEMESTER-I)**

<b>Paper</b>	<b>Topic</b>	<b>OUTCOMES</b>
<b><u>CC Paper-I</u></b>	<b><u>History of India I(From Earliest Times to 600 AD)</u></b>	Students of history will acquire knowledge regarding the primitive life and cultural status of the people of ancient India. They can gather knowledge about the society, culture, religion and political history of ancient India as well. They will learn about the origin of the Indian empire, trade and urbanizations of ancient civilization, like Harappan civilization, Vedic civilizations, later Vedic civilizations etc. How to develop Paleolithic, Neolithic and Chalcolithic cultures in pre-Harappan period.
<b><u>CC Paper-II</u></b>	<b><u>Social Formations &amp; the Cultural Pattern of the Ancient World</u></b>	Students of can acquire knowledge about the evolution of human Society & how the society of agricultural and animal husbandry had begun in Ancient Times. They also learn how the human society had Transformed from Nomadic to civilized society in ancient history of the World. They can acquire knowledge about the origin, features, nature and class composition of ancient Greek and Polis society. They can compare to each and other among the several societies of the world.
<b><u>GE Paper – I</u></b>	<b><u>History of India from Earliest Times to 300 AD)</u></b>	As a history student will learn from this paper about the status of the society and culture of the Paleolithic, Mesolithic, Neolithic, Harappa and Bronze ages in ancient India. They will learn how to interpret of the historical sources of ancient India. They can acquire knowledge about the Vedic and later-Vedic Period of India and gather knowledge how to rise of Jainism and Buddhism religion and culture in ancient India. As well as conception will gather among them, how to rise of



		Magadha Empire from other sixteen Janapadas. They will realize about the religion and messages from Ashoke, the great Mourya Emperor from this paper.
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**(SEMESTER-II)**

<b>Paper</b>	<b>Topic</b>	<b>OUTCOMES</b>
<b><u>CC Paper-III</u></b>	<b><u>History of India II (600 - 1206 AD)</u></b>	They can achieve knowledge how to develop Indian feudalism and evolution of the political structures of early-medieval north and south India. They can learn how the conquering of Islam had initiated in India and had transformed of Indian culture, society, religion and agrarian structures under the Islam power of medieval India. They will achieve knowledge about the religious and cultural changing scenarios after the advent of the Islam in India. They will gather knowledge how the Sultanate of Delhi had established in 1206.
<b><u>CC Paper-IV</u></b>	<b><u>Social Formation and Cultural Pattern of the Medieval World</u></b>	They will learn about the religion, culture, literature and philosophy of the ancient Roman civilization. As well as they will acquire knowledge, how the crises of the Roman Empire had made and transitioned to Principate. They will acquire knowledge how the economic, social and religious development had made during the medieval European society. They can be learning about the socio-economic and political condition of the feudal organization of production, town's formation, trade and commerce, technological developments and crisis of feudalism in Europe.
<b><u>GE Paper-II</u></b>	<b><u>History of India from 300 to 1206 AD)</u></b>	They will learn how to rise & Growth of the Gupta's Empire in ancient India and to raise regional Kingdoms in different parts of India after downfall of the Empire. They can acquire





		knowledge towards the society, economy and culture in early medieval India. They can gather knowledge towards the Arabs conquest of Northern part of India from this paper. They can understand how the land of India becomes handed over to the foreign powers gradually from the ancient times to medieval
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**(SEMESTER-III)**

<b>Paper</b>	<b>Topic</b>	<b>OUTCOMES</b>
<u>CC Paper-VI</u>	<u>Rise of Modern West – I (15th &amp; 16th Centuries)</u>	Students of history will learn about the rise of the modern west world and transition the society and economy from feudalism to capitalism. They will learn how to rise of Renaissance in Italy and spread of humanism in Europe and results of the European Reformation in the 16th century and Shift of economic balance from the Mediterranean to the Atlantic, Commercial Revolution, Influx of American silver and the Price Revolution. They gathered knowledge towards the emergence of European state system like Spain, France, and England etc.
<u>CC Paper-VII</u>	<u>History of India III (1526 - 1757 AD)</u>	They acquire knowledge towards the Turkey's invasion & Struggle for Empire in North-Western India and foundation of the Mughal Rule in India. Students will learn about the Mugham Indian society, economy and culture after consolidation of the Mughal rule India. They will learn about how the Regional Powers had been raised in different parts of India after downfall of the Mughal Empire of Delhi. They can gather knowledge to the downfall of the Mughal Empire only lack of unity among the Mughal courtiers and resulted to raise provincial kingdoms in Bengal, Hyderabad, Ayodhya, Mysore and Maratha in Western



		India.
<u>GE Paper-III</u>	<u>History of India from 1206-1707 AD)</u>	They will learn how the foundation, expansion and consolidation of the Delhi Sultanate had established and ruled under five dynastic i.e. Ilbari Turkey's, Khaljis, Tughlaqs, Syed and Lodhi for a long time. They also learn about the nature of the state, nobility and under the Ulemas during Sultan and Mughal rule in medieval India. After the downfall of the Delhi Sultanate how the Mughal dynasty had come to power in India and had ruled upto 1707. They can acquire knowledge towards the polity, economy, Religion, Art, Architecture and Society during Mughal rule in India.
<u>SEC Paper-I</u>	<u>Archives &amp; Museums in India</u>	Students will learn how to maintain documentary, visual and material remains of the past either in house or Institutions. Students will be encouraged to undertake collection, documentation and exhibition of such materials in their localities and colleges. They can understand towards the important and significance of the Museum and Archives to build the history of India. Thus education tour to the National Archives and National Museum is an integral part of the history students.
<u>SEC Paper-I</u> <u>OR</u>	<u>Understanding Heritage</u>	Students to understand the different facets of heritage and their significance. They also understand about the legal and institutional frameworks for heritage protection in India as the challenges facing it. They can examine towards the implications of the rapidly changing interface between heritage and history. They will gather knowledge about the heritage through project and visit to Museum and Archives.





**(SEMESTER-IV)**

<b>Paper</b>	<b>Topic</b>	<b>OUTCOMES</b>
<b><u>CC Paper-IX</u></b>	<b><u>History of India (1758 -1857)</u></b>	They learn how to establish the Company's Rule in India after the battle of Plessey and Legitimized the regulating Act, Pitt's India Act, Charter Acts of 1813, 1833 and 1853, Administrative, Military, Police and Educational Reforms as well. They will learn towards the land revenue systems under the company's rule in India at the same time. The renaissance and socio-religious reforms movement occurred by Rammohan Roy (Brahma Samaj), Young Bengal, Vidyasagar under the rule of the Company's rule in Bengal.
<b><u>CC Paper-X</u></b>	<b><u>History of India III (1858 - 1964)</u></b>	They will learn from this chapter about the local rebellion and movements like the Indigo rebellion, the Deccan Riots, the growth of the new middle class; the age of associations, the Aligarh movement, the Arya and the Prarthana Samaj aftermath of 1857. They will learn the real historiography of Indian Nationalism; Birth of Indian National Congress, The Moderates and the Extremists, Partition of Bengal, the Swadeshi movement in Bengal in 1905. They can acquire knowledge how to rise of Gandhis power in Indian politics and his activities towards the freedom like, Rowlatt Satyagraha, Khilafat and Non-cooperation movement, The Swarajya party, Poona Pact, Civil Disobedience Movement, Quit India Movement. They also learn how to raise communal politics and opposition politics on the eve of the freedom movement in India and aftermath of partition in India.



<u>GE Paper-IV</u>	<u>History of India from 1707-1950 AD)</u>	Students of history will learn how to raise regional powers in India after the downfall of the Mughal Empire and in the course of time how to rise of the Company's absolute power in India. They can understand about the colonial nature of state during 200 years rule of the British power in this land. They can gather knowledge about how the Indian society, politics, religion and economy had changed during the Company's rule in India. They will aware about in which situation the Indian Nationalism had raised among the Indian people for freedom. They will acquire knowledge about the freedom struggle and partition of India and aftermath.
<u>SEC Paper-II</u>	<u>Understanding Popular Culture</u>	They will gather knowledge regarding the popular culture through audio-visual expressions like, Folk Art, Calendar Art and Photography. They will acquire knowledge about the Theatre, Music, folk songs and Jatras by performance and Participations in real life. They can realize about the impact of the internet and audio-visual media on popular culture of the World.
<u>SEC Paper-II</u> <u>Or</u>	<u>Art Appreciation: An introduction to Indian Art</u>	Students will learn about the Indian art, from ancient to contemporary times, in order to understand and appreciate its diversity and its aesthetic richness. As well as student will equip with the abilities to understand art as a medium of cultural expression. It will give students direct exposure to Indian art through visuals, and visits to sites and museums.





(SEMESTER-V)

<b>Paper</b>	<b>Topic</b>	<b>OUTCOMES</b>
<u>CC Paper-XII</u>	<u>Studying History Writing: Indian &amp; Western</u>	Students of history will acquire knowledge about the importance of Time, Space & Human Agency and sources in History. They will gather knowledge towards the primary and secondary sources of Indian history. They can understand regarding the historiography, subjectivity, objectivity and the relation between history and other disciplines. They can gather knowledge about the process of research history.
<u>DSE Paper-I</u>	<u>Life &amp; Culture in Pre-Colonial Bengal: Prehistoric times to mid-18th century.</u>	Students will acquire about the socio-economic, cultural and religious life of Bengal from earliest inhabitants to colonial period through this paper. As well as they will acquire knowledge about how to rise and development of Bengali language and literature and about the origin of Folk traditions of Bengal. They acquire to knowledge how to raise Vaisnavism, Spread of Buddhism, Jainism, and Islamism in Bengal.
<u>DSE Paper -I (OR)</u>	<u>History of the United State of USA (1776-1864)</u>	Students will learn about the land and aborigines of USA and early colonial society and politics, indentured labour, like White and Black. They will gather knowledge how the Europeans were made settlement and started colonization. They will learn how the evolution of American Democracy had formed after colonization of USA. They will acquire knowledge how the USA had been developed from slavery to super power of the World.
<u>DSE Paper-II</u>	<u>Life &amp; Culture in Colonial Bengal (1757-</u>	Students will learn how to rise and establishment of East India Company's rule in



	<u>1947)</u>	Bengal after the downfall of the Nawab's regime. As well as they will gather knowledge towards the changing scenarios of the social-cultural and economic life up to 19th Century. As well as they acquire knowledge about the missionaries activities and influence on the contemporary society this led to raise renaissance in Bengal. Above all they will gather knowledge about the impact of the company's Rule in Bengal and emergence of Nationalism upto Freedom in 1947.
<u>DSE Paper –I</u> <u>(OR)</u>	<u>History of the United States of America (1865-1945)</u>	They will learn about the socio-political and economical status of USA after consolidation of colonial power. They acquire knowledge how to growth capitalism in USA and becomes a World power. They will gather knowledge how the USA introduced New Deal and remained abandoned from all warfare activities of the World and ultimately turned as controller country of World politics.

### (SEMESTER-VI)

<b>Paper</b>	<b>Topic</b>	<b>OUTCOMES</b>
<u>CC Paper-XIV</u>	<u>Making of the Contemporary World (1946 – 2000)</u>	Students will learn about the post-war developments of Social, Political and Economic scenarios of the World and decolonization and the emergence of the Third world. As well as they will learn origin of the Cold War and Changing World political Scenarios and emerging trends in culture, Media and Revolution among European countries.
<u>DSE Paper-III</u>	<u>History of Modern East Asia (1840-1919)</u>	Students will learn about the nature and structure of the traditional Chinese society and how to transform the Chinese society from traditional to modern cultures. They can also learn about how the strong countries of the World were captured the





		Chinese society, culture and economy during the nineteenth century. They will be aware how the Chinese were united towards the foreign colonial powers and defeated them and ultimately gain to freedom.
<u>DSE Paper- III</u> <u>OR</u>	<u>History of the USSR</u> <u>(1917 – 1945)</u>	Students will aware about the Russian War of 1917 which affected to the contemporary society and politics of the European countries. They will gather knowledge how to raise Communist Power of Russian on the eve of the World War-II. They will learn about the foreign policy of Russia which affected to the entire World. As well as they will aware towards several treaty, alliance and conferences during the prior of World War-II.
<u>DSE Paper-IV</u>	<u>History of China &amp;</u> <u>Japan (1919-1949)</u>	Students will aware about the emergence of the communist party of China and it's affected to the entire Asian countries. They will learn how the Chinese Republic came out from colonial pressure and bondage. As well as they will gather knowledge about the emergence of Japan as military state of East Asia on the eve of the World War-II this had influenced to the World War-II.
<u>DSE Paper –IV</u> <u>(OR)</u>	<u>History of the USSR-II</u> <u>(1945-1964)</u>	Students will learn how the USSR emergence as powerful state opposition of USA after the World WarII. They gather knowledge towards the society, polity and economics of the USSR which influenced to the under development countries of South-East Asia. On the other how the USSR opposed towards the activities of the USA and protected to the under development countries. As well as they acquire the knowledge about to rise of Non-alignment.



**PROGRAMME SPECIFIC OUTCOME FOR HISTORY**

**STUDENT(GENERAL)**

**UG Syllabus BA General CBCS Pattern –2017**

**(SEMESTER-I)**

<b>Paper</b>	<b>Topic</b>	<b>OUTCOMES</b>
<b><u>CC Paper-IA</u></b>	<b><u>History of India from Earliest Times to 300 AD)</u></b>	As a history student will learn about the age of Paleolithic, Mesolithic, Neolithic, Harappan and Bronze Cultures in ancient India. Interpretation of the historical sources of ancient India as well. They can acquire knowledge about the Vedic Period and the Rise of Jainism and Buddhism culture in ancient times of India. They will gather conception how to Rise of Magadha Empire after complete the abolition of other sixteen Janapadas and after the downfall of the Magadhan empire how to rise of regional powers in Northern part of ancient India

**(SEMESTER-II)**

<b>Paper</b>	<b>Topic</b>	<b>OUTCOMES</b>
CC Paper-I B	History of India from 300 to 1206 AD)	They will learn about howto rise of Mauryan Empire & politics led by Asoka and the Fall of the Mauryas. They can acquire knowledge about the Post-Mauryan Politics with special reference to the Kushanas and the Satavahanas; Gana-Sanghas, rise of the Guptas, development of the Empire, Art, Architecture and Literature etc. They acquire knowledge towards the changing status of agrarian economy, trade, commerce and urbanization of towns.





**(SEMESTER-III)**

<b>Paper</b>	<b>Topic</b>	<b>OUTCOMES</b>
<b><u>CC Paper-I C</u></b>	<b><u>History of India from 1206-1707 AD)</u></b>	They will learn how the foundation, expansion and consolidation of the Delhi Sultanate had established under five dynastic i.e. Ilbari Turkey's, Khaljis, Tughlaqs, Syed, Lodhi and the nature of the state, nobility and under the Ulemas in medieval India. After the downfall of the Delhi Sultanate how the Mughal dynasty had come to power in India. They can acquire knowledge about the polity, economy, Religion, Art, Architecture and Society upto 1707.
<b><u>SEC Paper- I</u></b>	<b><u>Museums &amp; Archives in India</u></b>	Students will learn how to maintain documentary, visual and material remains of the past either in house or Institutions. Students will be encouraged to undertake collection, documentation and exhibition of such materials in their localities and colleges. They can understand towards the important and significance of the Museum and Archives to build the history of India. Thus education tour to the National Archives and National Museum is an integral part of the history students.
<b><u>CC Paper-I OR</u></b>	<b><u>Indian History &amp; Culture</u></b>	Students will learn about the environment, culture, tradition, practices of Indian people. They will acquire knowledge towards the urbanization and changing socio-cultural scenarios of India. As well as they can gather knowledge about the cultural heritage, cultural forms and cultural expressions performing arts, fairs and festivals. That does will be fruitful through the field work by the history students.



## SEMESTER-IV

<b>Paper</b>	<b>Topic</b>	<b>OUTCOMES</b>
<b><u>CC Paper-I D</u></b>	<b><u>History of India from 1707 - 1950 AD)</u></b>	Students of history will learn how to raise regional powers in India after the downfall of the Mughal Empire and in the course of time how to rise of the Company's rule in India. They can understand during 2 hundred years rule of the British power in this land, how the society, politics, religion and economy had changed and how to rise of the National Movement for freedom. They will acquire knowledge about the freedom struggle and freedom of India and aftermath of Indian status.
<b><u>CC Paper-2 D</u></b>	<b><u>Social Formations &amp; the Cultural Pattern of the Ancient World</u></b>	Students of can acquire about the evolution of human Society & how to beginning of agriculture and animal husbandry of Ancient Times. About how to transform the human society from Nomadic to civilized society of ancient World. They acquire the knowledge about the origin, features, nature and class composition of ancient Greek and Polis culture and society.
<b><u>SEC Paper-II</u></b>	<b><u>Understanding Heritage</u></b>	Students to understand the different facets of heritage and their significance. They also understand about the legal and institutional frameworks for heritage protection in India as the challenges facing it. They can examine towards the implications of the rapidly changing interface between heritage and history. They will gather knowledge about the heritage through project and visit to Museum and Archives.
<b><u>SEC Paper-II</u></b> <b><u>OR</u></b>	<b><u>Ethnographic Practices in India: Tradition of Embroidery, Textile making, Knitting, Handicrafts.</u></b>	Students of this paper will learn about the ethnographic practices of India from earliest times to colonial period. As well as they will regard to the practices of contemporary northern to southern and eastern to western parts of contemporary India. They will be proficient in historical knowledge about the Indian traditions like, tradition of embroidery, textile making, knitting and handicrafts. As well as they will gather knowledge through Practioners & Issues of sustenance, Codification of Information and Relationship between market & Conservation through field work.





## SEMESTER-V

<b>Paper</b>	<b>Topic</b>	<b>OUTCOMES</b>
<b><u>DSE Paper-I-A</u></b>	<b><u>Some Aspects of Society &amp; Economy of Modern Europe (15th to 18th Centuries).</u></b>	Students will learn political and economical structure of Feudal society in 15 <sup>th</sup> century and its crisis in 18 <sup>th</sup> century. They will gather knowledge about the nature Feudal Society, regional variation, crisis in Feudalism and transition debate. They will acquire knowledge how to rise renaissance in Europe after downfall of feudal Society in Europe and also be learn how the European Society transformed from Feudalism to Capitalism.
<b><u>GE Paper-I-</u></b>	<b><u>Women Studies in India</u></b>	Students will learn about the basic Concepts & Theories of women studies as well as defining gender, ideology, practice and relationship between gender, caste, class religion & politics. They will acquire knowledge about the emergence of women studies in India from 1980 to till that. They will gather knowledge about the contribution of women towards the society through political, social and religious fields. They will aware about the violence against the women and government preventive laws for their save. Now the government became active to the development of women empowerment by introducing new rules and regulations which also are learn as history student.
<b><u>GE Paper-I</u></b> <b><u>Or</u></b>	<b><u>Some Perspective on Women Rights in India</u></b>	Students will learn about the Women's rights under the Constitution of India mainly include equality, dignity, and freedom from discrimination; additionally, India has various statutes governing the rights of women.
<b><u>SEC-III</u></b>	<b><u>Understanding Popular Culture</u></b>	They will gather knowledge towards the popular culture through audio-visual expressions like, Folk Art, Calendar Art and Photography. They will acquire knowledge about the Theatre, Music, folk songs and Jatras by performance and Participations in real life. They can realized about the impact of the internet and audio-visual media



		on popular culture of the World.
<b><u>SEC-III-OR</u></b>	<b><u>An Introduction to Archaeology</u></b>	Students will gather knowledge about definition & components of archaeology. They will acquire knowledge from this paper how to write historiography and research methodology in history. They will learn how to identify archaeological sites and explorations of ancient history. Students of this paper will acquire a huge knowledge towards the documentation, codification, classification, analysis of findings through field work.

**(SEMESTER-VI)**

<b>Paper</b>	<b>Topic</b>	<b>OUTCOMES</b>
<b><u>DSE Paper-I (B)</u></b>	<b><u>Some Aspects of European History (1789 - 1945)</u></b>	They will learn about the French Revolution and its impact on European countries. Unity and power made people stronger, which was shown in the French Revolution in 1789. How industrialization had occurred and its effect on the socio-economic transformation of Europe. They will know about the politics of super powers among European countries. They also learn how Italy and Germany's aggressive foreign policy influenced the formation of opposition allied powers of the world. Gradually, the 2 <sup>nd</sup> world war had occurred and the League of Nations was established in the aftermath of the war, which affected world politics. Ultimately, the world became divided into two super powers, i.e. USSR and its associated countries, on the other hand USA and its associated powers.
<b><u>GE Paper-II</u></b>	<b><u>Gender &amp; Education</u></b>	Students will gather knowledge about the





	<u>in India</u>	history of education in India and the status of women education from earliest times to modern age. They will be aware about the women's education in medieval times as well as regional trends of women's education in pre-colonial India. They will be aware about the role of Christian missionaries in spreading female education, recent debates and indigenous initiatives at women's education in India. They will be aware about the role of Schools and Colleges to spread women education in colonial and post-colonial period through expansion of infrastructural facilities in education, Technical and vocational education for women. At last they will learn that education as a tool of Empowerment today.
<u>GE Paper-II</u> <u>Or</u>	<u>History of Indian Journalism</u>	They acquire knowledge towards the history of Indian journalism from colonial to post-colonial period through this paper. They can understand about important of the documents either written or oral. They will aware towards the advent of print media and culture in India. They also are aware how the journalism influenced to the Indians towards the freedom. They will gather knowledge how to preserve document and writing pattern of any article from this paper.
<u>SEC-I (A)</u>	<u>Art Appreciation: An Understanding to Indian Art</u>	Students will gather knowledge about the Indian art, from ancient to contemporary times, in order to understand and appreciate its diversity and its aesthetic richness. The course will equip for history students with the abilities to understand art as a medium of cultural expression. Students will acquire knowledge through direct exposure to Indian art through visuals, and visits to sites and museums.
<u>SEC-IV</u> <u>Or</u>	<u>Orality &amp; Oral Culture in India.</u>	Students of this paper will learn about the orality by its definition and the important in history and historiography of orality. They will aware how to search historical documents from oral history which spread in the human society. Thus, they will gather methodological knowledge of research in history. They will acquire knowledge towards the documentation of any research work.



## COURSE OUTCOME FOR HISTORY STUDENTS (CO)

After completion of this course, it helps to grow ethical values among history students. They gathered knowledge about the socio-cultural heritage of India and world as well. This course helps to grow intellectual values among history students and to develop liberal values among them. As a branch of social science, this course helps to develop social values among history students. Above all, it helps to grow national and international understanding among history students.

Careers of history students can engage as educators in elementary schools, secondary schools and postsecondary, historic Sites and Museums etc. as a researcher they will associate in several fields like, Museums and Historical Organizations, Cultural Resources Management and Historic Preservation etc. this course provides to the students as communicator like, Writers and Editors, Journalists, Documentary Editors and Producers of Multimedia Material. History Student can employ as Information Manager in different fields i.e. Archivists, Records Managers, Librarians and Information Managers. They will engage as Lawyer like, Lawyers and Paralegals, Litigation Support, Legislative Staff Work and Foundations. They might be involved in Business Associates as Historians in Corporations or Contract Historians, Historians and Nonprofit Associations. They may directly engage in different ranks of the Archaeological Survey of India according to their performances like as Heritage Manager, Historic buildings inspector or conservation Officer, Museum education Officer etc.



*Suman*  
Dr Suman Mukherjee  
Teacher-in-Charge  
Turky Mansda Lapsa Hemram Mahavidyalaya  
Mallarpur, Birbhum-731216



**DEPARTMENT OF PHILOSOPHY**  
**THLH Mahavidyalay**  
**HONOURSCOURSES (CBCS)**  
**2017-2023**

<b>B. A PHILOSOPHY (Honours)</b>		
1	Programme Outcome	<p>Outcome 1: Understand and be able to discuss major philosophical problems in the Indian and Western Tradition.</p> <p>Outcome 2: Assess arguments and philosophical perspectives using critical reasoning.</p> <p>Outcome 3: Express complex thoughts logically and coherently.</p>
2	Programme Outcome      Specific	<p>PSO 1- 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.</p> <p>PSO 2- The General 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 realizing the principles and theories of Philosophy.</p> <p>PSO 3- Develops the ability to think logically, to analyse and solve problems, to assess proposed solutions, to write and speak clearly, attending to details.</p> <p>PSO 4- 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 utilized properly, can provide us with huge benefits.</p> <p>PSO 5- Moral Philosophy involves systematizing, defending and recommending concepts of right and wrong behaviour.</p> <p>PSO 6- Improves reasoning and critical skills, teaches how to ask good questions from the worthless questions.</p>



<b>COURSE OUTCOMES</b>		
<b>B.A HONOURS IN PHILOSOPHY</b>		
<b>SEME STER- I</b>	<b>CC- 1 Outline s of Indian Philoso phy—I</b>	<p>Paper will allow the students to have a glimpse the study of Indian 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, Samkhya, Yoga, Nyaya, Vaiśeṣika, Mimamsa and Vedanta as Āstika school. The Indian Philosophy discusses main two sides - epistemological &amp; metaphysical points of view.</p> <p>The terminology of Indian Philosophy such as <i>prama, prameya, pramata, p ramana, atman, karmavada, janmantorvada</i> &amp; liberation, etc. How Indian Philosophy can be extended to their practical life. The ultimate vision of Indian Philosophy is Moksha or liberation.</p>
	<b>CC- 2 Outline s of Wester n Philoso phy—I</b>	<p>This Paper will allow the students to have a glimpse the study of Western Philosophy. By studying Western Philosophy students get acquainted with the end of this Course, our learners have developed the knowledge relating to the history of Western Philosophy from the pre-Socratic era to the modern era. the various theories such as rationalism, empiricism, Criticism, scepticism, etc.</p>
	<b>GE- 1 Indian Philoso phy</b>	<p>This Paper will allow the students to have a glimpse the study of Indian 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, Samkhya, Yoga, Nyaya, Vaiśeṣika, Mimamsa and Vedanta as Āstika school. The ultimate vision of Indian Philosophy is Moksha or liberation.</p>
<b>SEME STER- II</b>	<b>CC- 3 Outline s of Indian Philoso phy—II</b>	<p>This Paper will allow the students to have a glimpse the study of Indian Philosophy. At the end of this Course of study our learners have come know, as reflected in their performances in classroom interaction, internal test and final examination: how an Indian philosophical theory is established by the refutation of argument and disargument. The Indian Philosophy is associated with the school of Indian thinkers such as the school of Samkhya, Yoga, Vedanta and Mimamsa. The ultimate vision of Indian Philosophy is Moksha or liberation. Indian Philosophy discusses main two sides - epistemological &amp; metaphysical points of view. the terminology of Indian Philosophy such as <i>atman, Brahman, Karmavada, Janmantorvada</i> &amp; Liberation, etc. the ultimate vision of Indian Philosophy assimilation of true knowledge Charcha &amp; Charya. The ultimate vision of Indian Philosophy is Moksha or liberation.</p>
	<b>CC- 4 Outline</b>	<p>This Paper will allow the students to have a glimpse the study of western Philosophy. At the end of this Course our students have</p>





	s of Wester n Philoso phy—II	evidently acquired knowledge relating to the history of Western Philosophy of the modern era. the various theories such as realism, criticism, empiricism, objective idealism, skepticism, etc. such terminology as substance, God, soul, space & time, etc. The comparative opinion the philosophical thinking from the viewpoint of the modern Philosophy.
	GE- 2 Wester n Philoso phy	By studying Western Philosophy, students get acquainted with the Different senses of 'Know' Theories of the origin of Knowledge. The difference between Realism and Idealism. The Causality Theories, The Mind- Body Problem: Interactionism, Parallelism and the Identity Theory.
SEME STER- III	CC- 5 Indian Ethics	This Paper will allow the students to have a glimpse the study of Indian Ethics. Indian Ethics discuss the various issues like, Purusarthas, Vidhi, Nisedha, Dharma: Sadharana Dharma and Visesa Dharma (Svadharm), Karma: Nitya and Naimittika, Niskama Karma, Buddhist Ethics: Pancasila and Ahimsa, Jaina Ethics: Anubratas and Mahabratas standardization of the Santali Language through the various periods of its history. Ethics or Nitividya is the study of moral Philosophy through which students can determine what actions and behaviours are right and wrong; good and bad can deepen their reflection on life's ultimate questions. The conflict between the concepts of ethics and morality in real-life situations.
	CC- 6 Wester n Ethics	This Paper will allow the students to have a glimpse the study of Western Ethics. Western Ethics discuss the various issues like, Purusarthas, Vidhi, Nisedha, Dharma: Sadharana Dharma and Visesa Dharma (Svadharm), Karma: Nitya and Naimittika, Niskama Karma, Buddhist Ethics: Pancasila and Ahimsa, Jaina Ethics: Anubratas and Mahabratas. The Western Ethics discussed the Nature of Ethics: Its Concerns, notions of Good, Right and Duty, Nature and Object of Moral Judgement, Standards of Morality: Hedonism, Utilitarianism and Kant's Categorical Imperative, Theories of Punishment. While making moral decisions, moral Philosophy can help them clarify their moral positions.
	CC- 7 Indian Logic	This Paper will allow the students to have a glimpse the study of Indian Logic. At the end of this Course the students are evidently equipped to be able: to know only theoretical viewpoints, on the other hand here they will be able to know methodically. To differentiate between a primary book & monograph and also understand that the book of 'Tarkasamgraha' is not a root book, it is a monograph of 'Nyaya-Vaisesika' Philosophy. An argument may be valid or invalid. An invalid argument occurred due to various types of fallacies. On the other hand, in Indian Logic, they have known that here fallacy occurs only in respect of ' 'Hctu-pado' (middle term) i.e., the five types of 'Hetwabhas' (Five fallacies Hetu-pado) to be acquainted with the terminology of Indian Logic -- 'Buddhi', 'Smriti', 'Karana', 'Fallacy of atibapti', 'Gourob Dasha', 'Laghab Dasha', Anyatha-siddhi, etc.





	GE- 3 Logic	This Paper will allow the students to have a glimpse the study of Logic. 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.
	SEC- 1 Philosophy in Practice	This Paper will allow the students to have a glimpse the study of Philosophy in Practice. At the end of this Course students have equipped with the skills to make critical examination of various Indian and Western philosophers' ideas to understand some worldviews of the Indian and Western thinkers. To make a comparison between Philosophy and Darshana to understand the methods of darsanika discourse (katha) to apply the different methods of inquiry mentioned in the study of Philosophy and darsana in their real life.
SEME STER- IV	CC- 8 Western Logic	This Paper will allow the students to have a glimpse the study of Western Logic. 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.
	CC- 9 Psychology	This Paper will allow the students to have a glimpse the study of Psychology. At the end of this Course our learners have gained knowledge in psychology which has expectedly enabled our students to gain a better understanding of themselves and competently inspire others, resulting in personal development. to analysis the human behaviour and understand why people act the way they do, connect with others, and become more effective in the workplace. To understand, predict, influence, and controlling behaviour, as well as improve their overall quality of life. to study other people's emotions, language, and body language, to become better communicators. to determine their own IQ and others as well. to apply it in real life to improve their learning and unlearning abilities.
	CC- 10 Philosophy of Religion	This Paper will allow the students to have a glimpse the study of Philosophy of Religion. Philosophy of Religion discusses different religious views regarding karma, rebirth and liberation, teaching of Quran and Christianity, arguments for the existence of God, Religious pluralism and the peculiarity of religious language. At the end of this Course our learners have achieved competence in or to have. The Philosophy of Religion enabling them to comprehend other people's beliefs, reflect on their own beliefs, and examine alternative belief systems. A deeper understanding of God and humanity by interpreting religious Philosophy. Their attitude toward religions, religious arguments, and God becomes brighter





		and stronger as a result. The distinction between theology and Philosophy of religion. The analytical reasoning abilities, enhances the articulation of complex and abstract concepts, and fosters critical thinking. In recognizing and clarify different belief systems, as well as appreciating how they impact people's lives in a variety of ways in the arts, politics, the economy, society, and other areas.
	GE- 4 Contemporary Indian Philosophy	This Paper will allow the students to have a glimpse the study of Contemporary Indian Philosophy. Philosophy of Religion. Philosophy of Religion discusses different religious views regarding that Indian Philosophy is associated with the modern Indian thinkers such as Rabindranath, Vivekananda, Aurobindo, Radhakrishnan, Iqbal and Gandhi. Understand that Contemporary Indian Philosophy discusses main two sides - epistemological & metaphysical points of view. acquainted with the concept of atman, Brahman, Karmavada, Janmantorvada liberation, etc. Contemporary Indian Philosophy into their practical life. The ultimate vision of Contemporary Indian Philosophy is the assimilation of true knowledge. To take the way of the ideal life of modern Indian thinkers.
	SEC- 2 Philosophy of Human Rights	This Paper will allow the students to have a glimpse the study of Philosophy of Human Rights. Philosophy of Human Rights discuss the various issues regarding the Human rights. Human Rights came to be and how they have evolved to compare and contrast Natural Rights, Fundamental Rights, and Human Rights. to deliberate the philosophies embedded in the Preamble of the Indian Constitution. Human Rights protection mentioned in the World Organizations. To comprehend the significance of the Fundamental Rights enshrined in the Indian Constitution.
SEME STER- V	CC- 11 Socio-Political Philosophy	This Paper will allow the students to have a glimpse the study of Socio-Political Philosophy. Socio-Political Philosophy discuss the various issues regarding the various aspects of socio-political Philosophy which has enabled them to be conversant with the studies in human society and it's the fundamental laws regulating society and navigate the significance of the substantial mode of existence. know about how we live together and facilitates them to distinguish between what is just/correct and what is not. How to establish cooperative life, political institutions, and social practices in the best possible way. Improve students' critical deciphering of political tenets and policies to assess their relevance and shortcomings. Also review political concepts such as justice, freedom, equality, rights, duties, and so on
	CC- 12 Western Logic-I I	This Paper will allow the students to have a glimpse the study of Western Logic-I I. Western Logic-II discuss the various issues regarding the various aspects of Western logic human thinking making them methodical. The practice of logic our thinking power increase. As a result, a student is able to solve critical problems in life. a firm foundational knowledge of logic enabling them to pass out easily other disciplines, where logic places an important role. Ability to know different types of Hypothesis & also conclude that



	<b>Wester n</b>	
	<b>DSE- 3 Special Text: Rabind ranath Tagore: Sadhan a</b>	<b>This Paper will allow the students to have a glimpse the study of Special Text: Rabindranath Tagore: Sadhana. Special Text: Rabindranath Tagore: Sadhana discuss the various issues to discern Rabindranath's philosophical thinking that the ultimate goal of life can be achieved through an understanding of humanity. To understand Rabindranath's educational Philosophy, which includes naturalism, humanism, internationalism, and idealism. The means as propounded by Rabindranath Tagore in Sadhana to guide them (students) toward spiritual unity and purity to understand the significance of inner transformation through the true knowledge of the self and the Supreme.</b>
	<b>DSE- 4 Special Text: Hume: An Enquiry Concer ning Human Underst anding</b>	<b>This Paper will allow the students to have a glimpse the study of Special Text: Hume: An Enquiry Concerning Human Understanding. An Enquiry Concerning Human Understanding discuss the various issues understood that true Philosophy is based on arguments of common people and free from prejudice and blind faith. known that by nature speculations of traditional metaphysics are contingent and domestic. Therefore, David Hume tries to explain metaphysics from the pure empirical point of view.known from the quote "Be a philosopher" but, amidst all of your Philosophy be still a man" First of all, he or she is a real man after that will be a philosopher.</b>

**DEPARTMENT OF PHILOSOPHY**

**THLH Mahavidyalay**

**GENERAL COURSES (CBCS)**

**B. A PHILOSOPHY (General)**





1	<b>Programme Outcome</b>	<p><b>Outcome 1: Understand and be able to discuss major philosophical problems in the Indian and Western Tradition.</b></p> <p><b>Outcome 2: Assess arguments and philosophical perspectives using critical reasoning.</b></p> <p><b>Outcome 3: Express complex thoughts logically and coherently.</b></p>
2	<p><b>Programme Outcome</b></p> <p><b>Specific</b></p>	<p><b>PSO 1- 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.</b></p> <p><b>PSO 2- The General 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 realizing the principles and theories of Philosophy.</b></p> <p><b>PSO 3- Develops the ability to think logically, to analyze and solve problems, to assess proposed solutions, to write and speak clearly, attending to details.</b></p> <p><b>PSO 4- 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 utilized properly, can provide us with huge benefits.</b></p> <p><b>PSO 5- Moral Philosophy involves systematizing, defending and recommending concepts of right and wrong behaviour.</b></p> <p><b>PSO 6- Improves reasoning and critical skills, teaches how to ask good questions from the worthless questions.</b></p>

<b>COURSE OUTCOMES</b>
<b>B.A GENERAL IN PHILOSOPHY</b>



SEMESTER-I	CC-1A Philosophy Indian	This Paper will allow the students to have a glimpse the study of Indian 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, Samkhya, Yoga, Nyaya, Vaiśeṣika, Mimamsa and Vedānta as Āstika school.
SEMESTER-II	CC-1B Philosophy Western	This Paper will allow the students to have a glimpse the study of Indian Philosophy helps the students to get acquainted with our learners have developed the knowledge relating to: the history of Western Philosophy and the nature of metaphysics and its elimination. the various theories such as empiricism, rationalism, scepticism, etc. The differences between Naïve Realism, Scientific Realism, and Representative Realism. understanding the concept of Subjective and Objective Idealism. Their ability compares their philosophical thinking from the viewpoint of Greek Philosophy to Modern Philosophy.
SEMESTER-III	CC- 1C Logic	This Paper will allow the students to have a glimpse the study of Western Logic. 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.
	SEC- 1 Philosophy in Practice	This Paper will allow the students to have a glimpse the study of Philosophy in Practice. At the end of this Course students have equipped with the skills to make critical examination of various Indian and Western philosophers' ideas to understand some worldviews of the Indian and Western thinkers. To make a comparison between Philosophy and Darshana to understand the methods of darsanika discourse (katha) to apply the different methods of inquiry mentioned in the study of Philosophy and Darsana in their real life.





		<p>Philosophy. Their attitude toward religions, religious arguments, and God becomes brighter and stronger as a result. The distinction between theology and Philosophy of religion. The analytical reasoning abilities, enhances the articulation of complex and abstract concepts, and fosters critical thinking. In recognizing and clarify different belief systems, as well as appreciating how they impact people's lives in a variety of ways in the arts, politics, the economy, society, and other areas.</p>
	<p>GE- 1 Indian Philosophy</p>	<p>By studying Western Philosophy, students get acquainted with the Different senses of 'Know' Theories of the origin of Knowledge. The difference between Realism and Idealism. The Causality Theories, The Mind- Body Problem: Interactionism, Parallelism and the Identity Theory.</p>
	<p>SEC- 3 Philosophical Analysis</p>	<p>This Paper will allow the students to have a glimpse the study of Philosophy of Religion. Philosophy of Religion discusses different religious views regarding analytical reasoning abilities, enhances the articulation of complex and abstract concepts, and fosters critical thinking. Perceive that Studying Philosophy of Religion is beneficial for students to recognize and clarify different belief systems, as well as appreciate how they impact people's lives in a variety of ways in the arts, politics, the economy, society, and other areas. Understood that 'meaning' is the smallest unit of a word, but without a word, meaning can be possible by various symbols.</p>
<p>SEMESTER- VI</p>	<p>DSE- Tarkasamgraha (saptapadārtha) 1B</p>	<p>This Paper will allow the students to have a glimpse the study of Philosophy of Religion. Philosophy of Religion discusses different religious views regarding the book of 'Tarkasamgraha' is not a root book, it is a monograph of 'Nyaya-Vaisesika' Philosophy, distinguish between western logic &amp; Indian logic. To acquainted with the terminology of Indian Logic – Dravya, Guna, Karma, Samanya, Visesa, Samavaya, Abhava, etc. All Dravya are not material things, some are non-material or chetana. SoNyaya-Vaisesika school are not materialistic.</p>



	<b>GE- 2 Western Philosophy</b>	<p>This Paper will allow the students to have a glimpse the study of Western Philosophy. Of this Course, our learners have developed the knowledge relating to: the history of Western Philosophy and the nature of metaphysics and its elimination. the various theories such as empiricism, rationalism, scepticism, etc.</p>
	<b>SEC- 4 Ethics in Practice</b>	<p>This Paper will allow the students to have a glimpse the study of various Indian and Western philosophers' ideas to understand some worldviews of the Indian and Western thinkers.</p> <p>to make a comparison between Philosophy and Darshana. to understand the methods of darsanika discourse (katha).</p> <p>to apply the different methods of inquiry mentioned in the study of Philosophy and darsana in their real life.</p>



*[Handwritten Signature]*

**Head**  
**Department of Philosophy**  
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**DEPARTMENT OF PHILOSOPHY**  
**(1+1+1)**

**2016-2017**

<b><u>B. A PHILOSOPHY (General) (1+1+1)</u></b>		
<b>1</b>	<b>Programme Outcome</b>	<b>Outcome 1: Understand and be able to discuss major philosophical problems in the Indian and Western Tradition.</b> <b>Outcome 2: Assess arguments and philosophical perspectives using critical reasoning.</b> <b>Outcome 3: Express complex thoughts logically and coherently.</b>
<b>2</b>	<b>Programme Specific Outcome</b>	<b>PSO 1- 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.</b> <b>PSO 2- The General 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 realizing the principles and theories of Philosophy.</b> <b>PSO 3- Develops the ability to think logically, to analyse and solve problems, to assess proposed solutions, to write and speak clearly, attending to details.</b> <b>PSO 4- 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 utilized properly, can provide us with huge benefits.</b> <b>PSO 5- Moral Philosophy involves systematizing, defending and recommending concepts of right and wrong behaviour.</b> <b>PSO 6- Improves reasoning and critical skills, teaches how to ask good questions from the worthless questions.</b>



<b>COURSE OUTCOMES</b>		
<b>B.A GENERAL IN PHILOSOPHY</b>		
<b>PART-I</b>	<b>PAPER- I INDIAN PHILOSOPHY</b>	This Paper will allow the students to have a glimpse the study of Indian 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, Samkhya, Yoga, Nyaya, Vaiśeṣika, Mimamsa and Vedanta as Āstika school.
	<b>PAPER- II WESTERN LOGIC AND METAPHYSICS</b>	This Paper will allow the students to have a glimpse the study of Western Logic and Metaphysics. 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. By studying Logic, students get acquainted with the Different senses of 'Know' Theories of the origin of Knowledge. The difference between Realism and Idealism, The Causality Theories, The Mind- Body Problem: Interactionism, Parallelism and the Identity Theory.
<b>PART- II</b>	<b>PAPER –III ETHICS: INDIAN AND WESTERN</b>	This Paper will allow the students to have a glimpse the study of Indian and Western Ethics. Indian Ethics discuss the various issues like, Purusarthas, Vidhi, Nisedha, Dharma: Sadharana Dharma and Visesa Dharma (Svadharmas), Karma: Nitya and Naimittika, Niskama Karma, Buddhist Ethics: Pancasila and Ahimsa, Jaina Ethics: Anubratas and Mahabratas standardization of the Santali Language through the various periods of its history. The Western Ethics discussed the Nature of Ethics: Its Concerns, notions of Good, Right and Duty, Nature and Object of Moral Judgement, Standards of Morality: Hedonism, Utilitarianism and Kant's Categorical Imperative, Theories of Punishment.
	<b>PAPER – IV RELIGION AND SOCIAL PHILOSOPHY</b>	This Paper will allow the students to have a glimpse the study of Religion and Social Philosophy. Religion discusses different religious views regarding karma, rebirth and liberation, teaching of Quran and Christianity, arguments for the existence of God, Religious pluralism and the peculiarity of religious language. Basic concepts of society, nature and role of family, Marxists conception of class and different theories regarding the relation between individual and society are also discussed here.





# DEPARTMENT OF PHILOSOPHY

## THLH Mahavidyalay

### HONOURSCOURSES

<b><u>B. A PHILOSOPHY (Honours) (1+1+1)</u></b>		
1	<b>Programme Outcome</b>	<p><b>Outcome 1: Understand and be able to discuss major philosophical problems in the Indian and Western Tradition.</b></p> <p><b>Outcome 2: Assess arguments and philosophical perspectives using critical reasoning.</b></p> <p><b>Outcome 3: Express complex thoughts logically and coherently.</b></p>
2	<b>Programme Specific Outcome</b>	<p><b>PSO 1- 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.</b></p> <p><b>PSO 2- The General 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 realizing the principles and theories of Philosophy.</b></p> <p><b>PSO 3- Develops the ability to think logically, to analyse and solve problems, to assess proposed solutions, to write and speak clearly, attending to details.</b></p> <p><b>PSO 4- 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 utilized properly, can provide us with huge benefits.</b></p> <p><b>PSO 5- Moral Philosophy involves systematizing, defending and recommending concepts of right and wrong behaviour.</b></p> <p><b>PSO 6- Improves reasoning and critical skills, teaches how to ask good questions from the worthless questions.</b></p>



<b>COURSE OUTCOMES</b>		
<b>B.A GENERAL IN PHILOSOPHY</b>		
<b>PART-I</b>	<b>PAPER-I INDIAN PHILOSOPHY</b>	This Paper will allow the students to have a glimpse the study of Indian 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, Samkhya, Yoga, Nyaya, Vaiśeṣika, Mimamsa and Vedanta as Āstika school.
	<b>PAPER- II WESTERN LOGIC AND METAPHYSICS</b>	This Paper will allow the students to have a glimpse the study of Western Logic and Metaphysics. 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. By studying Logic, students get acquainted with the Different senses of 'Know' Theories of the origin of Knowledge. The difference between Realism and Idealism, The Causality Theories, The Mind- Body Problem: Interactionism, Parallelism and the Identity Theory.
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**SEMESTER-1**

CC- 1 Outlines of Indian Philosophy—I CC- 2 Outlines of Western Philosophy—I GE- 1 Indian Philosophy

**SEMESTER-2**

CC- 3 Outlines of Indian Philosophy—II CC- 4 Outlines of Western Philosophy—II GE- 2 Western Philosophy

**SEMESTER-3**

CC- 5 Indian Ethics CC- 6 Western Ethics CC- 7 Indian Logic GE- 3 Logic SEC- 1 Philosophy in Practice

**SEMESTER-4**

CC- 8 Western Logic-I CC- 9 Psychology CC- 10 Philosophy of Religion GE- 4 Contemporary Indian Philosophy  
SEC- 2 Philosophy of Human Rights

SEMESTER-5 CC- 11 Socio-Political Philosophy CC- 12 Western Logic-II DSE- 1 Special Text: Kathopaniṣad  
DSE- 2 Special Text: B. Russell: The Problems of

SEMESTER-6 CC- 13 Philosophy in the Twentieth Century: Indian CC- 14 Philosophy in the Twentieth Century:  
Western DSE- 3 Special Text: Rabindranath Tagore: Sadhana DSE- 4 Special Text: Hume: An Enquiry  
Concerning Human Understanding

**SEMESTER-1**

CC-1A Indian Philosophy

**SEMESTER-2**

CC-1B Western Philosophy

**SEMESTER-3**

CC- 1C Logic SEC- 1 Philosophy in Practice

**SEMESTER-4**

CC- 1D Contemporary Indian Philosophy SEC- 2 Philosophy of Human

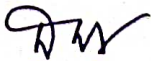
**SEMESTER-5**

DSE- 1A Philosophy of Religion GE- 1 Indian Philosophy SEC- 3 Philosophical Analysis

**SEMESTER-6**

DSE- 1B Tarkasamgraha (saptapadārtha) GE- 2 Western Philosophy SEC- 4 Philosophy of Human Rights



  
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**DEPARTMENT OF POLITICAL SCIENCE**  
**CBCS Semester System**



<b>COURSE OUTCOMES</b>		
<b>BA GEN. IN POLITICAL SCIENCE</b>		
<b>SEMESTER I</b>	<b>CC1A: Western Political Thought</b>	<p>CO 1 : To help the students to gather knowledge about Western Political Thought, especially to the ideas from Plato to Marx.</p> <p>CO 2 : To introduce Machiavelli's ideas of statecraft and power politics.</p> <p>CO 3 : To understand the ideas of Hobbes, Locke and Rousseau on Sovereignty.</p> <p>CO 4: To acquaint the students with the Marxian Political Thought.</p> <p>CO 5 : To introduce the ideas of John Stuart Mill on Liberty.</p>
<b>SEMESTER II</b>	<b>CC1B: Political Theory</b>	<p>CO 1: Understanding the basic concept of Political Theory and difference between Political Theory and Political Thought.</p> <p>CO 2: Studying the different approaches of political thought: Traditional, Behavioural and Post-Behavioural, Marxist.</p> <p>CO 3 : Understanding the concept of Sovereignty.</p> <p>CO 4: To acquaint the students with the theories of origin of the State: Idealist theory, Liberal theory, Marxist theory, Gandhian theory.</p> <p>CO 5: Accruing knowledge about the Liberalism and Neo-liberalism.</p>
<b>SEMESTER III</b>	<b>CC1C: Indian Political Thought</b>	<p>CO 1: Understanding the contribution of political thinkers to the Indian Political Thought.</p> <p>CO 2: Getting enlightened with key features of Medieval Muslim Political Thought.</p> <p>CO 3: Highlights the nationalist thinking of Bankim Chandra Chattopadhyay and Vivekananda.</p> <p>CO 4: To understand the view of Raja Rammohan Roy about British Colonial Rule.</p> <p>CO 5: Explaining the political thinking of backward class movements with reference to BR Ambedkar and his idea of social justice.</p>



	<b>SEC-1 :Electoral Practices and Procedures</b>	<p>CO 1: This paper helps students to gaining knowledge about electoral process in India.</p> <p>CO 2: Understanding the Election Commission in India – its composition and functions.</p> <p>CO 3: To acquaint the students with role of Chief Election Commissioner and State Election Commission.</p> <p>CO 4 : Studying the Electoral Process with focus on the Election Commission in India</p>
SEMESTER IV	<b>CC-1D :Indian Government and Politics</b>	<p>CO 1: Accruing knowledge about the background of the Indian constitutions.</p> <p>CO 2: Students will be familiarized with the Fundamental Rights and Duties of Indian citizens.</p> <p>CO 3: Studying the power and functions of President, Vice President, Prime Minister, Governor, Chief Minister, Rajya Sabha, Lok Sabha, Speaker, State Legislature, Supreme Court and High Court etc.</p> <p>CO 4: Evaluating the nature of Indian Federalism with highlights on Union- State Relations.</p> <p>CO 5: Studying the Election Commission in India – its composition and functions.</p> <p>CO 6: To explain Electoral Reforms in India.</p>
	<b>SEC-2 : Environmental Awareness</b>	<p>CO 1: This paper helps students to develop awareness about environmental issues, problems.</p> <p>CO 2: An understanding the meaning and significance of Environmentalism.</p> <p>CO 3: Studying the major Environmental Movements in India:Chipko, Narmada Banchao.</p> <p>CO 4: To acquaint the students with Green Governance.</p>
SEMESTER V	<b>DSE-1A :Select Comparative Political Theories</b>	<p>CO 1: Having a comparative study of Indian and Western political thought</p> <p>CO 2: Familiarize students with the ideas of Mahatma Gandhi, Bal GangadharTilak, B R Ambedkar.</p> <p>CO 3: To understand some ideas of western political thinkers like Aristotle on Citizenship, Locke on Rights, and Rousseau on inequality.</p> <p>CO 4: Helps in understanding the ideas of J. S. Mill on liberty and democracy.</p>



	<b>SEC-3 : Democratic Awareness through Legal Literacy</b>	<p>CO 1: To understand the Fundamental Rights and Duties and other constitutional rights of Indian citizens.</p> <p>CO 2: To introduce several laws relating to consumer rights and cybercrimes.</p> <p>CO 3: To familiarize with some laws relating to dowry, sexual harassment and violence against women.</p> <p>CO 4: Understand the system of courts or tribunals and their jurisdiction in India</p>
SEMESTER VI	<b>DSE-1B : Understanding Globalization</b>	<p>CO 1: Accruing knowledge about meaning and debates of Globalization.</p> <p>CO 2: Evaluating the impact of Globalization on Indian Economy</p> <p>CO 3: Understanding globalization in connection with terrorism.</p> <p>CO 4: To acquaint the students with New International Order.</p>
	<b>SEC-4: Human Rights Education</b>	<p>CO 1: An understanding the meaning of Human Rights.</p> <p>CO 2: Studying the several provisions for protection of human rights in India.</p> <p>CO 3: Evaluating Human Rights in connection with terrorism.</p> <p>CO 4: To acquaint the students with the composition and functions of National Human Rights Commission.</p> <p>CO 5: Getting enlightened with the evolution of Human Rights Movements in India.</p>



  
**Head**  
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**DEPARTMENT OF PHYSICAL EDUCATION**

<b>B. A PHYSICAL EDUCATION (CBCS) 2017 ONWARDS</b>		
1	<b>Programme Outcome</b>	<ul style="list-style-type: none"><li>• Developing a strong and efficient curricular background for students choosing to progress with this Programme by ensuring to impart a wholesome knowledge of the subject and develop the concept of Physical Education, Exercise and Sports Science. It also develops the behavioral skills of students through a detailed knowledge of the content and by the relevant Practical Papers as provided in the syllabus.</li><li>• Enable the learners to choose independently about their future projects so that they can perform with excellence in those fields and also progress further with good competence and efficiency in life.</li></ul>
2	<b>Programme Specific Outcome</b>	<ul style="list-style-type: none"><li>• The students will be able to know the background of Physical Education, Exercise and Sports Science.</li><li>• They will be able to develop a strong connection with the roots and origin of the subject through the texts as given in the three years of the syllabus.</li><li>• Their sense and understanding of the significance of the subject in their daily lives will also receive a creative impetus in these three years of their learning. The importance of physical and mental health receives the central thrust in this Programme.</li><li>• They will become skilled in their daily practical and field works by maintaining a regular disciplinary module in their Practical classes.</li><li>• The subject will be able to generate vibration for further development of Physical Education, Exercise and Sports Science among future students as well.</li></ul>



<b>COURSE OUTCOMES</b>		
<b>B.A GENERAL IN PHYSICAL EDUCATION (CBCS)</b>		
<b>SEM. 1</b>	<b>CC 1A: Foundation and History of Physical Education</b>	This Paper provided the students with an idea of the foundation and history of the subject through its four units consisting of topics like Yoga Education and the relevant practical.
<b>SEM II</b>	<b>CC- 1B: Management of Physical Education and Sports</b>	The students were able to learn managerial skills by organizing and taking part in Yearly Tournaments held in College Annually in every academic session. This helped in the building of Leadership qualities among the students who had to work together in the given circumstances as available in the College during various field events and Games like Football, Kabaddi, Kho- Kho and Volley Ball.
<b>SEM III</b>	<b>CC IC Anatomy, Physiology and Exercise Physiology</b>	This paper teaches about the various anatomical issues of the human body through theory and practical classes. The students are made to become aware of the various body functions like the Circulatory system, Respiratory system, Skeletal system and other nuances of the human body. It will become an interesting and important lesson for their future particularly for acquiring jobs or starting their own small set ups based on this knowledge.
	<b>SEC I Track and Field</b>	This paper is a completely Practical based paper as the students are needed to spend a significant amount of time while getting involved in Sports oriented activities like Race, Running, Long Jump, High jump, Shot Put, Discus Throw etc. The learners can become better through these practices and their body and mind thus remains healthy throughout the Course. It also develops their leadership qualities which can be beneficial to them for their future.
<b>SEM 4</b>	<b>CC ID Health Education, Physical Fitness and Wellness</b>	The students are made to be aware of concepts and definition of various Health Problems troubling human beings in the Indian context. They also learn about the Prevention and Control of various kind of communicable and non- communicable diseases and other kind of deformities caused in India so that they can use this knowledge to be aware by themselves and also make others aware of these issues to ensure all around fines in future.
	<b>SEC 2 Gynastics and Yoga</b>	The students are made to get first- hand knowledge of Gymnastics and Yoga by the Learning and Performing of various Gymnastic Skills and all kind of Yogasanas given in their syllabus.






<b>SEM 5</b>	<b>DSE 1 Measurements and Evaluation in Physical Education</b>	This Paper taught the students about various kind of tests associated with the concept of Evaluation in this subject like that of Fitness Test, Sports Skill Test etc.
	<b>GE I Modern Trends and Practices in Physical Education Exercise Sciences</b>	This Paper enriches the students with the knowledge of Biological, Psychological and sociological Foundations of Physical Education along with the teaching of the history of Physical Education as well as several other Exercise Sciences and their importance.
	<b>SEC 3 Indian Games and Racket Sports</b>	Broadly consisting of a variety of games and imparting the skills based knowledge for these sports and games on and off the field this paper became a highly successful project in delivering the desired outcome of actively engaging their students.
	<b>SEM 6 DSE 2 Psychology in Physical Education and Sports</b>	This paper helped the students to be able to assess Personality, Stress and Anxiety
	<b>SEM 6 DISSERTATION AND PROJECT</b>	All students learn to assimilate and accommodate their specific topic oriented Dissertation and Projects as given to them by their teachers. This helped them in developing the Research skills of the students at such an young age so that they can use it for their future as well.
	<b>SEM 6 SEC 4 BALL GAMES</b>	Many students were able to develop the basic skills necessary for becoming academy level players from this Course as they were taught the fundamental skills of Sports like Handball, Basketball , Volleyball , Netball and Throwball.



*Ch*  
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# DEPARTMENT OF MATHEMATICS

## (CBCS)

B.Sc.MATHEMATICS HONOURS (CBCS)		
1.	<b>Programme Outcome</b>	<p><b>Reason mathematically:</b> Apply logical and abstract thinking to solve problems, prove theorems, and construct arguments.</p> <p><b>Develop abstract mathematical thinking:</b> Understand and manipulate mathematical concepts, structures, and symbols, and appreciate their beauty and elegance.</p> <p><b>Solve complex problems using mathematics:</b> Model, analyze, and interpret real-world phenomena using various mathematical tools and techniques, and communicate the results effectively.</p> <p><b>Communicate mathematical ideas:</b> Express mathematical ideas clearly and precisely in oral and written forms, using appropriate terminology, notation, and formats.</p> <p><b>Evaluate mathematical work:</b> Critically assess the validity, accuracy, and relevance of mathematical work, and provide constructive feedback and suggestions for improvement.</p> <p><b>Demonstrate mathematical knowledge commensurate with national norms:</b> Acquire a broad and deep knowledge of the core areas of mathematics, such as algebra, calculus, geometry, differential equations, and statistics, and their applications in various domains.</p>
2.	<b>Programme Specific Outcome</b>	<p>(i) The students can understand that mathematics has wide applications in different branches of science, commerce &amp; arts.</p> <p>(ii) Familiarize the students with suitable tools of mathematical analysis to handle issues and problems in mathematics and related sciences.</p> <p>(iii) Acquire good knowledge and understanding to solve specific theoretical and applied problems in advanced areas of mathematics and statistics.</p> <p>(iv) Provide students/learners sufficient knowledge and skills enabling them to undertake further studies in mathematics and its allied areas on multiple disciplines concerned with mathematics.</p> <p>(v) Encourage the students to develop a range of generic skills helpful in employment, internships and social activities.</p> <p>(vi) The students have their course on Algebra, Real Analysis, Computer Programming in C++, Numerical Analysis, Mechanics &amp; Differential Equation. All these courses help the students to do their research in future study.</p> <p>(vii) All the topics of courses of Mathematics are helpful for the higher study in Mathematics.</p> <p>(viii) This course of Mathematics will provide different job-oriented courses which will be beneficial to the students.</p>
		




**COURSE OUTCOMES**

**B.A. /B.Sc.(Honours)Course in MATHEMATICS**


<p align="center"><b>Sem I</b></p>	<p>CC01: Calculus, Geometry &amp; Differential Equations CC02: Algebra</p>	<p>On completion of the course, the student should have the following learning outcomes defined in terms of knowledge, skills and general competence:</p> <p><b>Knowledge:</b> The students would gain knowledge about-</p> <ul style="list-style-type: none"> <li>• higher order derivatives and its applications, concavity of curves, asymptotes and curve</li> <li>• tracing techniques.</li> <li>• reduction formula for integration of functions like <math>\sin(nx)</math>, <math>\sin^m(x)</math>, <math>\sin^n(x)</math> etc.,</li> <li>• area of surface of revolution, parametric curves etc.</li> <li>• classification of conics and conicoids, polar equation of conics.</li> <li>• Explore differential equations involving second derivatives.</li> <li>• Understand their applications in various fields (e.g., physics, engineering).</li> <li>• Study linear transformations and their properties.</li> <li>• Understand inequalities and their solutions.</li> </ul> <p><b>Skills:</b> The students would be able to-</p> <ul style="list-style-type: none"> <li>• parametrize curves, sketch functions and plot them.</li> <li>• visualize standard quadratic surfaces like cone, ellipsoid etc.</li> <li>• Apply linear transformations to matrices and vectors.</li> <li>• Solve algebraic inequalities.</li> <li>• Solve second-order differential equations.</li> <li>• Model real-world phenomena using differential equations.</li> </ul> <p><b>General competence:</b> The students would gain-</p> <ul style="list-style-type: none"> <li>• a general idea of advance calculus and its applications.</li> <li>• Enhance logical reasoning and algebraic problem-solving skills.</li> <li>• analytical and reasoning skills, which improve their thinking power and enhance their problem-solving ability.</li> <li>• Strengthen mathematical modeling abilities.</li> </ul>
<p align="center"><b>Sem II</b></p>	<p>CC03: Real Analysis CC04: Differential Equations and Vector Calculus</p>	<p>On completion of the course, the student should have the following learning outcomes defined in terms of knowledge, skills and general competence:</p> <p><b>Knowledge:</b> The students would gain knowledge about-</p> <ul style="list-style-type: none"> <li>• Understand the concepts of sequences and series.</li> <li>• Grasp the convergence and divergence properties of sequences.</li> <li>• Learn about second-degree differential equations.</li> <li>• Understand the concept of homogeneity.</li> <li>• Study systems of linear equations.</li> <li>• Understand matrix representations.</li> <li>• Learn about vector valued functions and vector calculus.</li> </ul> <p><b>Skills:</b> The students would be able to-</p> <ul style="list-style-type: none"> <li>• Evaluate limits of sequences and series.</li> <li>• Apply convergence tests (e.g., ratio test, comparison test).</li> <li>• Solve second-degree homogeneous differential equations.</li> <li>• Determine general solutions.</li> <li>• Solve systems of linear equations using methods like Gaussian elimination.</li> <li>• Analyze consistency and uniqueness of solutions.</li> <li>• Compute line integrals and surface integrals.</li> <li>• Apply vector calculus to physical problems.</li> </ul>





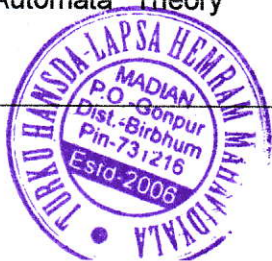
		<p><b>General competence:</b> The students would gain-</p> <ul style="list-style-type: none"> <li>• Enhance mathematical rigor and logical reasoning.</li> <li>• Strengthen problem-solving abilities in differential equations.</li> <li>• Enhance understanding of multivariable calculus and its applications.</li> </ul>
Sem III	<p><b>CC05:</b> Theory of Real Functions &amp; Introduction to Metric Space <b>CC06:</b> Group Theory I <b>CC07:</b> Numerical Methods &amp; Numerical Methods Lab</p>	<p>On completion of the course, the student should have the following learning outcomes defined in terms of knowledge, skills and general competence:</p> <p><b>Knowledge:</b> The students would gain knowledge about-</p> <ul style="list-style-type: none"> <li>• Understand the properties of real functions (e.g., continuity, differentiability).</li> <li>• Grasp the concept of metric spaces and their topological properties.</li> <li>• Study group structures, group operations, and group axioms.</li> <li>• Understand group homomorphisms and isomorphisms.</li> </ul> <p><b>Skills:</b> The students would be able to-</p> <ul style="list-style-type: none"> <li>• Prove theorems related to real functions.</li> <li>• Work with metric spaces and apply metric concepts.</li> <li>• Solve problems related to group theory.</li> <li>• Analyze group properties and symmetries.</li> <li>• Apply numerical algorithms to solve equations.</li> <li>• Implement numerical methods using software tools.</li> </ul> <p><b>General competence:</b> The students would gain-</p> <ul style="list-style-type: none"> <li>• Enhance mathematical rigor and logical reasoning.</li> <li>• Develop abstract algebraic thinking.</li> <li>• Strengthen computational skills and practical problem-solving abilities.</li> </ul>
	<p><b>SEC11:</b> Logic and Sets <b>SEC12:</b> Computer Graphics <b>SEC13:</b> Object Oriented Programming in C++</p> 	<p>On completion of the course, the student should have the following learning outcomes defined in terms of knowledge, skills and general competence:</p> <p><b>Knowledge:</b> The students would gain knowledge about-</p> <ul style="list-style-type: none"> <li>• Understand the fundamentals of mathematical logic, including propositional logic and predicate logic.</li> <li>• Grasp set theory concepts (e.g., union, intersection, complement).</li> <li>• Learn about 2D and 3D graphics representation.</li> <li>• Understand algorithms for rendering and transforming graphics.</li> <li>• Master object-oriented programming (OOP) concepts.</li> <li>• Understand classes, objects, inheritance, and polymorphism.</li> </ul> <p><b>Skills:</b> The students would be able to-</p> <ul style="list-style-type: none"> <li>• Apply logical reasoning to solve problems.</li> <li>• Work with sets and perform set operations.</li> <li>• Implement graphics algorithms (e.g., line drawing, polygon filling).</li> <li>• Create visual representations using graphics libraries.</li> <li>• Develop C++ programs using OOP principles.</li> </ul>




		<ul style="list-style-type: none"> <li>• Implement class hierarchies and use standard template libraries (STL).</li> </ul> <p><b>General competence:</b> The students would gain-</p> <ul style="list-style-type: none"> <li>• Enhance analytical thinking and mathematical abstraction.</li> <li>• Develop visualization skills and an understanding of computer graphics principles.</li> <li>• Strengthen problem-solving abilities through OOP paradigms.</li> </ul>
Sem IV	<p>CC08: Riemann Integration and Series of Functions CC09: Multivariate Calculus CC10: Ring Theory and Linear Algebra I</p>	<p>On completion of the course, the student should have the following learning outcomes defined in terms of knowledge, skills and general competence:</p> <p><b>Knowledge:</b> The students would gain knowledge about-</p> <ul style="list-style-type: none"> <li>• Understand the integration of bounded functions on a closed and bounded interval and its extension to the cases where either the interval of integration is infinite, or the integrand has infinite limits at a finite number of points on the interval of integration.</li> <li>• Grasp the properties and applications of Riemann integrable functions.</li> <li>• Learn about functions of several variables, partial derivatives, and directional derivatives.</li> <li>• Understand the concepts of gradient, divergence, and curl.</li> <li>• Study algebraic structures such as rings and fields.</li> <li>• Understand linear transformations and their properties.</li> </ul> <p><b>Skills:</b> The students would be able to-</p> <ul style="list-style-type: none"> <li>• Apply Riemann integration techniques to solve problems.</li> <li>• Analyze the convergence and divergence of series of real-valued functions.</li> <li>• Compute partial derivatives and directional derivatives.</li> <li>• Apply multivariate calculus techniques to solve problems.</li> <li>• Solve problems related to ring theory and linear algebra.</li> <li>• Apply linear transformations to matrices and vectors.</li> </ul> <p><b>General competence:</b> The students would gain-</p> <ul style="list-style-type: none"> <li>• Enhance mathematical rigor and analytical thinking.</li> <li>• Develop proficiency in multivariable calculus and its applications.</li> <li>• Enhance logical reasoning and abstract thinking.</li> </ul>
	<p>SEC21: Graph Theory SEC22: Operating System (Linux) SEC23: MATLAB Programming</p> 	<p>On completion of the course, the student should have the following learning outcomes defined in terms of knowledge, skills and general competence:</p> <p><b>Knowledge:</b> The students would gain knowledge about-</p> <ul style="list-style-type: none"> <li>• Understand the basic concepts of graphs, directed graphs, and weighted graphs.</li> <li>• Present a graph using matrices.</li> <li>• Grasp properties of trees.</li> <li>• Explore Eulerian and Hamiltonian graphs.</li> <li>• Understand the structure and functions of operating systems.</li> <li>• Learn about components, types, and operations of operating systems.</li> <li>• Explore protection and security aspects.</li> <li>• Analyze and visualize data using MATLAB.</li> <li>• Apply numeric techniques and simulations for engineering-related problems.</li> <li>• Understand system calls for process and file management.</li> </ul> <p><b>Skills:</b> The students would be able to-</p> <ul style="list-style-type: none"> <li>• assimilate various graph theoretic concepts and familiarize with their</li> </ul>



		<p>applications.</p> <ul style="list-style-type: none"> <li>• efficiency in handling with discrete structures.</li> <li>• solve real world problems that can be modelled by graphs</li> <li>• Use appropriate Linux commands for memory management, file management, and directory management.</li> <li>• Analyze scheduling algorithms and concurrency policies.</li> <li>• Work with system calls for process and file management.</li> <li>• Write, test, and execute user-defined functions.</li> <li>• Work with images, sound, and basic MATLAB GUIs.</li> <li>• Solve basic symbolic, numeric, and linear algebra problems.</li> </ul> <p><b>General competence:</b> The students would gain-</p> <ul style="list-style-type: none"> <li>• general idea of graph theory and its real-life applications.</li> <li>• understanding about graphic sequence.</li> <li>• experience to apply Euler's formula</li> <li>• Document and comment computer programs effectively.</li> <li>• Test and debug programs for correctness.</li> <li>• Reflect on your own thinking and the thinking of others.</li> </ul>
SEM V	<p>CC11: Partial Differential Equations and Applications CC12: Mechanics I</p>	<p>On completion of the course, the student should have the following learning outcomes defined in terms of knowledge, skills and general competence:</p> <p><b>Knowledge:</b> The students would gain knowledge about-</p> <ul style="list-style-type: none"> <li>• Understand first and second-order partial differential equations.</li> <li>• Grasp the method of characteristics, separation of variables, Fourier series, and Fourier transforms for solving PDEs.</li> <li>• Understanding kinematics and dynamics of particles and rigid bodies.</li> <li>• Analyzing forces, energy, momentum, and rotational motion.</li> <li>• Solving problems related to motion and equilibrium.</li> </ul> <p><b>Skills:</b> The students would be able to-</p> <ul style="list-style-type: none"> <li>• Apply a range of techniques to find solutions of standard PDEs.</li> <li>• Demonstrate accurate and efficient use of Fourier analysis techniques.</li> <li>• Model physical phenomena using PDEs (particularly heat and wave equations).</li> </ul> <p><b>General competence:</b> The students would gain-</p> <ul style="list-style-type: none"> <li>• Apply problem-solving concepts and techniques from PDEs and Fourier analysis to diverse situations in physics, engineering, financial mathematics, and other mathematical contexts</li> </ul>
	<p>DSE11: Linear Programming DSE12: Number Theory DSE13: Point Set Topology DSE21: Probability &amp; Statistics DSE22: Portfolio Optimization DSE23: Boolean Algebra and Automata Theory</p>	<p>On completion of the course, the student should have the following learning outcomes defined in terms of knowledge, skills and general competence:</p> <p><b>Knowledge:</b> The students would gain knowledge about-</p> <ul style="list-style-type: none"> <li>• Understand the basic definitions and concepts of linear programming.</li> <li>• Formulate real-world problems as linear programming models in general, standard, and canonical forms.</li> <li>• Study properties of the real line <math>\mathbb{R}</math>.</li> <li>• Define sequences in terms of functions from <math>\mathbb{R}</math> to subsets of <math>\mathbb{R}</math>.</li> <li>• Understand basic concepts related to topological spaces, open sets, and closed sets.</li> <li>• Grasp the concept of continuity and compactness.</li> <li>• Learn probability theory, random variables, and probability distributions.</li> <li>• Understand statistical concepts such as sampling, estimation, and hypothesis testing.</li> </ul>





		<ul style="list-style-type: none"> <li>• Study portfolio theory, risk, and return.</li> <li>• Understand efficient frontiers and capital market lines.</li> <li>• Learn about Boolean algebra, logic gates, and digital circuits.</li> <li>• Understand automata theory and formal languages.</li> </ul> <p><b>Skills:</b> The students would be able to-</p> <ul style="list-style-type: none"> <li>• Sketch graphical representations of two-dimensional linear programming models.</li> <li>• Solve two-dimensional linear programming problems graphically.</li> <li>• Use the simplex method to solve small linear programming models by hand.</li> <li>• Recognize bounded, convergent, divergent, Cauchy, and monotonic sequences.</li> <li>• Calculate limit superior, limit inferior, and the limit of a bounded sequence.</li> <li>• Analyze topological properties of sets.</li> <li>• Work with open and closed sets.</li> <li>• Apply probability theory to real-world scenarios.</li> <li>• Perform statistical analysis using appropriate methods.</li> <li>• Optimize investment portfolios based on risk and return objectives.</li> <li>• Apply diversification strategies.</li> </ul> <p><b>General competence:</b> The students would gain-</p> <ul style="list-style-type: none"> <li>• Enhance analytical thinking and problem-solving abilities.</li> <li>• Develop foundational knowledge in number theory.</li> <li>• Enhance understanding of topological structures.</li> <li>• Strengthen data analysis and statistical reasoning skills.</li> <li>• Enhance financial decision-making skills.</li> </ul>
<p><b>SEM VI</b></p>	<p><b>CC13: Metric Spaces and Complex Analysis</b> <b>CC14: Ring Theory and Linear Algebra II</b></p> 	<p>On completion of the course, the student should have the following learning outcomes defined in terms of knowledge, skills and general competence:</p> <p><b>Knowledge:</b> The students would gain knowledge about-</p> <ul style="list-style-type: none"> <li>• Understand the basic concepts of metric spaces.</li> <li>• Grasp the properties of open and closed sets.</li> <li>• Learn about convergence, continuity, and compactness in metric spaces.</li> <li>• Study complex analysis, including complex functions, Cauchy-Riemann equations, and contour integrals.</li> <li>• Study algebraic structures such as rings and fields.</li> <li>• Understand linear transformations and their properties.</li> <li>• Explore concepts related to vector spaces and matrices.</li> <li>• Study algebraic structures such as rings and fields.</li> <li>• Understand linear transformations and their properties.</li> <li>• Explore concepts related to vector spaces and matrices.</li> </ul> <p><b>Skills:</b> The students would be able to-</p> <ul style="list-style-type: none"> <li>• Apply metric space concepts to analyze topological properties.</li> <li>• Solve problems related to complex functions and their derivatives.</li> <li>• Solve problems related to ring theory and linear algebra.</li> <li>• Apply linear transformations to matrices and vectors.</li> <li>• Perform matrix operations and solve systems of linear equations.</li> <li>• Solve problems related to ring theory and linear algebra.</li> <li>• Apply linear transformations to matrices and vectors.</li> <li>• Perform matrix operations and solve systems of linear equations.</li> </ul> <p><b>General competence:</b> The students would gain-</p> <ul style="list-style-type: none"> <li>• Enhance mathematical rigor and analytical thinking.</li> </ul>



		<p>tools and techniques, and communicate the results effectively.</p> <ul style="list-style-type: none"> <li>• <b>Communicate mathematical ideas:</b> Express mathematical ideas clearly and precisely in oral and written forms, using appropriate terminology, notation, and formats.</li> <li>• <b>Evaluate mathematical work:</b> Critically assess the validity, accuracy, and relevance of mathematical work, and provide constructive feedback and suggestions for improvement.</li> <li>• <b>Demonstrate mathematical knowledge commensurate with national norms:</b> Acquire a broad and deep knowledge of the core areas of mathematics, such as algebra, calculus, geometry, differential equations, and statistics, and their applications in various domains.</li> </ul>
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2.	<b>Programme Specific Outcome</b>	<p>Bachelor's degree in mathematics is the culmination of in-depth knowledge of algebra, calculus, geometry, differential equations and several other branches of mathematics. This also leads to study of related areas like computer science, Financial Mathematics, statistics and many more. Thus, this programme helps learners in building a solid foundation for higher studies in mathematics. The skills and knowledge gained have intrinsic beauty, which also leads to proficiency in analytical reasoning. This can be utilized in modelling and solving real-life problems. Students undergoing this programme learn to logically question assertions, to recognize patterns and to distinguish between essential and irrelevant aspects of problems.</p> <ol style="list-style-type: none"> <li>The students can understand that mathematics has wide applications in different branches of science, commerce &amp; arts.</li> <li>Familiarize the students with suitable tools of mathematical analysis to handle issues and problems in mathematics and related sciences.</li> <li>Acquire good knowledge and understanding to solve specific theoretical and applied problems in advanced areas of mathematics and statistics.</li> <li>Provide students/learners sufficient knowledge and skills enabling them to undertake further studies in mathematics and its allied areas on multiple disciplines concerned with mathematics.</li> <li>Encourage the students to develop a range of generic skills helpful in employment, internships and social activities.</li> <li>The students have their course on Algebra, Real Analysis, Numerical Analysis, Mechanics &amp; Differential Equation.</li> <li>All these courses help the students to do their research in future study.</li> <li>This course of Mathematics will provide different job-oriented courses which will be beneficial to the students</li> </ol>
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### COURSE OUTCOMES

<b>SEM I</b>	<b>CC1A Differential Calculus</b>	It grows interest and develops the basic concepts in calculus such as limits, continuity, differentiability, tangent, normal, partial differentiation and applications.
<b>SEM II</b>	<b>CC1B Differential Equations</b>	It helps the students to solve different types of differential equations. In this course they learn about first order ordinary differential equations, integrating factors, Wronskian, homogeneous and non-homogeneous, higher order differential equations-method of variation of parameters, Cauchy-Euler equations. Simultaneous and total Differential equations are also taught in this paper. The students also learn partial differential equations of first and second order.
<b>SEM III</b>	<b>CC1C Real Analysis</b>	Students understand the concepts of convergent and divergent of real numbers, real sequence and series of real numbers and develop the basic ideas in bounded and unbounded sets, limit points, open and closed sets etc. in real analysis. The students also learn sequence and series of functions, power series and their basic properties.





	<b>SEC11</b> Logic and Sets <b>SEC12</b> Analytical Geometry <b>SEC13</b> Integral Calculus	From Skill Enhancement Course one can learn logic and sets, analytical geometry, integral calculus, vector calculus, theory of equations, number theory, Probability and Statistics, Mathematical modeling, Mathematical Finance, Boolean Algebra, Transportation and Game Theory, Graph theory will be helpful in the future for research and competitive examination. After completion of this Skill Enhancement Course, students may enhance their skill in different branches of mathematics.
<b>SEM IV</b>	<b>CC1D</b> Algebra	After completion of this unit of the course, the students will be able to demonstrate the mathematical maturity of understanding a group, a ring and a field in Abstract Algebra. Students will get an overall understanding of the following concepts: Introduction of Group Theory: Definition and examples taken from various branches, some elementary properties of groups. Definition and examples of sub-group - Statement of necessary and sufficient condition and its applications. Definitions and examples of rings and fields.
<b>SEM V</b>	<b>DSE1A1</b> Matrices <b>DSE1A2</b> Mechanics <b>DSE1A3</b> Linear Algebra	From Discipline Specific Elective courses one can get an overview of specialized sections of mathematics which will help to choose the right track for the future. The students are provided matrices, mechanics, linear algebra, numerical methods, complex analysis and linear programming which enables them to enhance their mathematical ability in different branches of mathematics. It also helps them in different competitive examination.
<b>SEM VI</b>	<b>DSE1B1</b> Numerical Methods <b>DSE1B2</b> Complex Analysis <b>DSE1B3</b> Linear Programming	



  
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# DEPARTMENT OF PHYSICS

(CBCS)

BSc General Physics(SEM I, II, III, IV, V, VI)		
1	<b>Programme Outcome</b>	<p>The BSc. General Program in Physics in the Physics Department have the following of program outcomes:</p> <ul style="list-style-type: none"><li>• To impart knowledge and create a viable way of earning living few things are necessary like clearing the basics of the courses to be undertaken.</li><li>• Focus upon mathematical foundations of underlying concepts which shall help in quantifying outcomes or express processes aptly.</li><li>• To develop acquired knowledge to areas where they can be directly applied these.</li><li>• To familiarize the student with the language and methodology of the subject concerned.</li><li>• To develop a healthy teacher-student relationship which helps in learning.</li><li>• To involve in different instruments or lab setups to verify or explore the horizon of knowledge. These are the outcomes we aim to achieve.</li></ul>
2	<b>Programme Specific Outcome</b>	<p>The BSc. General Program in Physics in the Physics Department have the following of program specific outcomes:</p> <ul style="list-style-type: none"><li>• With the up gradation of the syllabi, the students are more exposed to the mathematical tools used in Physics. Consequently, they can follow and apply methods used routinely in books (and research papers used occasionally).</li><li>• Physics has an ever-expanding horizon, with newer theories, explanations and realizations emerging every day. Therefore, with the expanding syllabi, especially in computer-based techniques a good focus on these topics will create a well conversant group of youth who can aptly work in computer labs as and when necessary.</li><li>• Advanced experiments as included in the latest syllabi will help the students in future jobs in applied areas.</li><li>• A large number of experiments are performed regularly which is aimed at creating a general concept of the various experimental techniques used (at a non-expert level)</li></ul>





## COURSE OUTCOMES

SEM I	<ol style="list-style-type: none"> <li>1. CC- 1A: MECHANICS (THEORY)</li> <li>2. CC- 1A: MECHANICS (PRACTICAL)</li> </ol>	<ul style="list-style-type: none"> <li>• The stress is upon Mathematical Methods, Mechanics, Vibrations &amp; Oscillations and Special Theory of Relativity. The student is expected to learn about basic physics of particle kinematics, dynamics, oscillations, vibrations both at non relativistic and relativistic speeds.</li> </ul>
SEM II	<ol style="list-style-type: none"> <li>1. CC-1B: ELECTRICITY AND MAGNETISM (THEORY)</li> <li>2. CC-1B: ELECTRICITY AND MAGNETISM (PRACTICAL)</li> </ol>	<ul style="list-style-type: none"> <li>• The syllabus focuses on Electricity, Magnetism, Electromagnetic Induction and Maxwell Equations. The student is expected to learn about electricity-magnetism along with different applications.</li> </ul>
SEM III	<ol style="list-style-type: none"> <li>1. CC-1C: THERMAL PHYSICS AND STATISTICAL MECHANICS(THEORY)</li> <li>2. CC-1C: THERMAL PHYSICS AND STATISTICAL MECHANICS (PRACTICAL)</li> <li>3. SEC-1: RENEWABLE ENERGY AND ENERGY HARVESTING</li> </ol>	<ul style="list-style-type: none"> <li>• The syllabus focuses on Thermal Physics, Thermodynamics and Statistical Physics. The students are expected to learn about Thermal and Statistical Physics along with practical applications.</li> <li>• The Skill Enhancement Course on Renewable Energy is a need of the day with rapidly depleting Fossil fuel reserves. The SEC on Renewable Energy teaches about Fossil fuels &amp; Alternate Sources of Energy, Solar Energy, Wind Energy, Ocean Energy, Geothermal Energy, Hydro energy, Piezoelectric Energy and Electromagnetic Energy Harvesting. The student is expected to be aware about our need of alternate energy resources with techniques and methodology.</li> </ul>
SEM IV	<ol style="list-style-type: none"> <li>1. CC- 1D: WAVES AND OPTICS (THEORY)</li> <li>2. CC- 1D: WAVES AND OPTICS (PRACTICAL)</li> <li>3. SEC-2: WEATHER FORECASTING</li> </ol>	<ul style="list-style-type: none"> <li>• The stress is upon Waves, Fluids, Sound and Wave Optics. The student is expected to learn about vibration and waves applied to optical phenomena like Interference, Diffraction &amp; Polarization.</li> <li>• The SEC on Weather Forecasting introduces the student to the atmosphere, Measuring the weather, The various Weather systems, Climate &amp; Climate Change, and Basics of Weather Forecasting. The student is expected to get acquainted with the complex weather system which apart from gaining knowledge shall help the students in facing interviews in specific institutions.</li> </ul>
SEM V	<ol style="list-style-type: none"> <li>1. DSE-1A: ELEMENTS OF MODERN PHYSICS (THEORY)</li> <li>2. DSE-1A: ELEMENTS OF MODERN PHYSICS (PRACTICAL)</li> </ol> <p style="text-align: center;">OR</p> <ol style="list-style-type: none"> <li>1. DSE- 1A: NUCLEAR &amp; PARTICLE PHYSICS (THEORY)</li> <li>2. DSE- 1A: NUCLEAR &amp; PARTICLE PHYSICS (PRACTICAL)</li> <li>3. SEC-3: COMPUTATIONAL PHYSICS</li> </ol>	<ul style="list-style-type: none"> <li>• The stress is upon Modern Physics mainly focusing on Atomic Physics, Nuclear Physics &amp; Quantum Mechanics with applications. The student is expected to be acquainted with present day techniques of solving problems on completing the course.</li> <li>• The aim of the SEC course is not just to teach computer programming and numerical analysis but to emphasize its role in solving problems in Physics.</li> </ul>
SEM VI	<ol style="list-style-type: none"> <li>1. DSE- 1B: QUANTUM MECHANICS (THEORY)</li> <li>2. DSE- 1B: QUANTUM MECHANICS (PRACTICAL)</li> </ol> <p style="text-align: center;">OR</p> <ol style="list-style-type: none"> <li>1. DSE-1B: DIGITAL AND ANALOG CIRCUITS AND INSTRUMENTATION (THEORY)</li> <li>2. DSE-1B: DIGITAL AND ANALOG</li> </ol>	<ul style="list-style-type: none"> <li>• The stress is on Quantum Mechanics and Electronics along with some applications. The student is expected to learn modern ways of tackling different problems of Quantum physics.</li> <li>• The SEC on Electrical Circuits and Network Skills teaches the student about basic electricity principles, understanding electrical circuits, Drawing diagrams and different electrical technologies like Generators, Transformers, Motors, Solid State Devices, Electrical Protection and Wiring. This is surely to be a good</li> </ul>



**CIRCUITS AND  
INSTRUMENTATION  
(PRACTICAL)**

**3. SEC- 4: ELECTRICAL CIRCUITS  
AND NETWORK SKILLS**

training course for students.

- ★ In each of the above-mentioned papers of all the semesters there are related experiments that strengthen the understanding of the physics concerned. Plus, they train the students for job related interviews and work.



*A. S. Das*

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# Department of Chemistry

## SEM-I to SEM-VI under CBCS

B.Sc (General) in Chemistry		
1	<b>Programme Outcome (POs)</b>	<b>Outcome</b> After the completion of bachelor degree in science, students learn the basic concepts and fundamental theories related to different subject. The course helps the students in improving their diverse skills in various areas such as laboratory skills, numerical and computing skills, ability to approach to the problems both analytically and logically, time management skills, etc. The graduate student can apply for advance course related to this discipline in future. They can take preparation for competitive examinations for govt. Job like WBCS, UPSC, PSC, SSC, rail and bank.
2	<b>Programme Outcome (PSOs)</b>	<b>Specific</b> B. Sc with chemistry is useful for the students in various aspects and offers them with bright career. The B. Sc chemistry graduates have many options for their higher studies. Majority of these graduates opt for master's degree in the same. But they can also choose various specialized areas in this field for the post graduation courses. Career opportunities after B. Sc Chemistry. 1. Research Associate 2. ONGC Chemist 3. UPSC geoscientist/Chemist 4. Chemist CMPDI



		5. Chemist in Ordinance Factory 10. R&D Chemist 11. NTPC Chemist 12. Indian Oil Chemist 13. Teacher 14. Professor
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### Course Outcome

Semester	Course code	Course outcome
I	<b>CC-1A:</b> (Theo+Prac)	Development of insight into atomic structure, chemical periodicity, acid base reaction and redox reaction. Experimental knowledge about complexometric titration of some metal ions and preparation of some complex compounds and qualitative analysis of organic solid compounds.
II	<b>CC-1B:</b> (Theo+Prac)	Basic idea about states of matter, chemical kinetics, chemical bonding, molecular structure and p-block elements. Experimental knowledge about surface tension, viscosity measurement, kinetics and Inorganic Qualitative semi-micro analysis of mixtures containing radicals.
III	<b>CC-1C:</b> (Theo+Prac)  <b>SEC 1:</b> Analytical Biochemistry  Clinical	To learn the fundamental idea of Chemical energetic, equilibria and organic chemistry. Acquisition of experimental knowledge of pH of the solution and identification of single organic compounds. Introduction to analytical clinical biochemistry.
IV	<b>CC-1D:</b> (Theo+Prac)	Introduction to phase equilibria, solutions, conductance electrochemistry and analytical





	<b>SEC 2</b>	<p>and environmental chemistry. Acquisition of experimental knowledge in solutions, phase equilibria, conductance electrochemistry, analytical and environmental chemistry.</p> <p>Introduction to pharmaceutical chemistry.</p>
<b>V</b>	<b>DSE-1A</b> (Theo+Prac)  <b>SEC 3</b>	<p>Introduction to Transition metal &amp; coordination chemistry, analytical industrial chemistry.</p> <p>Acquisition of experimental knowledge of quantitative estimation of different metal ions by Gravimetric and complexometric methods. Preparation of complexes and some analytical experiments.</p> <p>Introduction to basic and application of computer in chemistry.</p>
<b>VI</b>	<b>DSE-1B</b> (Theo+Prac)  <b>SEC 4</b>	<p>Introduction to organic functional groups &amp; industrial chemistry.</p> <p>Preparation of some Organic Compounds and some experiments on industrial chemistry</p> <p>Introduction of Polymer Chemistry.</p>



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