

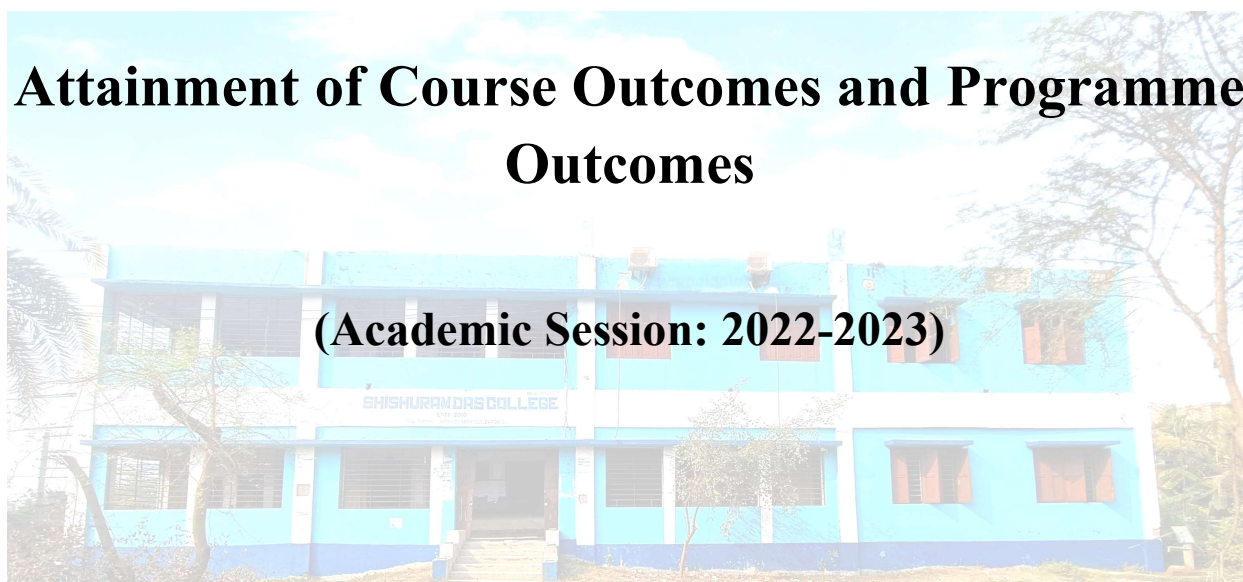
# SHISHURAM DAS COLLEGE



## Department of Geography

### Attainment of Course Outcomes and Programme Outcomes

(Academic Session: 2022-2023)



Submitted by  
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## Semester wise Course Outcome (CO) (Academic Session 2022-2023)

Semester	Paper Name and Code	CO	Course Outcome
I	Physical Geography (GEO-G-CC-1-01) (TH & PR)	CO1	It gives the idea of the earth's interior, plate tectonics, folds, faults and degradational processes, geomorphic agents, and models of slope evolution and system approach. Understand the global hydrological cycle, runoff, drainage basin as a hydrological unit, and watershed management. Know about the physical and chemical properties of ocean water, ocean circulation, waves, tides, and marine resources. Identify rocks and minerals extract drainage basin from a topographical map and identify different features.
II	Environmental Geography (GEO-G-CC-2-02) (TH & PR)	CO2	Understand the concept of insolation and heat budget, planetary wind system, atmospheric disturbances, global climatic change, and soil formation and classification. Interpret daily weather map of India, construct hythergraph, climograph, wind rose, ternary diagram and prepare peoples' biodiversity register.
III	Human Geography (GEO-G-CC-3-03) (TH & PR)	CO3	It gives an idea of sectors of the economy, industrial location, globalization, and integration of world economies. Study of human society, social issues and organizations, race language, and religion. Also, it deals with the idea of cultural landscape, diffusion, and urban and rural settlements. The idea to show the occupational structure and industrial production growth by time series analysis. Learn the arithmetic growth rate of population and nearest neighbour analysis by a topographical map.
IV	Cartography (GEO-G-CC-4-04) (TH & PR)	CO5	Study about the map scale, coordinate system, and map projection. It gives the idea of topography by using thematic mapping techniques. It gives knowledge of the application of

			remote sensing and GIS and prepares a thematic map. It gives basic knowledge about surveying instruments like prismatic compass and dumpy level. Learn how to construct scales and map projections.
V	Geography of Tourism (GEO-G-DSE-A-5-02) (TH & PR)	CO7_2	It deals with scope, type, impact, factors, infrastructure and special pattern of tourism. Study the environmental laws, recent trends, role of foreign capital and tourism in India. Learn to show tourist flow analysis and projection from time series data.
VI	Population Geography (GEO-G-DSE-B-6-04) (TH & PR)	CO8_2	Study the population dynamics and analyze population patterns, growth, and distribution of both the World and India. It gives the idea of population composition and migration in India, contemporary issues, and policies. Learn the arithmetic method, population density mapping. Learn how to analyze the work participation rate and occupational structure.
	Rural Development (GEO-G-SEC-B-4/6-03-TH)	CO6_1	It gives the idea of rural development, paradigms of rural development, area-based approach to rural development, and rural Governance.

## **List of Programme Outcomes (PO)** **(Academic Session 2022-2023)**

<b>PO1. Geospatial Analysis and Mapping Proficiency</b>	Graduates will be adept at using thematic mapping techniques, interpreting topographical maps.
<b>PO2. Environmental and Geological Understanding</b>	Graduates will thoroughly understand Earth's interior, plate tectonics, geomorphic processes, hydrological cycle, oceanography, and coastal dynamics, enabling them to analyse and address environmental and geological challenges.
<b>PO3. Atmospheric and Climatic Competence</b>	Graduates will understand atmospheric processes, climatic patterns, and their global impacts, allowing them to interpret weather data and analyse climate change phenomena.
<b>PO4. Socio-Economic and Cultural</b>	Graduates will have insights into the



<b>Insights</b>	structure and dynamics of human societies, including social issues, cultural landscapes, economic sectors, globalization, and industrialization, equipping them to address societal challenges.
<b>PO5. Sustainable Development and Environmental Management</b>	Graduates will understand the principles of sustainable development, environmental impact assessment, and management strategies, particularly in relation to forest, wildlife, and coastal zones.
<b>PO6. Regional and Urban Planning Expertise</b>	Graduates will be skilled in regional planning and development, understanding the importance of regionalization, rural development paradigms, and urban-rural settlement patterns, and be able to identify and address regional issues.
<b>PO7. Statistical and Analytical Skills</b>	Graduates will be proficient in statistical analysis, including time series analysis, growth rate calculations, population density mapping, and application of models and methods for regional delineation and occupational analysis.
<b>PO8. Surveying and Instrumentation Knowledge</b>	Graduates will have basic knowledge of surveying instruments such as prismatic compasses and dumpy levels, and will be capable of constructing scales and map projections.
<b>PO9. Tourism and Agricultural Systems Insight</b>	Graduates will understand the factors and dynamics of tourism and agricultural systems, including locational importance, patterns of production, and the ability to analyse and project trends using various analytical tools.
<b>PO10. Policy and Legal Framework Awareness</b>	Graduates will be aware of the legal frameworks governing environmental, forest, and wildlife protection, and will understand the policies related to population, migration, and regional development, enabling them to contribute to policy-making processes.

# CO PO Matrix

## CO PO Matrix: I & II Semesters

	CO1	CO2
PO1. Geospatial Analysis and Mapping Proficiency	5	5
PO2. Environmental and Geological Understanding	5	2
PO3. Atmospheric and Climatic Competence	3	5
PO4. Socio-Economic and Cultural Insights	1	1
PO5. Sustainable Development and Environmental Management	1	5
PO6. Regional and Urban Planning Expertise	2	1
PO7. Statistical and Analytical Skills	1	3
PO8. Surveying and Instrumentation Knowledge	1	1
PO9. Tourism and Agricultural Systems Insight	2	1
PO10. Policy and Legal Framework Awareness	1	4

## CO PO Matrix: III & IV Semesters

	CO3	CO5
PO1. Geospatial Analysis and Mapping Proficiency	5	5
PO2. Environmental and Geological Understanding	2	4
PO3. Atmospheric and Climatic Competence	1	3
PO4. Socio-Economic and Cultural Insights	5	3
PO5. Sustainable Development and Environmental Management	3	2
PO6. Regional and Urban Planning Expertise	4	4
PO7. Statistical and Analytical Skills	5	5
PO8. Surveying and Instrumentation Knowledge	1	4
PO9. Tourism and Agricultural Systems Insight	2	2
PO10. Policy and Legal Framework Awareness	4	1

## CO PO Matrix: V & VI Semesters

	CO7 2	CO8 2	CO6 1
PO1. Geospatial Analysis and Mapping Proficiency	5	5	3
PO2. Environmental and Geological Understanding	3	1	1
PO3. Atmospheric and Climatic Competence	1	1	1
PO4. Socio-Economic and Cultural Insights	4	3	3
PO5. Sustainable Development and Environmental Management	3	2	3
PO6. Regional and Urban Planning Expertise	1	3	2
PO7. Statistical and Analytical Skills	5	5	1
PO8. Surveying and Instrumentation Knowledge	1	1	1
PO9. Tourism and Agricultural Systems Insight	5	1	1
PO10. Policy and Legal Framework Awareness	5	5	5

## Legend

Value	Meaning
5	Very highly correlated
4	Highly correlated
3	Moderately correlated
2	Poorly correlated
1	Very poorly correlated

## Attainment of Course Outcome (CO)

### Statement of Marks of C.I.E.: Semester I & II (Academic Session: 2022-2023)

SL. No.	Student ID.	Name of Student	Semester: I				Total C.I.E. (CO-1)	% of total out of 40	Semester: II			Total C.I.E. (CO-2)	% of Total out of 30
			C.I.E. - 01	C.I.E. - 02	C.I.E. - 03	C.I.E. - 04			C.I.E. - 01	C.I.E. - 02	C.I.E. - 03		
1	B.A/22/0095	Sabina Khatun	8	7	9	7	31	78	7	10	9	26	87
2	B.A/22/0096	Arifa Khatun	9	10	6	9	34	85	10	9	8	27	90
3	B.A/22/0226	Shaikh Selina	9	9	7	9	34	85	9	9	10	28	93
4	B.A/22/0233	Kainan Ahamed Shaikh	10	8	7	8	33	83	8	8	9	25	83
5	B.A/22/0501	Abid Hossain	9	6	6	7	28	70	10	10	9	29	97
6	B.A/22/0502	Tanzimul Sekh	7	9	9	10	35	88	10	9	10	29	97

**Student wise attainment level for Course Outcomes (CO): Semester I & II  
(Academic Session: 2022-2023)**

SL. No.	Student ID.	Name of Student	CO-1	CO-2
1	B.A/22/0095	Sabina Khatun	2	3
2	B.A/22/0096	Arifa Khatun	2	3
3	B.A/22/0226	Shaikh Selina	2	3
4	B.A/22/0233	Kainan Ahamed Shaikh	2	2
5	B.A/22/0501	Abid Hossain	1	3
6	B.A/22/0502	Tanzimul Sekh	3	3
<b>CO Attainment</b>			<b>2</b>	<b>2.83</b>

**NB:**

Score (%) > 85% – Attainment Level 3, Score (%) 75-85% – Attainment Level 2, Score (%) <75% – Attainment Level 1

**Statement of Marks of C.I.E.: Semester III & IV  
(Academic Session: 2022-2023)**

SL. No.	Student ID.	Name of Student	Semester: III			Total C.I.E. (CO-3)	% of Total out of 30	Semester: IV			Total C.I.E. (CO-5)	% of Total out of 30
			C.I.E. – 01	C.I.E. – 02	C.I.E. – 03			C.I.E. – 01	C.I.E. – 02	C.I.E. – 03		
1	B.A/21/0113	Rifa Tasfia Khatun	10	9	9	28	93	9	10	10	29	97
2	B.A/21/0203	Keka Samanta	9	10	10	29	97	7	9	10	26	87
3	B.A/21/0228	Sandip Dey	9	8	10	27	90	8	7	9	24	80
4	B.A/21/0330	Masuma Khatun	8	10	8	26	87	7	9	8	24	80
5	B.A/21/0371	Moumita Halder	6	7	8	21	70	7	9	7	23	77



**Student wise attainment level for Course Outcomes (CO): Semester III & IV  
(Academic Session: 2022-2023)**

SL. No.	Student ID.	Name of Student	CO-3	CO-5
1	B.A/21/0113	Rifa Tasfia Khatun	3	3
2	B.A/21/0203	Keka Samanta	3	3
3	B.A/21/0228	Sandip Dey	3	2
4	B.A/21/0330	Masuma Khatun	3	2
5	B.A/21/0371	Moumita Halder	1	2
<b>CO Attainment</b>			<b>2.6</b>	<b>2.4</b>

**NB:**

Score (%) > 85% – Attainment Level 3, Score (%) 75-85% – Attainment Level 2, Score (%) <75% – Attainment Level 1

**Statement of Marks of C.I.E.: Semester V & VI  
(Academic Session: 2022-2023)**

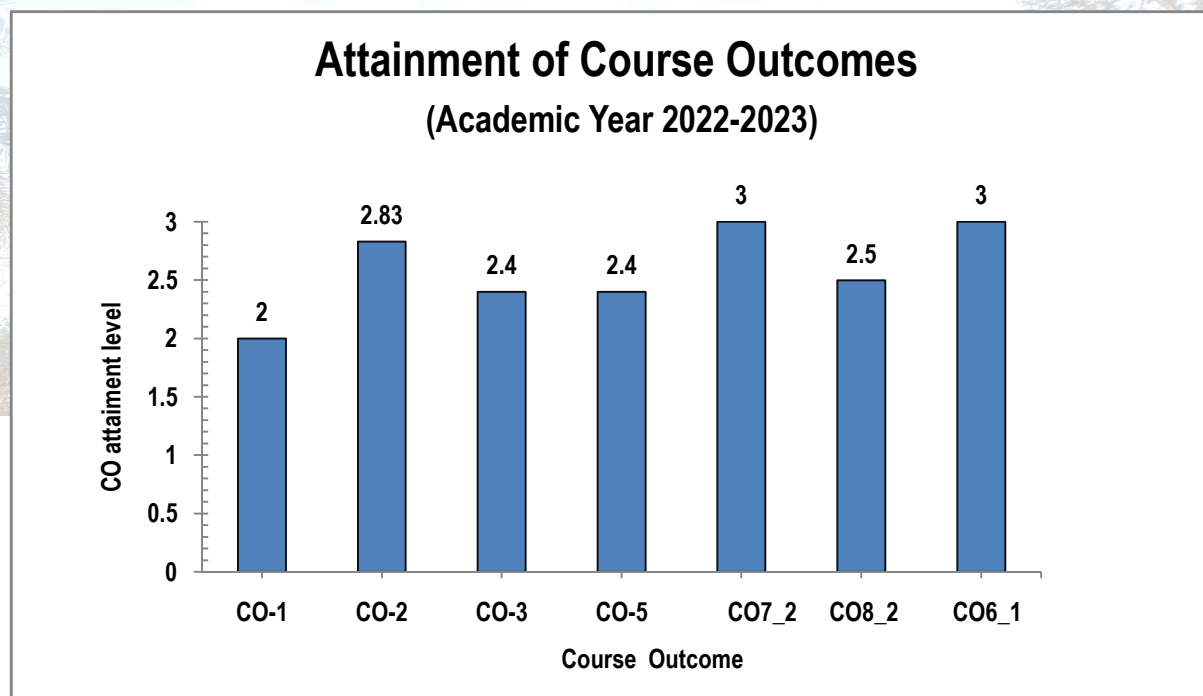
SL. No.	Student ID.	Name of Student	Semester: V					Semester: VI					
			C.I.E. – 01	C.I.E. – 02	C.I.E. – 03	Total C.I.E. (CO7_2)	% of Total out of 30	C.I.E. – 01	C.I.E. – 02	Total C.I.E. (CO8_2)	% of Total out of 20	C.I.E. – 03 (CO6_1)	% of Total out of 10
1	B.A/20/0276	Md Helal Uddin Molla	10	9	8	27	90	8	7	15	75	9	90
2	B.A/20/0323	Hojayfa Purkait	9	10	9	28	93	9	9	18	90	9	90

## Student wise attainment level for Course Outcomes (CO): Semester V & VI (Academic Session: 2022-2023)

SL. No.	Student ID.	Name of Student	CO7_2	CO8_2	CO6_1
1	B.A/20/0276	Md Helal Uddin Molla	3	2	3
2	B.A/20/0323	Hojayfa Purkait	3	3	3
<b>CO Attainment</b>			<b>3</b>	<b>2.5</b>	<b>3</b>

**NB:**

Score (%) > 85% – Attainment Level 3, Score (%) 75-85% – Attainment Level 2, Score (%) <75% – Attainment Level 1



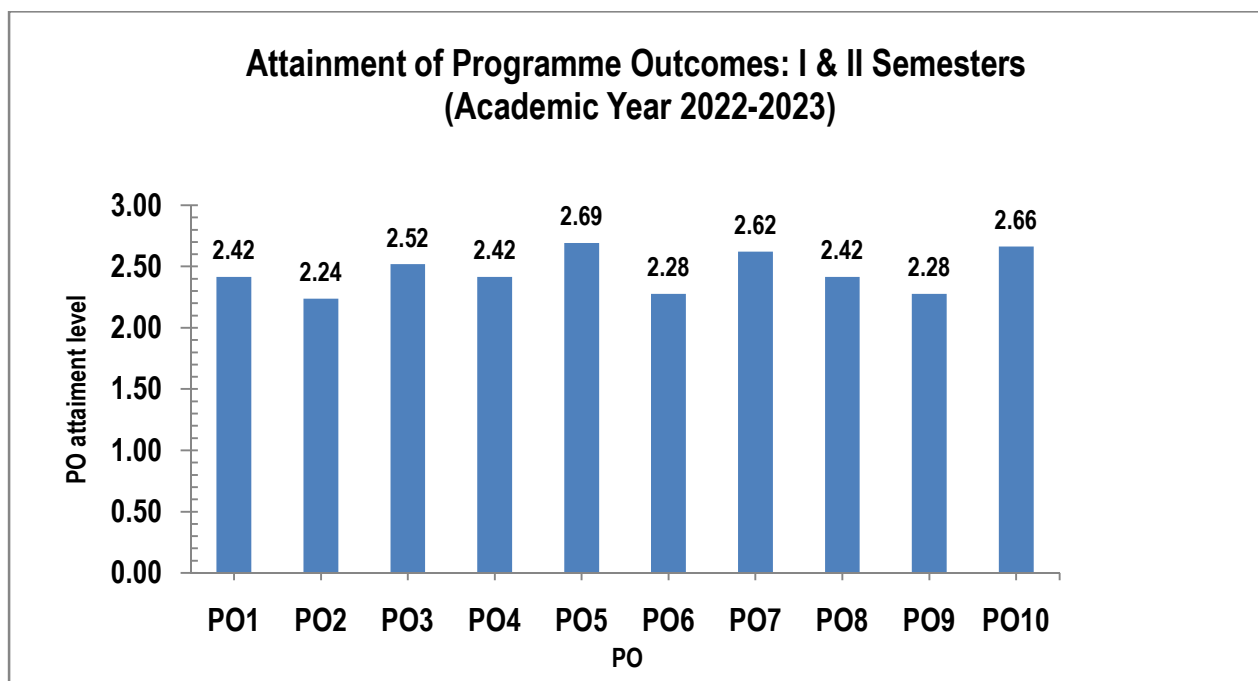
The above chart illustrates the achievement levels of CO-1, CO-2, CO-3, CO-5, CO7\_2, CO8\_2, CO6\_1. It shows that, although the achievement level is good for all COs, it is considerably low for CO-1. Therefore, the following steps have been taken to improve the achievement level of this course in subsequent years:–

- The class for this course has given priority and teacher will provide study materials for this course along with demonstration of classes through Power Point presentation.
- Faculty member will take extra classes, especially for critical parts.

## Attainment of Programme Outcome (PO)

### Calculation of attainment of Programme Outcomes (PO): I & II Semesters

Course Variables	Course Outcome	CO1	CO2	Programme Wise Total Correlation Value	PO Attainment Level
	Average Attainments	2	2.83		
Programme Outcomes	PO1	5	5	10	2.42
	PO2	5	2	7	2.24
	PO3	3	5	8	2.52
	PO4	1	1	2	2.42
	PO5	1	5	6	2.69
	PO6	2	1	3	2.28
	PO7	1	3	4	2.62
	PO8	1	1	2	2.42
	PO9	2	1	3	2.28
	PO10	1	4	5	2.66



From the above chart we found similar attainment level of most of the programme outcomes except PO2,PO6, PO9. The following actions have been adopted to improve it.

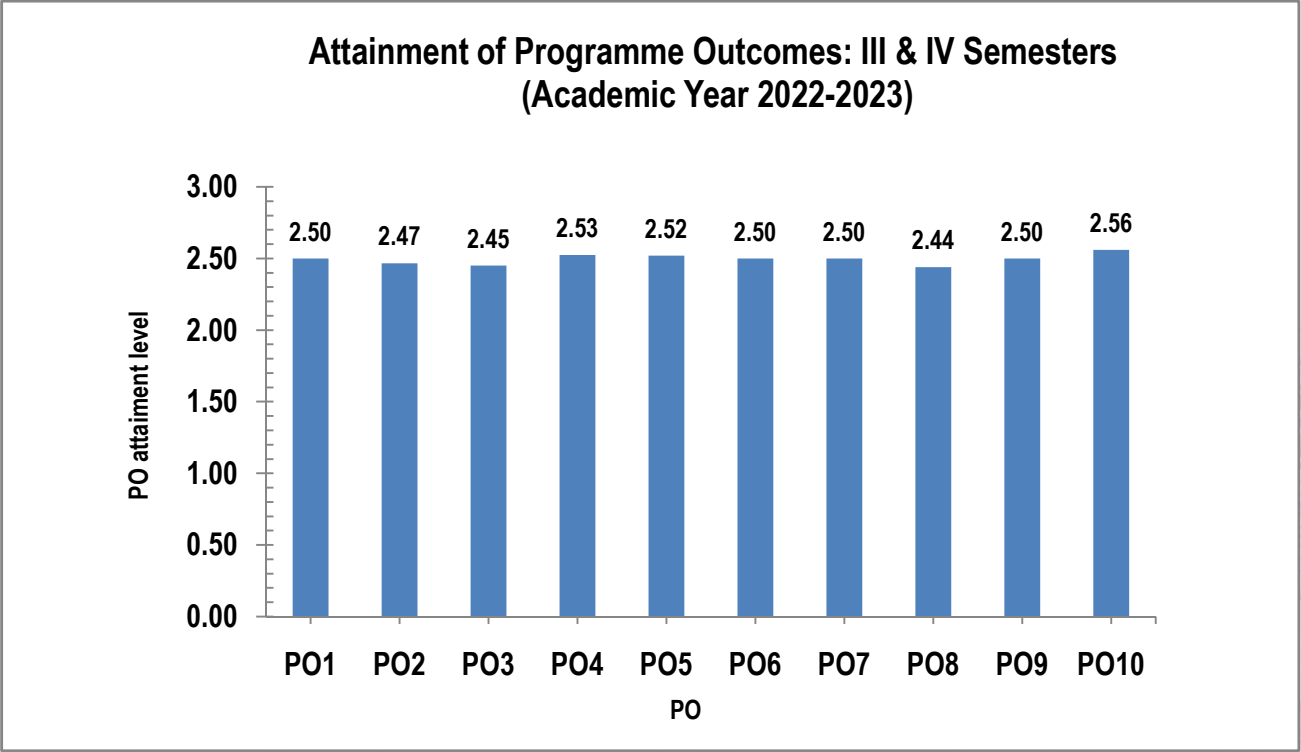
- It is planned to counsel the students.
- Students were motivated to attend regular classes for the paper CC1.CC3, DSE-A-02.



## Calculation of attainment of Programme Outcomes (PO): III & IV Semester

Course Variables	Course Outcome	CO3	CO5	Programme Wise Total Correlation Value	PO Attainment Level
	Average Attainments	2.6	2.4		
Programme Outcomes	PO1	5	5	10	2.50
	PO2	2	4	6	2.47
	PO3	1	3	4	2.45
	PO4	5	3	8	2.53
	PO5	3	2	5	2.52
	PO6	4	4	8	2.50
	PO7	5	5	10	2.50
	PO8	1	4	5	2.44
	PO9	2	2	4	2.50
	PO10	4	1	5	2.56



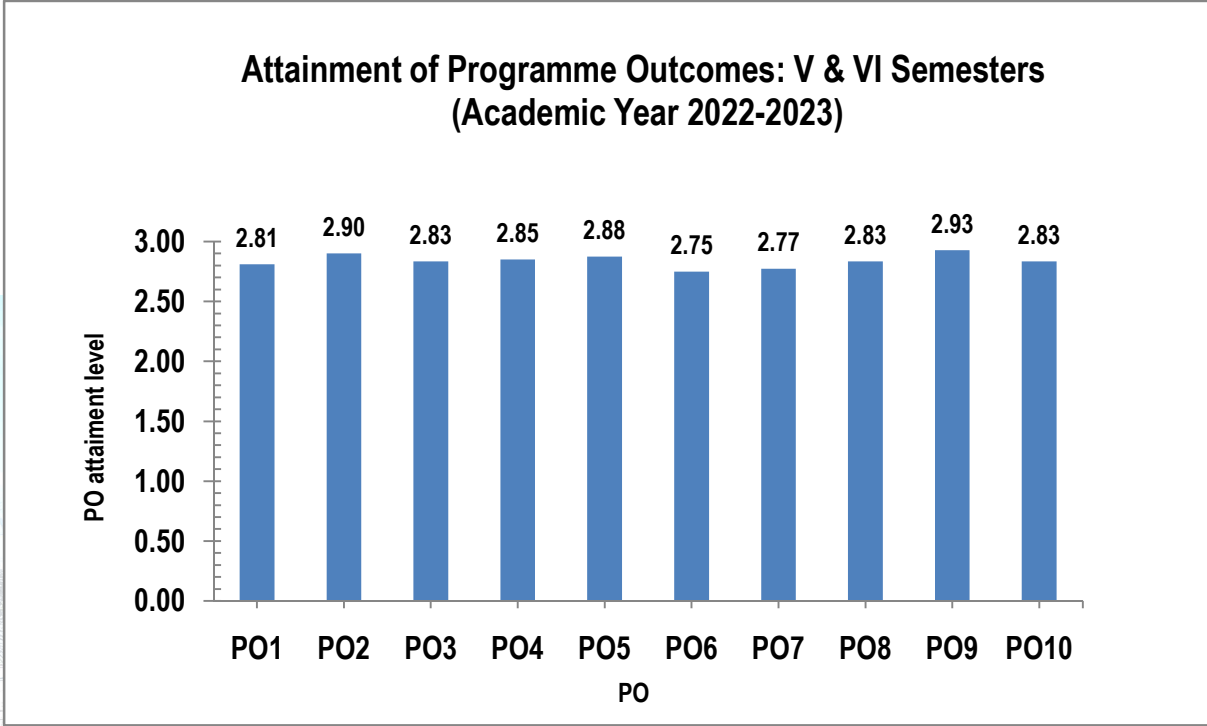


From the above chart we found we found similar attainment level of most of the programme outcomes.

## Calculation of attainment of Programme Outcomes (PO): V & VI Semester

Course Variables	Course Outcome	CO7_2	CO8_2	CO6_1	Programme Wise Total Correlation Value	PO Attainment Level
	Average Attainments	3	2.5	3		
Programme Outcomes	PO1	5	5	3	13	2.81
	PO2	3	1	1	5	2.90
	PO3	1	1	1	3	2.83
	PO4	4	3	3	10	2.85
	PO5	3	2	3	8	2.88
	PO6	1	3	2	6	2.75
	PO7	5	5	1	11	2.77
	PO8	1	1	1	3	2.83
	PO9	5	1	1	7	2.93
	PO10	5	5	5	15	2.83





From the above chart we found we found similar attainment level of most of the programme outcomes.



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# SHISHURAM DAS COLLEGE

## DEPARTMENT OF SANSKRIT

### B.A. GENERAL Course Outcome (under CBCS system)


Academic Session: 2018-19 to 2022-23

Subject	Semester	Course name	Topic	Sub-topic	Allotted Marks		Course Outcome
SANG	1st	CC A-1	Sanskrit Poetry	Raghuvamśa	20	CO1	The students are introduced to the literary treasure composed in Sanskrit. They learn about the lineage of <i>Rāma</i> by studying the suggested portion of the text. They get an introduction to the great poet <i>Kālidāsa</i> too.
				Śiśupālavadhā	20		The students know about Māgha's remake of the <i>Śiśupālavadhā</i> episode of the <i>Mahābhārata</i> . They come to know about the poetic style of <i>Māgha</i> .
				Nītiśataka	20		Students gain ability to understand the role of moral values in life and prepare themselves better human beings.
				History of Sanskrit Poetry	30		The students know about the transformation of Sanskrit poetry from its origin to the present days.
SANG	2nd	CC A-2	Sanskrit Prose	Śukanāśopadeśa	30	CO2	The students become able to understand the nature of Sanskrit the prose format of the Sanskrit compositions. They are introduced to <i>Baṇa</i> 's other writings too.
				Śivarājaviyaya	30		The students come to know about India's 19th-century socio-political situation of India from a contemporary text <i>Śivarājaviyaya</i> of <i>Ambikādattavyāsa</i> .
				Survey of Sanskrit Literature: Prose	30		The students get a cursory knowledge of the tradition of writing prose literature in India through decades. They get an idea of the great volume of such writings in India.

SANG	3rd	CC A-3	Sanskrit Poetry	Abhijñānaśakuntala (Act: I - IV)	25	CO3	The students get an idea of the ancient traditional way of staging a play. They will be introduced to <i>Kālidāsa</i> 's remake of the <i>Śakuntalopākhyāna</i> of <i>Mahābhārata</i> .
				Abhijñānaśakuntala (Act: V - VII)	15		This also brings the nature's depiction of <i>Kālidāsa</i> through the elegance of metaphor. The students will also have a fair idea of the then society.
				Technical Terms from Sanskrit Dramaturgy	20		knowledge of Technical Terms from Sanskrit Dramaturgy
				History of Sanskrit Drama and an Introduction to Principal of Sanskrit Drama	30		Introductory knowledge of history of Sanskrit drama. History of Sanskrit drama and an introduction to principle of Sanskrit drama.
		SEC-A-1	Basic Sanskrit	Translation	40	CO4	Students would be able to translate simple Bengali of English sentences into Sanskrit language. Students would be able to write paragraphs and letters on their own. Students would be able to write essays in Sanskrit and their language-skills will be developed gradually. This paper enables students to know about the Sanskrit grammatical traditions.
	Comprehension in Sanskrit			10			
	Paragraph Writing			10			
	Letter Writing			10			
	Easy Writing			20			
	SANG	4th	CC A-4	Sanskrit Grammar	Laghusiddhāntakaumudī : Sajñāprakaraṇa	20	CO5
Laghusiddhāntakaumudī : Sandhiprakaraṇa					35	Students will learn the nature and use of the mentioned <i>Sandhi</i> rules following the mentioned text.	
Laghusiddhāntakaumudī: Vibhaktyarthaprakaraṇa					35	Students will know Sanskritsyntax, its application and can relate the language structure by justifying different <i>Kāraṅkas</i> from the mentioned text.	
SEC-B-1		Spoken Sanskrit & Computer Awareness	Spoken Sanskrit	40	CO6	Spoken Sanskrit and Basic Computer Awareness, Typing in Unicode for Preservation and Digitalization of Sanskrit Text & Web Publishing.	
			Computer Awareness for Sanskrit	50			

SANG	5th	DSE - 1	Philosophy Religion and Culture in Sanskrit Tradition	Dharma	30	CO7_ (I)	The learners get an insight of the word 'Dharma' in broader sense. They would be able to judge the appropriateness of the use of the word in specific contexts
				Saṃskāra and Puruṣārtha	30		The students grow knowledge about four proper goals or aims of a human life and the concept of psychological imprints according to <i>Dharmaśāstra</i> .
				Svadharmā	30		
		DSE - 2	Indian Perspectives in Personality Development	Historical Perspective	15	CO7_ (II)	The learners become knowledgeable about a person's character traits. They gain expertise in studies of human traits and characteristics. They learn about the various languages and behaviours. These lessons assist students in developing students' cognitive, affective, and behavioural skills in order to develop ethical academic professionalism.
				Concept of a person	30		
				Personality Types	15		
				Measures of behavioral improvement	30		
		SEC-A-2	Basic Elements of Āyurveda	Introduction of Āyurveda	30	CO8	The students get an introductory knowledge about the existence and spread of medical sciences in ancient India.
				Carakasamhitā (Sūtrasthānam)	30		The readers dive into the text and find out the practical usages of the ancient medical practices. They are taught about the structure of the book along with the verse - specific explanation of the medical theories described by <i>Caraka</i> .
				Taittirīyopaniṣad	30		The students know about the importance of ancient Indian sciences in the contemporary society.

SANG	6th	DSE - 3	Literary Criticism	Kāvya prakāśa: Kāvya vaiśiṣṭya and Kāvya prayojana	35	CO9_ (I)	The students get introduced to the elements of literary theories of Sanskrit literature. They know the features, categories, and scope of a <i>Kāvya</i> after <i>Mammaṭa</i> . They are acquainted with the practical approach of the theories through adequate examples, which would help them understand the structure and category of a <i>Kāvya</i> easily.
				Kāvya prakāśa: Kāvya kārāṇa	25		
				Kāvya prakāśa: Kāvya svarūpa and Kāvya bheda	30		
	DSE - 4	Nationalism in Sanskrit Literature	Concepts and basic features of Indian nationalism	30	CO9_ (II)	The students know about the features and concepts of a nation according to <i>Kautilya</i> and other scholars.	
			Name of Country, National Symbols and Raise of Nationalism	30		The students come to know about the history of the name and national symbol of <i>Bhārata</i> and the rise of nationalism in the country.	
			Nationalistic Thought and Modern Sanskrit Literature	30		This portion introduces students to the modern writings about Indian nationalism in Sanskrit in the modern period and rejuvenate the national spirit.	
	SEC-B-2	Yogasūtra of Patañjali	Samādhipāda, Sādhanapāda, Vibhūtipāda	90	CO10	The students know about the theory of yoga practices and will be able to judge the appropriateness of the application of yoga in the modern fashion.	

  
Principal  
Shishuram Das College  
Bhusna, Kamarpole, S. 24 Pgs.



**PROGRAMME OUTCOME : B.A. SANSKRIT GENERAL (Under CBCS System)**

	<b>SUMMARY</b>	<b>DESCRIPTION</b>
PO1	SOUND DOMAIN KNOWLEDGE AND CRITICAL THINKING, ANALYTICAL SKILLS AND LINGUISTIC AWARENESS	Acquiring sound knowledge of authors and its text in their context and the basics of literary criticism including literary genres and conventions. Applying the skill of textual linguistic and rhetorical analysis to literary as well other varieties of text and also disseminating the same skills.
PO2	COMPREHENSION AND COMMUNICATION SKILLS AND EFFECTIVE COMMUNICATION	Applying vocabulary and comprehension skills to written as well as spoken tracts and becoming adept at communication ideas and arguments with clarity.
PO3	CULTURAL AWARENESS AND SOCIAL AWARENESS	Developing a sense of cultural and aesthetic tendencies of past and present and the confluence of Traditions and ideas.
PO4	EFFECTIVE CITIZENSHIP AND SOCIAL CONSCIENCE	Should be able to understand the politics of social equations and power of literary texts to change society or perpetuate stereotypes, over a range of cross cutting issues like gender, class, caste, etc.
PO5	ETHICS	Learning to recognize the recurring motives of human behavior by studying texts from diverse cultures, ethos and eras, thereby imbibing an empathetic attitude.
PO6	ENVIRONMENTAL CONSCIOUSNESS	Impact of Environmental changes on man and how it is reflected and sometimes even predicted through literary works.
PO7	SPIRIT OF INQUIRY AND LIFELONG LEARNING	Applying acquired knowledge and skills to explore new terrains and challenge or corroborate received opinions with original inputs.

  
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**Shishuram Das College**  
Bhusna, Kamarpole, S. 24 Pgs.

# Shishuram Das College

## Department of Sanskrit

### Programme Specific Outcome

#### **The Programme Specific Outcome for General-level teaching:**

PSO1: The General Course is designed to help students learn about their own country's forgotten history. The students become aware of the limitless literary treasure of any field of study. This would open up various ways for the students to choose from for their future studies.

PSO2: The study of the language and its adjacent culture will help students have a better understanding of other Indian languages including their mother tongue. Sanskrit words are made of root words which have their own meaning. The knowledge of the structure of Sanskrit words would help students understand the construction of a large number of words in their own languages, as it is the mother of most of the Indian languages.

PSO3: Learning Sanskrit grows logical thinking in students. Be it grammar or philosophy, the study of the course always takes the students through logical reasoning, the practice of which develops students' rational thinking ability.


PSO4: The students will come out of the popular belief that the texts written in Sanskrit are only religious. From botany, biology, and grammar to religion and astronomy - this ancient language has texts written in a horde of subjects. They would even come to know that some or the other elements of the other subjects they are studying are also written in Sanskrit. The language represents an ancient culture with all its aspects.

PSO5: Sanskrit literature has everything needed to develop a person's spiritual, emotional, mental, and physical health. Potentially adding a new dimension to human development and viewpoint is knowledge of Sanskrit. One instinctively learns to pay attention to detail when studying Sanskrit.

PSO6: One can have a better understanding of great epics like *Rāmāyaṇa*, *Mahābhārata* and masterpieces like *Abhijñānaśakuntala* etc. which are the treasures of our own land. And, it would make students proud of their own land and empower them to counter not so fair comparisons with other cultures.

## **Global and Local implications of the syllabus:**

- Students will be able to determine how ancient Indian inventions and discoveries affected the development of the world and identify their place in it through the course's study. The love and admiration the students grow for Sanskrit during the program will enable them to have deeper relationships with both their fellow humans and the environment as we work to adopt the concept of *Vasudhaiva Kutumbakam*, which translates as 'the whole world is one single family' and sustainable living. Let's resolve to promote Sanskrit and restore its renown. The study of the language and its adjacent culture will help students have a better understanding of other Indian languages including their mother tongue.

  
*Principal*  
**Shishuram Das College**  
Bhusna, Kamarpole, S. 24 Pgs.

# Shishuram Das College

## Department of Sanskrit

B.A. GENERAL COURSE (UNDER CBCS SYSTEM)

SESSION : 2022-23

### CO and PO Mapping:

		PO1 (Sound domain knowledge and Critical Thinking, Analytical skills and Linguistic awareness)	PO2 (Comprehension and Communication Skills and Effective communication)	PO3 (Cultural awareness and social awareness)	PO4 (Effective Citizenship and Social conscience)	PO5 (Ethics)	PO6 (Environmental Consciousness)	PO7 (Spirit of Inquiry and Life-long Learning)
1 <sup>st</sup> Sem	CO1 (CC A-1)	✓	✓	✓	✓	✓	✓	✓
	CO2 (CC A-2)	✓	✓	✓	✓	✓		✓
2 <sup>nd</sup> Sem	CO3 (CC A-3)	✓	✓	✓	✓	✓		✓
	CO4 (SEC A-1)	✓	✓					
3 <sup>rd</sup> Sem	CO5 (CC A-4)	✓	✓					
	CO6 (SEC B-1)	✓	✓					
4 <sup>th</sup> Sem	CO7 (I) (DSE-1)	✓		✓	✓	✓	✓	✓
	CO7 (II) (DSE-2) or CO8 (SEC A-2)	✓		✓	✓	✓	✓	✓
5 <sup>th</sup> Sem	CO9 (I) (DSE-3)	✓		✓	✓	✓		
	CO9 (II) (DSE-4) or CO9 (II) (DSE-4)	✓		✓	✓	✓	✓	✓
6 <sup>th</sup> Sem	CO10 (SEC B-2)			✓	✓	✓	✓	✓

## CO PO Matrix

### 1<sup>st</sup> Year (Semester-I & Semester-II)

	Sem-I	Sem-II
	CO1	CO2
	(CC A-1)	(CC A-2)
PO1 : Sound domain knowledge and Critical Thinking, Analytical skills and Linguistic awareness	4	4
PO2 : Comprehension and Communication Skills and Effective communication	3	2
PO3 : Cultural awareness and social awareness	5	4
PO4 : Effective Citizenship and Social conscience	4	3
PO5 : Ethics	5	2
PO6 : Environmental Consciousness	5	1
PO7 : Spirit of Inquiry and Life-long Learning	4	3

### 2<sup>nd</sup> Year (Semester-III & Semester-IV)

	Sem-III		Sem-IV	
	CO3	CO4	CO5	CO6
	(CC A-3)	(SEC A-1)	(CC A-4)	(SEC B-1)
PO1 : Sound domain knowledge and Critical Thinking, Analytical skills and Linguistic awareness	5	3	4	3
PO2 : Comprehension and Communication Skills and Effective communication	3	5	5	5
PO3 : Cultural awareness and social awareness	5	1	1	1
PO4 : Effective Citizenship and Social conscience	4	1	1	1
PO5 : Ethics	4	1	1	1
PO6 : Environmental Consciousness	3	1	1	1
PO7 : Spirit of Inquiry and Life-long Learning	2	1	1	1

### 3<sup>rd</sup> Year (Semester-V & Semester-VI)

	Sem-V		Sem-VI	
	CO7-(I)	CO8	CO9-(I)	CO10
	(DSE-1)	(SEC A-2)	(DSE-3)	(SEC B-2)
PO1 : Sound domain knowledge and Critical Thinking, Analytical skills and Linguistic awareness	3	2	5	3
PO2 : Comprehension and Communication Skills and Effective communication	1	1	1	1
PO3 : Cultural awareness and social awareness	5	5	2	2
PO4 : Effective Citizenship and Social conscience	3	4	1	2
PO5 : Ethics	5	1	1	5
PO6 : Environmental Consciousness	2	2	1	1
PO7 : Spirit of Inquiry and Life-long Learning	5	3	2	5

### Legend

Value	Meaning
5	Very highly correlated
4	Highly correlated
3	Moderately correlated
2	Poorly correlated
1	Very poorly correlated

  
 Principal  
 Shishuram Das College  
 Bhusna, Kamarpole, S. 24 Pgs.

COURSE & PROGRAM OUTCOMES  
OF  
BENGALI HONOURS (B.A.)  
UNDER CBCS

**Course Outcomes**

***CC1 – History of Bengali Literature till 1800 AD (in Semester 1)***

***CC3 – History of Bengali Literature - 19<sup>th</sup> Century (in Semester 2)***

***CC5 – History of Bengali Literature - 20<sup>th</sup> Century (in Semester 3)***

- The objective of the Courses CC1, CC3 & CC5 intend to provide a detailed and comprehensive knowledge about origin, evolution and development of Bengali Literature and Culture spanning pre-19<sup>th</sup>, the 19<sup>th</sup> and the 20<sup>th</sup> Centuries. Students learn about the basic textual nuances of Early, Medieval and Modern Bengali Literature and the inextricable interconnection between Literature and Culture. These will enable students to develop historical perceptions, create a strong understanding about history and historical analysis of literature- change sin Bengali literature under the colonial influence, enhance their interest in reading Society, culture, literature and history of the Bengali people and lay a strong foundation for studying the future course of Bengali literature.
- Studying History of Bengali Literature helps students to know about contemporary issues in Society, Culture and development of the Bengali Literature through Prose, poetry, drama, short story and novel. Our vision is to help the pupils understand various structures of concepts, transformation of content, form and style of writing, pattern and technique through ages and indication of future direction in literature.

***CC2 – Descriptive Linguistics and Bengali Language***

Learning outcomes are in the form of understanding the evolution and Morphological study of the Bengali language by tracing



- the origin of Bengali language in the historical context how Bengali language originated from Indo-European or Aryan Family of Languages and changed over time and how it varies from place to place
- different styles and techniques of Bengali language and grammar – linguistics and phonology, Functional Grammar Bengali dialects, their classification and chronological changes, evolution and Morphological study of the Bengali language.

#### ***CC4 – Bengali Literature - Introductory Reading***

This course is a colourful and fascinating combination of easy to grasp poetry of early composers like Chandidas, Vidyapati, Ramprasad Sen, Lalan Fakir; the novelists and poets of the colonial period such as Bankim Chandra Chattopadhyay, Rabindranath Tagore, Kazi Nazrul Islam, Sharat Chandra Chattopadhyay and modern and contemporary poets such as Jibananda Das, Shankho Ghosh, Shamsur Rahman and Joy Goswami and contemporary novelists like Parashuram and Samaresh Basu to name a few. Dinabandhu Mitra's *Nil Darpan* is a central piece of the course.

#### ***CC6 – Historical Linguistics***

This course deals with the study of the origin of Bengali language. Students will understand Bengali language in the historical context and how Bengali language originates from Indo-European or Aryan Family of Languages and changed over time and how it varies from place to place. Study of Origin of Bengali Language will also help in making the foundation of language stronger and will improve the practical and intellectual skills.

#### ***CC7 – Fiction***

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

### ***CC8 – Pre-Modern Literature***

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

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

### ***CC9 – Prosody, Rhetoric and Poetics***

The course is an organised methodology for achieving a knowledge of how to interpret poems, concepts of Rhetoric and Prosody. It discusses verses and early songs, the history of the evolution of lyric poetry, ballads and experiments with different genres. The course

- makes students aware about Indian idea of Rhetoric and Prosody, practical learning and importance of Rhetoric and Prosody while studying poetry.
- gives them a thorough insight into the middle Bengali Language and literary culture, theories of rhetoric and prosody and analytical concept.
- prepares students about the ornamental use of language in constructing sentences while speaking and writing, different intonations of speech.
- introduces the foundation of Prosody along with the basic knowledge of Linguistics and the aesthetics of language while studying Prosody.
- Enables the understanding of different opinions related to diction, syntax and language of a literary genre, history of construction of the literary theories in Poetics.

### ***CC10 – Non-fictional Essays and Compositions***

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

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

### ***CC11 – Structural Dimensions of Literature***

This course aims to help students acquire

- a cross- conceptual insight within various literary genre ideas
- the exactness of multiple layers of presentation of an author in a social and political hierarchy
- insights into new emerging forms and structural patterns in analytical essays and journal articles
- knowledge of different forms of fiction and novels, comparative studies of genres - colonialism, cultural hegemony and diversity, consumerism and globalization.

### ***CC12 – Drama, Theatre and Stage***

- Knowledge of different forms of drama, satire or theatre with its social background with special emphasis on contemporary political culture.
- Concept and impact of Proscenium theatre, folk opera, street theatre, farce and satirical dramas on women's education, practice of Sati, widow remarriage, the prevalent social traditions and customs and their imposition on the liberal individual.

### ***CC13 – Modern Bengali Poetry***

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

genres with a detailed knowledge of the twentieth century poetry, trends and intentions from Rabindranath to the later modern poets.

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

### ***CC14 – History of Sanskrit, English and Hindi Literature***

This course helps in learning about the evolution of literature in other Indian languages that have had a profound influence on the socio-cultural formations in India since early times and have also enriched Bengali language and literature. In this course students gain knowledge about

- a comprehensive knowledge of comparative analysis of the Sanskrit Literature, along with English literature and main cultural trends.
- the History of Hindi Literature would help to access a proper perspective from different views and socio- political aspects.

## **Learning Outcomes of Skill Enhancement Courses**

### **Semester III**

***[In Semester III, students mandatorily take one out of the two Courses offered, SEC-A1 & SEC-A2]***

#### **SEC A-1 – Printing and Publishing**

Student get an in-depth knowledge of

- The growth of the Printing press and development of a global platform for Bengali speaking people; the growth of new genres and publications;
- development of mass culture and activism through public theatre; the profound impact of social identity and mass protests as published in various journals, periodicals and weekly magazines; news data of theatre and staged dramas.

- the different aspects of publishing such as manuscript writing, proof reading, cover page drawing, training in Microsoft word, Pagemaker, Corel Draw, Indesign etc.

### **SEC A-2 – Functional Bengali I**

The Course introduces the student to

- story writing based on some plot; cinema and television script writing, dialogue writing, editing, screen play
- correct pronunciation of Bengali words, rhyming and recitation
- the inter-relation between cinema and literature
- the adaptation of Bengali novels to films with special readings on famous short stories and novels

### **Semester IV**

*[In Semester IV, students mandatorily take one out of the two Courses offered, SEC-B1 & SEC-B2]*

### **SEC A-2 – Functional Bengali & Research Methodology in Literature**

This course imparts understanding in

- Freelance journalism, Report Writing for Newspaper or for individual promotion, letter writing and correspondence, advertising for print and electronic media, mock interviews with personalities and people, techniques of translation, English to Bengali translation
- Research methodology and structuring techniques, collection of data, referencing and citation, copyright laws, footnotes, endnotes, abstract, bibliography and construction of appendices and timetable

### **SEC B-2 – Functional Bengali II**

This course introduces the student to

- creative writing - story writing, article within 300 words
- overview of the evolution of Bengali phonology, the spelling system of Pashchim Banga Bangla Academy and the inventory of standard Bengali in International Phonetic Alphabet (IPA) and romanisation.

## **Learning Outcomes of Discipline Specific Electives (DSE)**

## Semester V

*[In Semester V, students mandatorily take two Discipline Specific Elective (DSE) Courses: DSE-A-1 or DSE-A-2 and DSE-B-1 or DSE-B-2]*

### **DSE-A-1: Social and Cultural History of Bengal**

A comprehensive and detailed analysis of the history of social or cultural, political or the primitive mythological deep-rooted systems helps students to acquire a true understanding of evolution of the culture through various perspectives

### **DSE-A-2: Literature of Bangladesh**

Literature of Bangladesh would enrich the students' basis of a comprehensive understanding of the contemporary trends and new cultural initiatives.

### **DSE-B-1: Bengali Literature for Children & Youth**

Create knowledge and understanding of genres, literary theories, science fiction and children's literature which would help students to acquire a strong professional base in Bengali literature writing.

### **DSE-B-2: Partition of Bengal & Bengali Literature**

This course will provide a comprehensive analysis of the profound impact of Partition of Bengal on the region's Literature.

## Semester V

*[In Semester V, students mandatorily take two Discipline Specific Elective (DSE) Courses: DSE-A-3 or DSE-A-4 and DSE-B-3 or DSE-B-4]*

### **DSE-A-3: Bengali Detective, Science fiction & Paranormal Literature**

Students get to study Bengali detective novels, mystery thrillers, ghost stories and science fictions.

### **DSE-A-4: Comparative Literature**

Comparative study of classical literature to modern literature for professional careers like journalism, mass communication or media

### **DSE-B-3: Biography, Autobiography and Travel Literature**

This is an enriching course which enhances students' knowledge of biographies, autobiographies and travelogues as separate creative formats which may help in many career opportunities



#### **DSE-B-4: Folk Culture and Folk Literature**

This course imparts a good knowledge of folklore, folk culture and a general overview of contemporary folk culture and history that would help students secure a broader horizon of depth and understanding to qualify for various competitive exams in Law, multimedia, Civil Service and other disciplines.

#### **Course Outcomes of Bengali Generic (Elective) Course**

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

## Program Outcomes of Bengali Honours

### *Core Courses*

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

against landlords or rich industrialists by farmers and labourers contributed to a new phase of literary documentation.

- The Fort William College and the Vernacular Literature Society: their contribution to growth of Bengali prose, essays, translations of mythology and old religious texts of Sanskrit.

### ***Skill Enhancement Courses (SEC)***

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

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

### ***Discipline Specific Courses (DSE)***

- Fiction and novel, structural pattern and craft: Deep research into a broader cultural praxis, myth of telling a story and how it is narrated from the other's point of view, new experiments in plot, character and methodology.
- A comprehensive and detailed analysis of the history of social or cultural, political or the primitive mythological deep - rooted systems helps students to acquire a true understanding of evolution of the Bengali culture through various perspectives.
- Deep understanding about Bengal Partition and post - partition crisis in Bengali Literature: Novel, Short Story, Poetry
- Literature of Bangladesh would enrich the students' understanding of the contemporary trends in poems and novels and new cultural initiatives. Knowledge and understanding literature from a different perspective.
- Will develop the backdrop of folk tales and structural analysis of oral

discourse and the literature for children and adolescents: form and stylistics which qualify new tendencies of society and culture.

- Study of different forms of linguistic and semantic manifestations ensure a deep reading of science fiction, mystery novels and popular literature which helps to achieve a critical understanding of the growth of individual protest and literary activism.
- The course is built suitably to help students acquire a solid basis of comparative understanding of concepts of classical authors and thinkers.

## **Program Specific Outcomes of Bengali Honours**

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

- Higher studies in University of Calcutta or other reputed Universities.
- Studies in the field of Advertising, Media, Journalism, Print Media and Publishing Houses and opportunities for employment in these areas.
- Suitable job orientation as junior research associate, in college libraries and universities.
  
- Eligibility through School Service Commission Examinations and other sources as teaching faculty in schools at the Primary, Secondary and Higher Secondary levels.
- Scope of social, community and rural engagement through involvement with government institutions and NGOs.

**Course Outcomes, Programme Outcomes and Programme  
Specific Outcomes**

**Department of English, Shishuram Das College**

**B.A. Honours in English**

**Semester I**

**CC 1: History of English Literature:**

This course consists of two major sections –History of English Literature and Philology. The former section would aim to provide a comprehensive idea about British literary history from Old English period to the Modern period (1970's). The later section will trace the evolution of the English language by studying the impact of foreign influences on it, along with the ways great writers have shaped the language through personal genius.

**Expected Course Outcomes:** On completion of the Course the students will be able to –

- a. Have an idea about the British social and cultural history in order to understand their impact on British literature.
- b. Appreciate the evolution of specific genres of British literature and to formulate a rudimentary understanding of the complex and politically laden concept of literary canon formation.
- c. Formulate a functional concept about certain linguistic and philological phenomena and develop a holistic idea about the phonetic specifics of English language both in its spoken and written form.

**CC 2: European Classical Literature:**

The course would concentrate on Greek epics (Iliad Book 1 & 2) and select texts from Greek and Roman literature. As necessary subtexts the Course considers the significant presence of Classical myths which form a major part of Classical culture.

**Expected Course Outcomes:** On completion of the course the students will be able to –

- a. Develop an understanding of classic genres like epic and drama in its embryonic form and be familiar with the society, politics, philosophy and literary trends of those times.



- b. Understand literary antiquity and the classical models of the various literary genres such as Epic, Comedy, Tragedy, Satire and Lyric Poetry, and respond to literary texts vis-à-vis their socio-cultural milieu.

### **AECC 1: Communicative English:**

This Course aims at developing and strengthening the basic grammatical concepts of the students

studying with honours in English.

**Expected Learning Outcomes:** On completion of the Course the students will be able to -

- a. Develop an in-depth knowledge of the specific grammatical items.
- b. Apply these in their own usages.
- c. Write grammatically correct sentences.

### **Semester II**

#### **CC 3: Indian Writing in English:**

The Course is designed to give an overview of Indian English Literature with select texts from across the genres. The poems composed in English language in the Indian subcontinent from the 19th century to the contemporary period form the first section of the Course. The students will also be taught the conventions of the genre of novellas developed in Europe and then a comparative analysis will be done with reference to the text prescribed in the syllabus. The course would also seek to familiarize the students with advanced reading and interpretation of a drama.

**Expected Learning Outcomes:** On completion of the Course the students will be able to –

- a. Formulate some sort of comprehensive idea about how chief representative genres have evolved to generate an inclusive rubric of ‘Indian writing in English’.
- b. Develop an understanding of this particular branch of the English literature and its relevance in contemporary times.

#### **CC 4: British Poetry and Drama From 14th to 17th Century:**

The poems and plays chosen for this Course aim at familiarizing the students with the development of British poetry and drama by introducing them with the representative poets and playwrights from separate poetic conventions and literary ages. They would be introduced to the complicated universe of Shakespearean texts and the glorious dramatic tradition of the Elizabethan period.

**Expected Learning Outcomes:** On completion of the Course the students will be able to –

- a. Develop a deeper understanding of the more complicated and canonical texts of the British literature.
- b. Comprehend the ways European consciousness has evolved through exemplary texts and the men/women behind them.
- c. Realize that making sense of texts can never be an isolated, academic activity; it can make proper sense only when such texts are considered with reference to the time, the society, the milieu, the history, the people and their traditions.

### **Semester III:**

#### **CC 5: American Literature:**

The course will feature poems, drama, novel and short stories from the rich and extensive corpus of American Literature. The authors chosen in the syllabus range from early American writers of the 19th century to the contemporary period.

#### **CC 6: Popular Literature:**

In this extremely intriguing core course, representative texts from ‘genre fiction’ such as Children's Literature, Detective Fiction, Comics and Nonsense verse will be taught.

#### **CC 7: British Poetry and Drama:**

Representative texts from the 17th and Neo-Classical period have been suggested and included along with the social and intellectual background of the period.

#### **SEC A2: Business Communication:**

The course will aim at developing certain skills of the students of English literature. Students will be taught how to write an email, file a report, take down minutes of the meeting.

Expected Learning Outcomes: On completion of the Courses the students will be able to –

- a. Develop their understandings of the way the American Literature has evolved over the time.
- b. Formulate an idea about American Literature as a distinct discourse with its own features and paradigm; - as an expression of a unique ‘Americanness’ that renders it distinct.
- c. Appreciate the newly-introduced gamut of ‘popular literature’ and its relatively ‘non-literary’ subgenres and will generate consciousness about the dynamic between ‘popularity’ and ‘literary qualities’.
- d. Understand that even something as simplistic and readerly as a detective fiction or a children’s rhyme is not beyond rigorous theoretical analysis and interpretation.
- e. Develop the skills required for business communication.

**Semester IV:****CC 8: 18th Century British Literature**

The course consists of some of the representative writings from 18th Century British Literature. It includes selections across the genres of poetry, drama and prose. The course will offer the students an exposure to the characteristic features of the age, the tenor of the writers as well as the dominant cultural and intellectual developments of the era.

**CC9: British Romantic Literature**

This course is meant for the young learners' understanding of the idea of literary 'Romanticism' and its linkages with the social and cultural atmospheres of contemporary England and how these differs from those of the preceding period – Neoclassical Age. An overview of the British Romanticism at the interface of art, culture and philosophy through select literary texts will stimulate the students' interest for Romantic Literature. The course includes some of the major poems as well as fictional and nonfictional prose items of the period.

**CC10: Nineteenth Century British Literature**

The course will introduce the students with one of the biggest crises of human history, popularly known as the 'Victorian dilemma'. With a brief overview of the new cultural and social developments of the time the course will discuss some of the significant literary works of the Era, particularly selections from poetry and prose.

**SEC B2: Academic Writing and Composition**

This Course module will include the basic rules and principles of Academic writing. Moreover, it will also consider the literary skills of paraphrasing, writing summaries and critical appreciation.

**Expected Learning Outcomes:** On completion of the courses the students will be able to -

- a. Understand the continuities and correspondences between the three successive periods of English literary history.
- b. Critically appreciate the themes and styles of the literary texts that form the courses.
- c. Further develop their interests for other texts and writers from these periods which do not feature in either of these three Courses.
- d. Develop the skills of Academic Writing.

**Semester V:****CC11: Women's Writing**

The Course includes both theoretical and literary texts written by Indian and Western authors. It will help the students understand the unique lived experiences of women and the social and political factors that condition them to existential precarity.

### **CC12: Early Twentieth Century British Literature**

The module considers the complex cultural fabric of the early 20th century British society through literary texts. The poems, novels and play chosen for this Course will offer the students an exposure to the crisscrossing regions of dominant literary and philosophical theories which influence early British Modernist literature.

### **DSE A1: Modern Indian Writing In English Translation**

This course deals with various important Indian writers who wrote in their regional languages and then these were translated into English. These literary texts help the students to obtain a taste of regional colour which highlights the diversity that exists in Indian culture and society.

### **DSE B1: Literary types, Rhetoric and Prosody**

The Course will allow the students access to the fundamental aspects of Literary types, Rhetoric and Prosody. Close analyses of the items with suitable textual examples will develop cognitive and affective abilities of the students.

**Expected Learning Outcomes:** On completion of the Course the students will be able to –

- a. Appreciate the position of women in family and society.
- b. Analyze the various aspects of regional literature.
- c. Differentiate between trends of early modern literatures and those written before that.
- d. Explain the figures of speech and prosody of a given literary text.
- e. Develop a critical bent of mind which is necessary for reading, understanding and evaluating any text.

## **Semester VI**

### **CC13: Modern European Drama**

This course is designed especially for the modern European plays. It will give the students exposure to the more advanced tenets of drama through some of the noted plays ever written. The course includes the plays of Ibsen, Brecht and Beckett. It will allow them an understanding of the fundamental crises of human existence.

### **CC14: Post-Colonial Literatures**

With the help of some literary works produced by African, Indian and Latin American authors the Course highlights the legacy of colonial culture that continues influencing the everydayness

of the people from these countries. The Course will also deal with several entanglements connected with the people and their cultures in post-colonial worlds.

### **DSE A3: Partition Literature**

This module is designed specially to meet the need of the students in higher education. It considers several disciplines – literature, history, sociology etc. The Course will give glimpses into the trauma of partition and how partition as a historical phenomenon restructures the entire society and the lives of the people inhabiting there.

### **DSE B3: Autobiography**

This Course presents some of the wonderfully written autobiographies. It aims at justifying the value of autobiography as a distinct literary genre and the relevance of it in present worlds. The texts chosen for this Course will also deal with the ideas of identity and nationhood through the lived experiences of the authors.

**Expected Learning Outcomes:** On completion of the Courses the students will be able to –

- a. Relate the actual experiences of their lives with the dramatic representation through texts.
- b. Negotiate the odds of life in a batter way.
- c. Explain the politics and discourses of colonial culture.
- d. Understand the trauma of partition and become a part of collective memory.
- e. Develop a fondness for autobiography as a distinct genre and appreciate the aesthetics of autobiographical literature.
- f. Extension Programmes: Students also regularly participate in inter-departmental and inter-college debates and seminars. Our student Sayak Halder presently in Semester vi participated in regional students' seminar organized by Dhruba Chand Halder College, Dakshin Barasat, South 24 Parganas, and gave an impressive presentation.

### **B.A. General Course with English**

Under CBCS system, the students of B.A. General with English as an elective paper have wide scope to choose their courses. In Semesters I and II the students are required to read one CC/GE paper. In Semesters III and IV there are one CC paper and one SEC paper. Here they enjoy the scope to choose the paper of their own choice. Finally, in Semesters V and VI the students need to read one SEC paper and one DSE paper. Here also the students are at their liberty to choose the courses of their own choice. The texts selected for different semesters offer the students an overview of both the British literature and the Anglophone literature.

**Expected Learning Outcomes:** On completion of the Courses the students will be able to –

- a. Develop their love for English Literature.
- b. Appreciate the texts of different genres like poetry, short story, drama, novel etc.
- c. Acquire knowledge about the basic tenets of Academic Writings.
- d. Develop skills in language and communication for official purposes.
- e. Analyze the various aspects of regional literature

### **B.A General- LCC Components:**

Under the CBCS system, it has been made compulsory for the general students to study LCC (English) for at least two semesters. In SEM 3, for LCC-1 (L1-1) students are supposed to study “Language, Variety and Stylistics” and in SEM V, for LCC-1 (L1-2), students are supposed to study “Language, Imagination & Creativity”. For even SEM-s there are Alternative English courses too for those who opt for that, but in our college students alternate between the vernacular (English) and Bengali with SEM variations.

**Expected Learning Outcomes:** On completion of the Courses the students will be able to –

- a. Become interested in English language as a mode of effective communication.
- b. Become more cognizant of the relevance of English as the primary mode of official communications.
- c. Acquire knowledge about the basic tenets of Formal as well as informal Writings.
- d. Develop skills in language and communication for purposes that are both personal and professional.

## **Department of English**

### **Programme Outcomes (PO)**

**PO1 - Critical Thinking:** Take informed actions after identifying the assumptions that frame our thinking and actions, checking out the degree to which these assumptions are accurate and valid, and looking at our ideas and decisions (intellectual, organizational, and personal) from different perspectives.

**PO2 - Effective Communication:** Speak, read, write and listen clearly in person and through electronic media in English and in one Indian language, and make meaning of the world by connecting people, ideas, books, media and technology.

**PO3 - Social Interaction:** Elicit views of others, mediate disagreements and help reach conclusions in group settings.

**PO4 - Effective Citizenship:** Demonstrate empathetic social concern and equity centred national development, and the ability to act with an informed awareness of issues and participate in civic life through volunteering.

**PO5 - Ethics:** Recognize different value systems including your own, understand the moral dimensions of your decisions, and accept responsibility for them.

**PO6 - Environment and Sustainability:** Understand the issues of environmental contexts and sustainable development.

**PO7 - Self-directed and Life-long Learning:** Acquire the ability to engage in independent and life-long learning in the broadest context socio-technological changes.



## **Department of English**

### **Programme Specific Outcomes (PSO)**

**PSO1** – Ability to be familiar with texts and authors from within and outside the syllabus.

**PSO2** – Ability to impart their literary consciousness to others.

**PSO3** – Students learn to judge a work on the basis of geographical, thematic and historiographical aspects.

**PSO4** – Students may take initiatives in publishing their literary endeavors in wall-magazines, news-letters, journals etc.

**PSO5** – Learners will be able to relate literature with other performing arts.

**PSO6** – Learners will be able to relate, compare and contrast literature within their languages.

**PSO7** – Learners will be able to relate literature with other branches of knowledge like philosophy, history, political science etc.

## Mapping Programme Outcome (PO) and Course Outcome (CO)

### Honours Course

Course Outcome (CO) of	Programme Outcome (PO)						
	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CC1	√	√	√		√	√	
CC2	√	√	√				√
CC3	√	√	√				√
CC4	√	√	√				√
CC5	√	√	√				√
CC6	√	√	√				
CC7	√	√	√				√
CC8	√	√	√				√
CC9	√	√	√				√
CC10	√	√	√				√
CC11	√	√	√				√
CC12	√	√	√				√
CC13	√	√	√				√
CC14	√	√	√				√
AECC1	√	√	√	√	√	√	
SEC-A2	√	√	√	√	√	√	
SEC-B2	√	√	√	√		√	
DSE A1	√	√	√				
DSE B1	√	√	√				√
DSE A3	√	√	√				√
DSE B3	√	√	√				

## Mapping Programme Outcome (PO) and Course Outcome (CO)

### General Course

Course Outcome (CO) of	Programme Outcome (PO)						
	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CC1/GE1	√	√	√		√	√	
CC2/GE2	√	√	√				√
CC3/GE3	√	√	√				√
CC4/GE4	√	√	√				√
AECC1	√	√	√	√	√	√	
SEC A2	√	√	√	√	√	√	
SEC B1	√	√	√	√		√	
DSE A2	√	√	√				
DSE B1	√	√	√				√

SHISHURAM DAS COLLEGE

DEPARTMENT OF  
EDUCATION

COURSE & PROGRAM OUTCOMES  
OF  
EDUCATION HONOURS (B.A.)  
UNDER CBCS

*[Course code Used: Core Course (CC); Skill Enhancement Course (SEC); Discipline Specific Elective (DSE); Course Outcome (CO); Program Outcome (PO); Program Specific Outcome (PSO)]*

**SEMESTER-I**

**CC-1: Introduction to Education**

**CO:** Students understand the meaning, nature, scope, aims of education with special reference to Delor's Commission and Child centrist and Play-way in Education. They also understand about different factors and agencies of education. Students can also understand the narrow and broader concept of education. Understand the concept and importance of child centrist and the concept of difference between play and work.

**CC-2: History of Indian Education**

**CO:** Learners develop knowledge about the details history of Indian Education system from ancient to modern. Understand the salient features of ancient and medieval Indian education system.

They can also understand the Indian education system during British period of (1800-1853), (1854-1946) and after independence.

## SEMESTER-II

### **CC-3: Psychological Foundation of Education**

**CO:** Learners acquire detail knowledge about relation between psychology and education, nature, scope and significance of educational psychology, and its importance. They also learn about stages, types and theories of human development and their educational significance, learning: concept and theories and Concept, types and theories of intelligence.

### **CC- 4: Philosophical Foundation of Education**

**CO:** Learners acquire detail knowledge about the meaning, relation and significance of philosophy and education, overview of Indian schools of philosophy, western schools of philosophy and Philosophy for development of humanity. They also learn the importance of educational philosophy in todays' education system.

## SEMESTER-III

### **CC-5: Sociological Foundation of Education**

**CO:** Students acquire detail knowledge about Sociological Foundation of Education and relate the theories to real life and the concept of nature, scope of sociology. They also learn about the different social groups, Social Changes and interaction process of Education and Social Communication in Education.

### **CC-6: Educational Organization, Management and Planning**

**CO:** Students internalize the concept of Educational Organization, Management and Planning. They also understand educational planning and essential functions of educational organization and educational management.

### **CC7: Guidance and Counselling**

**CO:** Learners gain the basic knowledge about guidance and counselling its meaning, definitions, functions, types, techniques and types of counselling and basic data necessary for Guidance. Understanding the concept of individual and group guidance with its advantages and disadvantages. They can also understand the concept of Educational – Vocational – Personal Guidance. Learners can gain the concept of basic data necessary for guidance.

## SEMESTER-IV



**CC-8: Technology in Education**

**CO:** Students acquire in-depth knowledge on educational technology and its need, instructional techniques, System approach, **Instructional techniques and models of teaching**, Computer in education and communication, Nature and characteristics of e-learning and different approaches of ICT and e learning. Students can also understand the concept of computer education and communication.

**CC-9: Curriculum Studies**

**CO:** Students develop an understanding of the basic concepts of Curriculum Studies, relation among curriculum, pedagogy and assessment, National Curriculum Framework 2005, NCF 2005, curriculum development, content selection and selected theories in this regard and evaluation & reform of curriculum. They can also understand the meaning, nature and scope of curriculum.

**CC-10: Inclusive Education**

**CO:** This paper consists the outcomes of the meaning of Inclusion and exclusion in education and society, know the types of exclusion and their causes and develop knowledge how to bring about inclusion in different spheres. The learners also develop clear concept regarding differently abled, role of school and society in creating a barrier free environment, socially disabled, role of education and educational reforms for inclusive society. Understanding the concept of socially disabled like ST, SC and OBC groups.

**SEMESTER-V**

**CC 11: Evaluation and Measurement in Education**

**CO:** Learners develop understanding of the concepts of measurement and evaluation in education, the process of Evaluation, different types of measuring instruments and their uses, the concepts of validity and reliability and their importance in educational measurement and the principles of test construction. Overview of criteria of good tools and its construction.

**CC 12: Statistics in Education**

**CO:** The students develop knowledge and skill about the concept of statistics and to develop skill in analyzing descriptive measures, Normal Probability Curve and its uses in education, measures of relationship and organize relevant educational data and to represent educational data through graphs and to develop skill in analyzing and displaying data.

## SEMESTER-VI

### **CC-13: Psychology of Adjustment**

**CO:** This paper consists the outcomes of learners understanding and developing skill about the concept of adjustment, maladjustment and some commonly found problem behavior, the multi-axial classification of mental disorders,

different coping strategies for stressful situation and the administration, scoring and interpretation of the psychological tests. They can also understand the administration, scoring and interpretation of KNPI, KIEI and understanding effect of learning material on memorization.

### **CC-14: Basic Concept of Educational Research**

**CO:** The course consists the outcomes of Students develop a concept of educational research, various steps to be followed for conducting a research, basic elements of educational research, data collection procedure and write a research proposal and review research papers.

### **SEC – A (Semester – 3): Communication Skill**

**CO:** Outcomes of this course is introduction with Communication and know how to improve the communication skill, develop in-depth knowledge about Principles, types and barriers to listening skill, Verbal and non-verbal communication, Public speaking: Extempore and Group discussion. The students also develop skill about Reading and Writing Skills.

### **SEC – B (Semester – 3): Skill for Democratic Citizenship**

**CO:** The learners develop knowledge about their duties as citizens, the rights and duties in Indian Constitution, Child protection and rights, POCSO, Domestic violence, Protection of Women from Domestic Violence Act, 2005. Protection of males in DVA 2005 and role of education to protect all the rights.

### **SEC – B (Semester – 4): Teaching Skill**

**CO:** This course outcomes helps the learners to develop clear concept, definition, nature of teaching, importance of learning design in teaching, steps and good qualities of learning design. They also develop knowledge about factors affecting teaching, relation between teaching and training, Micro-teaching and Micro lesson, simulated teaching and integrated teaching. The learners acquire teaching skills like introducing a lesson, questioning, and use of teaching



aids, illustration and reinforcement and different phases of teaching like Pre-active, Inter-active and post-active phase.

### **SEC – B (Semester – 4): Life Skill Education**

**CO:** Learners develop the concept, meaning, origin, development, definitions, classification and techniques of Life Skills. The learners also come to know the importance of Life skills for leadership training.

### **DSE – A (Semester – 5): Peace and Value Education**

**CO:** Students gain theoretical and practical knowledge, concept, scope, aims of Peace and Value Education. They also gain knowledge about NCFTE 2009 on Peace Education and the role of teachers and educational institutes in promoting peace and value education. The learners come to know about Peace and Non Violence, Role of Peace for Non-Violence, Gandhian principle of Non Violence, classification of values and sources of values, need for value education in the 21<sup>st</sup> century, role of home, school and society to foster values among students and role of Value Education in resolving conflict.

### **DSE – A (Semester – 5): Educational Thought of Great Educators**

**CO:** The students develop an understanding of educational ideas of Indian (Vivekananda, Rabindranath, Gandhiji, Radhakrisnan, Begum Rokeya and Sister Nivedita) and Western Educators (Plato, Rousseau, Montessori, Pestalozzi Dewey and Ivan Illich).

### **DSE – A (Semester – 6): Gender and Society**

**CO:** The learners understand and internalize the basic terms, concepts used in gender studies like gender identity; gender role and gender stereotype and social construction of Gender. They also develop knowledge about socialization and gender biases in the family and school, Social Differentiation among women in educational context by caste, tribe, religion and region, Gender discrimination in the management of the school and education system, gender roles and relationships matrix, gender based division and valuation of Work, exploring attitudes towards Gender and Gender inequality in the schools and way to overcome it.

### **DSE – A (Semester – 6): Population Education**

**CO:** The learners are enlightened with the concepts like meaning, importance and objectives of Population Education, different factors influencing Population, different concepts related to



population Education, population growth and responsibilities, scope and role of teachers, mass media and youth in creating awareness of population problems.

### **DSE – B (Semester – 5): Teacher Education**

**CO:** The learners understand the basic concept, meaning, aims and objectives in different levels, historical perspectives and development of teacher education. The students also can differentiate teacher training and teacher education. They develop knowledge about various recommendations of different commission regarding teacher education, present system and role of the different agencies like NCERT, NCTE, NUEPA, University etc in teacher education, Pre service, In service teacher education, Orientation and Refresher courses.

### **DSE – B (Semester – 5): Open and Distance Learning**

**CO:** The students get acquainted with the concept, meaning, definition, objectives, characteristics, merits, demerits, mode and strategies of open and distance education. They also develop knowledge about relationship among non-formal, correspondence, distance and open education, present status, role of multi-media, problems, measures for strengthening open and distance education in India.

### **DSE – B (Semester – 6): Human Rights Education**

**CO:** The learners develop in depth knowledge about the basic concept, nature, meaning, significance of human rights. They also learn about Human Values like dignity, liberty, equality, justice, unity in diversity. The learners gain knowledge about brief history of Human rights, role of United Nation, Human Rights Act – 1993, Human Rights Commission, Judicial organs, role of educational institutions, press, media and NGOs.

### **DSE – B (Semester – 6): Women Education**

**CO:** The learners come to know about the historical perspectives of Women Education, contribution of Missionaries, role of British government, constitutional provision for women education, NPE -1968, 1986, 1992, POA-1992, Radhakrisnan, Mudaliar and Kothari Commission, Durgabai Deshmukh Committee, Hansraj Mehta Committee and Bhaktabatsalam

Committee recommendations on Women education. The learners also gain knowledge about the role of Indian Thinkers Raja Rammohan Roy and Ishwar Chandra Vidyasagar in promoting Women Education and major constraints of Women Education and Women Empowerment and importance of Women Education and Women Empowerment.

## **Program Outcomes (Education Honours)**

### **PO1-Critical Evaluation:**

Critically analyze the reports of various committees and commissions, national policies of education. Students are also encouraged to evaluate the contribution of western and eastern educators and national leaders. They gain mastery over ICT. They also demonstrate their critical thinking through comparing features of the system of education in UK& USA with that of India, techniques of data collection, application of relevant statistical techniques to represent and analyse the data.

### **PO2-Discovery and Exploration:**

Explore new ideas and thoughts through the application of theoretical knowledge of Education subject and statistical techniques and pedagogical analysis.

### **PO3-Effectual Communication:**

Students demonstrate their communicational skills through paper presentations on subject as well as various interdisciplinary themes. Students engage in research projects to demonstrate effective communication skills.

### **PO4-Sense of time and space:**

Relate their understanding of the theories of educational psychology, philosophical and sociological foundations, ICT, Guidance and counselling, Peace and Value education in various classroom situations and societal experiences.

### **PO5-Thinking Skills:**

Demonstrate thinking skills by analyzing, synthesizing, evaluating factual and conceptual educational information from multiple sources and verifying the relevance of various topics by applying them.

### **PO6-Self-Sufficiency and Life-long Learning:**



Developing self-sufficiency, sincerity, independent thinking as education is a lifelong process for empowering the students to face all challenges in their future endeavours.

**PO7-Socio-Cultural-political Awareness:**

The students became aware of socio-cultural-political diversity through analysis of diverse social groups, schools of philosophy, religion, class, caste, culture, role of family and other institutions and agencies.

**PO-8-National Integration, International Understanding and Peace:**

Develop concern for the society, nation, as well as promote the feelings of internationalism by comparing our education system with that of UK, USA, philosophy of various educators, social and educational reformers. Various educational policies for the eradication of illiteracy, equalization of educational opportunity, UEE, inclusion, National Disintegration, population explosion and so on are taught in order to sensitize the students. Core Philosophy of Indian Constitution is also developed among the students.

**PO-9-Social Interaction:**

Encouraging students from diverse backgrounds are provided equal opportunity for fulfilment of their needs and interests. Differently Able students are encouraged to interact with other students in an Inclusive environment. To understand the society the students interact with the members of the society.

**PO-10-Solving current problems:-**

Acquainting students with the diverse current educational problems and other related issues like SSA, Inclusive education, Unemployment, Poverty, National Disintegration and Population explosion.

**PO-11-Inculcating Values and Ethics:**

Applying the knowledge of education in order to inculcate awareness among students concerning racial and gender equity; human rights issues, social justice and other values as enshrined in the Preamble of the Constitution.

**PO-12-Heritage Awareness, Environment Consciousness and Sustainability:**

Encouraging students to understand various issues related to environment and sustainable development by acquainting them with the diverse causes that lead to social change and progress. Sensitizing the students with the cultural heritage of India in education is another key issue.

## Program Specific Outcomes (Education Honours)

Students will have better concepts and can express their own thoughts and creativity. The program will help you them to do in various areas like sociology of education, History of Education, Psychology of education and Philosophy of Education.

### **PSO1:**

Students develop a clear idea about the subject Education, like nature, scope and aim of Education, factors, different agencies of education and child centric Education.

### **PSO2:**

Students develop knowledge about the details history of Indian Education system.

### **PSO3:**

Students gather knowledge about Educational Psychology, theories of psychology and their role and importance & impact in the field of education and education system.

### **PSO4:**

Students develop knowledge about basic of Indian as well as Western Philosophy. They also develop knowledge about the importance of different schools of philosophy in the field of Education.

### **PSO5:**

Students internalize the basic of Sociology, relation between Sociology and Education, theories of Educational Sociology and importance of Educational Sociology in the field of Education.

### **PSO6:**

Students develop the concept of an ideal organization in educational institutions, the essential functions of educational management and they understand the different aspects of planning.

### **PSO7:**

Students develop the concept of guidance and counselling, various types of Guidance and basic data necessary for Guidance.

### **PSO8:**



Students develop an understanding of educational technology, use of computer in education and communication, develop an understanding of ICT & e-learning and they also get acquainted with the instructional techniques and different models of teaching.

**PSO9:**

Students develop an understanding about concept, nature, types and major approaches of curriculum, the relation among curriculum, pedagogy and assessment, understanding about curriculum development and national curriculum framework, 2005, get acquainted with content selection and selected theories in this regard and develop an understanding of evaluation & reform of curriculum.

**PSO10:**

Justifying the difference between adjustment and maladjustment by citing suitable examples and their remedial measures

**PSO11:**

Students understand the meaning of Inclusion and exclusion, types of exclusion and their causes, and how to bring about inclusion in different spheres.

**PSO12:**

Students develop understanding of the concepts of measurement and evaluation in education, process of Evaluation, types of measuring instruments and their uses, concepts of validity and reliability and their importance in educational measurement and principles of test construction.

They also understand the criteria of constructing standardized tests and utility of statistics in the field of education.

**PSO13:**

Learners develop the concept of statistics and to develop skill in analyzing descriptive measures, concept of Normal Probability Curve and its uses in education, measures of relationship and organize relevant educational data and to represent educational data through graphs and to develop skill in analyzing and displaying data.

**PSO14:**

Learners understand the concept of adjustment, maladjustment and some commonly found problem, multi-axial classification of mental disorders, different coping strategies for stressful situation and administration, scoring and interpretation of the psychological tests behavior.

**PSO15:**

Students develop a concept of educational research, various steps to be followed for conducting a research and write a research proposal and review research papers.

**PSO16:**

The learners also develop an excellent communication skill, Skill for Democratic Citizenship and related theories, teaching skills, life skill education, peace and value education.

**PSO17:**

Develop consciousness about great educators and their thoughts, gender and society, population explosion and teacher education.

**PSO18:**

The learners develop knowledge about Open and Distance Learning, Human Right Education and women Education.

## Course Outcomes of Education Generic Elective Course

Semester-wise break-up of Generic Elective for students having Honours in subjects other than Education.

Semester I	Generic Elective Course I (GE-I)
Semester II	Generic Elective Course II (GE-II)
Semester III	Generic Elective Course III (GE-III)
Semester IV	Generic Elective Course IV (GE-IV)

### **Course Outcomes**

#### **CC- 1/GE - 1 (Semester - 1): Introduction to Education**

CO1. Students understand the meaning, nature, scope, aims of education with special reference to Delor's Commission and Child Centricism and Play-way in Education. They also understand about different factors and agencies of education.



**CC – 2/GE – 2 (Semester – 2): Psychological Foundation of Education**

**CO2.** Learners acquire detail knowledge about relation between psychology and education, nature, scope and significance of educational psychology, and its importance. They also learn about stages, types and theories of human development and their educational significance, learning: concept and theories and Concept, types and theories of intelligence.

**CC – 3/GE – 3 (Semester – 3): Sociological Foundation of Education**

**CO3.** Students acquire detail knowledge about Sociological Foundation of Education and relate the theories to real life. They also learn about social groups, Social Change and Education and Social Communication in Education.

**CC– 4/GE – 4 (Semester – 4): Inclusive Education**

**CO4.** The learners understand the meaning of Inclusion and exclusion, know the types of exclusion and their causes and develop knowledge how to bring about inclusion in different spheres. The learners also develop clear concept regarding differently abled, Role of school and society in creating a barrier free environment, socially disabled, role of education and educational reforms for inclusive society.

This generic course imparts in-depth understanding of

- the meaning of education, its aims, factors, agencies and various perspectives including various agencies of education and child-centricism and play-way in education.
- the theoretical implications of the educational psychology on various stages of development. Learners also learn different aspects of human development, cognitive approach of development etc.
- the concept about Sociological Foundation of Education including nature, and scope of Sociology of education, Social Groups and Socialization process, Social change and Social interaction in Education and social Communication.
- theoretical and practical knowledge on Inclusive Education, concept of Inclusion and exclusion, exclusion and their causes and how to bring about inclusion in different spheres of activity.

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# SHISHURAM DAS COLLEGE

## DEPARTMENT OF HISTORY

### HISTORY B.A (HONS.) UNDER CBCS

#### COURSE OUTCOME

PAPER 1/CC1 – HISTORY OF INDIA (FROM THE EARLIEST TIMES TO C300 BCE) – The course helps the students to get a vivid idea about ancient India from the earliest times to the period of the Sodasha Mahajanapadas. The Pre-Historic age is new to them and so it is an important module.

PAPER 2/CC 2 – SOCIAL FORMATIONS AND CULTURAL PATTERNS OF THE ANCIENT WORLD OTHER THAN INDIA –The students get a good idea about the Ancient Civilization of the World viz. Greece and Rome from the primitive age onwards.

PAPER 3/CC 3 – HISTORY OF INDIA(C 300 BCE – C 750 C.E) –The course helps the students to get a clear picture from c. 300B.C to 750B.C from the Mourya Age to Post – Gupta Age

PAPER 4/CC 4 - SOCIAL FORMATIONS AND CULTURAL PATTERNS OF THE MEDIEVAL WORLD OTHER THAN INDIA –This group is very important as its gives the vivid idea of the ancient history of Europe from the crisis of the Roman Empire and about the Papacy and Feudalism.

PAPER 5/CC5 – HISTORY OF INDIA(C 750 – 1206) – This paper focuses on the entire early medieval period which is new in the syllabus. It deals with the sources and the debates about the age and also with the evolution of the political structure, social and economic changes of the age and discussed about the developments of religious and cultural sphere.

PAPER 6/CC6 - –RISE OF THE MODERN WEST – I – This paper is very enlightening as it discuss the transition debate, renaissance , reformation and rise of national monarchy entirely new for the students.



PAPER 7/CC7 - - HISTORY OF INDIA(C 1206 - 1526) -This paper focuses on the rise and fall of the Delhi Sultanate and the provincial dynasties with their political, economic and cultural system. It discuss about society, economy, religion and cultural sphere of the Sultanate.

PAPER 8/CC8 - -RISE OF THE MODERN WEST - II - This paper focuses on the Printing Revolution, The English Revolution, Scientific Revolution, Mercantalism and Crisis in Europe in 17th Century. The students also study about The Glorious Revolution, Eleven Years Tyranny and Patterns of Absolutism in Europe.

PAPER 9/CC9 - HISTORY OF INDIA(C. 1526 -1605) - This paper introduced students about the sources and historiography of the Mughal era. It also discussed about the establishment and consolidation of Mughal rule over India and also about the socio- political,economic and religious aspects of Mughal history.

PAPER 10/CC10 - - HISTORY OF INDIA(C. 1605 - 1750 S) - This paper is about the history of Mughal empire after Akbar, the political culture and economic aspects, orthodoxy and syncretism of religious sphere, visual culture and the crisis of the empire. It also deals about the patterns of regional politics of the empire.

PAPER 11/CC11 - HISTORY OF MODERN EUROPE (C. 1780 - 1939) - This paper describes thoroughly about European History from pre French Revolution crisis to beginning of the Second World War. Its also consists of 1789 Revolution, Napoleonic era, Vinnena settlements, nationalistic movements, rise of new state: Germany and Italy, imperialism, 1st World War Europe between two World War.

PAPER 12/CC12 - HISTORY OF INDIA (C. 1750 S - 1857) - This paper discuss about the consequences of 18th century India , ideologies of the British Raj, colonial state, trade and industry, rural economy and society, popular resistance against colonial government.

PAPER 13/CC13 - HISTORY OF INDIA (C. 1857 - 1964) - This paper deals with the changing scenario of the socio- religious fields and cultural sphere, the growth of nationalism, the Gandhian ideas of movements, interfaces of various social groups, rise of

communalism, consequences of partition and independence, emergence of India as a new state.

PAPER 14/CC14 - - HISTORY OF WORLD POLITICS (C. 1945 - 1994) - This course discuss about the cold war politics, the role of USA And USSR in world politics, different crisis of the cold war, China and the USA - SinoSoviet rift, crisis of the middle east and de- colonization of Africa, civil rights movements.

HIS-A-DSE (DISCIPLINE SPECIFIC ELECTIVE)

PAPER 1/DSE-A-1 - HISTORY OF BENGAL(C.1757 - 1905) - This paper specially discussed about the rise of the British in Bengal and their administrative policy, indigenous social , political and education system and their reforms, the women questions and the various revolts and protest movements against the Raj, partition of Bengal.

PAPER 2/DSE-A-3 - HISTORY OF BENGAL(C.1905 - 1947) - This course is discuss about the swadeshi movements, rise of extremism of Bengal, birth of muslim league, Gandhian movements in Bengal, rise of left politics, various movements and upsurge, NetajiSubhas Chandra Bose, consequences of freedom and partition, birth of West Bengal and East Pakistan.

PAPER 5/DSE-B-1 - HISTORY OF MODERN EAST ASIA -1CHINA (C.1840 - 1949) - This paper focuses on the evolution of the Chinese empire, advent of the foreigners, various revolution and its effects on traditional society and economy, rise of the republic of China.

PAPER 6/DSE-B-3 - HISTORY OF MODERN EAST ASIA -1JAPAN (C.1868 - 1945) - This paper elaborately discuss about traditional Japan and the Shogunate, the rise of the Meiji era and the changing scenario of traditional Japan, the imperialistic policy of Japan towards China and Pacific, Japanese involvement in second world war.

HIS-A COURSES SEC(SKILL ENHANCEMENT) - A&B SEC-A-1 - ARCHIVES AND MUSEUMS-

This course is beneficent for the students as they get a good idea about Museums and Archives, how the artifacts are displayed and preserved and how they are preserved and administered. They can take Museology subject in future and opt for jobs in Museums and Archives.

SEC-B-2 – ART APPRECIATION: AN INTRODUCTION TO INDIAN ART – The course offers the students a deep insight into Indian Art from Pre – Historic times till the colonial period with special emphasis on folk art.

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# **Shishuram Das College**

## **Department of History**

### **Programme Specific Outcome**

#### **OUTCOME OF HONOURS COURSE:**

1. After graduation the students of the Honours course of the History Department will be able to get a true picture of the history of Europe of all stages and periods.
2. The course is very helpful to the students as they can choose the subject for specialization in the Masters Degree as they have an overall view of the subject. The students generally opt for the period of history which they like or prefer in the undergraduate course.
3. If the students like Museology, they can take it up as career in future by working in Museums and Archives. This is because they have already studied about Museums and Archives in the SEC (Skill Enhancement Course).
4. Their knowledge about the culture and heritage of India is increased manifold and their quest for the tradition of India is also enhanced.
5. They can also take Archaeology in the post-graduate level and later on apply in the Archaeological Survey of India and different universities for job.
6. They can appear for examinations held by the School Service Commission and College Service Commission. After completion of Ph.D. degree they can apply for University posts and posts in Colleges.
7. They can also appear for various competitive examinations like IAS, WBCS and other administrative posts. They can also study law and appear for legal posts.

#### **OUTCOME OF GENERAL COURSE:**

1. After graduation the general students who have History as their subject would get a clear picture a holistic picture of History of India as well as the History of the World.
2. History is a subject for which they have to give examination in various competitive examinations like SSC, TET, Civil Service (IAS and WBCS).

3. In various other interviews the students are often asked about questions relating to the History of India and the World. A general student of History will be able to answer these questions properly and correctly if they have studied the subject in class as it is in their curriculum.

4. They will also be able to answer the general knowledge questions in the examination as the major part is related to History.

5. The Skill Enhancement Course gives them an idea about the Museums and Archives and about Historical Tourism which they can take up as their profession.

6. Their knowledge about the culture and heritage of India is increased manifold and their quest for the tradition of India is also enhanced.

# Shishuram Das College

## Department of Philosophy

### Course Outcome

Three Year B.A. (Hons. / Gen.) Course under CBCS System

Academic Session : 2018-19 to 2022-23

Name of the Programme	Course Code	Course Name	Course Outcome
<b>SEM-1</b>	<b>CC1</b>	<b>Indian Philosophy-1</b>	<p>Indian Philosophy encompasses diverse approaches to life's questions, divided broadly into two groups: Astika and Nastika.</p> <ul style="list-style-type: none"><li>• Astika schools affirm the authority of the Vedas.</li><li>• Nāstika schools reject the authority of the Vedas.</li></ul> <p>Let's explore three notable Astika schools:</p> <ul style="list-style-type: none"><li>• Carvaka, which embraces materialism and views the physical world as the sole reality.</li><li>• Jaina, a non-theistic school focused on the concepts of soul and karma.</li><li>• Bauddha, another non-theistic school, emphasizes the Four Noble Truths and the Eightfold Path.</li></ul> <p>Additionally, we have two well-known Astika schools:</p> <ul style="list-style-type: none"><li>• Nyaya, a school of logic and epistemology.</li><li>• Vaisesika, which delves into atomism and classifies reality into seven basic categories (Padarthas).</li></ul> <p>Studying Indian Philosophy introduces students to different ways of understanding the world—its tangible aspects, profound ideas, and paths toward spiritual liberation. This exploration broadens perspectives on existence and the pursuit of ultimate truths.</p>

	<p>CC-2</p>	<p><b>History of Western Philosophy-1</b></p>	<ul style="list-style-type: none"> <li>• Western Philosophy explores important ideas that have influenced Western societies. It all started with thinkers from ancient Greece like Thales and Aristotle.</li> <li>• Over the centuries, Western philosophers have delved into various subjects, like what's real, the purpose of life, and how the mind and body connect.</li> <li>• Some notable figures in Western Philosophy are Plato, Socrates, and Descartes, whose ideas have left a lasting mark on Western thought and culture.</li> </ul> <p>Explaining key terms:</p> <ul style="list-style-type: none"> <li>• Philosophy is about asking big questions about what we know, what's real, and how we should live.</li> <li>• Western culture refers to the customs and beliefs of Europe and the Americas.</li> <li>• The Pre-Socratics were early Greek thinkers who came before Socrates.</li> <li>• Epistemology is a part of Philosophy that looks at how we gain knowledge.</li> </ul>
<p><b>SEM-2</b></p>	<p>CC-3</p>	<p><b>Indian Philosophy-II</b></p>	<p>Studying Indian Philosophy offers a powerful boost to our ability to think critically. This is because Indian Philosophy delves into complex questions like what's real, the purpose of life, and why suffering exists. To grapple with these questions, clear and sharp thinking is essential. Moreover, Indian Philosophy can be a guide in overcoming negative emotions like anxiety, sadness, and anger. It teaches us about the value of letting go of attachments, being present, and showing kindness. By embracing these ideas, we can learn to shed negative feelings and live a more peaceful life.</p> <p>The document you're referring to explores the main traditional schools of Indian Philosophy: Samkhya, Yoga, Mimamsa, and Vedanta.</p> <ul style="list-style-type: none"> <li>• Samkhya sees reality as dual, split into Purusha (consciousness) and Prakriti (matter).</li> <li>• Yoga emphasizes uniting our individual consciousness with the universal consciousness through practice.</li> <li>• Mimamsa focuses on interpreting the Vedas.</li> </ul>

			<p>Vedanta delves into the nature of Brahman, the ultimate reality</p>
	<p>CC-4</p>	<p><b>History of Western Philosophy-II</b></p>	<p>Epistemology, a branch of Philosophy, probes the essence of knowledge, its acquisition, and boundaries.</p> <p>The paper in question explores Western empiricist and critical perspectives on epistemology:</p> <ul style="list-style-type: none"> <li>- Empiricism asserts that knowledge stems from experience, contending that we start with a blank slate and accumulate knowledge through senses.</li> <li>- Critical approaches argue that knowledge arises not only from experience but also from reason and understanding, necessitating interpretation of experiences to construct knowledge.</li> </ul> <p>Key empirical theories by Locke, Berkeley, and Hume are examined:</p> <ul style="list-style-type: none"> <li>- Locke posited that the mind is devoid of innate knowledge, and all knowledge is garnered through sensory experience.</li> <li>- Berkeley proposed that only minds and ideas exist, denying the reality of material objects.</li> <li>- Hume contended that certainty in knowledge is unattainable, asserting that knowledge is contingent on ever-changing experiences.</li> </ul> <p>Additionally, the paper discusses the critical perspective of Immanuel Kant:</p> <ul style="list-style-type: none"> <li>- Kant posited that knowledge is not solely derived from experience but also from innate concepts, such as space and time, facilitating understanding of experiences.</li> </ul> <p>Kant's contributions to epistemology and moral Philosophy have left a profound impact, stimulating ongoing philosophical discourse and debate.</p>



<b>SEM-3</b>	2018	CC-5	<b>Philosophy of Mind</b>	<p>Philosophy of mind explores how our minds function and their connection to our bodies. The big question it tackles is the mind-body problem: how can something non-physical like the mind influence something physical like the body?</p> <p>People have various views on this issue. Some think the mind is just what the brain does, while others see the mind as distinct from the brain. There's no single answer that everyone accepts.</p>
	2018	CC-6	<b>Social and Political Philosophy</b>	<ul style="list-style-type: none"> <li>• Social and Political Philosophy delves into the nature of society and governance, addressing inquiries about societal organization, individual rights and duties, and the governmental role. It intersects with Ethics, which evaluates moral aspects of social structures.</li> <li>• The discipline explores crucial questions such as: <ul style="list-style-type: none"> <li>• 1. The dynamic between individuals and the state.</li> <li>• 2. Citizens' entitlements and duties.</li> <li>• 3. Optimal governmental structures.</li> <li>• 4. Justice's function in society.</li> <li>• 5. The correlation between law</li> </ul> </li> </ul>

			<p>and morality.</p> <ul style="list-style-type: none"> <li>• By studying the theories of social and political philosophers, students gain insights into these fundamental inquiries, enriching their understanding of societal dynamics and ethical considerations.</li> </ul>
2018	CC-7	<b>Philosophy of Religion</b>	<p>Studying Philosophy of Religion helps students grasp the reasons behind people's faiths. It also encourages us to reflect on our own beliefs and values. Philosophy of religion explores what religion entails and why people hold religious views. This branch of philosophy aids in assessing our personal beliefs and values, leading to a clearer understanding of the world.</p>
	SEC-A (b)	<b>Man and Environment</b>	<p>"Man and the Environment" is a great book for students curious about how humans interact with nature. It covers the problems we encounter, ways to solve them, and how to get involved in protecting our environment.</p>

<b>SEM-4</b>	2018	CC-8	<b>Western Logic- I</b>	<p>In this course, students will enhance their ability to think critically and reason logically by completing assigned exercises and writing tasks. They'll learn to analyze questions about truth, validity, reasoning, and different types of logical arguments. This includes understanding deductive reasoning, syllogisms, common mistakes in reasoning, and how to apply these concepts to philosophical, scientific, and mathematical problems. Students will practice identifying the main points (premises) and conclusions in both formal and informal arguments, while also learning about the limits of deductive reasoning and the challenges posed by language. They'll achieve this by closely examining and analyzing short essays, editorials, or articles.</p>
		CC-9	<b>Western Logic-II</b>	<p>The student will learn to identify the different parts of an argument, and to evaluate different types of arguments. For example, they will learn how and when arguments by analogy are effective, and what their limits are. They will also learn about the different kinds of causal analyses and how they are used in different contexts.</p> <p>To do this, the student will complete assigned exercises, such as constructing arguments of their own, evaluating the claims of others, drawing and analyzing Venn diagrams, and finding examples of fallacious forms of reasoning. They will also write a term paper on a controversial topic, in which they will need to research both sides of the debate</p>

			and defend their own position.
2018	CC-10	<b>Epistemology and Metaphysics</b>	<p><b>Epistemology</b> is a part of philosophy that explores knowledge: what it is, how we get it, and if it's even possible. It's interested in how we can be sure of what we claim to know and what might be beyond our grasp.</p> <p><b>Metaphysics</b> is another philosophical branch dealing with the core nature of reality. It delves into big questions like the existence of God, the nature of time and space, and the connections between our minds and bodies.</p> <p>Epistemology focuses on the boundaries of what we can know, asking things like, "How do we figure out what's true?" and "Are there things we'll never fully understand?" Meanwhile, metaphysics wonders about the very essence of existence, pondering, "What really exists?" and "How are our thoughts connected to our physical selves?"</p> <p>These areas of philosophy are closely linked. Epistemology lays down the groundwork for metaphysics by explaining what we can confidently say about reality. Metaphysics, in turn, helps us understand knowledge better by giving us a way to think about its limits.</p>

	2018	SEC-B	<b>Philosophy of Human Rights</b>	<ul style="list-style-type: none"><li>• Studying Human Rights Philosophy is a great way to learn how to stand up for everyone's rights. It teaches us how to use our voices to protect the rights of all people, making the world a better place..</li></ul>
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<b>SEM-5</b>	2018	CC-11	<p><b>Nyaya Logic and Epistemology-I</b></p>	<p>The definition of Buddhi , it's two kinds, definition of Smriti, two kinds of Smriti, anubhava, division of anubhava, four fold division prama and pramana, definition of special causal condition and general causal condition, concept of anyathasiddhi and it's varieties, kinds of causes, definition of pratyaksa and it's two fold division, nirvikalpaka and savikalpaka and evidence for the actuality of nirvikalpaka have been critically analysed in this course. Sannikarsa and its six varieties , problem of transmission of sound, the claim of anupalabdhi as a distinctive pramana all these topics have been critically analysed in this course following “ Tarkasamgraha” and “Tarkasamgraha Dipika” written by Annambhatta. As Nyāya is Indian logic and analytic philosophy so it will definitely develop logical mentality and power of analysis among the students.</p>
	2018	CC-12	<p><b>Ethics (Indian)</b></p>	<ul style="list-style-type: none"> <li>•</li> <li>• Ethics involves exploring principles and values that guide our understanding of right and wrong actions, as well as how we should conduct ourselves.</li> <li>• Indian Ethics, a branch of Philosophy, focuses on ethical dilemmas from an Indian viewpoint and is one of the world's oldest and most impactful moral philosophies.</li> <li>• Indian Ethics covers a wide array of topics, including:</li> </ul>

- Life values and virtues: What values are crucial in life? What virtues should we aim to develop?
- Karma and dharma: How do our actions shape our future? What responsibilities do we have?
- Evil and suffering: Why do unfortunate events occur to good individuals? How can we address and cope with suffering?
- Renunciation and enlightenment: What is life's purpose? How can we attain liberation from suffering?
- Human rights and justice: What fundamental rights do we possess as humans? How can we foster fairness and justice in society?
- Ecology and animal ethics: How should we treat the natural environment and its inhabitants?
- Non-violence and democracy: What is the role of violence in society? How can we create a peaceful and democratic society?

Indian ethics is a deep and multifaceted tradition that offers valuable insights into the moral challenges we encounter in our lives and in the world.

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<p>2018</p>	<p>DSE-A (1)c</p>	<p><b>Normative and Meta Ethics</b></p>	<ol style="list-style-type: none"> <li>1. <b>Metaethical Understanding:</b> Students will grasp the fundamental concepts and debates in metaethics, including discussions on moral realism, moral relativism, moral subjectivism, and the nature of moral truth.</li> <li>2. <b>Application of Ethical Principles:</b> Students will apply normative ethical theories to real-world ethical issues and scenarios, demonstrating the capacity to identify ethical considerations, evaluate moral claims, and propose reasoned ethical judgments.</li> <li>3. <b>Ethical Reasoning:</b> Students will cultivate ethical reasoning skills, including the ability to recognize and resolve ethical conflicts, justify moral decisions, and engage in ethical deliberation with sensitivity to diverse perspectives.</li> </ol>
<p>2018</p>	<p>DSE-B (1)a</p>	<p><b>An Enquiry Concerning Human Understanding (D.Hume)</b></p>	<p>Reading "An Enquiry Concerning Human Understanding" by David Hume offers students a valuable insight into the thoughts and beliefs of this prominent Western empiricist. Despite its complexity, engaging with this text can lead to a profound understanding of Hume's philosophical contributions.</p>



<b>SEM-6</b>	2018	CC-13	<b>Nyaya Logic and Epistemology-II</b>	<p>In classical Indian Philosophy, logic is considered an integral part of epistemology, the study of knowledge. This means that logic is viewed as a tool for acquiring knowledge, rather than an end in itself.</p> <p>The aim of inference is to arrive at true knowledge, whether for oneself or others. This differs from the Western perspective of logic, which often focuses on proving the validity or invalidity of arguments.</p> <p>Indian thinkers have dedicated significant effort to establishing the validity of universal propositions, statements that apply to all members of a group. They believe universal propositions are essential for sound reasoning.</p>
	2018	CC-14	<b>Ethics (Western)</b>	<p>Ethics involves figuring out what is right and wrong, and what is good or bad. It's about how we should act and decide things.</p> <p>Studying ethics can make us think more carefully about our lives and judge our actions, choices, and decisions. It helps us see what matters to us and what we care about.</p> <p>Learning about ethics also helps us understand morality better. By exploring different ethical ideas, we can shape our own sense of what's right and wrong.</p> <p>Talking about ethics can prepare us to deal with challenges in our jobs. It teaches us to think carefully and make good choices based on what's right.</p>
	2018	DSE-A (2)b	<b>Applied Ethics</b>	<p>This class helps students understand the guidelines that make our community a better place. These guidelines include doing good</p>

			<p>deeds, not hurting others, letting people choose for themselves, treating everyone fairly, being kind and helpful, and cooperating for everyone's benefit.</p> <p>The course also explores the moral aspects of complicated topics like euthanasia, ecology, war, and violence. Euthanasia is when someone ends another person's life to end their suffering. Ecology is about how plants and animals live together. War is when groups fight using guns and weapons. Violence is when someone physically harms another person.</p> <p>Students will learn about different viewpoints on these topics and how to make moral decisions. The course encourages critical thinking about the ethical impact of our actions.</p>
2018	DSE-B (2)d	<b>M.K.Gandhi</b>	<p>In this elective course, students will explore the ideas of great Indian thinkers such as Mahatma Gandhi.</p> <p>There are several reasons why students might study Gandhi's philosophy:</p> <ul style="list-style-type: none"> <li>• <b>Learning Nonviolent Change:</b> Students can discover Gandhi's peaceful ways of creating social change. They can see how he stood up for his beliefs without using violence.</li> <li>• <b>Understanding Social Justice and Equality:</b> By studying Gandhi, students can grasp his ideas about fairness and equal rights. They can learn how to work towards a world that is fair and just.</li> <li>• <b>Developing Personal Values:</b> Gandhi was a deeply moral person who lived by his principles. Students can learn from him how to shape their own values and make good choices.</li> <li>•</li> </ul>

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# GENERAL

Name of the Programme	Year of Introduction	Course Code	Course Name	Course Outcome
<b>SEM-1</b>	2018	CC-1	<b>Indian Epistemology and Metaphysics</b>	<p>Philosophy is all about asking big questions about what's real, what we can know, what's right or wrong, and what's beautiful. It's a way of using logic and reason to understand the world.</p> <p>Epistemology focuses on knowledge. It looks at how we know things, what counts as real knowledge, and what truth really means.</p> <p>Metaphysics is about the basic nature of reality. It explores what exists, how the mind and body are related, and what life's purpose might be.</p> <p>The first semester syllabus at Calcutta University covers just Epistemology and Metaphysics. These two areas are seen as the starting point for other parts of Philosophy.</p> <p>Epistemology lays the groundwork for metaphysics by showing us what knowledge is and how we get it. Metaphysics, in turn, provides the foundation for other areas of Philosophy by giving us a way to think about the deepest parts of reality.</p>

<b>SEM-2</b>	2018	CC-2	<b>Western Epistemology and Metaphysics</b>	<p>Epistemology is a field of Philosophy focused on understanding knowledge. It explores questions like, "What is knowledge?", "How do we gain knowledge?", and "What can we truly know?".</p> <p>Metaphysics is another branch of Philosophy that examines the fundamental nature of existence. It asks questions such as, "What is real?", "How does the mind relate to the body?", and "What gives life meaning?".</p> <p>In Western Philosophy, epistemologists have traditionally defined knowledge as justified true belief. This means that knowledge is a belief that is not only true but also supported by good reasons.</p> <p>Metaphysics in Western Philosophy investigates the essential elements of reality. It explores the basic components of existence, the connections between different aspects of reality, and the overarching purpose of our existence.</p>
<b>SEM-3</b>	2018	CC-3	<b>Western logic</b>	<p>Logic is all about learning how to think correctly. It teaches us to make sure our reasons make sense and our answers are right. Logic matters because it guides every choice we make.</p> <p>For instance, when we're deciding whether to believe something, we use logic to look at the proof. We think: "Is this proof good?", "Does it matter to the question?", and "Does it really back up the answer?".</p> <p>Logic is also key for students. It helps them learn and make choices that affect their lives. When students study something new, logic helps them see how ideas connect. When</p>

				<p>they're deciding what to do next, logic helps them think about the good and bad points of each choice.</p>
<b>SEM-4</b>	2018	CC-4	<b>Philosophy of Mind</b>	<p>Philosophy of mind is a field of philosophy that explores the nature of our thoughts and feelings. It asks big questions like, "What is the mind?" and "How does the mind interact with the body?"</p> <p>The goal of philosophers in this area is to figure out how the mind works. They look at different ideas about the mind, like dualism (the idea that the mind and body are separate), materialism (the idea that everything, including the mind, is physical), and functionalism (the idea that mental states are defined by what they do).</p> <p>Studying philosophy of mind can help students understand why they think, feel, and act the way they do. It can teach them how the mind functions.</p> <p>In this paper, students will learn about sensation and perception, the different levels of the mind, various theories of learning, and how intelligence is defined and measured. This will give students a basic understanding of how our minds operate.</p>

<p><b>SEM-5</b></p>	<p>2018</p>	<p>DSE- A(a)</p>	<p><b>Ethics: Indian &amp; Western</b></p>	<p>Ethics is a set of guidelines that helps us determine what is right and wrong. By following ethical principles, we can make good choices in our everyday lives.</p> <p>This essay explores both Indian and Western ethical traditions. Indian ethics draws from the Vedas, Upanishads, and Bhagavad Gita, emphasizing the concept of dharma. In contrast, Western ethics is influenced by philosophers like Aristotle, Kant, and Mill, who stress the importance of reason and justice in moral decision-making.</p> <p>This paper serves as a practical guide for students in their daily lives. It helps them understand various ethical theories and how to apply them personally. Ultimately, it aids in the development of their own moral compass.</p>
<p><b>SEM-6</b></p>	<p>2018</p>	<p>DSE-B ( a)</p>	<p><b>Applied Ethics &amp; Philosophy of Religion</b></p>	<p>.Applied Ethics involves examining moral issues that arise in specific areas like business, medicine, law, and politics. It aims to use ethical principles to solve real-life problems in a way that's morally right and workable.</p> <p>Philosophy of religion, on the other hand, explores the nature of religion, religious beliefs, and experiences. It asks big questions like whether God exists, how we talk about religion, and how religion connects with ethics.</p> <p>In summary, Applied Ethics tackles practical moral dilemmas, while Philosophy of Religion dives into the theoretical study of religious ideas.</p>

	2018	SEC-B	<b>Man and Environment</b>	<p>. "Man and Environment explores how humans interact with nature. This book is great for students curious about our connection to the environment. It shows the problems we encounter, ways to solve them, and how we can all help protect our planet."</p>



# **Shishuram Das College**

## **Department of Philosophy**

### **Programme Specific Outcome**

- Studying philosophy helps students think better about how they live and why. It makes them curious, showing that there aren't always clear answers and opening up new possibilities. The more they learn, the more nuanced their views become and they become better at reasoning. Surprisingly, they also become more open to changing their minds.
- Philosophy also improves problem-solving skills, whether dealing with everyday issues or more abstract ones. It teaches critical thinking, and we offer various learning methods like PPT, remedial, libraries, tutorial, interactive classes, etc to help students.
- In philosophy, students explore Indian philosophical traditions, including psychology and social-political ideas. They learn about the nature of society, family roles, and deep concepts about knowledge and existence.
- Studying ethics helps students become more socially responsible, think logically, and communicate clearly. Philosophy encourages asking big questions and thinking deeply about them. It also teaches how to think systematically and evaluate moral behavior.
- Overall, philosophy helps students become better thinkers and problem-solvers. It encourages them to ask important questions and figure out the answers.

Principal

Shishuram Das College

**SHISHURAM DAS COLLEGE**  
**Course Outcome & Program Specific Outcome (CO & PSO)**  
**Department: Physical Education**



PAPER NAME	COURSE	COURSE OUTCOMES
CC1: Foundation of Physical Education	CO1	CO1.1 An idea about meaning, aim and history of physical education.  CO1.2 Aware about yoga education both in the past and in the present day.
CC2: Health Education, Physical Fitness and Wellness.	CO2	CO2.1. An idea about various health issues, and problems in India.  CO2.2 Needs and importance of physical fitness in daily life and first-aid management.
CC3: Anatomy, physiology and exercise physiology	CO3	CO3.1 Know about structure of human body and various human systems, and effect of exercise on these systems.
CC4: Psychology and Sociology in Physical Education.	CO4	CO4.1 Familiarized with various psychological factors and sociological aspects.
DSE-A-5-1: Management of Physical Education and Sports.	CO5	CO5.1 Aware about sports management and various types tournament.  CO5.2 Conciousness about the need and importance of financial management and sports facilities.
DSE-A-5-2: Modern Trends in Physical education and Exercise Science.	CO6	CO6.1 Introduced to Biological, Sociological and Psychological foundation in sports and games.  CO6.2 An idea about history of physical education.
DSE-B-6-1: Sports Training.	CO7	CO7.1 Knowledge about the meaning, aim and objectives of sports training.  CO7.2 Developed various training method and technique in sports.
DSE-B-6-2: Test Measurement and evaluation in	CO8	CO8.1 Familiarized with basic concepts of test measurement and evaluation and specific also.



SEC-A-3-1: Tract and Field.	C09	C09.1 Develop performance and skills perfection in track and field event.
SEC-B-4-1: Gymnastic and	C010	C010.1 Familiarize with basic skills of gymnastics and yoga.
SEC-A-5-2: Ball Games	C011	C011.1 Knowledge about various fundamental skills and technique in Ball Games and improvement of coordination.
SEC-B-6-2: Indian games (Any one) and Racket Sports (any	C012	C012.1 Familiarized with the fundamental skills, rules and regulation about the various types of sports and games.







Programme Outcomes: B.A Physical Education

PO	Summary	Description
PO 1	Overall Development of Mind and Body	Physical Education not only develops physical ability of a person but also develops social, mental, emotional, psychological, and Spiritual life and creates a good human being.
PO 2	Health Awareness	Students will be able to understand the importance of sound health and fitness.
PO 3	Cultural Awareness	Students will develop cultural sensitivity and ability to communicate cross-culturally and, through competition and cooperation students able to obey the rules and regulation of society.
PO4	Creative Ability	Acquired knowledge of games and sports students will be able to apply his/her innovative idea in critical situation of sports and games.
PO 5	Communication Skill	Through the learning and participating games and sports student will be motivated and be familiar with other, cast, gender, racial and religion.
PO 6	Personality Development	Students will develop all aspect of personality like health, mental, social etc.
PO 7	Discipline	Students will be able to develop sportsmanship, increase self-discipline & a healthy respect for others.
PO 8	Leadership Quality	Students will be able to gain leadership quality and decision-making quality.
PO 9	Critical Thinking	Students should be able to analyze, interpret, explain, and evaluate the text. Through the game and sports they will be able to know different game planning, sports technique and strategy and its practical application.



## Programme Specific Outcome:

1. All round development of student.
2. Sports talent identification.
  1. Awareness of the importance of health education, physical fitness, and wellness practices for overall well-being.
  2. Students will acquire management skills, including organizational, administrative, and leadership abilities.
  3. Students will stay informed about modern trends and advancements in physical education and exercise science.
  4. Understand the different systems of human body and to identify and describe the different organs of the human body and its regulation.
  5. Students will be equipped for careers in physical education, sports science, coaching, fitness, management, and health.
  6. Students will analyze psychological and sociological factors influencing participation in physical activity and sports.
  7. Students will specialize in sports training techniques, including conditioning, skill development, and injury prevention.

These outcomes encompass both theoretical knowledge and practical skills, aiming to prepare students for a range of roles and opportunities within the field of physical education and sports science.

*Amait*  
Principal

Shishuram Das College

Principal  
Shishuram Das College  
Bhusna, Kamarpole, S. 24 Pgs





# Shishuram Das College

## Department of Political Science

### Course Outcomes

#### B.A. Honours Programme in Political Science Semester I

##### Understanding Political Theory: Concepts

###### Objectives:

- ❖ To inculcate concepts of politics, State; Nation; Sovereignty (evolution); Power and Authority--- types and linkages; and also build concepts of Law.
- ❖ To understand basic concepts of Liberty, Equality, Rights, Law and Justice.
- ❖ To develop an idea of empirical Political Theory: System's Analysis, Structural Functionalism

###### Outcomes:

- Able to assess and differentiate the theories of State (Origin, Nature, Functions): Contract, Idealist, Liberal and Neo-Liberal Theories.
- Able to explain the Concept of State Sovereignty: Monistic and Pluralistic Theories.
- Able to analyze the changing concept of Sovereignty in the context of Globalisation.
- Able to classify David Held's Democratic Theories.
- Able to understand basic concepts of Liberty, Equality, Rights, Law and Justice.
- Able to assess and differentiate empirical Political Theory: System's Analysis, Structural Functionalism.

##### Understanding Political Theory: Approaches and Debates

###### Objectives:

- ❖ To understand different approaches for understanding political theories, like Normative; Legal-Institutional; Empirical-Behavioural---Systems Analysis; Structural,
- ❖ To discuss the Marxist Approach to politics. Dialectical Materialism and Historical Materialism etc.

###### Outcomes:

- Able to analyze what is Politics and explaining the approaches to the Study of Political Science – Normative, Behavioral, Post Behavioral, Feminist.
- Able to assess empirical Political Theory: System's Analysis, Structural Functionalism.
- Able to explain Dialectical Materialism and Historical Materialism with special reference to relationship between base and superstructure.
- Able to analyze the theory of class and class struggle.
- Able to describe the Marxist Approach to politics.
- Able to analyze Marx's concept of Freedom and Democracy: Nature, Features and Critique.
- Able to discuss Marx's Theory of State with special reference to Relative Autonomy of the State.



- Able to explain Marxian theory of Revolution.
- Able to evaluate the major debates in Marxism: Lenin- Rosa Luxemburg debate on Political party.

## **B.A. Honours Programme in Political Science Semester II**

### **Constitutional Government in India**

#### **Objectives:**

- ❖ To enable the student to understand the importance of constitution
- ❖ To understand the structure of executive, legislature and judiciary
- ❖ To understand philosophy of fundamental rights and duties
- ❖ To understand the autonomous nature of constitutional bodies like Supreme Court and high court, controller and auditor general of India and election commission of India.

#### **Outcomes:**

- ❖ Able to understand historical background of the constitutional making and its importance for building a democratic India, the structure of Indian government, the structure of state government, the local Administration.
- ❖ Able to apply the knowledge on directive principle of state policy, the knowledge in strengthening of the constitutional institutions like CAG, Election Commission and UPSC for sustaining democracy. Application
- ❖ Able to analyze the History, features of Indian constitution, the role Governor and Chief Minister, role of state election commission, the decentralization of power between central, state and local self-government.
- ❖ Able to evaluate Preamble, Fundamental Rights and Duties, Zilla Panchayat, block level organization, various commissions of viz SC/ST/OBC and women.

### **Politics in India: Structures and Processes**

#### **Objectives:**

- ❖ To understand Party system: features and trends – major national political parties in India: ideologies and programmes. Coalition politics in India: nature and trends.
- ❖ To understand Political parties in West Bengal: Overview, Electoral process: Election Commission: composition, functions, role. Electoral reforms. Role of business groups, working class, peasants in Indian politics, Role of (a) religion (b) language (c) caste (d) tribe, Regionalism in Indian politics, New Social Movements since the 1970s: (a) environmental movements (b) women's movements (c) human rights movements.

#### **Outcomes:**

- Able to critically evaluate the Indian Party system – its development and looking at the ideology of dominant national parties
- Able to evaluate the role of various forces on Indian politics: religion; language; caste; tribe; regionalism; business; working class and peasants
- Able to evaluate the Electoral Process in India with focus on the Election Commission:  
Composition, Functions and Role
- ❖ Able to analyze regionalism in Indian politics.
- Able to investigate the New Social Movements since the 1970s: environmental movements, women's movement and human rights movement

## **B.A. Honours Programme in Political Science Semester III**

### **Indian Political Thought I**

#### **Objectives:**

- ❖ To provide knowledge on Ancient Indian Political ideas: Modern Indian thought: views of Rammohan Bankim Chandra Chattopadhyay, Vivekananda and Rabindranath Tagore: views on nationalis, M.K. Gandhi: views on State, Swaraj, Satyagraha etc,

#### ❖ **Outcomes:**

- Able to trace the evolution of Indian political thought from ancient India to modern India.
- Able to analyze the nationalist thought of Raja Rammohun Roy.
- Able to assess the nationalist thought of Bankim, Vivekananda and Tagore.
- Able to assess M.K. Gandhi

### **Comparative Government and Politics**

#### **Objectives:**

- ❖ To know the evolution of Comparative Politics.
- ❖ To understand the major approaches to the study of comparative politics--- Institutional approach (dominant schools: Systems approach and Structural Functional approach etc.
- ❖ To know the classification of political systems. Nature of liberal and socialist political systems; distinguishing features--- conventions, rule of law (UK), separation of powers, checks and balances, judicial review (USA), democratic centralism (PRC), referendum, initiative (Switzerland).

#### **Outcomes:**

- Define and apply key concepts in comparative politics, including but not limited to nation-states, political regimes, political identity, gender and politics, and political violence
- Explain and evaluate the importance of specific historical events in the context of the political and economic development of the countries studied
- Compare and contrast the political systems of the countries explored in the course, paying particular attention to historical, political, economic, geographical, and moral aspects of governance in a variety of countries.
- Use the comparative method to analyze contemporary political issues.
- Demonstrate an ability to communicate in writing your knowledge and beliefs about the institutions and forces shaping the political systems of several countries. Particular emphasis will be placed on how each country resolves the conflicts associated with it.

### **Perspectives on International Relations.**

#### **Objectives:**

- ❖ To understand International Relations: outline of its evolution as academic discipline.
- ❖ To know the major theories: (a) Classical Realism and Neo-Realism (b) Dependency (c) World Systems theory.
- ❖ Examining the issues of Underdevelopment, Terrorism, Regionalism and Integration that characterizes the Post second world war order.
- ❖ To build concepts of foreign policy and understanding Indian foreign policy: major phases: 1947-1962; 1962-1991; 1991-till date, Sino-Indian relations; Indo-US relations

## Outcomes

- ❖ To be able for creative thinking about pressing global problems and to equip students with the analytic tools, language expertise, and cross-cultural understanding to guide them in that process. Students will learn how to comprehend, critically analyze, and evaluate trends in international politics
- ❖ Able to explain the approaches and methods to study the discipline through Political realism, Pluralism and Worlds system's Model.
- ❖ Able to explain the issues of Underdevelopment, Terrorism, Regionalism and Integratiothat characterizes the Post second world war order.
- ❖ Able to analyse Studying the role of Diplomacy, Propaganda and Military capabilities in the making of foreign policy.
- ❖ Able to explain Indian Foreign Policy: Basic Principles, Evolution and Bilateral Relations.
- ❖ Able to analyse the Foreign Policy of India and China
- ❖ Able to analyse the Foreign Policy of India and US.

### Skill Enhancement Course

#### Democratic Awareness through Legal Literacy

##### Objectives:

- ❖ To understand laws relating to Criminal jurisdiction-provisions relating to filing an FIR, arrest, bail, search and seizure and some understanding of the questions of evidence and procedure in the Criminal Procedure
- ❖ To know the Offences under IPC, India: Personal laws. Customary Laws , Laws relating to Dowry, sexual harassment and violence against women.

##### Outcomes:

- Able to apply the knowledge in real life relating to Criminal jurisdiction-provisions relating to filing an FIR, arrest, bail, search and seizure and some understanding of the questions of evidence and procedure in the Criminal Procedure
- Able to explain the Offences under IPC, India: Personal laws.
- Able to grow an awareness about Customary Laws , Laws relating to Dowry, sexual harassment and violence against women.

## B.A. Honours Programme in Political Science

### Semester IV

#### Indian Political Thought II

##### Objectives:

- ❖ To know about the ideas and views of eminent Indian political thinkers, like M.N. Roy: Radical Humanism, Narendra Deva, Ram Manohar Lohia, Jayaprakash Narayan: Socialist ideas.
- ❖ To discuss on Syed Ahmed Khan and Iqbal: views on colonialism and nationalism,
- ❖ To explain Nehru: views on Socialism and Democracy and Subhas Chandra Bose: views on Socialism and Fascism,
- ❖ To analyze Contested notions of 'nation'- Savarkar, Jinnah,
- ❖ To develop the knowledge on Jyotiba Phule and Ambedkar on caste system and untouchability. Pandita Ramabai's views on social justice

##### Outcomes

- Able to discuss the views of M. N. Roy, Narendra Deva, Ram Manohar Lohia, Jayaprakash Narayan and Syed Ahmed Khan.

- Able to assess views of Nehru on Socialism and Democracy, Subhas Chandra Bose: views on Socialism and Fascism.
- Able to analyze Contested notions of 'nation'--- Savarkar, Jinnah,
- Able to describe the movements against caste and untouchability, Ambedkar's views on Social Justice and the depressed classes Jyotiba Phule and Ambedkar on caste system and untouchability. Pandita Ramabai's views on social justice

### Global Politics since 1945

#### Objectives:

- ❖ To gain knowledge on Cold War and its evolution: outline. Emergence of Third World: NAM; Pan Africanism. Post-Cold War world: overview.
- ❖ To discuss on Globalization: conceptions and perspectives,
- ❖ To explain Europe in transition: European Union, Brexit (overview), Major institutions of global governance: World Bank, IMF, WTO--- overview. Major regional organizations: ASEAN, OPEC, SAFTA, SAARC and BRICS. West Asia and the Palestine question.

#### Outcomes

- Able to analyze the the Cold War phases and understanding the post Cold War era.
- Able to explain the developments in third world countries in post world war II era like NAM and its' Relevance, Pan Africanism. Post-Cold War world: overview
- Able to explain certain basic concepts like Globalisation in contemporary world order
- Able to assess the overview of Major institutions of global governance: World Bank, IMF, WTO.
- Able to explain the major regional organizations ASEAN, OPEC, SAFTA, SAARC and BRICS ,West Asia-Palestine

### Western Political Thought And Theory I

#### Objectives:

- ❖ To develop knowledge on Plato: justice, communism – Aristotle: state, classifications of constitutions,
- ❖ To know the Roman political thought: theories of Law and Citizenship – contributions of Roman thought,
- ❖ To build knowledge of Medieval political thought in Europe: major features, Contribution of Machiavelli. Significance of Renaissance. Political thought of Reformation, Bodin: Idea of Sovereignty, Hobbes: founder of science of materialist politics.

#### Outcomes:

- Able to explain the dominant features of Ancient Western Political Thought: Ancient Greek political thought with focus on Aristotle and Plato; Roman, Political Thought: its contributions with special emphasis on the emergence of Roman law.
- Able to examine the features of Medieval Political Thought.
- Able to evaluate the Renaissance; political thought of Reformation; and Machiavelli.
- Able to Critically examine Bodin's contributions to the theory of Sovereignty; Hobbes as the founder of the science of materialist politics;

## Skill Enhancement Course

### Legislative Practices and Procedures

#### Objectives:

- To gain knowledge of powers and Privileges, Constituency Work of Members of Parliament
- To know the powers and functions, functionaries of rural and urban local self-government from Zila Parishad, municipal Corporation to Panchayat/Ward,
- To be in a position to know, How a bill becomes a law, role of standing committees in reviewing a bill, legislative consultants, the framing of rules and regulations, Types of committee, Role of committees in reviewing government finances, policy, programmes and legislation. Powers and functions of people's representative at different tiers of governance

#### Outcomes

- ❖ Able to explain the powers and Privileges, Constituency Work of Members of Parliament
- ❖ Able to analyze the powers and functions, functionaries of rural and urban local self-government from Zila Parishad, municipal Corporation to Panchayat/Ward,
- ❖ Able to know how a bill becomes a law, role of standing committees in reviewing a bill, legislative consultants, the framing of rules and regulations, Types of committee, Role of committees in reviewing government finances, policy, programmes and legislation. Powers and functions of people's representative at at different tiers of governance

### B.A. Honours Programme in Political Science

#### Semester V

### Western Political Thought And Theory II

#### Objectives:

- ❖ To know the views and ideas of the following western political thinkers – Bentham: Utilitarianism. John Stuart Mill: views on liberty and representative government, Hegel: Civil Society and State, T. H. Green: Freedom, Obligation.
- ❖ Examining the varieties of non-Marxist socialism: Fabianism, Syndicalism, Guild Socialism, German Revisionism

#### Outcomes:

- Able to explain Bentham's Utilitarianism; and John Stuart Mill's views on liberty and representative government.
- Able to took an insight into the following: Hegel's views on Civil Society and State; Utopian and Scientific socialism: basic characteristics.
- Able to examine the varieties of non-Marxist socialism: Fabianism, Syndicalism, Guild Socialism, German Revisionism.

### Political Sociology

#### Objectives:

- ❖ To gain knowledge of Social bases of politics. Emergence of Political Sociology, Political culture and Political socialization: nature, types and agencies, Political participation: concept and types, Political development and social change, Political Communication: Concept and structures.

#### Outcomes

- An ability to comprehend the embeddedness of political and the social in each other.
- Able to familiar with different theoretical and conceptual issues in political sociology and a capacity to use them to grasp political phenomena in a cross-cultural and comparative perspective
- Able to understand and appreciate the diversity of ways in which politics operates historically and spatially to generate a more expansive notion of the realm of the political.
- Able to understand the relationship between state and society in shaping politics in India both historically and analytically.

#### Understanding South Asia

##### Objectives:

- ❖ To gain specific knowledge of the under mentioned subject areas- South Asia- Understanding South Asia as a Region(a) Historical and Colonial Legacies
- ❖ To develop knowledge on Geopolitics of South Asia
- ❖ To know the Politics and Governance, Regime types: democracy, authoritarianism, monarchy
- ❖ To know the Emerging constitutional practices: forms of government in India, Nepal, Bhutan, Sri Lanka

##### Outcomes

- Able to gain specific knowledge of the under mentioned subject areas- South Asia- Understanding South Asia as a Region(a) Historical and Colonial Legacies
- Able to assess the Geopolitics of South Asia
- Able to explain the Politics and Governance, Regime types: democracy, authoritarianism, monarchy
- Able to identify the Emerging constitutional practices: forms of government in India, Nepal, Bhutan, Sri Lanka

#### Indian Foreign Policy in a Globalising World

##### Objectives:

- To know India's Foreign Policy: From a Postcolonial State to an Aspiring Global Power, India's Relations with the USA and USSR/Russia, India's Engagements with China

##### Outcomes

- ❖ Able to explain Indian Foreign Policy: Basic Principles, Evolution and Bilateral Relations.
- ❖ Able to analyse the Foreign Policy of India and China
- ❖ Able to analyse the Foreign Policy of India and US
- ❖ Able to analyze India's Relations with the USSR/Russia

### **B.A. Honours Programme in Political Science**

#### **Semester VI**

#### Public Administration-- Concepts and Perspectives

##### Objectives:

- ❖ To develop knowledge on nature, Scope and Evolution of Public Administration (Indian context) Principles of Socialist Management

- ❖ To know the Challenges to discipline of Public Administration and responses: New Public Administration, Comparative
- ❖ To build concepts of administration: (a) Hierarchy (b) Unity of Command (c) Span of Control (d) Authority (e) Centralization, Decentralization and Delegation (f) Line and Staff.
- ❖ To explain the views of Marx and Weber.
- ❖ To know the ecological approach to Public Administration: Riggsian Model.
- ❖ To learn the administrative Processes: (a) Decision making (b) Communication and Control (c) Leadership (d) Coordination.
- ❖ To know the term Public Policy: definition, characteristics. Models. Policy implementation

#### **Outcomes**

- Able to explain the nature, scope and evolution of Public Administration; Private and Public Administration; Principles of Socialist Management.
- Able to analyze the major Concepts in Public Administration.
- Able to explain Discussing the Ecological approach to Pub. Adm.
- Able to analyze the Administrative Processes: decision making; communication and control; leadership; co-ordination.
- Able to classify and differentiate Weberian and Marxian theories of bureaucracy.
- Able to explain the ecological approach to Public Administration: Riggsian Model.
- Able to grow the decision making, communication and Control, leadership and Coordination skills
- To gain knowledge on the term of Public Policy: definition, characteristics. Models. Policy implementation

#### **Administration and Public Policy in India**

##### **Objectives:**

- ❖ To know the Continuity and change in Indian administration
- ❖ To know the brief historical overview, Civil Service in India (Bureaucracy): recruitment (role of UPSC, SPSC), training
- ❖ To teach the Organization of Union Government: Secretariat Administration: PMO, Cabinet Secretariat, Organization of State Government: Chief Secretary – relations between Secretariat and Directorate, District Administration: role of District
- ❖ To explain relationship between the Citizen and Administration: Lokpal and Lokayukt.

##### **Outcomes:**

- Able to explain the Continuity and change in Indian administration:
- Able to know the brief historical overview, Civil Service in India (Bureaucracy): recruitment (role of UPSC, SPSC), training
- Able to analyze Organisation of the Union Government and State Government.
- Able to examine the Institutions of Local Self Government in India
- Able to assess the relationship between the Citizen and Administration: Lokpal and Lokayukt



### Understanding Global Politics

#### Objectives:

- ❖ To know 'What Makes the World', What it is a. The Sovereign State System Evolution of the state system
- ❖ To develop the concept of Sovereignty b. The Global Economy
- ❖ To discuss the Bretton Woods Institutions and WTO, Ideological underpinnings Transnational Economic Actors c. Identity and Culture
- ❖ To know 'What Drives the World Apart' a. Global Inequalities b. Violence: Conflict, War and Terrorism.
- ❖ To know 'Why We Need to Bring the World Together' a. Global Environment b. Global Civil Society

#### Outcomes:

- Able to explain 'What Makes the World', What it is a. The Sovereign State System Evolution of the state system
- Able to analyze the concept of Sovereignty b. The Global Economy
- Able to explain the Bretton Woods Institutions and WTO, Ideological underpinnings Transnational Economic Actors c. Identity and Culture
- Able to assess 'What Drives the World Apart' a. Global Inequalities b. Violence: Conflict, War and Terrorism.
- Able to identify 'Why We Need to Bring the World Together' a. Global Environment b. Global Civil Society

### Citizenship in a Globalising World

#### Objectives:

- ❖ To explore theories of citizenship, the historical development of the concept and its practice of in an increasingly globalizing world.
- ❖ To know the classical conceptions of citizenship, the Evolution of Citizenship and the Modern State
- ❖ To understand Citizenship and Diversity, Citizenship beyond the Nation-state: Globalization and global justice, the idea of cosmopolitan citizenship

#### Outcomes:

- Able to apply key concepts in of citizenship, the historical development of the concept and its practice of in an increasingly globalizing world.
- Able to explain and evaluate the classical conceptions of citizenship, the evolution of Citizenship and the Modern State
- To be in a position to evaluate Citizenship and Diversity, Citizenship beyond the Nation-state: Globalization and global justice, the idea of cosmopolitan citizenship

### B.A.General Programme in Political Science Semester I

#### Introduction to Political Theory

#### Objectives:

- ❖ To build concepts of different political theories-
- ❖ To know different approaches

#### Outcomes:

- Able to assess the theories of State (Origin, Nature, Functions): Contract, Idealist, Liberal and Neo-Liberal Theories.
- Able to explain the Concept of State Sovereignty: Monistic and Pluralistic Theories.
- Able to analyze the changing concept of Sovereignty in the context of Globalisation.
- Able to classify David Held's Democratic Theories.



- Able to understand basic concepts of Liberty, Equality, Rights, Law and Justice.
- Able to assess empirical Political Theory: System's Analysis, Structural Functionalism

### **B.A.General Programme in Political Science Semester II**

#### Comparative Government and Politics

##### **Objectives:**

- To understand the comparative politics- Parliamentary and Presidential. 2. U.K.: (a) Basic features with major focus on Conventions and rule of Law. (b) Legislature: composition and functions with major focus on the concept of parliamentary sovereignty. (c) Executive: composition and functions of the Cabinet with major focus on the role of the Prime Minister – the concept of Cabinet Dictatorship; (d) Role of the Crown;(e) Party system – role of the Opposition. U.S.A.: ,Salient features of the Constitutions of Bangladesh, France, Switzerland

##### **Outcomes:**

- Able to apply key concepts in comparative politics, including but not limited to nation-states, political regimes, political identity, gender and politics, and political violence
- Able to explain and evaluate the importance of specific historical events in the context of the political and economic development of the countries studied
- To be in a position to compare and contrast the political systems of the countries explored in the course, paying particular attention to historical, political, economic, geographical, and moral aspects of governance in a variety of countries.

### **B.A.General Programme in Political Science Semester III**

#### Government and Politics in India

##### **Objectives:**

- To know the evolution of the Constitution (brief). The Preamble; Fundamental Rights. Directive Principles;
- To gain knowledge on Union-State Relations – nature of federalism etc.

##### **Outcomes**

- ❖ Able to understand historical background of the constitutional making and its importance for building a democratic India, the structure of Indian government, the structure of state government, the local Administration.
- ❖ Able to apply the knowledge on directive principle of state policy, the knowledge in strengthening of the constitutional institutions like CAG, Election Commission and UPSC for sustaining democracy. Application
- ❖ Able to analyze the History, features of Indian constitution, the role Governor and Chief Minister, role of state election commission, the decentralization of power between central, state and local self-government.

#### Legal Literacy

##### **Objectives:**

- To know the Legal Issues of Criminal Jurisdiction: History, Definition and Concept, Major Processes— Detention, Arrest,Bail, Search and Seizure.

- To build concepts of Indian Penal Code: History, Definition. Major Aspects— Protection of HR

#### **Outcomes**

- ❖ To gain knowledge on the Legal Issues and apply in real life situation
- ❖ To analyze the Criminal Jurisdiction: History, Definition and Concept, Major Processes— Detention, Arrest, Bail, Search and Seizure.
- ❖ To be able to explain the concepts of Indian Penal Code: History, Definition. Major Aspects—Protection of HR

### **B.A.General Programme in Political Science Semester IV**

#### **International Relations**

##### **Objectives:**

- To gain knowledge on International Relations as a field of study. Approaches: (a) Classical Realism (Hans Morgenthau) and Neo-Realism (Kenneth Waltz)
- (b) Neo-Liberalism: Complex Interdependence (Robert O. Keohane and Joseph Nye) etc.
- To know Structural Approaches: World Systems Approach (Immanuel Wallerstein) and Dependency School (Andre Gunder Frank)
- To gain insight into Cold War:(a) Second World War & Origins of Cold War; (b) Phases of Cold War: First Cold War; Rise and Fall of Detente Second Cold War.
- To develop the knowledge on end of Cold War and Collapse of the Soviet Union  
(b)Post Cold- War Era and Emerging Centers of Power (European Union, China, Russia and Japan)
- To know India's Foreign Policy  
Basic Determinants (Historical, Geo-Political, Economic, Domestic and Strategic)
- India's Policy of Non-Alignment; (c) India as emerging Power

##### **Outcomes**

- ❖ To be able for creative thinking about pressing global problems and to equip students with the analytic tools, language expertise, and cross-cultural understanding to guide them in that process. Students will learn how to comprehend, critically analyze, and evaluate trends in international politics
- ❖ Able to explain the approaches and methods to study the discipline through Political realism, Pluralism and Worlds system's Model.
- ❖ Able to explain the issues of Underdevelopment, Regionalism and Integratio that characterizes the Post second world war order.
- ❖ Able to explain Indian Foreign Policy: Basic Principles, Evolution and Bilateral Relations.
- ❖ Able to analyse the Foreign Policy of India

#### **Elementary Dimensions of Research(SEC)**

##### **Objectives:**

- To build concepts on basic knowledge of research and different components like variables (dependent and independent), propositions and hypothesis.

Research design: definition, purpose of research, units of analysis, fallacies, Ethics in research---issues and problems, Research Report writing, Sources and Techniques of data collection – quantitative and qualitative data 5. Sampling: definition, probability and non-probability. Scales and Measurement 6. Statistical method of data analysis: descriptive and inferential (Overview). Graphic representation of data (Bar graph, Histogram, Pie Chart)

## **B.A.General Programme in Political Science Semester V**

### **Public Administration**

#### **Objectives:**

- To know the nature and Scope of Public Administration.
- To build key Concepts on Hierarchy; Unity of Command; Span of Control; Authority;;
- To know Decision-making;Coordination and Leadership.
- To build knowledge on Bureaucracy: Views of Weber and Marx.
- To know the process of public policy : Formulation and Implementation.
- To know the major Programmes (basic features and objectives): MGNREGA; Sarva Shiksha Abhiyan; National Rural Health Mission.

#### **Outcome**

- Able to explain the nature, scope and evolution of Public Administration; Private and
- Able to analyze the major Concepts in Public Administration.
- Able to classify and differentiate Weberian and Marxian theories of bureaucracy.
- Able to explain the ecological approach to Public Administration: Riggsian Model.
- Able to gain knowledge on the term of Public Policy: definition, characteristics. Models. Policy implementation
- Able to explain the major Programmes (basic features and objectives): MGNREGA; Sarva Shiksha Abhiyan; National Rural Health Mission

### **Indian Foreign Policy**

#### **Objectives:**

- To know meaning and determinants of Foreign Policy, National Interest as key concept in foreign policy, Instruments of foreign policy: diplomacy; propaganda; military.
- To gain knowledge of evolution of Indian foreign policy, Basic principles of Indian foreign policy, India and her neighbours: Bangladesh; Pakistan; Nepal;

#### **Outcomes**

- ❖ Able to explain Indian Foreign Policy: Basic Principles, evolution and Bilateral Relations.
- ❖ Able to analyse evolution of Indian foreign policy, Basic principles of Indian foreign policy, India and her neighbours: Bangladesh; Pakistan; Nepal;

### **Legal Literacy**

- To know the Legal Issues of Criminal Jurisdiction: History, Definition and Concept, Major Processes— Detention, Arrest,Bail, Search and Seizure.

- To build concepts of Indian Penal Code: History, Definition. Major Aspects— Protection of HR

#### **Outcomes**

- ❖ To gain knowledge on the Legal Issues and apply in real life situation
- ❖ To analyze the Criminal Jurisdiction: History, Definition and Concept, Major Processes— Detention, Arrest, Bail, Search and Seizure.
- ❖ To be able to explain the concepts of Indian Penal Code: History, Definition. Major Aspects—Protection of HR

### **B.A.General Programme in Political Science Semester VI**

#### **Feminism: Theory and Practice**

##### **Objectives:**

- To understand the distinction between sex and gender, Biologism and Social Constructivism, Patriarchy and Feminism, Theoretical foundation: Liberal; Socialist; Marxist; Radical Feminism; New Feminist ideas, Traditional historiography and Feminist critiques, Social reform movements and position of women: Indian context, gender relations in family: consumption; entitlement; property rights.

##### **Outcomes**

- ❖ Able to differentiate between sex and gender.
- ❖ Able to explain Biologism and Social Constructivism, Patriarchy and Feminism, Theoretical foundation:
- ❖ To assess the Liberal; Socialist; Marxist; Radical Feminism; New Feminist ideas, Traditional historiography and Feminist critiques, Social reform movements and position of women: Indian context, gender relations in family: consumption; entitlement; property rights.

#### **Human Rights: Theory and Indian Context**

##### **Objectives:**

- To know the history of the idea of human rights; Evolution of generations of human rights. Universal Declaration of Human Rights: provisions and significance. UN and human rights: charters; UN Human Rights Commission; Vienna Declaration and Programme of Action.
- To understand the Indian Constitution and the foundation of rights. National and State Human Rights Commissions: structure and functions. Human rights in India: problems and remedies.

##### **Outcomes**

- ❖ Able to inculcate among students a basic understanding of the rights and duties of citizenship and thereby to act as responsible citizens through the observation of important days such as Independence Day, Republic Day and also spreading awareness in society through street plays based on specific socio political issues such as domestic violence, disillusioned youth of the materialistic world etc.

#### **Elementary Dimensions of Research(SEC)**

##### **Objectives:**

- To build concepts on basic knowledge of research and different components like variables (dependent and independent), propositions and hypothesis. Research design: definition, purpose of research, units of analysis, fallacies, Ethics in research---issues and problems, Research Report writing,

Sources and Techniques of data collection – quantitative and qualitative data 5. Sampling: definition, probability and non-probability. Scales and Measurement 6. Statistical method of data analysis: descriptive and inferential (Overview). Graphic representation of data (Bar graph, Histogram, Pie Chart)

**Outcomes**

- ❖ Able to analyse and predict socio political phenomena based on the study of existing socio economic determinants and past experiences. This goal is achieved by training students in the different methods and tools of investigation such as empirical research methods, survey research and data analysis of subject responses.

Principal  
Shishuram Das College

# Shishuram Das College

## Programme Specific Outcomes: B. A. Political Science (Honours)

❖ : To understand social, economic, historical, geographical, political, ideological and philosophical tradition and thinking.

❖ : To empower graduates to appear for competitive examinations and postgraduate programme.

❖ : To understand the need for a constitution and the role of constitution in a democratic society .

❖ : To explain the governmental mechanism from Gram Panchayat to parliament and suggest solutions over issues in its functioning and implementation..

❖ : To understand political concepts and ideology for analyzing new situations.

❖ : To acquire skills of political analyst, political party adviser, as a research scholar or freelance political thinker and writer.

❖ : To understand and apply the political developments towards decentralization and regionalization.