

2.6.1

Student Performance and Learning Outcome

**Programme Outcomes (POs) and Course
Outcomes (COs) for all Programmes
offered by the institution**

Website Link:

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COURSE OUTCOMES
DEPARTMENT OF BENGALI

সাম্মানিক স্নাতক

(Honours Bengali)

SEMESTER-I

সেমিস্টার-১

COURSE CODE- CC 1

বাংলা সাহিত্যের ইতিহাস
(প্রাচীন ও মধ্যযুগ)

ছাত্র-ছাত্রীরা এই অংশটি পাঠ করে বাংলা সাহিত্যের ইতিহাসের প্রাচীন ও মধ্য যুগের বিভিন্ন রচনার সঙ্গে পরিচিত হবে এবং সেই সঙ্গে প্রাচীন ও মধ্যযুগের সাহিত্যের মূল প্রবণতাটিও উপলব্ধি করতে পারবে। আধুনিক যুগের সঙ্গে সেকালের সাহিত্যের প্রকৃতিগত পার্থক্যটিও তারা বুঝতে পারবে।

COURSE CODE- CC-2

ছন্দ ও অলঙ্কার

এই পত্রটি পাঠ করে ছাত্র-ছাত্রীরা বাংলা সাহিত্যের নতুন একটি দিকের সঙ্গে পরিচিত হবে। বাংলা সাহিত্যের প্রকাশ এবং তার কৌশলের একটি অন্যতম দিক হল ছন্দ এবং অলঙ্কার। ছন্দের বিভিন্ন প্রয়োগ বিধি, তার ত্রিবিধ স্বরূপ সম্পর্কে ছাত্র-ছাত্রীরা জ্ঞানার্জন করতে পারবে। একই সঙ্গে অলঙ্কারের প্রয়োগ এবং কাব্যের সৌন্দর্য বৃদ্ধিতে অলঙ্কারের গুরুত্ব সম্পর্কেও তাদের ধারণা স্পষ্ট হবে।

SEMESTER-II

সেমিস্টার- ২

COURSE CODE CC-3

পদাবলী সাহিত্যঃ- বৈষ্ণব পদাবলী ও শাক্তপদাবলী

ছাত্র ছাত্রীরা বৈষ্ণব পদাবলী এবং শাক্তপদাবলী পাঠ করে মধ্যযুগের দুই অনন্য গীতি সাহিত্যের স্বাদ গ্রহণের সুযোগ লাভ করবে।

এই দুই পদাবলীর মধ্যে বৈষ্ণব পদাবলী রাধা কৃষ্ণের অলৌকিক প্রেমকথার রূপকে যে আমাদের বাস্তব জীবনেরই কথামালা, সে সম্পর্কে একটা স্পষ্ট ধারণা তৈরি হবে। অষ্টাদশ শতকের অসামান্য গীতি সাহিত্য শাক্তপদাবলী পাঠ করে ছাত্র-ছাত্রীরা শক্তি সাধনা এবং শাক্ত গীতি সাহিত্যের অন্তরালে বাঙালি পরিবারের অন্দরমহলের ছবিটি প্রত্যক্ষ করতে পারবে।

COURSE CODE CC-4

রামায়ন, অন্নদামঙ্গল

এই পাঠক্রমে ছাত্র-ছাত্রীরা বাংলা সাহিত্যের মধ্যযুগের দুটি ব্যতিক্রমী সৃষ্টির সঙ্গে পরিচিত হবে। বাংলা অনুবাদ সাহিত্যের ধারায় কৃত্তিবাসী রামায়নের জনপ্রিয়তা আজও প্রশ্ণাতীত। সেই রামায়নের লঙ্কাকাণ্ডটি পাঠ করে ছাত্র-ছাত্রীরা বাংলা রামায়নের সঙ্গে পরিচিত হতে পারবে এবং সেই সঙ্গে কৃত্তিবাসের অনুবাদের অনন্যতা সম্পর্কেও ধারণা লাভ করবে। মধ্যযুগের শেষ লগ্নে রচিত ভারতচন্দ্রের অন্নদামঙ্গল পাঠ করে ছাত্র-ছাত্রীরা মঙ্গল কাব্যধারার ব্যতিক্রমী একটি সৃষ্টির বিষয়ে জ্ঞান লাভ করবে। একই সঙ্গে ভারতচন্দ্রের রচনাশৈলীর পরিচয় লাভ করতে পারবে।

COURSE CODE-AECC-2

ভাষা অংশ, সাহিত্য অংশ

ছাত্র-ছাত্রীরা এই অংশটি পাঠ করে বাংলা ভাষার গদ্য চর্চার বিষয়ে সম্যক জ্ঞান লাভ করবে। এবং একই সঙ্গে সাহিত্য অংশটি পাঠের মাধ্যমে তারা বাংলা কবিতা এবং ছোটগল্পের নিবিড় অনুধ্যানে মগ্ন হবে।

SEMESTER-III

সেমেস্টার ৩

COURSE CODE- CC-5

বাংলা সাহিত্যের ইতিহাস (১৮০১-১৯৫০)

ছাত্র-ছাত্রীরা এই অংশটি পাঠ করে আধুনিক সাহিত্যের ইতিহাস সম্পর্কে সম্যক জ্ঞান লাভ করবে। ঊনবিংশ শতকের প্রথম পর্ব থেকে বিংশ শতকের মধ্যভাগ পর্যন্ত বিস্তৃত বাংলা সাহিত্যের বিভিন্ন শাখায় উল্লেখযোগ্য সাহিত্যধারার রচনা কৌশল, বিষয়বস্তু এবং তার প্রয়োগ সম্পর্কে কৌতুহল জাগ্রত করার জন্যই পাঠক্রমে এই বিষয়টি অন্তর্ভুক্ত করা হল।

COURSE CODE- CC-6

ভাষাতত্ত্ব

পাঠক্রমের এই অংশটি পাঠ করে ছাত্র-ছাত্রীরা বাংলা ভাষার উৎস বিবর্তন ও তার বিভিন্ন প্রয়োগ বিধি সম্পর্কে জানতে পারবে। বাংলা ভাষার গঠনতত্ত্ব, বাক্যতত্ত্ব, এবং শব্দার্থতত্ত্ব সম্পর্কে ছাত্র-ছাত্রীরা জানতে আগ্রহী হয়ে উঠবে। অন্যান্য ভারতীয় ভাষার সঙ্গে বাংলা ভাষার সম্পর্ক, বাংলা ভাষার শব্দভাণ্ডার ইত্যাদি বিষয়গুলি ছাত্র-ছাত্রীরা জানতে পারবে।

COURSE CODE-CC-7

উনিশ শতকের কাব্য

ছাত্র-ছাত্রীরা এই অংশটি পাঠ করে উনিশ শতকের দুই বিখ্যাত কাব্যের রসাস্বাদন করবে। মধুসূদন দত্তের বীরঙ্গনা কাব্যের নির্বাচিত পত্রিকাগুলি পাঠ করে তারা ভারতীয় পুরাণের উল্লেখযোগ্য কয়েকজন নারী চরিত্রের প্রেমের নতুন অভিজ্ঞান খুঁজে পাবে। একই সঙ্গে কবি মধুসূদনের কাব্য নির্মাণ কৌশলের নতুনত্ব সম্পর্কে তাদের জ্ঞান বৃদ্ধি হবে। পাশাপাশি কবি বিহারীলাল চক্রবর্তীর সারদামঙ্গল কাব্য পাঠ করে ছাত্র-ছাত্রীরা উনিশ শতকের একটি রোমান্টিক গীতি সাহিত্যের পরিচয় লাভ করবে। বাংলা সাহিত্যের ভোরের পাখি বলে পরিচিত বিহারীলালের সারদামঙ্গল কাব্যের সারদা তত্ত্ব, কাব্যের ব্যতিক্রমী গঠন ছাত্র-ছাত্রীদের আগ্রহ বাড়িয়ে দেবে।

COURSE CODE-SEC-1

বাংলা ব্যাকরণ

ছাত্র-ছাত্রীরা এই অংশটি পাঠ করে বাংলা ব্যাকরণের মৌলিক কয়েকটি বিষয় সম্পর্কে জ্ঞান লাভ করতে পারবে। ব্যাকরণের প্রাথমিক ধারণা থেকে শুরু করে সন্ধি, সমাস, এবং পদের বিভিন্ন প্রয়োগ সম্পর্কে তারা অবহিত হবে। একই সঙ্গে বাংলা বাক্যের গঠন প্রণালী সম্পর্কেও তারা সম্যক ভাবে জানতে পারবে।

SEMESTER IV

সেমেস্টার - ৪

COURSE CODE CC-8

কবিতা

এই পাঠক্রমে ছাত্র-ছাত্রীরা একই সঙ্গে রবীন্দ্রনাথের কয়েকটি নির্বাচিত কবিতা এবং কয়েকটি আধুনিক কবিতা পাঠ করবে। রবীন্দ্র কবিতা পাঠের মধ্যদিয়ে ছাত্র-ছাত্রীরা রবীন্দ্র মনন এবং তাঁর জীবন দর্শন সম্পর্কে জ্ঞান লাভ করবে। একই সঙ্গে রবীন্দ্রনাথের কাব্যভাষার অভিনবত্ব সম্পর্কেও তারা অভিত হবে। আধুনিক বাংলা কবিতা পাঠ করে ছাত্র-ছাত্রীরা রবীন্দ্র পরবর্তী বাংলা কবিতার গতি-প্রকৃতি সম্পর্কে ধারণা লাভ করবে। আধুনিক কবিতার গঠন, ভাষাচয়ন এবং তার অভিনব আঙ্গিক বিষয়েও তারা জ্ঞান লাভ করবে।

COURSE CODE- CC-9

উপন্যাস

এই অংশে ছাত্র-ছাত্রীরা দুটি উপন্যাস পাঠ করবে। একটি বঙ্কিমচন্দ্র চট্টোপাধ্যায়ের 'চন্দ্রশেখর', অন্যটি তারাশঙ্কর বন্দ্যোপাধ্যায়ের 'গণদেবতা'। দুই ভিন্ন সময়ের দুটি উপন্যাস পাঠের মাধ্যমে তারা বাংলা দেশের আর্থ-সামাজিক অবস্থানের দুই ভিন্ন রূপ আবিষ্কার করতে পারবে। 'চন্দ্রশেখর' উপন্যাসে ইতিহাস ও রোমান্সের প্রয়োগ নৈপুণ্য যেমন ছাত্র-ছাত্রীরা প্রত্যক্ষ করবে, তেমনই 'গণদেবতা' উপন্যাসে বীরভূমের মাটি ও মানুষ সম্পর্কেও তারা স্পষ্ট ধারণা লাভ করবে।

COURSE CODE- CC-10

নাটক

ছাত্র-ছাত্রীরা এই অংশটি পাঠ করে দুটি ভিন্ন স্বাদের নাটকের সঙ্গে পরিচিত হবে। নাট্যকার দীনবন্ধু মিত্রের 'নীলদর্পণ' নাটকটি পাঠ করে তারা বাংলা নাটকের প্রথম পর্বের একটি প্রতিবাদী নাটকের বিভিন্ন আঙ্গিক সম্পর্কে জানতে পারবে। বাংলাদেশের নীলকরদের অত্যাচার, জোর করে গরীব চাষিদের নীলচাষ করতে বাধ্য করা এবং সর্বোপরি অত্যাচারের বিরুদ্ধে প্রতিবাদী ভূমিকা পালনের চিত্র ছাত্র-ছাত্রীদের মনে অন্য একটি সংবেদন সৃষ্টি করবে। আবার রবীন্দ্রনাথের 'শারদোৎসব' নাটকটি পাঠ করে ছাত্র-ছাত্রীরা সাংকেতিক নাটকের একটি বিশেষ দিক সম্পর্কে জ্ঞান লাভ করবে। রাজা হতে গেলে যে সন্ন্যাসী হতে হবে- এই তত্ত্বটি পাঠকের চেতনায় স্থান লাভ করবে।

COURSE CODE-SEC-2

রচনাশক্তির নৈপুণ্য

এই অংশটি পাঠ করে ছাত্র-ছাত্রীরা তাদের রচনাশক্তির নৈপুণ্য বৃদ্ধি করতে পারবে। এই অংশে তারা জানতে পারবে কীভাবে একটি প্রাতিষ্ঠানিক পত্র লিখতে হবে। জানতে পারবে প্রতিবেদন রচনার প্রাথমিক শর্তাবলী। অর্থাৎ এই অংশটি পাঠের মাধ্যমে তারা মৌলিক রচনাশক্তি বৃদ্ধি করতে পারবে।

SEMESTER – V

সেমেস্টার -৫

COURSE CODE- CC-11

গল্প

ছাত্র-ছাত্রীরা এই অংশে একই সঙ্গে রবীন্দ্র গল্প এবং আধুনিক গল্প পাঠ করবে। রবীন্দ্রনাথের গল্পগুচ্ছের নির্বাচিত কয়েকটি গল্প পাঠের মধ্যদিয়ে তারা রবীন্দ্র গল্পের অভিনব আঙ্গিক এবং কাহিনি নির্মাণের চমৎকারিত্ব এর সন্ধান পাবে। রবীন্দ্রনাথের গল্পের নিবিড় পাঠের দ্বারা ছাত্র-ছাত্রীরা সমকালীন সমাজ জীবন, অর্থনৈতিক অবস্থার একটা স্পষ্ট প্রতিচ্ছবি পাবে। আবার রবীন্দ্র উত্তর বাংলা ছোট গল্প পাঠ করে তারা আধুনিক জীবনের নান জটিল সমস্যা, দাম্পত্যের বিবিধ সমীকরণ এবং মনস্তাত্ত্বিক জটিলতার নানা অভিঘাত সম্পর্কে ধারণা লাভ করবে।

COURSE CODE CC-12

প্রবন্ধ ও প্রাচ্য কাব্যতত্ত্ব

এই অংশটি পাঠের দ্বারা ছাত্র-ছাত্রীরা বাংলা প্রবন্ধের একটি বিস্তৃত সময়ের বিবিধ বিষয়ের জ্ঞান লাভ করতে পারবে। বিভিন্ন প্রাবন্ধিকের রচনার সঙ্গে পরিচিত হয়ে তারা প্রত্যেকের রচনা কৌশল, তাদের বিষয় নির্বাচনের মৌলিকতা সম্পর্কে অবহিত হতে পারবে। আর প্রাচ্য কাব্যতত্ত্ব পাঠ করে ছাত্র-ছাত্রীরা ভারতীয় সাহিত্যে রস ও ধ্বনির প্রকাশ ও তাদের প্রয়োগ কৌশলের বিষয়ে ধারণা লাভ করবে। প্রাচ্য কাব্যতত্ত্বের সঙ্গে পাশ্চাত্য কাব্যতত্ত্বের পারস্পরিক তুলনার মাধ্যমেও তারা তাদের জ্ঞান বৃদ্ধিতে সক্ষম হবে।

COURSE CODE- DSE-1

উনিশ শতকের বাংলা কাব্য ও প্রবন্ধ

ছাত্র-ছাত্রীরা এই অংশটি পাঠ করে উনিশ শতকের বাংলা আখ্যানকাব্য এবং গীতিকাব্যের বিষয়ে জানতে পারবে। এই পাঠক্রমে উনিশ শতকের আখ্যানকাব্যের উদ্ভব ও তার ক্রমবিকাশ সম্পর্কে আলোচনা করা হবে। ফলে শিক্ষার্থীরা এই অংশটি পাঠের মাধ্যমে আখ্যানকাব্যের প্রথম পর্বের কবি ও তাঁদের কবিতার একটা ধারাবাহিক রূপরেখা পাবে। একই সঙ্গে শিক্ষার্থীরা উনিশ শতকের বাংলা প্রবন্ধের উদ্ভব ও তার ক্রমবিকাশ সম্পর্কে ধারণা লাভ করবে। এই শতকের প্রাবন্ধিকদের প্রবন্ধ রচনার স্বাভাবিক প্রবণতা সম্পর্কেও ছাত্র-ছাত্রীরা সচেতন হবে।

COURSE CODE- DSE-2

উনিশ শতকের বাংলা নাটক ও কথাসাহিত্য

এই অংশটি পাঠের দ্বারা ছাত্র-ছাত্রীরা উনিশ শতকের বাংলা নাটকের উদ্ভব ও ক্রমবিকাশ সম্পর্কে জ্ঞান লাভ করবে। সেই সঙ্গে প্রাক সাধারণ রঙ্গালয়ের যুগে প্রতিনিধিস্থানীয় নাটককার ও তাঁদের নাটকের সাধারণ আলোচনার মাধ্যমে সেই সময়ের একটি রেখচিত্র তাদের মনে আঁকা হয়ে যাবে। এরই পাশাপাশি উনিশ শতকের বাংলা উপন্যাস ও ছোট গল্পের উদ্ভব ও ক্রমবিকাশ সম্পর্কে ছাত্র-ছাত্রীরা ধারণা লাভ করবে। বাংলা উপন্যাসের প্রথম পর্বে বঙ্কিমচন্দ্রের উপন্যাস এবং তাঁর সমকালীন অন্যান্য উপন্যাসিকের রচনার সাধারণ পরিচয়ের মাধ্যমে শিক্ষার্থীরা জ্ঞান লাভ করবে। উনিশ শতকের বাংলা গল্পের প্রতিনিধিস্থানীয়

কয়েকজন গল্পকারের রচনার সঙ্গে তারা পরিচিত হবে।

SEMESTER VI

সেমেস্টার - ৬

COURSE CODE CC-13

সংস্কৃত ও ইংরাজি সাহিত্যের ইতিহাস

ছাত্র-ছাত্রীরা এই অংশটি পাঠের মধ্যদিয়ে সংস্কৃত ও ইংরাজি সাহিত্যের ইতিহাসের সঙ্গে পরিচিত হবে। রামায়ন মহাভারতের যুগের সমাজ ও মানুষের বিবর্তন থেকে শুরু করে সুমহান সংস্কৃত সাহিত্যের শ্রেষ্ঠ রচনাগুলিকে আয়ত্ত করে তারা অন্যান্য ভারতীয় সাহিত্যের সঙ্গে তাদের সংযোগ সাধন করতে পারবে। আবার ইংরাজি সাহিত্যের প্রথম যুগ থেকে আধুনিক যুগ পর্যন্ত যে ধারাবাহিক ক্রমবিকাশ, তার সঙ্গেও তারা সংগতি রক্ষা করতে পারবে।

COURSE CODE CC-14

সাহিত্যের রূপ-রীতি ও সংরূপ

এই অংশটি পাঠের মাধ্যমে ছাত্র-ছাত্রীরা সাহিত্যের নানা রূপ রীতি ও তাদের বিভিন্ন সংরূপের পরিচয় পাবে। সাহিত্যের বিভিন্ন প্রকাশ রূপ এবং তাদের স্বতন্ত্র বৈশিষ্ট্য সম্পর্কে তারা অবহিত হবে। আবার সংরূপ সংক্রান্ত বিষয়ে শিক্ষার্থীরা বাংলা সাহিত্যের বিভিন্ন রীতি তথা কবিতা, গল্প, উপন্যাসের বিবিধ আঙ্গিকের পরিচয় লাভ করবে।

COURSE CODE- DSE-3

বিশ শতকের স্বাধীনতা পূর্ববর্তী বাংলা কথাসাহিত্য

ছাত্র-ছাত্রীরা এই অংশটি পাঠের মাধ্য দিয়ে বিশ শতকের স্বাধীনতা পূর্ববর্তী বাংলা গল্প এবং উপন্যাসের উদ্ভব ও বিবর্তনের রেখাচিত্র, এই সময়ের গল্পের ও উপন্যাসের আঙ্গিকগত সাধারণ লক্ষণ সম্পর্কে জানতে পারবে। একই সঙ্গে এই সময়ের প্রতিনিধিত্বমূলক গল্পকারদের গল্প ও উপন্যাস পাঠের মাধ্যমে তারা সমকালীন জীবনের কথা জানতে পারবে।

COURSE CODE- DSE-4

সাহিত্য বিষয়ক প্রবন্ধ ও লোকসাহিত্য

পাঠক্রমের এই অংশটি পাঠের মধ্যদিয়ে শিক্ষার্থীরা লোকসাহিত্যের বিভিন্ন আঙ্গিক ও তাদের নানা রূপভেদ সম্পর্কে জানতে পারবে। একই সঙ্গে তারা এই লোকসাহিত্যের সঙ্গে সমকালীন জীবনের সংযোগ ঘটিয়ে একটা তুলনামূলক পাঠ গ্রহণ করবে।

BENGALI GENERAL (PROGRAMME)

বাংলা স্নাতক

SEMESTER 1

সেমেস্টার - ১

COURSE CODE- CC-1A

প্রবন্ধ সাহিত্য: বঙ্কিমচন্দ্র ও রবীন্দ্রনাথ

স্নাতকের সাধারণ ছাত্র-ছাত্রীরা এই অংশটি পাঠ করে বঙ্কিমচন্দ্র ও রবীন্দ্রনাথের নির্বাচিত কয়েকটি প্রবন্ধ সম্পর্কে সম্যক জ্ঞান লাভ করবে। বঙ্কিমচন্দ্রের কমলাকান্তের দণ্ডের পাঠ্য প্রবন্ধ গুলি শিক্ষার্থীদের বাংলা প্রবন্ধ সাহিত্যের অভিনব একটি আঙ্গিকের সন্ধান দেবে। আর রবীন্দ্র প্রবন্ধ পাঠের দ্বারা তারা তাঁর পৌরাণিক চেতনা, সামাজিক ন্যায়বোধ সম্পর্কে স্পষ্ট ধারণা লাভ করবে।

SEMESTER -II

সেমেস্টার - ২

COURSE CODE- CC-1B

গল্প- প্রভাতকুমার ও শরৎচন্দ্র

ছাত্র-ছাত্রীরা এই অংশটি পাঠ করে প্রভাতকুমার মুখোপাধ্যায় এবং শরৎচন্দ্র চট্টোপাধ্যায় এর কয়েকটি উল্লেখ যোগ্য ছোটগল্পের সঙ্গে পরিচিত হবে। এই দুই গল্পকারের মহৎ সৃষ্টিগুলি পাঠ করে তারা সেকালের আর্থ-সামাজিক-রাজনৈতিক অবস্থার একটি প্রামাণ্য দলিল আবিষ্কার করতে পারবে, সেই সঙ্গে এই গল্পগুলির অভিনব আঙ্গিক ও তাদের ভাষা শিল্পের বৈভব সম্পর্কেও তারা জ্ঞান লাভ করবে।

COURSE CODE- CC-(L2-1)

বাংলা ছোটগল্প

ছাত্র-ছাত্রীরা এই অংশটি পাঠ করে বাংলা সাহিত্যের পাঁচজন গল্পকারের পাঁচটি ছোটগল্প এর রসাস্বাদন করবে। পাঁচটি ভিন্ন স্বাদের ছোটগল্প পাঠ করে শিক্ষার্থীরা রবীন্দ্র পরবর্তী গল্পকারদের বৈশিষ্ট্য সম্পর্কে জানতে পারবে।

COURSE CODE-AECC-2

ভাষা অংশ, সাহিত্য অংশ

ছাত্র-ছাত্রীরা এই অংশটি পাঠ করে বাংলা ভাষার গদ্য চর্চার বিষয়ে সম্যক জ্ঞান লাভ করবে। এবং একই সঙ্গে সাহিত্য অংশটি পাঠের মাধ্যমে তারা বাংলা কবিতা এবং ছোটগল্পের নিবিড় অনুধ্যানে মগ্ন হবে।

SEMESTER -III

সেমেস্টার - ৩

COURSE CODE- CC-1C

বাংলা সাহিত্যের ইতিহাস

ছাত্র-ছাত্রীরা এই অংশটি পাঠ করে বাংলা সাহিত্যের ইতিহাসের প্রাচীন ও মধ্য যুগের বিভিন্ন রচনার সঙ্গে পরিচিত হবে এবং সেই সঙ্গে প্রাচীন ও মধ্যযুগের সাহিত্যের মূল প্রবণতাটিও উপলব্ধি করতে পারবে। আধুনিক যুগের সঙ্গে সেকালের সাহিত্যের প্রকৃতিগত পার্থক্যটিও তারা বুঝতে পারবে। এর পাশাপাশি আধুনিক সাহিত্যের বিভিন্ন ধারা ও তাদের প্রবণতাটিও শিক্ষার্থীরা অনুধাবন করবে।

COURSE CODE-SEC-1

বাংলা ব্যাকরণ

ছাত্র-ছাত্রীরা এই অংশটি পাঠ করে বাংলা ব্যাকরণের মৌলিক কয়েকটি বিষয় সম্পর্কে জ্ঞান লাভ করতে পারবে। ব্যাকরণের প্রাথমিক ধারণা থেকে শুরু করে সন্ধি, সমাস, এবং পদের বিভিন্ন প্রয়োগ সম্পর্কে তারা অবহিত হবে। একই সঙ্গে বাংলা বাক্যের গঠন প্রণালী সম্পর্কেও তারা সম্যক ভাবে জানতে পারবে।

SEMESTER -IV

সেমেস্টার - ৪

COURSE CODE- CC-1D

ভাষাতত্ত্ব

বর্ণিত পাঠক্রম থেকে ছাত্র-ছাত্রীরা ভাষার উদ্ভব তার বিবর্তন এবং বিভিন্ন প্রকার ভাষারূপের পরিচয় লাভ করবে। বাংলা ভাষার আদি-মধ্য-নব্য রূপের ভাষাতাত্ত্বিক নানা দিকের জ্ঞান লাভ করবে। অন্যান্য ভারতীয় ভাষার সঙ্গে বাংলা ভাষার সম্পর্ক, ভাষার বিভিন্ন রূপভেদ, তার শব্দভাণ্ডার ইত্যাদি সম্পর্কে তারা জ্ঞান লাভ করবে।

COURSE CODE- CC-(L2-2)

বাংলাকবিতা

ছাত্র-ছাত্রীরা এই অংশটি পাঠ করে আধুনিক বাংলা কবিতার সঙ্গে নিজেদের সংযোগ স্থাপন করতে পারবে। বাংলা কাব্যের প্রথম পর্বের রবীন্দ্রনাথ থেকে আধুনিকতম কবির কবিতা পাঠের মধ্যদিয়ে তারা বাংলা কবিতার অত্রক আকাশকে চিনতে পারবে।

COURSE CODE-SEC-2

রচনাশক্তির নৈপুণ্য

এই অংশটি পাঠ করে ছাত্র-ছাত্রীরা তাদের রচনাশক্তির নৈপুণ্য বৃদ্ধি করতে পারবে। এই অংশে তারা জানতে পারবে কীভাবে একটি প্রাতিষ্ঠানিক পত্র লিখতে হবে। জানতে পারবে প্রতিবেদন রচনার প্রাথমিক শর্তাবলী। অর্থাৎ এই অংশটি পাঠের মাধ্যমে তারা মৌলিক রচনাশক্তি বৃদ্ধি করতে পারবে।

SEMESTER -V

সেমেস্টার - ৫

COURSE CODE- DSE-1A

উনিশ শতকের বাংলা উপন্যাস/গল্প

উনিশ শতকের বাংলা উপন্যাসের উদ্ভব ও ক্রমবিকাশ সম্পর্কে ছাত্র-ছাত্রীরা জ্ঞানলাভ করতে পারবে এই পাঠক্রমে। সেই সঙ্গে বঙ্কিমচন্দ্রের বাংলা উপন্যাসের বিষয় ও আঙ্গিকগত সাধারণ লক্ষণ তারা আয়ত্ত করবে। একই সঙ্গে উনিশ শতকের বাংলা গল্পের উদ্ভব ও সেই পর্বের কয়েকজন গল্পকারের গল্প চর্চার মাধ্যমে শিক্ষার্থীরা যথার্থ জ্ঞান লাভ করবে।

COURSE CODE- GE-1

উনিশ শতকের বাংলা প্রবন্ধ

ছাত্র-ছাত্রীরা এই অংশটি পাঠ করে উনিশ শতকের বাংলা আখ্যানকাব্য এবং গীতিকাব্যের বিষয়ে জানতে পারবে। এই পাঠক্রমে উনিশ শতকের আখ্যানকাব্যের উদ্ভব ও তার ক্রমবিকাশ সম্পর্কে আলোচনা করা হবে। ফলে শিক্ষার্থীরা এই অংশটি পাঠের মাধ্যমে আখ্যানকাব্যের প্রথম পর্বের কবি ও তাঁদের কবিতার একটা ধারবাহিক রূপরেখা পাবে। একই সঙ্গে শিক্ষার্থীরা উনিশ শতকের বাংলা প্রবন্ধের উদ্ভব ও তার ক্রমবিকাশ সম্পর্কে ধারণা লাভ করবে। এই শতকের প্রাবন্ধিকদের প্রবন্ধ রচনার স্বাভাবিক প্রবণতা সম্পর্কেও ছাত্র-ছাত্রীরা সচেতন হবে।

COURSE CODE-SEC-3

প্রবন্ধ ও প্রতিবেদন রচনা

ছাত্র-ছাত্রীরা এই অংশে গঠনমূলক পাঠক্রমের সঙ্গে পরিচিত হবে। বাংলা ভাষায় মৌলিক প্রবন্ধ রচনার বিভিন্ন দিক নিয়ে এই পর্বে আলোচনার দ্বারা তারা লাভবান হবে। আবার বিভিন্ন প্রকার প্রতিবেদন রচনার কৌশল, তার বিষয়ের বৈচিত্র্য সম্পর্কেও তারা অবহিত হবে।

SEMESTER -VI

সেমেস্টার - ৬

COURSE CODE- DSE-1B

উনিশ শতকের বাংলা নাটক /প্রবন্ধ

এই অংশটি পাঠের দ্বারা ছাত্র-ছাত্রীরা উনিশ শতকের বাংলা নাটকের উদ্ভব ও ক্রমবিকাশ সম্পর্কে জ্ঞান লাভ করবে। সেই সঙ্গে প্রাক সাধারণ রঙ্গালয়ের যুগে প্রতিনিধিস্থানীয় নাটককার ও তাঁদের নাটকের সাধারণ আলোচনার মাধ্যমে সেই সময়ের একটি রেখাচিত্র তাদের মনে আঁকা হয়ে যাবে। এরই পাশাপাশি উনিশ শতকের বাংলা প্রবন্ধ উদ্ভব ও ক্রমবিকাশ সম্পর্কে ছাত্র-ছাত্রীরা ধারণা লাভ করবে। বাংলা প্রবন্ধের প্রথম পর্বে বঙ্কিমচন্দ্রের প্রবন্ধ এবং তাঁর সমকালীন অন্যান্য প্রাবন্ধিকের রচনার সাধারণ পরিচয়ের মাধ্যমে শিক্ষার্থীরা জ্ঞান লাভ করবে।

COURSE CODE- GE-2

উনিশ শতকের বাংলা ভ্রমণসাহিত্য ও চিঠিপত্র

ছাত্র-ছাত্রীরা এই অংশটি পাঠের মাধ্যমে উনিশ শতকের বাংলা ভ্রমণসাহিত্যের প্রথম পর্ব ও তার ক্রমবিকাশের দিকটি সম্পর্কে অবহিত হতে পারে। ভ্রমণসাহিত্যের আদি রচনা ও পরবর্তীকালের রচনার পারস্পরিক সম্পর্কের বিষয়েও তারা জ্ঞান লাভ করবে। সেই সঙ্গে পত্রসাহিত্যের বিভিন্ন দিক নিয়েও তারা চর্চা করতে পারবে।

COURSE CODE-SEC-4

ব্যবহারিক বাংলাচর্চা ও অনুবাদচর্চা

ছাত্র-ছাত্রীরা এই অংশটি পাঠ করে পত্ররচনা, প্রতিবেদন ও অনুচ্ছেদ রচনার বিভিন্ন দিক সম্পর্কে জ্ঞান লাভ করবে। আবার অনুবাদচর্চার মধ্যদিয়ে তারা সাহিত্যের বিকাশ, প্রকারভেদ ইত্যাদি সম্পর্কে ধারণা লাভ করবে। একই সঙ্গে শিক্ষার্থীরা অনুবাদের বিভিন্ন প্রকারভেদের বিষয়েও জ্ঞান অর্জন করতে পারবে।

PROGRAMME OUTCOMES (BENGALI)

এক. বাংলা ধ্রুপদী সাহিত্য সম্পর্কে জেনে এবং পাঠ্যবই গুলি পাঠ করে ছাত্র-ছাত্রীরা বাংলা সাহিত্যের ঐতিহ্য সম্পর্কে আগ্রহী হবে।

দুই. বাংলা সাহিত্যের সঙ্গে সংস্কৃত ও ইংরাজি সাহিত্যের ভাবগত ও বিষয়গত সাদৃশ্য ও বৈসাদৃশ্য আত্মগত করে শিক্ষার্থীরা সাহিত্যিক বোধে পরিপুষ্ট হবে।

তিন. বাংলা সাহিত্যের আধুনিক যুগের সঙ্গে পরিচিত হওয়ার কারণে কালনগ্নবোধে তারা সমৃদ্ধ হবে।

চার. বাংলা ব্যাকরণ সম্পর্কে স্বচ্ছ ধারণা তৈরির ফলে পরবর্তীকালে শুদ্ধ বাংলা ভাষায় লেখা ও সঠিক বাংলা উচ্চারণে সহায়তা করবে।

পাঁচ. প্রবন্ধ ও প্রতিবেদন লেখার দক্ষতা পরবর্তীকালে নিজেকে ও অন্যকে লিখতে সাহায্য করতে পারবে।

সাম্মানিক বাংলা এবং জেনারেল বাংলার ছাত্র-ছাত্রীরা পরবর্তীকালে—

ক. উচ্চশিক্ষায় আত্মনিয়োগ করতে পারবে।

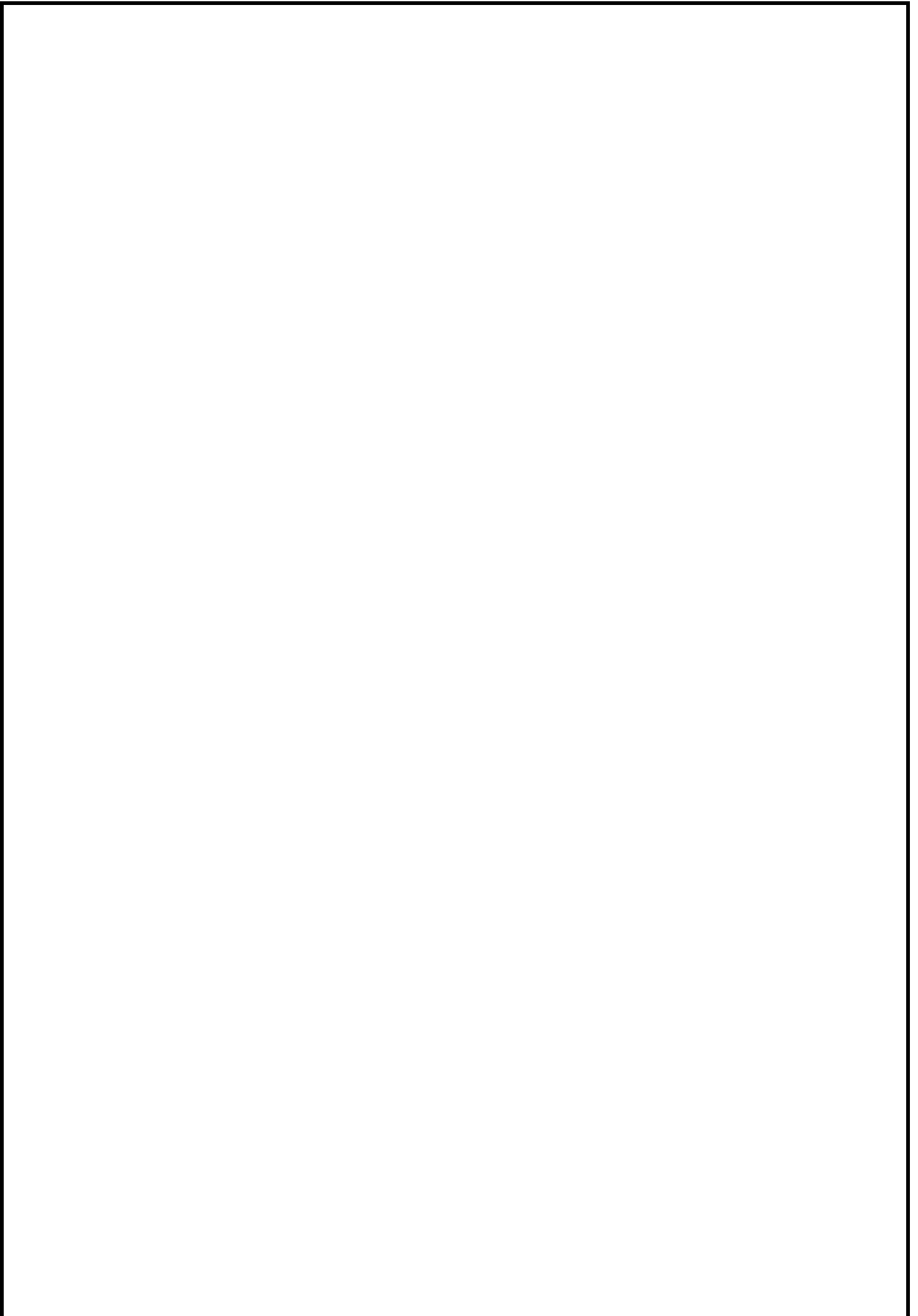
খ. শিক্ষক হিসেবে নিজেকে প্রস্তুত করতে পারবে।

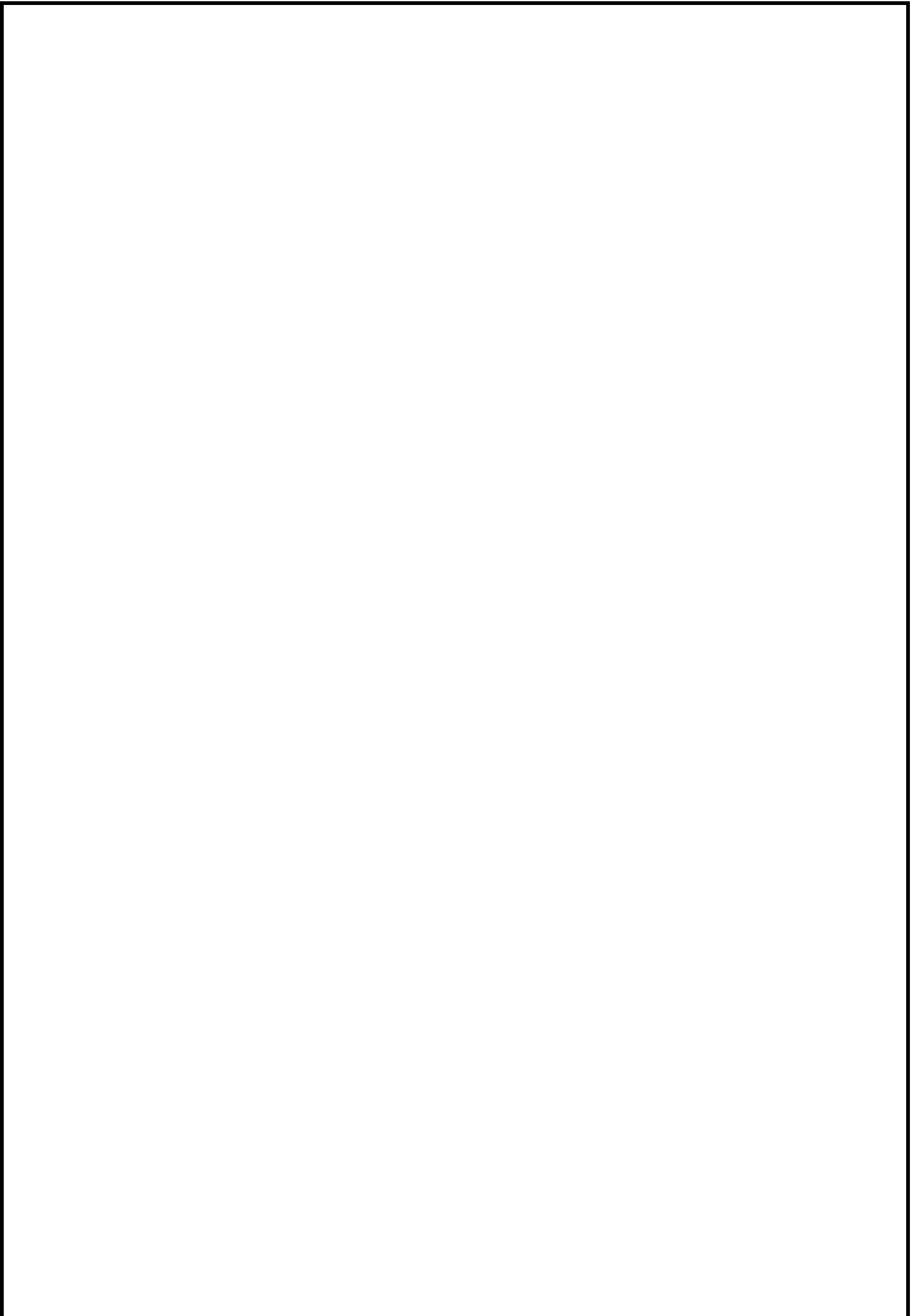
গ. সাংবাদিকতাকে পেশা হিসেবে গ্রহণ করার প্রস্তুতি নিতে পারবে।

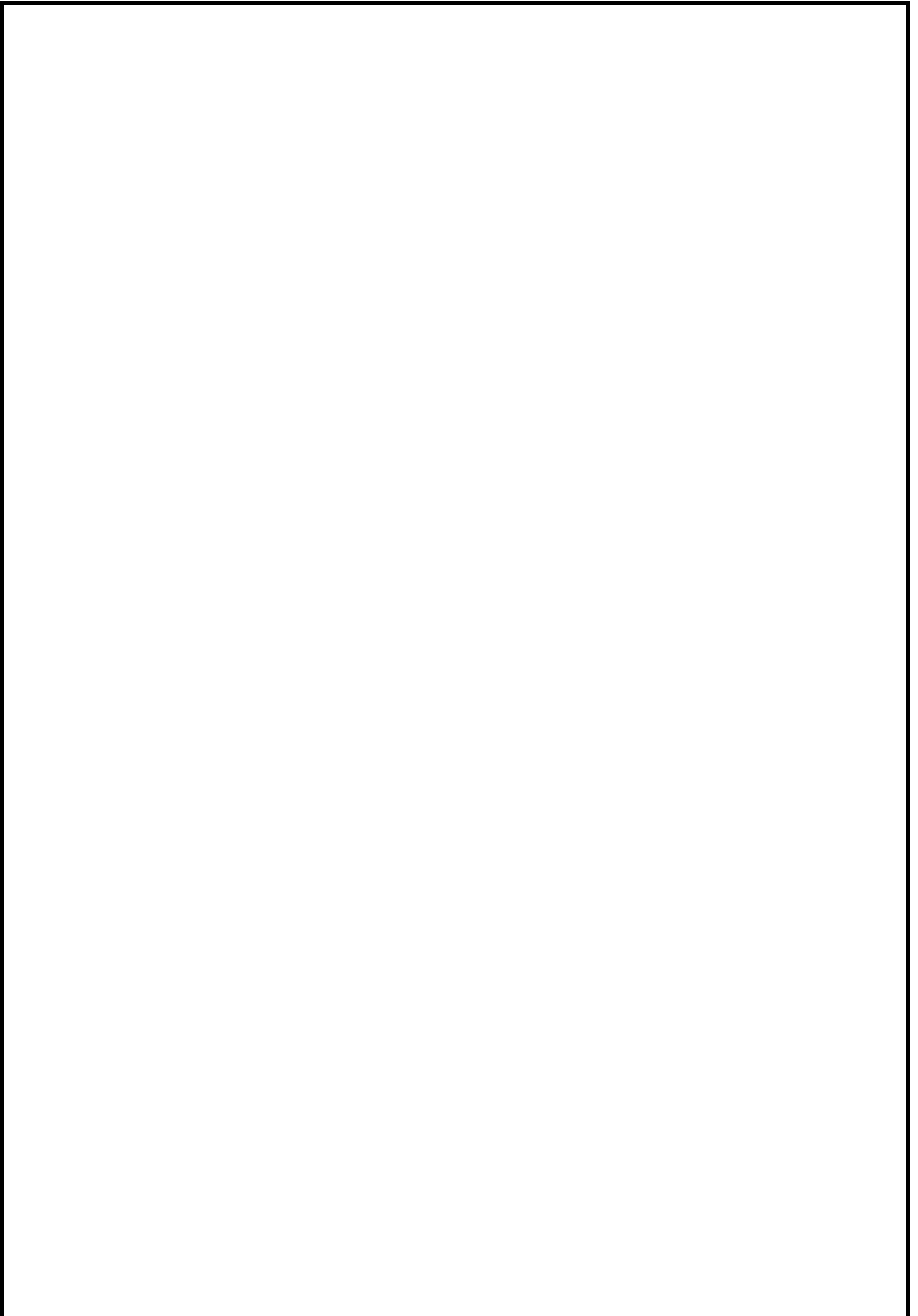
ঘ. প্রকাশন সংস্থাতে দক্ষতার সঙ্গে কাজ করতে পারবে।

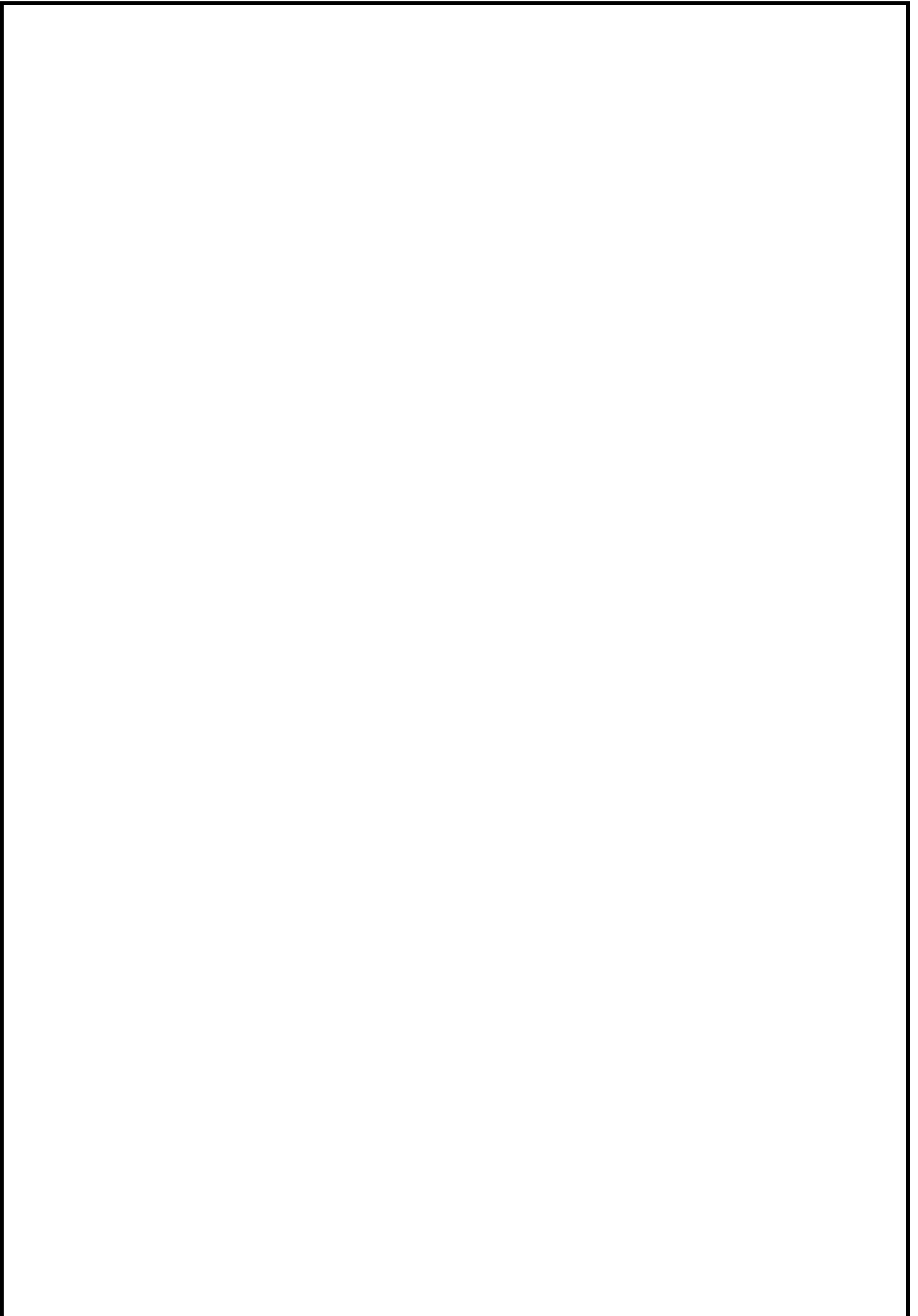
ঙ. কলাচর্চা ও সংস্কৃতির ক্ষেত্রে নিজেকে প্রতিষ্ঠিত করতে পারবে।

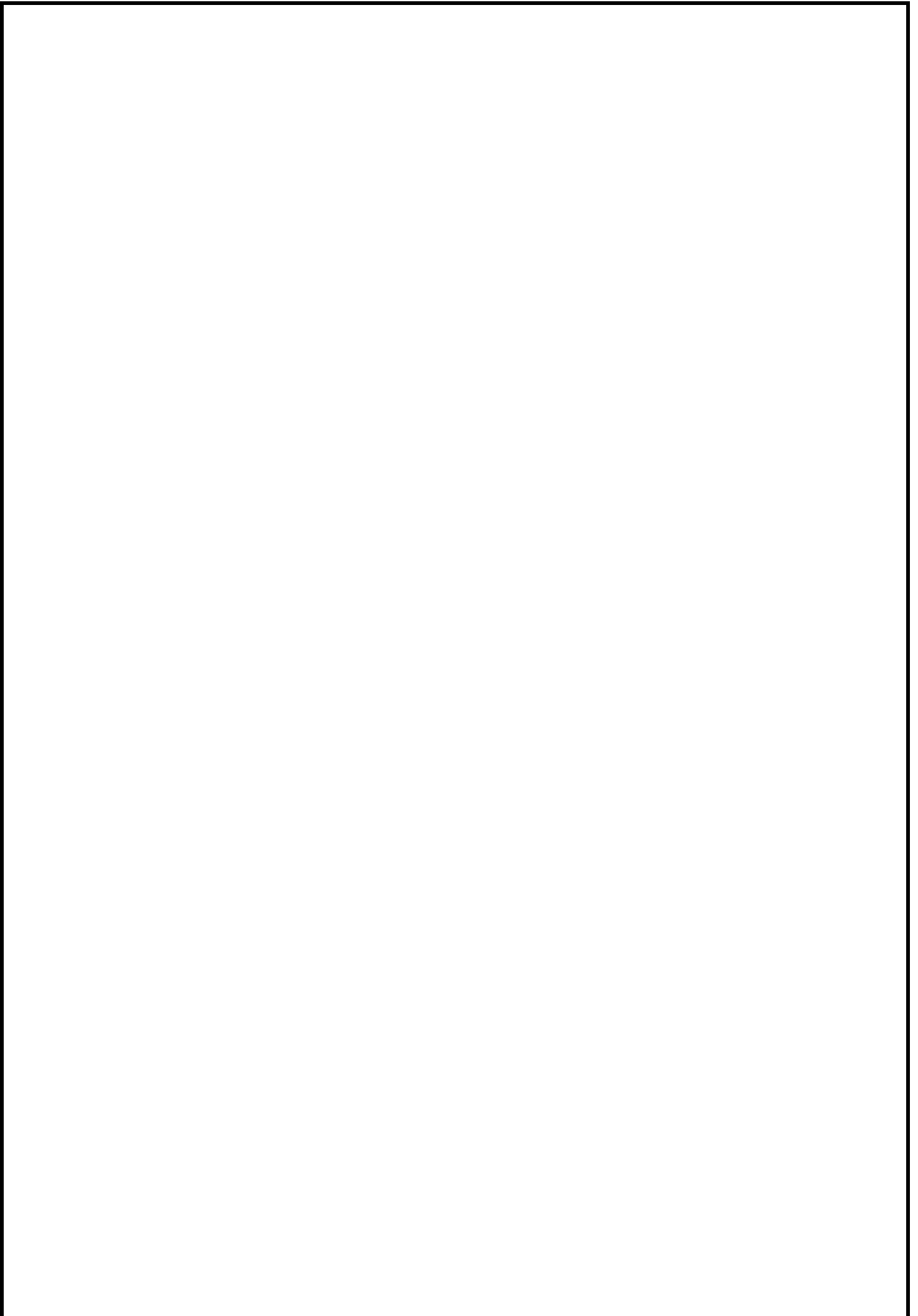
চ. বিভিন্ন সরকারি ও বেসরকারি ক্ষেত্রে নিজেদের প্রতিষ্ঠিত করতে পারবে।











ACHARYA SUKUMAR SEN MAHAVIDYALAYA

DEPARTMENT OF HISTORY

Course Outcome of the Curriculum

The students would be able to understand the following on the completion of the courses

HISTORY HONOURS

SEMESTER-I

CORE CODE- CC-I

History of India I (From Earliest Times to 600 AD)

CO1: Reconstructing Ancient Indian History Early Indian notions of History.

CO2: Sources and tools of historical reconstruction.

CO3: Historical interpretations with special reference to gender, environment, technology and regions.

CO4: Phases of Pre-historic Cultures.

CO5: The Harappan civilization Origins; basic feature, decline and the late/post Harappan traditions. Development and cultures in post Harappan period.

CO6: Changing political formations (circa 300 BCE to circa CE 300): Society Economy and Culture in Early India

CORE CODE- CC-II

Social Formations & the Cultural Pattern of the Ancient World

CO1: Understanding how the human society had transformed from Nomadic to civilized society in ancient history of the World.

CO2: Students can acquire knowledge about the origin, features, nature and class composition of ancient Greek and Polis society.

CO3: Greek Culture and Religion: Sophists, Socrates, Games, Drama, Art and Architecture, Greek Gods.

SEMESTER-II

CORE CODE- CC-III

History of India II (600 - 1206 AD)

CO1: Understanding Early Medieval India Historical Geography – Sources: texts, epigraphic and numismatic data Debates on Indian feudalism, rise of the Rajputs and the nature of the state.

CO2: Acquire knowledge about the evolution of political structures: North India- Harsha, Sasanka, Pala, Sena and Pratiharas, Rise of Rajputs and: South India – Chalukyas of Badami, Rashtrakutas, Cholas. Legitimization of kingship; brahmanas and temples; royal genealogies and rituals.

CO3: Arrival of Islam in India Arab conquest of Sindh: nature and impact of the new set-up; Causes and consequences of early Turkish invasions: Mahmud of Ghazni; Shahab-ud-Din of Ghur.

CO4: Agrarian Structure and Social Change Land grants; Agricultural expansion; the feudal debate Proliferation of castes; status of untouchables

CO5: Understanding Inter-regional trade Maritime trade Forms of exchange Process of urbanization and de urbanization Merchant guilds of South India.

CO6: Religious and Cultural Developments in ancient India.

CORE CODE- CC-IV

Social Formation and Cultural Pattern of the Medieval World

CO1: Understanding the Roman Republic Its Significance, Constitution, Law, & Society, Agrarian economy, urbanization & trade, Economy Growth of Slavery & slave society in ancient Rome.

CO2: Religion, culture, literature and Philosophy in ancient Rome.

CO3: Crises of the Roman Empire & transition to Principate.

CO4: Economic developments in Europe (7th to 14th centuries) Feudalism, Organization of production, towns and trade, technological developments. Crisis of feudalism.

CO5: Religion and culture in medieval Europe.

CO6: Learn about the Societies in Central Islamic Lands, the tribal background, ummah, Caliphate state; rise of Sultanates and Religious developments: the origins of shariah, Mihna, Sufism Urbanization and trade.

SEMESTER-III

CORE CODE- CC-V

History of India III (1206 - 1525 AD)

CO1: Sources for studying/Interpreting the Delhi Sultanate: Survey of sources; Persian tarikh tradition; vernacular histories; epigraphy.

CO2: Acquire knowledge about the Sultanate Political Structures Foundation, expansion and consolidation of the Sultanate of Delhi; The Khaljis and the Tughluqs; Mongol threat and Timur's invasion; The Lodis: Conquest of Bahlul and Sikandar; Ibrahim Lodi and the battle of Panipat. Theories of kingship; Ruling elites; Sufis, ulama and the political authority; imperial monuments and coinage.

CO3: Understanding Regional Political structures; Emergence of provincial dynasties: Bahamanis, Vijayanagar and Bengal Consolidation of regional identities; regional art, architecture and literature.

CO4: Sultanate Society and Economy-1 Iqta and the revenue-free grants Agricultural production.

CO5: Sultanate Society and Economy-2 Changes in rural society; revenue systems Monetization; market regulations; growth of urban centers; trade and commerce; Indian Ocean trade.

CO6: Religion and Culture; Sufi silsilas: Chishtis and Suhrawardis; doctrines and practices; social roles Bhakti movements and monotheistic traditions in South and North India; Women Bhaktas; Nathpanthis; Kabir, Nanak and the Sant tradition

CORE CODE- CC-VI

Rise of Modern West – I (15th& 16th Centuries)

CO1: Understanding Transition from feudalism to capitalism: problems and theories.

CO2: Early colonial expansion: motives, voyages and explorations; the conquests of the Americas: beginning of the era of colonization; mining and plantation; the African slaves.

CO3: Renaissance: its social roots, city-states of Italy; spread of humanism in Europe; Art.

CO4: Origins, course and results of the European Reformation in the 16th century.

CO5: Economic developments of the sixteenth century: Shift of economic balance from the Mediterranean to the Atlantic; Commercial Revolution; Influx of American silver and the Price Revolution.

CO6: Emergence of European state system: Spain; France; England

CORE CODE- CC-VII

History of India III (1526 - 1757 AD)

CO1: Sources and Historiography Persian literary culture; translations Literature in regional languages.

CO2: Establishment of Mughal rule Babur's invasion of India - Struggle for Empire in North India –significance of Babar and Humayun's reign - Significance of Afghan despotism and rise of Sher Shah to power, His administrative and revenue reforms`

CO3: Acquire knowledge about the Akbar &Consolodation of Mughal Empire Akbar's Conquests - his Rajput Policy & administrative and religious reforms, Reign of Jahangir, Nurjahan- her role in imperial politics; The Mughals and the North Western frontier and central Asia.Making of a new imperial system and administration, the Mughal nobility, Mansab and Jagir.

CO4: Understanding the Mughal Empire Under Aurangazeb and the Mughal Art, Architecture & Painting

CO5: Patterns of Regional Politics -Rajput political culture and state formation - Rise of Maratha power under Shivaji, &expansion under the Peshwas - emergence of regional powers – case studies of Maharashtra, Awadh and Bengal; Bengal Nawabs and the rise of the English East India Company in Bengal. Debate of the 18th Century on the decline of the Mughal Empire;

CORE CODE- SEC-I

Archives & Museums in India

CO1: Understanding the Definition and history of development (with special reference to India)

CO2: Understanding the traditions of preservation in India Collection policies, ethics and procedures Collection: field exploration, excavation, purchase, gift and bequests, loans and deposits, exchanges, treasure trove confiscation and others Documentation: accessioning, indexing, cataloguing, digital documentation and de-accessioning Preservation: curatorial care, preventive conservation, chemical preservation and restoration

CO3: Museum Presentation and Exhibition.

CO4: Museums, Archives and Society: (Education and communication Outreach activities.

SEMESTER-IV

CORE CODE- CC-VIII

Rise of Modern West – II (17th & 18th Centuries)

CO1: Understanding 17th century European crisis: economic, social and political dimensions.

CO2: The English Revolution: major issues; political and intellectual currents

CO3: Understanding about the Rise of modern science in relation to European society from the Renaissance to the 17th century

CO4: Mercantilism and European economics; 17th and 18thcenturies CO5; European politics in the 18th century: parliamentary monarchy; patterns of Absolutism in Europe and Prelude to the Industrial Revolution.

CORE CODE- CC-IX

History of India (1758 -1857)

CO1: Understanding the Foundations of Company's Rule; Early contestations between the Dutch, French and the British East India Company Bengal Nawabs and the battle of Plassey, Buxar and the grant of Dewani, Anglo Mysore; Anglo

Maratha and Anglo Sikh relations. The Subsidiary alliance and the Doctrine of Lapse.

CO2: Legitimization of Company's rule in India - Regulating Act; Pitt's India Act; Charter Acts of 1813, 1833 and 1853 Administrative, Military, Police and Educational Reforms.

CO3: Rural Economy and Society Land revenue systems. Permanent settlement, Rayatwari and Mahalwari, Commercialization of agriculture and indebtedness. Rural society: change and continuity, Famines.

CO4: Understanding the De industrialization, Trade and fiscal policy, Drain of Wealth Growth of modern industry.

CO5: Renaissance and Reforms Bengal Renaissance and Socio-religious Reforms: Rammohan Roy (Brahma Samaj), Young Bengal, Vidyasagar and Others Educational Reforms initiated by the Company

CO6: Popular Resistance Santhal uprising (1856-7); Sanyasi Uprising, Kol Bhumij uprising, Wahabi Faraizi and Santhal Uprising Revolt of 1857: causes and nature.

CORE CODE- CC-X

History of India III (1858 - 1964)

CO1: Understanding the aftermath of 1857 Queen's Proclamation; The Indigo rebellion, The Deccan Riots, The growth of the new middle class; the age of associations, The Aligarh movement, The Arya and the Prarthana Samaj.

CO2: The early phase of Indian Freedom Movement Historiography of Indian Nationalism; Birth of Indian National Congress, The Moderates and the Extremists, Partition of Bengal, the Swadeshi movement, Muslim League, Morle Minto Reforns; Revolutionaries in India and abroad, the Lucknow pact.

CO3: Acquire knowledge about the Gandhian era Gandhi's rise to power, Rowlatt Satyagraha, Montagu Chelmsford reforms; Khilafat and Non-co-operation movement, The Swarajya party, Poona Pact, Civil Disobedience Movement, Quit India Movement.

CO4: Towards freedom Government of India Act 1935, The rise of the leftist movements, The Peasant and Workingclass movements, Cripps Mission, Subhas Bose and INA, RIN mutiny; Wavell Plan, Cabinet Mission; Tebhaga and Telengana movements;

CO5: Communal Politics Demand for Pakistan; Lahore session of the Muslim League, rise of Hindu Mahasabha and the RSS; Akali Dal, Partition and its consequences.

CO6: The Nehru era Internal policy between 1947 to 1964- movements for social justice, the new constitution, integration of the princely states, growth of parliamentary democracy, five years plan; India's foreign policy – Non alignment, India's relation with her neighbours.

CORE CODE- SEC-II

Understanding Popular Culture

CO1: Introduction a. Defining elite and popular culture b. Differences in their forms, contents and patterns of presentations c. Changing traditions of Folk songs, music, literature and dances.

CO2: Understanding the Visual Expressions a. Folk Art, Calendar Art, Photography b. Audio-visual mode of presentation cinema & television c. Expressions of popular culture in dance, drama, films and painting.

CO3: Performance and Participations a. Theatre, music, folk songs and jatra: b. Identifying themes, functionality, anxieties. c. Fairs, Festivals and Rituals, Disentangling mythological stories, patronage, regional variations.

CO4: Popular Culture in a globalized world The impact of the internet and audio-visual media on popular culture

SEMESTER-V

CORE CODE- CC-XI

History of Modern Europe I (1789 - 1870)

CO1: The French Revolution and its European repercussions Crisis of Ancient regim ----- Political, social, economic and intellectual background (role of Philosophers) of the French Revolution The revolution in the making – the Aristocratic Revolt and the consolidation of the Third Estate. The Constituent Assembly; Radicalization of the Revolution; the reign of Terror and the Thermidorian reaction; social base of the Revolution- Sans culottes, peasants and women; the directory and its achievements and failures.

CO2: Understanding the French Revolution, Rise of Napoleon; Napoleonic reforms, Napoleonic Empire and Europe Fall of Napoleon: The Continental System; The Spanish Ulcer; The Moscow campaign. Assessment of Napoleon: Character of the French Revolution; Impact of French Revolution on Europe and abroad.

CO3: Restoration and Revolution (1815-1848) Vienna Congress; Concert of Europe; Metternich system Greek War of Independence, Revolution of 1830 & 1848, & their Impact.

CO4: Industrialization and socioeconomic transformation Industrial Revolution; Definition and characteristics; Pre Industrial society; Industrial Revolution in Britain; Impact on society, economy and politics. Industrialization in the continents, case study of France, Germany and Russia. Emergence of working class and its movements; early Utopian socialist thoughts.

CO5: Age of Nationalism Unification of Italy and Germany Specificities of economic development, political and administrative re organization – Italy and Germany The second Empire in France and Louis Napoleon

CO6: The Eastern Question The Crimean War; Treaty of Paris, Balkan Nationalism

CORE CODE- CC-XII

Studying History Writing: Indian & Western

CO1: Understanding about the Time, Space & Human Agency Notion of Time and Space in History

CO2: Importance of sources in History Written, Oral, Visual and Archaeological Sources - Classification of Primary and Secondary sources – Source criticism and authentication.

CO3: Philosophy and Theory of History Facts and Interpretation - Philosophy of History – Hypothesis, argumentation and Problematique Objectivity/ Subjectivity in History – Historical Narrative and Generalization.

CO4: Indian & Western Historiography Pre-colonial forms of writing Indian History - Different schools of Indian historiography (Cambridge, Nationalists, Marxists, Subaltern) - Different schools of Western historiography (Rationalist, Romantist, Positivist, Marxist and Annales

CO5: History and other disciplines Relationship between History and Science - History and Anthropology - History and Literature etc.,

CO6: Research Process in History Different stages and steps involved in the process of doing research in History

CORE CODE- DSE-I

Life & Culture in Pre-Colonial Bengal: Prehistoric times to mid 18th century

CO1: Understanding about the Historical Geography- ancient and medieval divisions

CO2: Demography and ethnology – earliest inhabitants; Aryanization of Bengal; Life of the people position of women, dress, foods, games and leisure, conveyance.

CO3: Political development of Bengal-an overview.

CO4: Economic life , Religions and art in Bengal and Bengali literature and traits of regional culture.

CORE CODE- DSE-I (OR)

History of the United State of AMERICA (1776-1864)

CO1: Learn about the land and aborigines of USA and early colonial society and politics.

CO2: Indentured labour, like White and Black. They will gather knowledge how the Europeans were made settlement and started colonization. They will learn how the evolution of American Democracy had formed after colonization of USA.

CO3: They will acquire knowledge how the USA had been developed from slavery to super power of the World.

CORE CODE- DSE-II

LIFE AND CULTURE IN COLONIAL BENGAL (1757-1947)

CO1: Evaluate the impact of Western education in Bengal

CO2: Rejection and internalization of western ideas in context of colonialism and nationalism

CO3: To understand the plebeian and popular/ bhadrak-itarlok dichotomy in social and economic life

CO4: Identify the sites of power loci-its change as power loci shifted-major sites of popular revolt-urbanization of sites of colonialism especially rise of Calcutta as a metropolis- major centres of women education and medical education- sites of deindustrialization- major areas of swadeshi movement and Gandhian movement- identifying partition as a lived memory and as a hereditary memory in Bengal.

CORE CODE- DSE-II (OR)

HISTORY OF THE UNITED STATES OF AMERICA (1865-1945)

CO1: Reconstruction of America: [a] Conservative and Radical phases. [b] The New South: Participants and Reactions, Carpetbaggers; Scalawags, Blacks, Ku Klux Klan.

CO2: Industrial America: [a] Growth of Capitalism and Big Business. [b] Business cycles; Depression.

CO3: Resistance and Reform: [a] Labour movements and Unionization. [b] Agrarian crises and populism; Urban corruption and progressivism. [c] New Deal.

CO4: Understanding how The U.S.A. becomes a world power: [a] Spanish-American War [b] Expansion in the Far East and Latin America [c] World War I, Fourteen Points and Isolationism [d] USA and World War II

CO5: Afro-American and Women's Movements: [a] Black Movements: Booker T. Washington, W.E.B. Dubois; NAACP and Marcus Garvey. [b] Abolitionists and Women's rights [c] Suffrage [d] Afro-American Women

CO6: Religious, Cultural and Intellectual Trends: [a] Religious movements; Early Revivalism; Puritans, Quakers; Mormons; Temperance. [b] Mass culture (circa 1900 - 1945) [c] Major literary trends (circa 1900 - 1945).

SEMESTER-VI

CORE CODE- CC-XIII

HISTORY OF MODERN EUROPE II (1871-1945)

CO1: Constant shift of power loci and identifying it as a primary factor that went into the making of the modern world

CO2: Evaluating the trajectory of ideological and diplomatic shifts leading to warfare

CO3: Identifying imperialist tendencies alongside democratic overtures

CO4: Identifying the changing pattern of European map- sites of conflict- rise of new powerful states like Germany and Italy- sites of the two great wars.

CORE CODE- CC-XIV

MAKING OF THE CONTEMPORARY WORLD (1946-2000)

CO1: Contextualizing world politics and relations within the ambit of Cold War

CO2: Identifying the two poles and the others leading to recasting of the decolonized world

CO3: Evaluating the local within the global- the benefits and the discrepancies

CO4: Identifying the maps of contested sites- map of polarization- decolonization and the new mapping of identity and cartography- major associations of defense-timeline of cold war and its proxy wars

CORE CODE- DSE-III

HISTORY OF MODERN EAST ASIA-I (1840-1919)

CO1: Analyzing the pre-colonial world of China and Japan

CO2: Identifying the conflict between pre-modern and modern notions

CO3: Contextualizing it within the ambit of Mercantilism and western modernity

CO4: Evaluating the trajectory of colonization of the far eastern lands

CORE CODE- DSE-III (OR)

History of the USSR-I (1917-1945)

CO1: The Russian Revolutions of February and October 1917 [a] Crisis and fall of the Tsarist government [b] The Russian revolutions of 1917: The February Revolution; the Provisional government and the Soviets; the October Revolution:

nature of the October Revolution. [c] Establishment of Soviet power; the question of nationalities.

CO2: Lenin, Civil War and War Communism (1918-1921) [a] Lenin's leadership in Soviet Russia: the first eight months. [b] Red and white economic policies; Civil War.

CO3: Soviet Economy [a] From War Communism to New Economic Policy. [b] Collectivization of agriculture and the Five Year Plans

CO4: Post-Lenin Period [a] Challenges to the Bolshevik regime after Lenin; fall of Trotsky. [b] Consolidation of political dictatorship: Stalin's rise to power; Stalin and the question of nationalities; the Great Purges.

CO5: Soviet industrialization: Planned industrialization (1928-1941)

CO6: Soviet foreign policy till 1945 [a] Lenin's foreign policy: formation of the Comintern; Soviet Russia and its neighbours; Rapallo Treaty (1922) and Lausanne Conference (1923). [b] Stalin's foreign policy: United Front policy; Soviet-Nazi Non-Aggression Pact; Yalta Conference; formation of the Grand Alliance; Russia and the Second World War.

CORE CODE- DSE-IV

HISTORY OF CHINA AND JAPAN (1919-1939)

CO1: Understanding about the Nationalism versus colonialism

CO2: Experimental and alternative leadership in China

CO3: Japanese experiment with Asianism and Western Modernism

CO4: Identifying the trajectory and mapping the rise of Communist China and Democratic Japan.

CORE CODE- DSE-IV(OR)

History of the USSR-II (1945-1964)

CO1: Political, social and cultural changes (1945-1964) [a] Demographic changes. [b] Working class and gender relations.

CO2: Domestic economy (1945-1954) [a] Industrial and agricultural reconstruction. [b] Moves towards market socialism.

CO3: Soviet Russia and Eastern Europe after the 2nd World War [a] Confidence and coercion; imposition of Soviet hegemony on Eastern Europe; challenges to that hegemony in Yugoslavia and Hungary. [b] The Warsaw Pact.

CO4: Sino-Soviet Relations (1949-1964) [a] Relations between USSR and China up till 1953. [b] Changes in the relations between USSR and China between 1953 and 1964: a Sino Soviet rift?

CO5: The Khrushchev Era [a] De-Stalinization. [b] Agricultural and industrial policies in post-Stalin era.

CO6: Nikita Khrushchev and the Cold War [a] Armaments and nuclear race. [b] Cold War escalates: Vietnam, Korea, Cuba. [c] Nature of the Cold War: ideological conflict or power struggle?

HISTORY GENERAL (PROGRAMME)

SEMESTER-I

CORE CODE- CC-IA

History of India (From Earliest Times up to 300 CE)

CO1: Sources; Prehistory and Proto-historic cultures Sources & Interpretation - A broad survey of Palaeolithic, Mesolithic and Neolithic Cultures, Bronze age civilization - Harappan Civilization - Origin, Extent, dominant features & decline.

CO2: The Vedic Period Polity, Society, Economy and Religion, Iron age with reference to PGW & Megaliths.

CO3: Jainism and Buddhism Causes, Doctrines, Spread, Decline and Contributions

CO4: Rise of Magadha Emergence and growth of the Magadhan Empire Conditions for the rise of Mahajanpadas and the Causes of Magadha's success; The Iranian and Macedonian Invasion

CO5: The Mauryan Empire State and Administration of the Mauryas, Economy, Ashoka's Dhamma, Art & Architecture.

CO6: Post Mauryan Period The Satvahana Phase: Aspects of Political History, Material Culture, and Administration & Religion The Sangam Age: Sangam

Literature, The three Early Kingdoms, Society & the Tamil language The age of Sakas and Kushanas: Parthians & Kushanas, Aspects of Polity, Society, Religion, Arts & Crafts, Coins, Commerce and Towns.

SEMESTER-II

CORE CODE- CC-IB

History of India (300 to 1206 CE)

CO1: The Rise & Growth of the Guptas Administration, Society, Economy, Religion, Art, Literature, and Science & Technology.

CO2: Harsha & His Times Harsha's Kingdom, Sasanka, Administration, Buddhism & Nalanda

CO3: Towards Early Medieval: North India - Palas, Senas, Pratiharas and the rise of Rajputs

CO4: Towards Early Medieval: South India Chalukyas, Pallavas, Rashtrakutas, and the Cholas

CO5: Society, Economy and Culture in Early Medieval: The Feudalism debate Changes in Society, Economy and Culture

CO6: Arrival of Islam in India Arab conquest of Sindh Struggle for power in Northern India & establishment of Sultanate.

SEMESTER-III

CORE CODE- CC-IC

HISTORY OF INDIA FROM 1206-1707

CO1: Political History of the Delhi Sultanate Foundation, Expansion and Consolidation of the Delhi Sultanate—Ilbari Turks, Khaljis and the Tughlaqs Nature of the State, nobility and the Ulema, Economic reforms

CO2: Regional Political Formations Bengal Vijaynagar and the Bahamani Kingdoms

CO3: Mughal ascendancy till the time of Akbar (1605 CE) Babar; Mughal- Afgan conflict, Akbar

CO4: Mughal Power in the post Akbar Era (1606-1707 CE) Mughal empire from Jahangir to Aurangzeb

CO5: Economy and Society revenue administration from iqta, jagir and mansabdari. inland and oceanic trade

CO6: Religion, Art and Architecture Religion; Sufism, and Bhakti movement Art-painting, sculpture and architecture literature—Persian and regional

CORE CODE- SEC-I

Archives and museums in India

CO1: Understanding the Definition and history of development (with special reference to India)

CO2: Understanding the traditions of preservation in India Collection policies, ethics and procedures Collection: field exploration, excavation, purchase, gift and bequests, loans and deposits, exchanges, treasure trove confiscation and others Documentation: accessioning, indexing, cataloguing, digital documentation and de-accessioning Preservation: curatorial care, preventive conservation, chemical preservation and restoration

CO3: Museum Presentation and Exhibition.

CO4: Museums, Archives and Society: (Education and communication Outreach activities.

SEMESTER-IV

CORE CODE- CC-ID

HISTORY OF INDIA FROM 1707 - 1950

CO1: Regional States and rise of the Company's rule Bengal – Battle of Plassey, Buxar and Dewani Marathas and Anglo Maratha relation Mysore and Anglo Mysore relation Anglo Sikh relations

CO2: Land Settlements, peasant and Tribal revolts upto 1857 Permanent settlement and Rayatwari Tribal and Peasant revolts- Wahabi, Fairazi and Santal

CO3: Socio- Religious Reform Movements in the 19th Century Rammohan Roy, Young Bengal, Vidyasagar, AryaSamaj, Growth of a new middle class

CO4: 1857 and its aftermath Causes and nature of the 1857 Age of associations and the birth of INC

CO5: Indian National Movement Moderates and Extremists Partition of Bengal and the Swadeshi movement Rise of Gandhi in Indian politics and Gandhian movements. Leftist movements Subhash Chandra Bose and the INA

CO6: Partition Of India and the establishment of Indian Republic Government Of India Act 1935 Cripps Mission, Wavell Plan, Cabinet Mission Communal Politics Partition of India Constituent Assembly and the birth of the Republic

CORE CODE- SEC-II

Understanding Heritage

CO1: This course will enable students to understand the different facets of heritage and their significance.

CO2: It highlights the legal and institutional frameworks for heritage protection in India as also the challenges facing it.

CO3: The implications of the rapidly changing interface between heritage and history will also be examined.

CO4: The course will be strongly project-based and will require visits to sites and monuments.

CO5: At least two Projects will be based on visits to Museums/Heritage Sites

SEMESTER-V

CORE CODE- DSE-IA

SOME ASPECTS OF SOCIETY & ECONOMY OF MODERN EUROPE: 15-18 CENTURY

CO1: Political and Economic Structure of the Feudal Era a. Origins of Feudalism b. Nature of Feudal Society; Regional Variation c. Crisis in Feudalism ; Transition debate

CO2: Renaissance& the Rise of Modern Europe a. Origins; Reason b. Renaissance humanism; rediscovery of Classics c. Italian Renaissance and its Impact

CO3: European Reformation a. Background, nature and impact b. Martin Luther & Protestant Reformation c. Reformation Movements and European States

CO4: European Economy in the 16th Century a. Economic expansion of Europe in the 16th Century b. The rise of new marchants c. Price revolution & Agriculture Revolution

CO5: Science & Technology a. Origins of the Modern science b. Scientific Revolution c. Origins of Enlightenmen

CO6: Transition from Feudalism to Capitalism a. Transition to Capitalism and its debates. b. Nature of the Capitalism c. Industrial Revolution in England.

CORE CODE- GE-I

Women's Studies in India

CO1: Basic Concepts & Theories a. Defining Gender b. Patriarchy: Ideology and Practice c. Relationship between Gender, Caste, Class Religion & Politics

CO2: Emergence of Women Studies in India a. A Survey from the 1980s b. Women Studies: Regional Centres; the Core-Periphery discourse c. Academic connect with Activism

CO3: Gender & Social History a. Family & Marriage b. Women's question in the 19th century c. Women's movement in Colonial & Post-Colonial India

CO4: Gender, Law & Politics a. Political Participation b. Violence against Women – Preventive laws

CO5: Gender & Development a. Issues of Labour& Health b. Access to resources c. Gender Audit

CO6: Gender & Culture a. Cultural Practices and Gender b. Interrogating Gender through the lens of culture c. Regional Cultures and Gender in India

CORE CODE- SEC-III

Understanding Popular Culture

CO1: Introduction a. Defining elite and popular culture b. Differences in their forms, contents and patterns of presentations c. Changing traditions of Folk songs, music, literature and dances.

CO2: Understanding the Visual Expressions a. Folk Art, Calendar Art, Photography b. Audio-visual mode of presentation cinema & television c. Expressions of popular culture in dance, drama, films and painting.

CO3: Performance and Participations a. Theatre, music, folk songs and jatra: b. Identifying themes, functionality, anxieties. c. Fairs, Festivals and Rituals, Disentangling mythological stories, patronage, regional variations.

CO4: Popular Culture in a globalized world. The impact of the internet and audio-visual media on popular culture.

SEMESTER-VI

CORE CODE- DSE-IB

SOME ASPECTS OF EUROPEAN HISTORY (1789-1945)

CO1: The French Revolution a) France before 1789; Socio- Economic and Political background; Birth of new ideas Philosophers and Physiocrats. b) Progress of the Revolution; The Constituent Assembly; The reign of Terror c) Impact of French Revolution on Europe

CO2: Napoleon Bonaparte and aftermath a) Rise of Napoleon b) Napoleonic reforms; Napoleon and Europe; Fall of Napoleon, c) Vienna Congress; The concert of Europe; Metternich system

CO3: The revolutions of 1830 and 1848 a) The Democratic and Nationalist Aspirations of Europe b) Causes, and Impact of July Revolution of 1830 c) The February revolution of 1848-50.

CO4: Age of Nationalism a) The Crimean War; The Eastern Question; Turkey; Russia's ambition in the Balkans b) The second Empire in France and Louis Napoleon c. Unification of Italy & Germany

CO5: Europe between 1914-1939 a) Origin of the First World War; Role of different European Powers; Peace of Settlement of 1919; The League of Nations b) Political and Economic Disorder & Depression, Policy of Appeasement, Spanish Civil War; Munich Pact' Russo-German Non-Aggression Pact c) Rise of Fascism in Italy and Nazism in Germany

CO6: Second world war a) Origins b) Failure of disarmament and the League of Nations c) Responsibility of Hitler

CORE CODE- GE-II

Gender & Education in India

CO1: Historiographical Trends a. Pre-colonial historiographical trends in women's education b. colonial historiographical trends in women's education c. Post-colonial historiographical trends in women's education

CO2: Education in Early and Medieval Times a. Women's Education in Medieval times b. Regional trends of Women's education in pre-colonial India c. Instances of women's education, obstacles

CO3: Colonial Period a. Socio-religious reforms b. Role of Christian missionaries in spreading female education, recent debates c. Indigenous initiatives at women's education

CO4: Role of Schools and Colleges in colonial and post-colonial period a. Girls School and Colleges, development towards co-education b. Expansion of infrastructural facilities in education c. Technical and vocational education for women

CO5: Contours of female literacy since 1950 a. Interrogating literacy for women b. Government policies and Schemes c. Disparities in Literacy: Region, Community, Social and Eco-factors

CO6: Present Scenario a. Education as a tool of Empowerment

CORE CODE- SEC-IV

Art Appreciation: An Understanding to Indian Art

CO1: The purpose of this course is to introduce students to Indian art, from ancient to contemporary times, in order to understand and appreciate its diversity and its aesthetic richness.

CO2: The course will equip students with the abilities to understand art as a medium of cultural expression.

CO3: It will give students direct exposure to Indian art through visuals, and visits to sites and museums.

PROGRAMME OUTCOMES

The programme is structured in a manner which primarily aims at expanding the mental horizon of the students. The underlying philosophy is to make them engage with the topics not in a mechanical fashion but instead try and identify the forces which has been crucial behind the making of history. There are Core Disciplinary papers that provide the fundamental knowledge in the field of History of India and the World. There are multiple options offered to the students during the course of their study so that they choose the papers of their interest. For this reason, the papers at various stages have been tailor-made to suit the needs of each and every student. Apart from this the course has an interdisciplinary flavour whereby students get to combine papers catering to various tastes which ultimately help them to build up a comprehensive knowledge capital. This is primarily done with the introduction of elective papers and skill enhancement courses.

Department of English

Course outcomes

Honours

Semester 1

Core course 1 - Indian Classical Literature

1. Knowledge of Literary Texts: Students will gain a comprehensive understanding of the selected literary texts, including Avijanashakuntalam, Mrichhakatika, Mahabharat Book 2, and Kadambari. They will become familiar with the plot, characters, themes, and stylistic features of these works.
2. Appreciation of Indian Classical Literature: Students will develop an appreciation for the rich cultural heritage and artistic achievements of Indian classical literature. They will explore the unique narrative structures, poetic devices, and aesthetic traditions found in these texts.
3. Critical Analysis: Students will enhance their analytical and critical thinking skills by examining the literary elements and techniques employed in the selected texts. They will learn to analyze characters, plot developments, symbolism, and the socio-cultural contexts within which these works were produced.
4. Interpretation and Interpretive Skills: Students will develop the ability to interpret complex literary texts and draw meaningful conclusions. They will learn to identify different layers of meaning, explore allegorical interpretations, and engage in scholarly debates surrounding the texts.
5. Historical and Cultural Context: Students will gain insights into the historical, social, and cultural contexts in which these literary works were created. They will explore the influence of ancient Indian society, religion, philosophy, and aesthetics on the texts and their significance in the broader Indian literary tradition.
6. Oral and Written Communication: Students will refine their oral and written communication skills through class discussions, presentations, and written assignments. They will learn to express their thoughts effectively and present literary analyses in a coherent and articulate manner.
7. Research and Documentation: Students will develop research skills by exploring secondary sources, academic articles, and critical essays related to Indian classical literature. They will learn to evaluate and cite sources properly, strengthening their understanding of scholarly research methods.
8. Cross-Cultural Understanding: Through the study of diverse classical literary works, students will gain a broader perspective on cultural diversity and cross-cultural exchanges. They will explore the similarities and differences between Indian classical literature and other literary traditions.
9. Aesthetic Sensibility: Students will cultivate an aesthetic sensibility and an appreciation for the beauty, creativity, and linguistic richness of Indian classical literature. They will engage with the texts as works of art and reflect on their emotional and intellectual impact.
10. Ethical and Moral Reflection: The study of Indian classical literature often raises ethical and moral questions. Students will be encouraged to engage in discussions

about ethical dilemmas, moral values, and the philosophical dimensions found within the texts.

Core course 2 - European Classical Literature

1. Familiarity with Classical Literary Works: Students will gain a thorough understanding of the selected literary texts, including Iliad Book 1 and 2, Metamorphoses Book 3, Oedipus Rex, and Pot of Gold. They will become acquainted with the plot, characters, themes, and stylistic features of these works.
2. Appreciation of European Classical Literature: Students will develop an appreciation for the literary achievements and cultural significance of European classical literature. They will explore the distinct narrative structures, poetic techniques, and thematic concerns found in these texts.
3. Critical Analysis and Interpretation: Students will enhance their critical thinking skills by analyzing the literary elements and techniques employed in the selected texts. They will learn to interpret characters, plot developments, symbolism, and the socio-cultural contexts within which these works were created.
4. Historical and Cultural Context: Students will gain insights into the historical, social, and cultural contexts in which these literary works were produced. They will explore the influence of ancient Greek and Roman societies, mythology, philosophy, and aesthetics on the texts and their significance in the broader European literary tradition.
5. Comparative Analysis: Students will engage in comparative analysis by exploring the similarities and differences between European classical literature and other literary traditions. They will examine the influences, themes, and motifs that connect these works to broader literary canons.
6. Oral and Written Communication: Students will refine their oral and written communication skills through class discussions, presentations, and written assignments. They will learn to express their thoughts effectively and present literary analyses in a coherent and articulate manner.
7. Research and Documentation: Students will develop research skills by exploring secondary sources, academic articles, and critical essays related to European classical literature. They will learn to evaluate and cite sources properly, strengthening their understanding of scholarly research methods.
8. Aesthetic Sensibility: Students will cultivate an aesthetic sensibility and an appreciation for the beauty, creativity, and linguistic richness of European classical literature. They will engage with the texts as works of art and reflect on their emotional and intellectual impact.
9. Ethical and Moral Reflection: The study of European classical literature often raises ethical and moral questions. Students will be encouraged to engage in discussions about ethical dilemmas, moral values, and the philosophical dimensions found within the texts.
10. Cultural Awareness and Global Perspectives: Through the study of European classical literature, students will gain a broader perspective on cultural diversity and global literary traditions. They will explore the enduring relevance and universal themes present in these texts.

Semester 2

Core course 3 - Indian Writing in English

1. Familiarity with Classical Literary Works: Students will gain a thorough understanding of the selected literary texts, including Iliad Book 1 and 2, Metamorphoses Book 3, Oedipus Rex, and Pot of Gold. They will become acquainted with the plot, characters, themes, and stylistic features of these works.
2. Appreciation of European Classical Literature: Students will develop an appreciation for the literary achievements and cultural significance of European classical literature. They will explore the distinct narrative structures, poetic techniques, and thematic concerns found in these texts.
3. Critical Analysis and Interpretation: Students will enhance their critical thinking skills by analyzing the literary elements and techniques employed in the selected texts. They will learn to interpret characters, plot developments, symbolism, and the socio-cultural contexts within which these works were created.
4. Historical and Cultural Context: Students will gain insights into the historical, social, and cultural contexts in which these literary works were produced. They will explore the influence of ancient Greek and Roman societies, mythology, philosophy, and aesthetics on the texts and their significance in the broader European literary tradition.
5. Comparative Analysis: Students will engage in comparative analysis by exploring the similarities and differences between European classical literature and other literary traditions. They will examine the influences, themes, and motifs that connect these works to broader literary canons.
6. Oral and Written Communication: Students will refine their oral and written communication skills through class discussions, presentations, and written assignments. They will learn to express their thoughts effectively and present literary analyses in a coherent and articulate manner.
7. Research and Documentation: Students will develop research skills by exploring secondary sources, academic articles, and critical essays related to European classical literature. They will learn to evaluate and cite sources properly, strengthening their understanding of scholarly research methods.
8. Aesthetic Sensibility: Students will cultivate an aesthetic sensibility and an appreciation for the beauty, creativity, and linguistic richness of European classical literature. They will engage with the texts as works of art and reflect on their emotional and intellectual impact.
9. Ethical and Moral Reflection: The study of European classical literature often raises ethical and moral questions. Students will be encouraged to engage in discussions about ethical dilemmas, moral values, and the philosophical dimensions found within the texts.
10. Cultural Awareness and Global Perspectives: Through the study of European classical literature, students will gain a broader perspective on cultural diversity and global literary traditions. They will explore the enduring relevance and universal themes present in these texts.

Core course 4 - British Poetry, Drama (16th – 17th Centuries) & Rhetoric and Prosody

1. Knowledge of Literary Works: Students will gain a comprehensive understanding of the major poets, playwrights, and literary works of the 16th and 17th centuries in British literature. They will become familiar with the key themes, stylistic features, and historical context of the selected works.

2. **Appreciation of British Literary Tradition:** Students will develop an appreciation for the rich literary tradition of the 16th and 17th centuries in British poetry and drama. They will explore the unique literary techniques, genres, and forms of the period and recognize their contribution to the development of English literature.
3. **Critical Analysis:** Students will enhance their analytical and critical thinking skills by examining the poetic and dramatic elements in the selected works. They will learn to analyze themes, imagery, language, characterization, and dramatic techniques employed by the writers of the period.
4. **Historical and Cultural Context:** Students will gain insights into the historical, social, and cultural contexts in which the literary works of the 16th and 17th centuries were produced. They will explore the influence of Renaissance, Reformation, Elizabethan and Jacobean eras, and other socio-cultural factors on the texts and their significance in the broader British literary tradition.
5. **Comparative Analysis:** Students will engage in comparative analysis by examining the similarities and differences between the selected works and other literary traditions or periods. They will explore the influence of classical, Italian, and continental European literature on British poetry and drama of the time.
6. **Oral and Written Communication:** Students will refine their oral and written communication skills through class discussions, presentations, and written assignments. They will learn to express their thoughts effectively and present literary analyses in a coherent and articulate manner.
7. **Research and Documentation:** Students will develop research skills by exploring secondary sources, academic articles, and critical essays related to British poetry and drama of the 16th and 17th centuries. They will learn to evaluate and cite sources properly, strengthening their understanding of scholarly research methods.

Rhetoric and Prosody:

1. **Understanding of Rhetorical Devices:** Students will gain a comprehensive understanding of rhetorical devices, including figures of speech, rhetorical strategies, and persuasive techniques. They will learn to identify and analyze these devices in written and oral communication.
2. **Application of Rhetorical Skills:** Students will learn to apply rhetorical skills in their own writing and oral presentations. They will develop effective techniques for persuasion, argumentation, and communication, enhancing their ability to express themselves clearly and persuasively.
3. **Knowledge of Prosody:** Students will learn the principles of prosody, including meter, rhythm, rhyme, and other poetic elements. They will explore different poetic forms and structures, understanding how they contribute to the overall effect and meaning of a poem.
4. **Analysis of Poetic Forms:** Students will analyze various poetic forms, including sonnets, odes, elegies, and other traditional verse forms. They will learn to appreciate the technical aspects of poetry and how they interact with the poet's message and intention.
5. **Oral Communication Skills:** Students will develop their oral communication skills, including voice modulation, rhythm, and delivery. They will learn to recite and perform poetry effectively, understanding how prosody and rhetoric contribute to the performance.
6. **Literary Criticism:** Students will engage in the analysis and interpretation of poetic texts, applying rhetorical and prosodic concepts. They will learn to appreciate the

intricate relationship between form and meaning in poetry and develop their skills in literary criticism.

7. Ethical and Moral Reflection: The study of rhetoric and prosody often raises ethical and moral questions related to persuasion, manipulation, and the power of language. Students will be encouraged to engage in discussions about the ethical use of rhetoric and the responsibility of the writer or speaker.

Skill Enhancement Course 1 - Translation Studies

1. Understanding of Translation Theory: Students will gain a comprehensive understanding of the fundamental concepts, theories, and approaches in the field of Translation Studies. They will explore different perspectives on translation, such as equivalence, cultural translation, and the role of the translator.

2. Practical Translation Skills: Students will develop practical translation skills by engaging in translation exercises and projects. They will learn techniques for accurately and effectively translating texts from one language to another while considering linguistic, cultural, and contextual factors.

3. Cultural Awareness: Students will develop a heightened cultural awareness and sensitivity through the study of translation. They will explore the challenges of translating cultural-specific elements, idioms, and metaphors, and learn to navigate cultural differences during the translation process.

4. Language Proficiency: Students will enhance their proficiency in multiple languages, particularly the source and target languages they are working with in translation. They will develop strong language skills in terms of vocabulary, grammar, syntax, and idiomatic expressions.

5. Analytical and Critical Thinking: Students will enhance their analytical and critical thinking skills through the analysis of translated texts. They will learn to identify translation strategies, assess the impact of translation choices, and evaluate the effectiveness of different translation approaches.

6. Ethical Considerations: Students will explore the ethical dimensions of translation, including issues such as accuracy, fidelity to the source text, cultural representation, and the translator's role as a mediator between cultures. They will develop an understanding of the ethical responsibilities and dilemmas faced by translators.

7. Research and Documentation: Students will develop research skills in the field of translation studies. They will learn to locate and evaluate scholarly sources, engage with translation theory and criticism, and effectively document their research findings in written assignments and presentations.

8. Interdisciplinary Knowledge: Students will engage with interdisciplinary knowledge, drawing on fields such as linguistics, cultural studies, literature, and sociology to enrich their understanding of translation as a complex and multifaceted practice.

9. Professional Development: Students will gain insights into professional opportunities and practices in the field of translation. They will learn about career paths, industry standards, and ethical guidelines for professional translators.

10. Communication and Presentation Skills: Students will refine their communication and presentation skills through class discussions, group work, and presentations related to translation studies. They will learn to articulate their thoughts clearly, express translation choices, and engage in constructive peer feedback.

Semester 3

Core course 5 - American Literature

1. Familiarity with American Literary Tradition: Students will gain a comprehensive understanding of the major works, authors, and movements in American literature. They will become familiar with the literary heritage of the United States, including its diverse voices and contributions.
2. Appreciation of American Literary Diversity: Students will develop an appreciation for the rich diversity within American literature. They will explore the unique perspectives, themes, and cultural contexts represented in various works, including those by writers from different ethnic, regional, and social backgrounds.
3. Critical Analysis: Students will enhance their critical thinking skills by analyzing the literary elements, themes, and techniques employed in American literary texts. They will learn to interpret characters, plot developments, symbolism, and the socio-cultural contexts within which these works were created.
4. Historical and Social Context: Students will gain insights into the historical, social, and cultural contexts in which American literary works were produced. They will explore the influence of major historical events, social movements, and cultural shifts on the texts and their significance in the broader American literary tradition.
5. Comparative Analysis: Students will engage in comparative analysis by examining the similarities and differences between American literature and other literary traditions or periods. They will explore cross-cultural influences and thematic connections, considering the unique aspects of American literary production.
6. Oral and Written Communication: Students will refine their oral and written communication skills through class discussions, presentations, and written assignments. They will learn to express their thoughts effectively and present literary analyses in a coherent and articulate manner.
7. Research and Documentation: Students will develop research skills by exploring secondary sources, academic articles, and critical essays related to American literature. They will learn to evaluate and cite sources properly, strengthening their understanding of scholarly research methods.
8. Cultural Awareness and Global Perspectives: Through the study of American literature, students will gain a broader perspective on cultural diversity and global literary traditions. They will explore the distinct American literary voice and its connections to broader human experiences and concerns.
9. Ethical and Moral Reflection: The study of American literature often raises ethical and moral questions. Students will be encouraged to engage in discussions about social justice, individual and collective identity, and the ethical dimensions found within the texts.
10. Literary Appreciation: Students will cultivate an aesthetic sensibility and an appreciation for the beauty, creativity, and linguistic richness of American literature. They will engage with the texts as works of art and reflect on their emotional and intellectual impact.

Core course 6 - Popular Literature

1. Familiarity with Popular Literary Works: Students will gain a comprehensive understanding of popular literary works, including graphic novels, detective fiction, and other genres of popular literature. They will become familiar with the plot, characters, themes, and stylistic features of these works.

2. **Appreciation of Popular Literature:** Students will develop an appreciation for the creative achievements and cultural significance of popular literature. They will explore the unique storytelling techniques, genre conventions, and thematic concerns found in popular literary texts.
3. **Analysis of Genre and Form:** Students will analyze the specific genre and form of popular literature, including elements such as plot structure, character development, suspense, and the use of visual and textual elements in graphic novels. They will learn to identify and analyze the unique features of different popular literary genres.
4. **Cultural Significance:** Students will explore the cultural significance of popular literature and its impact on society. They will examine how popular literature reflects and shapes popular culture, social values, and collective imagination.
5. **Critical Analysis and Interpretation:** Students will enhance their critical thinking skills by analyzing the literary elements and techniques employed in popular literary texts. They will learn to interpret characters, plot developments, symbolism, and the social and cultural contexts within which these works were created.
6. **Comparative Analysis:** Students will engage in comparative analysis by examining the similarities and differences between popular literature and other literary traditions or genres. They will explore intertextual connections, thematic similarities, and the influence of popular literature on the broader literary landscape.
7. **Oral and Written Communication:** Students will refine their oral and written communication skills through class discussions, presentations, and written assignments. They will learn to express their thoughts effectively and present literary analyses of popular texts in a coherent and articulate manner.
8. **Cultural Awareness and Global Perspectives:** Through the study of popular literature, students will gain a broader perspective on cultural diversity and global popular literary traditions. They will explore how popular literature reflects different cultural contexts and appeals to diverse audiences.
9. **Reader Response and Audience Analysis:** Students will examine the role of readers and audiences in the reception and interpretation of popular literature. They will explore different reader responses, cultural contexts, and the impact of popular literature on readers' experiences and identities.
10. **Media and Adaptation Studies:** Students will explore the relationship between popular literature and other forms of media, such as film adaptations, television series, or graphic novel adaptations. They will analyze the challenges and opportunities presented by the adaptation process and how it affects the interpretation and reception of popular texts.

Core course 7 - British Poetry and Drama (17th– 18th Centuries)

The outcomes aim to provide students with a comprehensive understanding of British poetry, drama (17th-18th centuries), and their cultural significance. It encourages critical thinking, communication skills, and an appreciation for the historical and literary contributions of the period.

Semester 4

Core course 8 - British Literature (18th Century)

1. **Familiarity with British Literary Works:** Students will gain a comprehensive understanding of major literary works, authors, and movements of the 18th century in

British literature. They will become familiar with the key themes, stylistic features, and historical context of the selected works.

2. Appreciation of British Literary Tradition: Students will develop an appreciation for the literary achievements and cultural significance of 18th-century British literature.

They will explore the unique literary techniques, genres, and forms of the period and recognize their contribution to the development of English literature.

3. Critical Analysis: Students will enhance their critical thinking skills by analyzing the literary elements and techniques employed in the selected works. They will learn to interpret themes, symbolism, language, and characterization within the social and cultural contexts of the 18th century.

4. Historical and Social Context: Students will gain insights into the historical, social, and cultural contexts in which the literary works of the 18th century were produced. They will explore the influence of major historical events, intellectual movements, and social changes on the texts and their significance in the broader British literary tradition.

5. Comparative Analysis: Students will engage in comparative analysis by examining the similarities and differences between the selected works and other literary traditions or periods. They will explore the influence of classical, European, and other literary traditions on 18th-century British literature.

6. Oral and Written Communication: Students will refine their oral and written communication skills through class discussions, presentations, and written assignments. They will learn to express their thoughts effectively and present literary analyses in a coherent and articulate manner.

7. Research and Documentation: Students will develop research skills by exploring secondary sources, academic articles, and critical essays related to 18th-century British literature. They will learn to evaluate and cite sources properly, strengthening their understanding of scholarly research methods.

8. Aesthetic Sensibility: Students will cultivate an aesthetic sensibility and an appreciation for the beauty, creativity, and linguistic richness of 18th-century British literature. They will engage with the texts as works of art and reflect on their emotional and intellectual impact.

9. Ethical and Moral Reflection: The study of 18th-century British literature often raises ethical and moral questions. Students will be encouraged to engage in discussions about social values, political commentary, and the ethical dimensions found within the texts.

10. Cultural Awareness and Global Perspectives: Through the study of 18th-century British literature, students will gain a broader perspective on cultural diversity and global literary traditions. They will explore the enduring relevance and universal themes present in these texts.

Core course 9 - British Romantic Literature

1. Familiarity with Romantic Literary Works: Students will gain a comprehensive understanding of major literary works, authors, and movements of the Romantic period in British literature. They will become familiar with the key themes, stylistic features, and historical context of the selected works.

2. Appreciation of Romantic Literary Tradition: Students will develop an appreciation for the literary achievements and cultural significance of Romantic literature. They will

- explore the unique literary techniques, forms, and themes of the period and recognize its influence on the development of English literature.
3. **Critical Analysis:** Students will enhance their critical thinking skills by analyzing the poetic and prose elements in the selected works. They will learn to interpret themes, symbolism, language, and characterization within the social and cultural contexts of the Romantic era.
 4. **Historical and Social Context:** Students will gain insights into the historical, social, and cultural contexts in which the literary works of the Romantic period were produced. They will explore the influence of major historical events, cultural shifts, and philosophical ideas on the texts and their significance in the broader British literary tradition.
 5. **Comparative Analysis:** Students will engage in comparative analysis by examining the similarities and differences between the selected works and other literary traditions or periods. They will explore the influence of classical, European, and other literary traditions on Romantic literature.
 6. **Oral and Written Communication:** Students will refine their oral and written communication skills through class discussions, presentations, and written assignments. They will learn to express their thoughts effectively and present literary analyses in a coherent and articulate manner.
 7. **Research and Documentation:** Students will develop research skills by exploring secondary sources, academic articles, and critical essays related to Romantic literature. They will learn to evaluate and cite sources properly, strengthening their understanding of scholarly research methods.
 8. **Aesthetic Sensibility:** Students will cultivate an aesthetic sensibility and an appreciation for the beauty, creativity, and emotional intensity of Romantic literature. They will engage with the texts as works of art and reflect on their emotional and intellectual impact.
 9. **Ethical and Moral Reflection:** The study of Romantic literature often raises ethical and moral questions. Students will be encouraged to engage in discussions about nature, the imagination, individualism, social justice, and the ethical dimensions found within the texts.
 10. **Cultural Awareness and Global Perspectives:** Through the study of Romantic literature, students will gain a broader perspective on cultural diversity and global literary traditions. They will explore the enduring relevance and universal themes present in these texts.

Core course 10 - British Literature (19th Century)

The outcomes aim to provide students with a comprehensive understanding of British poetry, drama (19th centuries), and their cultural significance. It encourages critical thinking, communication skills, and an appreciation for the historical and literary contributions of the period.

Skill Enhancement Course 2 - English Language Teaching

1. **Knowledge of Language Teaching Methods:** Students will gain a comprehensive understanding of different approaches, methods, and techniques used in teaching English as a second or foreign language. They will become familiar with the theories and principles that underpin effective language teaching.

2. **Pedagogical Skills:** Students will develop practical skills in planning, organizing, and delivering effective English language lessons. They will learn to design and adapt instructional materials, create engaging activities, and manage classroom dynamics.
3. **Language Proficiency:** Students will enhance their own language proficiency, particularly in English, through focused language practice activities and exposure to authentic materials. They will improve their speaking, listening, reading, and writing skills to become effective communicators in English.
4. **Understanding of Learner Needs:** Students will learn to assess learners' needs, motivations, and learning styles. They will develop strategies to create learner-centered lessons that cater to the diverse needs and abilities of English language learners.
5. **Classroom Management:** Students will learn effective classroom management techniques to create a positive and inclusive learning environment. They will develop skills in managing time, resources, and student behavior, promoting a conducive atmosphere for language learning.
6. **Assessment and Evaluation:** Students will learn to design appropriate assessments and evaluation methods to measure learners' language proficiency and progress. They will understand the principles of fair and valid assessment practices and use assessment data to inform their teaching.
7. **Technology Integration:** Students will explore the use of technology in English language teaching. They will learn to incorporate digital tools, online resources, and multimedia materials to enhance language learning and engage learners in interactive and meaningful ways.
8. **Intercultural Awareness:** Students will develop intercultural competence and sensitivity by exploring cultural aspects and variations in English language teaching. They will understand the role of culture in language learning and be prepared to promote intercultural understanding among learners.
9. **Reflective Practice:** Students will engage in reflective practice, critically examining their teaching experiences, and identifying areas for growth and improvement. They will develop skills in self-reflection, self-assessment, and ongoing professional development as language educators.
10. **Ethical and Professional Conduct:** Students will develop an understanding of the ethical and professional responsibilities of language teachers. They will learn about professional standards, ethical considerations, and the importance of maintaining professional integrity in their teaching practice.

Semester 5

Core course 11 - Women's Writing

1. **Familiarity with Diverse Literary Works:** Students will gain a comprehensive understanding of the selected literary works, including the novel "Wide Sargasso Sea" and the poetry of Emily Dickinson, Sylvia Plath, Eunice De Souza, Mary Wollstonecraft, and Raassundari Debi. They will become familiar with the themes, styles, and cultural contexts of these works.
2. **Appreciation of Diverse Literary Traditions:** Students will develop an appreciation for the diversity of literary traditions represented in the selected works. They will

explore the unique perspectives, themes, and literary techniques found in these texts and recognize the contributions of these writers to their respective literary traditions.

3. **Critical Analysis:** Students will enhance their critical thinking skills by analyzing the literary elements, themes, and techniques employed in the selected works. They will learn to interpret characters, symbolism, language, and socio-cultural contexts within which these works were created.

Historical and Social Context: Students will gain insights into the historical, social, and cultural contexts in which the literary works were produced. They will explore the influence of specific time periods, social movements, and cultural factors on the texts and their significance in the broader literary landscape.

4. **Comparative Analysis:** Students will engage in comparative analysis by examining the similarities and differences between the selected works and other literary traditions or periods. They will explore thematic connections, intertextuality, and the influence of different literary traditions on each other.

5. **Oral and Written Communication:** Students will refine their oral and written communication skills through class discussions, presentations, and written assignments. They will learn to express their thoughts effectively and present literary analyses in a coherent and articulate manner.

6. **Research and Documentation:** Students will develop research skills by exploring secondary sources, academic articles, and critical essays related to the selected works. They will learn to evaluate and cite sources properly, strengthening their understanding of scholarly research methods.

7. **Gender and Feminist Perspectives:** Students will explore gender and feminist perspectives represented in the selected works. They will examine the portrayal of women, gender dynamics, and feminist themes within the texts, fostering a deeper understanding of gender issues and feminist literary criticism.

8. **Cultural Awareness and Global Perspectives:** Through the study of diverse literary works, students will gain a broader perspective on cultural diversity and global literary traditions. They will explore the unique cultural contexts and experiences represented in the texts, fostering intercultural awareness and understanding.

9. **Ethical and Moral Reflection:** The study of literature often raises ethical and moral questions. Students will be encouraged to engage in discussions about social justice, human rights, identity, and the ethical dimensions found within the texts.

Core course 12 - British Literature (Early 20th Century)

1. **Familiarity with Early 20th Century British Literary Works:** Students will gain a comprehensive understanding of major literary works, authors, and movements of the early 20th century in British literature. They will become familiar with the key themes, stylistic features, and historical context of the selected works.

2. **Appreciation of Literary Modernism:** Students will develop an appreciation for the literary achievements and cultural significance of Modernist literature in the early 20th century. They will explore the experimental forms, innovative narrative techniques, and thematic concerns of the period.

3. **Critical Analysis:** Students will enhance their critical thinking skills by analyzing the literary elements, themes, and techniques employed in the selected works. They will learn to interpret characters, symbolism, language, and socio-cultural contexts within which these works were created.

4. **Historical and Social Context:** Students will gain insights into the historical, social, and cultural contexts in which the literary works of the early 20th century were produced. They will explore the influence of major historical events, social changes, and cultural shifts on the texts and their significance in the broader British literary tradition.
5. **Comparative Analysis:** Students will engage in comparative analysis by examining the similarities and differences between the selected works and other literary traditions or periods. They will explore intertextual connections, thematic similarities, and the influence of different literary traditions on each other.
6. **Oral and Written Communication:** Students will refine their oral and written communication skills through class discussions, presentations, and written assignments. They will learn to express their thoughts effectively and present literary analyses in a coherent and articulate manner.
7. **Research and Documentation:** Students will develop research skills by exploring secondary sources, academic articles, and critical essays related to the selected works. They will learn to evaluate and cite sources properly, strengthening their understanding of scholarly research methods.
8. **Aesthetic Sensibility:** Students will cultivate an aesthetic sensibility and an appreciation for the beauty, creativity, and linguistic richness of the early 20th-century British literature. They will engage with the texts as works of art and reflect on their emotional and intellectual impact.
9. **Ethical and Moral Reflection:** The study of literature often raises ethical and moral questions. Students will be encouraged to engage in discussions about social justice, individual and collective identity, and the ethical dimensions found within the texts.
10. **Cultural Awareness and Global Perspectives:** Through the study of early 20th-century British literature, students will gain a broader perspective on cultural diversity and global literary traditions. They will explore the enduring relevance and universal themes present in these texts.

DSE 1 - Modern Indian Writing in English Translation

1. **Familiarity with Modern Indian Literary Works:** Students will gain a comprehensive understanding of major literary works by prominent Indian authors of the modern era. They will become familiar with the themes, styles, and cultural contexts of the selected works.
2. **Appreciation of Indian Literary Tradition:** Students will develop an appreciation for the literary achievements and cultural significance of modern Indian literature in English translation. They will explore the unique perspectives, themes, and narrative techniques found in these works and recognize the contributions of these writers to Indian literature.
3. **Critical Analysis:** Students will enhance their critical thinking skills by analyzing the literary elements, themes, and techniques employed in the selected works. They will learn to interpret characters, symbolism, language, and socio-cultural contexts within which these works were created.
4. **Historical and Social Context:** Students will gain insights into the historical, social, and cultural contexts in which the literary works of modern Indian authors were produced. They will explore the influence of major historical events, social changes, and cultural shifts on the texts and their significance in the broader Indian literary tradition.

5. **Comparative Analysis:** Students will engage in comparative analysis by examining the similarities and differences between the selected works and other literary traditions or periods. They will explore intertextual connections, thematic similarities, and the influence of different literary traditions on each other.
6. **Cultural Awareness and Representation:** Students will explore the cultural diversity and representation in modern Indian literature. They will examine how authors portray social, political, and cultural issues in their works, fostering a deeper understanding of the complexities of Indian society and culture.
7. **Oral and Written Communication:** Students will refine their oral and written communication skills through class discussions, presentations, and written assignments. They will learn to express their thoughts effectively and present literary analyses in a coherent and articulate manner.
8. **Research and Documentation:** Students will develop research skills by exploring secondary sources, academic articles, and critical essays related to modern Indian literature. They will learn to evaluate and cite sources properly, strengthening their understanding of scholarly research methods.
9. **Ethical and Moral Reflection:** The study of literature often raises ethical and moral questions. Students will be encouraged to engage in discussions about social justice, human rights, identity, and the ethical dimensions found within the texts.
10. **Cultural Awareness and Global Perspectives:** Through the study of modern Indian literature in translation, students will gain a broader perspective on cultural diversity and global literary traditions. They will explore the enduring relevance and universal themes present in these texts.

DSE 2 - Partition Literature

Amitav Ghosh: "The Shadow Lines"

- **Postcolonial Studies:** The novel explores themes of identity, nationalism, and the impact of colonialism, making it suitable for discussions in postcolonial studies.
- **Historical Fiction:** The novel incorporates historical events such as the Partition of India, providing an opportunity to study the intersection of fiction and history.

Khushwant Singh: "Train to Pakistan"

- **Historical Fiction:** The novel vividly portrays the events surrounding the Partition of India in 1947, allowing for an examination of historical context and the effects of communal violence.
- **Representation and Identity:** The characters in the novel represent diverse religious and cultural identities, making it suitable for discussions on representation and identity politics.

Dibyendu Palit, Manik Bandopadhyay, Sadat Hasan Manto (Short Stories)

- **Realism and Social Critique:** The short stories of these authors often depict social realities, providing opportunities for analyzing realism and social critique in literature.

- **Regional and Cultural Context:** These stories offer insights into the cultural, regional, and linguistic diversity of India and South Asia, making them relevant for discussions on regional literature and cultural studies.

Bapsi Sidhwa: "Ice Candy Man" (also published as "Cracking India")

- **Gender and Identity:** The novel explores the experiences of its female protagonist during the Partition of India, making it suitable for discussions on gender, identity, and women's experiences.
- **Postcolonial Literature:** The novel engages with themes of colonialism, independence, and the impact on individuals and communities, making it relevant to postcolonial literary studies.

Overall, the study of these texts in the paradigm of literary studies allows for exploration of various themes, including postcolonialism, historical context, identity, social critique, and regional/cultural diversity. It also offers opportunities to analyze literary techniques, narrative structures, and the portrayal of characters. Moreover, these texts contribute to the broader understanding of the cultural, social, and historical aspects of the regions they represent, making them valuable for interdisciplinary discussions and research in the field of literary studies.

Semester 6

Core course 13 - Modern European Drama

Henrik Ibsen: "A Doll's House"

- **Feminist Literary Criticism:** The play explores themes of gender roles, marriage, and female liberation, making it suitable for feminist literary criticism and discussions on women's rights.
- **Realism and Social Critique:** Ibsen's play presents a critical examination of social norms and conventions, providing opportunities for analyzing realism and social critique in literature.

Eugene Ionesco: "Rhinoceros"

- **Theatre of the Absurd:** The play is associated with the Theatre of the Absurd movement, offering opportunities to explore existential themes, absurdity, and the breakdown of language and communication.
- **Political and Social Commentary:** "Rhinoceros" can be studied for its political allegory, addressing conformity, mass movements, and the dangers of totalitarianism.

Bertolt Brecht: "The Good Woman of Szechwan"

- **Epic Theatre and Verfremdungseffekt:** Brecht's play employs techniques of epic theatre, including the use of the Verfremdungseffekt (alienation effect), encouraging critical engagement and distancing the audience from the narrative.

- **Social and Political Critique:** The play offers a critical examination of capitalism, morality, and the impact of social structures on individuals.

Samuel Beckett: "Waiting for Godot"

- **Existentialism and Absurdity:** Beckett's play delves into existential themes, including the human condition, the search for meaning, and the absurdity of existence.
- **Theatrical Innovation:** "Waiting for Godot" challenges traditional dramatic conventions, offering opportunities to study the play's unconventional structure, sparse setting, and minimalist approach.

Overall, the study of these texts in the paradigm of literary studies allows for exploration of various themes, including social critique, political allegory, feminism, existentialism, and theatrical innovation. These texts prompt critical analysis of societal norms, individual agency, and the human experience. Additionally, they contribute to the understanding of the historical, cultural, and philosophical contexts in which they were written, making them valuable for interdisciplinary discussions and research in the field of literary studies.

Core course 14 - Postcolonial Literatures

Chinua Achebe: "Things Fall Apart"

- **Postcolonial Literature:** The novel explores the impact of colonialism on Nigerian society and offers insights into postcolonial themes, cultural identity, and the clash of cultures.
- **Narrative Techniques:** Achebe's narrative style and storytelling techniques provide opportunities for analyzing narrative structure, point of view, and the use of language in representing cultural perspectives.

Pablo Neruda: "Tonight I can Write"

- **Poetry Analysis:** Neruda's poem allows for the study of poetic techniques, such as imagery, symbolism, and the exploration of themes related to love, loss, and memory.
- **Literary Aesthetics:** The poem's lyrical qualities and emotional depth can be explored in terms of literary aesthetics and the impact of poetry on readers.

Derek Walcott: "A Far Cry from Africa"

- **Postcolonial Poetry:** Walcott's poem engages with the complexities of postcolonial identity, politics, and the history of colonization. It can be analyzed within the context of postcolonial literary theories and decolonization.

David Malouf: "Revolving Days"

- **Exploration of Identity:** Malouf's work delves into themes of identity, memory, and the human experience. It allows for the analysis of **personal and collective identity formation and representation in literature.**

Mamang Dai: "Small Towns and the River"

- **Regional Literature and Cultural Studies:** Dai's work offers insights into the cultural and regional diversity of India's northeast region. It **can be studied in** the context of regional literature, postcolonialism, and cultural studies.

Salman Rushdie: "Haroun and the Sea of Stories"

- Fantasy and Postmodernism: Rushdie's novel blends fantasy elements with postmodern storytelling techniques, offering opportunities to explore the genre of magical realism and postmodernist literature.

Mahasweta Devi: "The Arrow of Chotti Munda"

- Social and Political Activism: Devi's work addresses social and political issues, focusing on marginalized communities and the struggles they face. It invites discussions on activism, social justice, and the role of literature in raising awareness.

By studying these texts in the paradigm of literary studies, students can gain insights into various literary techniques, themes, and socio-political contexts. They can explore the representation of cultural identities, engage in critical analysis, and develop a deeper understanding of the diverse literary traditions and perspectives represented in the texts. Additionally, these texts can be studied in relation to postcolonial theory, cultural studies, and the aesthetics of literature.

DSE 3 - Literary Theory

Marxism: Marxist theory provides a critical lens for analyzing social, economic, and political structures, with a focus on class struggle and inequality. In the Indian context, it can be applied to understand issues such as social stratification, caste dynamics, labor rights, and the impact of capitalism. Marxism's emphasis on social justice and critique of oppressive systems makes it relevant for examining issues of poverty, inequality, and the exploitation of marginalized communities.

Feminism: Feminist theory examines power relations, gender norms, and the oppression of women. In India, feminist scholarship and activism have played a crucial role in addressing gender inequality, patriarchal norms, and violence against women. The study of feminism offers insights into issues such as gender roles, women's rights, intersectionality, and the representation of women in literature and media. It also fosters discussions on gender-based violence, reproductive rights, and the empowerment of marginalized women.

Postcolonialism: Postcolonial theory explores the impact of colonialism, imperialism, and decolonization on societies and cultures. In the Indian context, postcolonial studies have been instrumental in understanding the legacy of British colonial rule, cultural hybridity, and the politics of identity. It examines the ways in which colonial power structures have shaped social hierarchies, language, literature, and cultural practices. Postcolonial perspectives in Indian academia contribute to discourses on national identity, indigenous rights, cultural representation, and the politics of knowledge production.

Poststructuralism: Poststructuralist theory challenges essentialist notions of identity, truth, and language. It emphasizes the role of discourse, power relations, and the construction of meaning. In the Indian context, poststructuralist approaches can be applied to analyze issues such as caste, religion, language politics, and the negotiation of identities. Poststructuralist theories also engage with questions of subalternity, resistance, and the politics of representation. They encourage a critical examination of power dynamics and offer new perspectives on social, cultural, and literary phenomena.

The study of these theories in Indian academia in the present century enables scholars and students to critically analyze and understand complex socio-political issues, power structures, and cultural dynamics. It fosters interdisciplinary dialogue, encourages critical thinking, and provides tools for analyzing diverse social phenomena. Moreover, these theories contribute to ongoing conversations on social justice, equality, and the transformation of society.

DSE 4 - Literary Criticism and History of the English Language

Literary Criticism: Literary Criticism involves the analysis, interpretation, and evaluation of literary works. In the present pedagogical scenario, the scope and application of Literary Criticism include:

- **Textual Analysis:** Literary Criticism helps students develop skills in close reading and textual analysis, enabling them to understand the nuances of literary works, such as themes, symbolism, narrative techniques, and character development.
- **Critical Thinking:** Literary Criticism fosters critical thinking skills by encouraging students to analyze and interpret literature from various perspectives, challenging their own assumptions and engaging with diverse ideas.
- **Cultural and Historical Contexts:** Literary Criticism enables students to explore how literature reflects and responds to cultural, social, and historical contexts. It promotes discussions on cultural diversity, identity, and the representation of marginalized groups.
- **Interdisciplinary Connections:** Literary Criticism allows for interdisciplinary connections with fields such as sociology, psychology, gender studies, postcolonial studies, and more. It encourages students to analyze literature in relation to broader social, cultural, and intellectual discourses.
- **Contemporary Relevance:** Literary Criticism facilitates discussions on current societal issues and contemporary literary trends, promoting an understanding of how literature reflects and shapes the world we live in.

History of the English Language: The History of the English Language examines the development and evolution of the English language over time. In the present pedagogical scenario, the scope and application of the History of the English Language include:

- **Linguistic Awareness:** Studying the history of English enhances students' linguistic awareness, helping them understand the origins, influences, and changes in the English language, including vocabulary, grammar, pronunciation, and dialects.
- **Cultural and Historical Insights:** Exploring the history of English provides insights into the cultural and historical factors that have shaped the language. It allows students to examine language as a reflection of social, political, and technological developments.
- **Language Variation and Change:** The study of the History of the English Language enables students to understand language variation and change, including regional dialects, language contact, and the impact of globalization on English.
- **Language Pedagogy:** Understanding the historical development of the English language assists language educators in teaching English as a second or foreign language, as it helps them explain linguistic structures, language variations, and language acquisition processes to learners.

- Academic and Professional Development: Knowledge of the History of the English Language is valuable for students pursuing careers in linguistics, translation, editing, publishing, and language-related professions.

In summary, Literary Criticism and the History of the English Language have significant scope and application in the present pedagogical scenario. They promote critical thinking, cultural understanding, interdisciplinary connections, and linguistic awareness, equipping students with valuable skills for engaging with literature and language in diverse academic and professional contexts.

Generic Elective (B.A. General)

Semester 1

Core course 1A - POETRY & SHORT STORY

Remembering:

- Recall key elements, characters, and events in the poems and short stories.
- Memorize and recite selected lines or stanzas from the works.
- Recognize and identify literary devices used in the texts, such as metaphors, similes, or imagery.

Understanding:

- Explain the main ideas, themes, and messages conveyed in the poems and short stories.
- Summarize the plot, characters, and settings of the literary works.
- Interpret the meaning and symbolism behind specific passages or literary devices.

Applying:

- Analyze and apply literary techniques and devices in the poems and short stories to enhance understanding and interpretation.
- Use critical thinking skills to make connections between the texts and their historical, social, or cultural contexts.
- Apply knowledge of poetic forms or narrative structures to create their own original works.

Analyzing:

- Analyze the structure, language, and literary devices employed in the poems and short stories.
- Compare and contrast the themes, characters, or writing styles of different authors and works.
- Identify cause-and-effect relationships or patterns within the texts.

Evaluating:

- Evaluate the effectiveness of the poems and short stories in conveying their intended messages or themes.
- Critique the writing style, imagery, or characterization in the literary works.
- Formulate reasoned judgments and preferences based on personal interpretation and critical analysis.

Creating:

- Synthesize and integrate ideas from multiple poems or short stories to create original interpretations or responses.
- Generate creative written or oral responses that demonstrate an understanding of the literary works.
- Create original poems or short stories inspired by the themes or styles found in the studied texts.

By engaging with the study of poetry and short stories through Bloom's Taxonomy, students progress from lower-level cognitive skills, such as remembering and understanding, to higher-order thinking skills, including analyzing, evaluating, and creating. This framework encourages critical thinking, creativity, and a deeper engagement with the literary works.

Semester 2

Core course 1B - ESSAY, DRAMA & NOVEL

Remembering:

- Recall the main events, characters, and themes in the essays, drama, and novels.
- Remember key quotes or passages that highlight important ideas or moments in the texts.
- Recognize and remember the historical and cultural context in which the works were written.

Understanding:

- Comprehend the main ideas, messages, and arguments presented in the essays.
- Understand the plot, character development, and themes in the drama and novels.
- Explain the social, cultural, or historical significance of the works.

Applying:

- Apply knowledge of literary elements and techniques to analyze and interpret the texts.
- Apply critical thinking skills to connect the themes and ideas from the works to real-life situations or contemporary issues.
- Apply insights gained from the texts to personal experiences or to other literary works.

Analyzing:

- Analyze the structure, language, and style of the essays, drama, and novels.
- Examine the motivations and actions of the characters in the drama and novels.
- Analyze the social, political, or philosophical ideas conveyed in the works.

Evaluating:

- Evaluate the effectiveness of the essays, drama, and novels in presenting their ideas or arguments.
- Make judgments about the literary merit, character development, or thematic coherence of the works.
- Critique the relevance and significance of the works in relation to their historical and cultural contexts.

Creating:

- Create written or oral responses that demonstrate an understanding of the ideas and themes in the essays, drama, and novels.
- Generate creative interpretations or adaptations of the works, exploring alternative perspectives or endings.
- Write original essays or develop original drama or novel ideas inspired by the themes or styles found in the studied texts.

Semester 3

Core course 1C - Contemporary India: Women and Empowerment

Remembering:

- Recall important historical events, movements, and milestones related to women's empowerment in contemporary India.
- Remember key concepts, theories, and terminology relevant to women's empowerment and gender studies.
- Memorize and recall statistics, facts, and case studies highlighting the status and challenges faced by women in India.

Understanding:

- Comprehend the social, cultural, and economic factors that shape women's empowerment in contemporary India.
- Understand the significance of gender equality, women's rights, and intersectionality within the Indian context.
- Explain the impact of patriarchal norms, gender-based discrimination, and violence against women in Indian society.

Applying:

- Apply theoretical frameworks and concepts to analyze and interpret case studies, research papers, or media representations related to women's empowerment in contemporary India.
- Apply critical thinking skills to evaluate policies, initiatives, or interventions aimed at promoting women's empowerment.
- Apply knowledge of gender equality to identify and propose solutions to societal challenges hindering women's empowerment in India.

Analyzing:

- Analyze the causes and consequences of gender inequality and discrimination in various spheres of Indian society, such as education, employment, politics, and healthcare.
- Examine the role of media, cultural practices, and societal attitudes in shaping gender roles and expectations.
- Analyze the intersectionality of gender with other social categories, such as caste, religion, and class, in the context of women's empowerment.

Evaluating:

- Evaluate the effectiveness of policies, programs, or grassroots initiatives addressing women's empowerment in contemporary India.
- Assess the impact of legal reforms and landmark judgments on women's rights and gender equality.
- Critically analyze media representations and narratives related to women's empowerment, identifying biases and stereotypes.

Creating:

- Develop research projects or case studies exploring specific aspects of women's empowerment in contemporary India.
- Generate innovative ideas for promoting gender equality and women's empowerment in different sectors of society.
- Create written or multimedia presentations advocating for women's rights and empowerment, targeting specific audiences.

SEC 1 - Translation studies

1. Understanding of Translation Theory: Students will gain a comprehensive understanding of the fundamental concepts, theories, and approaches in the field of Translation Studies. They will explore different perspectives on translation, such as equivalence, cultural translation, and the role of the translator.

2. Practical Translation Skills: Students will develop practical translation skills by engaging in translation exercises and projects. They will learn techniques for accurately and effectively translating texts from one language to another while considering linguistic, cultural, and contextual factors.

3. Cultural Awareness: Students will develop a heightened cultural awareness and sensitivity through the study of translation. They will explore the challenges of

translating cultural-specific elements, idioms, and metaphors, and learn to navigate cultural differences during the translation process.

4. Language Proficiency: Students will enhance their proficiency in multiple languages, particularly the source and target languages they are working with in translation. They will develop strong language skills in terms of vocabulary, grammar, syntax, and idiomatic expressions.

5. Analytical and Critical Thinking: Students will enhance their analytical and critical thinking skills through the analysis of translated texts. They will learn to identify translation strategies, assess the impact of translation choices, and evaluate the effectiveness of different translation approaches.

6. Ethical Considerations: Students will explore the ethical dimensions of translation, including issues such as accuracy, fidelity to the source text, cultural representation, and the translator's role as a mediator between cultures. They will develop an understanding of the ethical responsibilities and dilemmas faced by translators.

7. Research and Documentation: Students will develop research skills in the field of translation studies. They will learn to locate and evaluate scholarly sources, engage with translation theory and criticism, and effectively document their research findings in written assignments and presentations.

8. Interdisciplinary Knowledge: Students will engage with interdisciplinary knowledge, drawing on fields such as linguistics, cultural studies, literature, and sociology to enrich their understanding of translation as a complex and multifaceted practice.

9. Professional Development: Students will gain insights into professional opportunities and practices in the field of translation. They will learn about career paths, industry standards, and ethical guidelines for professional translators.

10. Communication and Presentation Skills: Students will refine their communication and presentation skills through class discussions, group work, and presentations related to translation studies. They will learn to articulate their thoughts clearly, express translation choices, and engage in constructive peer feedback.

Semester 4

Core course 1D - ACADEMIC WRITING AND COMPOSITION

Remembering:

- Recall the fundamental rules and conventions of academic writing, such as proper citation, referencing, and formatting.
- Remember key terminology and vocabulary associated with academic writing.
- Recall different types of academic essays and their basic structures.

Understanding:

- Comprehend the purpose and audience of academic writing.
- Understand the components of a well-structured academic paper, including introduction, body paragraphs, and conclusion.
- Explain the importance of coherence, clarity, and logical organization in academic writing.

Applying:

- Apply knowledge of grammar, punctuation, and syntax to produce grammatically correct and coherent academic writing.
- Apply appropriate citation styles (e.g., APA, MLA) to acknowledge and integrate sources in academic papers.

- Apply critical thinking skills to analyze and synthesize information from various sources and present arguments or ideas effectively.
Analyzing:
- Analyze and evaluate the credibility and relevance of sources for academic writing.
- Critically assess the strengths and weaknesses of arguments presented in academic papers.
- Analyze and evaluate the effectiveness of different writing strategies and techniques in academic writing.
Evaluating:
- Evaluate the quality and effectiveness of academic writing, including clarity of ideas, strength of arguments, and logical flow of information.
- Assess the credibility and reliability of sources used in academic papers.
- Critically evaluate the use of evidence and supporting examples in academic writing.
Creating:
- Generate original academic papers that demonstrate effective research, critical thinking, and coherent argumentation.
- Create written arguments or research projects that incorporate appropriate evidence, analysis, and synthesis of information.
- Develop written or oral presentations that effectively communicate ideas and research findings in an academic setting.

Students progress from lower-level cognitive skills, such as remembering and understanding, to higher-order thinking skills, including applying, analyzing, evaluating, and creating. This approach enables students to develop strong writing skills, critical thinking abilities, and effective communication in academic contexts. They learn to engage with sources, construct coherent arguments, and contribute to scholarly conversations in their respective disciplines.

SEC 2 - ELT

1. Knowledge of Language Teaching Methods: Students will gain a comprehensive understanding of different approaches, methods, and techniques used in teaching English as a second or foreign language. They will become familiar with the theories and principles that underpin effective language teaching.
2. Pedagogical Skills: Students will develop practical skills in planning, organizing, and delivering effective English language lessons. They will learn to design and adapt instructional materials, create engaging activities, and manage classroom dynamics.
3. Language Proficiency: Students will enhance their own language proficiency, particularly in English, through focused language practice activities and exposure to authentic materials. They will improve their speaking, listening, reading, and writing skills to become effective communicators in English.
4. Understanding of Learner Needs: Students will learn to assess learners' needs, motivations, and learning styles. They will develop strategies to create learner-centered lessons that cater to the diverse needs and abilities of English language learners.
5. Classroom Management: Students will learn effective classroom management techniques to create a positive and inclusive learning environment. They will develop skills in managing time, resources, and student behavior, promoting a conducive atmosphere for language learning.

6. Assessment and Evaluation: Students will learn to design appropriate assessments and evaluation methods to measure learners' language proficiency and progress. They will understand the principles of fair and valid assessment practices and use assessment data to inform their teaching.
7. Technology Integration: Students will explore the use of technology in English language teaching. They will learn to incorporate digital tools, online resources, and multimedia materials to enhance language learning and engage learners in interactive and meaningful ways.
8. Intercultural Awareness: Students will develop intercultural competence and sensitivity by exploring cultural aspects and variations in English language teaching. They will understand the role of culture in language learning and be prepared to promote intercultural understanding among learners.
9. Reflective Practice: Students will engage in reflective practice, critically examining their teaching experiences, and identifying areas for growth and improvement. They will develop skills in self-reflection, self-assessment, and ongoing professional development as language educators.
10. Ethical and Professional Conduct: Students will develop an understanding of the ethical and professional responsibilities of language teachers. They will learn about professional standards, ethical considerations, and the importance of maintaining professional integrity in their teaching practice.

Semester 5

DSE 1 - British Literature

Remembering:

- Recall key plot points, characters, and themes in the literary works.
- Remember memorable quotes or passages from the texts.
- Recognize and remember the historical and cultural context in which the works were written.

Understanding:

- Comprehend the main ideas, themes, and messages conveyed in the literary works.
- Understand the social, cultural, and historical context in which the works were written.
- Explain the significance of literary devices, such as symbolism, imagery, and character development.

Applying:

- Apply critical thinking skills to analyze and interpret the texts.
- Apply knowledge of literary devices and techniques to analyze the writing style and themes in the works.
- Apply insights gained from the texts to make connections with other literary works or real-life situations.

Analyzing:

- Analyze the structure, language, and style of the literary works.
- Examine the motivations and actions of the characters and their impact on the themes of the works.

- Analyze the social, cultural, or psychological implications of key events or moments in the texts.
- Evaluating:
- Evaluate the effectiveness of the literary works in conveying their themes and messages.
 - Assess the impact and relevance of the works within the context of British literature and their respective time periods.
 - Critique the literary techniques, character development, or thematic coherence in the works.
- Creating:
- Develop written or oral responses that demonstrate an understanding of the ideas and themes in the literary works.
 - Generate creative interpretations or adaptations of the works, exploring alternative perspectives or endings.
 - Create original literary analysis or critical essays inspired by the themes or styles found in the studied texts.

SEC 3 - Technical Writing

Remembering:

- Recall the differences between speech and writing in terms of language and communication.
- Remember the distinct features of speech and writing and how they influence the use of language.
- Recognize and remember the characteristics of formal and informal writing.

Understanding:

- Comprehend the importance of topic selection and the purpose of a thesis statement in technical writing.
- Understand the structure and components of different types of paragraphs, such as introductory, developmental, transitional, and concluding paragraphs.
- Explain the concepts of linguistic unity, coherence, cohesion, and their significance in technical writing.

Applying:

- Apply writing skills to select appropriate topics and develop clear thesis statements in technical writing.
- Apply knowledge of paragraph structure and organization to create cohesive and coherent technical writing pieces.
- Apply the principles of descriptive, narrative, expository, and argumentative writing to effectively communicate technical information.

Analyzing:

- Analyze scientific and technical subjects to determine the most suitable writing style and approach.
- Examine the characteristics and requirements of formal writings, reports, handbooks, manuals, letters, memorandum, notices, agenda, and minutes.
- Analyze common errors in technical writing and develop strategies to avoid them.

Evaluating:

- Evaluate the effectiveness of different writing styles and techniques in conveying scientific and technical information.
- Assess the clarity, organization, and coherence of formal writings, reports, and other technical documents.

- Critically evaluate technical writing for accuracy, precision, and adherence to specific standards.

Creating:

- Create written technical documents, such as reports, handbooks, manuals, letters, memorandum, notices, agenda, and minutes, following appropriate formats and conventions.
- Generate original technical writing pieces that effectively convey information and meet the specific requirements of different contexts.
- Develop projects that demonstrate the application of technical writing skills in real-world scenarios.

Students progress from lower-level cognitive skills, such as remembering and understanding, to higher-order thinking skills, including applying, analyzing, evaluating, and creating. This approach equips students with the necessary skills to effectively communicate technical information, produce clear and concise written documents, and apply the principles of formal and informal technical writing in various professional contexts.

Semester 6

DSE 2 - Indian Literature in Translation

Remembering:

- Recall key literary works, authors, and their cultural backgrounds in Indian literature in translation.
- Remember important themes, characters, and plotlines from the translated texts.
- Recognize and remember the historical and social context in which the works were written.

Understanding:

- Comprehend the main ideas, themes, and cultural nuances conveyed in the translated texts.
- Understand the significance of literary devices, symbolism, and cultural references within the translated works.
- Explain the social, political, and historical contexts that shape the themes and motifs in Indian literature.

Applying:

- Apply critical thinking skills to analyze and interpret the translated texts.
- Apply knowledge of literary techniques and cultural elements to analyze the writing style and themes in the works.
- Apply insights gained from the texts to make connections with other literary works or real-life situations.

Analyzing:

- Analyze the structure, language, and style of the translated texts.
- Examine the portrayal of characters and their roles in representing societal, cultural, or historical aspects.
- Analyze the cultural, social, or political implications of the themes explored in the texts.

Evaluating:

- Evaluate the effectiveness of the translated texts in conveying cultural values, perspectives, and literary techniques.

- Assess the impact and relevance of the works within the broader context of Indian literature and their original languages.
- Critique the translation choices, literary adaptations, or thematic coherence in the translated works.

Creating:

- Develop written or oral responses that demonstrate an understanding of the ideas and themes in the translated texts.
- Generate creative interpretations or adaptations of the works, exploring alternative perspectives or endings.
- Create original literary analysis or critical essays inspired by the themes or styles found in the studied translated texts.

Students progress from lower-level cognitive skills, such as remembering and understanding, to higher-order thinking skills, including analyzing, evaluating, and creating. This approach enables students to explore the rich tapestry of Indian literature, engage critically with the translated texts, and enhance their analytical and creative abilities. They will gain insights into the diverse cultural, social, and historical dimensions of Indian literature, fostering a deeper appreciation for its impact and significance within the broader literary landscape.

SEC 4 - Soft Skills

Remembering:

- Recall the definition and key components of teamwork, emotional intelligence, adaptability, leadership, and problem-solving.
- Remember the characteristics and qualities associated with each soft skill.
- Recognize and remember examples of situations where these soft skills are applicable.

Understanding:

- Comprehend the importance and benefits of teamwork, emotional intelligence, adaptability, leadership, and problem-solving in personal and professional contexts.
- Understand the theories, models, and frameworks that underpin each soft skill.
- Explain the relationship between these soft skills and effective communication, collaboration, and personal growth.

Applying:

- Apply teamwork skills to collaborate effectively with others in group projects or team-based activities.
- Apply emotional intelligence to understand and manage emotions in oneself and others.
- Apply adaptability skills to navigate and thrive in changing environments or situations.
- Apply leadership skills to inspire and motivate others towards achieving common goals.
- Apply problem-solving skills to analyze and address challenges or obstacles.

Analyzing:

- Analyze the dynamics of successful teamwork, including the roles, communication patterns, and conflict resolution strategies within a team.
- Examine the components of emotional intelligence, such as self-awareness, self-regulation, empathy, and social skills, and their impact on personal and professional relationships.

- Analyze the factors that contribute to adaptability, including flexibility, open-mindedness, and resilience.
- Analyze different leadership styles and their effectiveness in different contexts.
- Analyze problem-solving processes and strategies, including critical thinking, creativity, and decision-making.

Evaluating:

- Evaluate the effectiveness of teamwork, emotional intelligence, adaptability, leadership, and problem-solving in achieving desired outcomes.
- Assess personal strengths and areas for improvement in each soft skill.
- Critically evaluate the impact of these soft skills on personal and professional success.

Creating:

- Develop and implement strategies to enhance teamwork, emotional intelligence, adaptability, leadership, and problem-solving skills.
- Create opportunities for applying these soft skills in real-life scenarios or professional contexts.
- Generate innovative solutions to complex problems or challenges, demonstrating effective problem-solving skills.

By aligning the study of Soft Skills with Bloom's Taxonomy, students progress from lower-level cognitive skills, such as remembering and understanding, to higher-order thinking skills, including applying, analyzing, evaluating, and creating. This approach enables students to develop and enhance essential skills that are highly valued in various personal and professional settings. They will cultivate effective communication, collaboration, adaptability, leadership qualities, and problem-solving abilities, equipping them for success in their future endeavors.

Generic Elective

Semester 5

(GE)- 1 GENDER & HUMAN RIGHTS

Remembering:

- Recall the names of the poets, playwrights, essayists, and novelists associated with the study of Gender & Human Rights.
- Remember key themes, messages, and emotions conveyed in the poetry, drama, essays, and novels.
- Recognize and remember specific poetic devices, dramatic techniques, and literary elements used to address gender and human rights issues.

Understanding:

- Comprehend the social, cultural, and historical contexts that shape gender and human rights discourse.
 - Understand the experiences, challenges, and inequalities faced by individuals in relation to gender and human rights.
 - Explain the significance of literary devices, narrative techniques, and rhetorical strategies employed to advocate for gender equality and human rights.
- Applying:
- Apply critical thinking skills to analyze and interpret the selected literary works in relation to gender and human rights themes.
 - Apply knowledge of poetic devices, dramatic techniques, and literary elements to analyze the effectiveness of the texts in raising awareness and promoting social change.
 - Apply insights gained from the texts to real-life situations or current events related to gender and human rights.
- Analyzing:
- Analyze the representation of gender roles, power dynamics, and societal norms in the selected poetry, drama, essays, and novels.
 - Examine the ways in which gender and human rights issues intersect and influence each other.
 - Analyze the impact of literary techniques, character development, and narrative structures on the portrayal and exploration of gender and human rights themes.
- Evaluating:
- Evaluate the effectiveness of the selected literary works in challenging stereotypes, promoting gender equality, and advocating for human rights.
 - Assess the cultural and historical relevance of the texts in relation to gender and human rights movements.
 - Critically evaluate the ethical and moral dilemmas presented in the selected essays and novels.
- Creating:
- Create written or oral responses that demonstrate an understanding of the ideas and themes in the selected literary works.
 - Generate original creative pieces, such as poetry, drama, essays, or short stories, that address gender and human rights issues.
 - Develop projects that advocate for gender equality and human rights, drawing inspiration from the studied texts.

Students progress from lower-level cognitive skills, such as remembering and understanding, to higher-order thinking skills, including analyzing, evaluating, and creating. This approach encourages students to engage deeply with the texts, critically analyze the representation of gender and human rights, and explore ways to promote gender equality and human rights in their personal and professional lives.

Semester 6

GENERIC ELECTIVE (GE)- 2 ENVIRONMENT & LITERATURE

G.M. Hopkins: "Binsey Poplars"

- Understanding the themes of nature, environmental destruction, and the impact of human actions on the natural world.

- Analyzing Hopkins' unique poetic style, including his use of sprung rhythm and intricate wordplay.
- Exploring the religious and spiritual elements present in Hopkins' poetry.
Gordon J.L. Ramel: "Daffodils No More"
- Examining the themes of loss, nostalgia, and the fleeting nature of beauty.
- Analyzing Ramel's poetic techniques and use of imagery to convey emotions and evoke a sense of melancholy.
- Considering the cultural and historical context of the poem and its relevance to contemporary concerns.
Mahasweta Devi: "Pterodactyl"
- Understanding the themes of social inequality, oppression, and the struggles faced by marginalized communities.
- Analyzing Devi's use of allegory and symbolism to address larger socio-political issues.
- Exploring the impact of Devi's feminist perspective and her focus on the voices and experiences of marginalized individuals.
Ruskin Bond: "Dust on the Mountains", "Death of the Trees"
- Examining the themes of environmental degradation, the loss of natural beauty, and the consequences of human actions on the environment.
- Analyzing Bond's evocative descriptions and his ability to capture the essence of nature in his writing.
- Considering the impact of Bond's works on environmental consciousness and the importance of conservation.

By studying these poems and stories, students can engage with various literary themes, analyze different writing styles and techniques, and gain insights into the social, cultural, and environmental aspects addressed in the texts. This exploration can enhance their critical thinking, literary analysis, and interpretation skills while fostering a deeper appreciation for the power of language and storytelling in conveying important messages and perspectives.

Compulsory

Semester 1

Language 1 - Language, Variety and Stylistics

Remembering:

- Recall key terminology and concepts related to language, variety, and stylistics.
- Remember the characteristics and features of different language varieties and styles.
- Recognize and remember examples of different language varieties and stylistic devices.

Understanding:

- Comprehend the principles and theories underlying language variation and stylistic analysis.
- Understand the socio-cultural and linguistic factors influencing language variation and style.
- Explain the relationship between language varieties, stylistic choices, and social contexts.

Applying:

- Apply knowledge of language variation and stylistic analysis to analyze and interpret different types of texts.
- Apply linguistic and stylistic theories to analyze the use of language varieties and stylistic devices in various contexts.
- Apply insights gained from the study to real-life situations or examples of language use.

Analyzing:

- Analyze the features and characteristics of different language varieties and styles.
- Examine the social, cultural, and historical factors that shape language variation and stylistic choices.
- Analyze the effects and functions of specific stylistic devices and techniques in texts.

Evaluating:

- Evaluate the appropriateness and effectiveness of language choices and stylistic devices in different contexts.
- Assess the impact of language variation and stylistic choices on audience reception and interpretation.
- Critically evaluate the use of language varieties and stylistic devices in relation to specific communicative goals or cultural norms.

Creating:

- Create written or oral responses that demonstrate an understanding of language variation and stylistic analysis.

- Generate creative pieces of writing that employ different language varieties or experiment with stylistic devices.
- Develop original research projects or case studies exploring language variation or stylistic features in specific contexts.

Students progress from lower-level cognitive skills, such as remembering and understanding, to higher-order thinking skills, including analyzing, evaluating, and creating. This approach enables students to develop a comprehensive understanding of language variation, stylistic choices, and their socio-cultural implications. They will enhance their analytical and critical thinking abilities, engage with real-world examples of language use, and gain insights into the diversity and complexity of language and stylistic practices.

Semester 2

Language 1-2 - Language, Imagination & Creativity

Remembering:

- Recall the definitions and examples of plain language and various figurative language devices.
- Remember the different tropes, such as metaphor, conceit, and metonymy, and their characteristics.
- Recognize and remember the examples of language and emotion devices, such as hyperbole, pathetic fallacy, irony, and understatement.

Understanding:

- Comprehend the differences between plain language and figurative language and their functions in communication.
- Understand how language and emotion devices enhance the expression of feelings and create specific effects.
- Explain the purpose and effects of foregrounding devices like parallelism and deviation in escaping banality.

Applying:

- Apply knowledge of plain language and figurative language devices to analyze and interpret written or spoken texts.
- Apply language and emotion devices to evoke specific emotions and convey desired messages in different contexts.
- Apply foregrounding devices to create emphasis and add creative elements to written or spoken expressions.

Analyzing:

- Analyze the use of plain language and figurative language in texts to understand their impact on meaning and interpretation.
- Examine how language and emotion devices contribute to the overall tone and atmosphere of a literary work or speech.
- Analyze the effects of foregrounding devices in creating artistic and aesthetic qualities in texts.

Evaluating:

- Evaluate the effectiveness of plain language and figurative language devices in achieving specific communicative goals.
- Assess the impact of language and emotion devices in engaging and influencing the audience's emotions and perspectives.

- Critically evaluate the use of foregrounding devices in enhancing or detracting from the overall effectiveness of a text.

Creating:

- Create written or spoken expressions using plain language and figurative language devices to convey specific meanings or create desired effects.
- Generate original pieces of writing or speeches that effectively employ language and emotion devices to evoke emotions or convey complex ideas.
- Develop creative projects that demonstrate the use of foregrounding devices to enhance the aesthetic and artistic qualities of a text.

Students progress from lower-level cognitive skills, such as remembering and understanding, to higher-order thinking skills, including analyzing, evaluating, and creating. This approach enables students to develop a deeper understanding of language and its creative potential. They will enhance their ability to effectively communicate, engage with different forms of expression, and appreciate the power of language in conveying emotions, ideas, and aesthetics.

Certificate courses

Communicative English I (spoken English)

Remembering:

- Recall and understand basic English vocabulary, grammar rules, and sentence structures.
- Remember and understand common conversational phrases and expressions.
- Recognize and remember pronunciation rules and patterns.

Understanding:

- Comprehend spoken English in different contexts, such as everyday conversations, workplace communication, and social interactions.
- Understand the importance of effective communication skills in professional settings.
- Understand the cultural nuances and appropriate use of English language in different situations.

Applying:

- Apply acquired knowledge of vocabulary, grammar, and sentence structures to construct and deliver effective spoken English.
- Apply appropriate language and communication strategies in different real-life scenarios, such as greetings, introductions, and expressing opinions.
- Apply active listening skills to understand and respond appropriately to others in conversations.

Analyzing:

- Analyze different spoken English situations, identify specific language requirements, and adapt communication accordingly.
- Analyze the impact of non-verbal communication cues, such as body language and tone of voice, on effective communication.
- Analyze and evaluate different strategies to overcome communication barriers and improve clarity in spoken English.

Evaluating:

- Evaluate personal speaking skills and identify areas for improvement.
- Assess the effectiveness of spoken English communication in achieving desired outcomes.
- Critically evaluate and provide constructive feedback on peers' spoken English communication.

Creating:

- Create and deliver effective presentations or speeches in spoken English on specific topics.
- Develop and participate in role-playing activities and simulations to practice workplace communication.
- Create and engage in group discussions or debates, expressing and defending opinions in spoken English.

Job Orientation:

- Apply acquired spoken English skills in various professional contexts, such as job interviews, presentations, and workplace interactions.
- Develop effective communication strategies for different job roles and industries.
- Enhance employability by demonstrating proficiency in spoken English through fluency, clarity, and effective communication skills.

Students progress from foundational language skills to higher-order thinking skills, enabling them to effectively communicate in spoken English across different professional settings. This approach prepares students for job interviews, workplace interactions, and overall communication proficiency, enhancing their employability and professional success.

Communicative English II (Functional English)

Remembering:

- Recall and understand vocabulary, phrases, and expressions specific to different functional areas of English communication.
- Remember and understand basic grammatical structures and rules relevant to functional English.
- Recognize and remember key principles of effective communication in professional settings.

Understanding:

- Comprehend functional English in different contexts, such as workplace communication, business correspondence, and professional presentations.
- Understand the importance of clarity, conciseness, and coherence in functional English communication.
- Understand the cultural nuances and appropriate use of English language in professional environments.

Applying:

- Apply acquired knowledge of functional English vocabulary, phrases, and expressions to effectively communicate in specific professional situations, such as meetings, negotiations, and customer service interactions.
- Apply appropriate grammatical structures and rules to construct clear and concise sentences and written communication.
- Apply strategies for active listening, questioning, and paraphrasing in professional conversations.

Analyzing:

- Analyze different functional English communication scenarios and identify specific language requirements and expectations.
- Analyze the impact of non-verbal communication cues, such as body language and intonation, on effective communication.
- Analyze and evaluate different strategies to adapt communication style and tone based on the audience and purpose of communication.

Evaluating:

- Evaluate personal functional English communication skills and identify areas for improvement.
- Assess the effectiveness of functional English communication in achieving desired outcomes, such as persuading, informing, or negotiating.
- Critically evaluate and provide constructive feedback on peers' functional English communication.

Creating:

- Create and deliver professional presentations or reports in functional English, incorporating appropriate vocabulary, structure, and visual aids.
- Develop written correspondence, such as emails, memos, and reports, with clarity, conciseness, and professionalism.

- Create and engage in role-playing activities and simulations to practice functional English communication in specific professional contexts.

Job Orientation:

- Apply acquired functional English skills in various professional contexts, such as job interviews, business meetings, and customer interactions.
- Develop effective communication strategies for specific job roles and industries.
- Enhance employability by demonstrating proficiency in functional English through clear, concise, and professional communication skills.

Students progress from foundational language skills to higher-order thinking skills, enabling them to effectively communicate in functional English across different professional settings. This approach prepares students for job interviews, workplace interactions, and overall communication proficiency, enhancing their employability and professional success.

History of English literature

Preparing the students for the general background of author and zeitgeist of English literature.

Remembering:

- Recall and understand the major periods, movements, and literary works in the history of English literature.
- Remember and understand the key characteristics, themes, and styles associated with different literary periods.
- Recognize and remember significant authors, their works, and their contributions to English literature.

Understanding:

- Comprehend the historical and cultural contexts in which English literary works were produced.
- Understand the social, political, and intellectual influences on different literary periods and movements.
- Understand the evolution of literary forms, genres, and techniques throughout the history of English literature.

Applying:

- Apply literary analysis skills to interpret and analyze selected works from different periods of English literature.
- Apply knowledge of historical and cultural contexts to evaluate the relevance and significance of literary works.
- Apply critical thinking skills to explore the themes, ideas, and messages conveyed in literary texts.

Analyzing:

- Analyze the characteristics, themes, and styles of literary works within their respective historical periods.
- Examine the social, political, and cultural factors that shaped the development of English literature.
- Analyze the literary techniques, devices, and structures employed by authors across different time periods.

Evaluating:

- Evaluate the artistic, aesthetic, and cultural value of literary works from different periods of English literature.
- Assess the impact and influence of selected authors and their works on subsequent generations of writers.
- Critically evaluate the representation of themes, ideas, and social issues in English literary texts.

Creating:

- Create written or oral responses that demonstrate an understanding of the historical and literary aspects of English literature.
- Generate original interpretations or analyses of literary works, drawing on knowledge of historical and cultural contexts.
- Develop research projects or essays that contribute to the understanding and appreciation of English literary history.

Students progress from lower-level cognitive skills, such as remembering and understanding, to higher-order thinking skills, including analyzing, evaluating, and creating. This approach enables students to develop a comprehensive understanding of the evolution and significance of English literature, engage critically with literary texts, and cultivate their own interpretations and perspectives. It fosters an appreciation for the cultural and artistic richness of English literature and prepares students for advanced literary analysis, research, and scholarly pursuits.

Programme outcomes

The program outcomes of three-year degree program with English Honours from Burdwan University in West Bengal, India can be outlined as follows:

Proficiency in English Language and Literature:

- Develop strong reading, writing, speaking, and listening skills in English.
- Acquire in-depth knowledge of major literary works, movements, and critical theories.
- Demonstrate a nuanced understanding of the English language, its structure, grammar, and usage.

Critical Thinking and Analytical Skills:

- Cultivate critical thinking abilities to analyze and interpret literary texts, theories, and cultural contexts.
- Develop skills in close reading, textual analysis, and critical evaluation of literary and non-literary works.
- Apply theoretical frameworks and critical perspectives to engage with literary and cultural debates.

Effective Communication and Presentation Skills:

- Enhance oral and written communication skills to effectively articulate ideas, arguments, and analyses.
- Develop presentation skills to deliver engaging and informative presentations on literary and linguistic topics.
- Communicate and collaborate effectively in group discussions, seminars, and academic settings.

Research and Information Literacy:

- Acquire research skills to locate, evaluate, and utilize scholarly resources in English literature and language studies.
- Develop proficiency in using academic databases, libraries, and digital tools for research and documentation.
- Demonstrate the ability to conduct independent research projects and produce well-structured academic papers.

Cultural and Global Awareness:

- Develop an understanding of diverse cultures, identities, and perspectives through the study of English literature.
- Engage with global literary traditions and explore the ways in which literature reflects and shapes cultural identities.
- Foster empathy, open-mindedness, and intercultural communication skills.

Adaptability and Lifelong Learning:

- Cultivate adaptability and flexibility in response to changing academic and professional environments.
- Develop a curiosity for lifelong learning and a commitment to intellectual growth beyond the university setting.
- Acquire skills to transfer knowledge and apply insights gained from the study of English in various domains.

Job Prospects: The study of English Honours offers diverse career opportunities in today's scenario, including but not limited to:

- Teaching and academia: Pursue a career in teaching English language and literature at schools, colleges, or universities.

- Publishing and editing: Work as editors, content developers, or proofreaders for publishing houses, media organizations, or online platforms.
- Journalism and media: Explore careers in journalism, writing for newspapers, magazines, or digital media platforms.
- Content writing and copywriting: Contribute to content creation for websites, blogs, advertising agencies, or marketing firms.
- Public relations and corporate communications: Engage in public relations, corporate communications, or media relations roles.
- Civil services and government jobs: Prepare for competitive examinations such as UPSC, State Public Service Commissions, or other government job opportunities.
- Cultural and arts organizations: Contribute to cultural organizations, museums, art galleries, or heritage conservation institutions.
- Language services and translation: Work as language specialists, translators, or interpreters in multinational corporations or international organizations.
- Freelance and entrepreneurial ventures: Pursue independent writing, editing, or creative projects, or start your own business in the field of language and communication.

It's important to note that while the study of English Honours provides a solid foundation for various career paths, it's valuable to complement the degree with additional skills and experiences, such as internships, certifications, or interdisciplinary studies, to enhance employability in today's competitive job market.

PROGRAMME SPECIFIC OUTCOME (PSO)

FOR

B.A. EDUCATION (HONOURS AND GENERAL)

- ❖ PSO1 Foundation of theoretical concepts of Education: To use theoretical concepts to explain various aspects of education and its challenges. Recognize the fundamental questions relating to the existing educational system.
- ❖ PSO2 The ability to understand the basic concept and system in education and apply them in the real-life situation. To be acquainted with the recent trends of this discipline.
- ❖ PSO3 Ability to make a stable foundation for the post-graduation course research and other related fields/areas of real life applications

PROGRAMME OUTCOME (PO)

FOR

B.A. EDUCATION (HONOURS AND GENERAL)

- ❖ PO1: Disciplinary knowledge
- ❖ PO2: Communication Skills
- ❖ PO3: Critical thinking
- ❖ PO4 : Problem solving
- ❖ PO5: Analytical reasoning
- ❖ PO6: Research-related skills
- ❖ PO7: Reflective thinking
- ❖ PO8: Information/digital learning
- ❖ PO9: Self-directed learning
- ❖ PO10: Multicultural competence

**COURSE OUTCOME (CO)
FOR
B.A. EDUCATION (HONOURS AND GENERAL)**

**B.A. EDUCATION (HONOURS)
SEMESTER-I**

Course Title: Educational Philosophy-I

Course Code: CC-1

Course Outcome:

After completion the course the learners will be able to:

CO 1: understand the meaning, functions and relationship of philosophy and education.

CO 2: get acquainted with the national values as enshrined in Indian constitution and develop the qualities of

democratic and Socialistic citizenship.

CO 3: explain the major postulates of different schools of philosophies and their relevance.

CO 4: compare Indian and western philosophies and their relevance to education.

**B.A. EDUCATION (HONOURS)
SEMESTER-I**

Course Title: Educational Psychology-I

Course Code: CC-2

Course Outcome:

After completion the course the learners will be able to:

CO 1: understanding the concept of psychology, its nature, scope and relation with education, understanding the meaning of development and growth. Concept of individual differences.

CO 2: understanding personality traits, theories of personality.

CO 3: describing learning theories, factors of learning, learning and motivation.

CO 4: analyzing psychological problems of adolescents, role of education in solving it.

CO 5: making relation between teaching and learning, understanding knowledge of theories of learning.

CO 6: observing of classroom behavior, understanding Flanders's interaction analysis.

CO 7: understanding factors affecting perception, attention, attitude, memory.

CO 8: exercising teaching methods-lecture, demonstration, problem solving, story- telling.

B.A. EDUCATION (GENERAL)

SEMESTER-I

Course Title: Principles of Education

Course Code: GE-1/ CC-IA

Course Outcome:

After completion the course the learners will be able to:

CO 1: know and remember specific facts, terms concepts, principles or theories

CO 2: understand, interpret, compare, contrast and explain

CO 3: apply knowledge to new situations to solve problems using required knowledge or skills

CO 4: identify the organizational structure of something; to identify parts, relationships, and organizing principles

CO 5: create something, to integrate ideas into a solution, to propose an action plan, to formulate a new classification scheme

B.A. EDUCATION (HONOURS)

SEMESTER-II

Course Title: Educational Philosophy-II

Course Code: CC-3

Course Outcome:

After completion the course the learners will be able to:

CO 1: understanding the meaning of education, comparison with science

CO 2: describing the functions of education such as individual development.

CO 3: understanding philosophical aspects of education, major schools of philosophy.

CO 4: identifying components of education such as pupils, teacher, curriculum, educational institution.

B.A. EDUCATION (HONOURS)

SEMESTER-II

Course Title: Educational Psychology-II

Course Code: CC-4

Course Outcome:

After completion the course the learners will be able to:

CO 1: develop a concept of Psychology, and its relationship with Education.

CO 2: generalize the idea of Educational Psychology.

CO 3: understand the different aspects of child development and relate that with Education.

CO 4: explain the Psychology of Intelligence and Creativity and relate that with Education.

CO 5: analyze different aspects of Learning Psychology in the context of Education.

B.A. EDUCATION (GENERAL)

SEMESTER-II

Course Title: Educational Psychology

Course Code: GE-2/CC-1B

Course Outcome:

After completion the course the learners will be able to:

CO 1: develop a concept of Psychology, and its relationship with Education.

CO 2: generalize the idea of Educational Psychology.

CO 3: understand the different aspects of child development and relate that with Education.

CO 4: explain the Psychology of Intelligence and Creativity and relate that with Education.

CO 5: analyze different aspects of Learning Psychology in the context of Education.

B.A. EDUCATION (HONOURS)

SEMESTER-III

Course Title: Educational Sociology-I

Course Code: CC-5

Course Outcome:

After completion the course the learners will be able to:

CO 1: understanding the meaning of sociology and education.

CO 2: becoming aware of the social factors that influence education.

CO 3: becoming aware of social groups, social change.

CO 4: understanding contemporary issues in India such as unemployment, poverty.

CO 5: realizing the need and importance of equity and equality in education.

CO 6: understanding the importance of indicators, standards and strategies for enhancement of quality.

CO7: developing the concept of peace and value education.

CO 8: understanding meaning of conservation of environment.

B.A. EDUCATION (HONOURS)

SEMESTER-III

Course Title: Education in Ancient and Medieval India

Course Code: CC-6

Course Outcome:

After completion the course the learners will be able to:

CO 1: understand the educational developments In ancient India (Brahmanic and Buddhistic System of Education)

CO 2: understand the educational developments In Medieval India.

CO 3: get acquainted with the historical factors that contributed to present education in India.

CO 4: enlist the important features of Commissions and Committee and their recommendations during Pre independence period.

CO 5: understand about Bengal Renaissance

B.A. EDUCATION (HONOURS)

SEMESTER-III

Course Title: Education in British India

Course Code: CC-7

Course Outcome:

After completion the course the learners will be able to:

CO 1: identifying the salient features of education in India in ancient and medieval times.

CO 2: acquiring knowledge on the education of British period up to wood dispatch.

CO 3: understanding the events of education from hunter commission to Curzon policy.

CO 4: understanding the events of education from national education movement to sergeant plan.

B.A. EDUCATION (GENERAL)

SEMESTER-III

Course Title: Educational Sociology

Course Code: GE-3/CC-1C

Course Outcome:

After completion the course the learners will be able to:

CO 1: understanding the meaning of sociology and education.

CO 2: becoming aware of the social factors that influence education.

CO 3: becoming aware of social groups, social change.

CO 4: know the nature, types and characteristics of culture with a view to develop Cohesiveness .

B.A. EDUCATION (HONOURS)

SEMESTER-III

Course Title: Value Education

Course Code: SEC-1

Course Outcome:

After completion the course the learners will be able to:

CO 1: students will understand the importance of value based living.

CO 2: students will gain deeper understanding about the purpose of their life.

CO 3: students will understand and start applying the essential steps to become good leaders.

CO 4: students will emerge as responsible citizens with clear conviction to practice values and ethics in life.

CO 5: students will become value based professionals.

CO 6: students will contribute in building a healthy nation.

B.A. EDUCATION (HONOURS)

SEMESTER-IV

Course Title: Educational Sociology- II

Course Code: CC-8

Course Outcome:

After completion the course the learners will be able to:

CO 1: understand the meaning, functions and relationship of Sociology and education

CO 2: get acquainted with the structure of Indian society

CO 3: know the nature, types and characteristics of culture with a view to develop Cohesiveness.

CO 4: realize the importance of various social ideologies for the solution of various social problems in India.

CO 5: critically analyze the social ideologies of Indian society and education.

B.A. EDUCATION (HONOURS)

SEMESTER-IV

Course Title: Development of Education in Post-Independence Period

Course Code: CC-9

Course Outcome:

After completion the course the learners will be able to:

CO 1: get acquainted with the recommendations of the University, Secondary Education Commissions.

CO 2: critically evaluate the governmental efforts for the progress of education in India.

CO 3: acquiring knowledge on constitutional provision for education in India.

CO 4: understanding the recommendations of different commissions up to Kothari commission.

CO 5: describing the implementation of national policy on education.

B.A. EDUCATION (HONOURS)

SEMESTER-IV

Course Title: Educational Management and Administration

Course Code: CC-10

Course Outcome:

After completion the course the learners will be able to:

CO 1: develop the concept, nature, types and need of educational management.

CO 2: understand the importance of leadership in management.

CO 3: know the agencies of educational management in Indian context.

CO 4: understand the importance of planning and management in Education.

B.A. EDUCATION (GENERAL)

SEMESTER-IV

Course Title: History of Education in India

Course Code: GE-4/CC-1D

Course Outcome:

After completion the course the learners will be able to:

CO 1: know about the education under East India Company

CO 2: develop a concept of education from 1917-1947.

CO 3: understand about the development of education from 1947-1953

CO 4: develop a concept of education from 1964-1968

CO 5: know about the education from 1986-1992

B.A. EDUCATION (HONOURS)

SEMESTER-IV

Course Title: Educational Thought and Ideas of Great Indian Educators

Course Code: SEC-2

Course Outcome:

After completion the course the learners will be able to:

CO 1: know about education of thought of Indian great educators and their emplication for Indian education.

CO 2: understand about western great educators and their philosophical and educational thought.

CO 3: comparing Indian and western great educators thought.

B.A. EDUCATION (HONOURS)

SEMESTER-V

Course Title: Educational Guidance and Counselling

Course Code: CC-11

Course Outcome:

After completion the course the learners will be able to:

CO 1: classify the meaning, scope and need for adjustment and causes and remedies for maladjustment;

CO 2: know about meaning, scope, types and importance of guidance and its need in secondary.

CO 3: understand the meaning, nature, scope, types and importance of Counseling;

CO 4: analyze the techniques of data collection for guidance and counseling; and the students may use this knowledge in their own life situation.

B.A. EDUCATION (HONOURS)

SEMESTER-V

Course Title: Educational Technology

Course Code: CC-12

Course Outcome:

After completion the course the learners will be able to:

CO 1: describe the meaning and scope of educational technology.

CO 2: explain various types of educational technology.

CO 3: comprehend the concept of hardware and software technology.

CO 4: analyze various innovative techniques used in educational technology.

CO 5: integrate various innovative techniques required for effective teaching.

B.A. EDUCATION (HONOURS)

SEMESTER-V

Course Title: Current Issues in Indian Education

Course Code: DSE-I

Course Outcome:

After completion the course the learners will be able to:

CO 1: explore the traditional issues, social issues and educational issues of Indian educational system.

CO 2: understand about equal opportunity in education

CO 3: know about UGC, NAAC, NCERT, NUEPA, NCTE, DIET, SCERT

CO 4: know about Privatization in Education.

CO 5: understand about contemporary issue in education.

B.A. EDUCATION (HONOURS)

SEMESTER-V

Course Title: Teacher Education

Course Code: DSE-II

Course Outcome:

After completion the course the learners will be able to:

CO 1: know the concept and importance of teacher education.

CO 2: understand the historical background of teacher education programme.

CO 3: explain the various components of teacher education.

CO 4: evaluate the shortcomings of present teacher education programme.

CO 5: acquaint them with the concept and models of in-service teacher education programme.

CO 6: critically analyze the techniques of transacting the curriculum & its evaluation.

B.A. EDUCATION (GENERAL)

SEMESTER-V

Course Title: Great Educators

Course Code: DSE-IA

Course Outcome:

After completion the course the learners will be able to:

CO 1: know about education of thought of Indian great educators and their implication for Indian education.

CO 2: understand about western great educators and their philosophical and educational thought.

CO 3: comparing Indian and western great educators thought.

B.A. EDUCATION (GENERAL)

SEMESTER-V

Course Title: Current Issues in Indian Education

Course Code: GE-I

Course Outcome:

After completion the course the learners will be able to:

CO 1: explore the Traditional issues, Social issues and Educational issues of Indian educational system.

CO 2: understand about equal opportunity in education

CO 3: know about UGC, NAAC, NCERT, NUEPA, NCTE, DIET, SCERT

CO 4: know about Privatization in Education.

CO 5: understand About Contemporary Issue in Education.

B.A. EDUCATION (GENERAL)

SEMESTER-V

Course Title: Guidance and Counselling

Course Code: SEC-3

Course Outcome:

After completion the course the learners will be able to:

CO 1: classify the meaning, scope and need for adjustment and causes and remedies for maladjustment;

CO 2: know about meaning, scope, types and importance of guidance and its need in secondary.

CO 3: understand the meaning, nature, scope, types and importance of Counseling;

CO 4: analyze the techniques of data collection for guidance and counseling; and the students may use this knowledge in their own life situation.

B.A. EDUCATION (HONOURS)

SEMESTER-VI

Course Title: Educational Measurement and Evaluation

Course Code: CC-13

Course Outcome:

After completion the course the learners will be able to:

CO 1: explain the concept of measurement and evaluation

CO 2: identify the components of Norm referenced test and criterion referenced test

CO 3: apply different tools in appropriate design of evaluation

CO 4: evaluate tools according to the criteria of a good test

CO 5: create graphical presentation of a real life event

CO 6: tabulate raw data for processing and testing

CO 7: draw inferences using appropriate statistical method

B.A. EDUCATION (HONOURS)

SEMESTER-VI

Course Title: Educational Measurement and Evaluation

Course Code: CC-14

Course Outcome:

After completion the course the learners will be able to:

CO 1: explain the concept and components of theories that have influenced the field of Comparative education.

CO 2: analyze specific issues that are pertinent to development and change of education systems in their societal contexts at national and international level.

CO 3: identify a pertinent research issue within the field of Comparative Education.

CO 4: illustrate current educational problems and other related issues like SSA, inclusive education, unemployment, poverty national disintegration and population explosion in India.

CO 5: describe various techniques/methods to promote the feelings of internationalism by comparing our education system with that of UK, USA

CO 6: formulate solutions to social problems arising in the field of education in India.

CO 7: critically evaluate the principal theories, concepts and challenges in comparative education

CO 8: demonstrate a critical awareness of the critiques of comparative education from alternative epistemologies(e.g. Indigenous,)

B.A. EDUCATION (HONOURS)

SEMESTER-VI

Course Title: Teacher Education

Course Code: DSE-III

Course Outcome:

After completion the course the learners will be able to:

CO 1: describe the life history of Western educators in a concise manner.

CO 2: identify the major works to of Western educators.

CO 3: relate our present educational problems with the past.

CO 4: co-relate different philosophies of the educators.

CO 5: appreciate and appraise the great influence of Western educators.

CO 6: develop and formulate students' individual unique perspective about the contribution of Western educators.

B.A. EDUCATION (HONOURS)

SEMESTER-VI

Course Title: Teacher Education

Course Code: DSE-IV

Course Outcome:

After completion the course the learners will be able to:

- CO 1: identify each impairment with relevant characteristics
- CO 2: understand the importance of intervention and prevention
- CO 3: analyze educational opportunities for recommendation
- CO 4: apply educational experience for special needs
- CO 5: promote value on equality ,emphasizing ability with different need
- CO 6: distinguishing various impairment and degree of impairment

B.A. EDUCATION (GENERAL)

SEMESTER-VI

Course Title: Education Technology

Course Code: DSE-IB

Course Outcome:

After completion the course the learners will be able to:

- CO 1: describe the meaning and scope of educational technology.
- CO 2: explain various types of educational technology.
- CO 3: comprehend the concept of hardware and software technology.
- CO 4: analyze various innovative techniques used in educational technology.
- CO 5: integrate various innovative techniques required for effective teaching.

B.A. EDUCATION (GENERAL)

SEMESTER-VI

Course Title: Psychology of Mental Health and Hygiene

Course Code: GE-II

Course Outcome:

After completion the course the learners will be able to:

- CO 1: know about Characteristics and Importance mental health and Hygiene.
- CO 2: understand Criteria of Good Adjustment.
- CO 3: educational Value of Mental Health and good adjustment.

B.A. EDUCATION (GENERAL)

SEMESTER-VI

Course Title: Education of Children with Special Needs

Course Code: GE-II

Course Outcome:

After completion the course the learners will be able to:

CO 1: identify sensory impaired and learning disabled children.

CO 2: elaborate characteristics of sensory impaired and learning disabled children.

CO 3: analyze educational adaptations needed for sensory impaired and learning disabled children.

CO 4: various educational programme for disabled children.

B.A. EDUCATION (GENERAL)

SEMESTER-VI

Course Title: Distance Education

Course Code: SEC-4

Course Outcome:

After completion the course the learners will be able to:

CO 1: understanding use of media and computer.

CO 2: understanding use of instructional techniques, understanding concept of distance education.

CO 3: understanding models of teaching.

THE WEST BENGAL COLLEGE SERVICE COMMISSION
PROVISIONAL MERIT PANEL FOR STATE AIDED GENERAL DEGREE COLLEGES

Ref : Advt No. 1/2020

SUBJECT : PHYSICAL EDUCATION

| CATEGORY : UR | | |
|----------------------|----------|---------------------|
| SI No. | Reg No | Name |
| 1 | 20139216 | ROJINA AZIM |
| 2 | 20121618 | ANUP DE |
| 3 | 20136601 | BODHISATTWA PRADHAN |
| 4 | 20142145 | ANGSUMAN BANERJEE |

CATEGORY : SC

| SI No. | Reg No | Name |
|--------|----------|--------------------|
| 1 | 20152599 | SAJAL KUMAR BISWAS |
| 2 | 20141448 | RAJU BISWAS |

CATEGORY : ST

| SI No. | Reg No | Name |
|--------|----------|----------------|
| 1 | 20148558 | RASAMOY HANSDA |
| 2 | 20130924 | SAMIT SAIBYA |

CATEGORY : PWD (C)

| | | |
|---|----------|------------------|
| 1 | 20117633 | NASIMA KHATUN |
| 2 | 20119460 | SHYAM BANDHU ROY |

- Notes : (i) SI. No. refers to position in the merit panel.
(ii) Empanelment does not confer any right to the candidate of being recommended.
(iii) The date of Counselling will be duly notified in the following Commission's Website :
www.wbcsc.org.in
www.wbcsonline.in
(iv) Absence during Counselling will automatically cancel the candidature of the concerned Candidate. For further details about the empanelment/counselling procedure, refer to the WBCSC Advertisement Notice (Advt. No. 1/2020) as well as the relevant Regulation of the Commission displayed in the website.
(v) While every care has been taken to check the eligibility and scores of the Candidates to prepare the Provisional Merit Panel, detection of any mistake/wrong information at any later stage, including during Counselling or thereafter, may lead to the cancellation of the Candidature and his/her empanelment.

Date : 15-09-2023

Secretary

Political Science (Pass)
Course outcome

Semester 1

1. Understand the main features and key ideas of Ancient Greek Political Thought, including the works of prominent philosophers such as Plato and Aristotle.
2. Analyze the main features of Medieval Political Thought, including the contributions of thinkers like St. Augustine and Thomas Aquinas, and their influence on political theory.
3. Examine Niccolò Machiavelli's concept of statecraft and power politics, and understand the implications of his ideas on governance and leadership.
4. Compare and contrast the concepts of sovereignty as proposed by Thomas Hobbes, John Locke, and Jean-Jacques Rousseau, and evaluate their impact on modern political thought.
5. Explore the theories of Karl Marx and Friedrich Engels, focusing on dialectical and historical materialism, and their significance in understanding social and economic change. Also, analyze Vladimir Lenin's contribution to political thought, specifically his ideas on imperialism.
6. Comprehend the concept of liberty as articulated by John Stuart Mill, and critically evaluate its implications for individual freedom, political rights, and the role of the state.

By the end of this course, students will have a comprehensive understanding of Western political thought, its evolution, and key thinkers. They will be able to critically analyze and interpret the ideas presented by various philosophers and apply them to contemporary political contexts. Students will also develop their analytical and critical thinking skills, enhancing their ability to engage in informed political discourse.

Semster 2

Recall and understand the meaning of politics and political theory, recognize the importance of political theory in analyzing and understanding political phenomena, and differentiate between traditional, behavioural, and post-behavioural approaches, as well as Marxist approach in political theory.

Analyze and evaluate the concept of sovereignty by distinguishing between monistic, pluralist, and popular perspectives, and critically assess their implications for governance and power relations.

Analyze and assess the meaning of liberty and equality, and demonstrate an understanding of their inter-relationship within political theory. Evaluate various theories and perspectives on the relationship between liberty and equality.

Analyze and compare the ideologies of liberalism and neo-liberalism, including their historical development, core principles, and implications for governance and economic policies. Critically evaluate their strengths and weaknesses.

Analyze and evaluate different theories of the state, including idealist, liberal, Marxist, and Gandhian perspectives. Compare and contrast their fundamental concepts, aims, and approaches to governance, and assess their relevance in contemporary political contexts.

Analyze the concept and role of political parties and pressure groups in political theory, and critically evaluate their impact on political processes, representation, and policymaking. Assess their role in shaping democratic governance and citizen participation.

By the end of this course, students will be able to demonstrate a comprehensive understanding of key concepts, theories, and approaches in political theory. They will develop critical thinking skills, enabling them to analyze and evaluate different perspectives and ideologies. Students will also enhance their ability to apply theoretical frameworks to real-world political issues and articulate informed arguments.

Semester 3

1. Analyze and understand the main features of Ancient Indian Political Thought, including the principles outlined in Kautilya's theory of Saptanga (seven limbs of the state) and the concept of 'Dandaniti' (science of governance and law enforcement).
2. Examine and evaluate the key features of medieval Muslim Political Thought, focusing on the political ideologies and theories developed during that period.
3. Assess Rammohun Roy's perception of British Colonial Rule and his role as a modernizer, analyzing his ideas and contributions to political thought in colonial India.
4. Examine the nationalist ideas of Bankim Chandra Chattopadhyay and Swami Vivekananda, and analyze their perspectives on the concept of nationalism in the Indian context.
5. Analyze Mahatma Gandhi's philosophy of Satyagraha (nonviolent resistance) and his concept of trusteeship, evaluating their significance in India's freedom struggle and their relevance to contemporary political and social movements.
6. Explore Rabindranath Tagore's views on the state, society, and nation, critically examining his ideas on the relationship between individuals, communities, and governance.

7. Evaluate B.R. Ambedkar's concept of social justice, analyzing his contributions to the understanding of caste, equality, and the empowerment of marginalized communities in India.

By the end of this course, students will have a comprehensive understanding of Indian political thought, its historical development, and key thinkers. They will be able to critically analyze and interpret the ideas presented by various philosophers and apply them to contemporary political contexts in India. Students will also develop their analytical, critical thinking, and research skills, enabling them to engage in informed political discourse and contribute to discussions on Indian political thought.

Sec 1

Remembering:

- Recall the electoral process in India, including the methods of conducting general (parliamentary) elections and elections to state assemblies.
- Remember the composition, structure, and functions of the Election Commission of India.
- Recall the role and responsibilities of the Chief Election Commissioner and State Election Commissions.

Understanding:

- Explain the electoral process in India, demonstrating an understanding of the various stages involved and their sequence.
- Understand the structure and functions of the Election Commission of India and its role in ensuring free and fair elections.
- Comprehend the roles and responsibilities of the Chief Election Commissioner and State Election Commissions in conducting elections.

Applying:

- Apply knowledge of the electoral process to analyze and interpret specific election scenarios in India.

- Apply the functions of the Election Commission of India to evaluate the effectiveness of election administration.
- Apply the role of the Chief Election Commissioner and State Election Commissions to assess their impact on the conduct of elections.

Analyzing:

- Analyze the strengths and weaknesses of the electoral process in India.
- Analyze the functions and powers of the Election Commission of India in ensuring the integrity of elections.
- Analyze the role and impact of the Chief Election Commissioner and State Election Commissions in conducting fair elections.

Evaluating:

- Evaluate the need for electoral reforms in India, considering the existing electoral system and its effectiveness.
- Evaluate the potential impact of proposed electoral reforms on the democratic process.
- Evaluate the significance of electoral reforms in enhancing political representation, transparency, and accountability.

Creating:

- Generate proposals for electoral reforms based on a critical analysis of the electoral process in India.
- Design strategies to improve the functioning of the Election Commission of India and State Election Commissions.
- Create plans for implementing and monitoring electoral reforms to ensure their successful implementation.

By the end of this course, students will have developed a comprehensive understanding of electoral practices and procedures in India. They will possess the ability to recall key information, understand the complexities of the electoral process, apply their knowledge to

real-world scenarios, analyze the effectiveness of electoral systems, evaluate the need for reforms, and generate innovative solutions for improving electoral practices.

Semester 4

1. Understand the composition and role of the Constituent Assembly of India in the framing of the Constitution, and analyze its significance in shaping the political system of the country. Evaluate the importance of the Preamble in reflecting the ideals and objectives of the Indian Constitution.
2. Analyze and evaluate the fundamental rights and duties guaranteed to Indian citizens and their significance in safeguarding individual liberties. Examine the Directive Principles of State Policy and their role in guiding the government's social and economic policies.
3. Analyze the nature of Indian federalism, with a focus on the relationship between the central and state governments in terms of legislative, administrative, and financial powers. Evaluate the evolving dynamics and challenges of Centre-States relations in India.
4. Analyze the organization, functions, and lawmaking procedures of the Union Legislature, comprising the Lok Sabha and Rajya Sabha. Examine the role of the Speaker and the process of constitutional amendment in India.
5. Evaluate the powers and functions of the President and Prime Minister of India, and analyze their roles in the Union Executive. Examine the powers and functions of Governors and Chief Ministers in the states.
6. Analyze the composition and functions of the Supreme Court and High Courts in India. Evaluate their roles in upholding the rule of law, protecting fundamental rights, and interpreting the Constitution.
7. Analyze the features and trends of the party system in India, including the emergence of coalition governments. Evaluate the impact of coalition politics on governance and policymaking in India.
8. Examine the composition and functions of the Election Commission of India, and evaluate its role in conducting free and fair elections. Assess the need for electoral reforms to strengthen the democratic process in India.

By the end of this course, students will have a comprehensive understanding of the structure and functioning of the Indian government and political system. They will be able to critically

analyze and interpret the constitutional provisions, institutions, and processes in India. Students will also develop their analytical and critical thinking skills, enabling them to engage in informed discussions on Indian government and politics, and contribute to democratic processes in the country.

Sec 2

1. Understand the definition and characteristics of public opinion, including its nature, formation, and influence in the political and social spheres.
2. Evaluate the methods and techniques used to measure public opinion, including different types of sampling methods and their strengths and limitations in representative data collection.
3. Analyze the different types of interviews used in survey research, such as structured, unstructured, and focused interviews, and understand their respective applications and advantages in collecting data.
4. Examine the importance of questionnaire design in survey research, focusing on question wording, fairness, and clarity to ensure accurate and unbiased responses from respondents.
5. Assess the possibilities and pitfalls of prediction in polling research, including the challenges of making accurate forecasts based on public opinion data and the potential impact of sampling errors and biases.

By the end of this course, students will have a comprehensive understanding of public opinion and survey research. They will be able to critically evaluate the methods and techniques used to measure public opinion, design effective questionnaires, and conduct interviews for data collection. Students will also develop their analytical and critical thinking skills to identify and address the challenges and limitations associated with predicting public opinion. Additionally, they will gain practical knowledge in survey research methodology and be equipped to apply their skills in analyzing and interpreting public opinion data.

Semester 5

DSE - 1A

Remembering:

- Recall the distinctive features of Indian and Western political thought, including their philosophical foundations, conceptual frameworks, and approaches to governance and society.
- Remember the key thinkers and themes in Western political thought: Aristotle on citizenship, Locke on rights, Rousseau on inequality, and J.S. Mill on liberty and democracy.
- Recall the key thinkers and themes in Indian political thought: Kautilya on the state, Tilak and Gandhi on Swaraj, Ambedkar on social justice, and Nehru and Jayaprakash Narayan on democracy.

Understanding:

- Understand the significance of Indian and Western political thought in shaping political ideologies and systems.
- Comprehend the ideas and theories put forth by key Western thinkers and their relevance to contemporary political contexts.
- Understand the ideas and perspectives of key Indian thinkers and their contributions to political thought in the Indian context.

Applying:

- Apply the principles and concepts from Western political thought to analyze and evaluate political phenomena.
- Apply the ideas and theories from Indian political thought to understand and interpret political dynamics in India.
- Apply comparative analysis to identify similarities and differences between Indian and Western political thought.

Analyzing:

- Analyze the implications of Indian and Western political thought for governance, citizenship, rights, inequality, liberty, and democracy.
- Analyze the contributions and criticisms of key thinkers from both traditions.
- Analyze the historical and cultural contexts that shaped Indian and Western political thought.

Evaluating:

- Evaluate the strengths and limitations of Indian and Western political thought in addressing contemporary political challenges.
- Evaluate the relevance and applicability of ideas and theories from both traditions to diverse political contexts.

- Assess the impact of Indian and Western political thought on political systems, policies, and societal development.

Creating:

- Synthesize ideas from Indian and Western political thought to develop innovative approaches to political theory and practice.
- Generate proposals for integrating concepts from both traditions to address contemporary political issues.
- Construct well-supported arguments and viewpoints on the significance and relevance of comparative political theories.

By the end of this course, students will have developed a comprehensive understanding of comparative political theories in Indian and Western political thought. They will possess the ability to recall key information, understand the complexities of political ideologies, apply theories to real-world scenarios, analyze and evaluate ideas critically, and generate innovative approaches to political theory and practice.

Regenerate response

Sec 3

Remembering:

- Recall the fundamental rights, fundamental duties, and other constitutional rights guaranteed by the Constitution of India.
- Remember the laws related to dowry, sexual harassment, violence against women, consumer rights, cyber crimes, and anti-terrorist laws.
- Recall the system of courts and tribunals in India, including their respective jurisdictions and functions.

Understanding:

- Understand the significance and importance of fundamental rights, fundamental duties, and other constitutional rights in a democratic society.
- Comprehend the purpose and objectives of laws related to dowry, sexual harassment, violence against women, consumer rights, cyber crimes, and anti-terrorist laws.
- Understand the structure and functioning of the court system in India and the role of specialized courts and tribunals.

Applying:

- Apply knowledge of fundamental rights and laws to analyze and evaluate real-world scenarios related to dowry, sexual harassment, violence against women, consumer rights, cyber crimes, and anti-terrorist laws.

- Apply understanding of the court system to determine the appropriate jurisdiction for different types of legal cases.

Analyzing:

- Analyze the implications of fundamental rights, duties, and other constitutional rights on the protection of citizens' rights in a democratic society.
- Analyze the impact and effectiveness of laws related to dowry, sexual harassment, violence against women, consumer rights, cyber crimes, and anti-terrorist laws on societal issues and individual rights.
- Analyze the structure and functioning of specialized courts and tribunals in India and their role in delivering justice.

Evaluating:

- Evaluate the strengths and limitations of fundamental rights, duties, and other constitutional rights in promoting democratic values and protecting citizens' rights.
- Evaluate the effectiveness of laws related to dowry, sexual harassment, violence against women, consumer rights, cyber crimes, and anti-terrorist laws in addressing societal issues.
- Assess the efficiency and accessibility of the court system in India and its ability to deliver justice.

Creating:

- Generate strategies and recommendations for improving legal literacy and democratic awareness in society.
- Create proposals for legal reforms and policies to address gaps and challenges related to dowry, sexual harassment, violence against women, consumer rights, cyber crimes, and anti-terrorist laws.
- Develop arguments and viewpoints on the importance of legal literacy and the role of the court system in upholding democratic principles.

By the end of this course, students will have developed a comprehensive understanding of democratic awareness through legal literacy. They will possess the ability to recall key information, understand the complexities of legal rights and laws, apply legal knowledge to real-world situations, analyze and evaluate legal provisions and court systems, and generate innovative solutions to legal challenges.

Regenerate response

Semester 6

DSE - 1B : Public Policy : Concept And Implications In India

1. Knowledge: Describe the fundamental concepts, principles, and frameworks of public policy in the Indian context, including its historical development and evolution.
2. Comprehension: Summarize and interpret the various stages and processes involved in the formulation, implementation, and evaluation of public policies in India.
3. Application: Analyze real-world public policy issues and challenges in India, and propose appropriate strategies and solutions to address them effectively.
4. Analysis: Examine the social, economic, political, and environmental implications of different public policies in India, identifying their intended and unintended consequences.
5. Synthesis: Develop comprehensive policy proposals and recommendations that integrate multiple perspectives and stakeholders to tackle complex public problems in India.
6. Evaluation: Assess the effectiveness and efficiency of existing public policies in India, evaluating their impact on different sectors and society as a whole.
7. Creation: Design and construct innovative and context-specific public policy interventions that address emerging challenges and opportunities in India.
8. Reflection: Reflect critically on ethical considerations and values influencing public policy decisions in India, and evaluate potential trade-offs between competing policy objectives.

By attaining these course outcomes, students will be well-equipped to engage in meaningful discussions, conduct evidence-based research, and contribute to the formulation and implementation of effective public policies in India, addressing the diverse needs and aspirations of its citizens and promoting the country's sustainable development.

SEC-4 : Peace and Conflict Resolution

1. Knowledge: Demonstrate a comprehensive understanding of the basic concepts and principles related to international peace and conflict resolution, including key terminologies, historical contexts, and major theories.
2. Comprehension: Summarize and interpret the theories of international conflict resolution proposed by Johan Galtung and Joseph Montville, and explain their relevance in the context of global peace efforts.
3. Application: Analyze cross-border relationships between peaceful and war-torn zones, with a particular focus on refugees and forced migration, by applying theoretical frameworks and case studies.
4. Analysis: Evaluate current perspectives on peace and conflict resolution, with an emphasis on understanding grass-roots level perspectives on war and peace, identifying factors that contribute to peacebuilding and conflict escalation.

5. Synthesis: Integrate diverse sources of information, theories, and empirical evidence to propose innovative approaches and strategies for resolving conflicts and promoting peace at the international level.
6. Evaluation: Critically assess the effectiveness of different conflict resolution mechanisms, including diplomatic negotiations, peacekeeping missions, and humanitarian interventions, in achieving sustainable peace in various regions.
7. Creation: Design comprehensive plans for peacebuilding initiatives, considering the complexities of international conflicts and the involvement of various stakeholders, while promoting inclusive and participatory processes.
8. Reflection: Reflect on ethical dilemmas and challenges encountered in peace and conflict resolution efforts, considering cultural, political, and social factors, and exploring ways to address them ethically and sensitively.

By achieving these course outcomes, students will be equipped with the knowledge, skills, and perspectives necessary to engage in constructive dialogues, contribute to conflict resolution efforts, and work towards building a more peaceful and just world. They will be prepared to explore careers in international relations, diplomacy, peacebuilding organizations, humanitarian agencies, and other related fields.

Generic Elective

GE - 2 : INDIAN GOVERNMENT AND POLITICS

Upon successful completion of the course on "Indian Government and Politics," students will be able to demonstrate a comprehensive understanding of the political system, institutions, and processes in India, as well as critically analyze their significance and implications. The course outcomes are aligned with Bloom's Taxonomy:

1. Knowledge: Demonstrate a thorough understanding of the composition and role of the Constituent Assembly in framing the Indian Constitution and the significance of the Preamble in reflecting the aspirations and values of the nation.
2. Comprehension: Interpret the provisions related to Fundamental Rights, Fundamental Duties, and Directive Principles of State Policy, and analyze their importance in safeguarding individual liberties and promoting social justice.
3. Application: Apply the knowledge of Indian federalism to analyze the nature of Centre-State relations, including legislative, administrative, and financial aspects, and evaluate the impact on governance and intergovernmental dynamics.
4. Analysis: Analyze the structure, functions, and lawmaking procedures of the Union Legislature (Lok Sabha and Rajya Sabha), and critically assess the significance of the Speaker's role in maintaining parliamentary decorum and effectiveness.
5. Synthesis: Synthesize information about the powers and functions of the Union Executive (President and Prime Minister) and the State Executive (Governor and Chief Minister), and evaluate their roles in the Indian political system.
6. Evaluation: Evaluate the composition, functions, and significance of the Supreme Court and High Courts in upholding the rule of law and safeguarding the Constitution, and critically analyze landmark judicial decisions.

7. Creation: Develop an in-depth understanding of the features and trends of the party system in India, including coalition governments, and assess their impact on policy formulation and political stability.

8. Reflection: Reflect on the electoral process in India, the composition, and functions of the Election Commission, and evaluate the need for electoral reforms to enhance transparency, accountability, and inclusivity in the democratic process.

By achieving these course outcomes, students will be equipped to actively engage in discussions on Indian politics, make informed judgments on political developments, and understand the complexities and challenges in governance and political decision-making in the country. They will be prepared to pursue careers in politics, public administration, policy analysis, and civil services, where a deep understanding of the Indian political system is crucial.

Programme outcome of Political Science (Pass)

Upon successful completion of the Political Science Pass Course at Burdwan University, students will be equipped with a comprehensive understanding of political theories, institutions, processes, and issues. They will develop critical thinking skills, analytical abilities, and an appreciation for diverse political perspectives. The program outcome is designed to align with the educational goals of the university and the broader needs of society. By the end of the course, students will be able to:

Demonstrate Knowledge: Display a sound understanding of the core concepts, theories, and historical developments in political science, including the study of political institutions, ideologies, governance structures, and global political systems.

Analyze Political Issues: Analyze and critically evaluate complex political issues and challenges at local, national, and international levels, using appropriate methodologies and theoretical frameworks.

Apply Political Theories: Apply political theories and concepts to analyze real-world political phenomena, policy decisions, and socio-political developments in a systematic and informed manner.

Communicate Effectively: Communicate political ideas, arguments, and analysis effectively through well-structured written reports, presentations, and debates, demonstrating clarity and coherence in expression.

Engage in Research: Conduct research on political topics, using primary and secondary sources, and demonstrate the ability to apply research methodologies to explore and address political questions.

Understand Diversity and Inclusivity: Demonstrate an appreciation for diverse political perspectives, cultures, and ideologies, and understand the importance of inclusivity and tolerance in democratic societies.

Foster Civic Engagement: Recognize the significance of civic engagement and the responsibilities of citizenship, and demonstrate a commitment to democratic values and active participation in political processes.

Reflect Ethically: Reflect on ethical considerations and values in political decision-making and analyze the implications of political actions on society and individuals.

Interdisciplinary Understanding: Integrate knowledge from related disciplines, such as history, sociology, economics, and international relations, to gain a holistic understanding of political phenomena and their interconnections.

Adaptability and Lifelong Learning: Exhibit adaptability and openness to learning, staying informed about contemporary political developments and demonstrating readiness to engage with new challenges and changing political landscapes.

By achieving these program outcomes, graduates of the Political Science Pass Course at Burdwan University will be well-prepared to pursue diverse career paths, including civil services, government agencies, public policy, research institutions, NGOs, international organizations, and academia. Moreover, they will be empowered to contribute meaningfully to the development and strengthening of democratic principles and practices in India and the global community.



ACHARYA SUKUMAR SEN MAHAVIDYALAYA

Programme Outcomes (General)

| PROGRAMME OUTCOMES | | |
|--------------------|-------------|---|
| 1 | PO 1 | To develop the strong knowledge in connection with ancient Indian literature, Tradition |
| 2 | PO 2 | Enhance communication skills listening, speaking, Reading and Writing |
| 3 | PO 3 | To know the modern medical science through the ancient ayurveda. |
| 4 | PO 4 | Students will able to write Debnagari scripts which provide them the Paleographical knowledge to read out the script of modern languages. |
| 5 | PO 5 | Students will gain knowledge of the major traditions of literatures written in Sanskrit. |
| 6 | PO 6 | scripts which provide them the Paleographical knowledge to read out the script of modern languages. |
| 7 | PO 7 | Prepare students for the profession of teacher, WBCS, UPSC etc |

Course Outcomes (General)

After becoming successful completion of all undergraduate general students should be able to achieve the following objectives:

Semester I

Course Title: **Sanskrit Poetry**

- CO-1. To make the knowledge of depth to difference in between ancient literature and modern Literature.
CO-2 This course aims to get students acquainted with Classical Sanskrit Poetry.
CO-3 This course provides the students the information of History of Sanskrit literature, especially the development of Sanskrit literature.
CO-4 The course also seeks to help students to negotiate texts independently.

Semester II

Course Title: **Sanskrit Prose**

- CO-1 This course aims to acquaint students with comprehensive information of Classical Sanskrit Prose literature. Origin and development of prose, Important prose romances and fables Sanskrit, etc., have also been included here to acquaint the students with the history of Sanskrit Prose literature.
CO-2 Besides the information of history this course also seeks to help students to select the Sanskrit texts for independent literary study.

Semester III

Course Title: **Sanskrit Drama**

- CO-1 Life values and personality development.
CO-2 Study on a poet's Poetic approach of Sanskrit drama "Abhijanashakuntalam".
CO-3 Study on ancient Story and brief history.
CO-4 The way of Sanskrit theatre has grown and development and their contribution.
CO-5 Analytical study On Dushant and Sahkuntala and their characters.

Course Title: **Skill Based Papers 1**

- CO-1 comprehension of the selected portion of Yoga Sutras of Patanjali.
CO-2 understanding of the interrelation existing between the Sankhya and Yoga systems of philosophy.

Semester IV

Course Title: **Sanskrit Grammar**

- CO-1 To acquaint the students with general Sanskrit Grammar
- CO-2 Acquaintanceship with the basic structure of Sanskrit Compounds.
- CO-3 Training in the theories of Compound formation.
- CO-4 The ability to understand the syntax and semantics of Sanskrit compounds.
- CO-5 The ability to apply grammatical rules in examples

Course Title **Skill Based Papers 2** **Basic Sanskrit – Part-I**

- CO-1. Grammar is very important part of this language for the making word ,sentence, to know appropriate meaning of text, oral communication and perfection.
- CO-2 Students can learn the moral value of human life from fable Brahmadata-karkaṭa-kathā- (Aparīkṣitakāraka)

Semester V

Course Title **Philosophy, Religion and Culture in Sanskrit Tradition**

- CO-1 This course aims to get acquaint the students with the journey of Sanskrit literature from Vedic literature to Purāṇa.
- CO-2 It also intends to give an outline of different Śāstric traditions, through which the students will be able to know the different genres of Sanskrit Literature and Śāstras

Course Title **Literary Criticism**

- CO-1 The study of Sāhityadarpana (Sanskrit Poetics) embraces all poetic arts and includes concepts like alaṅkāra, rasa, rīti, vakrokti, dhvani, aucitya etc. The entire domain of Sanskrit poetic has flourished with the topics such as definition of poetry and divisions, functions of word and meaning, theory of rasa and alaṅkāra (figures of speech) and chandas (metre), etc. All these familiarize the students with the fundamental technical structures of Sanskrit literature.
- CO-2 This develops capacity for creative writing and literary appreciation.
- CO-3 Students can gain knowledge about the basic concept of kavya's and their parts.

Course Title **Indian Social Institution and Polity**

- CO-1 Social institutions and Indian Polity have been highlighted in Dharma-śāstra literature.
- CO-2 The aim of this course is to make the students acquainted with various aspects of social institutions and Indian polity as propounded in the ancient Sanskrit texts such as Saṁhitās, Mahābhārata, Purāṇa, Kauṭilya's Arthaśāstra and other works known as Nītiśāstra.

Course Title

Skill Based Papers 3 Basic Sanskrit

CO-1 Grammar is very important part of this language for the making word ,sentence, to know appropriate meaning of text, oral communication and perfection.

CO-2 Students can learn the moral value of human life from fable Lokavyavahārajñānaśunya-mūrkhaṇḍitacatuṣṭaya-kathā”-(Aparīkṣitakāraka).

Semester VI

Course Title

Epigraphy

CO-1. This course aims to acquaint the students with the epigraphical journey in Sanskrit, the only source which directly reflects the society, politics, geography and economy of the time.

CO-2. The course also seeks to help students to know the different styles of Sanskrit writing

Course Title

Maxims In Sanskrit Language

CO-1.Life values and personality development.

CO-2. Study on ancient Story and brief history.

Course Title

Sanskrit Metre and Composition

CO-1 The study of Sāhityadarpana (Sanskrit Poetics) embraces all poetic arts and includes concepts like alaṅkāra, rasa, rīti, vakrokti, dhvani, aucitya etc. The entire domain of Sanskrit poetic has flourished with the topics such as definition of poetry and divisions, functions of word and meaning, theory of rasa and alaṅkāra (figures of speech) and chandas (metre), etc. All these familiarize the students with the fundamental technical structures of Sanskrit literature.

CO-2. The course also seeks to help students to know the different styles of Sanskrit writing.

CO-3. Students can speak Sanskrit fluently.

Course Title

Skill Based Papers 3 Vedic Literature

CO-1. This course on Vedic literature aims to introduce various types of Vedic texts. Students will also be able to read one Upaniṣad, namely, Muṇḍaka, where primary Vedānta-view is propounded.

CO-2.Early Vedic Period .General introduction to Vedic Literature, four Vedas, Brahmanas and Aranyakas. Study of Vedic Hymns of Agni and Indra etc.