



## **SAMS COLLEGE**

# **PROGRAM & COURSE OUTCOMES FOR 2021-2022 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 Q- GIS software.

## ***COURSE OUTCOMES***

<b>Semester</b>	<b>Course Name</b>	<b>Course Outcomes</b>
<b>Sem-I</b>	<b>DC1: Geotectonics and Geomorphology</b>	<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>
<b>Sem-I</b>	<b>DC2: Cartographic Techniques</b>	<ul style="list-style-type: none"> <li>• To acquire a foundational comprehension of cartography and its practical utilization in mapping, as well as an understanding of map scale.</li> <li>• To enhance understanding of the students on the process of representing real-world locations on a two-dimensional surface through the study of earth models, coordinate systems, and map projections.</li> </ul>

		<ul style="list-style-type: none"> <li>Students will develop a more profound knowledge of different techniques for representing data and their respective applications in various fields.</li> </ul>
<b>Sem-II</b>	<b>DC3: Population Geography</b>	<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>
	<b>DC:3 Settlement Geography</b>	<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>
<b>Sem-II</b>	<b>DC4: Cartograms and Thematic Mapping</b>	<ul style="list-style-type: none"> <li>Demonstrate a proficient understanding of mathematical concepts, including rounding, scientific notation, logarithms, anti-logarithms, and proficiency in working with natural and log scales.</li> <li>Acquire a comprehensive understanding of the various methods for representing geographical data.</li> <li>Develop the skills required for the preparation and interpretation of large scale thematic maps</li> <li>Apply Geographic Information Systems (GIS) techniques to create thematic maps.</li> </ul>
<b>Sem-III</b>	<b>DC 5: Climatology</b>	<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> </ul>

		<ul style="list-style-type: none"> <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>
<b>Sem-III</b>	<b>DC 6: Statistical Method in Geography</b>	<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>
<b>Sem-III</b>	<b>DC-7: Geography of India</b>	<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>
		<ul style="list-style-type: none"> <li>• Recognise and identify regions as a component of geographical research.</li> </ul>

SEM-IV	<b>DC-8: Regional Planning</b>	<ul style="list-style-type: none"> <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>
SEM-IV	<b>DC-9: Economic Geography</b>	<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>
SEM-IV	<b>DC-10: Environmental Geography</b>	<ul style="list-style-type: none"> <li>• Explain the geographers' unique perspective on environmental issues, emphasizing the concepts of a holistic environment and a systems approach.</li> <li>• Analyze the evolution of human perception of the environment throughout different stages of civilization.</li> <li>• Define and describe the concept, structure, and functions of ecosystems, including their interrelationships and interdependence.</li> <li>• Analyze the causes, consequences, and spatial patterns of environmental pollution and degradation (land, water, and air).</li> </ul>

		<ul style="list-style-type: none"> <li>• Evaluate the space-time hierarchy of environmental problems, understanding how local issues can have regional and global ramifications.</li> <li>• Identify and critically assess the unique environmental challenges faced by urban areas, with a particular focus on waste management strategies.</li> <li>• Examine environmental programs and policies implemented at the global, national, and local levels, evaluating their effectiveness in addressing environmental challenges.</li> </ul>
<b>Sem-V</b>	<b>DC-11: Soil &amp; Bio Geography</b>	<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>
<b>Sem-V</b>	<b>DC 12: Hydrology and Oceanography</b>	<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>
<b>Sem-V</b>	<b>DSE1: Remote Sensing and GIS</b>	<ul style="list-style-type: none"> <li>• Grasp the core concepts, stages, and methods of remote sensing.</li> <li>• Identify common RS satellites and sensors, analyzing their impact on applications.</li> <li>• Apply image referencing and data acquisition techniques for effective analysis.</li> <li>• Create and interpret false-color composites from satellite data (e.g., IRS LISS-III, Landsat TM/OLI).</li> </ul>

		<ul style="list-style-type: none"> <li>• Master image interpretation principles to extract land use/land cover features for geographical studies.</li> <li>• Understand the fundamental concepts, components, and benefits of GIS technology.</li> <li>• Differentiate between raster and vector data models within a GIS system.</li> <li>• Develop and manipulate attribute tables, perform overlay analysis, and leverage spatial data to solve various problems.</li> <li>• Understand the principles behind GNSS positioning systems and their use in collecting waypoints for geographical data gathering.</li> </ul>
<b>Sem-V</b>	<b>DSE2: Fluvial Geomorphology</b>	<ul style="list-style-type: none"> <li>• Explore the scope and components of Fluvial Geomorphology, unraveling rivers as dynamic hydrological systems.</li> <li>• Examine models for channel initiation and network development, tracing the birth and evolution of river systems.</li> <li>• Master flow measurement techniques like the area velocity approach, and distinguish between laminar and turbulent flow regimes to assess river behavior.</li> <li>• Analyze how fluvial processes sculpt diverse landforms, and explore the impact of tectonic activity on river modification and interruptions.</li> <li>• Grasp how rivers adjust to altered states, revealing their dynamic nature.</li> <li>• Employ morphometric analysis to quantify drainage basins.</li> <li>• Critically evaluate the consequences of human interventions on fluvial systems, fostering responsible interaction with these vital resources.</li> <li>• Explore processes and strategies for managing river bank erosion and river degradation, ensuring sustainable land use practices.</li> <li>• Delve into the principles and significance of integrated watershed management for long-term river health.</li> <li>•</li> </ul>
<b>Sem-V</b>	<b>DSE 2: Social and cultural geography</b>	<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> </ul>

		<ul style="list-style-type: none"> <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>
<b>Sem-V</b>	<b>SEC1: Geography of Tourism</b>	<ul style="list-style-type: none"> <li>• Grasp the concept, scope, and nature of Geography of Tourism, along with various tourism types and their relationship to recreation and leisure.</li> <li>• Analyze the impact of geographical parameters on tourism development, utilizing Robinson's framework.</li> <li>• Explore the historical, natural, socio-cultural, and economic factors influencing tourism development and shaping spatial patterns of tourist destinations.</li> <li>• Evaluate the physical, economic, and social impacts of tourism on destinations.</li> <li>• Examine current trends in environmental laws related to tourism, spatial patterns, and recent changes.</li> <li>• Delve into sustainable tourism practices and their growing importance.</li> <li>• Discuss recent trends in international, regional, and domestic tourism within India.</li> <li>• Explore the rise of MICE (Meetings, Incentives, Conventions, and Exhibitions) tourism and the role of foreign capital in a globalized tourism industry.</li> <li>• Analyze tourism infrastructure development and regional variations in tourist attractions across India.</li> <li>• Explore the National Tourism Policy and its impact on shaping tourism destinations.</li> </ul>
<b>Sem-VI</b>	<b>DC13: Disaster Management</b>	<ul style="list-style-type: none"> <li>• Decipher the various classifications of hazards and disasters, along with effective approaches to studying potential threats.</li> <li>• Analyze risk perception and vulnerability assessments, delving into different hazard paradigms to understand potential impacts.</li> <li>• Explore strategies for preparedness, trauma management, and post-disaster recovery to build community resilience.</li> <li>• Examine concepts of resilience and capacity building, fostering a proactive approach to disaster management.</li> <li>• Dive deep into the factors contributing to hydrologic disasters (floods and droughts), their consequences, and effective management strategies.</li> <li>• Analyze the factors, vulnerabilities, consequences, and management techniques for geologic disasters (earthquakes and landslides).</li> </ul>



		<ul style="list-style-type: none"> <li>• Explore the factors influencing atmospheric disasters (cyclones), their devastating consequences, and the importance of proactive management.</li> </ul>
<b>Sem-VI</b>	<b>DC14: Evolution of Geographical Thought</b>	<ul style="list-style-type: none"> <li>• Establishing relationships between geography and other disciplines, as well as between humans and the environment.</li> <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>
<b>Sem-VI</b>	<b>DSE3: Human Geography</b>	<ul style="list-style-type: none"> <li>• Grasp the nature, scope, and evolving approaches to Human Geography, staying abreast of recent trends.</li> <li>• Unpack the key elements that constitute this fascinating field of study.</li> <li>• Explore the captivating story of human evolution, examining the concepts of race and ethnicity within a broader context.</li> <li>• Analyze the interplay between space, society, and cultural regions, with a focus on language and religion as defining factors.</li> <li>• Trace the evolution of human societies, from hunting and gathering communities to pastoral nomadism, subsistence farming, and the rise of industrial and urban societies.</li> <li>• Examine how diverse human populations adapt to their environments, studying real-world examples like Eskimos, Maasai, Jarawa, Gaddi, and Santhals.</li> <li>• Explore Ackerman's Population-Resource Regions framework to understand the complex relationship between human populations and resource distribution.</li> <li>• Critically analyze the intricate connection between human population growth and the environment, with a focus on development-environment conflicts and finding sustainable solutions.</li> </ul>

<p><b>Sem-VI</b></p>	<p><b>DP4: Field Report</b></p>	<ul style="list-style-type: none"> <li>• Identify relevant geographic issues within the fields of physical and human geography.</li> <li>• Develop a focused research question within a designated geographical unit (C.D. Block, P.S., Mouza, G.P., Municipality, Sub-division, Drainage Basin).</li> <li>• Participate actively in all stages of fieldwork, adhering to ethical data collection practices.</li> <li>• Design and utilize appropriate methods for gathering primary data, such as observation, interviews, and surveys using self-prepared questionnaires.</li> <li>• Organize and analyze the primary data collected during fieldwork, drawing meaningful conclusions.</li> <li>• Integrate relevant secondary data sources to enrich your analysis and provide context.</li> <li>• Craft a well-structured and concise field report, adhering to the specified format guidelines.</li> <li>• Visually represent data using hand-drawn maps and diagrams created with appropriate software.</li> <li>• Include photographs (maximum 4 pages) to enhance understanding and provide visual evidence to support your findings.</li> <li>• Develop clear and concise written communication skills, demonstrating proper citation practices and avoiding plagiarism.</li> <li>• Develop self-reliance and initiative in conducting research within the designated timeframe.</li> <li>• Apply critical thinking skills to address challenges encountered during fieldwork and data analysis.</li> </ul>
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**SAMSI COLLEGE**  
DEPARTMENT OF SOCIOLOGY  
UG CBCS SYLLABUS SOCIOLOGY (HONOURS)

**COURSE OUTCOMES (CO)**

SEMESTER – I		
Course	Name of the Paper	Course Outcomes
DC 1	INTRODUCTION TO SOCIOLOGY	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.
DC 2	FOUNDATIONS OF SOCIAL THOUGHT (WESTERN AND INDIAN)	This course will help the students to understand the various perspectives of the discipline of sociology. The students will know about the contribution of <i>Comte and Durkheim</i> . This course will help the students to understand the origin and development of sociology as an academic discipline and contributions of western sociologist like <i>Martineu, Spencer, Marx, Weber, Pareto, Simmel</i> . After reading this course the students will know the approaches to sociological study of Indian Society and contributions of Indian Sociologists like <i>Ghurge, Desai, Binoy kumar Sarkar, D.P. Mukherjee, Radha Kamal Mukherjee, M.N. Srinivas, S.C. Dube, Iravati Kave</i> .
SEMESTER – II		
DC 3	SOCIOLOGICAL THEORY	This course will help the learners to know about sociological theory and the role of theory in research. It will also introduce them to the ideas of functionalism and the contributions of <i>Malinowski, Radcliffe Brown, T. Parsons</i> . This course will help the students to learn basic arguments of the conflict school of thought and the contribution of <i>Marx, Dahrendorf, Cose</i> . The students will know basic arguments of the Exchange theories and the contributions of <i>Homans &amp; Blau</i> to the same. This course will help the students to learn basic arguments and contributions of <i>Mead, Cooley &amp; Blumer</i> to

		the same. The students will learn the general arguments of Phenomenology and Ethnomethodology.
<b>DC 4</b>	<b>SOCIAL RESEARCH METHODS</b>	This course will help the students to understand basic concept of social research. Learns will be equipped with the scientific study of social phenomenon. Learns will be introduced to the basic concept of research methodology.
<b>SEMESTER – III</b>		
<b>DC 5</b>	<b>SOCIETY IN INDIA</b>	On completion of the course, the students will be able to evaluate the relevance of different sociological perspectives in understanding of contemporary Indian society. The students will be able to examine the transformations in social institutions like caste, religion, class, village, community, family, tribe from pre-colonial to post-colonial India. This course will enable the students to explore the basic elements that make up the Indian society and India as a nation.
<b>DC 6</b>	<b>PROTEST, RESISTANCE AND MOVEMENTS</b>	This course will help the students to understand several approaches to the study of social movements. This course will enable the students to learn the ideas, concepts of collective behavior, pressure groups, protest, resistance, collective interest and types of social movements. This course will help the students in analyzing the old and new social movements in colonial and post-colonial India. They will also know about everyday forms of protest.
<b>DC 7</b>	<b>RURAL SOCIETY IN INDIA</b>	This course will enable the students to know about rural society in India and its significance. After reading the course they will get the concept about rural-urban differences. This course will help the students to know about structure of rural society, rural power and rural economy from pre-colonial to colonial society. They will also know the changes in rural society in post-independent India, various rural development programs and recent transformations in rural India.
<b>SEMESTER – IV</b>		
<b>DC 8</b>	<b>URBAN SOCIETY IN INDIA</b>	This course will aid understanding about urban sociology. This course will help students to grasp the ideas of urbanization, urbanism, and urban community. After reading this course they will know about locations, features and functions of early towns, nature of urban society in India and urban problems and policies in India.

<b>DC 9</b>	<b>CRIME AND SOCIETY</b>	On completion of the course, the students will be able to understand the conceptions and types of crime. They will give the explanation of crime and criminals. They will also know about the theory of punishment, prison and correction.
<b>DC 10</b>	<b>INDUSTRIAL SOCIOLOGY</b>	This course will introduce the students to the genesis of industrial sociology and the concepts associated therein. This course will help in exploring the variety of approaches of post- industrial sociology and changes in productive systems. This course will aid in understanding the relationship between industry and society with reference in India. Through this course the students will know about industrial policies in India.
<b>SEMESTER – V</b>		
<b>DC 11</b>	<b>POPULATION AND SOCIETY</b>	This course will help the students to understand the basic concepts with reference to population studies. This course will enable the learners to get knowledge of population theories and demography processes. This course will help to know the structures, features and dynamics of population. This course will help to know about population playing and control.
<b>DC 12</b>	<b>SOCIOLOGY OF TRIBAL SOCIETY</b>	This course will help to understand the basic concepts of tribe and caste. After completion this course the students will know the classification of tribal people. This course will aid in the understanding the concept of social mobility and its change. They will know the tribal movements in colonial and post-independence period.
<b>DSE 1A</b>	<b>GENDER AND SOCIETY</b>	This course will help the students to understand the basic concepts related to sociology of gender. This course will help the students to learn about the reformist movement and position of women in India. This course will enable learners to explore the social construction gender. It will help students to identify issues affecting the quality of life and of women.
<b>DSE 1B</b>	<b>INDIAN SOCIETY: IMAGES AND REALITIES</b>	After completion of this course the students will get the ideas of Indian society like civilization, colony, nation, and society. The students will know about institutions and processes like village, town and region, caste, religion and ethnicity, family and gender, political economy.
<b>DSE 2A</b>	<b>SCIENCE, TECNOLOGY AND SOCIETY</b>	After reading this course the students will understand the emergence of modern science in the west. They will know Indian encounters with modern science. This course will help

		the students to know the science in post-independent India like Nehruian vision of science, Anti-science studies in India. They will also get the concept of LPG on Indian science and its impact on Indian Science and Technology.
<b>DSE 2B</b>	<b>RETHINKING DEVELOPMENT</b>	After completion of this course the students will know about unpacking development like underdevelopment, knowledge and power, development and globalization. The students will understand developmental theory including modernization, underdevelopment and environmental crisis. This course will enable the learners to explore the developmental regimes in India and issues in developmental praxis.
<b>SEC 1</b>	<b>SURVEY METHOD IN SOCIAL RESEARCH</b>	This course will aid in better understanding of survey method in social research. It will help the students to understand conceptualization, measurement, sampling, univariate and bivariate analysis, multivariate analysis in survey research.
<b>SEMESTER – VI</b>		
<b>DC 13</b>	<b>STATISTICS FOR SOCIOLOGY</b>	This course will help the students to identify the various statistical methods like central tendency, range, variance, standard deviation. After completion of this course the students will know the use of statistics in social research and quantitative methods.
<b>DC 14</b>	<b>SOCIOLOGY OF ENVIRONMENT</b>	This course will help to explore the various concept and perspectives needed to understand the environmental sociology. This course will help the students to understand the theoretical foundation and approaches of environmental sociology. After reading this course the students will know about environmental movements and protection act.
<b>DSE 3A</b>	<b>SOCIOLOGY OF HEALTH AND MEDICINE</b>	The students will be introduced to the sociology of health and medicine in this course. After completion of this course the students will know about disease, sickness, illness. This will help the students to understand theoretical orientations in health. The learners know about medical practices and health policies in India.
<b>DSE 3B</b>	<b>FAMILY AND INTIMACY</b>	After completion of this course the students will understand family and intimacy. They will critique and transformation of family and intimacy.
<b>DSE 4/ DP4</b>	<b>DISSERTATION</b>	This course will help to explore the various perspectives needed to understand the social reality. By using sociological perspectives, methodologies and how to address social issues or problems and to redress them.

<b>SEC 2</b>	<b>SOCIAL WELFAIR, LEGISLATION AND JUSTICE</b>	After completion of this course the students will be able to understand the meaning and nature of social welfare. They will know about social legislation and social welfare legacy.
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# **SAMSI COLLEGE**

## **DEPARTMENT OF SOCIOLOGY**

### **UG CBCS SYLLABUS SOCIOLOGY (HONOURS)**

#### **PROGRAMME OUTCOME**

<b>PROGRAMME</b>	<b>PROGRAMME OUTCOME</b>
<b>PO1- UNDERSTAND SOCIETY:</b>	Sociology as a discipline introduces us with basic concepts and perspectives required to understand and analyse human societies. The relationship between individual and society is a complex subject and sociology tries to engage with it through multiple perspectives. The programme finds to achieve a comprehensive understanding among the learners about social structures, social institutions and social processes by acquainting them with various sociological concept and theories.
<b>PO2- CRITICAL THINKING:</b>	Sociology as a discipline begins from common sense but parts ways with it to reveal underlying patterns of social organization in human societies. The discipline achieves this by empowering its students with critical thinking which questions everyday common-sense assumptions about the society we live in. One of the first teachings of this discipline is this critical insight- the programme trains the students to achieve critical thinking and to question commonly held assumptions about societies they live in and enables them to look beyond that which is apparent. This is achieved by a rigorous training in critical thinking and questioning of popularly held assumptions. Students apply such thinking in their research projects which they submit in their final year. Some of the research projects conceived by students as a part of the programme over the years include- understanding the latent and manifest role of religion in pandemic, a study on ageing and its socio-cultural connotations, the subject of conspicuous consumption in online shopping and the internet as a site for presentation of selves.
<b>PO3- EMPATHY AND ACCEPTANCE OF DIFFERENCES:</b>	Sociology empowers students to relate and empathies with diverse points of views on a subject. In a largely multi-cultural world one of the core values is that of empathy. The programme achieves this by offering courses on religion, gender, sexuality and social movements. The discussion on movements and issues of fluid identities sensitize learners to multitude of belief systems and empowers them to empathies and accept differences intellectually.



	This makes them more tolerant, empathetic and better equipped to work in diverse cultural environments.
<b>PO4-COMMUNICATION:</b>	Sociology programme enables effective written, spoken and non-verbal communication through regular term papers, assignments, class presentations and strong observation skills which help to understand culturally laden gestures, signs and symbols. Students are encouraged to develop communication skills and are taught how to write original research papers with proper referencing. Their verbal skills are honed by encouraging them to articulate their views on complex contemporary issues during invited lectures, webinars and presentations.

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### **DEPARTMENT OF SOCIOLOGY**

#### **UG CBCS SYLLABUS SOCIOLOGY (HONOURS)**

#### **PROGRAMME SPECIFIC OUTCOMES**

<b>PROGRAMME</b>	<b>PROGRAMME SPECIFIC OUTCOMES</b>
<b>PSO1 –</b>	Understanding the nature of human society and its trajectory of change and evolution.
<b>PSO2 –</b>	Understanding sociological perspectives and basic tenets of Indian and western sociologists.
<b>PSO3 –</b>	Building overall consciousness regarding diverse Indian social thoughts and understand contemporary forms of resistance, mobilization and changes in Indian society.
<b>PSO4 –</b>	Critical evaluation of social, economic, religious and political practices and institutions for a proper understanding of society in India as well as globally.
<b>PSO5 –</b>	Learning about gender and sexual diversities.
<b>PSO6 –</b>	Introductory training in techniques of social research- learning to write research proposal, getting acquainted with research methodology, conducting fieldwork, citation and writing a research report.
<b>PSO7 –</b>	Familiarity with basic statistical concepts and reasoning for sociology.

# **ECONOMICS (HONOURS)**

## **Program Outcomes**

The undergraduate course in Economics has been design with the objective to develop an in-depth knowledge of the students in the frontier areas of economic theories and methods, do that they will be able to use their acquired knowledge to study real world economic problems. The course has an emphasis in the theoretical and quantitative skills and train students in the collection and analysis of data. Besides, to hone the students' writing and analytical skills they are required to submit a term paper on current economic problem. Thus, the Economics (Honours) program seeks to –

- Prepare the students to develop critical thinking to carry out investigation about various socio-economic issues objectively while bridging the gap between theory and practice.
- To develop skills in the students so that they can analyse economic problems, formulate a hypothesis, evaluate and validate results and draw reasonable conclusions thereof.
- Prepare students for pursuing careers that provide employment through entrepreneurship and innovative methods.
- Prepare students to develop own thinking /opinion regarding current national or international policies and issues.
- Create awareness among the students to become a rational and a conscious citizen so that they can take the responsibility to spread the governments' initiatives/schemes to the rural areas for the upliftment of the poor or vulnerable section of the society for inclusive growth.

## **Course Outcome**

### **SEM-I**

#### **Core-1.1 Introductory 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.

### **Core-1.2 Mathematical Methods in Economics I**

- The students will develop analytical reasoning and skill.
- They will be able to solve optimization problems in Economics.

## **SEM-II**

### **Core-2.1 Introductory 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 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.

### **Core-2.2 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.

## **SEM-III**

### **Core-3.1 Intermediate Microeconomics I**

- 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.

### **Core-3.2 Intermediate Macroeconomics I**

- 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.

### **Core-3.3 Mathematical Methods in Economics II**

- 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.

## **SEM-IV**

### **Core-4.1 Intermediate Microeconomics II**

- 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.

### **Core-4.2 Intermediate Macroeconomics II**

- 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.

### **Core-4.3 Introductory Econometrics**

- The students will be able to interpret regression results. Also, they will be able to understand the assumptions underlying the ordinary least square estimator.
- Students will be to apply methods learned to address policy and business decisions.
- Students will be to apply a range of econometric techniques pertinent to the evaluation of evidence in economics.
- Students will be to analyse and evaluate policy decisions and forecast.

## **SEM-V**

### **Core-5.1 International Economics**

- The students will learn about the international trade of their own country.
- They will know about the basic trade theories.
- The students will understand the H-O theorem, Stolper-Samuelson theorem, Rybczysky's theorem etc.
- The students will learn about the trade policies, tariff, quota and subsidies.
- They will learn about the Balance of Payment of India.
- The students will learn about the National Income determination, fixed and flexible exchange rate and how these factors operate.

### **Core-5.2 Public Economics**

- The students will be able to evaluate critically the nature and scope of public intervention and public provision of goods and services.
- The students will start understanding the role of public policy in general and fiscal functions in particular.
- Explain the basic tenets of tax structure, assess the associated economic issues and their policy relevance.
- The students will start understanding the causes behind the public policy debates

### **DSE-5.1/3 Resource and Environmental Economics**

- The students will be able to apply economic tools for the management of environment and natural resources.
- The students will be able to analyse environmental policy decisions.
- Illustrate and examine the economic principles concerning choice of instruments for pollution control and resource management and relative strengths and weaknesses of environmental policies.
- The students will learn about various approaches and methods of valuing environmental goods and services.

### **DSE-5.2/1 Money and Financial Markets**

- In money and financial markets, the students will be taught the concept of money, functions and different measures of money and also a detailed description of different determinants of money supply.
- They will learn about the role of financial markets and institutions in financial system. The problem of asymmetric information, adverse selection and moral hazard in financial markets will be taught to the students. They will also learn about the financial crisis in financial market.
- The students will understand about the money and capital markets, their structure and reforms in India. Role of financial derivatives and other innovations in financial markets will be taught to the students.
- Upon the completion of the course, the students will learn how interest rate is determined in financial markets. They will also learn the different theories of term structure of interest rates in India.
- The students will learn about the Indian banking system, its changing role and structure and banking sector reforms.
- Various functions, goals, targets and instruments of monetary control of Central Bank of India will be taught to the students.
- The students will learn the monetary management in an open economy and also learn about the current monetary policy of India.

### **SEC-5.3 Advanced Statistics**

- Apply knowledge of Statistics and use this knowledge to solve real life problems.
- The students will learn to use different distributions to real life problems.
- The students will learn about different sampling methods and apply those methods to real world.
- Formulation of statistical hypothesis in real life situations.
- The students will learn to develop best test procedure to test the hypothesis.

## **SEM-VI**

### **Core-6.1 Indian Economy**

- In Indian economy, the students will learn how economic development has been taken place since independence through evolution of Indian planning and development strategy.
- They will learn the different demographic trends and their issues, about factors of development like education, health etc.

- Different trend and policies in poverty regarding inequality and unemployment will be taught to the students.
- Various economic reforms like monetary, fiscal and trade policy reforms will be taught to the students.
- Upon the completion of the course, the students will learn different macroeconomic policies like fiscal policy, trade and invest policy and their impact on Indian economy.

### **Core-6.2 Development Economics**

- In development economics, the students will learn various demographic issues like birth and death rates, age structure, fertility mortality etc. and developmental issues like demographic transition during the process of development, fertility choices, human capital accumulation, migration etc.
- The students will learn about land reform and its effect on productivity. They will get an idea about the contractual relationship between tenants and landlords.
- Inter-linkages between rural factor markets will be taught to the students.
- The students will learn different environmental issues like history of environmental change, common pool resources, environmental externalities etc. and sustainable development issues like sustainability for renewable resource, market based instruments, economic activity and climate change.
- They will learn about globalization and its impact on trade, production patterns and world inequality. They will further learn the detailed description of financial instability in a globalised economy.

### **DSE-6.1/2 Issues in Open Economy**

#### **DSE-6.2/2 term Paper**

- Develop the skill of writing on a contemporary issue on economic matter.
- The students will learn how to gather relevant information on a specific topic.
- The students will develop independent thinking and personal opinion on national and international economic issues.

### **SEC-6.3/1 Data Analysis and Applied Economics**

- The students will be able to design sample and prepare questionnaire for primary survey in research.
- Perform probability calculations relating to probability distributions for discrete and continuous random variables.
- Students will be able to apply various distributions to solve real life problems.

- Students will be able to apply statistical tools like, mean, median, standard deviation, correlation and ANOVA in realistic situations.
- Students will be to apply a range of econometric techniques pertinent to the evaluation of evidence in economics.



## **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.

### **SKILL OUTCOMES**

1. Understand the importance of engaging in politics .
2. Unrerstand the global context of politics government and citizenship
3. Produce qualitative or quantities research that includes a research design with original theses, research questions and hypotheses.
4. Communicte effectively in both written and oral form using the concepts and themes of political science.
- 5 Demonstrate a critical understanding of substantive knowledge in the areas of concentration they select .

### **(Semester 1)**

#### **Course outcomes**

#### **Course name :DC (Constitutional government and democracy in India )**

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.

#### **DC 2 (Political process India)**

Political process in India calls for a mode of analysis which takes into consideration social and economic relations in society , and the manner in which they impact upon and save by the the institutional frame work of politics . this course equips student witj the tools of studying the political process in India by looking at the relationship between the components of political system

## (Semester 2)

### Course outcomes

#### Course name :DC3 (Understanding 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 .

#### DC 4 (Political theory concepts and Debates)

Political theory concepts and debates introduces students to basic and idea political theory . Political theory encourages critical and reflective analysis system of social practice . Political theory also introduces students to important issues of debate.

## (Semester 3)

### Course outcomes

#### Course name : DC 5 (Understanding Comparative Government and 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 .

It represents a set of process norms and culture that determines how the government functions . Organizing government is the most important activity of the political parties for every modern democratic countries The political process which has developed in this setting may be characterized thus the political sphere is not simply differentiated.

#### DC 7 (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.

## (Semester 4)

#### Course name :DC8 (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 inspired them very much and impressed them to become good citizens.

### **DC 9 (Understanding 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 .

### **DC10 (Politics and Society)**

Politics and society aims to develop the student's capacity to engage in reflective and active citizenship. It develop the professional skills necessary to teach it. Students explore the changing local, national and global environment which presents many challenges for young people and the skills required order to understand contemporary society .

**(Semester 5)**

### **Course name :DC 11 (Perspective on International Relations and World History)**

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 .

### **DC 12 (Global Politics)**

It encourages the students the development of strong communication skills , critical thinking and ethical approaches that will assist in the global workplace . Students also explores fundamental political concepts such as power , equality , sustainability and peace in a range of contexts .

### **DSE 1A (Citizenship in a Globalizing World)**

Students Critically evaluate power relations as they investigate the dynamics of intercultural transactions as applied to a social problem important to their independent project. students are empowered . they are more likely to believe their individual intervention in a global social problem and consequential.

### **DSE 1B (Human Rights in a Comparative Perspective)**

In order to discuss how intellectual current of analysis that become a political project , and how political projects that become common sense have material implications in the social organization of societies . students engage with the framework of power , people and territories through discussion . dialogue and observation in reflective and substantive ways .

### **SEC 1 (Legislative Practices ,Procedures and Democratic Awareness in India )**

Understanding Legislative practice and procedures is very crucial for understanding the relationship between the state and its people the presence and relevance of the legislative process is evident in all aspects of lives and economic changes. Continue to acquire relevant knowledge and skill appropriate to professional activities and demonstrate highest standards of ethical issues .

## (Semester 6)

### Course outcomes

#### **Course name :DC13(Perspectives on 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 .

#### **DC 14 (Public policy and Administration in India)**

Through public policy and administration students prepare himself for multiple careers and leadership role . students also engaging of in class learning and work experience through interships , law , sociology and politics along with skills in primary research , data analysis and evolution.

#### **Course name :DSE 3A (Indias Foreign Policy in a Globalizing World)**

Through foreign policy the learners are educated that why India needs such a different foreign policy . students know about the diplomacy and policy postures pronounced by India to deal with the world . They understand that how the security scenario of India was improved when it had limited military capability , This course equips the learners to grasp how India used diplomacy to secure its national interest . This knowledge will help them to relate India with the globalizing world .

#### **Course name :DSE 3B (Women,Power and Politics)**

The course is very essential for students to understand the contemporary issues of women in private and public spaces . The rationale for developing the course is to sensitise the students about the relation between women and power . students shall be taught from a feminist perspective to understand womens role in , community and state at large. The course is to develop an awareness of women beyond their empowerment and moving towards an appreciation of women as independent and radical social agents .

#### **Course name :DSE 4A (Dilemmas in Politics)**

Students will develop competency in the discipline and be confident to apply diverse theories , concepts , policy approaches and principles to assess local , national , international , transgovernmental and transnational challenges . they also learn to understand the major concepts , theoretical perspective and approaches and historical and contemporary debates in the discipline of political science .

#### **Course name :DSE 4B (Understanding South Asia)**

The course inculcates the orientation of comparative politics in the students to understand the politics of south Asian states in comprehensive manners. The tools of comparative politics equip them to develop deeper insights in the politics of these states by comparing and contrasting their

constitutional perspectives ,political structures political processes, political elites and political ideologies.

**Course name :SEC 2 (Public Opinion and Survey Research)**

Understanding the importance of public opinion in a democracy and the role of survey research in comprehending the working of a democratic political system .Learn about the methods used for conducting surveys and interpreting survey data . Acquire basic scale sets relatate to understanding public opinion formation and conductind research through the sample date framing a questionnaire etc . Acquire basic scale sets relate to measurement of public opinion such as analysis using statistical methods .

# HISTORY

## PROGRAMME OUTCOME

According to our perception, the programme has gone a long way to inculcate a feeling for our past in the students. This, in our hope, has succeeded to a good degree, in creating the thinking among the students that the past is as important to us as is the present. The unicity of India, her culture, her society or polity have been imbibed by the students and they have come to understand that Indian experience of the past has the potential of giving the right direction to our endeavour of advancement and also to the world's path of development. The important lesson is that a country like India with its immense heritage and potential definitely has importance to the world as a whole. Therefore, world history is also important to us. A knowledge of world history is important for our understanding of humanity in the broadest sense of the term and the lessons of world history have inculcated a sense of generality in the minds of the students. This generality is important for transcending the narrowness of segmented outlooks and this has been appreciated by the students.

## COURSE OUTCOME

### SEMESTER I

#### **DC 1: HISTORY OF INDIA: FROM PRE-HISTORY TO 6<sup>TH</sup> CENTURY B.C.**

This module has instilled among students a sense of inception, a feeling of how great ideas form, take shape, come into place or being, begin to influence the minds of people, how the people get interested in them in the context of ancient India.

#### **DC 2: 6<sup>TH</sup> CENTURY B.C. TO GUPTA PERIOD.**

This module has inculcated among students a sense of how things expand and establish themselves into the entity of a nation. This concerns the issue of acceptance, formation of identity, creation of commonness and how the special and particular give way to the general in the ancient Indian context, in the creation of 'classical age.'

### SEMESTER II

#### **DC 3: POST GUPTA TO 1200 AD.**

This module has instilled among students a sense of diversity, a sense of differentiation which stems from unity. The important idea is that unity and diversity do not necessarily oppose each

other but can complement each other. Cultural, social, economic diversity of this period shows the richness of Indian tradition, and this has been appreciated by the students.

**DC 4: 1200 AD TO 1526 AD (POLITICAL HISTORY OF INDIA)**

This module has instilled in the students a sense of political confrontation, causes of victory defeat and political fluidity. Implementation of political identity is an important issue, and this has been accepted by the students.

**SEMESTER III**

**DC 5: 1200 AD TO 1526 AD (CULTURAL, SOCIAL AND ECONOMIC HISTORY OF INDIA)**

This module has instilled a sense of transition, transformation, co-existence and syncretism among the students. The formation of cultural bonds in a different setting is an important topic and this has been appreciated by the students. Cultural dichotomy, commonness and their amalgamation has been their focus of attention.

**DC 6: 1526 AD TO 1707 AD (POLITICAL HISTORY OF INDIA)**

This module has instilled a sense of political stability among the students. Peaceful coexistence of different political entities is an important topic and this has been appreciated by the students in the context of Mughal India where a national political identity was formed undermining political divisions.

**DC 7: 1526 AD TO 1707 AD (CULTURAL, SOCIAL AND ECONOMIC HISTORY OF INDIA)**

This module has inculcated a sense of cultural, social and economic inclusiveness among the students which characterized Mughal India. Movements like Bhakti established spiritual and social harmony and helped create a pan Indian identity.

**SEMESTER IV**

**DC 8: 1707 AD TO 1818 AD (HISTORY OF INDIA)**

This module has instilled a sense among the students of metamorphosis, from medieval to modern times. What differentiate modern from medieval are important, preference of democracy over monarchy, rationality over superstitions, progress over stagnation, advancement over tradition etc.

**DC 9: 1818 AD TO 1885 AD (HISTORY OF INDIA)**

This module has instilled among students a sense of expansion of modern ideas, of western education of western liberalism etc. This also gave rise to a dichotomy, that of extortion and

liberalism. Colonial oppression and liberal ideas presented a contradiction, and this sense of contradiction has been appreciated by the students.

#### **DC 10: 1885 AD TO 1950 AD (HISTORY OF INDIA)**

This module has instilled a sense of collective consciousness among the students. This collective consciousness is the feeling of nationalism, the united mental stance against foreign rule. Through this a nation came into being and this has been appreciated by the students.

### **SEMESTER V**

#### **DC 11: RISE OF MODERN WEST (UNIT I)**

This module has enabled students to understand the ideas that have contributed to the formation of the modern West. The various aspects of ideas like Renaissance, Humanism, Reformation etc. have had a formative and critical impact on their minds.

#### **DC 12: RISE OF MODERN WEST (UNIT II)**

This module has inculcated among the minds of the students the ideas about the transformation of society, religion economy in the Western European context. The complications involved in the subject have instigated the students to think in various ways and directions.

### **SEMESTER VI**

#### **DC 13: 1789 AD TO 1870 AD (HISTORY OF EUROPE)**

This module has helped students understand the concept of revolutions, how tumultuous changes affect a nation with all aspects of its existence and how ideas can change our everyday lives.

#### **DC 14: 1871 AD TO 1945 AD (HISTORY OF EUROPE)**

This module has helped students understand how economic and social forces can lead to vast scale wars and devastation, how lack of understanding of situations can lead to massive confrontations. This has instigated students to realize why a thorough analysis of situations is necessary, otherwise unwanted consequences may happen.

#### **DISCIPLINE SPECIFIC ELECTIVE (ECONOMIC HISTORY OF MODERN INDIA), SEMESTER V, DSE 1**

This module has helped students understand how economics can be a medium of exploitation and how subtle a process of exploitation may be. Economics has many facets, and many ways are associated with it. Understanding each of these is necessary to assess the effect of any economic system, say colonialism.

#### **DISCIPLINE SPECIFIC ELECTIVE (INDIA AFTER INDEPENDENCE)**



This module has instilled among the students a sense of responsibility. After independence, creating a new nation was a huge responsibility and a number of plannings were required. This was the task of huge responsibility, and this part has created a sense of this responsibility.

#### DSE 2: REGIONAL HISTORY WITH SPECIAL REFERENCE TO NORTH BENGAL

Regional history has the special significance of particularity, speciality, peculiarity, with esoteric appeal. This has inspired students to understand the implication of regional characteristics and variation.

### SEMESTER VI

#### DSE 3: CONTEMPORARY WORLD

This module has inculcated among the minds of the students a sense of belonging to the modern world, a feeling of wider existence and holistic being. How one should relate to the external world and how one should modify one's individual existence according to the outside world are things to learn and this has been appreciated by the students.

#### SKILL ENHANCEMENT COURSE

##### Understanding Indian Heritage

Heritage is an integral part of our existence; we cannot find our identity without having a knowledge of our heritage. Heritage defines us, it gives us feelings, emotions, values on the basis of what we can advance. So, without understanding heritage we cannot make any development in the true sense of the term. This has been appreciated by the students.

## **PHILOSOPHY**

### **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 includes the concept of reasoning, Sanskrit, moral values, political concept, social changes etc.
- Students of philosophy can easily grasp the knowledge of Mathematics, Computer Science.
- Philosophy includes a psychology, that discuss about one's 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.

### **Course Outcome of Philosophy Honours**

#### **Semester I**

##### **Learning outcome 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. In this Course, they get the knowledge of the Nature of Indian Philosophy, Astika System: Nyaya, Vaisesika, and from Nastika System : Carvaka, Bauddha, and Jaina.

##### **Learning outcome of Western Philosophy**

History of Western Philosophy discuss about metaphysics and epistemological aspect of different philosopher of the world like – Plato, Aristotle, Francis Bacon, Rene Descartes, Benedict De Spinoza, Gottfried Welhem Leibnitz. Students get to learn those western philosophers and their different views.

#### **Semester II**

##### **Learning outcome 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 Astika philosophy. In this Course, they get the knowledge of Astika System: Sāṅkhya, Yoga, Pūrva Mīmāṃsā, Advaita Vedānta, Viśiṣṭādvaita.

### **Learning outcome of Western Philosophy**

History of Western Philosophy discuss about metaphysics and epistemological aspect of different philosopher of the world like – John Lock, George Berkeley, David Hume, Immanuel Kant, Students get to learn those western philosophers and their different views.

## **Semester III**

### **Learning outcome of Indian Ethics**

Indian Ethics is very valuable paper of this semester. Traditional Indian Ethics based on Vedic system. Because of that, students get acquainted with traditional values and moral system. In this paper they became learnt about Indian concept of Puruṣārthas, The ethics of Bhāgavad-Gītā: Niṣkāmakarma, Sthitaprajña and Lokasaṅgraha, Cārvāka Ethics, Jaina Ethics: Anuvrata, Mahāvratā, Buddhist Ethics: Pancaśīla, Eight-fold paths, Gandhian Ethics: Satya, Ahimsā, Yoga as ethical foundation.

### **Learning outcomes of Western Ethics**

Western Ethics has its own ground of morality. Here students get the knowledge of morality based on mainly Human interest. So that, they can easily take the decision of a specific situation of Ethical dilemma. Definition, nature and scope of Ethics, Moral and non- moral actions, the nature and object of moral judgment, Postulates of Morality, Problem of freedom of will Statement of fact and statement of value, Hedonism: Psychological Hedonism and Ethical Hedonism, Altruism of J. Bentham and J. S. Mill, Kantian Ethics, Theories of punishment.

### **Learning outcomes of Philosophy of Religion**

Philosophy of rebirth, result of karma, existence of God, religious pluralism etc. In this course they get the knowledge of different religious view and its values. Many different topics is included in this paper, Nature and Scope of Philosophy of Religion, Doctrines of Karma, Rebirth and Liberation Concept of God and Proofs for the Existence of God, Ground for disbelief in God, Concept of Upāsānā, Prārthanā and Bhakti, The origin of Religion in the light of Anthropology: the Psychical Origin and development of Religion, Religious Consciousness, Proofs for the

existence of God: Ontological, Cosmological, Teleological and Moral arguments, Grounds for disbelief in God: Sociological Theory and Freudian Theory, An overview of different Religions: Hinduism, Buddhism, Christianity and Islam, The Problem of Evils, Religious knowledge: Reason, Revelation and Mysticism, The Problem of Religious Languished.

## **Semester IV**

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

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.

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

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.

### **Learning outcomes of Psychology**

We teach Psychology in 4<sup>th</sup> semester. 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.

## **Semester V**

### **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 Socio – Political Philosophy**

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 are 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.

### **Learning outcomes of Phenomenology and Existentialism**

This course is dependent on continental European philosophers, such as Sartre, Heidegger, Husserl. The theme of this paper is to know phenomenological views, - consciousness, perception, being-in-the-world, our relation towards object, freedom, existence of human. Throughout this course, students can develop the ability to think critical phenomenological and existentialism views.

### **Learning outcomes of Human Rights**

We teach Human rights in 5<sup>th</sup> semester. Basically, we all are humans, So, it is obvious to learn our rights. What are our rights and what is not? How to be aware of human rights. This paper is very needful because human rights violation is punishable. This course is evaluated historically, philosophically, politically developments of human rights.

### **Semester-IV**

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

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

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

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

#### **Learning outcomes of Srimad Bhagavad Gita**

We teach Srimad Bhagavad Gita in 6<sup>th</sup> semester. Karma yoga and Jñānyoga are chapters which we teach from Gita. It takes a very important role in students' daily life, because Gita teaches us, how to handle right perspective, not being biased. Gita also gives us the knowledge of right or wrong, not only that it gives us the idea of the creation of the whole universe. In the chapter of Karma yoga, Lord Krishna said about the Sakam Karma and Nishkam karma. Nishkam karma means, Nishkam Karma to do any type of karma without any personal purpose. All activity of one's life is regarded totally aimless. That kind of karma leads us to the supreme God. Sakam

karma means to do any type of karma with your personal interest. In the Chapter Jñānāyoga, Lord teaches us the knowledge of Nishkam karma, how to be a Nishkam karma yogi. In this chapter Lord Krishna also defines us the path to achieve Moksha. All these notions of Gita, bring a positive aspect of life.

### **Learning outcomes of Applied Ethics**

We teach applied ethics in 6<sup>th</sup> semester. There are many present burning issues that are in the syllabus of applied ethics. Applied 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? Are 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.

### **Learning outcomes of Environmental Philosophy**

Environmental philosophy is a most important section in modern philosophy. Here, we discussed many sections related to environment, like Ecology, intrinsic value of nature, feminist view about nature, classical Indian attitude of environment, Tagore's view about nature and discussed so many valuable terms on environment.

**Programme Outcome**  
**Department of Arabic, Samsi college**  
**B.A. ARABIC (HONS) CBCS**

- Students were informed about the importance of this course as learning Arabic language leads to various academic, research and job opportunities.
- This programme (course) was designed such a way that helps a student to explore ocean of opportunities in India and abroad.
- There are several reason to study Arabic, some them are mentioned below:
  - Arabic is a dynamic international language of the world. Around 422 million native and non-native speakers speak this language.
  - It is the official language of 26 countries.
  - It is an official language of UN, African Union, GCC, AL, OIC and other international and regional organizations
  - Indo-Arab economic and diplomatic relations are growing.
- Students of this course cans explore glorious history of Arabs and Islamic civilization.
- They can study significant contributions of Arabs during 8th to 13th century to science, medicine, mathematics, navigation, architecture, geology, geography, astrology, philosophy, literature and other fields.
- They can explore Indo-Islamic culture and historic Indo-Arab relations.
- This course will enable them to find job opportunities in the regional and global markets in both private and public sectors.
- Students will be able to read write and speak Arabic fluently.
- They will have huge knowledge about the history of Arabic literature.
- They will understand the culture, society, economy and geo-political condition of Arab world.
- These abilities will lead to various job opportunities.

## Learning Outcome

Department of Arabic, Samsi college

<b>B.A. ARABIC (HONS) CBCS</b>				
<b>Semester</b>	<b>Course Code</b>	<b>Course Type</b>	<b>Course Title</b>	<b>Learning outcome</b>
<b>Semester - I</b>	<b>ARBH</b>	<b>DC-I</b>	<b>Basic Arabic Reading and Writing</b>	<ul style="list-style-type: none"><li>• Arabic is a foreign language so it is better to start from basics.</li><li>• In this paper students will learn basics of Arabic language.</li><li>• They will be able to read and write Arabic.</li><li>• They will be taught basic Arabic grammar as well.</li></ul>
	<b>ARBH</b>	<b>DC-II</b>	<b>History of Arabic Literature– I</b>	<ul style="list-style-type: none"><li>• Students will have an idea about the history of Arabic literature.</li><li>• They will learn the origin and development of Arabic literature.</li><li>• They will understand the different phases of Arabic literature throughout the history.</li><li>• They will understand the literature of Pre-Islamic Period from mid-5<sup>th</sup> century to 622 AD and its general features.</li><li>• They will be able to appreciate the significant Arabic writers of that period.</li><li>• They will understand the significance of <i>Al-Muallaqat</i> poetry.</li><li>• Students will also understand the literature and great literary persons of Early Islamic &amp; Umayyad Period (622 AD – 750 AD).</li><li>• They will comprehend the features of Umayyad Literature.</li></ul>
				<b>Advanced Arabic</b>



<b>Semester - II</b>	<b>ARBH</b>	<b>DC-III</b>	<b>Grammar and Translation-I</b>	<ul style="list-style-type: none"> <li>• They will learn modern Arabic to English and vice versa translation</li> <li>• They will be prepared for translation-based Job market</li> </ul>
	<b>ARBH</b>	<b>DC-IV</b>	<b>Modern Arabic Prose</b>	<ul style="list-style-type: none"> <li>• Selected chapters of modern prose will be taught</li> <li>• Students will have an idea about various aspects of modern Arabic literature specially prose</li> <li>• They will have better understanding about the issues discussed in those chapters</li> <li>• They will understand the characteristics and features of modern Arabic prose</li> <li>• They will find out the relevance of these pieces of literature to the modern world</li> <li>• Students can improve their language as the literature is the best way to learn a language</li> </ul>
<b>Semester - III</b>	<b>ARBH</b>	<b>DC-V</b>	<b>Advance Arabic Grammar and Translation-II</b>	<ul style="list-style-type: none"> <li>• Students will be taught advanced Arabic grammar</li> <li>• They will learn modern Arabic to English and vice versa translation</li> <li>• They will be prepared for translation-based Job market</li> </ul>
	<b>ARBH</b>	<b>DC-VI</b>	<b>History Of Arabic Literature-II</b>	<ul style="list-style-type: none"> <li>• Students will have an idea about the history of Arabic literature during Abbasid Period</li> <li>• They will learn the development of Arabic literature during the period of 750-1258 AD</li> <li>• They will understand general features of the literature of this period</li> <li>• They will be able to appreciate the significant Arabic writers of that period.</li> <li>• They will discover the golden age of Islam through the history of literature</li> </ul>
	<b>ARBH</b>	<b>DC-VII</b>	<b>Modern Arabic Poetry</b>	<ul style="list-style-type: none"> <li>• Selected poems of modern poetry will be taught</li> <li>• Students will have an idea about various aspects of modern Arabic literature specially poetry</li> <li>• They will have better understanding about the issues discussed in those poems</li> <li>• They will understand the characteristics and features of modern Arabic poetry</li> </ul>

				<ul style="list-style-type: none"> <li>• They will find out the relevance of these poems to the modern world</li> <li>• Students can improve their language as the literature is the best way to learn a language</li> </ul>
<b>Semester - IV</b>	<b>ARBH</b>	<b>DC-VIII</b>	<b>History Of Modern and Contemporary Arab World</b>	<ul style="list-style-type: none"> <li>• Students will learn about the modern Arab world</li> <li>• They will be taught the history, geography, politics, economy, culture and Society of contemporary modern Arab world</li> <li>• They will have an idea about various organisations of this region like Arab League, OIC, GCC</li> <li>• They will learn about the great personalities of modern Arab world</li> <li>• They will also be informed about the latest developments in this region in various fields</li> </ul>
	<b>ARBH</b>	<b>DC-IX</b>	<b>Advanced Arabic Grammar and Translation-III</b>	<ul style="list-style-type: none"> <li>• Students will be taught advanced Arabic grammar</li> <li>• They will learn modern Arabic to English and vice versa translation</li> <li>• They will be prepared for translation-based Job market</li> </ul>
	<b>ARBH</b>	<b>DC-X</b>	<b>Medieval Arabic Prose</b>	<ul style="list-style-type: none"> <li>• Selected chapters of medieval prose will be taught</li> <li>• Students will have an idea about various aspects of medieval Arabic literature specially prose</li> <li>• They will have better understanding about the issues discussed in those chapters</li> <li>• They will have an idea about social condition of that period</li> <li>• They will understand the characteristics and features of medieval Arabic prose</li> <li>• Students can improve their language as the literature is the best way to learn a language</li> </ul>
	<b>ARBH</b>	<b>DC-XI</b>	<b>Arabic Philology Rhetoric and Prosody</b>	<ul style="list-style-type: none"> <li>• Students will be taught about Arabic physiology</li> <li>• They will learn about semitic languages</li> <li>• They will understand the origin and development of various languages of this language family</li> </ul>

<b>Semester - V</b>	<b>ARBH</b>	<b>DC- XII</b>	<b>Medieval Arabic poetry</b>	<ul style="list-style-type: none"> <li>• Selected poems of medieval poetry will be taught</li> <li>• Students will have an idea about various aspects of medieval Arabic literature specially poetry</li> <li>• They will have better understanding about the issues discussed in those poems</li> <li>• They will understand the characteristics and features of medieval Arabic poetry</li> <li>• They will have an idea about social condition of that period</li> <li>• Students can improve their language as the literature is the best way to learn a language</li> </ul>
	<b>ARBH</b>	<b>DSE- I A</b>	<b>Cultural History of Islam</b>	<ul style="list-style-type: none"> <li>• Student will be taught the history of Islam</li> <li>• It will help them to understand the literature of that period</li> <li>• They will explore social, political and cultural conditions of Arab world throughout the history</li> <li>• They will be able to understand developments of each period in various field</li> <li>• They will also learn about the golden age of Islam and its impact to the Arabic literature</li> </ul>
	<b>ARBH</b>	<b>DSE- I B</b>	<b>Hadis Literature</b>	<ul style="list-style-type: none"> <li>• Students will learn Hadith literature</li> <li>• They will be taught various aspects of Hadith</li> <li>• They will study about important writers of hadith (Muhaddeseen) and noted books of hadith</li> <li>• They will understand the relationship between Hadith and Arabic literature</li> </ul>
	<b>ARBH</b>	<b>DSE- II A</b>	<b>History of Arabic Language and Spanish Arabic Literature</b>	<ul style="list-style-type: none"> <li>• Students will learn the history of Arabic language, its origin and development</li> <li>• They will have an idea about the history of Arabic literature during Muslim rule in Spain</li> <li>• They will learn the development of Andalusian Arabic literature</li> <li>• They will understand general features of the literature of this period</li> <li>• They will be able to appreciate the significant Arabic writers of that period.</li> </ul>

	<b>ARBH</b>	<b>DSE-II B</b>	<b>Tafseer Literature</b>	<ul style="list-style-type: none"> <li>• Students will learn Tafseer literature</li> <li>• They will be taught various aspects of Tafseer</li> <li>• They will study about important writers of Tafseer (Mufassereen) and noted books of Tafseer</li> <li>• They will understand the relationship between Tafseer and Arabic literature</li> </ul>
	<b>ARBH</b>	<b>SEC-I</b>	<b>Essay Writing and Basic Communicative Skill</b>	<ul style="list-style-type: none"> <li>• Students will be taught how to write essay in Arabic</li> <li>• They will practice to write essay in various topics</li> <li>• They will also learn letter and applications writing</li> <li>• They will be taught how to improve communicative skills</li> <li>• They will be able to express themselves in Arabic</li> </ul>
<b>SEMESTER-VI</b>	<b>ARBH</b>	<b>DC-XIII</b>	<b>History Of Modern Arabic Literature</b>	<ul style="list-style-type: none"> <li>• Students will have an idea about the history of modern Arabic literature</li> <li>• They will learn the development of Arabic literature in modern age</li> <li>• They will understand general features of the literature of this period</li> <li>• They will be able to appreciate the significant Arabic writers of this period.</li> <li>• They will discover various new forms of literature in Arabic</li> </ul>
	<b>ARBH</b>	<b>DC-XIV</b>	<b>Classical Prose and Poetry</b>	<ul style="list-style-type: none"> <li>• Selected chapters of classical prose and poems will be taught</li> <li>• Students will have an idea about various aspects of the literature of pre-Islamic and Islamic period</li> <li>• They will have better understanding about the issues discussed in those poems and prose</li> <li>• They will have an idea about social condition of that period</li> <li>• They will understand the characteristics and features of prose and poetry of that period</li> </ul>

				<ul style="list-style-type: none"> <li>Students can improve their language as the literature is the best way to learn a language</li> </ul>
	<b>ARBH</b>	<b>DSE-III A</b>	<b>Indian Arabic Literature</b>	<ul style="list-style-type: none"> <li>Students will learn the history of Arabic language and literature in India</li> <li>They will have an idea about the features of Indian Arabic literature</li> <li>They will know about important literary persons of Arabic literature in India</li> </ul>
	<b>ARBH</b>	<b>DSE-III B</b>	<b>Fiqh Literature</b>	<ul style="list-style-type: none"> <li>They will be taught various aspects of Fiqh</li> <li>They will study about important personalities of Fiqh (fuqaha) and noted books of Fiqh</li> <li>They will understand the relationship between Fiqh and Arabic literature</li> </ul>
	<b>ARBH</b>	<b>DSE-IV A</b>	<b>Arabic Literature in Mahajan</b>	<ul style="list-style-type: none"> <li>Students will learn about the emergence of Arabic literature in North and South American countries</li> <li>They will understand general features of mahjar literature</li> <li>They will be taught about various literary clubs and organizations established outside Arab world</li> <li>They will be able to appreciate the significant mahjar Arabic writers</li> </ul>
	<b>ARBH</b>	<b>DSE-IV B</b>	<b>Advance Translation and Essay Writing in Arabic</b>	<ul style="list-style-type: none"> <li>Students will be taught advanced Arabic grammar.</li> <li>They will learn modern Arabic to English and vice versa translation</li> <li>They will be prepared for translation-based Job market</li> <li>Students will also be taught how to write essay in Arabic</li> <li>They will be able to write essay in various topics</li> </ul>
	<b>ARBH</b>	<b>SEC II</b>	<b>Comprehension and Terminology</b>	<ul style="list-style-type: none"> <li>Students will be taught Arabic passages</li> <li>They will be able to understand Arabic stories, passages and other texts</li> <li>They will be able to comprehend Arabic texts</li> <li>They will also learn the use of appropriate terminologies at the time of translation</li> </ul>

## BENGALI HONOURS (B.A.) CBCS

### Program outcome

1. Students can be literate through reading Bengali literature.
2. Students will learn to write which will lead to job opportunities in different news media, radio and television channels.
3. various schools, colleges and universities will get the opportunity to teach.
4. Gentle mentality will help them to build a new society.
5. People will not become human if they don't know about their country's literary society and tradition. That opportunity will happen through reading Bengali literature.
- 6.

### Learning outcome

Semester	Course Name & Paper code	Course Outcomes
1 <sup>ST</sup> SEM	<b>History of Bengali Literature (101) BNGH C-1</b>	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.
	<b>Linguistics (101) BNGH C-2</b>	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.
2 <sup>nd</sup> SEM	<b>History of Bengali Literature in the Modern Age (201) BNGH C-3</b>	It is said that Bengali is a modern language. To understand the journey of the language, students must read its history.

	<b>Rhythm and art of Rhetoric (202) BNGH C-4</b>	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.
<b>3<sup>RD</sup> SEM</b>	<b>Mediaeval Literature 1<sup>st</sup> part (301) BNGH C-5</b>	<p><b>BaishnabPatabali</b></p> <p>By reading the BaishnabPadabali, Bengali as a race has discovered themselves in a mystic way. Not only Bengali but also other races in India got benefited by BaishnabPadabali. So, it is a must-read to know the roots of Bengali as a unique race.</p> <p><b>Padmapuran - Bijay Gupta</b></p> <p>Religious literature plays a greater role in understanding our own religious life in the mediaeval era. That is why 'Padmapuran' is included in the syllabus.</p>
	<b>Theory of poetry, history of Sanskrit &amp; English Literature (302) BNGH C-6</b>	<p><b>Theory of poetry</b></p> <p><b>It is important for student of literature to know Sanskrit poetics if they want to experience poetry deeply. In Sanskrit poetics there is an attempt to reach the depth of poetry through poetic beauty.</b></p> <p><b>English Literature</b></p> <p>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</p> <p><b>Sanskrit Literature</b></p> <p>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.</p>

	<p><b>Mediaeval Literature 1<sup>st</sup> part (303) BNGH C-7</b></p>	<p><b>Shivayan- Rameswar Chakrabarty</b></p> <p>Shiva is the primary God of Indian culture. In Bengal He is the farmer God. In medieval Bengali literature, various poets wrote poems about his pastimes. Shivayan is one of them. Students will understand the main image of Bengali section, culture through this poetry lesson.</p> <p><b>Maimansingha Gitika</b></p> <p>By including Maimonsingha Gitika in the syllabus, interest in folk-literature can be created among the students.</p>
4 <sup>th</sup> SEM	<p><b>Poetry of Rabindranath Tagore, form &amp; style of Short Story and some stories by Pravat Kumar Mukhopadhyay. (401) BNGH C-8</b></p>	<p>The poetry of Rabindranath Tagore is relevant in Bengali literature and in world literature as well.</p> <p>It has a clear impact on the short stories of Prabhat Kuma Mukhopadhyay. Short stories of Prabhatkurama Muk and Tagore have been included in the syllabus to help the students understand themselves and others.</p>
	<p><b>Drama: Dakghar by Rabindranath Thakur &amp; History of Theatre. 402 BNGH C- 9</b></p>	<p>Daakghar by Rabindranath Thakur is a spiritual drama. Students will be able to come to a positive idea of God's connection with people. The play talks about liberation from various pains of life. It shows choosing the right way in the conflicts of life. Students learn the values of life.</p>



	<p><b>The Form of Novel &amp; Novel.</b>  <b>402 BNGH C-10</b></p>	<p><b>The Form of Novel</b></p> <ol style="list-style-type: none"> <li>1 Social &amp; Political awareness will increase among students through this syllabus.</li> <li>2 The history of politics and society will become clear to them.</li> <li>3 Literature is taught to see it in a larger context.</li> </ol> <p><b>Novel: Bishbrikhsa by Bankimchandra Chatyapadhyay</b></p> <ol style="list-style-type: none"> <li>1. Education about women empowerment.</li> <li>2. This novel is the literary source of Bengali social movement of 19<sup>th</sup> century. As a result, it will help to know the 19<sup>th</sup> century society in depth.</li> <li>3. A novel is a mirror of our society. That's why 'Brishbiksha' by Bankim Chandra Chattopadhyay, is inseparable parts of the syllabus to make the students visualise society through them.</li> </ol>
<p><b>5<sup>th</sup> SEM</b></p>	<p><b>The Form of Essay &amp; Essay.</b>  <b>501 BNGH C-11</b></p>	<p><b>Essay</b></p> <ol style="list-style-type: none"> <li>1. Essays enhance socio-economic and political knowledge. Essays enhance mindfulness.</li> <li>2. Different form of essays will enhance students' skills.</li> </ol> <p><b>Prachin Sahitya: Rabindranath Thakur</b></p> <ol style="list-style-type: none"> <li>1. The successful essay writers who established the Bengali intellectual to root out the problems of our society. So, careful reading of his writing is must to know the existing social issues.</li> <li>2. Women's pain shines through in his essays demanding social rights.</li> <li>3. A clear understanding of Indian heritage will be developed.</li> <li>4. An emotional connection will be created with the main stream poetry of Indian.</li> </ol>

	<p><b>The form of Poetry &amp; Rabindra-follower poet &amp; post-Rabindra poetry 502, BNGH C- 12</b></p>	<p><b>The form of Poetry</b></p> <ol style="list-style-type: none"> <li>1. There is considerable importance in poetry and the theory of poetry in literary studies.</li> <li>2. To create reflection of social tone in various poetic forms of poetry and narrative epic, ballad, sonnet can be seen.</li> </ol> <p><b>Rabindra- follower poet.</b></p> <ol style="list-style-type: none"> <li>1. 19<sup>th</sup> century lyric poetry shows signs of individual distinction in socio-economic context.</li> <li>2. Transcending formal social boundaries, women poets have made their debut on a larger scale.</li> <li>3. Women's sacrifice is engaged in the service of the country.</li> </ol> <p><b>Post-Rabindra poetry</b></p> <ol style="list-style-type: none"> <li>1. The own words of flesh and blood people have been noticed in the modern poetry.</li> <li>2. The new dream of survival of the marginalized people in the poems will make the students aware of the society.</li> <li>3. It is especially important to know the history of human helplessness between the two world wars and after the second world war.</li> </ol>
	<p><b>Short story 503 BNGH , DSE-IA</b></p>	<p>1.Short stories are about small but intense problems in people's lives . knowing all those problems can make life beautiful.</p>
	<p><b>Essay 503,BNGH , DSE-IB</b></p>	<p>Bankim Chandra Chattopadhyay is the first successful essay writer in Bengali literature, and Suniti Kumar Chattopadhyay, Annadashankar Roy, Abanindranath Thakur, Atul Gupta, Bhabatash Dutta 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.</p>
	<p><b>Poetry 503,BNGH,DSE-2A</b></p>	<p>Birangana by Michel Madhusudhan Dutta.</p> <p>1.19<sup>th</sup> century women's individualism flourished. The history of that development will inspire the students to read Birangana poetry.</p>

		<p>2. Women's self-discovery has happened through this poetry, which will make the society beautiful.</p> <p>Jatindranath Sengupta selected poetry</p> <p>1. The words of hardworking people came up in his poems.</p> <p>2. Instead of romance, real life topics have come up again and again.</p>
	<p><b>Novel and Short Story</b> <b>504,BNGH,</b> <b>DSE-2A</b></p>	<ol style="list-style-type: none"> <li>1. 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.</li> <li>2. Abhijit Sen's Rahu Chandaler Haar the story of the struggle for livelihood of a special class of people from the lower stratum.</li> <li>3. Modern short stories depict the struggle between individual and social being. Amiyabhusan Majumdar's Tata Kim story brings up a life question.</li> <li>4. Bimal Kar's Shiter math story brings up the helplessness of the unemployed.</li> <li>5. In Asim Roy's story Dona Pola, love comes out in a beautiful form.</li> <li>6. Syed Mustafa Siraj's Bharatbarsha story deals with communal riots.</li> <li>7. In Narendranath Mitra's story Rasa, the life of a hardworking man has become one with war and love.</li> <li>8. Love and economic struggle come together in Samaresh Bose's story Shssthariu.</li> </ol>
	<p><b>Essay</b> <b>504,BNGH DSE-</b> <b>2B</b></p>	<ol style="list-style-type: none"> <li>1. In Pramath Chowdhury's collection of essays, Bengal's life, literature and history, the struggle of extraordinary people has emerged. Which became the inspiration of student life.</li> <li>2. Criticism teaches students to think clearly and to understand. The life view of the students is formed in the context of criticism of various branches of literature.</li> </ol>

	<b>Poetry and Drama 504, DSE-2C</b>	<p><b>Purubikram by Jyotirindranath Tagore's</b></p> <ol style="list-style-type: none"> <li>1. Jyotirindranath Tagore's entire play Purubikram teaches history while instilling patriotism.</li> <li>2. The glory of women's power is revealed here.</li> </ol> <p><b>Chitra by Rabindranath Tagore</b></p> <ol style="list-style-type: none"> <li>1. The spiritual form of human life is developed in Rabindranath's Chitra Kavya.</li> <li>2. Beauty is established in Chitra Kavya.</li> </ol>
	<b>Seminar and presentation 505, BNGH SEC-1</b>	<ol style="list-style-type: none"> <li>1. Seminar preparation is a suitable means to make students research.</li> <li>2. As a result, their desire for knowledge, meditation and field work increases.</li> <li>3. Students learn to write.</li> <li>4. Learn to speak and answer questions</li> </ol>
<b>6<sup>th</sup> SEM</b>	<b>The Form of Drama and A Drama, 601 BNGH C-13</b>	<p><b>The Form of Drama</b></p> <ol style="list-style-type: none"> <li>1. If you know about the aspect of the drama, you will get the overall knowledge about the drama</li> <li>2. At the same time, knowledge about world drama literature will be gained.</li> </ol> <p><b>Jana By Grishchandra Ghosh</b></p> <ol style="list-style-type: none"> <li>1. To know about mythology, Girish Chandra Ghosh's Jana Nataka is essential for every Indian to have knowledge about Indian heritage. Sri Krishna is an important part of Indian traditional life and it is important to know about him.</li> <li>2. The special history of women's awakening in the 19th century has come up in this play in the wonderful art</li> </ol>
	<b>Hindi &amp; Others Indian Literature, 602 BNGH C-14</b>	<p><b>Hindi &amp; Others Indian Literature</b></p> <ol style="list-style-type: none"> <li>1. 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</li> </ol>
	<b>Kapal Kundola by Bankimchandra</b>	<b>Kapal Kundola by Bankimchandra Chaattya padhyay</b>

	<p><b>Chaattya padhyay and Gharabaire by Rabindranath Thakur,603 BNGH DSE – 3A</b></p>	<ol style="list-style-type: none"> <li>1. Bankim Chandra Chattopadhyay's Kapalkundala makes clear the various honest thoughts of human life.</li> <li>2. Contemporary norms are established on historical basis.</li> <li>3. The writer makes clear the contemporary family picture with romantic thoughts.</li> </ol> <p><b>Gharabaire by Rabindranath Thakur</b></p> <ol style="list-style-type: none"> <li>1. In Rabindranath Tagore's novel Ghorebaire, patriotism and contemporary politics are brought to the fore with artistic skill.</li> <li>2. The novel is simultaneously a signature of art and history.</li> </ol>
	<p><b>Sanjeev Chatterjee's Palamau and Atmcharit by Shibnath Shastri 603 BNGH DSE – 3B</b></p>	<p><b>Sanjeev Chatterjee's Palamau</b></p> <ol style="list-style-type: none"> <li>1. Sanjeev Chatterjee's Palamau creates a sense of beauty and the reader learns to recognize life in the heart of the reader.</li> <li>2. The relationship of man with nature has played a major role in this book.</li> <li>3. The book is very necessary in the field of ecology.</li> </ol> <p><b>Atmcharit by Shibnath Shastri</b></p> <ol style="list-style-type: none"> <li>1. Shivnath Shastri's autobiography shows deep thoughts about the 19th century sense of life</li> <li>2. The book of contemporary theology has given a new dimension, which is the path of our future.</li> </ol>
	<p><b>Chenratar By Tulshi Lahiri and two One-Act Play 603 BNGH DSE- 3C</b></p>	<p><b>Chenratar By Tulshi Lahiri</b></p> <ol style="list-style-type: none"> <li>1. The human crisis during 2<sup>nd</sup> World War is brought up in this play.</li> </ol>

		<ol style="list-style-type: none"> <li>2. At the same time there is a religious crisis.</li> <li>3. Conflict between love and hard reality is the content of this play.</li> </ol> <p><b>Two One-Act Play</b></p> <ol style="list-style-type: none"> <li>1. After the First World War, instead of a larger crisis due to the various helplessness of people, individual dramas were written about small but intense pains.</li> <li>2. .Manmath Roy's Muktir Dak is the first solo play.</li> <li>3. The conflict between caste and love is present in this play. The drama "Call of Liberation" teaches that humanity is greater than caste.</li> <li>4. Mohit Chattopadhyay's Rakshasa is a play to remove that fear that people are always afraid of. This play teaches the mantra of becoming fearless among the students.</li> </ol>
	<p><b>Novel and Short Story of Bangladesh 604 BNGH DSE- 4A</b></p>	<p style="text-align: center;"><b>Novel</b></p> <ol style="list-style-type: none"> <li>1. The life practice, sense of life, history and cultural world of neighboring country Bangladesh is important in reading Bengali literature.</li> <li>2. Through the stories and novels of Bangladesh, we can learn about their cultural revolution and people's struggle.</li> <li>3. Akhtaruzzaman Ilyas's Chilekothar Sepai evokes people's personal helplessness as well as incites them to social struggle.</li> </ol> <p style="text-align: center;"><b>Short Story</b></p> <ol style="list-style-type: none"> <li>1. Selina Hussain and Humayun Ahmed's short stories similarly depict various pains in various aspects of life. Awakens human qualities.</li> </ol>
	<p><b>Essay of Rabindranath</b></p>	<p style="text-align: center;"><b>Essay of Rabindranath Tagore</b></p>

	<p><b>Tagor 604 BNGH DSE – 4B</b></p>	<ol style="list-style-type: none"> <li>1. Rabindranath Tagore has his own achievements in various branches of literature.</li> <li>2. Analytical discussion on various issues at the same time in the article.</li> <li>3. Adopting his thoughts on education can improve our education system.</li> <li>4. His thoughts on literature show us new ways.</li> <li>5. His thoughts on the environment are expressed in wonderful artistic skills.</li> </ol>
	<p><b>KabyaNatya : Chitragoda By Rabindranath Tagor and Tapashshi- Tarangini By Buddhodeb Basu 604 BNGH DSE – 4C</b></p>	<p style="text-align: center;"><b>Chitragoda By Rabindranath Tagore</b></p> <ol style="list-style-type: none"> <li>1. At the same time it develops a sense of drama and poetry.</li> <li>2. Rabindranath Tagore's Chitragada talks about the empowerment of women, which is very necessary in today's world.</li> </ol> <p style="text-align: center;"><b>Tapashshi-Tarangini By Buddhodeb Basu</b></p> <ol style="list-style-type: none"> <li>1. Here is the history of how politics and religion influence common people at the same time.</li> <li>2. Contemporary history becomes clear. Food movement merges with mythology.</li> </ol>
	<p><b>Project 605 BNGH SEC - 2</b></p>	<ol style="list-style-type: none"> <li>1. 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.</li> <li>2. Project on Literature and Culture of Goud Banga through seminar preparation, students are encouraged to engage in research and at the same time develop reflective writing skills.</li> </ol>

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

## *Program outcomes*

Undergraduate (UG) is the beginning milestone of higher education system in which so many academic disciplines are to be read. The study of English literature is one of the most significant disciplines that enlarge and extend the knowledge of world literature on the point of literary sense. In a nutshell literature is the significant part of social science study. Any literature manifests the knowledge of creative sense, imagery and writing ability but English literature encourages the knowledge of the world that the students want. And the students can contact to the literature across the globe. The literature of English does not mean to the study of English literature only rather it deals with English language, the history of literature and language, phonetics and grammatical knowledge, novels, poetry, drama and the eminent authors and their contributions.

Studying English Literature opens on to the world of creative imagination. Not only does it develop skills that are essential for today's global environment, but it also inspires change and innovation. English Literature studies help us understand our world in all its social, political, economic and cultural aspects through stories, novels, poems, and plays.

The present academic syllabus is CBCS system that is choice based credit system where students can choose their own topic that they want. Now the syllabus of CBCS honours system consists of six semesters. The syllabus of UG English honours contents also six semesters where students will study two major papers entitled disciplinary course (DC) along with other two optional papers. Each semester deals with the specific period of English literature. The students will get the information about the historical background of the literary age and its authors along with various literally genres.



## *Course outcomes*

Semester	Course Name	Course Outcomes
<b>I</b>	<b>British Poetry and Drama: 14th - 17th Centuries</b>	<ul style="list-style-type: none"> <li>• This section deals simultaneously deals with poetry, sonnet and drama of the Middle English literature.</li> <li>• The students will come to know about poetry and its variations like metaphysical poetry of John Donne.</li> <li>• Be familiar with sonnet and its types like Shakespearean sonnet and petrarchan sonnet or spenserian sonnet.</li> <li>• Students will gather more knowledges about drama and performance studies.</li> </ul>
	<b>British Poetry and Drama: 17th and 18th Centuries</b>	<ul style="list-style-type: none"> <li>• This section also deals with poetry and drama after seventeenth centuries.</li> <li>• Students will develop their skill about the progress of English poetry and drama from its first preference.</li> <li>• With poetry and drama the section also extends the discussion about epic and mock-epic.</li> <li>• Students got the skill about the use of language and literary creativity by which they can able to write some literary works.</li> </ul>
<b>II</b>	<b>British Literature: 18th Century</b>	<ul style="list-style-type: none"> <li>• Students will get the knowledge of the social, political and literary background of the 18<sup>th</sup> century England through the study of prose, poetry and novella.</li> </ul>

		<ul style="list-style-type: none"> <li>• Be familiar with the religious conflicts of Christianity and its impact on English literature.</li> <li>• Students will come to know about a new dramatic genre like comedy of manners.</li> </ul>
	<b>British Romantic Literature</b>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• Creativity, imagination, innovation and natural and super natural differentiation are approachable to the students.</li> <li>• Students will acquire the knowledge of romantic movements preceded the age of reason and logic.</li> </ul>
<b>III</b>	<b>British Literature: 19th Century</b>	<ul style="list-style-type: none"> <li>• Be familiar with the notion of social development and the hard times of England.</li> <li>• Students will get the idea of the impact of romanticism and the beginning of early modernism.</li> <li>• In literature students will read about dramatic monologue, another literary genre that deals with the absence of audiences.</li> </ul>
	<b>British Literature: The Early 20th Century</b>	<ul style="list-style-type: none"> <li>• This section provides the significant themes like the confliction of religion and science, country and city, romanticism and realism.</li> <li>• Students will get the notion about the social and industrial development during the reign of Queen Victoria.</li> </ul>

		<ul style="list-style-type: none"> <li>• Through the writings the students will come to know about the colonial concept.</li> </ul>
	<b>European Classical Literature</b>	<ul style="list-style-type: none"> <li>• This section provides the knowledge about Greek literature.</li> <li>• Students will go through the writings of the famous writers like Homer, Ovid, Sophocles, Plautus etc.</li> <li>• They will read their writings and attach with the classical notions of creativity.</li> </ul>
<b>IV</b>	<b>Indian Classical Literature</b>	<ul style="list-style-type: none"> <li>• Having multidisciplinary studies students will also attach with Indian classical literature where Sanskrit language was the prominent language.</li> <li>• Students will come to know about the great Sanskrit epic in English language.</li> <li>• They will be able to interpret the classical spiritual concept through the reading of Abhijnana Shakuntalam, Mricchakatika and Mahabharata.</li> </ul>
	<b>American Literature</b>	<ul style="list-style-type: none"> <li>• Students will acquire the knowledge of American English Literature.</li> <li>• They will be pregnant with American writers like Tennessee Williams, Ernest Hemingway and others.</li> <li>• Students will get the background studies about the World War I and World War II.</li> </ul>
	<b>Modern European Drama</b>	<ul style="list-style-type: none"> <li>• This section deals with the modern writers who sketched the modern picture through their writings.</li> </ul>

		<ul style="list-style-type: none"> <li>• Students will get vthe knowledge of modernism and its technological development.</li> <li>• Students will get in touch with new literary genre like mono drama, absurd theatre and so on.</li> </ul>
<b>V</b>	<b>Postcolonial Literature</b>	<ul style="list-style-type: none"> <li>• Students will go through the writings of colonial writers along the post colonial section.</li> <li>• Students will come to know how the postcolonial concept remains the same hegemony on the colonial countries.</li> <li>• They will get in touch with the powerful impact of Marxism through the writings like Wole Soyinka, Derek Walcott.</li> </ul>
	<b>Indian Writing in English</b>	<ul style="list-style-type: none"> <li>• Students will acquire the knowledge of the Indian writers who were writing in English Language like R K Narayan, Girish Karnard, Kamala Das etc.</li> <li>• They will be informed the formation of Indian subject in English language.</li> <li>• Students will get in touch with domestics, patriotism, patriarchal domination through the writings.</li> </ul>
<b>VI</b>	<b>Popular Literature</b>	<ul style="list-style-type: none"> <li>• Be familiar with popular culture through the writings of popular literature.</li> <li>• Students will get the information about the cultural uplift among the educated society.</li> </ul>

		<ul style="list-style-type: none"><li>• They will acquire the knowledge of folk culture and popular culture through the translation reading of the writings.</li></ul>
	<b>Women's Writings</b>	<ul style="list-style-type: none"><li>• In this section students will come to approach the women writers who broke down the social and political barrier in writing literature.</li><li>• Students will get in touch how the feminism came out as a movement against the patriarchal domination.</li><li>• Students will read the fierce writings of Marry Wollstonecraft, Virginia Wolfe, Alice Walker etc.</li></ul>

# Sanskrit

## Programme 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)

### SEMESTER-I

#### DC- 1- Classical Sanskrit Literature (Poetry)

**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.

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

#### DC-2 Critical Survey of Sanskrit literature and prosody:

- 1- 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 Mahākāvyas 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 Mahākāvyas, Sanskrit Dramas.
- Identify and describe distinct characteristic of literary text.

Knowledge on the followings This course aims to get students acquainted with the journey of Sanskrit literature from Vedic literature to Purana. It also intends to give an outline of different shastric traditions, through which students will be able to know different genres of Sanskrit literature and Sastras. arshacharita is one of the most important historical prose-romance in Sanskrit literature. After reading this chapter, the students become fully aware of Banbhata's biography, his style of writing and his style of poetry. The students will be overwhelmed by description of maharaja Pravakarabardhana, who died in the 5th chapter, the ascent of Yasomoti to the fire, the emotional reaction of Prince Harsha etc. Students read the syllabus and understand Harsghabardhana's mental anguish respect for father respect for mother and brotherly love. The student studies here the detailed study of life and works of the Bana Bhatt. The student studies here the Katha Sahitya Swarup (the form of Prose). The student studies here the famous work of Kadambari by Bana Bhatt, and Mahashweta Vrutanta in particular. SK-305EA Kavyatattvamimamsa & Dramaturgy Sanskrit Student should be made aware that Sanskrit is The students will observe here the life and works of Rajashekhara. The students will observe here through Kavya Mimamsa by Rajashekhara, the critical theories of Poetry in Sanskrit literature. The students will observe here the literary as well as critical value of the above work in Sanskrit literature\* Students to become familiar with the narrative structures, plots main characters, and major themes of the mahabharat and the Ramayana. Students become familiar with the ways in which the Epics reflect and narrate Hindu, Teaching about ethics, government, the nature of god, and the relationship between humans and the divine.

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 skills

Specially reading of Sanskrit Prose Rājavāhna-charitam they can get knowledge about the eminent poet

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

## **SEMESTER -II**

### **DC-3 Classical Sanskrit Literature (Prose)**

students can gain knowledge on origin and gradually development of classical Sanskrit prose literature. They can find out the difference between Ancient prose style and modern style with ancient Indian culture and civilization.

#### **DC.4- 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. In order to learn Sanskrit language perfectly it is SK-102C Grammar necessary to read grammar and grammatical literature like Siddhantakaumudi and other books. Grammar has been taken as a limb of the Vedas (Vedanga) because without it the meaning of the suktas and their application (biniyoga) would not have been perfect. Imperfect pronunciation and the wrong application of the suktas may lead a man to the world of disaster which is called bakbajra and apashabda etc. The study of grammar leaves a man to the world of Moksha or Liberation as endorsed by Bhatrihari.

### **SEMESTER –III**

#### **DC-5- Classical literature (Drama)**

Knowledge on the followings This course aims to acquaint students with three most famous dramas of Sanskrit literature which represent three stages in the growth of Sanskrit drama.

#### **DC-6- satakakavya and modern Sanskrit Literature:**

1. This part of Satakakavya (Nitisataka) gives idea to better live with Indian culture. It helps students to judge what is right deed or what is wrong deed before work. It teaches how to know the quality of a person.

2. It is a survey of modern Sanskrit literature specially on Bengal writers like Kalipadatarkacharya, Sitanatha Acharya and others. Students can know about the contribution of Bengal to Sanskrit literature. They also survey to find out new manuscripts in Bengal state.

#### **Survey of Modern Sanskrit Literature (Special reference to Bengal)**

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Reading the Modern Sanskrit Literature students mind revived its old interesting thirst.

Students will be able to know not only ancient literature and their classification but also modern Sanskrit literature.

Students will be able to know many unknown stories of per-independent India's Heroic leaders.

Research students will be able to choose the topic of research from modern Sanskrit Literature.



## **DC-7- Manusamhita ,Arthasaatra and History of Dharmasastra,Nitisastra and Arthasastra-**

**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.

### **Arthasastra –( Vidyasamuddesa)**

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

## **SEMESTER -IV**

### **DC-8-- Self management of the Gita and Isopanisad**

The aim of this subject is to learn the philosophy of self management in Shrimadbhagavadgiita. It gives idea for the students to face and solve any problem with patience in their life. It guides students to preserve our human religion and to do good deeds for motherland. Students will gain knowledge to use of some non paninian grammar (Arsaprayoga).

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 . Spiritual knowledge, epistemology, morality and their developments need the reading of our shastras like Kathopanisad and Isavasyopanisad

**DC-9- Ancient Indian Judiciary System and Gneral introduction to scientific and technical literature:**

### **Yajnyavalkyasamhita :-**

Students can able to no our Indian culture through this test. They can understand our Indian about wealth of human behaviour and system of punishment.

### **DC-10 –Kavyalankarasutravritti ( 1<sup>st</sup> Adhikarana)**

From this chapter students can know about the symbol of vritti and riti , utility of kavya and types of kabi (poet). Students will use and find out the writing style of kavya.

### **History of Sanskrit poetics-**

Sanskrit studies across the world :- This part of the course gives idea about the influence of Sanskrit language in the world. Students can know the foreign followers of Sanskrit language.

## **Sanskrit Studies Across the World**

To help students to gain knowledge about Sanskrit practices in abroad.

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The students about to know the Sanskrit is not only an Indian Old Language but also it is a world Language.

To help the student to know the views of Western Scholar/ Historians about Indian Sanskrit Literature.

It helps to develop passion for the subject of Sanskrit.

### **SEMESTER-V**

#### **DC-11 Vedic studies :**

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

#### **DC- 12 Sahityadarpana (Chapt.VI)**

This part of the course gives knowledge of Dramaturgy. The aim of this chapter is 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 un known drama and theatre.

#### **Sahityadarpana –(Chapt. X) Alankara**

Having read this chapter students can 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

#### **DSE-1A : Sanskrit Grammar and Linguistics**

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

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

etc. This course will introduce the modern technology in the field and prepare the students for next levels. After covering these topics of Linguistics, the students will learn the tools and techniques of Linguistic.

Knowledge on the followings This course aims to get the students to know the basics of Sanskrit Grammar, including rules of Sandhi, Karak. Students acquires the ability to from sentences scientifically. They can determine the etymology of words. They gain knowledge the ancient Indian educational system and also gain an idea about the origin of words in other Indian languag

### **DSE-2A Ontology and Metaphysics Tarkasangaha :**

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.

### **SEC-1- Communicative Sanskrit and computer Application –**

This part of the course gives capacity to the students to express the thoughts , feeling s and ideas effectively speaking in Sanskrit. They will able to communicate in Sanskrit with others .The students will able to type Devanagari Script in computer and get jobs.Proof Reading will help to check the articles, books and Research works technically and correctly.

## **SEMESTER- VI**

### **DC-13 Saptapadarthi & General Acquaintance with the 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”.

### **DC-14 – Grammar and Ayurveda (Siddhantakaumudi , Charakasamhita- Ch-1)**

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.

Charakasamhita is a part of Ayurveda . It helps the students to take care of health . To have healthy foods and keep up diet balance.The main objective of Charakasamhita is to understand the basic rules of preventative medicine and health maintenance . Students can know how to control Tridosatvam (Bata,Pita and Kapha) and live long . They can know about some medicinal plants , spices, fruits which will be used day – to day life.

### **DSE- 3A- Vedic studies and Vedic Grammar-**

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

### **DSE-4A- Sanskrit Literature and Literary criticism-**

#### **Bhattikavya ch-2**

Students can no the use of technical grammer through this kavya. They can understand easiest the method of grammatical use.

#### **Kavyadarsa-Ch-1)**

Students can understand the concept of Sanskrit literaturary rules and deffination of kavya according to Dandi. They can gain knowledge about origin of different languages.

Understand and analyse Pada, vakya, Guna , Riti, Rasa , Alankar in kavya. The students can apply the knowledge of creative writing in the light of figures of speech and understand the importance of asthetics in kavya.

### **SEC- 2A- Writing skill and Comprehension –**

This part of the course helps the students to write paragraph,Articles ,letters in Sanskrit with key words. It will introduce the theoretical and practical knowledge of computer based translation .Students can operate computer properly.

Students will able to prepare their research paper or Seminar paper . they will able to understand and answer the question from unseen paragraph.

