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GOBINDA PRASAD MAHAVIDYALAYA

(NAAC Accredited ‘B+’ College)

 AMARKANAN :: BANKURA, 722133 (W.B.)

Ref. No… Dated : ....................

Course Outcome Department of Bengali

Fourth Year 2021-2022

(As per the new CBCS Syllabus of Bankura University)

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| **Semester** | **PaperName** | **CourseName** | **Outcomes** |
| **1st sem.****(Hons.)** | বাংলাসাহিত্যেরঐতিহ্য(TheTraditionofBengaliLiterature) | AHBNG-101C-1 | Students will be able to acquaintthemselves with TheTraditionOf BengaliLiterature. |
| **1st sem.****(Hons.)** | সংস্কৃতওইংরেজিসাহিত্যেরইতিহাস, ছন্দওঅলংকার(HistoryOfSanskritAnd EnglishLiterature,Prosody-Rhetoric) | AHBNG-102C-2 | Students Will Be Able To demonstrate a sound knowledge about The History Of Sanskrit And English Literature And Gain An Idea About Bengali Prosody And Rhetoric.  |
| **1st sem.****(Hons.)** | বাংলাসাহিত্যেরইতিহাস(HistoryOfBengaliLiterature) | ANBNG-103-GE-1 | Students will be able to heighten their knowledge about BengaliSociety,Culture,Literature AndHistoryOfTheBengaliPeople. |
| **1st sem.** **(Pro)** | বাংলাসাহিত্যেরইতিহাস: প্রাচীনওমধ্যযুগ(HistoryOfBengaliLiterature: AncientAndMedieval) | APBNG-101C-1A | The Students will be able to acquire a comprehensive understanding of The Ancient And Medieval History And Historical Analysis Of Bengali Literature. |
| **1st sem.** **(Pro)** | উনিশওবিশশতকেরবাংলাসাহিত্যেরসাধারণপরিচয়(GeneralIntroduction to NineteenthCenturyBengaliLiterature) | AP103C-MIL-1 | Students Will Be Able To Learn About Nineteenth Century Bengali Literature within their historical and cultural contexts From The Composition Of Eminent Bengali Writers Like Ishwar Chandra Gupta, RamnarayanTarkaratna, William Carey And Ramesh Chandra Dutta. |
| **2nd sem.****(Hons.)** | বাংলাসাহিত্যেরইতিহাস: প্রাচীনওমধ্যযুগ(HistoryOfBengaliLiterature: AncientAnd Medieval | AHBNG-201C-3 | Students will be able to have a firm grasp on The Ancient And Medieval History And Historical Analysis Of Bengali Literature. |
| **2nd sem.****(Hons.)** | বাংলাসাহিত্যেঅতিপ্রাকৃতওকল্পবিজ্ঞানকেন্দ্রিকআখ্যানওগোয়েন্দাকাহিনী(SupernaturalAndScience FictionNarratives AndDetectiveStoriesIn BengaliLiterature) | AHBNG-202C-4 | Students will be ableTo gain insight into the tradition ofTheSupernatural And Science FictionNarrativesAndDetectiveStoriesOf BengaliLiterature. |
| **2nd sem.****(Hons.)** | বাংলাসাহিত্যেরইতিহাস:আধুনিকযুগ(HistoryOfBengaliLiterature: The Modern Era) | AHBNG-203-GE-2 | Students will be able to Gain Knowledge AboutOurSociety,Culture, ReligionAnd Various Genres Of Bengali Literature Such AsPoems,Drama, Plays, StoriesAndNovel Etc. |

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| **2nd sem.****(Hons.)** | বাংলাসাহিত্যেরসাধারণপরিচয়(Generalintroduction to BengaliLiterature) | ACSHP-204A-ECC-2-MIL | AsAResultOfReadingThisSyllabusA Clear And Complete Idea AboutBengali Language And Literature Is FormedInTheMindsOfTheStudents |
| **2nd sem.****(Pro)** | বাংলাসাহিত্যেরইতিহাস:আধুনিকযুগ(HistoryofBengaliLiterature: The ModernEra) | APBNG-201C-1B | Students Will be able to Gain Knowledge AboutOurSociety,Culture, ReligionAnd evaluate and differentiate between various Genres Of Bengali Literature Such AsPoems,Drama, Plays, StoriesAndNovel Etc. |
| **2nd sem.****(Pro)** | বাংলাসাহিত্যেরপরিচয়(Introduction to OfBengaliLiterature) | ACS204A-ECC-2 |  Students will be able to develop A Clear And CompleteIdea About The BengaliLanguageAnd Literature. |
| **3rd sem.****(Hons.)** | বাংলাসংস্কৃতিচর্চা (Cultural Practices Of Bengal) | AHBNG-301C-5 | Students will be able to strengthen their awareness of the TheBengaliNationAndBengali Culture. |
| **3rd sem.****(Hons.)** | বাংলাসাহিত্যেরইতিহাস:আধুনিকযুগ(HistoryOfBengaliLiterature: The Modern Era) | AHBNG-302C-6 | Students will be able to Gain Knowledge AboutOurSociety,Culture, ReligionAnd Various Genres Of Bengali Literature Such AsPoems,Drama, Plays, StoriesAndNovel Etc. |
| **3rd sem.****(Hons.)** | ভাষাবিজ্ঞান: বর্ণনামূলকভাষাবিজ্ঞান(Linguistics: Descriptive Linguistics) | AHBNG-303C-7 | Students will be able to have a clear understanding About Morphology, Phonology And The Vocabulary Of Bengali Language And The Trend Of Semantics Change. |
| **3rd sem.****(Hons.)** | ভাষারইতিহাস: ঐতিহাসিকভাষাবিজ্ঞান(History 0f Language: HistoricalLinguistics) | AHBNG-304C-GE-3 | Students Will be able to form a firm Understanding of Bengali Language And Its Historical Context And They Will Learn How The Bengali Language Has Changed Over Time And Space. |
| **3rd sem.****(Hons.)** | ব্যবহারিকবাংলাওঅনুবাদচর্চা(Applied Bengali And Translation Practice) | AHBNG-305-SEC-1 | students will be able to gain competence in the use of Practical BengaliAndTranslationPractice. |
| **3rd sem.****(Pro)** | ভাষারইতিহাস: ঐতিহাসিকভাষাবিজ্ঞান(History Of Language:Historical Linguistics) | APBNG-301C-1C | Students Will be able to Understand The Bengali Language And Its Historical Context And They Will Learn How The Bengali Language Has Changed Over Time And Space. |
| **3rd sem.****(Pro)** | সংস্কৃতওইংরেজিসাহিত্যেরইতিহাস, ছন্দওঅলংকার(HistoryOfSanskritAnd English Literature,Prosody- Rhetoric) | APBNG-303C-MIL-2 | Students Will Be Able To Learn About The History Of Sanskrit And English Literature And Gain An Idea About Bengali Prosody And Rhetoric.  |
| **3rdsem.** **(Pro)** | বাংলাব্যাকরণ(Bengali Grammar) | APBNG-304C-SEC-1 | Students will be able to acquire competence in BengaliGrammarThrough the reading of SelectedTexts. |
| **4th sem.****(Hons.)** | বাংলালোকঐতিহ্যওলোকসংস্কৃতি (BengaliFolkloreAnd FolkCulture) | AHBNG-401C-8 | Students will be able to enlarge their Knowledge of BengaliCulture,FolkElements, and the ThePerformingArtsOf Bengal. |
| **4th sem.****(Hons.)** | উনিশওবিশশতকেরকাব্যওনাটক(NineteenthAndTwentiethCenturyPoetryAndDrama) | AHBNG-402C-9 | UnderstandingOfDifferentPartOfBengaliLiteratureOfNineteenthAndTwentiethCenturyThrough SelectedText. |
| **4th sem.(Hons.)** | বাংলাজীবনীসাহিত্যেরধারা(The tradition OfBengaliBiographical Literature) | AHBNG-403C-10 | BuildingStudents’KnowledgeAboutTheLifeAndLiteratureOf BengaliEssayistsWithTheHelpOf SelectedBengaliEssays. |
| **4th sem.(Hons.)** | রবীন্দ্রসাহিত্য(RabindraSahitya) | AHBNG-404-GE-4 | Students will be able to enhance their knowledge AboutPoems,Stories,NovelsAndPlaysOf Rabindranath Tagore The Greatest Holder OfBengali Literature. |
| **4th sem.(Hons.)** | বাংলারচনাশক্তিরনৈপুণ্য(The Art Of Bengali Composition)  | AHBNG-405-SEC-2 | Students will be able to develop competence in the art ofcomposition. |
| **4thSem****(Pro)** | রবীন্দ্রসাহিত্য(RabindraSahitya) | APBNG-401C-1D | Students will be able to BuildKnowledgeAboutThePoems,Stories,NovelsAndPlaysOf Rabindranath Tagore . |
| **4thSem****(Pro)** | ব্যবহারিকবাংলাওঅনুবাদচর্চা(Applied Bengali And Translation Practice) | APBNG-404-SEC-2 | IncreasedKnowledgeOfPractical BengaliAndTranslationPractice. |
| **5thsem.****(Hons.)** | সাহিত্যতত্ত্ব (LiteraryTheory) | AHBNG-501C-11 | BuildingKnowledgeAboutPoetryTheoryAsAStudentOfLiterature. |
| **5th sem.(Hons.)** | উনিশওবিশশতকেরকথাসাহিত্য(FictionOfTheNineteenthAndTwentiethCenturies) | AHBNG-502C-12 | Understanding NineteenthAndTwentiethCentury Bengali FictionThroughSelectedText. |
| **5th sem.(Hons.)** | মধ্যযুগেরবাংলাসাহিত্য(Medieval BengaliLiterature) | AHBNG-503-DSE-1 | UnderstandingOfSelectedPiecesOfBengaliPoetryRepresentingTheMedievalPeriod Like Srichaitannyacharitamrta, PodaboliSahitya, MangalKabya. |
| **5th sem.(Hons.)** | রবীন্দ্রসাহিত্য(RabindraSahitya) | AHBNG-503-DSE-1 | ToBuildTheKnowledgeOfTheStudentsAboutThePoems,Stories,NovelsAndPlaysOf Rabindranath Tagore. |
| **5th sem.(Hons.)** | আধুনিককবিতা(ModernPoetry) | AHBNG-503-DSE-1 | Students will be able to acquire a fair idea about The New Ideas Of The Modern Era Of Bengali Poetry To The Students. |
| **5thsem.****(Hons.)** | কথাসাহিত্য (Fiction) | AHBNG-504-DSE-2 | Students will be able to extend their comprehensive capacity of The Social, Political And Economic structure Of That Period. |
| **5thsem.****(Hons.)** | নাট্যসাহিত্য(Drama) | AHBNG-504-DSE-2 | Students will be able to analyse The Social, Political And Economic structure Of That Period. |
| **5thSem.****(Pro)** | মধ্যযুগেরবাংলাসাহিত্য(Medieval BengaliLiterature) | APBNG-501-DSE-1 | Students will be able to develop UnderstandingOfSelectedPiecesOfBengaliPoetryRepresentingTheMedievalPeriod Like Srichaitannyacharitamrta, PodaboliSahitya, MangalKabya. |
| **5th Sem.****(Pro)** | রবীন্দ্রসাহিত্য(RabindraSahitya) | APBNG-501-DSE-1 | Students will be able to acquire familiarity with ThePoems,Stories,NovelsAndPlaysOf Rabindranath Tagore. |
| **5th Sem.****(Pro)** | কথাসাহিত্য: উপন্যাস (FictionalLiterature: Novel) | APBNG-501-DSE-1 | Students will be able to analyse The Social, Political And Economic Infrastructure Of the Period. |
| **5th Sem.****(Pro)** | নাট্যসাহিত্য(Drama) | APBNG-501-DSE-1 | Students will be able to have acquaintance with The Social, Political And Economic Infrastructure Of That Period. |
| **5th Sem.****(Pro)** | আধুনিককবিতা(ModernPoetry) | APBNG-503-GE-1 | Students will be able to be familiar with New Ideas Of The Modern Era Of Bengali Poetry To The Students. |
| **5thSem****(Pro)** | রচনাশক্তিরনৈপুণ্য(The Art Of Bengali Composition) | APBNG-504-SEC-3 | Studentswill be able to develop effective and appropriate organisational strategies for TheirWriting. |
| **6th sem.****(Hons.)** | উনিশওবিশশতকেরপ্রবন্ধওপত্রসাহিত্য(NineteenthAndTwentiethCenturyEssaysAndepistolary literature) | AHBNG-601C-13 | Students Will Be Able To be conversant with NineteenthAnd TwentiethCenturyEssaysAndLitter Literature Through Selected Texts. |
| **6th sem.****(Hons.)** | সাম্প্রতিকবাংলাসাহিত্য (Contemporary BengaliLiterature) | AHBNG-602C-14 | Students will be able to heighten their Awareness About The Recent Development Of Bengali Novel, Stories, Poetry And Dramas. |
| **6th sem.****(Hons.)** | মধ্যযুগেরবাংলাসাহিত্য(Medieval Bengali Language) | AHBNG-603-DSE-3 | Students will be able to get a clear ideaOfSelectedPiecesOfBengaliPoetryRepresentingTheMedievalPeriod Like Srichaitannyacharitamrta, PodaboliSahitya, MangalKabya. |
| **6th sem.****(Hons.)** | রবীন্দ্রসাহিত্য(RabindraSahitya) | AHBNG-603-DSE-3 | TheStudentswill be able to gain conceptual clarity aboutPoems,Stories,NovelsAndPlaysOf Rabindranath Tagore . |
| **6th sem.****(Hons.)** | আধুনিককবিতা(Modern Poetry)  | AHBNG-603-DSE-3 | Students will be able to acquaint themselves with New Ideas Of The Modern Era Of Bengali Poetry. |
| **6th sem.****(Hons.)** | কথাসাহিত্য (Fiction) | AHBNG-604-DSE-4 | Students will be able to strengthen their knowledge About The Social, Political And Economic framework Of The Period. |
| **6th sem.****(Hons.)** | নাট্যসাহিত্য(Drama) | AHBNG-604-DSE-4 | Students will be able to demonstrate their knowledge About The Social, Political And Economic Infrastructure Of That Period.  |
| **6th sem.** **(Pro)** | মধ্যযুগেরবাংলাসাহিত্য(Medieval Bengali Language) | APBNG-601-DSE-2 | Students will be able to interpret SelectedPiecesOfBengaliPoetryRepresentingTheMedievalPeriod Like Srichaitannyacharitamrta, PodaboliSahitya, MangalKabya. |
| **6th sem.** **(Pro)** | রবীন্দ্রসাহিত্য(RabindraSahitya) | APBNG-601-DSE-2 | Students will be able tobuild knowledge and ofPoems,Stories,NovelsAndPlaysOf Rabindranath Tagore The Greatest Holder OfBengali Literature. |
| **6th sem.** **(Pro)** | কথাসাহিত্য (Fiction) | APBNG-601-DSE-2 | Students will be able to conceptualize The Social, Political And Economic structure Of That Period. |
| **6th sem.** **(Pro)** | নাট্যসাহিত্য(Drama) | APBNG-601-DSE-2 | Students will be able to Learn About The Social, Political And Economic structure Of That Period. |
| **6th sem.** **(Pro)** | সাহিত্যতত্ত্বওবাংলাসমালোচনাসাহিত্য(Literary Theory AndBengali literaryCriticism) | APBNG-603-GE-2 | Students will be able to develop AClearAndCompleteIdeaAboutLiteraryTheoryAndBengaliCritical lLiterature. |
| **6th sem.** **(Pro)** | বিজ্ঞাপনেরভাষাওচলচ্চিত্রেরভাষা(TheLanguageOfAdvertisement And Film) | APBNG-604-SEC-4 | Students Will Be Able To Learn About Advertising Language And Film Language. |

**Gobinda Prasad Mahavidyalaya**

**Department of English**

**Course structure: Semester: English (CBCS)**

**SEMESTER- I (HONS)**

**Course Title: British Poetry and Drama: From Old English Period to 17th Century**

**Course Code: UG-ENG- 101/C-1 Credit: 6**

**Course Outcome:**

After the completion of this course the students will be able to:

1. Understand the key concepts of British poetry and drama from Old English to 17th century.

2. Become acquaintance with the spirit and literary trend of Old English to 17th century.

3. Comprehend the dramatic art, stage and theory of drama of those periods.

4. Know the literary and social background of these periods.

5. Develop the quality to interpret and critically apprehend the poems and plays of that period.

6. Carry out an independent research project under supervision, in accordance with applicable norms for literary research.

**Course Title: British Poetry and Drama: From 17th to 18th Century**

**Course Code: UG-ENG- 102/C-2 Credit: 6**

**Course Outcome:**

After the completion of this course the students will be able to:

1. Understand the key concepts of British poems and plays of 17th and18th century.

2. Became familiar with the literary trend of these periods.

3. Understand the social and literary background of the texts included in their syllabus.

4. Point out the shifting attitudes of writing drama in this period and differentiate the characteristics of the Restoration plays with the Elizabethan ones.

5. Develop knowledge about Rhetoric and Prosody and comprehend the poems and plays in more effective ways.

6. Analyze a wide range of problems relating to literary and historical scholarship.

7. Nourish the qualities to critically interpret the poems and the plays.

**Course Title: Academic Writing and Composition**

**Course Code: UG-ENG-103/GE-1(Generic Elective) Credit: 6**

&**APENG -101/C-1A (Programme)**

Course Outcome:

After the completion of this course the students will be able to:

1. Understand the key concepts of Academic writings and compositions.

2. Develop their knowledge on the structure of English language.

3. Think critically and analyze different writings.

4. Summarize and paraphrase any text.

5. Develop the qualities to use different part of speech in their writing.

6. Form knowledge in different types of sentence and use the writing.

7. Became adept to skillfully express their ideas in their writing.

8. To contest with others in competitive examinations.

**SEMESTER-II (HONS)**

**Course title (Core Course): British Literature: 18th Century**

**Course Code: UG-ENG-201/C-3 Credits: 06**

Course Outcome:

After the completion of this course the students will be able to:

1. Characterize social, political, cultural and historical issues of the Neo-classical age in relation to the major literary trends.

2. Acquaint themselves with the satiric tradition in English poetry, heroic couplet and Neoclassical poetry as literature of imitation.

3. Understand all major genres that existed during the Enlightenment period like novel, poetry etc. To have a wider understanding of the age through its literary works.

4. Account for the role of context(s) in the production, reception and transmission of major literary works of the Neo-Classical age.

5. Demonstrate conceptual and textual understanding in tests and exams.

6. Develop adequate theoretical knowledge to take up area-specific research in M.Phil. and Ph.D. programmes.

**SEMESTER-II (HONS)**

**Course title (Core Course): Indian Classical Literature**

**Course Code: UG-ENG-202/C-4 Credits: 06**

CourseOutcome: After the completion of this course the students will be able to:

1. Create awareness among themselves of the rich and diverse literary cultures of ancient India.

2. Build a taste in Indian arts and aesthetics, and understand any creative performance art, oratory, painting or literary works.

3. Enhance their knowledge in Classical Sanskrit Literature and engage with the Indian Epic tradition.

4. Engage with Indian aesthetic theory like Alankar and Rasa.

5. Understand the concept of Dharma and the heroic in Indian Classical Drama.

6. Communicate ideas related to Indian culture, politics, philosophy, and comprehensively understand the human nature.

7. Change their perspectives, broaden their horizon of thinking and will have a deeper understanding of the world around us.

**SEMESTER-II**

**Course title: Nation, Culture and India**

**Course Code: IG-ENG-203/ GE-2 Credits: 06**

&

**APENG -201C-1B**

After the completion of this course the students will be able to:

1. Be familiar with the various aspects of Indian culture and heritage.

2. Gain a comprehensive knowledge about debate encompassing Renaissance in India and rise of Nationalism.

3. Gather a sound knowledge about the meaning and value of secularism in India’s pluralistic democracy.

4. Apply the knowledge derived from this study of history, culture and philosophical arguments in analysing other texts.

**SEMESTER-II**

**Course title: English Communication Skills**

**Course Code: UG-204/AECC-MIL Credits: 02**

Course Outcome:

After the completion of this course the students will be able to:

1. Heighten their awareness of correct usage of English Grammar in writing and speaking.

2. Improve their speaking ability in English both in terms of fluency and comprehensibility.

3. Understand and apply knowledge of human communication and language processes as they occur in various contexts.

4. Develop knowledge, skills, and judgments around human communication that facilitate their ability to work collaboratively with others.

5. Enlarge their vocabulary and strengthen their ability to write academic papers, essays and summaries using the process approach.

6. Develop their abilities as critical thinkers, readers and writers.

7. Effectively compete in the job market.

**Semester-III**

**Course Code: UG-ENG-302/C-6**

**Course Title: British Literature:19th Century**

After the completion of the course, the students will be able to

1. Understand key concepts of 19 th Century prose and poetical writings with reference to the Romantic and Victorian age

2. Demonstrate conceptual and textual understanding in tests and exams.

3. Refer to relevant contemporary literary theories.

4. Account for the role of context(s) In the production, reception and transmission of major literary works of the Romantic and Victorian ages

5. Engage analytically with existing criticism and interpretations of 19th century literary works.

**Course Code: UG-ENG-303/C-7**

**Course Title: Indian Writing in English**

After the completion of the course, the students will be able to

1. Gain a comprehensive idea of the origin, growth and development of Indian English Literature.

2. Demonstrate conceptual and textual understanding in tests and exams.

3. Refer to relevant contemporary literary theories.

4. Account for the role of context(s) In the production, reception and transmission of major literary works of Indian Literature.

5. Express concepts through writing

6. Contribute to innovative thinking both within and outside the sphere of English literary studies.

**Course Code: UG-ENG-304/GE-3**

**Course Title: Contemporary India: Women and Empowerment**

After the completion of the course, the students will be able to

1. Gain a comprehensive idea of the origin, growth and development of Women movements in India

2. Demonstrate conceptual and textual understanding of terminologies associated with women empowerment.

3. Refer to relevant historical and critical theories of feminism.

4. Account for the role of context(s) In the production, reception and transmission of major literary works concerned with feminism.

5. Express concepts through writing

6. Contribute to innovative thinking both within and outside the sphere of Women studies.

**Course Code: UG-ENG-305/SEC-1**

**Course Title: English Language Teaching Or Soft Skills**

After the completion of the course, the students will be able to

1. Gain a comprehensive idea of the origin, growth and development of Language teaching.

2. Demonstrate conceptual understanding of the various methods of language learning and identify the major impediments to language learning

3. Refer to relevant critical theories of language acquisition and assessment of language skills.

4. Express concepts through writing.

5. Understand and apply knowledge of soft skills in various contexts

6. Effectively communicate or express themselves and thereby enhance their ability to work collaborately with others.

7. Demonstrate positive group communication exchanges.

**Semester IV**

**Course Code: UG-ENG-401/C-8**

**Course Title: American Literature**

After the completion of the course, the students will be able to

1. Identify the salient features of representative literary texts from across all periods of American Literature

2. Contextualize the production and reception of literary texts in the American tradition.

3. Gain a comprehensive idea of the major literary phases and trends in American Literature.

4. Demonstrate conceptual and textual understanding in tests and exams

5. Express concepts through writing

6. Engage analytically with existing criticism and interpretations of American literary works.

**Course Code: UG-ENG-402/C-9**

**Course Title: European Classical Literature**

After the completion of the course, the students will be able to

1. Gain sufficient exposure to European Classical texts and account for their classicism.

2. Demonstrate theoretical and conceptual understanding of terminologies associated with Classical European literature.

3. Undertake a revisionary reading of the classical texts to appreciate their continuing relevance.

4. Interpret the texts intensively and distinguish their salient features

5. Refer to relevant historical and critical theories associated with European Classical literature.

**Course Code: UG-ENG-403/C-10**

**Course Title: Modern European Drama**

After the completion of the course, the students will be able to

1. Gain sufficient exposure to modern European dramas and account for their modernistic features.

2. Contextualize the production and reception of the prescribed literary works.

3. Demonstrate conceptual understanding of modern theatrical forms and theatrical conventions/innovations.

4. Interpret the texts intensively and distinguish their salient features

5. Refer to relevant critical theories associated with perspectives on theatre and dramatic performance.

**Course Code: UG-ENG-404/GE-4**

**Course Title: Language and Linguistics or Text and Performance**

After the completion of the course, the students will be able to

1. Gain a coherent knowledge of language and language varieties and how language changes over time.

2. Develop the knowledge of phonology and phonetic transcription for native- like proficiency in pronunciation of sounds in English.

3. Understand and apply the knowledge of language processes as they occur in various contexts.

4. Become acquainted with the literary and critical theories of performance-both Western and Indian.

5. Gain a comprehensive insight into all aspects of production and performance: recording, archiving, direction, stage support etc.

6. Undertake a revisionary reading of the historical development of theatre, its forms and periods.

7. Appreciate the value and importance of folk tradition.

8. Demonstrate effective performance.

**Course Code: UG-ENG-405/SEC-2**

**Course Title: Creative Writing Or Business Communication**

After the completion of the course, the students will be able to

1. Gain a comprehensive insight into the essentials of Creative Writing, its various modes and means.

2. Demonstrate conceptual understanding of the art and craft of writing and identify the major impediments to creative writing.

3. Refer to relevant norms of creative writing for specific purposes.

4. Demonstrate effective creative writing abilities.

5. Understand and apply the art of business writing as different from ordinary writing through use of tools and norms specific to business communication

6. Demonstrate conceptual understanding of business communication in specific contexts.

7. Refer to relevant critical theories associated with business communication.

8. Demonstrate effective business communication skills.

**SEMESTER V**

**COURSE TITLE: BRITISH LITERATURE: THE EARLY 20TH CENTURY**

**COURSE CODE:UG- ENG-501/C-11**

After the completion of the course, the students will be able to

1. Acquire a sound knowledge of the important concepts, themes and traditions in the early 20th century British Literature.

2. Understand and appreciate the broad spectrum of literary and artistic movements of 5he 20th century.

3. Take cognisance of the seminal socio-political and historical events of the 20th century and its indelible imprint on life and literature of the time.

4. Receive training to understand and deploy a range of terms and concepts pertaining to the British literary studies.

5. Perceive the trajectory and transition of History of English Literature from 19th to 20th century.

**SEMESTER V**

**WOMEN’S WRITING**

**UG-ENG-502/C-12**

After the completion of the course, the students will be able to

1. Examine the role played by socio- cultural-economic context in defining women.

2. Understand the issues and concerns of the women writers of the developed and developing countries.

3. Comprehend class, race and gender as social constructs and how they influence women’s lives.

4. Familiarize themselves with women’s writing which represents women’s voices and histories, breaking the shackles of patriarchal oppression.

**SEMESTER V**

**LITERATURE OF THE INDIAN DIASPORA**

**UG-ENG-503/DSE-1**

After the completion of the course, the students will be able to

1. Be cognizant about the issues of diaspora, location, history and memory in literature.

2. Understand and appreciate the relationship between literary texts and their historical, political and cultural contexts.

3. Explore the complexity of issues of dislocation, relocation, acculturation and marginalization.

4. Perceive how postcolonial migrancy has radically reformulated and redefined the earlier dynamics of migration, creating new relations between cultures of origin and adoption.

**SEMESTER V**

**BRITISH LITERATURE : POST-WORLD WAR II**

**UG-ENG-503/DSE-1**

After the completion of the course, the students will be able to

1. Acquainted with the theoretical and critical concepts like postmodernism and intertexuality.

2. Gain a insight into the relationship between literature and counterculture which is diametrically opposed to mainstream culture.

3. Appreciate the masterpieces of literature written in this literary period.

4. Have an acquaintance with the movement poetry, animal poetry, Irish Poetry and the Celtic culture

5. Analyse issues of race, gender, class, alienation and identity in the literature of late 20th century in Britain.

**SEMESTER V**

**SCIENCE FICTION AND DETECTIVE LITERATURE**

**UG-ENG-504/DSE-2**

After the completion of this course the students will be able to:

1. Describe the relationship of science fiction and detective literature to mainstream literature.

2. Evaluate historical and sociological events as they are reflected in and impact the development of detective fiction.

3. Gain knowledge about the cultural stereotypes present in forming Criminal identity.

4. Perceive and analyze the relationship between crime fiction and cultural nostalgia.

5. Identify how the question of ethics influence Crime Fiction.

**SEMESTER V**

**LITERATURE AND CINEMA**

**UG-ENG-504/DSE-2**

After the completion of this course the students will be able to:

1. Imbibe the theories of adaptation of classics of literature into cinema.

2. Learn that transposition transformation happen not only when one text is translated into another text but also across media, like literature to painting or literature to film.

3. Scrutinise the relationship between the source text and its film adaptation and come to understand that adaptation is actually a process of interpretation.

4. Understand that film adaptation is shaped by the culture, aims and values of the film makers.

**SEMESTER VI**

**POPULAR LITERATURE**

**UG-ENG-601/C-13**

After the completion of this course the students will be able to:

1. Analyse the complexities of popular culture and its social and cultural import.

2. Familiar with debates about culture and the delineation of high and low culture.

3. Perceive the semiotics of gender, sexuality, race, ethnicity, class and identity present in popular literature.

4. Explore the competing theories, methods, concepts and frameworks that surround, explain and situate popular Literature.

**SEMESTER VI**

**POST COLONIAL LITERATURE**

**UG-ENG-602/C-14**

After the completion of this course the students will be able to:

1. Gain a thorough knowledge of post Colonialism and its socio- political literary thrust.

2. Understand the exploitation of colonised people and the emergence of the spirit of Nationalism and writing back to the Empire.

3. Grasp the ideas revolving around de-colonization, globalization, identity politics, region, race and gender.

4. Be acquainted with the postcolonial writings from a variety of culture

5. Assimilate the development of different trends, techniques and style in the postcolonial literature of different countries.

**SEMESTER VI**

WORLD LITERATURE

**UG-ENG-502/C-12**

After the completion of this course the students will be able to:

1. Have an in depth knowledge of the contemporary world culture through literature.

2. Enrich the store of knowledge with the vocabulary of culture and society.

3. Have sound knowledge about memory, displacement, Diaspora, hybridity, race and culture in world literature.

4. Explore a platform to choose alternative careers like content writing, film making, theatre arts etc.

5. Gather knowledge about how the life and culture of the native people of Africa and Australia are in tune with Nature.

**SEMESTER VI**

**PARTITION LITERATURE**

**UG-ENG-502/C-12**

After the completion of this course the students will be able to:

1. Imbibe the socio- politico- cultural context and condition of the momentous events of Partition in India.

2. Interpret critically the elements of trauma, guilt, silences and sufferings evoked by Partition.

3. Have an increased familiarity with the different perspectives on the concept of borders, boundaries, nation and the consequences of Partition.

4. Have an insight into the deeper issues of communalism, violence, homelessness and exile during Partition

**SEMESTER VI**

**RESEARCH METHODOLOGY**

**UG-ENG-604/DSE-4**

After the completion of this course the students will be able to:

1. Comprehend Literary research against other types of researches.

2. Identify and formulate research question.

3. Imbibe the knowledge on the mechanics and methodology of writing a term paper and attempting practical criticism.

4. Acquire training in selecting and defining the appropriate research problem.

5. Learn how to use footnotes, endnotes, references or prepare bibliography of a research article.

**SEMESTER VI**

**TRAVEL WRITING**

**UG-ENG-604/DSE-4**

After the completion of this course the students will be able to:

1. Recognize Travel writing as a distinct genre of literature.

2. Develop ability to produce travel writing demonstrating a range of contemporary techniques and styles.

3. Understand that travel writing s are not documentation of objective truth, rather a documentation of subjective perception.

4. Perceive how issues of gender, ethnography religion have been intertwined in some travel writings.

5. Comprehend how orientalism lurks behind the account of some travel writings by the Europeans about the Orient.

**B.A Programme Course in English**

**Course Outcome**

**SEMESTER-II**

**Course title: British Poetry**

**Course Code: ACP-203/ C-E-1 Credits: 06**

**Course Outcome:**

After the completion of this course the students will be able to:

1. Understand and appreciate poetry as a literary art form.

2. Recognise poetry and poetic personalities from a variety of literary and historical periods.

3. Analyse the various elements of poetry like diction, tone, imagery, rhetorical devices, symbolism etc.

4. Procure workable knowledge about some genres of literature, like sonnet and romantic poetry.

5. Learn to identify figures of speech in a literary text.

6. Master how to scan a line of verse to determine its rhythm towards acoustic and rhythmic effects in poetry.

**Semester-III**

**Course Code: APENG-301/C-1C**

**Course Title: Contemporary India: Women and Empowerment**

After the completion of the course, the students will be able to

1. Gain a comprehensive idea of the origin, growth and development of Women movements in India

2. Demonstrate conceptual and textual understanding of terminologies associated with women empowerment.

3. Refer to relevant historical and critical theories of feminism.

4. Account for the role of context(s) In the production, reception and transmission of major literary works concerned with feminism.

5. Express concepts through writing

6. Contribute to innovative thinking both within and outside the sphere of Women studies.

**Semester III**

**Course Code: APENG-304/SEC-1**

**Course Title: English Language Teaching**

After the completion of the course, the students will be able to

1. Gain a comprehensive idea of the origin, growth and development of Language teaching.

2. Demonstrate conceptual understanding of the various methods of language learning and identify the major impediments to language learning

3. Refer to relevant critical theories of language acquisition and assessment of language skills.

4. Become acquainted with the methods of teaching English language/ literature and gain insight into the structures of English language.

5. Demonstrate conceptual understanding in tests and exams.

**Semester IV**

**Course Code: APENG-401/C-1D**

**Course Title: Language and Linguistics**

After the completion of the course, the students will be able to

1. Gain a coherent knowledge of language and language varieties and how language changes over time.

2. Develop the knowledge of phonology and phonetic transcription for native- like proficiency in pronunciation of sounds in English.

3. Understand and apply the knowledge of language processes as they occur in various contexts.

4. Demonstrate conceptual understanding in tests and exams.

**Semester IV**

**Course Code: ACP-403/C-E-2**

**Course Title: British Poetry 2**

After the completion of the course, the students will be able to

1. Become acquainted with the representative works of British poetry pertaining to the Victorian and Modern periods of English Literature.

2. Refer to relevant contemporary literary theories.

3. Account for the role of context(s) In the production, reception and transmission of major literary works of the Victorian and Modern ages

4. Engage analytically with existing criticism and interpretations of late 19th and 20th century literary works.

5. Demonstrate conceptual and textual understanding in tests and exams.

**Semester IV**

**Course Code: APENG-404/SEC-2**

**Course Title: Soft Skills**

After the completion of the course, the students will be able to

1. Understand and apply knowledge of soft skills in various contexts

2. Effectively express themselves and demonstrate positive group communication exchanges.

3. Develop managerial skills and leadership qualities thereby enhancing their ability to work collaborately with others.

4. Develop adequate theoretical knowledge and practical skills so as to compete in the job market.

**Semester—V**

**Course Code: APENG-501/DSE-1A**

**Course Title(Discipline specific Elective course): Literature of the Indian Diaspora**

After the completion of the course, the students will be able to

1. Gain a comprehensive idea of the origin, growth and development of Indian English literature.

2. Understand key concepts associated with Indian diasporic literature

3. Acquaint themselves with the major writers of Indian English and account for the role of context(s) In the production, reception and transmission of their major literary works.

4. Engage analytically with existing criticism and interpretations of Indian English literary works.

5. Demonstrate conceptual and textual understanding in tests and exams.

**Semester V**

**Course Title (Generic Elective Course): Novel and Prose**

**Course Code: APENG-503/GE-1**

After completion of this course students will be able to

1. Understand the themes which are fundamental and often universal ideas explored in a literary work.

2. Understand the pattern of British and Indian essay writings.

3. Show familiarity with major literary works by British writers in the field of Novel.

4. Be acquainted with major socio-economic condition of the people of 19th century England.

5. How to critically analyze short stories and the characters in short stories.

**SEMESTER V**

**COURSE TITLE( SKILL ENHANCEMENT COURSE): CREATIVE WRITING**

**COURSE CODE: APENG- 504/SEC-3**

After the completion of this course the students will be able to:

1. Differentiate between creative writing and formal writing.

2. Understand and explain principles of creative writing, including form, technique and style.

3. Produce imaginative works of various kinds, such as, short fiction, creative nonfiction, poetry and drama.

4. Gain proficiency in using relevant, appropriate genre- specific vocabulary.

**Semester VI**

**Course Title (Discipline specific Elective Course): Partition literature**

**Course Code: APENG-601/DSE-1B**

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

1. Understand the key concepts of Partition Literature.

2. Know the social and political history of that time and the literary background of these text included in their syllabus.

3. Make acquaintance with the literary trend of the Partition Literature.

4. Develop a skill in reading and comprehending literature through translation.

5. Know how Partition affects the humanity and society in general.

**Semester VI**

**Course Title (Generic Elective Course): Drama**

**Course Code: APENG-603/GE-2**

After completion of this course students will be able to

1. Trace the developmental history of English Literature from Elizabethan Period to 20th century.

2. Show familiarity with major literary works by British writers in the field of Drama.

3. Be acquainted with major religious, political and social movements from 16th to 20th century and their influence on literature.

4. Be enriched with philosophical essence of life, irrespective of time, place or person.

5. Be acquainted with power politics and social struggles for the upgradation of humanity. 1. Acquire confidence in carrying out formal communication in English.

2. Understand the significance of business communication in any organized job sector.

**SEMESTER VI**

**COURSE TITLE( SKILL ENHANCEMENT COURSE): BUSINESS COMMUNICATION**

**COURSE CODE: APENG- 604/SEC-4**

After the completion of this course the students will be able to:

1. Acquire confidence in carrying out formal communication in English.

2. Understand the significance of business communication in any organized job sector.

3. Write any formal letter to bank, post office or editor of a news paper for our daily existence.

4. Acquire proficiency in carrying out de- correspondence.

5. Know how to write project report after fieldwork, visit to industries or business concerns.

Gobinda Prasad Mahavidyalaya

Amarkanan, Bankura

Department of History

Course Outcomes (UG)

**Honours Course**

 **Core Courses**

**UG HIST 101C-1: HISTORY OF INDIA (PREHISTORIC TIMES to 600 BC)**

1. Understanding the sources of ancient India.

2. Identifying geographical background of Ancient India.

3. Perception of Paleolithic, Mesolithic and Neolithic culture.

4. Understanding Mehergarh and Harappa Civilizations.

5. Analyzing the concept of vedic civilization, The Ramayana and the Mahabharata.

**UG HIST 102C-2: HISTORY OF CLASSICAL GREECE**

1. Understanding Greek historiography and to know about Greek historians.

2. Perception of Greek philosophy and morality.

3. Descripting the characteristics and decline of Greek Polis.

4. Analyzing the Spartan society and polity.

5. Understanding Athenian democracy and Athenian empire.

6. Description of Peloponnesian war and Sicilian expedition.

7. Perception of Greek culture and religion.

**UG HIST 201C-3: History of India (600 BC to 650 AD)**

1. Understanding the state formation of early India- Mahajanapadas, rise of Magadha, rise of Mauryan Empire. Analyzing the religious protest movement.

2. Descripting Northern India after the Mauryas.

3. Analyzing post Mauryan developments.

4. Understanding the age of Imperial Guptas, decline of Guptas , rise of Vakatakas and Kadambas.

**UG HIST 202C-4: MEDIEVAL WORLD (FALL OF THE ROMAN EMPIRE, MEDIEVAL EUROPE , COMING OF ISLAM)**

1. Analyzing the crisis of Roman Empire.

2. Understanding the economic development in Europe from the 7th to 14th century.

3. Perception of religion and culture of Medieval Europe.

4. Understanding the societies in central Islamic lands.

**UG HIST 301 C- 5: Early Medieval India (c. 650 A.D. – c. 1206 A.D.)**

1. Understanding the Historical Geography and Sources of Early Medieval India. Analysing the Debates on Indian Feudalism.

2. Descripting the rise of Palas, Senas and the Gurjara-Pratiharas. Interpreting the tripartite struggle.

**3.** Describing the Cholas of South India and their Administrative units of local self- government.

4. Analysing the Arab Conquest of Sindh; Causes and Consequences of Early Turkish Invasions; Mahmud of Ghazni, Muhammad of Ghur.

**UG HIST 302 C-6: Transformation of Europe (From Decline of Feudalism to 17th Century).**

1. Analysing the Crisis and Decline of Feudalism and Transition to Capitalism. Discussing Economic developments of the sixteenth century**.**

2. Describing Agriculture; Proto-Industrialisation; Mercantilism; Enclosure Movements of sixteenth century Europe.

3. Understanding Scientific Revolution; Printing and Military Revolution; Geographical Explorations; Renaissance**:** its social roots, city-states of Italy.

4. **D**iscussing Origins, course and results of the German Reformation in the 16th century.

5. Concept of Peace of Westphalia and the Emergence of Modern European State System.

6. Discussing the Civil War and Glorious Revolution of England and the beginning of liberalism.

**UG HIST 303 C-7: History of Medieval India (c. 1206 A.D. to c. 1526 AD)**

1. Interpreting the Historiography and Sources of Delhi Sultanate. Understanding the Establishment and Consolidation of the Sultanate.

2. Analysing the disintegration of the Sultanate.

3. Concept of the Ruling Elites of Delhi Sultanate and Central Structure and Military Organisations and the theories of kingship. Concept of Sufism and Bhaktism.

4. Assessing the Society and Economy in North India in the context of Agricultural Production, Rural Society, Trade and Urbanisation.

5. Describing the Religion and Culture in the Medieval India. Concept of Sufism and Bhakti Movements; Architecture and Literature of the Sultanate period.

6. Understanding the Bengal Region under the Delhi Sultanate and discussing The Rule of the IlliusSahi Dynasty and the HussainSahi Dynasty with special reference to society, economy and culture of the region.

**UG HIST 402C-8: History of Europe (c. 1789 -- c. 1870)**

1. Discussing the French Revolution **and** its socio-political impact.

2. Describing the emergence of Napoleon.

2. Discussing the Social base and characteristics of the Revolution and Napoleonic Empire and Europe.

3. Describing Europe after Napoleon- Vienna Congress; Concert of Europe; Metternich and the Conservative Order; the Greek War of Independence; the Revolution of 1830 and 1848.

4. Understanding the age of Nationalism, Unification of Italy and Germany. Concept of the Third Republic and the Paris Commune; the Eastern Question-the Crimean War, Balkan Nationalism.

5. Examining the Society and Economy in 19th Century Europe, Industrial Transformation in Britain and Difference in Industrialisation Process between England and France, Germany and Russia, the Emergence of Working class.

**UG /HIST/402 C-9: History of Medieval India (c. 1526 -- c. 1757)**

1. Identifying the different Historiography and Sources of Mughal period

2. Describing the rule of Babur, Sher Shah and Humayun.

3. Discussing The Great Mughals: Akbar to Aurangzeb and Mughal Imperialism and Maratha polity and the disintegration of the Mughal Empire.

4. Analysing the Polity, Theory of Kingship, Central and Provincial Administration and Mansabdari System of Mughal period.

5. Understanding Society and Economy, Agrarian Crisis and Urbanisation during Mughal Period.

6. Concept of Sufism, Bhakti, Art-Painting, sculpture, architecture and literature of Mughal India.

**UG HIST 403 C-10: History of India (1757 to 1885)**

1. Understanding different terminologies and approaches of Modern India and Eighteenth-century debate in Indian History.

2. Understanding the Emergence of Regional Powers after the downfall of the Mughals and Coming of the European

3. Describing the Colonial State and Its Administration.

4. Analysing the effects of Colonial Economic Policies - Agrarian Settlement, Rural Society,

5. Commercialisation of Agriculture, Company’s Trade in Bengal, De-industrialisation, Industrialization and Tariff Policies.

6. Describing the Social Reform and Educational Policies in colonial India.

7. Emergence of Peasant and Tribal Response to Colonial Rule.

**UG/HIST/501 C-11: History of Modern Europe (c. 1870 to c. 1991)**

1. Discussing the Imperial Expansion- Bismarck’s Diplomacy and a new balance of Power, Kaiser

2. William II and well politic. Describing the Eastern Question in Late Nineteenth Century and the Outbreak of the First World.

3. Analysing the Crisis of Feudalism in Russia and Experiments in Socialism and Describing the Revolution of 1905 and the Bolshevik Revolution of 1917.

4. Discussing the First World War and its Aftermath.

5. Concept of Crisis Fascism and Nazism, Rise of Fascism in Italy; Rise of Nazism in Germany, World Economic Depression.

6. Analysing Germany’s Aggressive Foreign Policy; Spanish Civil War; Mussolini’s Foreign Policy and Abyssinian Crisis and the outbreak of Second World War.

7. Describing Second World War and the Quest for Peace and the Evolution of the UNO.

8. Analysing the Cold War politics; Decolonisation and the emergence of the Third World; American imperialism and the resistance in Vietnam; End of Cold War and the disintegration of the USSR.

**UG/HIST/502 C-12: History of India (1885 to 1947)**

1. Understanding the Indian Nationalism: Trends up to 1919**:** Political ideology and organizations, formation of INC, Moderates and extremists, Swadeshi movement, Revolutionaries.

2. Discussing the Perspectives and Methods of Mahatma Gandhi and Rowlatt Satyagraha Non- Cooperation, Civil Disobedience, Quit India Movement**.**

3. Describing the Nationalism and Social Groups.

4. Analysing the Independence and partition of India.

**UG/HIST/601 C-13: History of India (1947 to 1992)**

1. Analyzing Partition, Integration of Princely States, Migration and Refugee Problem in West Bengal & Punjab.

2. Understanding the Internal Policy between1947-1964. Concept of Social Justice Movement, the New Constitution, 5-Year Plans, Formation of States on Linguistic basis.

3. Discussing the Challenges of Indira Gandhi and Coming of the United Front (1967) and the Left Front (1977) in West Bengal.

4. Analysing the Backward Castes and Tribes in post-colonial India and Caste violence and Ethnic movements after 1947. Concept of Anti-Caste Politics and Reservation policy.

5. Describing the rise of Communalism in post-independent India and debates around writing Indian history.

**UG/HIST/602 C-14: History of South-West Bengal (1740-1947):**

1. Understanding the Status of South West Bengal in the Mughal subah of Bengal and Establishment of British rule in South West Bengal.

2. Describing the Agrarian structure of South West Bengal in the colonial times and agrarian revolt.

3. Discussing Religious life of the people of South West Bengal and temple architecture. Perception of the Mahishya movement.

4. Concepts of urbanisation in colonial South West Bengal. To know about Bengal Nagpur Railway and its impact and tribal risings.

5. Analysing the Impact of western education and the growth of western educated local intelligentsia: New educational institutions and changing position of women.

6. Understanding the Nationalist Politics in the region of south west Bengal and the life of BirendranathSasmal and the importance of TamraliptaJatiyaSarkar. Analyzing the Famine of 1943 and its impact on the local society.

**Skill Enhancement Course (SEC)**

**UG/HIST/304 SEC- 1: Archives and Museum**

1. Develop the knowledge of students about different types of archives and museum.

2. Understanding the traditions of preservation in India Collection policies.

3. Discuss about the Presentation and Exhibition of Museums and discuss about the impact of Archives and Museum in the Society**.**

**UG/HIST/405 SEC-2: Understanding Popular Culture**

1. Students are able to defining popular culture and understanding it historically.

2. Students get the knowledge about Folk art, calendar art, photography and different types of Performance like Theatre , music , folk tales , songs , and Nautanki and Identifying themes functionality.

3. Students are also able to know impact of cinema and television. Students will Know about the influence of the national struggle for independence, Idealized nationalism disillusionment and the anti-establishment mood, documentary films etc. in Indian cinema.

4. Clear the concept of Fairs, Festivals and Rituals and Disentangling mythological stories.

5. Know the impact of the Internet and audio-visual media in popular culture.

**Elective: Discipline Specific DSE (4)**

**UG/HIST/ 503 DSE-1: History of the USA I (1776-1945)**

1. Understanding the background of the settlement and colonization by

2. Europeans and early colonial society and politics of America.

3. Identifying different types of Revolutionary groups and Ideology and the historical interpretations of the war of Independence.

4. Discussing the revolution of American Democracy and the limitations**.**

5. Describing the Beginnings of Industrialization and changing composition of Labour and Early Labour Movements.

6. Understanding The Plantation economy and Slave Society and Culture and Slave resistance.

7. **C**oncept of Monroe Doctrine and its Manifest Destiny.

8. Discussing the Civil War and its impacts**.**

**UG/HIST/504 DSE- 2: History of Modern China (1840-1949)**

1. Students get knowledge about Imperialism and China during the 19th century.

2. Discussing the Unequal Treaties and the Open Door policy and Agrarian and Popular Movements in China.

**3.** Understanding the Emergence of Nationalism in China**.**

4. Discussing the History of China from 1919 to 1949**-** Nationalism &Communism in China, Formation of CCP, and the Kuomintang, the First United Front, the Communist Movement and the Jiangxi Period and the rise of Mao Tse Tung.

**UG/HIST/ 603 DSE-3: HISTORY OF THE USA II (c.1776-1945)**

1. Understanding the Political changes and agrarian transformation of America.

2. Analysing the Growth of Capitalism and Big Business and economic Depression in America.

3. Discussing the Resistance of labours, agrarian crises and Reforms.

4. Describing the U.S. Imperialism and Americans in World War II.

5. Discussing the Afro-American Movements and Women’s Movements.

6. Discussing the Religious, Cultural and Intellectual Trends of America

**UG/HIST/ 604 DSE- 4: History of Modern Japan (1840-1949)**

1. Analysing the Transition from feudalism to capitalism in Modern Japan.

2. Understanding the Japanese imperialism in China, Manchuria and Korea.

3. Discussing the Democracy and Militarism/Fascism in Japan and emergence of Second World War and the changes after war in Japan.

 **Elective: Generic (GE)**

**UG/HIST/ 103 GE-1: History of Ancient India**

1. Classifying and understanding the Sources of Ancient Indian History- Archaeological and Literary, Epigraphy, Numismatics.

2. Describing the origin, antiquity, extent, general features, decline of Harrapan Civilisation and

3. Neolithic-Chalcolithic Cultures in non-Harappan India.

4. Understanding Vedic Civilisation, Epics-Ramayana andMahabharata and Iron Age Cultures.

5. Discussing State formation in Early India and Mauryan Imperialism.

6. Analysing Northern India after the Mauryas and impacts on-Polity, Economy, Religion and Indo-Roman Trade.

7. Understanding Post Mauryan Developments (c. 200 B.C. – c. 300 A.D.)- Bactrian Greeks; Tamil Chieftaincies- Chera, Chola, Pandya, Sangam Age.

8. Discussing the age of the Imperial Guptas and impacts on Administration; Economy; Society; Religion; Art & Architecture. Describing Vakatakas and Kadambas.

**UG/HIST/ 203 GE-2: History of Medieval India:**

1. Interpreting the Historiography and Sources of Delhi Sultanate. Understanding the Establishment and Consolidation of the Sultanate.

2. Analysing the disintegration of the Sultanate.

3. Concept of the Ruling Elites of Delhi Sultanate and Central Structure and Military Organisations and the theories of kingship

4. Understanding the Bengal Region under the Delhi Sultanate and discussing The Rule of the IlliusSahi Dynasty and the HussainSahi Dynasty with special reference to society, economy and culture of the region.

5. Understanding the coming of the Mughals and the Afghan threat and Sher Shah and the Great Mughals, Akbar to Aurangzeb.

6. Discussing the rise of the Marathas, conflict with the Sikhs, the Deccan crisis and the crisis of Mughal Imperialism

7. Describing the Society, Economy and Culture in North India.

8. Understanding Sufism, Bhakti Movement, Art, Architecture and Literature.

**UG/HIST/ 304 GE-3- Modern India:**

1. Understanding the emergence of Regional Powers after downfall of the Mughal and Coming of the Europeaan.

2. Analysing the Colonial States and Its Administration. Legislations from the Regulating Act to the Queen’s Proclamation.

3. Understanding Colonial Economic and Social Policies.

4. Discussing Peasant/Tribal Response to Colonial Rule; up to the Great the Revolt of 1857; Early Phase of the Indian Freedom Movement , Partition of Bengal and Swadeshi Movement.

5. Describing the Gandhian Era and Subhas Chandra Bose and INA.

6. Discussing Pre-War Political Developments and transfer of Power, Partition and Independence.

7. Analysing the plans and policy of Nehruvian Era.

**UG/HIST/ 404 GE-4: Making of Contemporary India**

1. Understanding the Government of India Act 1935 and negotiations for Independence and Popular Movements, Partition: Riots and Rehabilitation.

2. Discussing the Making of the Republic The Constituent Assembly and

Drafting of the Constitution Integration of Princely States

3. Describing Indian Democracy at Work from 1950 to 1970s. Discussing language,

Region, caste and religion, electoral politics and the Changing Party System of India.

4. Understanding Economy Society and Culture (1950-1970’s).

**Program courses**

 **Core Courses**

**DSC IA- History of Ancient India**

1. Classifying and understanding the Sources of Ancient Indian History- Archaeological and Literary, Epigraphy, Numismatics.

2. Describing the origin, antiquity, extent, general features, decline of Harrapan Civilisation and

Neolithic-Chalcolithic Cultures in non-Harappan India.

3. Understanding Vedic Civilisation, Epics-Ramayana and Mahabharata and Iron Age Cultures.

4. Discussing State formation in Early India and Mauryan Imperialism.

5. Analysing Northern India after the Mauryas and impacts on-Polity, Economy, Religion and Indo-Roman Trade.

6. Understanding Post Mauryan Developments (c. 200 B.C. – c. 300 A.D.)- Bactrian Greeks; Tamil Chieftaincies- Chera, Chola, Pandya, Sangam Age.

7. Discussing about the age of the Imperial Guptas and impacts on Administration; Economy; Society; Religion; Art & Architecture. Describing Vakatakas and Kadambas

**DSC IB- History of Medieval India:**

1. Interpreting the Historiography and Sources of Delhi Sultanate. Understanding the Establishment and Consolidation of the Sultanate.

2. Analysing the disintegration of the Sultanate.

3. Concept of the Ruling Elites of Delhi Sultanate and Central Structure and Military Organisations and the theories of kingship

4. Understanding the Bengal Region under the Delhi Sultanate and discussing The Rule of the IlliusSahi Dynasty and the HussainSahi Dynasty with special reference to society, economy and culture of the region.

5. Understanding the coming of the Mughals and the Afghan threat and Sher Shah and the Great Mughals, Akbar to Aurangzeb.

6. Discussing the rise of the Marathas, conflict with the Sikhs, the Deccan crisis and the crisis of Mughal Imperialism

7. Describing the Society, Economy and Culture in North India.

8. Understanding Sufism, Bhakti Movement, Art, Architecture and Literature.

**DSC IC- History of Modern India**

1. Understanding the emergence of Regional Powers after downfall of the Mughal and Coming of the European.

2. Analysing the Colonial States and Its Administration. Legislations from the Regulating Act to the Queen’s Proclamation.

3. Understanding Colonial Economic and Social Policies.

4. Discussing Peasant/Tribal Response to Colonial Rule; up to the Great the Revolt of 1857; Early Phase of the Indian Freedom Movement , Partition of Bengal and Swadeshi Movement.

5. Describing the Gandhian Era and Subhas Chandra Bose and INA.

6. Discussing Pre-War Political Developments and transfer of Power, Partition and Independence.

7. Analysing the plans and policy of Nehruvian Era.

**DSC ID- Making of Contemporary India**

1. Understanding the Government of India Act 1935 and negotiations for Independence and Popular Movements, Partition: Riots and Rehabilitation.

2. Discussing the Making of the Republic The Constituent Assembly and

Drafting of the Constitution Integration of Princely States

3. Describing Indian Democracy at Work (1950- 1970s) on Language, Region, Caste and Religion Electoral Politics and the Changing Party System, Non-Aligned Movement.

4. Understanding Economy, Society and Culture (1950-1970’s) of India.

 **Skill Enhancement Course**

**SEC-I: Historical Tourism: Theory & Practice:-**

**1.** Students are defining different types of Heritage and clear their concept about Art &Architecture in India. Students Visit to historical sites & Museums and play active role in field work.

**2.** Understanding Stupa Architecture , Temple Architecture , Indo Persian Architecture , Forts, Palaces, Mosques , Colonial Architecture , and know Present day structures of these heritage.

**3.** Students have to play active role in Field Work.

**4.** Students help to modalities of conducting tourism.

**SEC-II: Museum & Archives in India:-**

1. Develop the knowledge about the museum and archive.

2. Discussing the history of setting up of Museum and Archives.

3. Studying of structures & Functions of museum and archives. Students actively participate in field work.

4. Examine the Training & Employment in relation with museum and archives.

**SEC-III: Documentation & Visual Culture:-**

1. Understanding conceptual framework of documentation and visual culture.

2. Discussing Visual Culture in Colonial & Post-Colonial Contexts.

3. Describing Politics and methods of Documentation.

4. Fieldwork and Training.

**SEC IV: An Introduction to Archaeology:**

1. Definition & Components

2. Historiographical Trends

3. Research Methodologies

4. Definition of Historical Sites & Explorations

5. Field Work & Tools of research

6. Documentation, Codification, Classification, Analysis of findings and publications

**Discipline Specific Elective**

**DSEIA: History of Modern Europe (c. 1870 to c. 1945)**

**1.** Analysing Bismarck’s Diplomacy and a new balance of Power, Welt politic*,* the Eastern Question in Late Nineteenth Century and the Balkan Wars and the Outbreak of the First World War.

**2.** Discussing the Crisis of Feudalism in Russia and Experiments in Socialism.

**3.** Describing First World War and its Aftermath and the League of Nations.

**4.** Examine the crisis in Europe - Rise of Fascism in Italy; Rise of Nazism in Germany, World Economic Depression.

**5.** Understanding the outbreak of the Second World War.

**6.** Discussing the Quest for Peace and the evolution of the UNO, Cold War politics.

**DSE IB: History of South-West Bengal (1740-1947)**

1. Understanding the Status of South West Bengal in the Mughal subah of Bengal and Establishment of British rule in South West Bengal.

2. Describing the Agrarian structure of South West Bengal in the colonial times and agrarian revolt.

3. Discussing Religious life of the people of South West Bengal and temple architecture. Perception of the Mahishya movement.

4. Concepts of urbanisation in colonial South West Bengal. To know about Bengal Nagpur Railway and its impact and tribal risings.

5. Analysing the Impact of western education and the growth of western educated local intelligentsia: New educational institutions and changing position of women.

6. Understanding the Nationalist Politics in the region of south west Bengal and the life of BirendranathSasmal and the importance of TamraliptaJatiyaSarkar. Analyzing the Famine of 1943 and its impact on the local society.

 **Elective: Generic (GE)**

**GE-I: Women’s Studies in India:**

1. Understanding the basic Concepts & Theories of Women’s Studies.

2. Analysing the emergence of Women Studies in India.

3. Discussing about gender & Social history, Women’s Question in the 19thcentury and Women’ Movement in Colonial & Post -Colonial India.

4. Describing Political Participation of women and violence against Women & Preventive Laws.

5. Understanding Gender, Development & Culture.

**GE II: Gender and Education In India:**

**1.** Identifying Historiographical trends of gender and education in India.

**2.** Discussing formal and informal education in Early and Medieval times.

**3.** Describing socio-religious reforms and Education for females including western medical education.

**4.** Examine the role of School and Colleges in Colonial and Post- Colonial Period.

**5.** Understanding contours of Female Literacy since 1950 and present scenario of women education.

**DEPARTMENT OF GEOGRAPHY**

COURSE OUTCOME:

I.GEOTECTONICS AND GEOMORPHOLOGY

CO1:Explaining the origin of earth, geographical time scale and internal structure of the earth.

CO2:Understanding the continental drift and plate tectonics theory.

CO3:Assessing the relationship between landforms, processand factors operating affects the development of landforms.

II.CARTOGRAPHIC TECHNIQUES

CO1:Understanding and constructions of the different types ofscales .

CO2:Explaining projection and its application to prepare map from the globe.

CO3:Understanding the different types of surveying and plotting their procedures.

III.HUMAN GEOGRAPHY:

CO1:Explaining the nature and scope of human geography and different approaches to study the human geography.

CO2:Understanding the habitation of the human beings like eskimo and santal population.

CO3: Recognise the difference between compact ,disperse and linear settlement.

IV.CARTOGRAPHY AND THEMATIC MAPPING

CO1:Understanding the procedure and constructions of the line graph,bargraph and pia diagram .

CO2: Construction of choropleth map, Dot map ,and age sex pyramid through cartograms.

CO3: Understanding the principles of topographical map analysis the relative relief,average slope zone and drainage density.

**Climatology:**

1. A. Unit-1: Understanding global atmospheric and climatic activities mechanism.
2. B. Unit-2: Broadly understanding various elements and Phenomena of Global climate.
3. C. Unit-3: Good understanding of Formation of different cyclone and Climate change and its impact.
4. **1. Geography of India :**

A.Unit-1: broadly understanding physiographic concept of India and different minerals.

b. Unit-2: Understanding Socio-cultural and industrial concept of India.

c: Unit-3: Understanding Physiographic, Socio-cultural concept and regional problem of West Bengal.

2. Statistical Methods in Geography ;

A. Unit- 1: Understanding Data collection and its process for meaningful outcome uses.

1. B. Unit-2: Data Analysis and its implication in day –To –day life.
2. C. Unit-3: computer application and easy to use data analysis.

4. Computer Basics and Computer Applications

A.Unit-1: Basic knowledge for computer use.

B. Unit-2: Computer Use and implication in geography.

C. Unit-3: Statistical analysis by the computer different diagrams.

**5. Regional Planning and Development**

A.Unit-1: Identification, Types of regions and Needs it’s planning.

B. Unit-2: Identification and Implication of different model of regional development planning.

C. Unit-3: Need for Indian regional planning, Different implication processes.

**6. Geography of Economic Activities**

A.Unit-1: Fundamental concept of economic Activities and primary economic concept and application.

B. Unit-2: Secondary economic activities its application area use different theories.

C. Unit-3: International trading and role of WTO and transport system And Sunrise industry of Tourism concept.

**7. Environmental Geography**

A.Unit-1: Approach towards environmental and Holistic modern environmental concepts.

B. Unit-2: Good understanding of ecology, ecosystem and different pollution and problems.

C. Unit-3: Man –environmental conflict, problems and global environmental policies.

**8. GIS and GPS**

A.Unit-1: Understanding of GIS, Its component and data structure.

B. Unit-2: Understanding GPS and its working process, segment and application.

C. Unit-3: Using open source software application of geo-referencing GIS Mapping, attribute creation And Layout.

**5th semester (Honours)**

**1. Evolution of Geographical Thought**

CO1 – Appreciation of evolution of geographical thought through time.

CO2 – Understanding the paradigm shift in geographical thinking in different regions of the world.

CO3 – Assessing the past and future trends of development of different ideologies.

**2. Remote Sensing**

CO1 – Enhancement of skill to use digital satellite data using software.

CO2 – Preparation of maps using satellite data.

CO3 – Interpretation of maps and compare with ground realities.

**3. Hydrology and Oceanography**

CO1 – Understanding the basic concepts of hydrology. Evaluate the variations of global hydrological cycle. Assessment of significance of ground water quality and its circulation.

CO2 – Identifying the seafloor features and properties of seawater.

CO3 – Assessment of ocean resources and impact of sea level change.

**4. Cultural and Settlement Geography**

CO1 – Understanding the fundamental concepts of cultural geography. Assessing the characteristics of global cultural phenomena.

CO2 – Assessing the spatio-temporal variations in distribution of rural settlement.

CO3 – Understanding the different theories influencing urban morphology.

**5. Urban Geography**

CO1 – Assessing the past and future trends of urbanization. Understanding the fundamentals and patterns of urbanization.

CO2 – Learning functional classification of cities and various theories of urban growth and urban hierarchies.

CO3 – Understanding the contemporary issues and problems of Delhi, Mumbai, Kolkata and Chennai.

**6th semester (Honours)**

**1. Disaster Management**

CO1 - Understanding the fundamental concepts of hazard, disaster and extreme events.

CO2 – Assessing the processes, impact and management of natural and man-made hazards.

CO3 – Risk management of some vulnerable areas of India and hazard mapping.

**2. Research Methodology and Field Work**

CO1 – Assessing the types and approaches to research in Geography. Understanding different tools and techniques in geographical research.

CO2 – Conduct proper field work for the collection of primary data to bring out grass root realities. Preparation of field report based on field data.

**3. Soil and Biogeography**

CO1 – Evaluating soil as a basic resource and also its distribution, problems and management.

CO2 – Identifying the basic concepts of biosphere. Understanding the dynamics of energy flow in ecosystem. Assessment of different aspects of various biomes.

CO3 – Understanding human behaviour and its impact on soil and biosphere.

**4. Population Geography**

CO1 – Establishing population studies as a distinct field of human geography.

CO2 – Understanding the key concepts and components of population along with its drivers.

CO3 – Examine population dynamics and characteristics with contemporary issues.

5. Geography of Health and Wellbeing

CO1 – Understanding the fundamental concepts of health and factors influencing it.

CO2 – Establishing linkages between the health, environment, exposure and risk.

CO3 – Assessing climate change and its relationship with health and disease pattern.

**Geography Programme:**

**1st sm**

1. Physical Basic Of the earth:

Unit 1:- Understanding the earth Formation, geological History, internal structure, isostatic adjustment.

Unit 2:- Brief concept of continental drifting, plate movement, Sea-floor movement.

Unit3:- Geomorphic Processes of folded, faulted, uniclinal structure, land form evolution of different theories and hill slope.

**2nd Sm**

2. Human Geography:

Unit 1:- Understanding the element, approach, race ethnicity of human.

Unit 2:- Briefly explain of Society, Demography ancient to modern.

**3rd Sm**

3. Maps & Diagrams:

Unit 1:- Concept of different scale and different Diagrams.

Unit 2:- Concept of projection and Different draw technique.

Unit 3:- Brief concept of Surveying prismatic, Dumpy

Unit 4:- General concept of field work and socio-economic data servey.

4. Computer Basic :

Unit 1:- Understanding of computer Basic of application, web searching and power point presentation.

**4th Sm**

5. Economic Geography :

Unit 1:- General concept of Agriculture and Agriculture pattern.

Unit 2:- Understanding Secondary economic activities industrial location theory and trading of international and economic Block.

6. Computer Application:

Unit 1:- Geographical Application of computer and data handling and makes diagrams.

**5th Sm**

7. Hydrology And Oceanography :

Unit 1:- Understanding Global Hydrology cycle, Run-off and Ground water table.

Unit 2:- Understanding Sea floor, coral reef, marine resource.

8. Urban Geography :

Unit 1:- Understanding Urbanization Ancient to modern, And different Theories.

Unit 2:- Understanding growth, pattern of city region, different theories and urbanization of India.

9. Remote Sensing :

Unit 1:-Basic concept of remote sensing and FCC of satellite image.

**6th Sm**

10. Soil And Bio-Geography :

Unit 1:- Brief concept of Soil formation, Structure, texture, Ph and erosion.

Unit 2:- Brief concept of ecosystem, ecotone and different Biomes.

11. Population Geography:

Unit 1:- Understanding Population, Demography, growth distribution in India.

Unit 2:- Understanding population policies, Migration, and other elements.

12. Geographic Information System :

Unit 1:- Understanding of GIS Data, map, Digitization and map layout.

**DEPARTMENT OF PHILOSOPHY**

**B.A (HONOURS) Semester-I, Semester -II, Semester -III, Semester -IV, Semester –V & Semester -VI**

**COURSE OUTCOME /PROGRAMME OUTCOME/ PROGRAMME SPECIFIC OUTCOME :**

**COURSE OUTCOME:**

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| **COURSE TITLE**  |

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| **COURSE OUTCOME**  |

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| **Semester-I (Honours)** |

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| Outlines of Indian Philosophy I (Course Code- AHPHI 101C)  |

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| **CO1:** Basic concept of Indian Philosophy is introduced. It gives the full-phased knowledge regarding our rich cultural traditions and a path leads to highest summon bonum of life.  |

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| Greek Philosophy (Course Code- AHPHI 102C)  |

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| **CO2:** A detailed discussion on the similarity and dissimilarity between Indian and Western Philosophy is given.  |

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| **Semester-II (Honours)**  |

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| Outlines of Indian Philosophy II (Course Code- AHPHI 201C)  |

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| **CO3:** It gives the full-phased knowledge regarding our rich cultural traditions and a path leads to highest summon bonum of life.  |

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| History of Western philosophy (Course Code- AHPHI 202C)  |

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| **CO4**: The primary arguments and key concepts of different Western Philosophers of both ancient and modern ages are introduced.  |

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| **Semester-III (Honours)**  |

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| Indian Ethics (Course Code- AHPHI 301C)  |

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| **CO5:** It gives us norms or principles to determine which action is good or bad, right or wrong, ethical or unethical in the socio-human affairs.  |

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| Western Ethics (Course Code-AHPHI 302C)  |

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| **CO6:** Students earn the power to deal with difficult and controversial moral issues in their day to day life.  |

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| Deductive Logic (Western) (Course Code-AHPHI 303C)  |

 | **CO7:** By going through the methods and principles of Logic, students can distinguish valid form of reasoning or argument from invalid ones.  |
| Yoga Philosophy (Theory and Practice) (Course Code- AHPHI 305SEC-I)  | **CO8:** An introduction is given to the students about the importance of yoga in our day to day life.  |
|  **Semester-IV (Honours)**  |
| Psychology (Course Code- AHPHI 401C)  | **CO9:** The nature and scope of Psychology and its different schools are introduced.  |
| Indian Logic – I (Course Code- AHPHI 402C)  | **CO10:** Students can develop a power of critical thinking to infer an unknown entity.  |
| Inductive Logic (western) (Course Code- AHPHI 403C)  | **CO11:** It gives emphasis how to maintain validity in argumentations ; it also teaches us how one, from insufficient available information, can proceed towards justified generalization.  |
| Applied Ethics (Course Code- AHPHI 405SEC-II)  | **CO12:** Develops the capacity to grasp some practical problems and issues and find out their solution in the socio-moral context.  |
| **Semester-V** **(Honours)**  |
| Indian Logic – II **(Course Code-**AHPHI 501C)  | **CO13:** All the slakes of ‘Tarkasamgraha’ are read out with detailed analysis.  |
| Philosophy Of Religion (Course Code- AHPHI 502C)  | **CO14:** It helps people to understand and evaluate different religious traditions and their alternatives  |
| Text; Bhasapariccheda (anumanakhanda) (Course Code- AHPHI 503DSE)  | **CO15 :** All the slakes of ‘**Bhasapariccheda’** are read out with detailed analysis.  |
| Text: Socity : MacIver and Page (Course Code- AHPHI 504DSE)  | **CO16:** A detailed study on society, group, community, association etc. are explained and analyzed.  |
|  **Semester-VI (Honours)**  |
| Contemporary Indian Philosophy (Course Code- AHPHI 601C)  | **CO17:** We have discoursed on Rabindranath Tagore’s concept of the finite-infinite aspect of man, nature of religion and problem of evil; Swami Vivekananda’s concept of Practical Vedānta, Universal Religion, and Yoga; and Sri Aurobindo’s concept of reality, human evolution and Integral Yoga.  |
| 20th Century Western Philosophy (Course Code- AHPHI 602C)  | **CO18:** We have introduced Moore’s critique of idealism and his defense of common sense view and Russell’s conceptions of knowledge by acquaintance and knowledge by description.  |
| Text: Srimadbhagavadgita (Jnānayoga and Bhaktiyoga) (Course Code- AHPHI 603DSE)  | **CO19:** We have Bhagavad Gita as the oldest and most widely read book of theistic science in the world today. Not only concepts but also some of the original slakes are discussed.  |
| Text: Gender: V. Geetha (Course Code- AHPHI 604DSE)  | **CO20:** An introduction to the idea of Feminism and its evolution is provided. Key issues such as sexuality, gender, self-other binary are discussed briefly.  |
|  **Semester-I , II , III & IV**  **(Honours)**  |
| Outlines of Indian Philosophy I (Course Code- AHPHI 103GE)  | **CO21:** It gives the full-phased knowledge regarding our rich cultural traditions and a path leads to highest summon bonum of life.  |
| Western Metaphysics (Course Code- AHPHI 203 GE)  | **CO22:** It gives the basic parameters to analyze the theory of knowledge and reality in practice front.  |
| Western Logic (Course Code-AHPHI 304GE)  | **CO23:** By going through the methods and principles of Logic, students can distinguish valid form of reasoning or argument from invalid ones.  |
| Western Ethics (Course Code-AHPHI 404GE)  | **CO24:** Students earn the power to deal with difficult and controversial moral issues in their day to day life.  |

**DEPARTMENT OF PHILOSOPHY**

**B.A (PROGRAMME) Semester-I, Semester -II, Semester -III, Semester -IV, Semester –V & Semester -VI**

**COURSE OUTCOME /PROGRAMME OUTCOME/ PROGRAMME SPECIFIC OUTCOME :**

**COURSE OUTCOME:**

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| **COURSE TITLE**  | **COURSE OUTCOME**  |
| **Indian Philosophy** **Course Code-**APPHI 101C-1A  | **CO1:** Basic concept of Indian Philosophy is introduced. It gives the full-phased knowledge regarding our rich cultural traditions and a path leads to highest summon bonum of life.  |
| Western Metaphysics **Course Code**- APPHI 201C-1B  | **CO2:** It gives the basic parameters to analyze the theory of knowledge and reality in practice front.  |
| Deductive Logic (Western) **Course Code-**APPHI 301C-1C  | **CO3:** By going through the methods and principles of Logic, students can distinguish valid form of reasoning or argument from invalid ones.  |
| Western Ethics **Course Code-**APPHI 401C-1D  | **CO4:** Students earn the power to deal with difficult and controversial moral issues in their day to day life.  |
| Psychology **Course Code- APPHI 501 DSE-1**  | **CO5:** The nature and scope of Psychology and its different schools are introduced.  |
| Socio-Political Philosophy **Course Code-** APPHI601DSE-2  | **CO6:** Wing to establish cardinal principles for regulating and being together of the society.  |
| The Religion of Man R.N Tagore Course Code-APPHI503GE-1  | **CO7:** We have discoursed on Rabindranath Tagore’s concept of the finite-infinite aspect of man, nature of religion and problem of evil.  |
| Feminism **Course Code-** APPHI603GE-2  | **CO8:** Students will aware about the rights of women and its role for building society.  |
| Yoga Philosophy (Theory and Practice) **Course Code-** APPHI 304SEC-I  | **CO9:** An introduction is given to the students about the importance of yoga in our day to day life.  |
| Applied Ethics Course Code- APPHI404SEC-2  | **CO10:** Develops the capacity to grasp some practical problems and issues and find out their solutions in the socio-moral context**.**  |
| Value Education Course Code-APPHI504SEC-3  | **CO10:** Importance and utility of value education for solving out the problems of individuals well as society.  |
| Philosophy of Human Rights Course Code-APPHI604SEC-4  | **CO10:** We will be aware about our rights as human beings and also basic questions regarding justification of human rights will Be sorted out.  |

PROGRAMME OUTCOME:

**PO1**: Students will be able to identify the different philosophical schools of

thought and the ideas of major philosophers.

**PO2**: Students will be able to apply philosophical knowledge to contemporary

issues.

**PO3**: Students will be able to classify arguments (Inductive and Deductive).

**PO4**: Students will be able to evaluate arguments (Strong/weak, Valid/Invalid

and Sound/Unsound) and identify their fallacies.

**PO5**: Students will be able to identify philosophers (such as Jeremy Bentham,

James Mill, John Stuart Mill, and Immanuel Kant) and their ethical

systems.

**PO6**: Students will be able to identify the five major world religions and their

founders.

**PO7**: Students will be able to identify the major philosophers and the

philosophical schools from ancient times to the beginning of the

Renaissance period.

**PO8**: Students will be able to identify the major philosophers and the

philosophical schools from Renaissance to contemporary times.

**PO9**: Students will develop conceptual competence, demonstrate vigor of

logical inquiry and produce clarity of expression.

**PO**10: Students will be able to identify major issues, debates, or approaches

appropriate to the discipline.

PROGRAMME SPECIFIC OUTCOME:

**PSO1.** Develop an understanding of Indian Logical concepts through analysis

of primary text and commentary upon it.

**PSO2.** Develop the ability to assess in a critical manner primary sources of

Indian Philosophy, as well as to analyses and discuss complex subject

matters contained in these sources with great precision.

**PSO3.** Develop an awareness of different mental states and processes that

ultimately generates self-estimation and the capacity of checking of

undeserved and crude emotional overflow.

**PSO4.** Analyze the fundamental questions necessary to understand life as it is

lived, with other humans, in a public realm.

**PSO5.** Analyze and judge existing institutions and relationships. Acquire

visions of the good social life and of what ought to be the ruling set of

values and institutions that hold all sects of people together..

**PSO6.** Understand the key issues in the current science- religion priority

debate and engage into this debate rationally.

**PSO7.** Develop a liberal outlook on religious issues and awaken a consciousness of religious pluralism.

**PSO8.** Develop the capability of applying knowledge and skills within

philosophy to areas that require an ability to analyze complex

problems, as well as to develop possible solutions from a philosophical

perspective.

**PSO9.** Present traditional philosophical ideals and values in the module of

modernity. Reconcile the forces of tradition with those of modernity.

**PSO10.** Relate traditional philosophical notions to actual life and experience,

reducing the abstractness of the notions. ness of religious pluralism.

**गोबिन्द-प्रसाद-महाविद्यालयः**

**संस्कृत-विभागः**

**पाठक्रमस्य परिणामः(Course Outcome)**

Course Outcomes, Programme Outcomes & Programme Specific

Outcomes

2021-2022

**मूलपाठक्रमानुसारं पाठक्रमस्य परिणामः।**

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| **पत्रनाम(Paper Name)** | **परिणामः(Outcome)** |
| 1ST SEM(HONS)AHSNS 101C-1Classical Sanskrit Literature (Poetry)&Chhanda | 1. विविधमहाकाव्यानाम् उत्पत्तेः कालो धारणा च।
2. कालिदास-माघाश्वघोष-भट्टि-भारवि-श्रीहर्षादिकवीनामुत्पत्तिकालः, कविप्रतिभाः, रचनाशैल्यः भाषादक्षताश्च भवेयुः।
3. कुमारसम्भवम्, रघुवंशम्, कीरातार्जुनीयमादि महाकाव्यानां परिचयज्ञानं विषयज्ञानञ्च भवेदिति।
4. छन्द-प्रयोगेन श्लोकस्य श्रुतिमाधुर्यं भवेत्।
5. अक्षरतारतम्येन छन्दविशेषाणां ज्ञानं भवति।
6. छन्दोज्ञानं विना श्लोकस्य पदस्य वास्तित्वं नास्ति, अतः छन्दज्ञानमावश्यकं वर्तते।
 |
| 1ST SEM(HONS)AHSNS 102C-2Classical Sanskrit Literature (Prose) | 1. गद्यसाहित्यानाम् उत्पत्तेः क्रमविकाशो धारणा च।
2. महाश्वेतावृत्तान्तस्य, शुकनासोपदेशस्य विश्रुतचरितस्य व्याकरणज्ञानम्,अनुवादशिक्षणञ्चोपरभ्यते।
3. दण्डी-वाण-सुबन्धु-श्रीहर्षादिकवीनामुत्पत्तिकालः, कविप्रतिभाः, रचनाशैल्यः भाषादक्षताश्च भवेत्।
 |
| 1ST SEM(PROGRAMME)APSNS 101C-1ASanskrit Drama And Language1ST SEM (GE)AHSNS 103GE-1Drama & Grammar | 1. संस्कृतजगति महाकवि-कालिदासस्य अवदानविषये ज्ञानं भवति।
2. ʻउपमा कालिदासस्यʼइत्यस्मिन् वाक्यस्य स्वार्थकता अस्ति उत नेति।
3. नाटके वर्णितानाम् आश्रमजीवनस्य परिचयज्ञानम्।
4. नाटके वर्णता प्रशासनव्यवस्था तथा चौर्यकार्यस्य कथं शास्तिप्रदानं तथाच नैतिक कर्तव्यस्य ज्ञानार्जनं भवेदित्यभिलाशः।
5. ग्रन्थस्य व्याकरणज्ञानं भवेत्। तेन ज्ञानेन भाषाशुद्धिः तथा वाक्यगठनं सम्यग् रूपेण भविष्यति।
 |
| 1ST SEM(PROGRAMME MIL)ACP/SNS 103C-MIL-1 | 1. व्याकरणज्ञानं विहाय वाक्यशुद्धिः नैव सम्पद्यते।
2. व्याकरणे कारकज्ञानं तथाच समासज्ञानेन भाषाशुद्धिः भवेदिति।
3. कारकज्ञानेन विभक्तिज्ञानमपि अवग्यम्यते.
4. बहुपदानां एकपदीकरणं तथा समयलाघवार्थं व्याकरणस्योपयोगः करणीयः।
5. सन्धिज्ञानं विहाय श्लोकस्य अन्वयः न सम्भवतिः, अतो सन्धेः ज्ञानम् आवश्यकम्।
 |
| 2ND SEM(HONS)AHSNS 201C-3Poetics and Literary Criticism | 1. साहित्यदर्पणस्य षष्ठपरिच्छेदे नाटकस्य, प्रकरणस्य, प्रहसनस्य, महाकाव्यस्य, गद्यकाव्यस्य च लक्षणज्ञानमुत्पद्यते।
2. लक्षणसहयोगेन श्लोकस्य अलङ्कारनिर्णयपद्धतेः ज्ञानं भवति।
3. आलङ्कारिकाणामलङ्कार-प्रस्थानस्य परिचयः भविष्यति।
 |
| 2ND SEM(HONS)AHSNS 202C-4Classical Sanskrit Literature (Drama) | 1. अभिज्ञानशाकुन्तलम्-स्वप्नवासवदत्तयोः नाटकयोः प्रकृतिचेतना पाप्यते।
2. नाटके वर्णितानां आश्रमवासिनां जीवनचर्चायाः ज्ञानं भवति।
3. तस्मिन् काले समाजव्यवस्था, वर्णाश्रमव्यवस्था, वहुविवाहः, गन्धर्वविवाहादि विषयस्य ज्ञानमुत्पद्यते।
 |
| 2ND SEM(PROGRAMME)APSNS 201C-1BSanskrit Poetry and And Metre2ND SEM (GE)AHSNS 203GE-2Poetry&Chand a | 1. संस्कृतसाहित्यस्य विविधमहाकाव्यानाम् उद्भवकालस्य धारणा।
2. कालिदासादिकवीनामुत्पत्तिकालः, कविप्रतिभाः, रचनाशैल्यः भाषादक्षताश्च भवेयुः।
3. कुमारसम्भवम्, रघुवंशम्, कीरातार्जुनीयमादि महाकाव्यानां परिचयज्ञानं विषयज्ञानञ्च भवेदिति।
4. रघुवंशमहाकाव्यस्य मूलं छात्राणामवश्यमेव ज्ञातव्यम्। ग्रन्थे वर्णित नृपनां नामानि ज्ञातव्यम्
5. ग्रन्थे आलोचित शापप्राप्तेः कथा श्रुत्वा तस्मिन् विषये इदृशं चिन्तनं भवेत् यद् अशुभकार्यमनुचितम्।
 |
| 2ND SEM(HONS MIL)ACSHP 204AECC22ND SEM(PROGRAMME MIL)ACSHP 204AEC C-2 | 1. संस्कृतगीतिकाव्यस्य तथा कथासाहित्यस्य उद्भवकालः तथा क्रमविकाशस्य पूर्णाङ्गः परिचयो भवेदिति।
2. नीतिशतकस्य व्याकरणज्ञानम्, अनुवादशिक्षणं व्याख्यानसामर्थञ्चोत्पद्यते.
3. सम्प्रतिकाले नीतिशतकान्तर्गतश्लोकानामुपयोगित्वं तथा माहात्वञ्च ज्ञायते।
4. छात्राणां चरित्रगठने नैतिकमूल्यबोधस्य ज्ञानं भवेदिति।
5. कथासाहित्यात् नीतिज्ञानमुत्पद्यन्ते छात्रानाम्।
6. हितोपदेशस्य नीति तथोपदेशस्य उपयोग प्रात्यहिकजीवने आवश्यकी वर्तते।
 |
|  SEMESTER –III (HONS)COURSE CODE - AHSNS 301 C-5COURSE TITLE -VEDIC LITERATURE | 1. सूक्तेवर्णित देवताणांस्वरूपवैशिष्ट्यञ्च सम्यकरूपेणज्ञायते।
2. मन्त्रस्य विवनयोगविषय, वैदिकस्वरेण पदपाठनिर्णयेच समथाः भविष्यन्ति।
 |
| COURSE CODE - AHSNS302 C-6COURSE TITLE - INDIAN SOCIAL INSTITUTIONS & POLITY | 1. प्राचीन-भारतस्य राजोत्पत्तिः, दण्डनीतिव्यवस्था, दूगनिर्मामणम्, करग्रहणम्,राज्ञः आत्मरक्षा-इत्यादि विषयतज्ञानंभवति।
2. स्मितिशास्त्रकारस्य याज्ञल्क्यस्य परिचयः प्राप्यते।
 |
| COURSE CODE - AHSNS 303 C-7COURSE TITLE -HISTORY OF VEDIC LITERATURE AND THEORY OF SELF | 1. को नाम वेद, वेदस्य इतिहासः, वेदस्य विषयवस्तु, वेदस्य प्राचीनत्वम्, वेदस्य कालः इति विषयः साधारणज्ञानम् भवति।
2. . प्राचीनततथा वैदिककालस्य समाजः रीति-नीतिः, नारीणांप्राधान्यंगरुत्वञ्च प्राप्यते।
 |
| COURSE CODE - AHSNS 304GE-3 /APSNS 301C-1CCOURSE TITLE- HISTORY OF SANSKRIT LITERATURE & TRANSLATION | 1. महाकविकावलदासस्य नाटकानांमहाकाव्यानांगीवतकाव्यानांच संवक्षतपवरचयः प्राप्यत।त
2. कालिदासोत्रकालस्य नाट्यकारानां अिदानं ज्ञायत।तथा- श्रीहषः, राजशेखरः, भवभूतिः, भट्टनारायणः इत्यादयः।
 |
| COURSE CODE- ACP303C MIL-2COURSE TITLE -SANDHI ,SAMASA, PANCHATANTRACOURSE CODE- APSNA305 SEC-1COURSE TITLE- SPOKEN SANSKRIT & COMMUNICATIVE ENGLISH | 1. संस्कृतभाषायां वार्तालापस्य ज्ञानं भवति।2. आङ्गलभाषायां वार्तालापस्य ज्ञानं भवति।  |
| SEMESTER- IVCOURSE CODE -AHSNS401C-8COURSE TITLE- CRITICAL SURVEY OF CLASSICAL SANSKRIT LITERATURE  | 1. रामयण-महाभारतयोः रचनाकालस्य परिचयः अध्यततवृभः ज्ञायते।
2. नाट्यकारभासस्य नाट्यकीतीनांपरिचयः ज्ञायते।
 |
| COURSE CODE- AHSNS402C-9COURSE TITLE -HISTORY OF INDIAN PHILOSOPHY | 1. दर्शन शब्दस्य व्युत्पत्तिः, भारतीयदशनस्य साधारण विषयःशष्ट्यानांज्ञानंभवति।
2. आस्तिक-नास्तिकदर्शन सम्प्रदायानांसंवक्षतपवरचयः प्राप्यते।
 |
| COURSE CODE- AHSNS403C-10COURSE TITLE- LINGUISTICS & LANGUAGE | 1)भाषावंशस्य ज्ञानंभवति।2)ग्रिमनियमः, ग्रासमननियमः, वर्नरनियमः इतिप्रसिद्धाः ध्वनिनियमाः संक्षिप्त परिचयः प्रस्तुयते। |
| COURSE CODE- AHSNS404GE-4/ APSNS401C-1DCOURSE TITLE - DHARMASASTRA & UPONISAD | प्राचीन-भारतस्य राजोत्पत्तिः, दण्डनीतिव्यवस्था, दूर्गनिर्माणम्, करग्रहणम्, राज्ञः आत्मरक्षा-इत्यादिविषयज्ञानंभवति।2)ईशोपनिषद् ज्ञाननिष्ठयाः उपदेशस्य ज्ञानं भवति। |
| COURSE CODE -AHSNS405 SEC-2/ APSNS405 SEC -2COURSE TITLE- SPOKEN SANSKRIT & COMMUNICATIVE ENGLISH | 1. संस्कृतभाषायां वार्तालापस्य ज्ञानं भवति।2. आङ्गलभाषायां वार्तालापस्य ज्ञानं भवति।  |
| 5th semester programme* Course Code - APSNS 501DSE-1A
* Course Title - KAVYA &PHILOSOPHY
 | 1.कुमारसम्भमइति महाकाव्यानां रचय़ितुःपरिचयज्ञानं महाकाव्यस्य अन्तर्गतविषयज्ञानं प्राप्यते।2. विवेकचूडामणि ग्रन्थस्य आत्मज्ञानं महत्त्व,पंचप्राण, मुक्तितत्त्वश्च च आत्म-निरूपणं विषयज्ञानं प्राप्यते।3. पाठ्यांशानां श्लोकस्य व्याख्यान आलोचय़ितु। 4. छन्द अलंकारश्च ज्ञानं भवति। |
| * Course Code – APSNS 503GE-1
* Course Title - History of Indian Philosophy
 | **1.** दर्शनशब्दस्य व्युत्पत्तेः , भारतीयदर्शनस्य साधारणवैशिष्ट्यानां ज्ञानं भवति। **2.** आस्तिक नास्तिकदर्शनसम्प्रदायानां संक्षिप्तपरिचय़ः प्राप्यते।  |
| * Course Code –APSNS 504SEC3
* Course Title -Spoken Sanskrit & Computer Application
 | 1. संस्कृतभाषायां वार्तालापस्य ज्ञानं भवति।2. आङ्गलभाषायां वार्तालापस्य ज्ञानं भवति।  |
| 6 th semesterprogramme* Course Code –APSNS 601DSE1B
* Course Title -Kavya& Philosophy
 | 1. स्बप्नवासवदत्तम् इति महाकाव्यानां रचय़ितुःपरिचयज्ञानं महाकाव्यस्य अन्तर्गतविषयज्ञानं प्राप्यते।2. पाठ्यांशानां श्लोकस्य व्याख्यान आलोचय़ितु। 3. छन्द अलंकारश्च ज्ञानं भवति।4. गीताय़ामिन्द्रियाणां संयमविषये किमुपदिष्टमिति जानीयुः।5. श्रीमद्भगवद्गीतायाः श्लोकाध्ययनेन लभ्यन्ते। |
| * Course Code –APSNS 603GE-2
* Course Title -Comprehension & Writing Skill
 | 1. बोधपरीक्षणेन संस्कृतभाषायाः दक्षता वर्धते।2. देतनागरीलिपिलेखनायसमर्थाः स्युः।3. संस्कृतवाक्यनिर्माणाय उपायाणां ज्ञानं भवति। |
| * Course Code –APSNS 604SEC-4
* Course Title -Spoken Sanskrit & Computer Application
 | 1. शब्दरूपाणि धातरूपाणि अव्ययपदानि च ज्ञात्वा संस्कृतेन वार्तालापं कर्तुं शक्ष्यन्ति।2. आङ्गलभाषायां वार्तालापस्य ज्ञानं भवति।  |

**DEPARTMENT OF POLITICAL SCIENCE: COURSE OUTCOMES**

**SEMESTER- I**

**Course Title (Core Course): Introduction to Political Theory Course Code: APPLS-101/C-1A**

# Credit: 06 Contact Hours/week: 06

1. a. What is Politics?

b. What is Political Theory and what is its relevance?

1. Concepts: Democracy, Liberty, Equality, Justice, Rights and Gender.
2. Debates in Political Theory:
3. Is democracy compatible with economic growth?
4. On what grounds is censorship justified and what are its limits?
5. Does protective discrimination violate principles of fairness?
6. Should the State intervene in the institution of the family?

**Course Outcome:** This is one of the core papers to be studied by the UG Programme students. The paper basically introduces students with the basics of studying political science as subject of academic study. It helps students to know the strengths of any democratic society and what are its limits as well. Further, it enables students to think critically regarding certain practices that go on in some democratic states and develop their own views.

**SEMESTER- I**

**Course Title (Generic Elective): Fundamentals of Political Theory**

**Course Code: AHPLS-103/GE-1**

# Credit: 06 Contact Hours/week: 06

1. a. What is Politics?

b. What is Political Theory and what is its relevance?

1. Concepts: Democracy, Liberty, Equality, Justice and Rights.
2. Debates in Political Theory:
3. On what grounds is censorship justified and what are its limits?
4. Should the State intervene in the institution of the family?

**Course Outcome:** This is the Generic Elective paper to be studied by the UG Honours students, adopted by other department students only. The paper basically introduces students with the basics of studying political science as subject of academic study. It helps students to know the strengths of any democratic society and what are its limits as well. Further, it enables students to think critically regarding certain practices that go on in some democratic states and develop their own views.

SEMESTER-II

**Course Title (Core Course): Indian Government and Politics**

**Course Code: APPLS-201/C-1B**

# Credit: 06 Contact Hours/week: 06

1. Indian Constitution: basic features, debates on Fundamental Rights and Directive Principles.
2. Institutional Functioning: Prime Minister, Parliament and Judiciary.
3. Power Structure in India: Caste, class and patriarchy.
4. Religion and Politics: debates on secularism and communalism.
5. Party systems in India.
6. Social Movements: Workers, Peasants and Environmental.
7. Strategies of Development in India since Independence: Planned Economy and Neo- Liberalism.

**Course Outcomes:** A core paper to be studied by UG Programme students only. The paper helps students to know the very basics of studying politics in India. Different conceptual understandings and practices help students to develop the thinking ability and relate with various practical events and also helps to know the structure of the government in India. It also exposes students to current practices that go on in the state and develop the nature of critical thinking also among the students.

**SEMESTER- II**

**Course Title (Generic Elective): Indian Constitution and Politics**

**Course Code: AHPLS-203/GE-2**

# Credit: 06 Contact Hours/week: 06

Unit- I: Basic Features of the Constitution of India and its Philosophy a. Salient Features.

b. Philosophy of the Constitution (Preamble).

Unit- II: Rights (Justiciable and non-Justiciable) and Duties a. Fundamental Rights.

1. Directive Principles of State Policy.
2. Fundamental Duties. Unit- III: Organs of Government
3. The Legislature: Union (Parliament) and State (VidhanParishad and VidhanSabha).
4. The Executive: Union (President and Prime Minister) and State (Governor and Chief Minister).
5. The Judiciary: Supreme Court and the High Courts--- Composition and Functions.

Unit- IV: Federalism

a. Federalism: Division of Powers (Legislative, Administrative and Financial). Recent Trends in Centre-State Relations.

Unit- V: Politics in India

a.Caste and Class in India.

**Course Outcomes:** The paper is Generic Elective to be studied by UG Honours students only, adopted by the students of other departments. The paper helps students to know the very basics of studying politics in India. Different conceptual understandings and practices help students to develop the thinking ability and relate with various practical events and also helps to know the structure of the government in India. It also exposes students to current practices that go on in the state and develop the nature of critical thinking also among the students.

**Course Title (Core Course): Comparative Government and Politics**

**Course Code: APPLS-301/C-1C**

# Credit: 06 Contact Hours/week: 06

1. The nature, scope and methods of comparative political analysis.
2. Comparing Regimes: Authoritarian and Democratic.
3. Classifications of political systems:
4. Parliamentary and Presidential: UK and USA.
5. Federal and Unitary: USA and France.
6. Electoral Systems: First past the post, proportional representation and mixed systems.
7. Party Systems: one-party, two-party and multi-party systems.
8. Contemporary debates on the nature of state: From state centric security to human centric security and the changing nature of nation-state in the context of globalization.

**Course Outcomes:** The paper is a core one to be studied by the UG Programme students. It discusses theoretical ideas relating types of regimes in the countries particularly included in this paper. It helps students to know the structure of various governments in the world and make a comparative study of them. Political behaviour of these particular countries also becomes the subject matter of studies among the students. They can analyse various contemporary problems and develop critical thinking like the ability to form arguments.

**Course Title (Skill Enhancement Course): Legislative Support**

**Course Code: APPLS-305/SEC-1**

# Credit: 02 Contact Hours/week: 02

1. Legislative Process:

Question: Rules of Putting Questions to the Minister: Types of Questions (Written and Verbal; Supplementary).

Others: Rules Relating to Calling Attention, Mention, Adjournment, Resolution, Discussion including Short Discussion, Censure and No-Confidence.

How a Bill becomes Law, Role of the Standing Committee in Reviewing a Bill, Legislative Consultants, the Framing of Rules and Regulations.

1. Supporting the Legislative Committees:

Types of Committees, Role of Committees in Reviewing Government Finances, Policy, Programmes, and Legislation.

1. Reading the Budget Document:

Overview of Budget Process, Role of Parliament in Reviewing the Union Budget, Examination of Demands for Grants of Ministries, Working of Ministries.

**Course Outcomes:** This paper tries to make aware the students about the legislative processes in India. Students’ skill in law making, representation and other related process will be developed by studying the paper so that students may be the part of legislative support team. Further, students will know the basics of Indian representative democracy which will help them working with any political or interest groups.

**Course Title (Generic Elective): Introduction to Comparative Government and Politics Course Code: AHPLS- 304/GE-3**

# Credit: 06 Contact Hours/week: 06

1. The nature, scope and methods of comparative political analysis.
2. Comparing Regimes: Authoritarian and Democratic.
3. Classifications of political systems:
4. Parliamentary and Presidential: UK and USA.
5. Federal and Unitary: USA and France.
6. Electoral Systems: First past the post, proportional representation, mixed systems.
7. Party Systems: one-party, two-party and multi-party systems.
8. Contemporary debates on the nature of state: From state centric security to human centric security and the changing nature of nation-state in the context of globalization.

**Course Outcomes:** The paper is opted by other department students. It discusses theoretical ideas relating types of regimes in the countries particularly included in this paper. It helps students to know the structure of various governments in the world and make a comparative study of them. Political behaviour of these particular countries also becomes the subject matter of studies among the students. They can analyse various contemporary problems and develop critical thinking like the ability to form arguments.

**Course Title (Core Course): International Relations**

**Course Code: APPLS-401/C-1D**

# Credit: 06Contact Hours/week: 06

1. Evolution and Approaches to International Relations:

1. Evolution of International Relations as an Autonomous Discipline.
2. Major Theories: Realism and Neo-Realism, Liberalism and its variants.
3. Behavioural Theory: Systems Theory, Decision-Making Theory, Communication Theory.

2. Cold War and Post-Cold War Era:

1. Origins and Phases of Cold War; End of Cold War and Collapse of the Soviet Union.
2. Post-Cold- War Era and Emerging Centres of Power (European Union, China and Russia).

3. India’s Foreign Policy:

1. Basic Determinants (Historical, Geo-Political, Economic, Domestic and Strategic).
2. India’s Policy of Non-alignment.
3. India’s Relationship with Pakistan, USA and China.

**Course Outcomes:** This paper is studied by the UG Programme students. Studying the paper will help the students know not only about the theoretical aspects of international relations but the practices as well. Knowing world history from political perspective help students to understand present relationship among states particularly mentioned in the paper. Students can develop an analytical approach among themselves regarding various foreign policies of present time.

**Course Title (Skill Enhancement Course): Democratic Awareness with Legal Literacy Course Code: APPLS-405/SEC-2**

# Credit: 02 Contact Hours/week: 02

Unit I:

Outline of the Legal System in India.

System of Courts/ Tribunals and their Jurisdiction in India--- Criminal and Civil Courts, Writ Jurisdiction, Specialized Courts such as Juvenile Courts, Mahila Courts and Tribunals. Role of the Police and Magistracy in Criminal Law Administration.

Alternate Dispute Mechanisms such as LokAdalats, Non‐Formal Mechanisms.

Unit II:

Brief Understanding of the Laws Applicable in India.

Constitution: Fundamental Rights, Fundamental Duties, Other Constitutional Rights and their Manner of Enforcement with Special Emphasis on Public Interest Litigation.

Laws Relating to Criminal Jurisdiction: Provision Relating to Filing an FIR, Arrest, Bail

Search and some Understanding of the Questions of Evidence and Procedure in Cr. P.C. and Related Laws, Offences against Women, Juvenile Justice, Prevention of Atrocities on Scheduled Castes and Scheduled Tribes.

Concepts of Principles of Natural Justice, Fair Comment under Contempt laws.

Laws Relating to Consumer Rights. Laws Relating to Cyber Crimes.

Anti‐terrorist laws: Implications for Security and Human Rights.

Unit III:

Access to Courts and Enforcement of Rights:

Legal Services Authorities Act and Right to Legal Aid.

Practical application:

What to do if you are arrested; if you are a consumer with a grievance; if you are a victim of sexual harassment; domestic violence; filing a public interest litigation. How can you challenge administrative orders that violate rights, judicial and administrative remedies.

Using a hypothetical case of (for example) child abuse or sexual harassment or any other violation of a right, preparation of an FIR or writing a complaint addressed to the appropriate authority.

**Course Outcomes:** The paper is very interesting and makes students aware about the existing legal system in India. They can know about various institutions giving protection to women, juveniles and like this. Further, studying the paper prepares the students for applying various practices in day-today life like, they can know about how to file FIR or what are the processes of Bail and like this. Students can know about various protective mechanisms existing in our country and can work with various NGOs or social groups for protecting their interests.

**Course Title (Generic Elective): International Relations--- Basic Concepts**

**Course Code: AHPLS-404/GE-4**

# Credit: 06 Contact Hours/week: 06

1. Evolution and Approaches to International Relations:

1. Evolution of international relations as an autonomous discipline.
2. Major Theories: Realism and Neo-Realism and Liberalism.
3. Behavioural Theory: Systems Theory and Decision-Making Theory.

2. Cold War and Post-Cold War Era:

(a) Origins and Phases of Cold War; End of Cold War and Collapse of the Soviet Union. (b) Post-Cold- War Era and Emerging Centers of Power (European Union, China and Russia) 3. India’s Foreign Policy:

1. Basic Determinants (Historical, Geo-Political, Economic, Domestic and Strategic).
2. India’s Policy of Non-alignment.
3. India’s Relationship with USA and Pakistan.

**Course Outcomes:** This paper is studied by the students of other departments. Studying the paper will help the students know not only about the theoretical aspects of international relations but the practices as well. Knowing world history from political perspective help students to understand present relationship among states particularly mentioned in the paper. Students can develop an analytical approach among themselves regarding various foreign policies of present time.

**SEMESTER- V**

**Administration and Public Policy--- Concepts and Theories Course Title (Discipline Specific Elective Course):**

**Course Code: APPLS-501/DSE-1A**

# Credit: 06 Contact Hours/week: 06

1. Public Administration:

Meaning, Scope and Significance; Public and Private Administration; Brief Evolution and Major Approaches; from Comparative Approaches to Public Administration.

1. Administrative Theories:

Classical; Scientific Management; Human-Relations; and Rational Decision-Making.

1. Understanding Public Policy:

Concept and Theories; Relevance of Policy Making in Public Administration; Process of Policy Formulation and Implementation; Evaluation.

1. From Development Administration to New Public Management:

Elements and Politics of Development Administration, the New Public Management Paradigm--- a Critical Perspective in the Post Globalized Era.

**Course Outcomes:** The paper provides with a good theoretical knowledge in administrative areas.

Studying this help student to develop various institutional knowledge and the ethics involved therein. Developing knowledge in policy making areas has always been an important area and student can know the basics of policy making process by studying the relevance of policy making in public administration.

**SEMESTER- V**

**Course Title (Generic Elective Course): Human Rights, Gender and Environment Course Code: APPLS-503/GE-1**

# Credit: 06 Contact Hours/week: 06

1. Understanding Social Inequality:

Caste, Gender, Ethnicity and Class as Distinct Categories and their Interconnection. Globalisation and its Impact on Workers, Peasants, Dalits, Adivasis and Women.

1. Human Rights:

Human Rights: Various Meanings.

UN Declarations.

Human Rights and Citizenship Rights.

Human Rights and the Indian Constitution.

The Role of the National Human Rights Commission.

Human Rights of Marginalized Groups: Dalits, Adivasis, Women, Minorities and Unorganized Workers.

Human Rights Movement in India.

1. Gender:

Gender, Culture and History.

Economic Development and Women.

The issue of Women’s Political Participation and Representation in India.

Women’s Movements in India.

1. Environment:

Environmental and Sustainable Development.

UN Environment Programme: Rio, Johannesburg and after.

Environment Policy in India.

Environmental Movement in India.

**Course Outcomes:** The paper provides students with knowledge in areas like, rights, gender and environment. Students will be aware by knowing about the existing protective mechanisms of our country like, how the Constitution of India upheld right based approaches, about various commissions established for protection of human rights, rights of marginalised sections and like this. Interests among students can be developed for participating in politics or working as social groups members in future.

**SEMESTER- V**

**Course Title (Skill Enhancement Course): Public Opinion and Survey Research**

**Course Code: APPLS-504/SEC-3**

# Credit: 02 Contact Hours/week: 02

1. Introduction to the Course:

Public Opinion: Definition and Characteristics; Debates about its Role in a Democratic Political System uses for Opinion Poll.

1. Measuring Public Opinion with Surveys--- Representation and Sampling: a. What is Sampling? Why do we Need to Sample? Sample Design.
2. Sampling Error and Non‐Response.
3. Types of Sampling: Non-Random Sampling (Quota, Purposive and Snowball Sampling) and Random Sampling (Simple and Stratified).

III. Survey Research:

1. Interviewing: Interview Techniques Pitfalls, Different Types of and Forms of Interview.
2. Questionnaire: Question Wording; Fairness and Clarity. IV. Quantitative Data Analysis:
3. Introduction to Quantitative Data Analysis.
4. Basic Concepts: Correlational Research, Causation and Prediction, Descriptive and Inferential Statistics.

**Course Outcomes:** The paper enhances the skills of making research on socio-political issues. Students can know the theoretical basics of conducting any research work in future. They can pursue higher education in research also and can act with various research organisations as well.

**SEMESTER- VI**

**Course Title (Discipline Specific Elective Course): Democracy and Governance**

**Course Code: APPLS-601/DSE-1B**

# Credit: 06 Contact Hours/week: 06

1. Structure and Process of Governance:

Indian Model of Democracy, Parliament, Party Politics and Electoral Behaviour, Federalism, The Supreme Court and Judicial Activism, Units of Local Governance (Rural and Urban).

1. Ideas, Interests and Institutions in Public Policy:
2. Contextual Orientation of Policy Design.
3. Institutions of Policy Making.
4. Regulatory Institutions – SEBI, TRAI, Competition Commission of India.
5. Lobbying Institutions: Chambers of Commerce and Industries, Trade Unions, Farmers Associations etc.
6. Contemporary Political Economy of Development in India:

Policy Debates over Models of Development in India, Recent trends of Liberalisation of Indian Economy in different sectors, E‐governance.

1. Dynamics of Civil Society:

New Social Movements and Various interests, Role of NGO’s, Understanding the Political Significance of Media and Popular Culture.

**Course Outcomes:** The paper makes students aware about various working institutions in a democratic setup, how the governance is run in any democratic setup and particularly India. Knowing the types, working patterns and areas in civil society group enhances the skill among students to work with such groups in future. Further, it makes aware students about various interests groups and can grow interest among students to be part of such groups in future.

**SEMESTER- VI**

**Course Title (Generic Elective Course): Reading Gandhi**

**Course Code: APPLS-603/GE-2**

# Credit: 06 Contact Hours/week: 06

A) Hind Swaraj:

1. Gandhi in his own words: A Close Reading of Hind Swaraj.
2. Commentaries on Hind Swaraj and Gandhian Thought. B) Gandhi and Modern India:
3. Nationalism.
4. Communal Unity.
5. Women’s Question.
6. Untouchability.

**Course Outcomes:** This paper provides students with knowledge about Gandhiji’s life and works thoroughly. Studying different areas and knowing them in Gandhian perspective develops among students a critical thinking also. Students can critically discuss and form argument also.

**SEMESTER- VI**

**Course Title (Skill Enhancement Course): Conflict and Peace Building**

**Course Code: APPLS-604/SEC-4**

# Credit: 02 Contact Hours/week: 02

Unit- 1: Basic Concepts on War and Peace: a. Causes of War

b. Approaches to Peace. Unit- II: Dimensions of Conflict:

1. Ideology: Ideologies and Conflict in the Post-Cold War Era.
2. Socio-Cultural Conflicts: Ethnic.

Unit- III: Sites of Conflict: a. Local.

1. Sub‐National.
2. International.

Unit- IV: Methods for Conflict Resolution:

1. Mediation, Negotiation and Diplomacy (Track- I, Track- II and Multi Track).
2. Peace Movement during Gandhi’s Period.

**Course Outcomes:** Studying this skill enhancement paper enables students to know the causes of war at various levels and implications of war and the need to maintain the peace also. Students can understand the needs of maintaining peace at every level. Students can develop an understanding about various conflicts situations and can understand the need of conflict resolutions also. Studying this will enable students to work with and as various conflict mediators also in future.

Department of Mathematics

(Gobinda Prasad Mahavidyalaya, Amarkanan, Bankura)

Course outcomes for (CBCS Generic and Program papers)

Semester-I

CC1: Calculus, Geometry & Differential Equation.

Course outcomes upon completion of this course, students should be able to:

 CO1: Understand the ideas of derivatives and higher order derivatives and double and

 triple integral.

 CO2: Expand functions using Leibnitz theorem and their application.

 CO3: Understanding the ideas of conics and their various applications.

 CO4: Apply the ideas of conics to explain many natural phenomena.

 CO5: Identify, analyse and subsequently solve physical situation whose behaviour can

 be described by ordinary differential equations.

 CO6: Evaluate and apply linear differential equations of second order (and higher).

Semester-II

CC2: Real Analysis

Course Outcomes Upon completion of this course, students should be able to:

 CO7: Explain continuity and discontinuity of various functions in different contexts.

 CO8: Describe fundamental properties of the real numbers that lead to the formal

 development of real analysis.

 CO9: Describe the terms limit and limit points of a set.

 CO10: Explain the idea about sequence and monotone property.

 CO11: Apply various theorems on the existence of limits of sequences and their

 evaluation.

 CO12: Comprehend vigorous arguments developing the theory underpinning real

 analysis.

Semester-III

CC3: Algebra.

Course outcomes upon completion of this course, students should be able to:

 CO13: Explain the fundamental ideas of sets and functions.

 CO14: Determine equivalence relations on sets and corresponding equivalence classes.

 CO15: Formulate equations from available data and find solutions to real life problem.

 CO16: Explain different methods like Descartes method, Cardan’s method, Ferrari’s

 method in theory of equations.

 CO17: Understand various application of the theory of matrices to a wide variety of

 problems.

 CO 18: Acquire knowledge of invertible matrices and their properties.

**SEC-1 Logic & Sets (Program Course)**

Course Outcomes Upon completion of this course, students should be able to:

 CO19: Apply the logic theory of practical situations for drawing conclusions.

 CO20: Analyse statements using truth table

 CO21: Apply the logical structure of proofs and work symbolically with connections

and quantifies to theory of sets, perform set operations.

 CO22: Determine equivalence relations on sets and corresponding equivalence classes.

 CO23: Explain the fundamental ideas of sets and functions.

 CO24: Produce logically valid, correct and clear arguments.

Semester-IV

CC4: Differential Equations & Vector Calculus.

Course Outcomes Upon completion of this course, students should be able to:

 CO25: Determine solutions to second order linear homogeneous differential equations

with constant coefficients.

 CO26: Determine solutions to second order linear non-homogeneous differential

equations with constant coefficients.

 CO27: Obtain power series solutions of differential equations.

 CO28: Develop the ability to apply differential equations to significant applied and/or

theoretical problem.

 CO29: Apply vector algebra techniques to analyse problems involving two- and threedimensional

entities-lines, curves, planes and surface.

 CO30: Employ the techniques of higher dimensional differential calculus in problems of

physical interest.

**SEC-2 Graph Theory: (Program Course)**

Course Outcomes Upon completion of this course, students should be able to:

 CO31: Acquire a basic idea of graph, various terms associated and matrix representation of

graphs.

 CO32: Familiarize with different type of graph, connectivity and properties.

 CO33: Illustrate the fundamental applications of graph theory in different walks of life.

 CO34: Understand trees and their properties.

 CO35: Identify vertices, edges and paths with specific such as bridges, Eulerian etc.

 CO36: Check for solutions of famous basic problems in graph theory, such as transportation

problem, assignment problem, travelling salesman problem.

Semester-V (Program Course)

DSE-1A: Linear Programming

Course Outcomes Upon completion of this course, students should be able to:

 DSEO37: Analyse and solve linear programming models of real-life situation.

 DSEO38: Provide graphical solutions of linear programming problems with two variables,

and illustrate the concept of convex and extreme points.

 DSEO39: Understand the theory of the simplex method.

 DSEO40: Know about the relationships between the primal and dual problems, and to

understand sensitivity analysis.

 DSEO41: Learn about the applications to transportation, assignment problems.

 DSEO42: Learn about the two-person zero sum game problems.

**SEC-3 Object Oriented Programming in C++**

|  |
| --- |
| CO 43: Programming paradigms, characteristics of object oriented programming languages, structure of C++ program, differences between C and C++, basic C++ operators, Comments, CO44: Working with variables, enumeration, arrays and pointer.  |
|  |
| CO45: Objects, classes, constructor and destructors, friend function, inline function, encapsulation,CO46: data abstraction, inheritance, polymorphism, dynamic binding, CO47:operator overloading, method overloading, overloading arithmetic operator and comparison operators.  |
|  |
| CO48:Template class in C++, copy constructor, subscript and function call operator, CO49: Concept of namespace and exception handling.  |

Semester-VI (Program Course)

DSE-1B: Probability and Statistics

Course Outcomes Upon completion of this course, students should be able to:

 DSEO50: Define the principal concepts about probability.

 DSEO51: Calculate probabilities using conditional probability, rule of total probability and

Bayes’ theorem.

 DSEO52: Define the concept of random variable.

 DSEO53: Calculate the expected value, variance of a random variable.

 DSEO54: Learn about the Markov chain.

 DSEO55: Learn about the random samples, sampling distribution, estimation of parameters.

SEC-4 (Numerical Analysis with Practical)

Course Outcomes Upon completion of this course, students should be able to:

 CO 56: Identify methods to solve numerical algebraic and transcendental equations.

 CO57: Study the concepts of interpolation for unequal intervals.

 CO58: Gains knowledge about to interpolation for equal intervals.

 CO59: Understands the concepts of finite differences.

 CO60: Computes solutions to simultaneous linear algebraic equations.

 CO61: Identify methods to solve first order ordinary differential equation.

 (Computer Practical)

Course Outcomes Upon completion of this course, students should be able to:

 CO62: Developing approximate numerical methods to solve algebraic and

transcendental equations.

 CO63: Understand numerical methods to solve linear system of equations.

 CO64: Developing various numerical root finding methods.

 CO65: Develop the ability of effective usage of arrays, structures, functions and pointers.

 CO66: Understand and execution of programs written in c language.

 CO67: Develop the ability to solve algebraic and transcendental equations using C

language.

Program Outcomes

By the end of a B.A. or B.Sc. program, a student will:

 PO1: Have an appropriate set of professional skills to ensure a productive career.

 PO2: Recognize and appreciate the connections between theory and applications.

 PO3: Communicate effectively with whom they are interacting and the society to make

 effective presentations, and give and receive clear instructions.

 PO4: Be able to analyze, test, interpret and form independent judgments in both

 academic and non-academic contexts.

 PO5: Be prepared for life-long learning.

 PO6: Work effectively in a multi-disciplinary environment.

 PO7: Function effectively as an individual, and as a member or leader in diverse

 teams.

Program Specific Outcomes

By the end of B Sc program in Mathematics, a student will:

 PSO1: Construct abstract models using appropriate mathematical and statistical tools.

 PSO2: Identify suitable existing methods of analysis, if any, and assess his/her strengths

and weaknesses in the context of the problem being considered.

 PSO3: Be prepared to use Mathematics, not only in the discipline of Mathematics, but

also in other disciplines and in their future endeavors.

 PSO4: Develop the skills necessary to formulate and understand proofs and to provide

justification.

 PSO5: Develop an understanding of the precise language of Mathematics, and be able to

integrate mathematical arguments with their critical thinking skills.

 PSO6: Be a life-long learner who is able to independently expand his/her mathematical

or statistical expertise when needed.

 PSO7: Be familiar with different areas of Mathematics.

 PSO8: Be able to solve problems using a broad range of significant mathematical

Techniques.

**GOBINDA PRASAD MAHAVIDYALAYA**

**CBCS SYLLABUS FOR THREE YEARS**

**UNDER-GRADUATE**

**COURSE IN EDUCATION**

**COURSE OFFERING: PROGRAMME & GENERIC**

**PROGRAMME’ COURSE’S OUTCOME:**

**Semester-I**

* **Principles and Practices of Education**

1. Discuss the meaning, nature, scope and aims of education, comparison with science.

2. Explain the factors of education and their relationships.

3. Describing the functions of education such as individual development.

4. Describe different types of agencies involved in education.

5. Explain different forms of education and their role in education.

6. Identifying components of education such as pupils, teacher, curriculum, educational institution.

**Semester-II**

* **Sociological Bases of Education**

1. To understand the meaning of sociology and Education and realize its pertinence to education.

2. To become aware of different social issues related to education.

3. To becoming aware of the social factors that influence education.

3. To become aware of social groups that influence education.

4. To become aware of the processes of social change and their impact on education.

**Semester-III**

* **Introduction to Educational Psychology**

1. To define the definition of education, psychology, and educational psychology and explain their relationship.

2. To explain the development of the child with respect to physical, social, emotional, and cognitive.

3. To describe intelligence, attention, and interest and their educational implication.

4. To discuss personality, emotion, and habits and their educational value.

5. To explain learning, memory, and forgetting.

**Semester-IV**

* **Development of Education in India**

1. Discuss the development of education in India in historical perspectives.

2. Discuss the Medieval and British Indian education system.

3. Explain the significant points of selected educational documents and report of ancient, medieval and British India.

4. Describe the Constitutional Provision of Education.

5. Discuss the contributions of Education Commission in post Independent India.

6. Elaborate the National Policy on Education and National Education System and Describe the Constitutional Provision of Education.

**Semester-V**

* **Measurement and Evaluation in Education**

1. To understand Measurement and Evaluation

2. To discuss the criteria of a Good Test

3. To explain the tool and techniques of evaluation

4. To analyze different data with the help of descriptive statistics and graph

* **Introduction to Educational Technology**

1. To enable the student to understand the concept and system approach of educational technology.

2. To acquaints students with different instructional techniques.

3. To understand different teaching cycles and teaching aids

4. To understand classroom communication

**Semester-VI**

* **Mental Health Education**

1. To understand the concepts of mental health, adjustment and maladjustment.

2. To acquaint the students with behavioral problems along with etiologies and remedial measures.

3. To make the students aware about the role of home, society educational institutions inpromoting mental health and adjustment.

4. To educate the students for good mental health and adjustment in life.

* **Environmental Education**

1. Understand the concept, nature, components and importance of environmentaleducation and develop sensitivity towards environmental issues.

2. Know the relationship between man and environment and understand the need for asustainable development.

3. Understand the importance and scope of environmental education.

4. Acquaint with possible environmental hazard and enabling them to combat with thosenegative effects of the environmental degradation.

5. Develop various methods and strategies for realizing the objective of environmentaleducation.

* **Guidance and Counselling**

1. Understand the concept of Guidance

2. Explain the concept of Counselling

3. Describe different techniques used in Guidance and Counselling

4. Explain the concept of Adjustment

* **Inclusive Education**

1. Understand the meaning, principles, and barriers of inclusive education

2. Understand the characteristic of special child

3. Explain different types of special child their needs and problems

4. Organize educational programme

* **Introduction to Distance Education**

1. Understand the Concept, Features, Objectives and Scope of Distance Education.

2. Critically analyze the growth of distance education and explain the socio-economicrelevance and philosophical basis of Distance Education

3. Apply the implications of Theories of Learning and Communication for CourseDesigning to Distance Learners.

4. Understand the process of Designing and Development of Self-Learning PrintMaterial.

5. Analyze the qualities of various media used in education and their relative merits anddemerits

6. Apply New Technologies in the Preparation of Print Material for Distance Learners.

7. Understand the mechanism for Learner Support Services in Distance Education.

8. Understand the Role of Different forms of Communication Media in Distance Education.

* **Value Based Education**

1. Understand the concept, importance, and types of value.

2. Explain different sources of value.

3. Describe traditional value and contemporary value.

4. Discuss value erosion and inculcation.

**GENERIC’ COURSE’S OUTCOME:**

**Semester-I**

* **Principles of Education**

1. Discuss the meaning, nature, scope and aims of education.

2. Explain the factors of education and their relationships.

3. Describe different types of agencies involved in education.

4. Explain different forms of education and their role in education.

* **Educational Technology:**

1. To enable the student to understand the concept and system approach of educational technology.

2. To acquaints students with different instructional techniques.

3. To understand different teaching cycles and teaching aids.

4. To understand classroom communication.

**Semester-II**

* **Educational Sociology**

1. To understand the concept of culture and human resource development

2. To become aware of the concept of socialization and about different social agencies

3. To become aware of different social disadvantaged sections of society

4. To become aware of the concept of value education

* **Educational Organization**

1. To be acquainted with modern aspects of school organization.

2. To understand the difference between educational Management & Administration at different levels of education.

3. To make understand the meaning, types and need for educational management.

4. To make understand the meaning, types, need and strategies of educational planning.

**Semester-III**

* **Educational Psychology**

1. To define the definition of education, psychology, and educational psychology andexplain their relationship.

2. To explain the development of the child with respect to physical, social, emotional,and cognitive.

3. To explain learning, memory, and forgetting.

4. To describe intelligence, attention, and interest and their educational implication.

5. To discuss personality, emotion, and habits and their educational value.

* **Evaluation in Education**

1. To understand Measurement and Evaluation

2. To discuss the criteria of a Good Test

3. To explain the tool and techniques of evaluation

4. To analyze different data with the help of descriptive statistics and graph

**Semester-IV**

* **Development of Education in India**

1. Discuss the development of education in India in historical perspectives.

2. Discuss the Medieval and British Indian education system.

3. Explain the significant points of selected educational documents and report of ancient, medieval and British India.

4. Describe the Constitutional Provision of Education.

5. Discuss the contributions of Education Commission in post Independent India.

6. Elaborate the National Policy on Education and National Education System.

7. Describe the Constitutional Provision of Education.

**Department Of Physical Education**

**Course outcome:**

1. **Foundation and History Of Physical Education**

1. Definition, Meaning and Scope of Physical Education.

2. Aim and Objectives of Physical Education.

3. Misconception about Physical Education and Modern concept of Physical Education.

4. Need and Importance of Physical Education in Present days.

**Biological, Psychological And Sociological Foundation**

1. Biological Foundation- Meaning and Principles of Growth and Development, Differences

between Growth and Development, Factors affecting Growth and Development.

2. Meaning of Body types, Classification of Sheldon’s Body types, Age and Sex differences in relation to physical activities.

3. Psychological Foundation- Concept of learning, Learning Curve, Laws of learning.

4. Sociological Foundation- Concept of socialization, Socialization in Physical Education and

Sports, Role of Games and Sports in National and International Integration.

**Historical Foundation**

1. Historical Development of Physical Education Sports in India after Independence.

2. Olympic Movement in India.

3. Ancient Olympic Games, Modern Olympic Games, Objectives, Motto, Flag, Emblem, Torch,Oath and Olympic Village.

**PRACTICAL**

1. Learn and demonstrate the step of Suryanamaskar. Aerobics and Calisthenics exercises

2. Marching- Fall in attention, Stand at ease, Stand easy, Eyes right, Eyes front, Right Turn,

LeftTurn, About Turn, Mark Time Mark, Forward March.

**2. Anatomy, Physiology And Physiology Of Exercise And Sports**

1. Meaning and Definition of Anatomy& Physiology.

2. Definition and Meaning of Cell, Tissue, Organ and System.

3. Need for knowledge of Anatomy and Physiology in the field of Physical Education.

**Skeletal System and Muscular System**

1. Meaning and definition of Skeletal System and Muscular System

2. Types of bones, name of the major bones the human body.

3. Types of joint, Fundamental movements and movement around Ankle, Knee, Hip, Shoulder,Elbow and Wrist.

4. Definition of muscle, its types, Structure and function of muscle.

5. Types of Muscular contraction and concept of All or none law.

6. Postural Deformities and their Remedies.

**Respiratory System and Circulatory System**

1. Meaning of Respiration and Blood Circulation.

2. Different organs associated with Respiration and Mechanism of Respiration.

3. Concept of Oxygen debt, Second wind, Vital capacity and Pulmonary ventilation, VO2Max

4. Heart, structure and function of heart, Mechanism of Blood Circulation.

5. Blood, function of Blood and its compositions.

6. Concept of Stroke Volume, Cardiac Output, Blood Pressure, Blood Group and Coagulation of Blood

**Nervous System and Endocrine System**

1. Definition and Meaning of Nervous System and Endocrine System

2. Brain, Spinal cord and their function

3. Concept of Reflex action, Reciprocal Innervations and Inhibition

4. Type of Endocrine Glands and their functions -Pituitary, Thyroid, and Adrenal Gland

**PRACTICAL**

1.Measurement of Blood Pressure

2. Measurement of Vital Capacity

3. Measurement of Heart Rate

4. Measurement of Physical Efficiency Index (PEI)

5. Measurement of Limb Length.

**3. Track & Field and its Rules Regulations**

**Track Marking**

1. Lay out of Complete Track and Field arena.

2. Lay out and Marking of 400 mt Standard Track.

3. Lay out and Marking of 200 mt Track.

4. Calculation of Stagger Distance.

**Field Marking**

1. Lay out and Marking of Throwing Sector: Shot Put, Discus Throw, Javelin Throw.

2. Lay out and Marking of Jumping Pit and Run way: Long Jump, High Jump, Triple Jump

**Rules Regulation of Track and Field**

1. List of Track and Field Events with their Specifications.

2. Rules Regulation regarding Start, Finish, Hurdles Race and Relay Race

3. Rules Regulation regarding Jumping Event: Long Jump, High Jump, Triple Jump

4. Rules Regulation Regarding Throwing Event: Shot Put, Discus Throw, Javelin Throw

**Organizational Part of Track and Field**

1. List of Officials and Their Responsibility

2. Step to be followed to organize Institutional Annual Athletic Meet.

**PRACTICAL**

**Track Events:**

1.1.1 Starting Technique: Standing Start, Crouch Start and its Variations. Use of Block.

1.1.2 Acceleration with Proper Running Techniques, Special emphasis on Arm Action, Knee

Action and stride length.

1.1.3 Finishing Technique: Run Through, Forward Lunging, Shoulder Shrug.

**1.2 Field Events:**

1.2.1 Long Jump: Approach Run, Take-Off, Flight in the air (Hang Style/ Hitch Kick) and

Landing.

1.2.2 High Jump: Approach Run, Take-off, Bar Clearance (Straddle Role) and Landing.

1.2.3. Shot Put: Holding the Shot, Placement, Initial Stance, Glide, Delivery Stance and

Recovery.(O’ Brien Technique)

1.2.4 Discus Throw: Holding the Discus, Initial Stance, Primary Swing, Turn, Release and

Recovery.

1.2.5 Javelin Throw: Grip, Carry, Release and Recovery.

**4. Yogasana and Gymnastics**

Position:

1.1 Ardhachandrasana

1.2 ArdhaChakrasana

1.3 Padahastasana

1.4 Brikshasana

1.5 Natarajasana

2. **Sitting Position:**

2.1 Paschimothanasana

2.2 Gomukhasana

2.3 Ustrasana

2.4 SuptaVajrasana

2.5 Vakrasana

3. **Supine Position:**

3.1 Halasana

3.2 Matsyasana

3.3 Setubandhasana

3.4 Naukasana

3.5 Karnapidasana

4. **Prone Position**

4.1 Bhujangasana

4.2 Salavasana

4.3 Dhanurasana

4.4 Bhekasana

4.5 Mayurasana

5. **Inverted Position**

5.1 Sarbangasana

5.2 Shirsasana

5.3. Bhagrasana

5.4 Bakasana

5.5 Kopotasana

**GYMNASTICS**

1. Roll in Acro Skill

1.1 Forward Roll

1.2 Backward Roll

1.3 Dive Roll

1.4 Hand Stand Followed by Roll

2. **Static Pose in Gymnastics**

2.1 T- Balance

2.2 Frog Balance

2.3 Forward Split

2.4 Arching/ Bridge

3. **Basic Acro Skill**

3.1 Round Off

3.2 Cart-wheel

3.3 Front Walkover

3.4 Hand Spring

3.5 Head Spring

3.6 Neck Spring

3.7 Somersault

**5. Health education & complete wellness**

1.1 Meaning And Definition Health And Health Education

1.2 Aims ,Objective& Principle Of Health Education.

1.3 Need And Importance Of Health Education, Factors Influencing Health.

1.4 Health Agencies: World Health Organization (WHO)

United National Education Scientific & Culture Organization (UNESCO)

Integrated Child Development Service (ICDS)

Ministry Of Health & Family Welfare (MHFW)

**Dietetics & Nutrition**

2.1 Meaning and Definition Of Nutrition

2.2 Basic Nutrition: Protein , Carbohydrate, Fat ,Mineral ,Water & Vitamin.

2.3 Balance Diet, Factors Affecting Diet, Athletic Diet.

2.4 Mid-Day Meal , Malnutrition

**Wellness &Hygiene:**

3.1 Meaning, Definition &Modern Concept Of Wellness

3.2 Hygiene Living – Care Of Skin, Eyes, Hair, Nose, Teeth.

3.3 Causes , Symptoms ,Privation & Control Of Communicable Diseases.

3.4 Healthy Environment In The Educational Institutions, Playground & Auditorium.

**Practical**

1. Measurement Of Body Mass Index

2. Measurement Of Body Fat.

**6. Measurement & Evaluation**

1.1 Meaning, Definition of Test Measurement and Evaluation.

1.2 Importance of Test Measurement and Evaluation in Physical Education and Sports.

1.3 Criteria for selecting tests: Scientific authenticity and establishing validity, Reliability and

Objectivity.

**Physical Fitness Test And Measurement**

2.1 AAHPER Youth Physical Fitness Test.

2.2 Harvard Step Test.

2.3 Cooper 12 Minute Walking – Running Test.

**Motor Fitness Test**

3.1 Indiana Motor Fitness Test.

3.2 Oregon Motor Fitness Test.

3.3 Kraus Weber Minimum Muscular Fitness Test.

**Measurements Of Sports Skills**

4.1 McDonald Soccer Skill Test.

4.2 Russell-Lange Volleyball Test.

4.3 Lockhart and McPherson Badminton skill Test.

**7. Sports Training**

1.1. Meaning and Definition of Sports Training

1.2. Aims , Objectives Sports Training

1.3. Principles of Sports Training

1.4. Importance of Sports Training

**Load & Adaptation**

2.1 Meaning and Definition of Load & Adaptation

2.2 Type & Components of training load

2.3 Principles of Load

2.4 Causes, Symptoms & Control of Over Load

**Training Components & Training Methods:**

3.1 Meaning and Definition of Training Components: Strength ,Speed , Endurance , Coordination

,Flexibility . Agility & Balance

3.2 Continuous Training Methods

3.2.1 Slow Continuous Methods

3.2.2 Fast Continuous Methods

3.2.3 Fartlek Training Method

3.3 Interval Training Method

3.3.1 Intensive Interval Training Method

3.3.2 Extensive Interval Training Method

3.4 Circuit Training Method

3.5 Ballistic Method

**Training Programming**

Meaning and Definition & Types of Periodization

4.2 Aims & Content of Periods Preparatory, Competition & Transitional.

**8. Indigenous & Minor Game and Excursion- Camping Program**

1.1 **Kabaddi**

1.1.1 Skills and Raiding: Touching with hands, Use of Leg, toe touch,squat leg thrust, side kick,mule kick, arrow fly kick, crossing of baulk line, crossing the bonus line.

1.1.2 Skills of Holding the Raider: Various formation; catching from particular position,

different catches, catching formation and techniques.

1.1.3 Additional Skills in Raiding: Escaping from various holds, techniques of escaping from

chain formation offence.

1.1.4 Game practice with application of rules and regulations.

1.2 **Kho- Kho**

1.2.1 Skills in Chasing: Sit on the box (parallel & Bullet toe methods), Get up from the box(

proximal& Distal foot method), Give Kho (Simple, early, late and judgment), Pole turn, pole

drive, Trapping , Hammering, Rectification of foul.

1.2.2 Skills in Running: Chain play, Ring play, Ring play and chain & ring mixed play.

1.2.3 Game Practice with Applications of Rules and regulations.

**Minor Games**

2.1 Meaning of Different Terminology- Minor Game, Recreational Game, Traditional Game

Lead up Activity, Folk games.

2.2 Need, Importance and benefit of Minor games in present society as well as Physical

Education Curriculum.

2.3 Practice of Five Minor Games in accordance with the available facilities, local tradition and climatic condition.

**Excursions Cum Camping Program**

Minimum 3 days (excluding traveling date) Lead up Camping Program to nearby feasible

place.

9. **Recreation and Physical Activity**

1.1. – Meaning, Types and Nature of Recreation

1.2. - Aims and objectives of Recreation

1.3. – Need, Importance of recreation for healthy life.

1.4. – Recreation as a social phenomenon

**Physical Education, Recreation And Recreational Agencies**

2.1. - Physical Education, Physical Activity and Recreation

2.2. - Recent changes in the recreational activities

2.3. - Responsibilities of a recreational manager

2.4. - Arrangement of recreation centres and Recreation providing agencies

**Camping Program**

3.1. - Concept and meaning of camp

3.2. - Aims and objectives & Types of camp

3.3. - Agencies promoting camp

3.4. - Educative value of camp.

**Practical**

1. Practice of Rhythmic Exercise – Aerobics exercises / Callisthenic Exercises (With Music)

2. Practice of Bratachari – SatyaBrata&Gyanobrata

3. Practice of five Recreational Game in a group as facilities available and interest of the student.

4. One day cycle expedition or Hiking programme.

**10. First Aid and Personal Hygiene**

1.1. – Meaning and Definition of First Aid

1.2. - Aims and objectives of First Aid

1.3. – Need and Importance of First Aid in Present day.

1.4. – Golden Rules of First Aid

**Concept of Sports Injuries and Other Occurrence and First Aid**

2.1. – Sports Injuries and their First Aid – Sprain, Strain, Facture, Dislocation, wound and

Bleeding

2.2. – Other Occurrence and First Aid – Electric Shock, Snake Bite, Drown, Heart Attack.

2.3. – Immediate care of injuries – P.R.I.C.E.

2.4. – Concept of Postural Deformities and their First Aid – Lordosis, Kyphosis, Scoliosis, Bow

Leg, Knock Knee, Flat Foot

**Hygine, Personal Hygine, Mental Hygine**

3.1. – Meaning and Concept of Hygine, Personal Hygine and Mental Hygine

3.2. – Importance of Hygine for healthy life

3.3. – Personal Hygine : - Care of Skin, Eye, Teeth, Ear and Hair

3.4. – Mental Hygine and its procedure

**Practical –**

Use of Triangular Bandage, Roller Bandages, Tube Bandages, Adhesive bandages, Liquid Bandages

2. Concept and Practice of Slings with Bandage - Arm Sling, Collar & Cuff Sling

3. Practice of Bandaging - Simple Spiral, Reverse Spiral, Figure of Eight, Spica.

4. Practice of knot – Square knot & Reef Knot

5. Practice of Bandaging on Finger (Hand), Wrist, Elbow, Knee, Ankle, Head

**11. Sports Psychology**

1.1 Manning, Definition, and Scope of General and Sports Psychology.

1.2 Need for knowledge of Sports Psychology in the field of Physical Education.

1.3 Role of Sports Psychology in the Growth and Development of body and mind.

1.4 Meaning and nature of Stress, type of Stress, Anxiety, arousal and their effects on Sports

performance.

**Learning And Personality Concepts**

2.1 Meaning, Definition and types of Learning.

2.2 Theories of Learning Transfer of Learning.

2.3 Meaning of Personality, factors affecting Personality.

2.4 Development of Personality, Relationship of Personality with Sports Performance.

**Motivation And Emotions**

3.1 Meaning, Definition and types of Emotion.

3.2 Importance of emotions in the field of Physical Education and Sports.

3.3 Meaning, Definition and types of Motivation.

3.4 Role of Motivation in Sports performance

**Psycho-Social Aspect Of Sports.**

4.1 Psycho-Social aspect of man.

4.2 Heredity and Environment – meaning, definition and role in the field of Sports.

4.3 Meaning and definition of Interest, role of Interest in Sports performance.

**12. Management Of Sports And Physical Education**

1.1 Meaning, Definition, concept of Sports Management.

1.2 The purpose and scope of Sports Management.

1.3 Qualities and Competencies required for the Sports Management.

1.4 Events Management in Physical Education

**Leadership In Sports And Physical Education**

2.1 Meaning and Definition of Leadership.

2.2 Elements of Leadership.

2.3 Form of Leadership Autocratic, Laisser-faire, Democratic, Benevolent Dictator.

2.4 Qualities of Administrative Leader.

2.5 Leadership and Organizational Performance.

**Management Of Sports And Tournaments**

3.1 Sports Management in School, College, and University.

3.2 Factor affecting planning.

3.3 Meaning and Definition and types of Tournaments.

3.4 Procedure of Drawing Fixture, merit and demerit of Knock-out and League Tournaments.

**Financial Management**

4.1 Financial Management in School, College and University.

4.2 Budget, criteria of good Budget.

4.3 Importance of good Budget.

**13. Adapted Physical Education And Computer ApplicationIn Physical Education**

1. Meaning, Definition and Objectives of Adapted Physical Education.

2. Disability: Meaning, Definition and Type

3. Disability and Health Related Condition

4. Physical exercise programme for different type of disabled Person

5. Risk factors and preventive measures of Physical Exercise Program for Disabled.

6. Disability and Sports – Para Olympic

**Computer Application In Physical Education**

1. Computer and its accessories, Function of various accessories.

2. Concept of Hardware, Software, Operating System and Anti Virus

3. Function of Key Board – Ctrl Key, Shift Key, Cap Lock, Enter, Delete, Backspace, Arrow

Key, Esc Key

4. Function of Mouse – Right Click, Left Click, Single Click, Double Click, Scrolling.

5. Need of Computer Application and internet browsing in Physical Education at modern society.

6. MS Word – Concept and use

6.1 New File Create, File save, File Open, File Rename, File Delete

6.2 Copy, Paste, Cut, Clipart, word art, Insert table & Image

7. MS Excel – Concept and Use

7.1 Details concept of Spread Sheet – Raw, Column, Sheet

7.2 Input of Graph, Formula, Table

8. MS Power Point – Concept and use

8.1 New Slide Create, Slide Format, Slide delete, Slide rearrange

8.2 Slide Design, Slide Animation, Slide show

9. Concept of Network, Internet, Wi-Fi, E-mail, Web Page

**Practical**

1. Turn on and Shut down of Computer and Monitor.

2. MS Word : (i) Formatting Text – Font Style, Font Size, Colour, Bold, Italic, Underline, Sub/Super Script, Alignment.

(ii) Insert of Page numbering, Word art, Clip Art, Print option.

3. MS Excel : (i) Addition, Subtraction, Multiplication, Division - row and Column wise,

Calculate Average & Percentage.

(ii) Input the same number, alternative number, continuous number in spread sheet,

input and Editing Graph and Table, Concept of inserting various formulas.

4. MS Power Point : (i) New Slide Creating, Slide deleting, Slide rearrangement, Slide

Formatting, Slide. Design

(ii) Insert table, image, clip art, word art at the slide, slide animation, Slide show.

5. Internet & Email (Optional): (i) Web Browsing, Downloading image/ File, save file from web, create new email account.

**14. Complete Fitness And Therapeutic Value Of Physical Education**

1.1 Meaning and Concept of Complete Fitness and wellness.

1.2 Need, Components and significance of Complete Fitness.

1.3 Factor affecting Complete Fitness.

1.4 Special emphasis on Physical Fitness: Meaning, definition and modern concept of Physical Fitness.

1.5 Physical Fitness Components and their developmental training method: Health-related and Sports Performance-related Physical Fitness.

1.6 Means of Fitness development – Aerobic and Anaerobic Exercise, Target Heart Rate,

Warming Up, Conditioning, Cooling Down

**Introduction Of Therapy**

2.1 Meaning, Definition, Aim And Scope Of Therapy

2.2 Types of Therapy

2.3 Explanation of the Term – Physiotherapy, Exercise-therapy, Massage-therapy, Yoga Therapy

**Therapeutic Aspects Of Physical Exercise**

3.1 Therapeutic value of Exercise: Definition, Principles and Importance of Therapeutic

Exercises .

3.2 Classification, Effects and uses of Therapeutic exercise – Passive Movements (Relaxed,

Forced and passive - stretching) – active movements (concentric, Eccentric and static)

application of the therapeutic exercise: Free Mobility Exercise – Shoulder, Elbow – Wrist and

Finger Joints – Hips, Knee, ankle and Foot joints – Trunk. Head and Neck exercises.

**Method Of Physiotherapy**

4.1 Physiotherapy and its use in the treatment and rehabilitation in sports injuries.

4.2 Electrotherapy : Meaning, Technique and safety Precaution - Short wave diathermy, Electric Muscle Stimulation

4.3 Hydrotherapy: Meaning, Technique and safety Precaution – Whirlpool, Contrast bath

4.4 Thermotherapy: Meaning, Technique and safety Precaution – Hot Pack, Wax Bath

4.5 Cryotherapy: Meaning, Technique and safety Precaution – Ice Pack, Cold Compress

4.6 Massage Therapy : Types, Techniques, Indication and Contra indications.

**Practical**

1. Calculation of Body Mass Index (BMI)

2. Skinfold Measurement

3. Measurement of Fitness Components –

Muscular Strength – (Minimal Strength ) – TEST - Leg-Raise

(Leg Strength) – TEST – Standing Broad Jump

Muscular Endurance- ( Abdominal Muscle) – TEST - Sit-ups

Cardiovascular Endurance – TEST- Harvard Step Test or Run and Walk Test

Flexibility – ( Lower Back Flexibility) – TEST - Sit and Reach Test

Standing Balance - TEST – Stork Stand Test

4. Measurement of Pulse Rate / Heart Rate at Radial Artery and Carotid Artery

5. Measurement of Vital capacity by spirometer.

**14. Health Education And Safety Education**

1.1 Meaning and Definition of Health & Health Education

1.2 Dimension of Health

1.3 Aims , Objectives of Health Education

1.4 Need & Importance of Health Education.

**Health Scheme And Health Services**

2.1 Health Agencies – (i) WHO (ii) UNESCO (iii) UNICEF

2.2 National Health Scheme - RashtriyaBalSwasthyaKaryakram (RBSK), PradhanMantri

SwasthyaSurakshaYojana (PMSSY), RashtriyaSwasthyaBimaYojana, Integrated Child

Development Service

2.3 School Health Program: Health Service, Health Instruction, Health Supervision; Personal

Hygiene and Health Record

2.4 Personal Hygiene : Care of Eyes, Ear, Nose, Skin, Mouth and Teeth

**Health Problem In India**

3.1 Cause, Prevention and Control Communicable Disease : Malaria, Dengue.

3.2 Hypokinetic Disorders: Meaning, Definition and Causes; Management of Obesity, Diabetes

3.3 Nutritional Disorders:

3.3.1. Nutrients and their Functions and Daily Requirements

3.3.2. Health disorders for deficiency of Protein, Vitamins and Minerals

3.4 Postural Deformities : Causes and Corrective Exercise for Kyphosis, Lordosis, Scoliosis,

Bow-Legs, Knock Knees and Flat Foot

**Safety Education**

4.1 Meaning and definition of Safety and Safety Education

4.2 Relation between Health and Safety

4.3 Need and importance of safety Education in daily life

4.4 Safety measures in Home, Street, Play Ground

**Practical**

1. Measurement of Height

2. Measurement of Weight

3. Measurement of BMI (Body Mass Index)

4. Measurement of BMR (Basal Metabolic Rate)

5. Measurement of Blood Pressure

6. Measurement of Resting Heart Rate

7. Measurement of Peak Expiratory Flow

8. Determination of Caloric Value of Food.

**Department Of Physical Education**

**PROGRAMME OUTCOMES:**

**Knowledge of subject**:- students will get the knowledge about physical education and sports its historical background. Students will acquire knowledge from ancient to modern sports history in india.

PO 2.**Changing concept of physical education: -** Understanding the other subjects physical

education try to achieve itself and its effects on society in various ways. Also through physical education one can related with the world games and sports. In the age of modern technology. It also improve world society.

PO 3.**Knowledge of human anatomy and disease: -** Through physical education students will be able to inform about human anatomy and also various treatment during physical disturbances.

PO 4 **Leadership***:* The orientation in organization of health and sports promoting physical

activities develops appropriate leadership capabilities in the students.

PO 5 **Skilled Manager*:*** Capable of identifying or mobilizing appropriate resources required

for organizing fruitful training and coaching programme for athletes of various sports.

PO 6.**Impact of physical education: -** Through the various method of training, participate of

various activity students develop their physical ability, mental ability, leadership quality,

personality, disciplined well-wisher which makes them a good citizen.

PO 7 **Digitally Literate:** Capable of using computer for keeping the health related data base of the trainees. Formulating appropriate training programme for individuals as per their need.

Capable of employing modern library search tools to locate, retrieve, and evaluate Physical

Education& Sports related information.

PO8 **Ethical Awareness and Reasoning:** Avoiding unethical behavior and promoting fair

play. Discouraging the use of drugs for performance enhancement. Promoting sports for the

development of all round personality of the participants.

PO 9 **Lifelong Learners*:*** Capable of self-paced and self-directed learning aimed at personal

development.

PO 10 **Respect for Diversity:** An empathy with other’s views and needs as well as respect for their elder’s opinion, race or religion and also able to value different cultures and traditions.

PO 11 **Cooperation and Team Work*:*** Ability to work effectively and respectfully with

diverse teams; facilitate cooperative or coordinated effort on the part of a group and or a

team in the interests of a common cause and work efficiently as a player.

**DEPARTMENT OF PHYSICAL EDUCATION**

**PROGRAMME SPECIFIC OUTCOMES**

PSO 1. Students are come to know the physical education is education through physical activities for the Development of the total personality of the child to its fullness and perfection in physical, mental, social,

Emotional, spiritual and educational.

PSO 2. Development of knowledge in sports medicine, sports training, sports psychology, sports

Nutrition, sports , sports management, sports physio-therapy sports economics and sports

Coaching etc.

PSO 3.Progression on motor components that is speed, strength, endurance, agility, flexibility, balance and coordination.

PSO 4.Structural development of human anatomical posture.

PSO 5. Effect of exercise on benefited of physiological system that is muscular system, circulatory

system, respiratory system, digestive system, nervous system, and endocrine system.

PSO 6. The process of developing on psychological character that is motivation, attitude, personality,

behavior, efficiency, duty and discipline, idealism, character, concentration and honesty etc.

PSO 7. Change the concept of misconception of physical education.

PSO 8. Health fitness wellness is benefited of regular physical activities.

PSO 9. The student will be oriented with the basic knowledge of computer applications.

PSO 10. The learners will be able to identify the fundamental concepts, theories and principles of human body training related to sports performance.

PSO 11. The student will be able to value the knowledge and skills required to preserve

community health and well-being.

PSO 12. The students will be able to recognize and relate the concept of test, measurement and evaluation in the context of Physical Education.

PSO 13. He shall gain knowledge regarding management of Physical Education and Sports at

different level.

PSO 14. He would understand various laws of learning and their relevance in teaching learning process.

PSO 15. Student will describe and perform various style of yoga and postures used in each

PSO 16. The student athletes skill , fundamental and techniques will be developed and

demonstrated for intercollegiate competition.

PSO17. The student will improved knowledge of rules, skill and strategies of particular games and sports.

 

 **Dr. Tushar Kanti Halder**

 **Principal**

 **Gobinda Prasad Mahavidyala**