



## **SAMSİ COLLEGE**

# **PROGRAM & COURSE OUTCOMES FOR 2017-2018 ACADEMIC SESSION**

## ***GEOGRAPHY HONOURS (B.A. & B.SC.)***

### ***PROGRAM OUTCOMES***

The geography curriculum instills knowledge of fundamental physical and human geography principles and relevant procedures through lectures, tutorials, group discussions, presentations, assignment evaluations, lab work, and field trips.

After the completion of the B.A. Program in Geography, students should be able

1. Understand the fundamental ideas of geography and the application of geographical knowledge in daily life.
2. Being aware of the interactions between nature, society, and the environment, as well as the different environmental issues facing the world.
3. Understand and analyse systematic knowledge in the discipline of geography in order to cope with current situations and their solutions.
4. To comprehend and analyse global and Indian regional geography, as well as to cope with complex difficulties at the micro, meso, and macro levels.
5. Students should be able to identify ongoing geographical challenges in various locations and levels and give appropriate pragmatic solutions based on their field expertise and advanced technology.
6. Strive to create enlightened citizens who are committed to and concerned about social issues.
7. Foster an ethical understanding of the environment that centres research and sustainability-related issues.

### ***SKILL OUTCOMES***

1. Carry out surveying, learn the skill of mapmaking, and create maps for the areas using surveying techniques.
2. Recognise various sorts of rocks and minerals.
3. Students will learn how to use various surveying and weather tools to acquire primary data.

4. Acquire knowledge of quantitative techniques and analyse the data using various statistical formulae, and then visualise the results using maps and diagrams.
5. Employ cartographic techniques with the assistance of Microsoft Excel.
6. Handle and analyse topographical and weather maps, satellite maps, and aerial photographs.
7. They will learn to create maps using the ILWIS GIS software.

## ***COURSE OUTCOMES***

<b>Course Name</b>	<b>Course Outcomes</b>
Geotectonics and Geomorphology	<ul style="list-style-type: none"> <li>• Be familiar with the theories and foundational ideas underlying geotectonic and geomorphology.</li> <li>• Recognise the tectonic and structural development of the earth.</li> <li>• Learn about the interior of the earth.</li> <li>• Construct an understanding of the theory of plate tectonics and the resulting landforms.</li> <li>• Learn about the different folds, faults, and related landforms.</li> <li>• An understanding of crustal mobility and tectonics, with a focus on their function in the formation of landforms.</li> <li>• A summary and critical evaluation of models for the development of landforms.</li> <li>• Improve your ability to recognise features and relate them to one another.</li> <li>• Analyse the roles of structure and process in shaping landforms, interpret geomorphological maps, and apply knowledge gained from geographical study.</li> <li>• Student will learn how to do field survey to collect data to show the variation of relief and slope of the terrain.</li> <li>• The student will be able to identify numerous minerals and rocks</li> </ul>
Hydrology and Oceanography	<ul style="list-style-type: none"> <li>• Understand different aspects of hydrology and the hydrological cycle.</li> <li>• Learn about artificial rainmaking, rainfall harvesting, integrated basin management principles, and water resource management techniques with a focus on tropical cities.</li> <li>• Understand fundamental physical oceanography concepts such as the genesis of important structural and morphological features of the ocean floor, ocean water properties, oceanic circulation, and so on.</li> <li>• Be familiar with the coastal environment and ocean resources.</li> </ul>
Economic Geography	<ul style="list-style-type: none"> <li>• Be familiar with the idea of economic activity and its components.</li> <li>• learn about several forms of economic activity</li> <li>• Evaluate the importance of economic geography, economic man, and decision theories.</li> <li>• Classify resources with an emphasis on the utilisation of non-conventional energy resources.</li> <li>• Examine the variables affecting where industries and agriculture are located.</li> <li>• Recognise the development of various economic activities.</li> <li>• Visualise and analyse data on flows, networks of transportation, and economic indices.</li> </ul>

Regional Planning	<ul style="list-style-type: none"> <li>• Recognise and identify regions as a component of geographical research.</li> <li>• Recognise the various components of development and regional disparities in order to establish balanced development measures.</li> <li>• Investigating the idea of regions and regionalization.</li> <li>• Researching typical Indian physiographic, planning, arid, and biotic zones.</li> <li>• Understanding India's comprehensive geography.</li> <li>• Learn about the definition of a region, its evolution, and the various types of regional planning. Create a plan for selecting a planning region.</li> <li>• The students will learn about the theoretical underpinnings and structure of the regional planning process. Understand how to measure development indicators.</li> <li>• They can learn about formal region delineation using the weighted index approach, as well as functional region delineation using breaking point analysis.</li> <li>• Gain knowledge about the Gini coefficient and location quotient methods for measuring inequality.</li> </ul>
Soil & Bio Geography	<ul style="list-style-type: none"> <li>• • Be familiar with the characteristics and profile of various soil types.</li> <li>• Recognise how human activity contributes to soil degradation, erosion, and transformation.</li> <li>• Defining the various Approaches to Soil Studies - Processes of Soil Formation, Soil Types, and Classification and Management Principles of Soil and Land.</li> <li>• Identify the various ecosystems and categorise them.</li> <li>• Understand the importance of biodiversity and biogeochemical cycles.</li> <li>• Identify and critically evaluate theoretical and conceptual issues pertaining to anthropogenic impacts on biodiversity and its conservation.</li> </ul>
Climatology	<ul style="list-style-type: none"> <li>• Understand weather and climatic elements, distinct atmospheric occurrences, and climate change.</li> <li>• Acquaint yourself with the links between climate change and other environmental and human challenges.</li> <li>• To investigate the dynamics of Earth's atmosphere and global climate. Assessing Man's involvement in global climate change</li> <li>• Create and interpret various weather maps and charts.</li> <li>• Acquire knowledge of various meteorological instruments.</li> <li>• Discover how the atmosphere and the earth's surface interact. Understand the significance of atmospheric pressure and winds.</li> <li>• Students will have a general understanding of atmospheric disturbances, atmospheric stability and instability</li> <li>• Student will learn various schemes of regional and world classification of climate.</li> </ul>
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Social and cultural geography	<ul style="list-style-type: none"> <li>• Learn about the key facets of social and cultural geography.</li> <li>• Students will acquire knowledge on Social processes, social groups, social structure, social well-being, social inequality; caste, class, religion, ethnicity, language etc.</li> <li>• Be familiar with the methods and procedures used in human geography as well as the various patterns of habitat and adaptations.</li> <li>• They get to know about the concepts of culture, community and society, cultural groups, cultural region, cultural realm, cultural hearth, cultural landscape</li> </ul>
Population Geography	<ul style="list-style-type: none"> <li>• Students will acquire knowledge on various facets of population growth, spatial distribution, sex ratio, fertility, mortality, migration, population policy, gender disparity, etc.</li> <li>• Students will learn about population dynamics.</li> <li>• Students will be better aware of population-related issues in human civilization.</li> <li>• Students will be able to envisage the effects of demographic change on the economy, society, and politics.</li> <li>• They ought to be able to comprehend clearly what population policies are and how important it is for them to manage population issues in order to achieve sustainability.</li> <li>• Students' abilities will be beneficial in identifying societal problems and potential solutions.</li> </ul>
Settlement Geography	<ul style="list-style-type: none"> <li>• Students will comprehend the nature and scope of settlement geography, characteristics of rural and urban settlements, as well as the spatial aspects of settlement.</li> <li>• Students will comprehend the scope and content of urban geography, as well as the notion of urbanisation, the urban morphology model, urban planning, and trends in urbanisation.</li> </ul>
	<ul style="list-style-type: none"> <li>• Establishing relationships between geography and other disciplines, as well as between humans and the environment.</li> </ul>

Geographical Thought	<ul style="list-style-type: none"> <li>• To cultivate students' philosophical and historical abilities in the context of the evolution and development of modern geographical ideas, themes, methodologies, and information.</li> <li>• To comprehend and analyse the fundamental themes, ideas, and techniques from many philosophies that have contributed to the evolution of geography as an area of knowledge.</li> <li>• To foster critical thinking about various schools of thought, paradigm shifts, ideological revolutions, and new subfields of geography.</li> <li>• To critically assess the nature of geography as a spatial science in changing place and time, as well as recent trends and the future of geography.</li> </ul>
Geography of India	<ul style="list-style-type: none"> <li>• Students would gain an understanding of our country's geography.</li> <li>• The regional variations of dimensions of vitality and vulnerability would allow them to see the country's strengths and weaknesses.</li> <li>• Learn about the relationship between physiography and drainage, climate, and soil.</li> <li>• Recognise the relevance of the new agricultural technology.</li> <li>• Develop a firm grasp on the notion of the region and its significance in planning and development.</li> <li>• Establish a relationship with India and its neighbours.</li> <li>• Concerned about resources and their conservation.</li> <li>• The course would assist students in contextualising much of their future learning, teaching, and research on India within the context of the course's contents.</li> <li>•</li> </ul>
Statistical Method in Geography	<ul style="list-style-type: none"> <li>• Get to know geography's use of statistics. Recognise the significance of using data in geography</li> <li>• Appreciate the value of and use of statistics in geography</li> <li>• Analyse statistical data to have a comprehensive understanding of spatial phenomena.</li> <li>• Learn about the various sampling techniques.</li> <li>• Acquire a theoretical distribution concept;</li> <li>• Acquire data tabulation skills.</li> <li>• Learn about regression, correlation, and association.</li> <li>• Develop a thorough understanding of the numerous parametric and non-parametric tests used for hypothesis testing.</li> <li>• The significance test will be taught to the students so they can portray data and support their arguments with facts.</li> </ul>

# *PROGRAM & COURSE OUTCOMES OF HISTORY HONOURS (B.A.)*

## **PROGRAMME OUTCOMES**

History teaches us the achievements of the past. So, it is an inspiration. History also teaches us the faults of the past. So, it provides us with a lens of learning how to take proper decisions, how to make proper policies and how to implement them in the right way. It provides us the lessons of governance, citizenships and how people react to ideas and how mass-opinions are made. These are of supreme importance for present day scenario. Indian history, in particular, provides us with spectacular achievements of ancient India in the various fields like art, architecture, literature and science in the times of the Mauryas, Guptas, the Kushanas, the Cholas and the Pallavas. Ancient Indian statecraft as manifested through the doctrines of Kautilya demands special mention in this regard. The freedom movement against the British teaches us to be valiant, to self-sacrifice for a wider cause and to constitute larger entities. This inspires us to be responsible citizens, to be devoted patriots.

## **LEARNING OUTCOME (HISTORY HONOURS)**

### *PART I*

#### **PAPER I**

##### **History of India up to 650 A.D.**

- The students got interested in the concept of early state. Especially state formation was a fascinating study for them.
- The students were attracted to the concepts of democracy and monarchy in ancient India.
- The transition from democracy to that of empire was instructive for them. It helped them to understand the true meaning and significance of democracy.
- The Gupta empire was highly interesting for them because it defined the concept of India,

#### **PAPER II**

##### **History of India 650-1550**

- The students were interested in the concept of demise of the age of empire
- The students liked the immersive concepts of the early medieval India, its society and culture particularly interested them

- The interrelatedness of various concepts in the context of early medieval India was appreciated by them
- The complexities and dimensions of the early medieval India opened up a vast scope of thought for them.
- The sultanate age was highlighted with their contribution to religious tolerance and cultural elements which was interesting to them

## *PART II*

### PAPER III

#### **History of India 1550 – 1750**

- The concept of the medieval India and contrast between the age of Sultanate and the Mughal age was appreciated by them.
- The contribution of the Mughal empire to the identity of India was regarded as important by them
- The cultural contributions of the Mughals through art, literature and architecture were highly interesting to them
- The concept of secularism as propounded by the Mughals was regarded by them

### PAPER IV

#### **History of India 1750 – 1857**

- The concept of early-modern as applied in the Indian context was interesting to them
- The advent of the European powers with their military, political, administrative and cultural connotations attracted them
- The concepts of hybrid Indian culture having Indian and European elements attracted them
- The elements of discord between the Indians and the Europeans were of importance. This was understood by them as instructive
- The causes of revolt of 1857 as a socio-economic, religious and military phenomenon were enlightening for them

## *PART III*

### PAPER V

#### **History of India 1858-1964**

- The concept of the British India as the initiation of modern India interested them
- The British notions of administration, culture, society were interesting to them
- The British era with its emancipating role for the Indian society was appreciated by them
- The channels and forms of oppression of the British rule were recognized by them We highlighted its relevance in modern India

- The post-independence India and its role in solidarity of the subcontinent and for the external world was appreciated

## PAPER VI

### **Rise of Modern West in 15<sup>th</sup> to 18<sup>th</sup> centuries**

- The concept of early-modern in the European context fascinated them
- The concepts of demise of feudalism and its various aspects and the emergence of capitalism was interesting to them
- The concept of scientific revolution interested them very much Its role in creating modern world was regarded as of prime importance
- The concepts of humanism, renaissance and reformation attracted them very much

## PAPER VII

### **History of Modern Europe 1789-1939**

- The French revolution with its various causes was regarded as very important
- The age of Napoleon as the pioneer of revolution and that of monarchy was stressed upon by them
- The phases of French revolution as manifested in July and February revolutions were regarded as important by the students
- The age of neo-imperialism was deemed as attractive by them
- The emergence of imperial Germany and its role in the first and second world wars were regarded as important by the students

## PAPER VIII

### **Making of Contemporary Europe 1945-to till date**

- The emergence of contemporary world as a post-World War phenomenon was appreciated by them
- The concept of contemporary world as a cauldron of ideas was appreciated by them
- The origins of cold war were regarded as highly important, it is the newest form of tension
- The demise of the Soviet Union and the end of Communism was regarded as the utmost important topic
- The rise of Unipolar world and the emergence of globalization as the dominant paradigm interested them very much.

# *COURSE OUTCOMES OF PHILOSOPHY HONOURS (B.A.)*

## **Part - I**

### **Learning outcomes of Indian Philosophy**

History of Indian Philosophy takes an important role of world philosophy. It is believed that Indian philosophical system, which lies in the vedas, that have been composed around two thousand years before. It has nine different schools, both āstika and nāstika. In this paper students get to acquire knowledge of both āstika and nāstika philosophy.

### **Learning outcomes of Ethics and Philosophy of Religion**

There are many present burning issues that are in the syllabus of ethics. Ethics is the ground where students come to know the practicality of moral values. Applied Ethics is the subject where they deal with real world problems, such as – Whether Suicide is crime or not? In what grounds Euthanasia is permissible? Is we take responsibility of Animal Rights?, Do women have the right to make decision on their Abortion?. In this subject, students aware about moral problems in every sphere of life, and thus they conscious about practical moral problems. They can extricate themselves from this moral dilemma and decide what is the right thing to do. Philosophy of religion discuss many religious views of karma, moska, rebirth, result of karma, existence of God, religious pluralism etc.

## **Part - II**

### **Learning outcomes of Western Philosophy**

History of Western Philosophy discuss about metaphysics and epistemological aspect of different philosopher of the world like – Plato, Aristotle, Descartes, Spinoza, Leibnitz, Locke, Berkeley, Hume, Kant. Students get to learn those western philosophers and their different views.

### **Learning outcomes of Western Logic**

By learning western logic, students get acquainted with reasoning, truth and validity, invalidity, logical rules, quantification theory, symbolic logic, formal proof of validity, mill's method of experiment. With that they learn about existential import, rules of replacement, rules of inference. This logical course helps students to practice the reasoning, which is on the syllabus of NET and SET.

## **Part - III**

### **Learning outcomes of Indian Epistemology and Logic**

We teach Indian epistemology and logic in this paper. Our syllabus based on Tarkasaṃgraha with Dīpikā. It contains naya -vaiseshikas views on jnana, padartha. By studying Indian epistemology and logic, students learn about Indian logical concept, which enhance their thinking skill. it develops logical power in them, so that they can easily communicate from any difficult situations.

### **Learning outcomes of Analytic Philosophy**

Analytic philosophy contains epistemology and metaphysics by John Hospers. Analytic philosophy beautifully describes, what is truth and what is knowledge by its own perspectives. Analytic philosophy clarifies the meaning of statement. This paper helps students to understand the competitive exams questions as many of them are analytical.

### **Learning outcomes of Psychology and Socio – Political Philosophy**

We all have a mental state and a physical state. Psychology means to understand one's mental state. Psychological principles are very useful in our life. Psychology is a discipline, where students will practice the critical thinking, and they will solve many problems related to behaviour and mental process. Many important chapters are in the syllabus, by which Students come to know the internal and the external mental process. Socio -Political Philosophy contains scope, nature of this background. We all lives in socio political environment, so it is necessary to gain knowledge about this. The concept of Marxism, class theory, democracy, secularism, society, family, social change, helps student to build their basic concept of politics and society where they live.

### **Learning outcomes of Problem of Philosophy**

This paper is a part of analytic philosophy by Bertrand Russell. In 1912, his book was published. The main theme of his philosophy is that whether we certain about our sense data, it may happen that there are no external objects. His concern is to build knowledge, he does not believe in metaphysics.

### **Programme Outcome of Philosophy Honours**

- The study of philosophy develops morality, thinking skills, logical power in the Students.
- As we know that, Philosophy is the mother of all subjects. Philosophy include the concept of reasoning, Sanskrit, moral values, political concept, social changes etc.
- Students of philosophy can easily grasped the knowledge of Mathematics, Computer Science.
- Philosophy includes a psychology, that discuss about ones mental state.They came to know different aspect of mental theories.
- The Knowledge of Ethics helps student to gain moral knowledge. So that they always critically think about what is right or wrong.

# ***PROGRAM & COURSE OUTCOMES OF POLITICAL SCIENCE HONOURS (B.A.)***

## **PROGRAM OUTCOMES**

A discipline of social science political science deals with the understanding system of governance and power, analysing political activities political thought, political behaviour ,and getting acquainted with associated constitutions and law. It uses both a humanitarian lens and a scientific perspective to study and analyse events happening around the world.

## **LEARNING OUTCOMES**

### **PART -I PAPERS: 1 POLITICAL THEORY.**

Lessons from political theory gave students to understand about political world and the concepts of our political system including democracy , equality , individuality , and justice . The political theory also makes the students to understand our present political reality .

### **PART -I PAPERS: 2 WESTERN POLITICAL THOUGHT**

It focuses on the major works by key thinkers. This allows students to understand key theories such as justice, the nature of the state ,citizenship and the role of religion and explore across the long term development of western political thought.

### **PART -II PAPERS :3 INDIAN CONSTITUTION AND GOVERNMENT**

Various topics that were taught to the students gave impressive results . Students debates and discussions in contemporary India . The students explore the branch of philosophical thought in India

That addresses questions related to polity , statecraft , justice , law and the legitimacy of forms of governance.

### **PART -II PAPERS :4 COMPARATIVE POLITICS**

Various topics that were taught to students gave encouraging results and helps students to understand the nature and working of political frameworks around the world .Students gain the knowledge many types of political systems worldwide .

### **PART -III PAPERS :5 PUBLIC ADMINISTRATION**

Various topics that were taught to the students gave encouraging results . The public administration field has many attractive features that make students to develop their leadership qualities and create ability to work and manage people.

### PART – III PAPERS :6 MODERN INDIAN POLITICAL THOUGHT

Various topics that were taught to the students gave encouraging results , For example lessons on the constitution of India gave them certain ideas that the constitution embody . The preamble of the constitution sprited them very much and impressive them to become good citizens.

### PART -III PAPERS :7 INTERNATIONAL RELATIONS

Lessons on the International Relation gave students the essence of stately existence , how a state can benefit from other states and how a state can perform global responsibilities .

### PART – III PAPERS : 8 POLITICAL SOCIOLOGY

Studies political sociology students understand the contemporary theories of power ,interest, changes and conflicts and therefore enables students for analysis of deep layers of political life.They gain capacities of explanation of dynamics of social and political processes .

# *PROGRAM & COURSE OUTCOMES OF SOCIOLOGY HONOURS (B.A.)*

## *PROGRAMME OUTCOMES (PO)*

After completion of this programme the students will be able to gain insight into the sociological perspectives that drive motivations and spirit for in-depth understanding. Various Western and Indian thinkers provide the philosophical bases of approaching a social phenomenon in question. The learners will apply research methodology skills for a designing and undertaking social research projects. They will develop and understanding values and ethics in society. They will employ skills in specific areas to sociology such as urban sociology, developmental sociology, and public policy. After completion this programme the learners will use the learning in the appropriate field for keeping the motivation of the subject alive.

## *COURSE OUTCOMES (CO)*

<b>PAPER – I</b>	
<b>Name of the Course</b>	<b>Course Outcomes</b>
<b>INTRODUCTION TO SOCIOLOGY</b>	On completion of the course, the students will be able to understand the world of Sociological reasoning, concepts and fundamental theorization. They will identify the interrelationship between Sociology and other Social Sciences. The students will get the ideas on society, community, institution, association, culture, norms and values, social control, social stratification, social process and social change.
<b>PAPER - II</b>	
<b>SOCIOLOGICAL THEORY</b>	On completion of the course, the students will be able to understand the various perspectives of the discipline of Sociology. The students will know about the contribution of <i>Conthe and Durkheim</i> . This course will help the students to understand the general arguments, contribution of Parsons and critical overview of functionalism. The students will also understand the general arguments and contributions of <i>Dahrendorf and Coser</i> to conflict theory. The students will understand symbolic interactionism theory and exchange theory also.
<b>PAPER - III</b>	
<b>INDIA RURAL SOCIETY, RURAL ECONOMY AND ITS TRANSFORMATION</b>	On completion of the course, the students will be able to know about rural society of India and its significance. They will get the concept about rural urban differences. The learners will know about the structure of rural society, rural power, rural economy, agrarian classes and their relations, agrarian reforms, rural development and rural social change.

<b>PAPER - IV</b>	
<b>URBAN AND INDUSTRIAL SOCIETY IN INDIA</b>	After completion of the course, the learners will understand urban sociology. This course will help students to grasp the ideas of urbanization, urbanism, urban community. They will know about towns, cities, urban social structure, urban problems and policies in India. This course will introduce the students to genesis of industrial society and the concepts associated there in. This course also will help in exploring the variety of perspectives in sociology of industry like industrialism, human relation in industry, industrial labour, industrial policy, labour welfare and low, industrial organization and bureaucracy.
<b>PAPER - V</b>	
<b>INDIA SOCIETY: STRUCTURE AND CHANGE</b>	This course will help the students to know the approaches to sociological study of Indian society and contribution of Indian sociologist. This course will help in the exploitation of various challenges facing society in the realism of religion and provide insights for addressing those challenges. From this course the students will get the ideas on social structural and intuitional changes. This course will also equip the students with the fundamental knowledge of basic concepts in political sociology.
<b>PAPER - VI</b>	
<b>SOCIETY ECONOMY AND POLITY</b>	This course will help in understanding the basic concepts of economy sociology. The course will enable the learners to know the primitive and peasant economic system. This course will give and elaborate description on the ideas of production, processes and sociology of economic transformation. This course will give an idea on political sociology and ideologies.
<b>PAPER - VII</b>	
<b>SOCIAL DEMOGRAPHY AND SOCIAL PROBLEMS IN INDIA</b>	After completion of the course, the students will acquire the knowledge of social demographic process. This course will help the students to understand the basic ideas with references to population studies. The students will be able to understand some major social problems in India like poverty, youth problem, old age problem, illiteracy, displacement.
<b>PAPER - VIII</b>	
<b>SOCIAL RESEARCH METHODS, FIELD WORK AND VIVA-VOCE</b>	This course will help students to understand the process of research, different research designs used, sampling techniques employed and on overview of the field. The researchers will be equipped with the fundamental knowledge of tools and techniques of research (questionnaire, survey, interview, observation, field research). This course will help the students to identify the various statistical methods like central tendency, graphic presentation of data.

# *PROGRAM & COURSE OUTCOMES OF ECONOMIC HONOURS (B.A.)*

## **Part-I**

### **Paper-I**

#### **Microeconomics**

- The students will learn the basic concept of microeconomics. This is the foundation of modern economics.
- Understand how households and business (firms) interact to determine the price and quantity of a commodity produced. They will identify how changes in the factors influencing demand and supply affects price and consumption decisions of consumers.
- They will understand the basic concept of different market structures that operate in an economy.
- The students will understand how an individual behaves to optimize his utility and its measurement.
- The students will understand the links between production, cost and economic models of supply.
- They will be able to determine equilibrium price and output of a firm operating under perfectly competitive market and imperfectly competitive markets.
- The students will learn the concepts of Pareto efficiency, Pareto criterion and Pareto optimality.
- The students will start understanding how imperfect competition, externality and presence of public goods lead to market failure.
- They will learn about the equilibrium conditions under imperfect market conditions, such as, monopoly, monopolistic competition, oligopoly, monopsony and bilateral monopoly markets.
- The students will learn about the Prisoners dilemma, and Nash equilibrium.

### **Paper-II**

#### **Macroeconomics**

- Upon the completion of the course the students will learn about the key macroeconomic indicators like, GDP, national income, inflation, balance of payment and exchange rate. They will also understand how national income is estimated by various methods.
- They will learn about different types of unemployment, their causes and consequences in an economy.

- The students will get an idea of different schools of economics, like, classical, neo-classical and Keynesian schools.
- The students will understand why households, business and government determine the aggregate demand for commodities.
- They will also understand why business and rest of the world determine aggregate supply of commodities.
- They will understand how aggregate demand and aggregate supply interacts.
- They will learn how multiplier mechanism works in an economy.
- The students will learn about the economic thoughts of Classical, neo-classical and Keynesian schools.
- The students will understand the life cycle and permanent income hypothesis, and rational expectations.
- After the completion of the course the students will have an idea of MEC and MEI, Tobin's portfolio choice and Baumol's model.
- The students will learn about credit control measures in the hands of the govt. for controlling money supply in the economy.
- The students will gather knowledge about growth models of Harrod-Domar and Solow.

## **Part –II**

### **Paper-III**

#### **Mathematical Methods in Economics**

- The students will develop analytical reasoning and skill.
- They will be able to solve optimization problems in Economics.
- The students will learn to solve optimization problems and its application in Economics.
- They will learn to solve integration problems and how it is applicability in Economics.
- Mathematical approaches will enable them to check and prove the theories they learnt in Economics classes.

### **Paper-IV**

#### **Group – A. Indian Economic History**

- In Indian Economic History, students will learn the impact of British Rule with special reference to de-industrialization, commercialization of agricultural and economic drain.
- Students will learn different aspects of British Imperial Policy like land policy, railways and irrigation, policy of discriminating protection, foreign capital etc.
- They will learn monetary and currency developments before independence.
- They will also learn commercial and central banking developments in the British period.

#### **Group-B. Current Problems of Indian Economy**

- Students will learn how structural changes happen in Indian Economy through national income statistics, occupational pattern and sectoral distribution of income.
- They will learn different agricultural sector issues like farm size and productivity, Land Reform, Green Revolution, Govt. intervention in food grains, institutionalization of rural credit.
- They will also learn about the evaluation of the current industrial policy and the exit policy, growth and stagnation of the industrial sector in the sixties with special reference to monopoly and concentration in Indian industry and also learn about industrial finance in India.
- Students will further learn different issues regarding labour market and unemployment and employment situations in Indian economy.

## **Part-III**

### **Paper-V**

#### **Statistical Methods for Economics**

- The students will learn to diagrammatically describe a data set to have an idea of the nature of the data.
- The students will learn to estimate measures of central tendency and measures of spread of data.
- The students will learn to find out the degree of association between two variables.
- The students will learn to estimate regression coefficient of a linear regression. This will help them to understand the nature of linear relation between variables and also, they will be able to predict future values where needed.
- The students will learn to estimate index number which will help them to construct price index.
- The students will learn the basics of statistical inferences and various tests, viz, chi square test, t-test, F-test. They will learn to apply these in realistic situations.

### **Paper-VI**

#### **Group-A: International Trade**

- In international theory, students will learn regarding trade theory, theories of Absolute Advantage, Comparative Advantage and Comparative Cost Advantage. Comparative Advantage in the Heckscher-Ohlin Theory, Factor Price Equalisation Theorem, Leontief Paradox in international trade will be taught.

- Students will learn different issues of trade policies like some partial aspects of the trade theory of tariffs and income distribution, the Stolper-Samuelson Theorem, the terms of trade and domestic prices, the optimum tariff etc.
- They will learn about quotas and quantitative restrictions also learn the difference between tariff and quota.
- Students will learn the concepts and components of balance of trade and balance of payments, consequences of disequilibrium in the balance of payments.
- Relative merits, demerits and limitations of devaluation will be taught.
- They will also learn about foreign trade multiplier, Elasticity approach, Absorption approach of international economic policy, functions of IMF, World Bank, GATT and WTO.

### **Group –B Public Finance**

- In Public Finance, students will learn the definition and scope of public finance, distinction between private and public finance.
- They will learn the distinction between pure public good and pure private good.
- They will know the Benefit Theory, Ability to Pay Principle and The Principle of Maximum Social Advantage of principles of taxation.
- They will learn impact and incidence of taxes, characteristics of good tax system, major trends in tax revenue of the central and state govt.in India etc.
- Students will further study the various issues of public expenditure and public debt and financial administration like canons and effects of public expenditure, trends in public expenditure, different sources of public borrowing, effects of public debts, growth of India's public debt, the public budget, functional classification of budget.

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## **Paper-VII**

### **Group-A : Development Economics**

- In Development Economics, students will learn what are the indicators of development, the concept of perpetuation of underdevelopment, The definition of poverty and its classification will be taught .
- They will learn the concept of human development index, per capita income and other indices as development indicators.
- The students will learn what are the differences between growth and development.
- The concept of capital-output ratio and the factors that affect economic growth will be taught.
- Kuznets, Rostows and Marxian stages of development will be taught to students here.
- Sen's Model of surplus labour will be taught. Dual Economy Models like Lewis model of surplus labour and Hariss-Toderro model of Rural-Urban migration will be taught here.
- Nelsons and Leibenstein model of low level income equilibrium trap will be taught to students.
- Development strategy like choice of technique in a labour surplus economy, Two gap model and the role of foreign aid as constraints of development will be taught to students.

- The Theory of Demographic Transition as population problem and growth pattern of population will be taught.
- Vicious circle of poverty, circular causation theory, big push theory, balanced and unbalanced growth theory, critical minimum effort thesis, low income equilibrium trap as partial theories of growth and development will be taught to students here.
- They will further study technical, behavioural and social dualism of development.

### **Group B: Some Issues in Indian Economy and Indian Economic Planning**

- Here Students will learn the objectives of Reserve Bank of India's Monetary Policy and monetary policy in recent years.
- Recent problems of nationalized banks and interaction between money market and capital market will be taught.
- In Indian tax structure, trends, problems reforms, Centre-State financial relations will know.
- Problems and prospects of balance of payments and Exim Policy will study in external sector.
- What are the roles, problems and prospects in public sector will learn here.
- Concepts of liberalisation, privatization and globalization and rationale behind economic reforms will be taught to students.
- Objectives, allocation of resources and targets of five-year plans will be taught and also achievements and failures of five year plans will be taught to students.

## **Paper-VIII**

### **Group-A: Environmental Economics**

- To understand the relation between economics and the environment, the Material Balance Model will be taught to students.
- They will learn environment as an economic and social aspects.
- The definitions and objectives of environmental quality, sustainable development and bio-diversity will be taught.
- Concepts of renewable and exhaustible resources will be taught to students.
- They will learn the relation between resource environmental economics. Concepts of residuals and pollutants, types of pollutants will be taught.
- Students will know what are the sources of pollution and also production possibility curve approach for the choice of environmental quality for the current and future generations will be taught.
- They will learn the characteristics of public goods and environmental quality as public goods.

- Student will study the concepts of negative and positive externalities and environmental damages as negative externalities.
- They will learn what are the relation between public good and externalities.
- To understand the relation between environmental quality and market, the allocative inefficiency of competitive equilibrium, the socially efficient equilibrium and causes of market failure will be taught to students.
- To understand the absence of property rights, the details of Coase theorem, solution for the market failures, bargaining when property right belongs to polluters, bargaining when property right belongs to pollution victims etc. will be taught here.
- Students will study what are the economic solutions to environmental problems through the implementation of a Pigouvian Tax to achieve efficiency. modeling an emission charge for the single firm etc.
- They will learn the concept of different subsidies like environmental subsidies, Pigouvian subsidies and general subsidy and what are the relations among them.
- Students will further learn the various approaches of conventional system of environment like the allocatively efficient level of pollution abatement , the cost-effective solution in a Two-polluter model etc

#### **Group-B: Essay**

- Students will learn here various essay writing techniques smoothly from different papers like development economics, public finance, international trade, microeconomics, macroeconomics, Indian economy etc.

# *PROGRAM & COURSE OUTCOMES OF ARABIC HONOURS (B.A.)*

## **Program Outcome:**

- To impart deep knowledge of Arabic language , literature and culture
- To create a generation who can contribute significantly to the society and nation building
- To create interest among the students for higher study
- To make the students creative and research oriented
- To provide a platform to the students to explore their talents & creativity
- To focus on effective and efficient training of the students to enable them to reach the height of their aspiration in present day job market

## **Course Outcome:**

### **Part - I**

#### **Paper: 1**

- To enable students to learn Basic Arabic grammar
- To teach modern translation from Arabic to English and vice versa
- To give an idea about the history of Arabic literature

#### **Paper: 2**

- To teach selected Arabic prose and make interest among the students to study Arabic prose
- To give an idea about the history of Islam and its relation the arabic literature

### **Part - II**

#### **Paper: 3**

- To give an idea about the history of Arabic literature from 750 AD to 1258
- To teach advanced Arabic grammar

#### **Paper: 4**

- To give the students an idea about the modern Arab world
- Students will be updated on the recent developments in the socio-political fields of the Arab world

### **Part - III**

#### **Paper: 5**

- To teach advanced Arabic grammar
- Students will learn modern Arabic Translation
- To develop comprehension and writing skills

#### **Paper: 6**

- To give the students an idea about the history of modern Arab literature
- To give an idea about the history the development of Arabic language and literature in India
- To give the students the knowledge of theoretic, prosody and philology

#### **Paper: 7**

- To teach selected classical and mediaeval Arabic prose
- Make interest among the students to study Arabic prose

#### **Paper: 8**

- To teach selected classical and mediaeval Arabic poetry
- Make interest among the students to study Arabic poetry

# *PROGRAM & COURSE OUTCOMES OF BENGALI HONOURS (B.A.)*

## *Learning outcomes*

### **History of Bengali Literature**

If we do not know our past, we cannot shape our future. History provides the real base to understand aspects like the social, political, religious, and economic life of our society, and without knowing it, students will roam in a directionless path.

### **History of Bengali Literature in the Modern Age**

It is said that Bengali is a modern language. To understand the journey of the language, students must read its history.

### **Linguistics**

It enhances the way we think about language and its uses. It helps by using the rules of language in its analysis. As language reflects our mind, its study will help the students understand the matter in a better way.

### **English Literature**

Studying comparative literature is essential for a deeper understanding of one's own language and literature. So it will encourage the students to do deeper study. First Year

2<sup>nd</sup> Paper

### **Baishnab Patabali**

By reading the Baishnab Padabali, Bengali as a race has discovered themselves in a mystic way. Not only Bengali but also other races in India got benefited by Baishnab Padabali. So, it is a must-read to know the roots of Bengali as a unique race.

### **Rhythm and art of rhetoric**

Aesthetic sense in literature is reflected in the proper use of rhythm and the art of rhetoric. It will help the students feel the inner beauty of poetry.

## **Mediaeval Literature**

Religious literature plays a greater role in understanding our own religious life in the mediaeval era. That is why 'Gopi Chandrer Gan' is included in the syllabus.

Second Year

3<sup>rd</sup> Paper

### **Novel**

A novel is a mirror of our society. That's why 'Krishnakanter Will' by Bankim Chandra Chattopadhyay, 'Sesher Kabita' by Rabindranath Thakur, and Kabi by Tarasankar Bandhpadhyay are inseparable parts of the syllabus to make the students visualise society through them.

### **Short Story**

Rabindranath Tagore is the father of Bengali short stories. By reading, students can understand their own feelings as well as the feelings of others.

Second Year

4<sup>th</sup> Paper

### **Essay**

Bankim Chandra Chattopadhyay is the first successful essay writer in Bengali literature, and Rabindranath Tagore, Gopal Haldar, Promotha Choudhury, Buddhadeb Basu, Annadashankar Roy are the other successful essay writers who established the Bengali intellectual to root out the problems of our society. So, careful reading of their writing is must to know the existing social issues.

Third Year

5<sup>th</sup> Paper

### **Drama**

Drama develops the power to plan, create, adapt, perform, appreciate, and evaluate a piece of literature. The pioneers in this field in Bengali Literature are Mir Musharraf Hossain, Rabindranath Tagore, Tulsi Lahiri. Apart from that 'One act Drama' – 'Bidyut Parna' (Manmatha Roy), 'Ghum Nei' (Utpal Dutta), and 'Rakshas' by Mahita Chattapadhay have created a great impact in the field of Bengali Drama and Art.

Third Year

6<sup>th</sup> Paper

### **Poetry of Rabindranath Tagore and Short Story**

The poetry of Rabindranath Tagore is relevant in Bengali literature and in world literature as well. It has a clear impact on the short stories of Prabhat Kumar. Short stories of Prabhat Kuramalongh and Tagore have been included in the syllabus to help the students understand themselves and others.

### **Modern Poetry**

It is believed that modern poetry in Bengali literature has been evolved by Madhusudan Dutta and Jatindranath. So, this will definitely help the students catch the flow of literature.

Third Year

7<sup>th</sup> Paper

### **Novel & Short stories**

Like every literature, Bengali literature finds its soul through novels and short stories. Bankimchandra Chattopadhyay, Bibhutibhusan Bandhopadhyay, Abhijit Sen, and Adaitya Malla Barman have all contributed a lot in this field. To understand the subaltern and marginalised, students have to study this part of literature.

Third Year

8<sup>th</sup> Paper

### **Sanskrit, Hindi & Others Indian Literature**

Comparative literature reading is essential for deeper understanding of one's own language and literature. So it will encourage the students to do a deeper study.

### **Essay on Literature and Culture**

Only theoretical knowledge is not enough for the overall development of the students. For greater exposure of their creativity and feelings, the preparation of an essay is an effective tool. Thus, it is included in the syllabus. It will help them develop research skills.

# *PROGRAM & COURSE OUTCOMES OF ENGLISH HONOURS (B.A.)*

## *Program outcomes*

### **About BA English (Honours) Literature:**

BA English Honours is a 3 year undergraduate course that deals with the study of English Literature, language, its history, phonetics through novels, drama, epics, poetry written by great English authors of both past and present. BA English Honours have a major subject in English, thus students experience a more detailed study.

### **Who Should Study BA English Honours? (Eligibility):**

The minimum eligibility for BA English Honours Admission is a 10+2 or intermediate qualification. Also it is necessary for every aspirant to gain at least 50% in 12th boards.

Reserved category candidates have a marks relaxation of 5%. Also, candidates should have English as their compulsory subject in their 10+2 level.

### **Syllabus:**

BA English Honours Syllabus consists of English Honours subjects such as the History of English Literature, Poetry from the Romantic Revival to the Modern Age, Drama, Novel, Essays, and Short Stories written by eminent writers of the English language. Various universities focus on different writers and ages. The CBCS system is strictly followed.

### **Why to choose BA English Honours as a Degree Course**

#### **(Best Career Options):**

There are certain reasons for an individual to pursue BA English Honours. Check out the points below.

**Good Compensation:** One of the best reasons for studying BA English Honours is earning a good salary in the future. Candidates can get jobs in prestigious companies and work in renowned positions, and their average starting salary can range from INR 2 to 10 lakhs per annum. This will increase gradually with working experience. Strengthen your Grammatical Capabilities - One of the best reasons for pursuing BA English Honours is that, it helps to strengthen your grammatical capabilities. Besides learning it for gaining knowledge on English Literature, numerous students pursue it for advancing in the English Language.

**Critical Thinking:** The years of over analyzing, criticizing, and reading fictional incidents and characters will change the way you look at life and problems around you. You can have a better psychological and behavioural understanding of the people around you. The quality most sought after in a journalist or a lawyer.

**History :-** How will you know the history of England on your finger tip`. The social cultural and economic conditions from 14th century till now. From greek mythology modern, pre modern history of America you'll learn how our lifestyle depend on our political situations.

**Feminist thinking :-** The main aspect of this course is that it further facilitates your feminist ideologies. You will do a feminist reading of every text which can further ignite a passion for gender studies in you.

**Sensitization :-** The best feature one will attain during the tenure of the course is sensitization. The value of human emotion, sympathy, empathy, one can feel a great intimacy with nature resulting in a more peaceful way of living.

Intensive reading of all those books filled with sexual innuendos and the funniest literature are just a part of your degree. Most of the self study would be fun and interesting.

**Multiple Opportunities:** Having a BA English Honours degree brings you multiple opportunities and trains you to work in different sectors. Candidates with this degree, can work in sectors like:

**Content Writing:** Content writing course is one of the most trendy and best career options after English Honours. For content writing, the basic requirement is to have a natural flair and proficiency in the English Language. Although English literature is not directly linked to content writing, a literature degree would help you open up your vision, thinking capability, and interpretation power that is beneficial for better-analyzing things.

The more you read and write, the more your proficiency increases which are typically beneficial in content writing. This English Honours course certainly offers you an advantage over other Honours courses to produce content (in English) in your preferred niche – literature, journalistic, educational, or any other trendy niche.

Companies or organizations usually prefer candidates with an English Honours degree over other degree holders for a content writing job as their basic criteria are competence over the English language.

**Blogging:** Blogging is just like content writing but for your website, not for any company or organization. Blogging, unlike a content writing job, also requires good command of English. When you set up your website and start blogging, you tend to publish articles to reach more and more audiences which is barely possible with languages other than English. Now you can ask why literature is important for blogging! Literature educates you with the art of detecting social issues, social incidents, and causes, social changes that may occur quickly or gradually.

Literature of all ages depicts how people and society changed and dealt with changes, which develops a sense of awareness within you. It gives you a concept about different cultures, beliefs, lifestyles, etc. Since blogging is addressed to people, you should know how to represent your article so that the audience likes them.

You can simply choose your preferred niche and start blogging. You must try to add value to your content or develop awareness or deliver information through your content. It is a time-taking process to establish yourself as a successful blogger. But once you are established, there is an opportunity to earn unlimited. It is undoubtedly one of the best career options after English Honours, where bloggers are earning better than ever in this era of digitalization.

**Digital Marketing/ Social Media Marketing:** Digital marketing is a flourishing industry in today's world. Since the world is being digitized day by day, marketing companies and business organizations seek to reach their customers through various digital mediums. Now, as the competition is very high in this field, you have to be creative to produce catchy headlines, fancy and effective product descriptions, and other essentials of your marketing product to attract customers.

Here comes the literary education that would help you write unique and creative pieces to showcase your products. Nowadays, there are many short-term diploma courses available that would act as add-ons to your degree and help to get you a digital marketing job or run your e-commerce agency.

larger knowledge about other cultures and their way of living. It is very important in journalism and mass communication to have an unbiased and detailed sense of various cultures and people in general.

Journalism and mass communication can be great career options after English Honours. English Honours students are taught to write Journalistic pieces, press releases, etc., which are typically helpful for these career options.

The scope is vast in these industries. A certified course in Journalism and Mass Communication would increase your chance even more in the fields like journalism, television, radio jockey, video jockey, scriptwriting, film making, direction, public relations, etc.

**Public Relations:** PR is one of the best career options after English Honours. Public relations executives are supposed to research and uplift the company's reputation and maintain communication with the public on behalf of the company. PR and corporate communications are challenging the most profitable jobs today.

Every corporate company and business organization seeks suitable candidates who would be efficient enough to take ownership of their brand, interact effectively with internal and external stakeholders, and maintain good communication with the public. So generally, companies hire candidates with English Honours backgrounds who understand people, communicate with them (English is preferred), organize press releases, plan campaigns, write press articles, etc.

Since a PR professional has to communicate and present facts to a wide range of people of different languages, companies prefer to select English graduates for the PR job role. A PR Manager must be creative and hard-working to implement new ideas to promote the organization's branding.

PR jobs are so in demand these days. You can opt for a specialization course or post-graduation course in Journalism and Mass Comm. to get into this job. PR managers include account coordinator, director, vice president, PR coordinator, client relationship manager, government PR Manager, etc.

**Translator/ Interpreter:** The job role of a translator is to convert or translate written words from one language to another. On the other hand, an interpreter translates words verbally or through sign language. For an English translator and interpreter, the basic requirement is to have in-depth knowledge of English and one or more other languages. Various editing companies or content writing companies hire a translator to translate books or contents from one language to English or vice-versa.

Interpreters are typically seen to assist VIP persons, especially ministers visiting from one country to another, converting the foreign language to the native one. Travel guides are also hired as interpreters. For both jobs, the English language is a must-know to get hired. There are few government sectors as well that recruit English translators and interpreters.

These are the top 8 best-suited career options after English Honours. However, there are many other jobs you can opt for. It is your choice whether to go for traditional, secure jobs or do something out of the track. It is your ambition, along with your thirst for establishing yourself, that leads you to achieve your goal and be successful.

**Besides Others Employment Areas are:**

Broadcasting Corporations

Business Process Outsourcing Units

Film Editing and Direction

Film and Video Production Houses

Graphics and Printing Industry

Libraries

Language Departments

Local and International Call Centres

Media & Entertainment Industry

Theatres

UPSC

Copy Editor

English Content Writer

English Language Trainer

Subject Matter Expert

Spoken English Trainer

Translator

Teacher & Lecturer

**Advanced Courses in B.A (Hons.) English Literature:**

M.A. (English Literature)

M.Phil. (English Literature)

Ph.D. (English Literature)

These are some viable options to choose from, and the English Honours student can opt for any of these courses besides undertaking research.

**Learning Outcomes**

The syllabus of English Honours (UG) comprises the total eight papers in addition with one special paper. This syllabus deals with history of English literature, language and cultural background of the England and other sub-continent across the world. The enlisted literary topics are very significant for the Honours students for upgrading their knowledge, skill and abilities. The students will able to gather the knowledge of culture, literature, language of England along with the literature, culture of other sub-continent.

**For Part I** the students will come to the notion of Old and Middle English period and its literature along with the Renaissance and Reformation. The first paper consists of cultural and literary context of Old and Middle English period that also includes some literary terminology which are needful for the beginners

of English literature. And the second paper is consisted of the notion of Renaissance and Reformation. These papers also describe some historical incidents, phonetics, literary works that will enrich the students' experience and knowledge about literature. The specialization of this paper will enrich the students of-

- **Knowledge-** the students have acquired the knowledge about the first ruler of England i.e. Anglo-Saxons tribes who came from German and how they produce their intelligence, creativity and other activities to grow the society of England. The students also got the knowledge about the political and cultural scenario of that time and the significant literary works by the tribal creation.
- **Skill-** Through the reading of the Old and Middle English period the students got the skill about the use of language and literary creativity by which they can able to write some literary works. And they are completely skillful about the notion of Renaissance and Reformation.
- **Ability-** The students are able to create their own concept of literature and language through the cultural background of that time. They are also able to read the English text without any paraphrase and other supporting documents. They are now able to understand the definition of Renaissance and Reformation. How the Renaissance came and what are the elements had been reformed by the people of England. Who were the writers of Renaissance and Reformation and how their literary works grow interest among the people.

**Part II** deals with the two papers such as The Commonwealth, Restoration and Eighteenth Century literature and The Romantic Period. After reading the enlisted topics the students have gather their knowledge about the century, its dynamic characteristics and its responsible writers and how the concept Romanticism had been enlarged among the common people.

- **Knowledge-** The students here got the sufficient knowledge about the term commonwealth and its nature. They also got the religious conflict between Protestant and Catholic believers through the term Restoration of monarchy system instead of democracy. They are able to elaborate the term comedy of manner and the romanticism through the study of Wordsworth, Coleridge and Keats and Shelley.
- **Skill-** The students here got the skill to write the poetry, short story, elegy through the study of romantic period as it deals with the free imagination of the individual mind.
- **Ability-** The students here able to understand the chronological pattern of historical movement through the terms Restoration, Commonwealth, Romanticism.
- **Part III** elaborates the theoretical background the literary development across the world by reading the Victorian period, Modern Period, World literature. It deals with the four papers

including special paper for growing interest about American literature, Indian English Literature etc.

- **Knowledge-** The students have enriched about the politics of English people and their colonization through the historical movement of British and India. The Victorian literature provides the knowledge about the reign of Queen Victoria who also ruled in India 1876. The student gathered knowledge about the concept of modernism and its technological advancements. The students also got the knowledge of theoretical part by which they are able to monetize their literature.
- **Skill-** The enlisted papers have enriched the students about the skill of theory like structuralism, colonialism, Marxism etc to understand the social and political hierarchy. They got the skill of the new pattern of literary genres and absurd creation.
- **Ability-** Through the study of these period and literature the students gained the ability to consider the English literature as a reflection of ancient literary production. They are also able to understand the ups and down of historical incidents along with the literary sub-genres.

***PROGRAM & COURSE OUTCOMES***  
***OF***  
***SANSKRIT HONOURS (B.A.)***  
***Program outcomes***

Sanskrit learning is essential to understand our culture and human religion. It is the ideal instrument to access of knowledge, prosperity and happiness. Develop a strong idea about ancient Indian culture, philosophy, history and literature. Create knowledge about more branches of learning perspectives of Sanskrit language.

Add to communication skills like Speaking, Writing and Reading. Understanding of Veda, Upanishad and kavya etc. Gain Knowledge of Grammar, Philosophy, linguistics and Nitishastra. After graduation students can go for higher study like M.A, B.Ed, L.L.B, and also apply for Graduate level service, Pandit post in Army, in the field of WPSC and UPSE jobs. The students can help the scientists in research work on manuscripts or science in veda.

**Course Learning Outcomes:**

**B.A Sanskrit( Hons) Part-1**

**Paper-1-** Kiratarjuniyam-(canto-1)- This text helps the students to gain knowledge about a good administrator, Politician, and Ambassador . Power of women in Indian politics. They can know how to behave and co-operate with friends, relatives and colleagues. They will be able to write sentence with Arthagourab.

Raghuvamsam –Canto -1- It helps the students to know about the qualities of Dilip as a noble king of solar dynasty . They also know the use of Upama Alankar and Anustup Metre in their sloka .

Bhattikavya- By reading this kavya students can know about the writing style of Bhatti. It is full of simple use of grammar in this kavya. They also know about the relation between Guru and shishya in Ramayana age. and how to save motherland from danger.

Chandomanjari- students obtain the ability to write sentence technically with metres. They also find out metres from unknown slokas.

**Paper-2** History of classical Sanskrit literature -

To help the students know the basic Sanskrit Literature viz: The Rāmāyaṇa, The Mahābhārata and Purāṇs.

to help the students know about the Classical Literature (Epic, Drama, Poetry, prose.)

To help the students know the Characters of the Mahākāvya like Rāmāyaṇa, Mahābhārata.

Students would be able to live the desirable ideals in modern age through the student of Rāmāyaṇa.

Students would be able to acknowledge the literary riches of their all-time great Classical Sanskrit Mahākāvya, Sanskrit Dramas.

Identify and describe distinct characteristic of literary text.

General Sanskrit Grammar and its application -: This course is necessary for the students to know the rules of sandhi pratyay and stripratyaya. It helps the students to write shortly the words and use of genders. It also guides the students to translate from English or Mother tongue (Bengli) to Sanskrit.

## **Part-2**

### **Paper-3**

Abhijnanasakuntalam-It is a famous drama in the world. By studying this play students come to know about our culture, conservation system of environment, relation between human and environment. How to deal with friends, wife, guests and servants in life etc. They can use upama, utpreksha and other Alankaras with metres in dramas.

Swapnavasabadattam- This play gives idea about the activities of a clever minister and how can he save his kingdom. The students can know that minister is a real or virtual administrator. He is a superb example of unfailing service to the cause of the king and is dignified the idea of duty and instinted love for the king. From this text students will be able to know the writing style of Bhasa is different from other dramatists.

Sahityadarpana (Chapt. VI)- This part of the course gives knowledge of Dramaturgy. The aim of this chapter is to show the beauty (kavyasoundarya) of drama (Rupaka). It brings in classical appearance of development of Indian drama among the students. Students can point out the elements of drama from unknown drama and theatre.

Unseen Translation – It helps the students to translate in mother tongue or English. From Sanskrit. They will be able to translate Sanskrit manuscripts in own language.

### **Paper-4**

Arthashastra – (Vidyasamuddesa)

History of these sastras help students to gain knowledge about our Indian culture and Tradition. They can know how to deal with others.

Manusamhita Chapter VII (Rajadharma Adhyay) gives idea the students to know the duties of a king or a ruler for proper management policy of his kingdom, punishment policy, tax collection policy, war policy etc. It helps them to obey the rules of Govt.

Yajnyavalkyasamhita – (Vyavaharadhyaya) By reading vyavaharadhyaya students can know about Indian judicial procedure. They can gain knowledge about the law of debt (Runadana) the importance of witness in a legal suit. How can a false witness be detected? What are the punishments prescribed for him. It gives idea about wealth of women. What are the legal sanctions for inheritance of the Stridhana/Students can obtain idea about law of inheritance and procedure of

division of property among the descendants before and after the death of the father .and boundary dispute etc.

### **Part-3**

#### **Paper-5**

Vedic selection : This paper gives knowledge on various vedic suktas and mantras. They will use the mantras in their daily life for peace of mind. By the chanting of mantras their memory power will be developed.

The students can take the knowledge about vedic grammar , age and time of veda, vedic culture and sciences in veda. They can know about social and philosophical importance of veda

Isopanisad proclaims the divinity of man and nature. It provides the fundamental theme of vedantic thought. It advices students to earn wealth through rightpath, to live long with sukarma. To earn both knowledge of Vidya (Jnana) and Avidya (Karma) for peaceful life.Students can know the use of some vedic terms and grammar from this text .

History of vedic Literature- Vedic literature wants to introduce various of vedic texts,like samhita,Brahmana,Aranyaka and upanisad.It helps the students to know about philosophical ,moral and social principals including the course of Indian traditions of vedic age.

#### **Paper-6**

Siddhantakaumudi (Karakā)- Karaka (case ending) gives knowledge on the rules of sentence structure. Students will able to write Sanskrit sentence,paragraph and essay scientifically .

Samasa (compound) helps the students to write Sanskrit sentence shortly. The objective of This chapter is to get the students to know the rules of samasa and the beautiful meaning of compound words . They will able to translate sentence and write short form of many words.

Linguistics: - This part of the course will introduce the modern system in the area of land and prepare the students for higher levels. The y will learn the techniques of linguistic.They can also know the element of the science of language and phonetic laws etc.

#### **Paper-7**

Sahityadarpana –(Chapt. X) Alankara

Having read this chapter students will able to write sloka or kavya with Alankara. They can solve and answer different kind of un known problems in kavya.They also obtain knowledge about Sanskrit language and literature. It helps the students to be Sahridaya .

Kadambari –( Kathamukha) By reading this book students would know the use of compound and complex sentences in their writing .They can gain knowledge about the prose writer Banavatta.and the features of Kathakavya.

Rājavāhnacharitam :-Display a working knowledge of the prose as a literature genre.

Students would know the variety of prose-writing in Sanskrit.

Identify and describe distinct literary characteristics of the Prose.

They will be able to analyse compound formation and improve their knowledge and conversation skill.

Specially reading of Sanskrit Prose Rājavāhnacharitam they can get knowledge about the eminent poet Daṁḍī.

### **Paper-8**

Tarkasangraha :-To help the student know the knowledge of ontology and metaphysics in Indian Philosophy.

The relevance of the emergence of debate for philosophical activity in India.

Reading by Tarka- Sangraha students would know the ancient Indian System of Logic and reasoning.

Main system of Indian Philosophy:- An attempt to extract some intercultural aspect the history of Indian Philosophy.

Understanding of the fundamental principals in Philosophy and methods in logical tradition and capability of developing ideas based on them.

The “Saptapadarthi” Text presents the ontology, logic and epistemology of the

“Naya-Vaishika” system which helps the students for concrete knowledge about Indian Philosophy.

Students would know about the author “Shivaditya”.