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DHUPGURI GIRLS' COLLEGE

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Criterion 2 - Teaching-learning and Evaluation

2.6 Student Performance and Learning Outcome

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



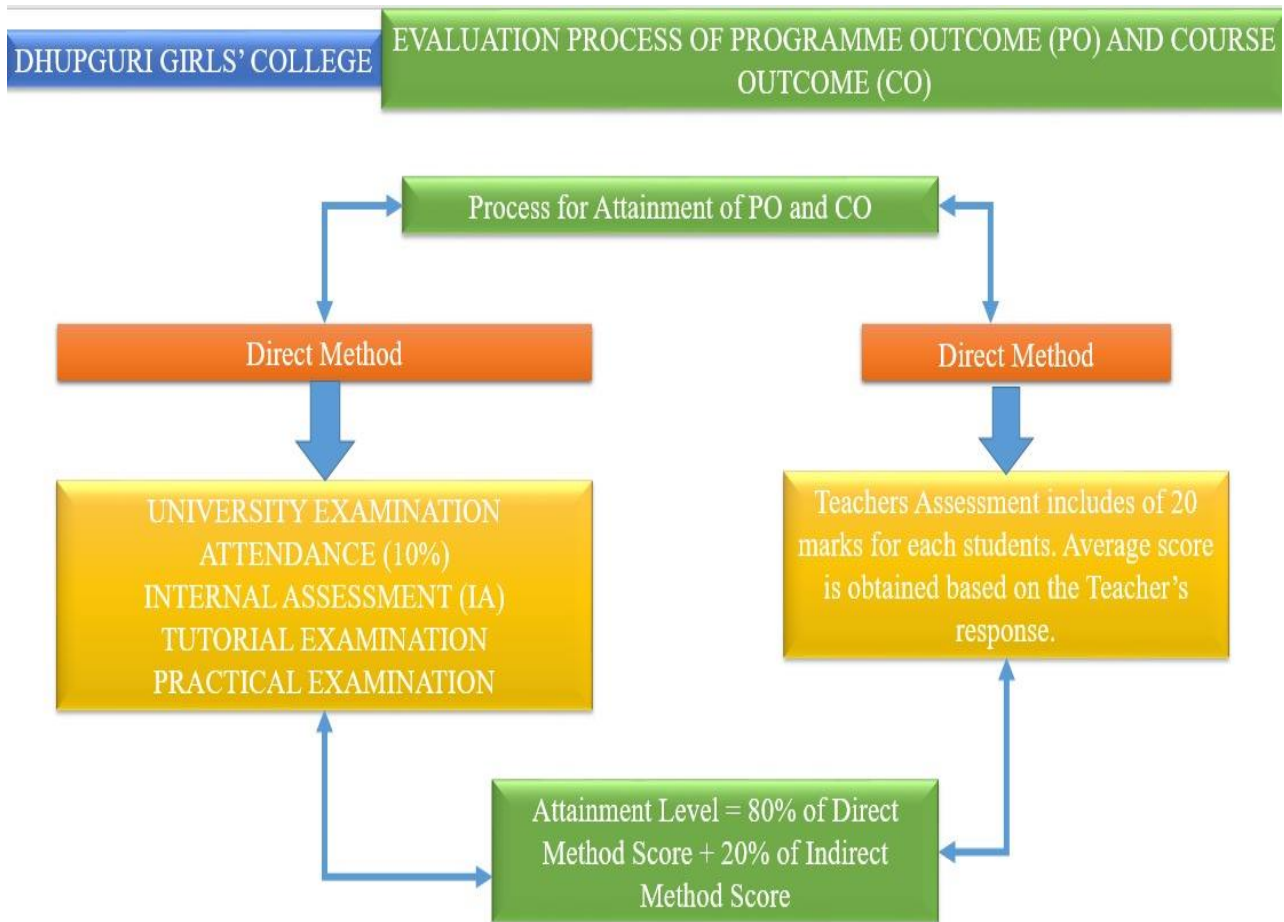
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DEPARTMENT OF GEOGRAPHY

Course outcome for UG Geography (CBCS) syllabus under University of North Bengal

- **Course Outcome for GEO-H-DSC-1-01-TH (Geotectonic):** Understand Earth's tectonic evolution, plate boundaries, and natural phenomena like earthquakes and volcanoes.
- **Course Outcome for GEO-H-DSC-1-01-PR (Practical's):** Apply cartographic techniques and prepare project file demonstrating practical skills.
- **Course Outcome for GEO-H-DSC-1-02-TH (Geomorphology):** Analyze erosional and depositional landforms, understanding slope processes.
- **Course Outcome for GEO-H-DSC-1-02-PR (Practical's):** Interpret topographical maps, identify rocks and minerals.
- **Course Outcome for GEO-H-DSC-2-03-H (Human Geography):** Explore human-environment interactions, population dynamics, and resource relationships.
- **Course Outcome for GEO-H-DSC-2-03-PR (Practical's):** Present data effectively and use thematic mapping techniques.
- **Course Outcome for GEO-H-DSC-2-04-TH (Settlement Geography):** Comprehend rural and urban settlement growth, and urbanization patterns.
- **Course Outcome for GEO-H-DSC-2-04-PR (Practical's):** Apply surveying techniques and create thematic maps.
- **Course Outcome for GEO-H-DSC-3-05-TH (Climatology):** Understand atmospheric processes, climatic regions, and cyclones.
- **Outcome for GEO-H-DSC-3-05-PR (Practical's):** Handle meteorological instruments and interpret climatic data.
- **Course Outcome for GEO-H-DSC-3-06-TH (Statistical Methods in Geography):** Use statistics effectively for geographical data analysis.
- **Course Outcome for GEO-H-DSC-3-06-PR (Practical's):** Apply descriptive statistics and analyze correlations in geographical data.
- **Course Outcome for GEO-H-DSC-3-07-TH (Geography of India):** Analyze India's physical, economic, and social geography, and understand regionalization using specific criteria.



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- **Course Outcome for GEO-H-DSC-3-07-PR (Practical's):** Interpret temperature and rainfall graphs of selected Indian stations, and calculate population growth rates and measures of inequality for demographic analysis.
 - **Course Outcome for GEO-SEC-A-3-01-TH (Remote Sensing):** Gain expertise in remote sensing techniques, satellite image processing, interpretation, and applications, enhancing job opportunities in various fields related to geospatial technology and environmental monitoring.
 - **Course Outcome for GEO-SEC-A-3-01-TH (Rural Development):** Acquire a comprehensive understanding of rural development concepts, paradigms, area-based and target group approaches, and rural governance, preparing students for diverse job opportunities in rural development organizations, government agencies, and NGOs, contributing to sustainable development in rural areas.
 - **Course Outcome for GEO-H-DSC-4-08-TH (Economic Geography):** Develop a comprehensive understanding of economic activities, their location factors, primary activities (agriculture, forestry, fishing, and mining), secondary activities (manufacturing, special economic zones, and technology parks), and tertiary activities (transport, trade, and services), preparing students for careers in economic analysis, regional planning, and industrial development.
 - **Course Outcome for GEO-H-DSC-4-08-PR (Practicals):** Acquire practical skills in transport network analysis, state-wise occupational structure representation using proportional circles, and work participation rate representation, enhancing data visualization and analytical abilities for economic and regional planning applications.
 - **Course Outcome for GEO-H-DSC-4-09-TH (Regional Planning and Development):** Gain in-depth knowledge of regional planning concepts, types of planning regions, and the process of regionalization for effective planning. Understand various theories and models for regional development, including Growth Pole Model and Growth Centre Model.
 - **Course Outcome for GEO-H-DSC-4-09-PR (Practicals):** Acquire practical skills in delineating formal and functional regions using weighted index and breaking point analysis methods, and measuring regional inequality and disparity using Location Quotient and Sopher Index, enhancing analytical abilities for regional planning and development assessment.
 - **Course Outcome for GEO-H-DSC-4-10-TH (Field Work and Research Methodology):** Understand the role of fieldwork, select appropriate techniques for data collection, and define research problems and objectives.
- Course Outcome for GEO-H-DSC-4-10-PR (Practical - Field Survey):** Gain hands-on experience in field tools, design field reports, and develop practical skills in data collection and report writing.



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- **Course Outcome for GEO-SEC-A-4-02-TH (Geographical Information System - GIS):** Acquire practical skills in GIS data analysis, including input, geo-referencing, editing, output, and querying, as well as the application of GIS for tasks such as land use mapping, urban sprawl analysis, and forests monitoring, enhancing job opportunities in geospatial technology, urban planning, and environmental monitoring.
- **Course Outcome for GEO-SEC-A-4-02-TH (Tourism Management):** Comprehensive understanding of tourism concepts, types, recent trends, and case studies in diverse regions, preparing students for careers in tourism management, hospitality industry, and travel planning, supported by India's National Tourism Policy.
- **Course Outcome for GEO-H-DSC-5-11-TH (Environmental Geography):** Understand environmental concepts, human-environment relationships, ecosystems, and global, national, and regional environmental programs and policies.
- **Course Outcome for GEO-H-DSC-5-11-PR (Practicals):** Develop practical skills in creating questionnaires for environmental perception surveys and conducting a project on environmental issues in North Bengal, enhancing research and data analysis abilities.
- **Course Outcome for GEO-H-DSC-5-12-TH (Remote Sensing and GIS):** Understand remote sensing and GIS concepts, aerial photography, satellite remote sensing, and GIS data structures. Apply remote sensing and GIS for land use analysis, urban sprawl assessment, and forests monitoring.
- **Course Outcome for GEO-H-DSC-5-12-PR (Practical's):** Gain practical skills in air photo and satellite imagery interpretation, image processing, classification, Geo referencing, and GIS overlays. Enhance data analysis and visualization abilities for remote sensing and GIS applications.
- **Course Outcome for GEO-H-DSE-5-01-TH (Population Geography - Theory):** Understand population geography, data sources in India, population size, distribution, growth determinants, fertility, mortality, migration, and population composition. Address contemporary issues like aging population, sex ratio, and HIV/AIDS.
- **Course Outcome for GEO-H-DSE-5-01-PR (Population Geography - Practical):** Gain practical skills in population projection, population density mapping, work participation rate analysis, and occupation structure analysis. Enhance data analysis and visualization abilities for population-related research and planning.
- **Course Outcome for GEO-H-DSE-5-01-TH (Resource Geography - Theory):** Understand the concept, classification, and techniques related to natural resources. Analyze the distribution, utilization, problems, and management of land resources, water resources, forests, and energy resources.
- **Course Outcome for GEO-H-DSE-5-01-PR (Resource Geography - Practical):** Acquire practical skills in mapping land use/land cover, and compute the Human Development Index for comparative decadal change of the top five Indian states. Enhance data analysis and visualization abilities for resource-related research and analysis.



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- **Course Outcome for GEO-H-DSE-5-02-TH (Urban Geography - Theory):** Understand urban geography, patterns of urbanization, functional classification of cities, and address urban issues and case studies in North Bengal, preparing for careers in urban planning and development.
- **Course Outcome for GEO-H-DSE-5-02-PR (Urban Geography - Practical):** Acquire practical skills in analyzing urban settlement hierarchy and state-wise urbanization trends using Census data. Enhance data analysis abilities for urban geography research and development studies.
- **Course Outcome for GEO-H-DSE-5-02-TH (Agricultural Geography - Theory):** Understand agricultural geography, including land use/land cover classification, determinants of agriculture (physical, technological, and institutional), agricultural regions of India (agro-climatic, agro-ecological, and crop combination regions), agricultural systems worldwide (Whittlesey's classification), and agricultural revolutions in India (Green, White, Blue, Pink).
- **Course Outcome for GEO-H-DSE-5-02-PR (Agricultural Geography - Practical):** Acquire practical skills in measuring agricultural efficiency using Bhatia and Martin-Gibbs methods and cropping intensity using ICAR method. Enhance data analysis abilities for agricultural geography research and analysis.
- **Course Outcome for GEO-H-DSC-6-13-TH (Evolution of Geographical Thoughts - Theory):** Understand the development of geographical thought, from pre-modern origins to modern trends in Germany, France, Britain, and the USA. Analyze debates such as Environmental Determinism and Possibilism, Systematic and Regional approaches, and explore trends like the Quantitative Revolution, Behaviouralism, Feminism and the shift towards Postmodernism.
- **Course Outcome for GEO-H-DSC-6-13-PR (Evolution of Geographical Thoughts - Practical):** Acquire practical skills in using quantitative techniques in Geography, including Chi-square, standard score, and ranking coefficient by Kendall. Study crop combination methods by Weber, Rafiulla, and DoI, enhancing data analysis abilities for geographical research and analysis.
- **Course Outcome for GEO-H-DSC-6-14-TH (Disaster Management - Theory):** Understand hazards, disasters, risk assessment, and consequences of earthquakes, landslides, floods, riverbank erosion, and human-induced disasters. Prepare for careers in disaster management and emergency response.



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- **Course Outcome for GEO-H-DSC-6-14-PR (Disaster Management - Practical):** Gain practical experience by preparing a project report on a disaster case study (flood, landslide, earthquake, or human-induced disaster). Enhance data analysis and reporting skills for disaster management research.
- **Course Outcome for GEO-H-DSE-6-03-TH (Advanced Cartography - Theory):** Master cartography fundamentals, levelling techniques, and map projections. Understand Remote Sensing and GIS applications in cartography.
- **Course Outcome for GEO-H-DSE-6-03-PR (Advanced Cartography - Practical):** Develop practical skills in levelling, drawing profiles, and constructing various map projections. Enhance expertise in Remote Sensing, GIS, and spatial data analysis for mapping.
- **Course Outcome for GEO-H-DSE-6-03-TH (Political Geography - Theory):** Understand the concepts, scope, and attributes of states, nations, and nation-states. Explore geopolitical theories like Heartland and Rimland. Analyze resource conflicts, water-sharing disputes, and conflicts related to forest rights and minerals. Examine the politics of displacement in dam and Special Economic Zone projects.
- **Course Outcome for GEO-H-DSE-6-03-PR (Political Geography - Practical):** Develop skills in preparing spatial distribution maps of India for gender, caste, and religion. Analyze migration data, including rural to urban and urban to urban migration patterns. Gain proficiency in preparing a checklist of indices for Social Impact Assessment.
- **Course Outcome for GEO-H-DSE-6-04-TH (Hydrology and Oceanography - Theory):** Understand the hydrological cycle, its components, and human impact on it. Analyze river basins, their surface run-off, and measurements of river discharge. Gain knowledge of ocean floor topography, oceanic movements, and the distribution of ocean salinity and temperature. Learn about coral reefs, marine deposits, and ocean resources.
- **Course Outcome for GEO-H-DSE-6-04-PR (Hydrology and Oceanography - Practical):** Develop skills in morph metric analysis of a river basin using topographical maps. Learn how to calculate discharge using area velocity methods.
- **Course Outcome for GEO-H-DSE-6-04-TH (Social Geography - Theory):** Gain a comprehensive understanding of social geography, including its concept, origin, nature, and scope. Analyze the peopling process of India, technology, occupational change, and migration. Study the spatial distribution of social categories like caste, class, religion, race, and gender.
- **Course Outcome for GEO-H-DSE-6-04-PR (Social Geography - Practical):** Develop practical skills in representing migration trends using flow charts. Learn to visually depict the spatial distribution of caste, religion, and gender in India using proportional circles and proportional divided circles.



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- **Course Outcome for GEO-GE-01-TH (Physical Geography - Theory):** To Understand geography as a discipline, its scope, content, and branches and comprehend geotectonics, Earth's origin, evolution, and interior structure, along with Continental Drift and Plate
 - Tectonic theories.
 - To identify major rock types and their characteristics.
 - To Learn about weathering and mass wasting in geomorphic processes.
 - To Describe erosional and depositional features created by rivers, glaciers, and wind.
- **Course Outcome for GEO-GE-02-TH (Geography of India - Theory):** To Understand the physiographic, climate, natural vegetation, and soil of India, identify and describe different types of settlements, and analyze the morphology of rural and urban settlements and gain insights into intensive farming (rice), plantation farming (tea and rubber), and horticulture in India.

Note: The write up includes the content of Programme course also as some topics overlaps.


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PROGRAM OUTCOMES OF BENGALI HONOURS

CORE COURSES

- The sincere student achieves a strong foothold on the language discipline of Bengali and its rich literature that has evolved over time and through the ages. History of the Bengali Language from its origin to twentieth century with special emphasis helps to understand the stages of evolution and literature of that phase simultaneously.
- Study of Linguistics will help students the Bengali language-including sounds, words, sentences and meaning. Students will understand Bengali language in an historical context and they will learn how Bengali language changed over time and how it varies from situation to situation and place to place. Study of Linguistics will also help in making the foundation of language stronger and will improve the practical and intellectual skills.
- Fiction and novel, structural pattern and craft: Deep research into a broader cultural praxis, myth of telling a story and how it is narrated from the other's point of view, new experiments in plot, character and methodology.
- A comprehensive and detailed analysis of the history of social or cultural, political or the primitive mythological deep rooted systems helps students to acquire a true understanding of evolution of the Bengali culture through various perspectives.
- Insights into the Post-war transformations of the different art forms, structural denominations of past legacy and history of social, political and cultural dilemma weaving around colonial India.
- A Comprehensive introspection of various genres and structural analysis.
- Study of the twentieth century classics with respect to structuralism, semiotics, grammatology and narrative ideas, epistemological features and feminist approaches. Socio-political impact of 19th and 20th century prose, colonial influence, religious and social identities; Significant aspects of national uprising, class struggle, new methodological inputs and transient traditions: a detailed and structured metamorphosis.
- Advanced techniques in the craft of fiction, short story and experiments in the 20th century novel, historical novel, epic novel and stream of consciousness novel.
- A detailed knowledge of the twentieth century poetry, trends and intentions from Rabindranath to the later modern poets.
- Analytical observations of Drama, symbolist tendencies, the changing means of communication in satire, wit and contemporary individual voices of protest, theme and history of new experiments.



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- Extended knowledge background with respect to the growth and development of IPA and experimental methods for upcoming new genres.
- Protests and revolt against Fascism and Capitalism, protests and strike against landlords or rich industrialists by farmers and labourers contributed to a new phase of literary documentation.
- The Fort William College and the Vernacular Literature Society: their contribution to growth of Bengali prose, essays, translations of mythology and old religious texts of Sanskrit.

Skill Enhancement Courses (SEC)

SECs in the undergraduate program help the students excel in professional Fields

- Through knowledge acquired about the growth of the Printing press and development of a global platform for Bengali speaking people; the growth of new genres and publications; development of mass culture and activism through public theatre; the profound impact of social identity and mass protests as published in various journals, periodicals and weekly magazines; news data of theatre and staged dramas.
- Through use of functional Bengali Translation, composition of interviews, reports and newspaper articles.
- By learning drama and recitation.
- By learning proper pronunciation of words, knowledge of prosody, Writing scripts for documentaries and films.
- By learning Translation, composition of interviews, reports and newspaper articles.
- By learning how to format a research paper, methodology for constructive research.
- By learning to develop proper database for transformation of a story to aFilm, professional inputs and concepts.
- Skills for working in a publishing media and other publishing houses.


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Discipline Specific Courses (DSE)

- Fiction and novel, structural pattern and craft: Deep research into a broader cultural praxis, myth of telling a story and how it is narrated from the other's point of view, new experiments in plot, character and methodology.
- A comprehensive and detailed analysis of the history of social or cultural, political or the primitive mythological deep – rooted systems helps students to acquire a true understanding of evolution of the Bengali culture through various perspectives.
- Deep understanding about Bengal Partition and post – partition crisis in Bengali Literature: Novel, Short Story, Poetry.
- Literature of Bangladesh would enrich the students' understanding of the contemporary trends in poems and novels and new cultural initiatives. Knowledge and understanding literature from a different perspective.
- Will develop the backdrop of folk tales and structural analysis of oral discourse and the literature for children and adolescents: form and stylistics which qualify new tendencies of society and culture.
- Study of different forms of linguistic and semantic manifestations ensure a deep reading of science fiction, mystery novels and popular literature which helps to achieve a critical understanding of the growth of individual protest and literary activism.
- The course is built suitably to help students acquire a solid basis of comparative understanding of concepts of classical authors and thinkers.


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PROGRAM SPECIFIC OUTCOMES OF BENGALI HONOURS

Specific outcomes of this course are identified by what students learn and apply. The Course imparts a deep and profound understanding about Bengali Language and Literature through the stages of evolution and transformation, in different perspectives, their valuable contribution to society, the influences they have drawn from historical experiences and their evolution into an Indian and International language in its modern and more functional form. The prospects of the undergraduate program in Bengali Honours is spelled out as follows –

- Higher studies in University of Calcutta or other reputed Universities.
- Studies in the field of Advertising, Media, Journalism, Print Media and Publishing Houses and opportunities for employment in these areas.
- Suitable job orientation as junior research associate, in college libraries and universities.

COURSE OUTCOMES OF BENGALI GENERIC (ELECTIVE) COURSE

Through this curriculum students learn to translate English to Bengali and contrarily from Bengali to English. Moreover, they acquire skills in proof-reading, formal letter writing, reporting or various affairs etc. Exercise of all these methods will help students in getting jobs as translator, professional Proof-reader or Reporter in News agencies and thus the course of study is building proficiency required for getting employed in different streams in hardcore publishing or advertising areas.


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DEPARTMENT OF EDUCATION

PROGRAMME OUTCOME

| | |
|-------------|--|
| PO1 | Disciplinary knowledge: Capable of demonstrating comprehensive knowledge and understanding of one or more disciplines for a part of an undergraduate programmed of study. |
| PO2 | Communication Skills: Ability to express thoughts and ideas effectively in writing and orally; Communicate with others using appropriate media; confidently share one's views and express herself/himself; demonstrate the ability to listen carefully, read and write analytically, and present complex information in a clear and concise manner to different groups. |
| PO3 | Critical thinking: Capability to apply analytic thought to a body of knowledge; analyze and evaluate evidence, arguments, claims, beliefs on the basis of empirical evidence; identify relevant assumptions or implications; formulate coherent arguments; critically evaluate practices, policies and theories by following Scientific approach to knowledge development. |
| PO4 | Creativity: Think and express any idea in a novel way or out of the box thinking. |
| PO5 | Problem solving: Capacity to extrapolate from what one has learned and apply their competencies to solve different kinds of non-familiar problems, rather than replicate curriculum content knowledge; and apply one's learning to real life situations. |
| PO6 | Analytical reasoning: Ability to evaluate the reliability and relevance of evidence; identify logical flaws and holes in the arguments of others; analyze and synthesize data from a variety of sources; draw valid conclusions and support them with evidence and examples, and address opposing viewpoints. |
| PO7 | Research-related skills: A sense of inquiry and capability for asking relevant/ appropriate questions, problematizing, synthesizing and articulating; Ability to recognize cause-and-effect relationships, define problems, formulate hypotheses, test hypotheses, analyze, interpret and draw conclusions from data, establish hypotheses, predict cause-and-effect relationships; ability to plan, execute and report the results of an experiment or investigation |
| PO8 | Cooperation/Teamwork/ Leadership readiness: Ability to work effectively and respectfully with diverse teams; facilitate cooperative or coordinated effort on the part of a group, and act together as a group. |
| PO9 | Information/digital literacy: Capability to use ICT in a variety of learning situations, demonstrate ability to access, evaluate, and use a variety of relevant information sources; and use appropriate software for analysis of data. |
| PO10 | Moral and ethical awareness/reasoning: Ability to embrace moral/ethical values in conducting one's life, formulates a position/argument about an ethical issue from multiple perspectives, and use ethical practices in all work. Capable of demonstrating the ability to identify ethical issues related to one's work, avoid unethical behavior such as fabrication, falsification or misrepresentation of data or committing plagiarism, not adhering to intellectual property rights; appreciating environmental and sustainability issues; and adopting objective, unbiased and truthful actions in all aspects of work. |



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COURSE OUTCOME

Dhupguri Girls' College is affiliated under University Of North Bengal. Programme and Major Courses are taught at Graduate level in Department of Education as per CBSE system, which has been implemented from 2018 and FYUGP System (NEP2020), which has been implemented from 2023. We follow the syllabus of North Bengal University .The semester wise outcomes of the papers taught in Programme course in this syllabus are described below –

B.A. IN EDUCATION (PROGRAMME COURSE):

Semester –I: DSC -Philosophical Foundation of Education-

After successful completion of this course, the students will be able to, understand the foundation of Education and the disciplinary relationship between Education & Philosophy. They will get an idea of the Philosophical bases in Education; acquire knowledge of the Western & Indian Schools of Philosophy and their impact on Education. Perceive the values enshrined and educational provisions in the Indian Constitution. Understand the contributions of some great educators and their Philosophies of Education.

Semester –II: DSC: Psychological Foundation Of Education-

Develop the basic concept, nature, scope and uses of psychology in Education. Enable the students to understand the basic concepts and theories of learning, intelligence and creativity. Help the students to understand the meaning, concept, factors and theories of personality. Develop the basic concepts of mental health and mental hygiene, measures of mental health in school.

Semester –III: DSC: Sociological Foundation Of Education-

After successful completion of this course, the students will be able to, Understand the meaning of Sociology and its different perspectives related to Education. Realize the relationship between Education and Sociology. Acquaintance with the concept of Culture and its relationship with Education, understand National Integration & International Understanding, get an idea of social development and the role of Education, and connect with some social issues in education.


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Semester –III: SEC: Educational Statistics-

To acquire knowledge about the concept of Central Tendency , Variability , Properties & their uses, percentile rank & its application, correlation & their application, Parametric & Non Parametric Test. Apply the knowledge & calculate different statistical values .

Semester –III: SEC: Computer Application-

To learn about the uses and application of basics about computers, basic editing , templates by using MS word ,Draw Graph, Picture , Tables by using MS word , Work with Desktop publishing , Mail Merge by using MS word, Proofing , Printing , Publishing , Comparing, Merging & Protecting documents by using MS word ,activate to PowerPoint, Uses of Themes & Layout, Work to Insert text , word Art , graphics , animations , sound, edit , Save , Print & Publish by using MS PowerPoint.

Semester –IV: DSC: Historical Foundation Of education-

Develop the basic concept, the development of Education in India in historical perspective , British Indian Education system, significant point of the selected educational document & also report of Ancient , Medieval & British India ,the constitutional Provision of Education ,contribution of the Education commission in Post-Independent India ,National Policy on Education & National Education System ,Function of Some Major Educational Organizations in India.

Semester –IV: SEC: (A) Community Development-

To learn about the basic concept of community & its development, community group dynamics, concepts of equality, diversity, social justice within the community, community development programmes in India.

Or,

(B) Lesson Planning-

To learn about the meaning& Characteristics of Lesson Plan, the advantages of the Lesson plan, Classify different Lesson Plans and its steps, principles. To learn about the practical uses and application constructing a Lesson Plan.


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Semester –V DSE: (A): Value Education-

To introduce students the concept of meaning, Nature, Classify value & its reflection in the Indian Constitution. Students will be able to learn meaning, Objectives & need of Value Education, the role of value education through Curriculum, Co-curricular activities, introduce the students to the basic concept of the meaning, advantages & disadvantages of Storytelling, Play-way method & Role play.

Or

(B) Comparative Education-

To enable the students to understand meaning, Nature, Scope, importance & methods of comparative education. To understand the importance of the concept of Universalization of Elementary & Secondary Education in the UK & USA, the Indian education system with the USA and the Indian education system with the UK.

(C) Distance Education-

To introduce students the concept of Meaning, Characteristics Objectives, Merits & Demerits of Distance Education & also Open Education .The mode & strategies of Distance Education To learn about the relationship among Non-Formal, Correspondence, Distance & Open Education .To acquire knowledge about the present status of distance & open education in India, the role of multimedia in distance education, the problems & overcome those problems in India.

Semester –VI-DSE: (A) Measurement & Evaluation in Education-

Develop the basic concept of Meaning, Nature & need of measurement and Evaluation. The relation between measurement & Evaluation & scale of measurement, basic concepts of Statistics. Develop different skills and increase knowledge about organizing tabulating data. Develop the requisite statistical skill to understand the different types of tools & techniques of Evaluation in the field of education. Students are able to know about the concept & methods of validity, reliability & norms & their importance in educational measurement, different types of Evaluation process.



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Or

(B) Guidance & Counseling-

After successful completion of this course, the students will be able to develop the basic concept of Guidance and Counseling. They will also understand the concepts of adjustment and mal adjustment get acquainted with the basic data necessary for guidance, process of testing and diagnosis in Guidance and Counseling.

(C) Great Educators-

Help the students to understand the contribution of the various Indian and Western philosophers in the domain of education. Develop the ability of a student to critically analyze the relevance of the educational thought of the different philosophers.

Semester –V & VI- GE&I, II, III & IV (Excluding Education Honors)**SEMESTER V -GE-(A) Lifelong Learning & Education-**


Students will be able to learn the concept, characteristics, aims, scope & need of Lifelong Learning, the different dimensions of Lifelong Learning. Acquire knowledge about the different methods of Lifelong Learning, curricular construction of Lifelong learning, historical background of Lifelong learning, and different recommendations of different education commissions on Life Long learning.

GE (B): Gender& Society in Educational Context-

To learn about the meaning and nature of gender and its related terms, gender biases and gender inequality in family, school and society. To be aware about different laws and policies related to gender equality.

SEMESTER VI-GE (A) Yoga Education-

To learn about the meaning, nature, aims types of Yoga Education. Introduce students to the principles of Yoga education and the need of Yoga for healthy life.


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GE (B) Human Right Education-

To enable the students to know about the concept of Human Right, the role of the United Nations & Human Rights. To develop awareness about enforcement mechanisms in India and the role of advocacy groups.


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DEPARTMENT OF SANSKRIT

COURSE OUTCOME OF GENERAL DEGREE COURSE

All the students are able to achieve the following objectives after successful completion of total courses all undergraduate general degree course.

The objectives are: -

1. By the help of Sanskrit practice the students will get lesson and experience about Indian Philosophy, Culture, Variety of religion and also diversity of nation.
2. Gita is also a part of the syllabus of Sanskrit which help to generate the personality and self-respect among the students.
3. Ayurveda is one of the episodes which are the great source to know that India was self-developed in the ancient in medical science.
4. Students can develop their technical skill through computer identification.
5. The students will able to re-generated themselves from internal energy by the help of yoga.
6. Grammar is an essential segment and students can make a sentence of Sanskrit by the help of grammar.
7. Students will be an expert to know the history of literature and literary criticism.
8. After completion the course students are eligible to apply for various jobs.
9. Making the students acquainted with the work, Raghuvamsa of the great poet kalidasa. Incorporates The famous drama of Bhasasvapanavasavadattam with a view to giving knowledge of ancient Indian dramatic system. A part of Sanskrit grammar has also been included to this paper which is supposed to enrich the grammatical base of the students.
10. The course has enhanced the Inquisitiveness of the students for knowing the historical background of the classical Sanskrit literature.
11. The course is intended for making the students acquainted with the two highly adored Mahakavyas namely, The Ramayana and the Mahabharata in order that the impact of the grand teaching of these both might sanctify the taught.



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COURSE OUTCOME FOR BA MAJOR (NEP)

1. Comprehensive Understanding of Classical Sanskrit Literature.
2. Proficiency in analyzing and appreciating various genres, including Sanskrit epics, drama and poetry.
3. Proficient Sanskrit Language Skills. Mastery in Sanskrit grammar, covering declension, conjugation, indeclinable, suffixes, vacyaParivartana, karaka and samasa. Ability to apply grammatical rules in analyzing and creating Sanskrit texts.
4. Advanced Translation and Transliteration from Proficiency: Advance skills in translation from Sanskrit to Bengali and Bengali to Sanskrit. Competence in transliteration from Devnagar to Roman with Diacritics and vice versa.
5. Effective communicative Sanskrit: Proficiency in communicative Sanskrit demonstrated through letter writing, and Exploration of short story writing, and other creative expressions. Development of effective verbal and written communication skill in Sanskrit.
6. Exploration of Diverse Literary Works: Familiarity with a broad spectrum of Sanskrit literary works, including Rajavahanacarita, Sukanasopadesa, Carakasamhita and others.
7. Knowledge of Ancient Indian Sciences and Polity: Exploration of scientific and technical including the study of Carakasamhita. Understanding of ancient Indian polity and jurisprudence.
8. Exploration of Ancient Indian Epics and Puranas: In-depth knowledge of Vedic literature, Ramayana, Mahabharata, Puranas and Jatakamala. Interpretation of these texts in historical, cultural and philosophical contexts.
9. Research and Project Works: Encouragement of research-oriented thinking through project work, allowing students to explore specific topics in-depth.


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PROGRAMME OUTCOME

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Sanskrit general connotes several old Indo-Aryan languages. Sanskrit is a classical language belonging to the Indo-Aryan branch of the Indo-European Languages. It arose in South Asian after its predecessor languages had diffused there from the north-west in the late Bronze Age. Since Sanskrit literature has come down to us through oral tradition called Shruti Parampara, the maximum numbers of works are in poetry only. Starting from the Rigveda, the earliest document in world literature, there is a continuous flow of Sanskrit works in poetry. While many aspects of language impact us because of their meaning. Sanskrit's effects on us exist because of the ancient sound vibrations. Each syllabus in Sanskrit can have a different effect on us. The spectrum of literature in the Sanskrit language in compasses a rich tradition of poetry & religious, scientific, technical and philosophical texts. Sanskrit has shaped the culture, art, architecture, scientific disciplines and other aspects of society like poetry, philosophy etc.

PROGRAMME SPECIFIC OUTCOME

- A strong notion of Indian history, philosophy and literature is available through the subject of Sanskrit.
- Enhance communication skill, listening, speaking, reading and writing.
- Students will demonstrate the skill needed to participate to conversation that builds knowledge with collaboration.
- Students will gain knowledge of the major traditions of literatures retain in Sanskrit.
- To make them eligible for higher education.
- Prepare students for the profession of teacher, WBCS, UPSC etc.
- Conceive the general concept of philosophical and technical knowledge in Sanskrit.
- Familiarize the logic/methods of textual analysis in Sanskrit.


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DEPARTMENT OF SOCIOLOGY

COURSE OUTCOME

1. Introduction to Sociology (DSC-01):

Students gain an understanding of the discipline, basic concepts in sociology, and social structure. They learn about the origin of sociology, its scientific nature, and its relationship with other social sciences and branches. The course covers basic concepts like social structure, culture, the meaning of social control, and its various forms, including formal and informal social control.

2. Sociology of India (DSC-02):

This course helps students understand various social institutions such as marriage, family, kinship, religion, and education, and their important roles in society. It focuses on cultural aspects, personality, the joint family system, and the Varna system.

3. Sociological Theories (DSC-03):

Students learn about contributions from select Indian sociologists and social thinkers. They study the founding fathers of sociology and their contributions to the development of sociology as an independent science, covering the thoughts of Karl Marx, Émile Durkheim, Max Weber, Auguste Comte, and Herbert Spencer.

4. Techniques of Social Research (DSC-04):

As sociology is a science based on social facts, this course helps students understand research methods, data collection techniques, and how these techniques are used to gather and analyze social facts.

5. Religion and Society (DSE-05):

This course acquaints students with a sociological understanding of religion, various forms of Indian religions, their features, and influence. Students learn about secularism and communalism in India.

6. Social Stratification (DSE-06):

Students are introduced to various ideas of social inequality and their sociological study. They learn about different forms of social stratification, social mobility, change, poverty in India, and concepts of gender and exclusion.



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7. Gender and Violence (GE-01):

This course covers the concepts of gender and sex. Students learn about the situation of women under the system of patriarchy in India, their position in society, and various feminist theories. The course highlights important gender issues in India and politics related to women's empowerment.

8. Population and Society (GE-02):


This course introduces students to demographic concepts, the scope and subject matter of population studies, population theories, and population programs and policies. Students analyze the role of fertility, mortality, and migration on the composition, size, and structure of the population.

9. Sociology of Media (SEC-01):

This course focuses on the role of media and new methodologies to analyze media in the context of globalization. It examines the impact of media on society, specifically the transmission and reception of media content, protection, control, and representation.

10. Visual Sociology (SEC-02):

This course explores doing sociology through visual forms. It concerns the visual dimension of social life and teaches students to use sociological imagination to tell stories visually about social phenomena such as gender, social status, cultural forms, and social interactions in spatial contexts. Students utilize digital cameras and other recording technology to collect data.


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MAJOR COURSE OUTCOMES

Semester 1

- Introduction to Sociology - 1 (Paper code: USOCMAJ11001):

This paper introduces students to basic sociological concepts and the discipline's emergence. It covers social institutions, social groups, culture, and society, as well as sociology's interconnections with other social science disciplines.

- Indian Society - 1 (Paper code: USOCMAJ12002):

This paper familiarizes students with the essential socio-cultural components of Indian society. It offers an understanding of caste as a social structure and the significance of family and marriage in Indian society.

MINOR PROGRAMME

Semester 1

- Introduction to Sociology (Paper code: USOCMIN10001):

This course focuses on the discipline of sociology, its origin, history, basic concepts, and social structure. Students understand the scientific nature of sociology and its relationship with other sciences and branches.

Semester 2

- Sociology of India (Paper code: USOCMIN10002):


This paper provides an outline of the structures and processes of Indian society, encouraging students to view Indian reality through a sociological lens.

Skill Enhancement Courses:

Semester 1

- Sociology of Environment (Paper code: USOCSEC11001):

This paper explores the social causes and consequences of environmental issues and movements. It introduces students to how sociology approaches significant environmental problems.


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Semester 2

- Gender Sensitization (Paper code: USOCSEC12002):

This paper helps students develop an understanding of gender as a social construct, raising

awareness about gender biases, stereotypes, gender-based violence, and strategies for prevention and support.

Multi-Disciplinary Courses:

Semester 2

- Sociology of Development (Paper code: UPOBMDC12038):

This course focuses on understanding development as part of socio-cultural dynamism. It examines the changing relationships emerging from economic development and its repercussions on social, cultural, and political aspects of society.

PROGRAM OUTCOME

The Sociology program provides foundational knowledge about society, social life, and social interactions. It prepares individuals for social life by instilling values, morals, and manners, and offers a comprehensive understanding of all aspects of human and social behavior. This includes the behavior of individuals as well as the social dynamics of small groups, large organizations, communities, institutions, and entire societies.

The study equips individuals to become useful members of society and the nation at large. It highlights various prevalent societal problems and offers measures to address them. Students develop the ability to apply sociological concepts and theories to the real world and their everyday lives. Analytical thinking is fostered, and both qualitative and quantitative analytical skills are enhanced.

Students learn about human social life through examples and live situations, covering topics such as instructions, folkways, mores, cultural and social control, social inequality, population composition, population policy, and the society and culture of India.

This introductory paper aims to acquaint students with a basic conceptual understanding of sociology. The course introduces students to a sociological way of thinking and understanding societies. It also emphasizes the interconnection of sociology with other social science disciplines and the cultural diversities that contribute to the uniqueness of Indian society.



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DEPARTMENT OF ENVIRONMENTAL STUDIES

COURSE OUTCOMES

Dhupguri Girls' College is a college under North Bengal University. The Department of Environmental Studies offers both Honours and Program courses at the graduate level.

- **Multidisciplinary Academic Field:** Environmental Studies systematically explores human interaction with the environment.
- **Earth Systems Understanding:** Graduates will recognize and understand the physical, chemical, and biological components of earth systems and how they function.
- **Field Experiences:** Students will apply lessons from various courses through field experiences.
- **Independent Research:** Graduates will conduct independent research on environmental topics.
- **Natural Resources:** Students will understand the concept of natural resources, their types, and availability.
- **Conservation and Sustainability:** The curriculum emphasizes the need for conservation of natural resources and sustainable development.
- **Ecosystem Diversity:** Students will develop knowledge of ecosystem diversity in India and understand ecosystem services.
- **Biodiversity:** The course covers the concept of biodiversity, factors impacting its loss, and conservation strategies.
- **Pollution and Health:** Students will learn about types of pollution, their adverse impacts on the environment and health, and controlling measures and policies.
- **Social Issues:** Understanding crucial social issues related to the environment.


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DEPARTMENT OF ENVIRONMENTAL STUDIES

PROGRAMME OUTCOMES

Programme Learning Outcomes:

1. **Mastery of Core Concepts:** Demonstrate mastery of core social science concepts and methods related to environmental problem-solving.
2. **Analytical and Leadership Skills:** Apply proficiency in analytical methods, critical thinking, communication, and leadership skills to contribute to environmental and related fields.
3. **Critical Reflection:** Reflect critically on their roles and identities as citizens, consumers, and environmental actors in a complex, interconnected world.
4. **Application of Environmental Methods:** Understand and apply core concepts and methods of environmental sciences to problem-solving.
5. **Earth Systems Knowledge:** Recognize and understand the physical, chemical, and biological components of the earth's systems and their functions.
6. **Independent Research:** Conduct independent research on human interactions with the environment.


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DEPARTMENT OF HISTORY

PROGRAM OUTCOME B.A COURSE (GENERAL)

Being a subject of social science history has its own value in society and human life. It helps the students to develop their ethical and social value. They could gather knowledge about the Heritage and tradition of their own country and others. As the core course deals with the Indian history the phases and social economic culture of that type would enrich the students. The course will provide the students the scientific way of learning history. Students will understand and evaluate historical ideas arguments and point of views. This course would help the students to access primary evidence sources and critical analysis. The program will enable the students with the significant development and changing cultural scenario in India. Unity in diversity is the main concept of Indian history this phenomenon is clear here. Students will analyze the Indian culture and civilization ancient medieval and modern. The student will understand the ethical values religious differences as the DSE papers deals with the history of transforming Europe and modern Europe the young minds will be curious to understand the changes. Feudalism, reformation, capitalism, renaissance scientific revolution etc will create the sense of understanding among the students. The Europeanized world and its effects upon the world during the world were making the students feel the heavy impact of wars. The difference between the social economic sectors of India and Europe will be clear to the pupil. The student will be able to learn a basic narration of historical events in a specific region of the world. Students will learn how to maintain documentary visual and material remains of the past. They will be encouraged to Undertaker documentation and exhibition of such materials in their localities and colleges. They will understand towards the important and significance of the museum and archives to build the history of India. The understand the legal and institutional framework for health is protection in India as the challenges facing it. They can examine towards the implications of the rapidly changing interface between Heritage and history. They will get knowledge about the Heritage through project and visit to museum and archives. They can realize the impact of the internet and audio visual media on popular culture of the world. Students will learn about the Indian art from ancient to contemporary times in order to understand and appreciate its diversity and its richness. Students will be equipped with the ability to understand art as a media of cultural expression.


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Semester I

Paper Name: History of India from the Earliest Times up to c. 300 CE

Course Outcomes

On successful completion of this course, students will be able to:

- Delineate changing perceptions of ancient and early India.
- Explain the importance of archaeological sources for the study of proto-history and recognize the delayed growth of literacy.
- Distinguish between civilization and culture, particularly in the context of the first-ever civilization in the Indian subcontinent.
- Outline the key features of the first-ever empire under the Mauryas.
- Locate the shift of historical focus from the Gangetic belt to newer areas.
- Discuss the processes of assimilation of people and ruling houses from outside the Indian subcontinent into the mainstream.


Semester II

Paper Name: History of India, c. 300 to 1200

Course Outcomes

On successful completion of this course, students will be able to:

- Identify the historical importance of the accelerated practice of land grants issued by ruling houses.
- Delineate changes in polity and culture, Puranic religion, the growth of vernacular languages, and newer forms of art and architecture.
- Contextualize the evolution and growth of regional styles of temple architecture and the evolving role of these temples as centers of socio-economic and political activities.


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Semester III

Paper Name: History of India, c. 1200-1700

Course Outcomes

On successful completion of this course, students will be able to:

- Identify the major political developments in the history of India between the thirteenth and seventeenth centuries.
- Outline the changes and continuities in culture, especially in art, architecture, the Bhakti movement, and the Sufi movement.
- Discuss the economic history of the period, particularly agrarian production and its implications.
- Delineate the development of trade and urban complexes during this period.


Semester IV

Paper Name: History of India, c. 1700-1950

Course Outcomes:

After successful completion of this course, students will be able to:

- Trace the British colonial expansion in the political contexts of eighteenth-century India and the gradual consolidation of colonial state power in the nineteenth century.
- Identify key historiographical debates around colonial economic policies, including land revenue collection, commercialization of agricultural production, trade policies, and deindustrialization.
- -Delineate and explain the ideological, institutional, and political formations of the ant colonial nationalist movement.
- Discuss the colonial context of the emergence of communal politics in India and the subsequent partition of India.


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Discipline Specific Elective (DSE)

Paper 1: Some Aspects of European History: c. 1780-1945

Course Outcomes:

After successful completion of this course, students will be able to:

- Identify the key events and significance of the French Revolution.
- Trace the short-term and long-term repercussions of revolutionary regimes and empire-building by France.
- Explain the features of revolutionary actions and reactionary politics of threatened monarchical regimes.
- Delineate diverse patterns of industrialization in Europe and assess the social impact of capitalist industrialization.

Paper 2: Society and Economy of Modern Europe: 15th – 18th Century


Course Outcomes:

After successful completion of this course, students will be able to:

- Identify historiographical trends and the feudal crisis in Europe.
- Locate the origin, spread, and features of the European Renaissance and Reformation.
- Understand the beginnings of colonization and its motives.
- Discover the economic developments and the shift of economic balance from the Mediterranean to the Atlantic.
- Understand the transition from feudalism to capitalism and the Industrial Revolution in England.

Skill Enhancement Course (SEC)

Museums and Archives in India


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Course Outcomes:

After successful completion of this course, students will be able to:

- Examine museums and archives as repositories of history from close quarters.
- Contextualize how heritage is preserved and kept alive and understand the difficulties faced in the process.
- Demonstrate the organization and management of museums.
- Examine the considerations governing the management of museum exhibitions.
- Assess through assignments and projects involving visits to archives and museums.

An Introduction to Archaeology

Course Outcomes:

After successful completion of this course, students will be able to:

- Understand different archaeological field methods employed to recognize archaeological sites and artifacts, both prehistoric and historic.

Documentation and Visual Culture

Course Outcomes:

After successful completion of this course, students will be able to:

- Understand the meaning and definition of conceptual frameworks.
- Analyze the visual culture of the colonial and post-colonial era.
- Gain knowledge about methods of documentation and fieldwork.

Orality and Oral Culture in India

Course Outcomes:

After successful completion of this course, students will be able to:

- Analyze orality and oral culture.
- Understand the historiography of orality.
- Explore research methodologies and the documentation process, both written and visual.



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Generic Elective (GE)

Paper I: History of India (Prehistoric Times to 1206 A.D)

Course Outcomes:

After successful completion of this course, students will be able to:


- Identify the historical importance of the accelerated practice of land grants issued by ruling houses.
- Delineate changes in the realm of polity and culture, including Puranic religion, the growth of vernacular languages, and newer forms of art and architecture.
- Contextualize the evolution and growth of regional styles of temple architecture and the evolving role of these temples as centers of socio-economic and political activities.

Paper III: History of India (1757—1964)

Course Outcomes:

After successful completion of this course, students will be able to:

- Identify how different regional, religious, linguistic, and gender identities developed in the late 19th and early 20th centuries.
- Outline the social and economic facets of colonial India and their influence on the national movement.
- Explain the various trends of anti-colonial struggles in colonial India.
- Analyze the complex developments leading to communal violence and Partition.
- Discuss the negotiations for independence, the key debates on the Constitution, and the need for socio-economic restructuring soon after independence.


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COURSE OUTCOME

BA HONOURS CBCS 2018

| SERIAL | COURSES OFFERED | NAME OF THE PAPER | SEMESTER | CREDIT | COURSE OUTCOME |
|--------|-----------------|--|----------|--------|---|
| 1 | CC Paper-I | History of India - I (from earliest time to 300 AD) | I | 6 | Students will acquire knowledge regarding the primitive life and cultural status of the people of ancient India. They can gather knowledge about the society, culture, religion and political history of ancient India. They will also acquire the knowledge of changing socio-cultural scenarios of India. |
| 2 | CC Paper-II | Social formations and Cultural Patterns of the Ancient world | I | 6 | Students will acquire knowledge about the evolution of human society, and transformation of ancient civilizations & also Students will learn the history of evolution of earth, people and society through this course. |
| 3 | GE Paper-I | History of India from Earliest Times up to 1193 CE | I | 6 | In this long history lesson, students will learn in detail the history of India from the ancient period to the advent of Islam. |


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| 4 | CC Paper-III | History of India-II (from 300AD to 750A.D) | II | 6 | From this paper students will know the history of ancient India and socio-economic and cultural history of ancient India. |
| 5 | CC Paper-iv | Social Formations And cultural Patterns of the Medieval World | II | 6 | The students will know the crossroads of medieval history, the rise of the Roman Empire, the social picture of the medieval world, the economy, the history of the arrival of Islam, etc. |
| 6 | GE Paper-II | History of India from 1193 to 1950 CE | II | 6 | Students will learn about the social economic and other aspects of the medieval history of India. Apart from this, the history of India's modern era, social reform movement, rise of nationalism, Gandhi's non-cooperation movement and the achievement of independence will be known in detail. |
| 7 | CC Paper- V | History of India- III(750-1206 A.D | III | 6 | The students would also be enlightened. Also the last phase of the history of ancient India and the emergence of feudalism will be known, besides the characteristics of the early medieval history and urbanization, the history of trade and commerce will be known. |
| 8 | CC Paper-VI | Rise of the Modern West-I | III | 6 | A History of Europe from the Middle Ages to the Modern Era. Students will learn about the economic history of historical Renaissance and Medieval Europe |


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| 9 | CC Paper VII | History of India-IV (1206-1550) | III | 6 | Students will learn about the arrival of Islam in India and their system of governance. Social, political and economic conditions will be known as a result of the advent of Islam |
| 10 | CC Sec-Paper-I | Understanding Heritage or Archives and Museum | III | 2 | As we can learn about the country's traditions, continuity etc. from this course, on the other hand students can also learn about ongoing and permanent traditions. People can also be conscious in keeping the country's traditions and culture. On the other hand students can also acquire knowledge regarding the Archives & Museum. This course is very helpful to open a vast platform in various sector. |
| 11 | GE Paper-III | History of India from Earliest Times up to 1193 CE | III | 6 | In this long history lesson, students will learn in detail the history of India from the ancient period to the advent of Islam. |
| 12 | CC Paper- VIII | Rise of the Modern West-II | IV | 6 | In this course, students will learn about the history of modern Europe as well as the history of mercantilism and the history of the American war of independence. |
| 13 | CC Paper-IX | History of India- V(1550-1605) | IV | 6 | The arrival of the Mughals is a very important event in the history of India. Through this course, students will learn about the arrival of Mughals in India, their political thought, history of governance and their cultural activities. |
| 14 | CC Paper-X | History of India-VI (1605-1750) | IV | 6 | Aurangzeb's reign is highly controversial in the history of the Mughal Empire. Historians have discussed much about his activities. The decline of the Mughal Empire began during his time. Moreover, the contribution of Mughal Empire will be known from this course |



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| 15 | CC SEC Paper-II | Art Appreciation an introduction to Indian Art Or Understanding Popular Culture. | IV | 2 | Through this course students can learn about Indian heritage and history as well as about the country's cultural heritage, arts etc. Moreover, we can gather historical material from the various temples and mosques built by Indian kings in different times. |
| 16 | GE Paper-IV | History of India from Earliest Times up to 1193 CE | IV | 6 | Students will learn about the social economic and other aspects of the medieval history of India. Apart from this, the history of India's modern era, social reform movement, rise of nationalism, Gandhi's non-cooperation movement and the achievement of independence will be known in detail. |
| 17 | CC Paper-XI | History of Modern Europe-I (1789-1939) | V | 6 | Through this course we learn the history of the first bourgeois democratic revolution in the history of the world, which took place in France in 1789. The Declaration of the Rights of Man, the rise of Napoleon and the French Empire under Napoleon, the emergence of nationalism in Europe |
| 18 | CC Paper-XII | History of India-VII (1750-1857) | V | 6 | This course covers the social, political and economic history of 18th century India, the arrival of the English East India Company and their ideology & policy towards India. |
| 19 | CC-DSE Paper-I | History of Modern East Asia-I(1840-1949) | V | 6 | Through this course, students will learn about the past political, social and economic history of a traditional Asian country like China. As an Indian it is very important to know the history of China |


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| 20 | CC-DSE Paper-II | History of Modern East Asia-II- Japan (1868-1945) | V | 6 | This lesson discusses the history of Japan, another powerful country in Asia. It is also important to know the history of Japan with China, so students can learn the history of Japan's development from this paper. |
| 21 | CC Paper-XIII | History of India-VIII (1857-1950) | VI | 6 | Through this course one will know the true character of British rule and history of exploitation in India. As a result of British rule, resentment arose among all sections of the people in the country, and peasant revolts broke out in various parts of India. Moreover, we can get to know the various aspects of Indian politics, the development of nationalism, etc. from here |
| 22 | CC Paper-XIV | History of Modern Europe-II (1780-1939) | VI | 6 | In this course we find the details of the events that characterize the modern era. The arrival of Marxism and the revolution in Russia based on it, the arrival of capitalism in the post-feudal era, the development of imperialism, and the Great War are all known from now on. |
| 23 | CC-DSE-III | History of North Bengal-I | VI | 6 | In recent times the study of social science and regional history has occupied an important place. Based on that, the students will be able to gain special knowledge about the importance of the history of North Bengal |
| 24 | CC-DSE-IV | History of North Bengal-II | VI | 6 | British imperialism established its authority in North Bengal. Although we read the history of Bengal as a whole, the history of North Bengal has a special character and characteristic. This particular feature of history is discussed in detail in this lesson from which students will no doubt benefit. |



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Programme Specific Outcome (PSO)

B. A. Three Year, Six Semester Honours Degree Programme
Under NORTH BENGAL UNIVERSITY

From the academic session 2018-19, CBCS was introduced by North Bengal University, which is our affiliating university at present. The first batch of students under the newly introduced semester system is, therefore, supposed to complete graduation in the year 2022. It thus appears difficult to measure program-specific outcomes on definite terms. Besides, the university itself is yet to provide concrete program-specific outcomes to its affiliated colleges. However, our esteemed teachers of the Department of History pondered over the current syllabus and tried to chalk out some specific outcomes of the B.A. three-year, six-semester Honours Degree Programme on their own. Such expected program-specific outcomes may be listed as follows:

Sound Knowledge of Different Historical Periods


The CBCS papers in each semester are devoted to the study of particular historical phases along with the study of major works by some master historians of that period. These not only help the students to understand a historical period better but also reduce the study load in the concerned area.

Knowledge of the Development of Historical Perspective

While pursuing an Honours course in History, it is mandatory that a student develops a proper knowledge of historical events. The present syllabus is illuminating in this sphere, as it provides the students with standard and up-to-date knowledge of historical events, their impacts, wars, and results. Students may acquire knowledge of the historical events of Ancient, Medieval, Modern, and European history in new aspects.

Development of the Historical Perspectives:

The current syllabus is well chosen to represent different events from different angles. They are not only meant to make the students familiar with the dominant events of different ages, but also to open out new perspectives, the student may acquire a knowledge of the changing nature of politics or kingdoms of the changing times.


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SEMESTER I

Course: Major Course

Course Code: UHISMAJ11001

Paper Name: History of India I (Pre-History and Proto History)

| | SE R I A L | COURSES OFFERED | NAME OF THE PAPER | SEMEST ER | CRED IT | COURSE OUTCOM E | PROGRA M OUTCO ME |
|--|------------------------|--------------------|---|--------------|------------|--|---|
| | 1 | MAJOR | History of India I (Pre-History and Proto-History) | 1st | 4 | Knowledge acquired: (1) Ideas on early human civilization, hunter, gatherers and development of stone tools and food production | The students will get a broad overview of the chronological span ranging from the prehistoric to the contemporary era |
| | 2 | Major | Sources, Tools, and Techniques of historical reconstruction. | 1st | | (2) Identification of lithic tools | Sources, Tools, and Techniques of historical reconstruction |
| | 3 | Major | Pre-historic hunter-gatherers. [a] Palaeolithic cultures- sequence and distribution; stone industries and other technological developments. [b] Mesolithic cultures- regional and chronological distribution; new developments in technology and economy; rock art. | 1st | | Skills gained: Archeological evidence exploration, Competency Developed: (1) Facility in handling Archeological evidence (2) Facility in solving the various types of stone tools | Ideas on early human civilization, hunter, gatherers and development of stone tools and food production |



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| | 4 | Major | 4. Advent of Food Production. a. The Neolithic Age and the Beginnings of Food Production b. Understanding the regional and chronological distribution of Neolithic cultures, subsistence, and exchange patterns. c. Neolithic Revolution: Debate. d. Chalcolithic Cultures | 1st | | Skills gained: (1) Archeological evidence exploration, (2) Identification of lithic tools and, (3) Urban growth and downfall | Students will acquire knowledge regarding the primitive life and cultural status of the people of ancient India. They can gather knowledge about the society, culture, religion and political history of ancient India. They will also acquire the knowledge of changing socio-cultural scenarios of India. |
| | 5 | Major | 5. Proto-History: a. Origin, extent, and significant sites of Harappan Civilisation. b. Settlement patterns and town planning. c. Art and craft d. Harappan Economy e. Society, Polity, and Religious Beliefs. f. Decay of Harappan Civilisation | 1st | | (3) Early village communities and art and craft | Students will acquire knowledge about the evolution of human society, and transformation of ancient civilizations & also Students will learn the history of evolution of earth, people and society through this course. |



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| | 6 | Major | Legacy of Harappan Civilisation | 1st | | The course also provides the knowledge on Indus Valley Civilization. | Skills gained: (1) Archaeological evidence exploration, (2) Identification of lithic tools and, (3) Urban growth and downfall |
| | 1 | Minor | 1.Sources of Ancient Indian History 2.Palaeolithic, Mesolithic, and Neolithic Cultures - Sites, tool technology, and key features. 3.Harappan Civilization: Origin, Extent, Town Planning & Decline. 4. The Vedic Age : Polity, Society, Economy, and Religion. 5.Mahajanpadas to Empire: Territorial States and the rise of Magadha, Jainism, and Buddhism, Alexander's Invasion and its impact. 6.Emergence and Growth of the Mauryan Empire: Administration, Economy, Ashoka's Dhamma. 7.The Satvahanas and Kushanas; Aspects of Polity, Coins, Art and Religion, 8. The Sangam Age: Sangam Literature and Society. | 1st | | Skills gained: (1) Archaeological evidence exploration, (2) Identification of lithic tools and, (3) Urban growth and downfall | The students will get a broad overview of the chronological span ranging from the prehistoric to the contemporary era. They can gather knowledge about the society, culture, religion and political history of ancient India. They will also acquire the knowledge of changing socio-cultural scenarios of India. |



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|----|-----|---|--|--|--|---|
| 2. | MDC | <p>1. Physical and Historical Geography of North Bengal</p> <p>a. Major Archaeological Sites: Puntranagar (Mahastahngarh), Bangarh, Pandua, Gosanimari, Dalimkot.</p> <p>b. Ethnographic History of North Bengal – Tribes and Castes of Hills and Plains.</p> <p>2. Dynastic History:</p> <p>a. Rise of Gauda (320 – 650 A.D.) : Under Guptas and Sashanka ,</p> <p>b. Pala Empire – Origin and History of Early Palas (Dharmapal and Devapal)</p> <p>c. Sena Dynasty – Origin and Growth</p> <p>d. Ilyas and Hussain Shahi Dynasty</p> <p>e. Khen Dynasty</p> <p>f. Koch Dynasty – Biswa Singha and Narananayan,</p> <p>3. Expansion and Consolidation of colonial rule in North Bengal – Coochbehar, Dooars, and Darjeeling.</p> <p>4. Introduction of Tea Plantation in North Bengal.</p> <p>5. People's Movement in North Bengal with special reference to Sannyasi-Fakir, Santhal Movement (Jitu Santhal), Quit India Movement, and Tebhaga Movement.</p> <p>6. Caste Movement with special reference to Rai Saheb Panchanan Barma</p> <p>7. Merger of Coochbehar</p> <p>8. District reorganization till 1956.</p> | | | <p>Knowledge acquired:</p> <p>(1) Ideas on early human settlement in North Bengal</p> <p>(2) Characteristic features of North Bengal</p> <p>(3) Demography, Movements</p> <p>Skills gained:</p> <p>(1) Archeological evidence exploration,</p> <p>(2) Identification of caste and tribe of North Bengal</p> <p>(3) Urban growth in the North Bengal</p> <p>(4) Ideas on the various culture of North Bengal</p> <p>Competency Developed:</p> <p>(1) Facility in handling Archeological evidence</p> <p>(2) Facility in identifying various demographic location of North Bengal</p> <p>(3) The paper will provide good knowledge on various movements of North Bengal</p> <p>(4) Competent to know about historic developments of North Bengal</p> | <p>In recent times the study of social science and regional history has occupied an important place. Based on that, the students will be able to gain special knowledge about the importance of the history of North Bengal British imperialism established its authority in North Bengal. Although we read the history of Bengal as a whole, the history of North Bengal has a special character and characteristic. This particular feature of history is discussed in detail in this lesson from which students will no doubt benefit.</p> |
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Department Of Philosophy

Programme Outcome

Program Course (Philosophy)

In studying a programme course, a student becomes aware of his thought tradition, culture, and develops logical thinking. He also develops critical thinking for himself about morality, religion and about other fundamental things which are concerned with life and beyond. In a word, he develops his own understanding about the world around him.

Course outcome:

Course Outcome of Philosophy is mentioned below on the basis of syllabus which is determined by NBU.

SEMESTER-I

Discipline Specific course (DSC)-

DSC 1-Paper 1: Fundamentals of Indian Philosophy:

Course Objectives-

- CO1.CO2.To make students familiar with Indian Philosophical systems and their philosophy.
- CO2. To make students develop a clear understanding of the major Epistemological and Metaphysical concepts within Indian philosophical studies.
- CO3. Give exposure to various Indian texts.
- CO4. To help the students in understanding the significance of Indian philosophical studies in their daily life, how to overcome the stress, how to manage their life and take challenges in life; hence there will be a focus on the dialectical and analytical method to understand Indian philosophy.

Course Learning Outcomes-

- PO1. Students become aware of the Metaphysics and epistemology of various schools which helps them to understand the society at large.
- PO2. Students are able to do a comparative analysis of all systems that further enhances their debating skills.
- PO3. Students develop the ability to think critically and to read and analyze scientific literature.
- PO4. Students develop strong oral and written communication skills through the effective presentation of Projects, Quiz as well as through Seminars.



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SEMESTER II

Discipline Specific course (DSC)-

DSC 1: Paper 2: Western Logic:

Course Objectives-

- CO1. This paper aims at helping students to get accustomed to Logic which will bring out the standard form of formal and informal reasoning.
- CO2. By introducing the basic forms of logical concepts, it provides them with a clear understanding of the structure of arguments and nature of reasoning.
- CO3. It also enables them to distinguish between sound and unsound arguments by providing a clear picture of logical reasoning.
- CO4. It provides ground for the application of logical skills and techniques for formal testing of syllogistic arguments.

Programme Outcomes-

- PO1. Formal Logic enables students to enhance their reasoning skills and develop sound grounds for distinguishing between sound and unsound argument based on inferences.
- PO2. It helps them distinguish between superstitious beliefs and the ones which have a logical ground.
- PO3. This leads to them being able to make strong arguments for the beliefs they abide by.
- PO4. It also helps them be capable enough to easily solve questions related to logical arguments which are a part of many competitive exams.
- PO5. It trains the student to construct good arguments and also provides valid ground to reject the wrong ones.

SEMESTER III

Discipline Specific course (DSC)-

DSC 1: Paper 3: Western Epistemology and Metaphysics:

CO: Students can learn about theories of the origins of knowledge, realism, idealism, causality and mind-body problems etc.

Programme Outcomes-

- PO1. Knowledge about the beginning of epistemology in the philosophies of empiricist thinkers along with the idealist.
- PO2. Variety of opinions among empiricists and idealists help students consider an issue from different angles, and thereby building in them a critical frame of mind.



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PO3. Training of logical and reasonable way of presenting arguments to discard the view of opponents, which would surely benefit them in the long run.

PO4. Development of skill for analytic studies of comparison between variety of Western epistemologies.

SEMESTER IV

Discipline Specific course (DSC)-

DSC 1: Paper4: Western Ethics:

Course Objectives-

CO1. To introduce students to the basic ethical theories

CO2. To help students enhance their decision-making capabilities with the help of these ethical theories

CO3. To help them achieve clarity and creative approach in a given situation

CO4. To make students aware of how judge the moral significance of an action and an event

Programme Outcomes-

PO1. The students after having run through basic ethical theories gain better orientation from the ethical perspective

PO2. It helps students to understand and interpret events with a more rational basis

PO3. Students are able to evaluate their own actions as well as others actions from a moral basis.

SEMESTER-V

Discipline Specific Elective Course (DSE)-

DSE 1 Paper 1 Psychology OR Philosophy of Religion:

SEMESTER-VI

Discipline Specific Elective Course (DSE)-

PRACTICAL ETHICS:



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CO2. Understanding the concept of ethics as a branch of Philosophy along with the primary knowledge of the criteria for morally assessing human conduct in previous semesters, this course enlightens learners to apply that knowledge in social activities.

CO3. Helps to build social conscience.

CO4. Inspires students to apply ethical principles in various spheres of social activities like business, law, medical practice, and so on.

Generic Elective Course (GE)-

GE 1, Paper 1: Fundamentals of Indian Philosophy:

Course Objectives-

CO1. To make students familiar with Indian Philosophical systems and their philosophy.

CO2. To make students develop a clear understanding of the major Epistemological and Metaphysical concepts within Indian philosophical studies.

CO3. Give exposure to various Indian texts.

CO4. To help the students in understanding the significance of Indian philosophical studies in their daily life, how to overcome the stress, how to manage their life and take challenges in life; hence there will be a focus on the dialectical and analytical method to understand Indian philosophy.

Programme Outcomes-

PO1. Students become aware of the Metaphysics and epistemology of various schools which helps them to understand the society at large.

PO2. Students are able to do a comparative analysis of all systems that further enhances their debating skills.

PO3. Students develop the ability to think critically and to read and analyze scientific literature.

PO4. Students develop strong oral and written communication skills through the effective presentation of Projects, Quiz as well as through Seminars.



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SEMESTER-VI

Discipline Specific Elective Course (DSE)-

DSE 1 Paper 2 SocioPolitical Philosophy or Practical Ethics:

Course Objectives-

- CO1. This paper philosophically analyses some issues related to society and politics.
- CO2. It aims at studying different ranges of social and political thinkers, theories and concepts.

CO3. It would provide a broad survey of fundamental, social and political questions in the current context discussing philosophical issues central to political and social thoughts.

Programme Outcomes-

- PO1. To make students better citizens by understanding the notion of democracy.
- PO2. To know the rights of Individuals and communities.
- PO3. To learn to live in a cohesive manner in a multicultural setup.

Skill Enhancement Course (SEC)-

SEC1 Paper-2: Critical Thinking:

Critical Thinking and Decision-Making Course Objectives:

- CO1. This course is primarily focused on developing thinking skills.
- CO2. It aims at enabling a person to make a justifiable decision in different complicated situations.
- CO3. It is the ability to analyze the way one thinks and presents the evidence for one's own ideas rather than simply accepting it.
- CO4. It is creative, clear and to some extent reflective thinking. This paper helps in developing ideas and ability to create a vision, plan for the future and anticipate and solve problems.



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Programme Outcomes:

PO1. This course helps in generating innovative and productive ideas for further use in difficult situations.


PO2. Creates enthusiasm for taking a risk of dealing with difficult issues and finding a way out for a solution.

CLO3. Provides valuable intellectual traits like how to critically read, listen and write and develop faith in reason and encourage a flair for fairness and justice. As a result, a learner learns step by step how to arrive at an ideal solution keeping in mind all situational factors.

PO4. Provides clarity in thinking as well as proper understanding of an issue to make it precise for further analysis.

PO5. Helps to use the skills of observation, analysis, and evaluation and also provides sound reasons for doubting and questioning.

PO6. Finally, the learner becomes self-directed, self-monitored, and self-corrective through this process of reflective thinking, and can proceed for the right choice.


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DEPARTMENT OF POLITICAL SCIENCE

SESSION -2021 TO 2024

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|-----------------|----------------------------------|--|
| Dsc,102 | Public administration | <p>Knowledge gained: Understanding key concepts and theories of administration and administrative management</p> <p>Skill gained: Understanding the core of administrative thinking and its influence on administration</p> <p>Competency gained: To apply the knowledge to relate the key concepts of administration in designing administration in organizations</p> |
| | | SEMESTER II |
| DSC, 203 | Indian govt politics | <p>Knowledge gained: About the constitutional structure and process in India</p> <p>Skill gained: Understanding of the constitutional provisions and process</p> <p>Competency gained: Awareness and knowledge about</p> |
| Dsc,204 | Western political thought | <p>Knowledge Gained: about the foundational thinkers and their thoughts, covering both the classical masters of political thought and major contemporary Western theorists.</p> <p>Skill Gained: Understanding the text-context relationship of political thought and of the contemporary relevance of key philosophical ideas.</p> <p>Competency Gained: Ability to contextualize the concepts and well as philosophical connections with more specialized domains of Political Science.</p> |
| | | Semester III |


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| Dsc,305 | Comparative politics | <p>Knowledge gained: About the evolution of Comparative Politics as a domain, its methods and theories its focus on politics indifferent nations in a comparative perspective</p> <p>Skill gained: To acquire skills to compare politics among nations</p> <p>Competency gained: To apply the knowledge gained in understanding the politics of different nations and the political trends including area studies.</p> |
| Dsc, 306 | Public policy | <p>Apply social science methods and policy analysis to practical problems of government, communities, regions, and/or global issues.</p> <p>2. Demonstrate the ability to apply oral and written communication skills in public appearances, written reports and documents.</p> <p>3. Follow ethical principles for citing sources, using human subjects, serving the public, and working with colleagues.</p> <p>4. Develop critical thinking about public policy issues and the ability to conduct professional analyses of social, political, and economic structures and bureaucratic processes.</p> |
| Dsc,307 | Natioalism in india | <p>After studying this unit you should be able to:</p> <p>grasp the concepts of nation, nationalism and self-determination;</p> <p>have a better understanding of the role they play in current political disputes;</p> <p>think about the problem of how to take democratic decisions about secession;</p> <p>relate political theory to political practice more rigorously;</p> <p>take a more informed and active part in debates about national and international politics.</p> |


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| Sec, 301 | Public opinion and survey | This Course will introduce the students to the debates, principles and practices of public opinion polling in the context of democracies, with special references to India. It will familiarize the students with how to conceptualize and measure public opinion using quantitative methods, with particular attention being paid to develop basic skills pertaining to the collection, analysis and utilization of quantitative. |
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| Ge, 301 | Reading gandhi | Capability to analyse, evaluate and interpret evidence, arguments, claims, beliefs on the basis of empirical evidence; reflect relevant implications to the reality; formulate logical arguments; critically evaluate practices, policies and theories to develop knowledge and understanding; able to envisage the reflective thought to the implication on the society. |
| | | <u>Semester IV</u> |
| Dsc, 404 | Internati onal relation | <p>Knowledge gained: Of historical origins, key debates and emerging trends in the discipline.</p> <p>Skill gained: Understanding of contemporary international political developments</p> <p>Competency gained: Awareness about the discipline and the international politics</p> |
| Dsc, 409 | Political sociology | <p>Knowledge gained : About the relationship between Political Science and Sociology as two way impact of society on politics and politics on society.</p> <p>Skill gained : To analyze the social bases of politics and politicization of social phenomena as well as the ability to Identify the socio-political structures and their working</p> <p>Competency gained: Ability to understand the socio-political reality and issues in the fringe areas of both Political Science and Sociology.</p> |

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| Dsc, 410 | Political theory, | The objectives of the course are to identify the key theoretical approaches and methods used in comparative politics in the hope that students apply these comparative approaches to one, two, or more countries (i.e., undertake comparative analysis). |
| Sec,402 | Legal awareness | The Legal Literacy and Legal Awareness Programme aims to empower the poor and disadvantaged sections of society to seek and demand justice services. The Programme also seeks to improve the institutional capacities of key justice service providers to enable them to effectively serve the poor and disadvantaged. |
| Ge, 402 | feminism | Feminist theory aims to understand gender inequality and focuses on gender politics, power relations and sexuality. While providing a critique of these social and political relations, much of feminist theory focuses on the promotion of women's rights and interests. |
| | | Semester V |
| Dsc, 511 | Global politics | Global politics, also known as world politics, names both the discipline that studies the political and economic patterns of the world and the field that is being studied. At the centre of that field are the different processes of political globalization in relation to questions of social power. |
| Dsc,512 | Indian political thought | <p>Knowledge gained: About the political ideas of Indian thinkers covering both ancient and modern political thinkers from renaissance to modernity.</p> <p>Skill gained :Understanding and contextualizing the ideas to contemporary realities</p> <p>Competency gained: Develop the ability to critically assess and form opinions on philosophical and ideological issues relevant to contemporary India.</p> |
| Dse, 501A | Party system india | Knowledge gained: About the ideology and the organization of political parties in India and changing party systems. |

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| | | <p>Skill gained: To study manifestos, organizations and campaign strategies of different political parties and changing part systems in India.</p> <p>Competency gained: To apply the knowledge in understanding and predicting the role of political parties</p> |
| Dse, 501B | Human rights | <p>Knowledge gained: About different generation of Human Rights through Charters and the areas of application.</p> <p>Skill gained :To relate the human rights issues with the international standards</p> <p>Competency gained: To apply the knowledge to the human rights issues and violations.</p> |
| Dse, 502A | Electoral process | <p>Knowledge gained: About the representation system and working of the institutions in modern democracies.</p> <p>Skillgained:Studying elections and understanding trends.</p> <p>Competency gained :Application of the knowledge to the field of electoral politics.</p> |
| Dse, 502B | International organization | <p>The main aim of international organisations is to facilitate cooperation in international law, international security, economic development, social progress, and human rights and they want to achieve world peace because they think if they become rivals of a member country then they can be saved by the international ...</p> |
| | | Semester VI |
| Dsc,613 | Indian foreign policy | <p>Knowledge gained :About the structure of foreign-policy making in India including the nature and direction of India's foreign policy concerns</p> <p>Skill gained :Ability to understand the objectives, goals and foreign policy trends at bilateral and multilateral levels.</p> <p>Competency gained: To apply the knowledge and outcome as well as evaluating foreign policy decisions</p> |

| | | |
|------------------|---------------------------------|--|
| Dsc, 614 | Political ideology | Knowledge gained: about the political development and social stratification ,also to know the the various approaches to the social transformation across the world. |
| Dse, 603A | Indian neighbour | Skill gained :Ability to understand the objectives, goals. Of the course, ability to the relationship of the Indian neighbour as well as . |
| Dse, 603B | Social movement in india | <p>Knowledge gained: About controversies s regarding Indian traditions and about social movements in colonial and independent India.</p> <p>Skillgained:To assess strength and weaknesses of policies of social ljustice.</p> <p>Competency gained: To critically interrogate and research contemporary social movements.</p> |
| Dse,604A | Grass root deocracy | Grassroots democracy is a tendency towards designing political processes that shift as much decision-making authority as practical to the organization's lowest geographic or social level of organization. |


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Department Of Sanskrit

PROGRAMME OUTCOME

Sanskrit generally connotes several old Indo-Aryan languages. Sanskrit is a classical language belonging to the Indo-Aryan branch of the Indo-European Languages. It arose in South Asian after its predecessor languages had diffused there from the north-west in the late Bronze age. Since Sanskrit literature has come down to us through oral tradition called Shruti Parampara, the maximum number of works are in poetry only. Starting from the Rigveda, the earliest document in world literature, there is a continuous flow of Sanskrit works in poetry. While many aspects of language impact us because of their meaning. Sanskrit's effects on us exist because of the ancient sound vibrations. Each syllabus in Sanskrit can have a different effect on us. The spectrum of literature in the Sanskrit language in compasses a rich tradition of poetry & religious, scientific, technical and philosophical texts. Sanskrit has shaped the culture, art, architecture, scientific disciplines and other aspects of society like poetry, philosophy etc.

Programme specific Outcome

- A strong notion of Indian history, philosophy and literature is available through the subject of Sanskrit.
- Enhance communication skill, listening, speaking, reading and writing.
- Students will demonstrate the skill needed to participate to conversation that builds knowledge with collaboration.
- Students will gain knowledge of the major traditions of literatures retain in Sanskrit.
- To make them eligible for higher education.
- Prepare students for the profession of teacher, WBCS, UPSC etc.
- Conceive the general concept of philosophical and technical knowledge in Sanskrit.
- Familiarize the logic/methods of textual analysis in Sanskrit.



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Course Outcome of General Degree Course

All the students are able to achieve the following objectives after successful completion of total courses all undergraduate general degree course.

The objectives are: -

1. By the help of Sanskrit practice the students will get lesson and experience about Indian Philosophy, Culture, Variety of religion and also diversity of nation.
2. Gita is also a part of the syllabus of Sanskrit which help to generate the personality and self-respect among the students.
3. Ayurveda is one of the episodes which are the great source to know that India was self-developed in the ancient in medical science.
4. Students can develop their technical skill through computer identification.
5. The students will able to re-generated themselves from internal energy by the help of yoga.
6. Grammar is an essential segment and students can make a sentence of Sanskrit by the help of grammar.
7. Students will be an expert to know the history of literature and literary criticism.
8. After completion the course students are eligible to apply for various jobs.
9. Making the students acquainted with the work, Raghuvamsa of the great poet kalidasa. Incorporates The famous drama of Bhasasvapnavasavadattam with a view to giving knowledge of ancient Indian dramatic system. A part of Sanskrit grammar has also been included to this paper which is supposed to enrich the grammatical base of the students.
10. The course has enhanced the Inquisitiveness of the students for knowing the historical background of the classical Sanskrit literature.
11. The course is intended for making the students acquainted with the two highly adored Mahakavyas namely, The Ramayana and the Mahabharata in order that the impact of the grand teaching of these both might sanctify the taught.


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Course outcome for BA major (NEP)

1. Comprehensive Understanding of Classical Sanskrit Literature.
2. Proficiency in analysing and appreciating various genres, including Sanskrit epics, drama and poetry.
3. Proficient Sanskrit Language Skills.

Mastery in Sanskrit grammar, covering declension, conjugation, indeclinable, suffixes, vacyaParivartana, karaka and samasa.

Ability to apply grammatical rules in analysing and creating Sanskrit texts.

4. Advanced Translation and Transliteration from Proficiency:

Advance skills in translation from Sanskrit to Bengali and Bengali to Sanskrit.

Competence in transliteration from Devnagar to Roman with Diacritics and vice versa.

5. Effective communicative Sanskrit:

Proficiency in communicative Sanskrit demonstrated through letter writing, and Exploration of a short story writing, and other creative expressions.

Development of effective verbal and written communication skill in Sanskrit.

6. Exploration of Diverse Literary Works:

Familiarity with a broad spectrum of Sanskrit literary works, including Rajavahanacarita, Sukanasopadesa, Carakasamhita and others.

7. Knowledge of Ancient Indian Sciences and Polity:

Exploration of scientific and technical including the study of Carakasamhita.

Understanding of ancient Indian polity and jurisprudence.

8. Exploration of Ancient Indian Epics and Puranas:

In-depth knowledge of Vedic literature, Ramayana, Mahabharata, Puranas and Jatakamala.

Interpretation of these texts in historical, cultural and philosophical contexts.

9. Research and Project Works:

Encouragement of research-oriented thinking through project work, allowing students to explore specific topics in-depth.



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Department of Sociology

PROGRAM OUTCOME:

Program outcome sociology learning provides initial knowledge about society, social life and social interactions. It prepares an individual to social life by including values, morals, manners and understand all aspects of human and social behaviour, including the behaviour of individuals as well as the social dynamics of small groups, large organisations, communities, institutions and entire societies. The study prepare in individual become useful members of society and Nations at large. It highlights various problems prevalent in society and measures to come out of it. The ability to apply sociological concept and theories to the real world and ultimately their everyday lives. Analytical thinking is developed with qualitative and quantitative analytical skills are enhanced. Students have to learn about human social life with examples & live situation, instructions, folkways, mores, cultural, social control. social inequality, population composition, population policy, society and culture of India. This introductory paper intended to acquaint the students with basic conceptual understanding of the subject. The course aims to introduce the students to a sociological way of thinking and understanding societies. It also focuses on the interconnection of sociology with other social science disciplines, and the cultural diversities that contributes to the uniqueness of Indian society.

Course Outcome:

1. Introduction to Sociology :(Dsc-01) students understood discipline and basic concepts in sociology and social structure. The student are able understand origin of concept sociology and it's scientific nature and it's relationship with other social science and it's branches. The basic concept like social structure, social culture, meaning of social control and various forms of it's like formal & informal social control.
2. Sociology of India : (Dsc-02) : This paper also helps the students understand various social institutions like marriage, family, kinship, religion and education and their important role in the society. This paper focuses on the cultural, personality, joint family, Varna system.
3. Sociological Theories: (Dsc-3) : Students understood contributions to select Indian sociologist and social thinkers. The founding fathers of Sociology and their contribution for the development of Sociology as an independent science, and they are understood the history of social theory, thought of -Karl Marx, Emile Durkheim, Max Weber, August Comte, Herbert Spencer .


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4. Technical of Social Research :(Dsc-4): As sociology is science it is based on social facts. Social research methods help to understand what is research, methods of collection of data, and how data collection techniques are used in collaboration of data and social facts.
5. Religion and Society :(Dse - 5): This course acquaints the students with a sociological understand of religion, and various forms of Indian religions, it's features, and influence. They are understood the secularism & communalism in India.
6. Social stratification :(Dse-6): This course introduces the students the various ideas of social inequality, and their sociological study. Students understand social stratification defferent forms, social mobility and change and poverty in India, concept of Gender and exclusion.
7. Gender and violence :(Ge - 01): This course helps to know the concept of Gender and sex. The learner can understand overall situation of women under the system of patriarchy in India, position of women in Indian society, and overall situation of women , social institution and various feminist theories. It also enlighten important gender issues in India and politics related to woman empowerment
8. Population And society :(Ge- 02): This course helps our students to know about the Demographical concept, scope, and subject matter of population study, Population Theory, population program and politics

Students understand the interface between population and society, analyze the role of fertility and mortality, migration on the composition, size and structure of population.

9. Sociology of Media: (Sec 01): This course mainly focused the role of media, new methodology to analyze media in the context of Globalisation, Impact of media on our society. The focus specifically is the transmission and transmission and reception of media content and thus the various sections in this paper study the protection, control and reception of media and it's representation.
10. Visual Sociology :(Sec 02): This course focuses on doing sociology through forms other than the written in the particular visual object, visual Sociology is an area of sociology concerned with the visual dimension of social life. They understood the Sociological imagination to tell a story visually about social phenomena such as gender , social status, cultural forms and other social interaction in a spatial context. Student utilize digital cameras and other recording technology to collect data.



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MAJOR: COURSE OUTCOME

Major course -01{Semester -1}

- **Introduction to Sociology - 1**

Paper code- (USOCMAJ11001)

This paper intends to acquaint the students with basic conceptual understanding of the subject. The course aims to introduce the students to a sociological way of thinking and understanding societies. The course imparts knowledge on the emergence of discipline, basic concepts used in discipline like social institutions, social groups, cultural and society. It also focuses on the interconnection of sociology with other social science disciplines.

- **Indian Society -1**

Paper code: USOCMAJ12002

This introductory paper aims to familiarize the students with the essential socio-cultural components that constitute Indian society. It offers an elaborative understanding of caste as a social structure along with the significance of the institution of family and marriage in Indian society.


MINOR PROGRAMME:

- **Introduction to Sociology: Paper code- USOCMIN 10001: Semester -1:**

This course mainly focused on the discipline of sociology. It familiarizes the students with the origin and history, and the students understand discipline and basic concepts in sociology and social structure. The students can understand the origin of the concept of sociology its scientific nature and its relationship with other sciences and their branches.

- **Sociology of India: Paper code– USOCMIN10001: Semester -2**

This paper also helps the students to provide an outline of the instructions and processes of Indian society. The central objective is to encourage students to view Indian reality through a sociological lens.


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- **SEC - 1 -1st semester:**

Sociology of Environment: Paper code-USOCSEC11001:

From the social causes of environmental issues to the environmental movement, this paper allows us to learn in an introductory way about how the discipline approaches some of the most important problems and issues of our time. It is based on the premise that environmental problems and issue are social in their causes and in their consequences.

- **SEC- 2 - 2nd semester:**


Gender Sensitization: Paper code-USOCSE12002:

This paper helps students to develop a comprehensive understanding of gender as a social construct. The objective is to raise awareness about gender bias and stereotypes in society. To address the issue of gender -based violence and create awareness about its various forms, explore the root causes and strategies for prevention and support are other objectives of this paper.

- **MDC - 02 -2nd semester:**

Sociology of Development: Paper code-UPOBMDC12038

This course aims to focus on the understanding of development as a part of social-cultural dynamism. It deals with the changing relationship that is emerging as a consequence of economic development and its repercussions on different aspects of society namely social, cultural, and political.


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DEPARTMENT OF EDUCATION**Programme Outcome Major Education NEP UNDER FYUGP-2023-2024 SESSION**

| | |
|------------|--|
| PO1 | Disciplinary knowledge: Capable of demonstrating comprehensive knowledge and understanding of one or more disciplines for a part of an undergraduate programme of study. |
| PO2 | Communication Skills: Ability to express thoughts and ideas effectively in writing and orally; Communicate with others using appropriate media; confidently share one's views and express herself/himself; demonstrate the ability to listen carefully, read and write analytically, and present complex information in a clear and concise manner to different groups. |
| PO3 | Critical thinking: Capability to apply analytic thought to a body of knowledge; analyze and evaluate evidence, arguments, claims, beliefs on the basis of empirical evidence; identify relevant assumptions or implications; formulate coherent arguments; critically evaluate practices, policies and theories by following Scientific approach to knowledge development. |
| PO4 | Creativity: Think and express any idea in a novel way or out of the box thinking. |
| PO5 | Problem solving: Capacity to extrapolate from what one has learned and apply their competencies to solve different kinds of non-familiar problems, rather than replicate curriculum content knowledge; and apply one's learning to real life situations. |
| PO6 | Analytical reasoning: Ability to evaluate the reliability and relevance of evidence; identify logical flaws and holes in the arguments of others; analyze and synthesize data from a variety of sources; draw valid conclusions and support them with evidence and examples, and address opposing viewpoints. |
| PO7 | Research-related skills: A sense of inquiry and capability for asking relevant/ appropriate questions, problematizing, synthesizing and articulating; Ability to recognize cause-and-effect relationships, define problems, formulate hypotheses, test hypotheses, analyze, interpret and draw conclusions from data, establish hypotheses, predict cause-and-effect relationships; ability to plan, execute and report the results of an experiment or investigation |
| PO8 | Cooperation/Teamwork/ Leadership readiness: Ability to work effectively and respectfully with diverse teams; facilitate cooperative or coordinated effort on the part of a group, and act together as a group. |



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| PO9 | Information/digital literacy: Capability to use ICT in a variety of learning situations, demonstrate ability to access, evaluate, and use a variety of relevant information sources; and use appropriate software for analysis of data. Approaches of Educational Technology: Hardware, Software and system, Role of ICT in Education. |
| PO10 | Moral and ethical awareness/reasoning: Ability to embrace moral/ethical values in conducting one's life, formulate a position/argument about an ethical issue from multiple perspectives, and use ethical practices in all work. Capable of demonstrating the ability to identify ethical issues related to one's work, avoid unethical behavior such as fabrication, falsification or misrepresentation of data or committing plagiarism, not adhering to intellectual property rights; appreciating environmental and sustainability issues; and adopting objective, unbiased and truthful actions in all aspects of work. |
| PO11 | Applied Dimensions: Ability to hands on training on how to prepare a lesson plan. |
| PO12 | Skills to be gained: Analyze the importance of philosophies of Great Indian Educators. |
| PO13 | Understanding and Appling of Physical Landscape: Ability to know the importance of Yoga and how it can be useful for improving our lifestyle. |


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COURSE OUTCOME OF EDUCATION (MAJOR) UNDER FYUGP-2023-2024 SESSION

1.1. Semester-I-MAJOR: Foundations of Education:

- To know the knowledge of Educational Philosophy in day-to-day life.
- Understand the principles of Educational Sociology for a basic overview of social life.
- To know principles of Educational Psychology for dealing with classroom situations.
- Get an idea of developing knowledge & implementation of ICT in Education.

Semester-I- SEC – Yoga Education:

- To know address Yoga as a discipline.
- Realize the understanding of the importance of Yoga as a discipline.
- To know the importance of Asanas for a healthy life.
- Doing various asanas with a demo.

Semester-I-MDC-Distance Education:

- Address the Concept of Open and Distance Education.
- Understand the strategies of Distance Education.
- Analyzing the Need and Importance of Distance Education.
- Understand the role of mass media in Distance Education.
- Able to highlight the problems of Distance Education.
- To develop the ability to think of steps to improve the condition of Distance Education.


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Semester-I-MDC-Great Indian Educators:

- Address the Philosophies of Great Indian Educators.
- Know the contribution of Great Indian Educators towards formulation of aims of education, curriculum and method of teaching.
- Analyze the importance of philosophies of Great Indian Educators.
- Understand the contribution of Great Indian Educators.
- Ability to implement the philosophies of Great Indian Educators in the present educational scenario.

Semester-II-MAJOR-Perspective of Education:

- Address Information about Child Centric Education.
- Understand the Importance of Co-Curricular Activities.
- Know Concept of Social Groups and Socialization.
- Inform Different stages of Growth and Development.
- Develop Concept of Teacher Education and Teaching.
- Understanding the importance of social groups and the process of socialization.
- Introduce the process of child growth and development.
- Develop Analyzing the principles of teaching.
- An attitude of mutual cooperation for group members.
- Respect for other cultures.
- Apply the knowledge of growth and development while dealing with children and adolescents.
- Develop Ability to distinguish between Pre-Service and in-Service Teacher Education.

Semester-II- SEC-Lesson Planning:

- Concept of a lesson plan.
- Principles of preparing a lesson plan.
- Types of lesson plan.
- Teaching Learning Materials.
- Analyzing teaching skills.



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- Competency to be Developed:
- Preparation of a lesson plan.

Semester-II-MDC-Education of Children with Special Needs:

- Concept of Disability, Handicap and Impairment, Sensory Impairment.
- Educational Interventions for Children with Special Needs.
- Understanding the importance of educational interventions.
- Understanding the role of NGOS.
- Differentiating between the different types of disabilities.
- Ability to implement educational interventions.
- Ability to devise strategies for improving the condition of children with special Needs.

Semester-II - MIN/VAC-Philosophical Foundation of Education:

- Concept of Educational Philosophy.
- Information about factors of Education.
- Contribution of Schools of Philosophy towards development of educational
- Aims, curriculum, method of teaching.
- Contribution of Educators.
- Analyzing the aims of education
- Understanding of factors of education.
- Understanding of the importance of schools of philosophy.
- Understanding the philosophies of the educators.
- Inter-relating the factors of education.
- Application of principles of schools of philosophy. Comparing the philosophies of the thinkers.



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DEPARTMENT OF ENGLISH

Affiliated to University of North Bengal

Course Outcome

Name of the programme: B.A. Honours in English (UnderCBCS)**Year of Introduction:** Session 2019-2020

Programme Specific Outcome (PSO)


- **PSO 1:** The programme seeks to familiarize students with representative literary and cultural texts within a significant number of historical, geographical, and cultural contexts.
- **PSO 2:** It enables them to apply critical and theoretical approaches to the reading and analysis of literary and cultural texts in multiple genres. Students are then able to identify, analyze, interpret and describe the critical ideas, values, and themes that appear in literary and cultural texts and understand the way these ideas, values, and themes inform and impact culture and society, both now and in the past.
- **PSO 3:** Students are encouraged to develop their writing & analytical skills in a variety of formats, including essays, research papers, reflective writing, and critical reviews of secondary sources.
- **PSO 4:** Students are taught to ethically gather, understand, evaluate and synthesize information from a variety of written and electronic sources.
- **PSO 5:** Finally, the programme helps students to understand the process of communicating and interpreting human experiences through literary representation using historical contexts and disciplinary methodologies.

Course Outcome (CO)

A. Core Course 1

ENGH CC 1: ENGLISH LANGUAGE: OVERVIEW & USAGE; LITERARY TYPES (6 credits per week)

- **CO 1:** This course on History of English language aims to equip students with the skill and insight necessary to analyze and describe changes in the structure of the English language from the earliest written records to the present day. At the end of the course, students are expected to demonstrate a thorough understanding of diachronic changes in English from Old English to Present day English, and the ability to situate those in their socio-political contexts. An understanding of the Scandinavian, French and Classical influence on present day English helps students to identify the etymological origins of words used on a daily basis.
- This paper acquaints students with the usage of Rhetoric and Prosody that deck and influence literary texts belonging to a particular era. On completion of this course, students are able to identify major figures of speech and their usage. This course also helps them understand various literary types such as Lyric, Tragedy, Comedy and Novel within the texts they read, later in the programme, in their proper contexts.


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ENGH CC2: EUROPEAN CLASSICAL LITERATURE (6 credits per week)

- **CO 1:** European literature dates back to ancient Greek and Roman times. Thereafter, much of the literature in different nations of Europe has continued to be influenced by these ancient classical texts. Homer is the source and origin of all great myth and legend, and *The Iliad* is the best introduction to the heroic world for students. Sophocles' *Oedipus Rex* and Aeschylus' *Agamemnon* are still considered unparalleled for showing human hamartia and thereby man's fall, doom and death.
- **CO 2:** Plautus's '*Pot of Gold*' offers students an interesting insight into Roman society, following the tradition of Greek New Comedy with its intrigues and complex plot, and is the model for comedies in English literature till modern times.

B. GE 1: SELECTIONS FROM INDIAN LITERATURE (6 credits per week)

- This course, offered toay Tendulkar. In all, this course offers diverse texts belonging to different genres and contexts to give the student an overall idea about Indian English literature. Apart from the appreciation of literature, at the end of the course, a student is expected to analyze literary texts critically.

C: Ability Enhancement Compulsory Course

AECC 1: Communicative English (2 credits)

- This course is offered to all students across all disciplines. At the end of the course, a student is expected to identify and correct sentence errors, read excerpts of fiction, creative non-fiction and essays, while analyzing the structural and sentence level arrangement of the writing and write in an effective manner that demonstrates an understanding of the basic concepts of grammar.

Semester 2

A. Core Course

ENGH CC 3: Indian Classical Literature and Indian Writing in English (6 credits perweek)

- **CO 1:** Students are introduced to the rich heritage of Indian Classical literature produced by Kalidasa, Vyasa and Sudraka and the writing since Derozio, as well as to the increasingly modernist trends ushered in by Nissim Ezekiel, Kamala Das, Jayanta Mahapatra and others. R K Narayan's *Swami and Friends*, the first novel written by him in English, offers insight into the late 20th century education system in India and holds great historical value. Anita Desai's novel *In Custody* introduces students to the complexities of Hindi and Urdu language in Indiansociety. Many modern Indian short stories like Mulk Raj Anand shows the plight of the Indiansin colonial India and the stories of Salman Rushdie, Rohintan Mystry shows the state of emergency in the 1980s.



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- **CO 2:** Thus, students acquire a comprehensive idea of the evolution of Indian writing in English and its great variety, as well as its increasing importance in modern world literature.

ENGH CC 4: British Literature: Old English Period to 14th century (6 credits per week)

- **CO 1:** Since the very ancient age, Old English epic and heroic poetry, Alliterative verse, Christian poetry, to the development of Prose and the development of drama, students are encouraged to have a look at the origin and development of English Literature and the works of many anonymous writers.
- **CO 2:** Old English epic and heroic poetry dates from the very ancient time, with the greatest old English epic and heroic poetry Beowulf, to the greatest masters being Geoffrey Chaucer, William Langland. B: Generic Elective.

GE2: Selections from European Literature (6 credits per week)

** Students from other departments who opt for English find a refreshing introduction to a creative, imaginative and artistic world through Shakespeare's Sonnets and Wordsworth's Lucy Poems, while they get an insight into the complex, ambiguous conditions of life in W H Auden's poems.*

CO 2: Shakespeare's romantic comedy offers a charming experience of a journey to a pastoral world, in contrast to city life, depicting a variety of characters and their relationship and an interesting approach to the theme of love and friendship, offers students a deep insight into the accidents and coincidences of life which lead to great emotional upheavals. And his tragedy shows the tragic flaw of man and therefore, his tragic fall, doom and death. Many short stories and essays of the modern English literature acquaint the students with the theme of colonialism, imperialism etc.

SEMESTER III

ENGH CC 5: American Literature (6 credits per week)

- **CO 1:** This course exposes the students to American literary, cultural and political history through a wide-ranging selection of texts from drama, novel, and poetry by the great masters like Tennessee Williams, Ernest Hemingway, Faulkner, Fitzgerald, Poe, Anne Bradstreet to iconic authors like Frost and Whitman.
- **CO 2:** The students' take away from this course is a sense of race, class and gender in the American social and cultural milieu. This course is an exposition of the American thinking mind and their ways of life.



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ENGH CC 6: British Poetry and Drama: 14th to 17th century (6 credits per week)

- **CO 1:** Modern English poetry dates from the Renaissance, with the greatest masters being Shakespeare, Sidney, Spenser. Next, we have the Metaphysical poets like John Donne, who revolutionized the writing of poetry with their scholarly assimilation of diverse experiences expressed through complex images and conceits.
- **CO 2:** Shakespeare's tragedy and comedy constitute the best possible initiation into the world of deep emotions and intellectual perceptions, blended with profound philosophy and aesthetic sublimation, and Marlowe's tragedy acquaints the students with the great Renaissance spirit, thirst for knowledge and power.

ENGH CC 7: British Poetry and Drama: 17th-18th Centuries (6 credits per week)

- **CO 1:** With a selection of iconic texts like John Milton's *Paradise Lost*, Alexander Pope's *The Rape of the Lock*, as well as texts like John Webster's *The Duchess of Malfi* & R. B. Sheridan's *The Rivals*, this course introduces the students to an area of British Literature that is very significant with respect to the development of English literature in the later phases of Renaissance, the period of decadence afterwards as well as the trend of Satire in the Eighteenth century.
- **CO 2:** The students get a vast sense of history and how political and social conditions during particular periods in English literature have given rise to certain genres of literature.

1. Skill Enhancement Course

SEC A2: Business Communication (2 Credits)

- **CO 1:** Called a skill enhancement course, this course in business communication is aimed at teaching students the basics of language skill as in writing reports, letters, e-mails, curriculum vitae, minutes of meetings etc. It teaches them to express themselves succinctly and well in practical fields outside of the language of literature.

Semester- 4

A. Core Course

ENGH CC 8: British Literature: 18th century

- **CO 1:** With the advancement in print culture, literature of the 18th century developed greatly. The course familiarizes students with the history and literature of the period. From Samuel Johnson and William Congreve, Thomas Gray, Jonathan Swift to Daniel Defoe, this course introduces students to various forms of writing during the eighteenth century, especially the novel that gained mass popularity and attention.



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ENGH CC 9: British Romantic Literature

- **CO 1:** Romanticism had a profound influence on European culture and enabled a modern understanding of the self, nature, reason, freedom, and the role of the artist. Emphasis is placed on the philosophical and theoretical concepts that inform Romantic poetry, as well as on the broad scope of literary forms through which the Romantic poetic imagination expressed itself. The course would help students situate authors like Blake, Shelley, Keats, Byron, Coleridge and Wordsworth in their historical and social contexts to better understand their texts. Romantic fiction by Mary Shelley provides a comprehensive understanding of the age across diverse genres.

ENGH CC 10: British Literature: 19th century

- **CO 1:** The nineteenth century witnessed extraordinary social and cultural change in Britain, from the rise of industrial capitalism to the emancipation of women, from the decline of Christian belief to the growth of the Empire, from urbanization to the emergence of mass literacy. This course will introduce students to some significant texts and literary movements of the period, in the wider context of social transformation and emerging literary practices.
- **CO 2:** Students shall be introduced to the establishment of the novel as the dominant literary genre, the ways in which social values are encoded and contested in literary texts, and the relationship of traditional and experimental practices in poetic forms. The course aims to develop students' analytic and critical skills through a close reading of poets like Christina Rossetti, Tennyson & Browning and novelists like Jane Austen and Charles Dickens.

A. Skill Enhancement Course

SEC2: Academic Writing and Composition (2 credits)

This course helps students develop their reading, analysis, and writing skills to develop complex written arguments based on careful evaluation and synthesis of information from research. Integration of ideas and applying proper citation is also a significant outcome of this course.

B. Generic Elective

GE 4: Academic Writing (6 credits per week)

CO 1: *This course helps students develop their reading, analysis, and writing skills to develop complex written arguments based on careful evaluation and synthesis of information from research. Integration of ideas and applying proper citation is also a significant outcome of this course.*



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A. Core Course

ENGH CC 11: Women's Writing (6 credits per week)

- **CO 1:** This course offers an eclectic selection of women's writings ranging from the foundational feminist text Wollstonecraft's *A Vindication of the Rights of Woman* to poems, novels, short stories and memoirs. The articulation of women's voices in different times and spaces is amply represented by the poems of Emily Dickinson, Sylvia Plath and Eunice de Souza, Alice Walker's *Color Purple*, *Ramabai Ranade*, Mahasweta Devi's short story "Draupadi", Katherine Mansfield's "Bliss" and Rassundari Devi's *Amar Jiban*. Apart from highlighting the many facets and discourses around women's problems and rights, the course also aims at gender sensitization and fostering social awareness among the students.

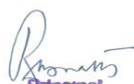
ENGH CC 12: *British Literature: The Early 20th Century (6 credits per week)*

- **CO 1:** The students are introduced to glimpses of the incredibly complex cultural phenomenon called modernism in British literature. The poems of T. S. Eliot and W. B. Yeats have been included in this course to represent the major trends in this paradigm shift. The unfathomable recesses of the human mind can be probed in the novels of Joseph Conrad, Virginia Woolf and *D. H. Lawrence*. *In keeping with the changing times, new experiments in theatre became necessary to imagine the world from a new perspective, as indicated by George Bernard Shaw's drama.*

Discipline Specific Electives

ENGA DSE A-1: Literary Theory and Criticism (6 credits per week)

* **CO 1:** *This course adds a new dimension to the various literary theories and criticism. This course offers a mixed bag of diverse critical experiences, while at the same time making the students aware of the different critical approaches like the rise of modernism, critical thinkers and their contributions, characteristics and the influence of modernism on literature. The students will read the essays in Literary Theory and Criticism and get to know the rise of postmodernism, critical thinkers and their contributions, characteristics and the influence of postmodernism on literature, the rise of postcolonialism, critical thinkers and their contributions, characteristics and the influence of postcolonialism on literature, and concept of feminism, different waves of feminism, feminist movements, critical thinkers, feminist literature and culture etc.*


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ENGH DSE B-1: Literature of the Indian Diaspora (6 credits per week)

- **CO 1:** This course is a study of the literature of the Indian diaspora like M G Vassanji's the Book of Secrets, Rohinton Mistry's A Fine Balance, Meera Syal's Anita and Me and Jhumpa Lahiri's The Namesake. The students will get to know the diasporic issues of displacement and dislocation, memory and nostalgia, feelings of homelessness, isolation, identity crisis, mental dilemma and mixed culture.

Semester – 6

A. Core Course

ENGH CC 13: Modern European Drama (6 credits per week)

- **CO 1:** The plays selected for this course informs the students of the dramatic changes that took place in twentieth century European drama. The course looks at the ways in which traditional norms and conventional modes of thought were resisted and subverted by playwrights who wanted their plays to reflect the chaotic climate of the modern era.
- **CO 2:** We will also endeavor to read the plays as being representative products of their milieu by juxtaposing these against their political and socio-cultural contexts. Henrik Ibsen, Bertolt Brecht, Strindberg and Eugene Ionesco engage with three very different themes and stylistic innovations in their plays. The course is thus quite engaging and thought provoking, introducing students to concepts like absurdism and the alienation effect.

ENGH CC 14: Postcolonial Literature (6 credits per week)

- **CO 1:** In this course, students will read texts from previously colonized spaces like India, Australia, Africa and Latin America. Possess a coherent knowledge and a critical understanding of postcolonial literature and its key historical, cultural and theoretical developments.
- **CO 2:** Post completion of the course, students should be able to compare, discuss and explain interconnections and functions of postcolonial literature and its contexts, including comparative and interdisciplinary issues in the texts of Chinua Achebe, Gabriel Garcia Marquez, Bessie Head, Ama Ata Aidoo, Grace Emily Ogot, Pablo Neruda, Derek Walcott, David Malouf, Mamang Dai etc. They will be able to critically evaluate arguments and assumptions about postcolonial literature, texts, and modes of interpretation.



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A. *Discipline Specific Electives*

ENGH DSE P-3: Indian Literature in English translations: Plays (6 credits per week)

- **CO 1: CO 1:** This paper acquaints students with the historical, political, cultural and social contexts that inform and influence literary texts belonging to a particular era. On completion of this course, students are able to identify major writers and their original works that were translated into English like Girish Karnad's play Hayavadana and Mahasweta Devi's novel Mother of 1084. This helps them situate the texts they read, later in the programme, in their proper contexts.
- **CO 2:** Students will be encouraged to connect these translations to their historical and cultural contexts and critically comment on the role of translation for the knowledge of the indigenous culture.

ENGH DSE P-4: Partition Literature (6 credits per week)

- **CO 1:** Post-Independence, Partition literature occupies an important place in Indian literature. Translations of the works of writers who experienced the trauma of Indian partition include 'Alam's Own House' by Dibyendu Palit, 'Ice Candy man' by Bapsi Sidhwa, 'Train to Pakistan' by Khushwant Singh, Tamas by Visham Shahni etc. The students will get to know the poignant account of the reality of partition and its wide-ranging effects. The pain of partition experienced in Punjab and northern India is best brought out in Sadat Hasan Manto's story, 'Toba Tek Singh', which is relevant even today.
- **CO 2:** This course is particularly significant as it helps students to understand and locate Indian literature in a very painful chapter of their national history and the struggles of an earlier generation towards rebuilding their lives.


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UNIVERSITY OF NORTH BENGAL

ENGLISH UNDER NEP, 2020

PROGRAMME OUTCOMES

- This course in English aims to impart knowledge about the fundamentals of English Literature and Language.
- • The course is designed to familiarize the students with the basic ideas, thoughts, concepts and theories in literary thought.
- The course has been designed in such a way that every student is equipped with certain elementary skills in language and hands-on training in the interpretation of literary texts which can be of help in seeking gainful employment.
- The course intends to introduce students from multidisciplinary backgrounds on the fundamentals of English Literature.
- This course aims to initiate an intellectual urge among the students for understanding the most pressing literary and theoretical issues.
- The aim of this course is also to provide knowledge and skills to the students to enable them to undertake further studies in English Literature in particular and Theoretical Humanities by extension in future.

After completion of this Course, a learner is expected to:

- * Acquire domain knowledge in the discipline.
- * Develop a general understanding of English Literature as a distinct subject of study and analyze its inter-disciplinary character as well.
- * Study and analyze a literary text from critical and constructive perspectives.
- * Have a better understanding of the basics of linguistics and the genres of tragedy, comedy, the epic and the lyric.
- * Intensify critical thinking and develop the ability to make logical inferences about literary and theoretical issues.
- * Pursue higher education such as Post Graduate Studies and Research in English and in other interdisciplinary areas.



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COURSE OUTCOMES

SEMESTER I

| COURSE NAME | LEARNING OUTCOMES | Remarks |
|---|---|---------|
| ENGLISH MAJOR Rhetoric, Prosody, Basic Linguistic Terms and Literary Types | <ol style="list-style-type: none">1. This course is designed to familiarize the learners with the basic ideas, concepts, theories and issues in Rhetoric and Prosody and Elementary Linguistics.2. This course aims to introduce learners to the key aspects of the major literary types in Literature. After completion, a learner is expected to: <ol style="list-style-type: none">3. Acquire domain knowledge on the discipline.4. Develop a general understanding of English Language and Literature as a distinct subject of Study and its interdisciplinary character as well. | |



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| <p>ENGLISH MINOR</p> <p>UNDERSTANDING POETRY</p> | <ol style="list-style-type: none"> 1. This course aims to impart knowledge about the fundamentals of English Poetry. 2. This course is designed to familiarize the learners with the basic ideas, concepts, approaches, theories and issues in interpreting poetry from Elizabethan period to Modern period. <p>After completion, a learner is expected to:</p> <ol style="list-style-type: none"> 3. Acquire domain knowledge on the discipline. 4. Develop a general understanding of English Poetry as a distinct subject of study. | |
| <p>ENGLISH SEC</p> <p>TEXT COMPREHENSION</p> | <ol style="list-style-type: none"> 1. This course helps to equip the learners with a basic concept of how to comprehend a passage/poem and answer questions based on them. <p>After completion, a learner is expected to:</p> <ol style="list-style-type: none"> 2. Develop a basic understanding of literary analysis and write the summary of a prose piece and the substance of a poem. | |



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| <p>ENGLISH MDC</p> <p>INTRODU CTION TO AFRICAN LITERAT URE</p> | <p>1. This course aims to introduce the students to the basic concepts and the important texts from African Literature.</p> <p>After completion, a learner is expected to:</p> <p>2. Understand the basic concepts of African Literature and Culture.</p> |
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SEMESTER II

COURSE OUTCOMES (MAJOR)

| COURSE NAME | LEARNING OUTCOMES | REMARKS |
|---|---|---------|
| ENGLISH MAJOR EUROPEAN CLASSICAL LITERATURE IN TRANSLATION | <p>1.This course intends to introduce the learners to the most important texts of Classical Greek and Roman drama in translation.</p> <p>2.The objective of this course is to familiarize the learners with the concepts of tragedy and comedy.</p> <p>After completion, a learner is expected to:</p> <p>3.Be acquainted with the most basic concepts of Classical European literature and the distinctive features of tragedy and comedy.</p> | |



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| <p>ENGLISH MINOR</p> <p>UNDERSTAN DING DRAMA</p> | <p>1.This course aims to impart knowledge about the fundamentals of English Drama.</p> <p>2.This course is designed to familiarize the learners with the basic ideas, concepts, approaches, theories and issues in interpreting drama.</p> <p>After completion, a learner is expected to:</p> <p>3.Acquire domain knowledge on the discipline.</p> <p>4.Develop a general understanding of English Drama as a distinct subject of study.</p> | |
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| <p>ENGL ISH SEC</p> | <p>1.This course helps to equip the learners with the basic concepts of writing skills and editing.</p> <p>After completion, a learner is expected to:</p> <p>2.Develop a basic understanding of how to write a report, an advertisement and a curriculum vitae.</p> | |
| <p>MDC UNDE RSTA NDIN G SHAK ESPE ARE AND TAGO RE</p> | <p>1.This course intends to introduce the learners to the works of William Shakespeare and Rabindranath Tagore, the literary doyens of England and India.</p> <p>After completion, a learner is expected to:</p> <p>2.Develop a basic understanding of the ideas, concepts of the dramas and sonnets of Shakespeare and the short stories and lyrics of Tagore.</p> <p>1.This course intends to develop among the learners a basic understanding of the ideas and concepts of Graphic Novels.</p> <p>After completion, a learner is expected to:</p> | |

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| <p>OR</p> <p>GRAP HIC NOVE LS</p> <p>OR</p> <p>LITER ATUR E OF EAST ERN HIMA LAYA S</p> | <p>2.Develop a basic understanding of the ideas, concepts involved in the interpretation of Graphic Novels</p> <p>1.This course intends to develop among the learners a basic understanding of the much varied literature and culture of the Eastern Himalayas.</p> <p>After completion, a learner is expected to:</p> <p>2.Develop a basic understanding of the ideas, concepts of the diverse literature and culture of the Eastern Himalayas.</p> | |
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