



# PLASSEY COLLEGE

Affiliated to the University of Kalyani & Approved by UGC under section 2(f) of UGC Act, 1956, ISO 9001:2015

Mira Bazar, P.O : Plassey, District : Nadia



## PROGRAMME OUTCOMES & COURSE SPECIFIC OUTCOMES



## Programme Outcomes and Course Outcomes

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### **Programmes / Courses Offered at Plassey College**

- *Plassey College provides the three year's (Six Semesters) Bachelor's degree programme in Arts in Semesterized CBCS System under Honours and Programme/General course.*
- *Plassey College offer eight subjects for study -Bengali, Education, English, History, Political Science, Sociology, Geography and Physical Education.*
- *First five subjects are offered as Honours Programme.*
- *All the eight subjects are offered as General subjects.*

**Website link for syllabi:** <https://plasseycollege.ac.in/Syllabus.aspx>



## Programme Outcomes and Course Outcomes

### About Programmes and Courses

- ❖ The CBCS provides choice to students for selection of courses from the prescribed courses (Core, Elective, Ability & Skill Enhancement courses).
- ❖ A component of a programme is usually referred to, as '**Papers**'. The courses define learning objectives and learning outcomes. A **course** is designed to comprise lectures/tutorials/laboratory work/field work/outreach activities/project work/ Vocational training/ viva /seminar /Term Papers/ assignment/ presentation/ self-study or a combination of some of these.
- ❖ Each semester will consist of 18 weeks of academic work equivalent to 90 actual teaching days. The odd semester is scheduled from July to December and even semester from January to June of every year.
- ❖ A Student shall be admitted into three years (six semester) Bachelor's degree programme under B.A .(Hons. & Programme/General) courses of studies in semester-wise CBCS curricula or any other Bachelor's degree programme introduced by the University of Kalyani.
- ❖ B.A degree shall be awarded to students who complete the entire six (06) semesters Bachelor's degree programme.
- ❖ Each course offered will have three components associated with teaching learning process namely, (i) Lecture-L (ii) Tutorial-T, (iii) Practical-P;
- ❖ L-is for theory class lecture session; T-is for session consisting of participatory discussion/self-study/brief seminar presentation/solving problem sheet by students or any other novel method to make student absorb and assimilate more effectively.
- ❖ P- is for Practical/Practice session for hands on experience/laboratory experiment/field studies/ case studies so that students acquire skill component.
- ❖ Courses in a programme is of three kinds:
- ❖ Core, Elective and Foundation.



## Programme Outcomes and Course Outcomes

- ❖ **Core Course** is to be compulsorily studied by a student as a core requirement to complete the programme in a said discipline of study.
- ❖ **Elective Course** can be chosen from a pool of papers. It is supportive to the discipline of study, providing an expanded scope, enabling an exposure to some other discipline/domain, nurturing student's proficiency/skill.
- ❖ An Elective course is of two (02) types:
  - ❖ **Discipline Specific Elective (DSE) Course** is offered by the main discipline/ subject of study.
  - ❖ **Generic Elective (GE) Course** is chosen generally from an unrelated discipline/ subject of study with an intention to seek an exposure. A student of BA . Honours will have to opt for two GE subjects each containing two (02) papers/courses.
  - ❖ A **Core Course**, offered in a discipline/ subject, is treated as an elective by other discipline/subject and vice-versa and electives chosen in such way referred to as **Generic Elective**.
- ❖ **Dissertation/ Project:** An elective course, designed to acquire special/ advanced knowledge, is termed as dissertation/ project. This is considered as a special course involving application of knowledge in solving/ analyzing / exploring a real-life situation/ difficult problem. A dissertation/ project work will be of 6 credits. **A dissertation/ project work is given in lieu of a Discipline Specific Elective.**
- ❖ **Foundation Course:** The Foundation Courses is of two kinds:
  - ❖ Ability Enhancement compulsory courses (AECC)
  - ❖ Skill Enhancement Courses (SEC)
- ❖ **Ability Enhancement Courses (AECC)** is based upon the content that leads to knowledge enhancement and consists of Environmental Studies and English/MIL Communication. These are mandatory for all disciplines.
- ❖ **Skill Enhancement Courses (SEC):** SEC is value-based and/ or skill-based and aimed at providing hand on-training, competency, skill etc. There shall be 02 SECs for Honours degree



## Programme Outcomes and Course Outcomes

and 04 SECs for Programme/General degree. The students of BA. Programme/General degree courses will have to study four (04) SEC papers/courses (during 3rd to 6th semesters) from one of the core subjects opted by him/her at the time of admission, and the students of Honours courses will have to study two (02) SEC papers/courses from his/her Honours subject only. These is chosen from a pool of courses designed to provide value- based and/ or skill- based knowledge which would contain theory and laboratory/hands-on-training/ field work. The main purpose of these courses is to provide the students life-skill in hands-on-mode, so as to increase their employability.

❖ **Practical/Tutorial**: One each with every Core, Discipline Specific and Generic Elective Paper.

TABLE-I: COURSE STRUCTURE (HONOURS & PROGRAMME/GENERAL): NO OF PAPERS

Course Components	B.A.	
	Honours	General
Core Course (CC+LCC*)	14	8+4*
Discipline Specific Elective (DSE) Course	4	4
Generic Elective( GE) Course	4	2
Ability Enhancement Compulsory Course( AECC )	2	2
Skill Enhancement Course ( SEC )	2	4



## Programme Outcomes & Course Specific Outcomes

**TABLE-2: DETAILS OF COURSES & CREDIT OF B.A.( HONOURS ) UNDER CBCS**

S. No.	Particulars of Course	Credit Point	
<b>1.</b>	<b>Core Course: 14 Papers</b>	<b>Theory + Practical</b>	<b>Theory + Tutorial</b>
<b>1.A.</b>	Core Course: Theory ( 14 papers)	14x4 = 56	14x5 = 70
<b>1.B.</b>	Core Course ( Practical/Tutorial)*( 14 papers)	14x2 = 28	14x1 = 14
<b>2.</b>	<b>Elective Courses: (8 papers)</b>		
<b>2.A.</b>	A. Discipline specific Elective(DSE)(4 papers)	4x4 = 16	4x5 = 20
<b>2.B.</b>	DSE ( Practical / Tutorial)* ( 4 papers)	4x2 =8	4x1 =4
<b>2.C.</b>	General Elective(GE) ( Interdisciplinary) ( 4 papers)	4x4 = 16	4x5 = 20
<b>2.D.</b>	GE ( Practical / Tutorial)* ( 4 papers)	4x2 =8	4x1 =4
<b>#Optional Dissertation/ Project Work in place of one DSE paper (6 credits) in 6<sup>th</sup> semester</b>			
<b>3. Ability Enhancement Courses</b>			
<b>A.</b>	AECC(2 papers of 2 credits each) ENVS, English Communication/ MIL	2x2 = 4	2x2 = 4
<b>B.</b>	Skill Enhancement Course(SEC) (2 papers of 2 credits each)	2x2 = 4	2x2 = 4
<b>Total Credit:</b>		<b>140</b>	<b>140</b>



## Programme Outcomes & Course Specific Outcomes

**TABLE-3: DETAILS OF COURSES OF B.A.( PROGRAMME/GENERAL ) UNDER CBCS**

S. No.	Particulars of Course	Credit Point	
<b>1.</b>	<b>Core Course: 12 Papers</b>	<b>Theory + Practical</b>	<b>Theory + Tutorial</b>
<b>1.A.</b>	Core Course: Theory ( 12 papers)	12x4 = 48	12x5 = 60
<b>1.B.</b>	Core Course ( Practical/Tutorial)*( 12 papers)	12x2 = 24	12x1 = 12
<b>2.</b>	<b>Elective Courses: (6 papers)</b>		
<b>A.</b>	DSE (6 papers for B.Sc./ 4 papers for B.A. & B.Com.)	6x4 = 24	4x5 = 20
<b>B.</b>	DSE(Pract./ Tutor.)* (6 papers for B.Sc./4 for B.A. & B.Com.)	6x2 = 12	4x1 = 4
<b>C.</b>	GE (Interdisciplinary) (2 papers for B.A. & B.Com.)	-	2x5 = 10
<b>D.</b>	GE (Pract./Tutor.)* (4 papers) (2 papers for B.A. & B.Com.)	-	2x1 = 2
<b>#Optional Dissertation/ Project Work in place of one DSE paper (6 credits) in 6<sup>th</sup> semester</b>			
<b>3. Ability Enhancement Courses</b>			
<b>A.</b>	AECC(2 papers of 2 credits each) ENVS, English Communication / MIL	2x2 = 4	2x2 = 4
<b>B.</b>	Skill Enhancement Course(SEC) (4 papers of 2 credits each)-----	4x2 = 8	4x2 = 8
<b>Total Credit:</b>		<b>120</b>	<b>120</b>

## Wherever there is a practical, there will be no tutorial and vice-versa.



## Programme Outcomes & Course Specific Outcomes

**TABLE-4: SEMESTER WISE DISTRIBUTION OF COURSES & CREDITS IN B.A./ B. Sc./ B.COM. HONOURS**

Courses/ (Credits)	Sem-I	Sem-II	Sem-III	Sem-IV	Sem-V	Sem-VI	Total No. of Courses	Total credit
CC (6)	2	2	3	3	2	2	14	84
DSE (6)					2	2	04	24
GE (6)	GE 1 C- 1	GE 1 C- 2	GE 2 C- 1	GE 2 C-2			04	24
AECC (2)	1(ENV)	1(MIL)					02	04
SEC (2)			1	1			02	04
<b>Total No. of Courses/ Sem.</b>	4	4	5	5	4	4	26	-
<b>Total Credit /Semester</b>	<b>20</b>	<b>20</b>	<b>26</b>	<b>26</b>	<b>24</b>	<b>24</b>	<b>---</b>	<b>140</b>

**TABLE-5: SEMESTER WISE DISTRIBUTION OF COURSES & CREDITS IN  
B.A. PROGRAMME/ GENERAL**

Courses/ (Credits)	Sem-I	Sem-II	Sem-III	Sem-IV	Sem-V	Sem-VI	Total No. of Courses	Total credit
CC-1,2 (6)	2 (1A,2A)	2 (1B,2B)	2 (1C,2C)	2 (1D,2D)			8	48
Language CC - 1,2 (6)	(L <sub>1</sub> -1) (Eng)	1 (L <sub>2</sub> -1)	(L <sub>1</sub> -2) (Eng)	1 (L <sub>2</sub> -2)			4	24
DSE (6)	-	-	-	-	2(1A,2A)	2 (1B,2B)	4	24
GE (6)					GE 1 C- 1	GE 1 C- 2	2	12
AECC (2)	1(MIL)	1(ENV)					2	04
SEC (2)			1	1	1	1	4	08
<b>Total No. of Courses/ Sem.</b>	4	4	4	4	4	4	24	-
<b>Total Credit /Semester</b>	<b>20</b>	<b>20</b>	<b>20</b>	<b>20</b>	<b>20</b>	<b>20</b>	<b>-</b>	<b>120</b>



## Short Overview of Programme and Course Outcomes

On successful completion of school education when the learners enter the threshold of colleges for higher education, they are involved in subject specific programmes and courses, where they acquire in-depth knowledge of the subjects. Every Program and Course has its inherent outcomes. However mere mechanical studying the courses is not an end in itself; rather the outcome is man-making, beautifying the earth. They have holistic impact on the learners. They help in identity formation of the learners, inculcate glories in their art and culture and learn the truths and philosophies of life and earth. They help in augmenting human resources.

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**After successful completion of the following programmes/ Courses students will acquire knowledge/ special skills in the following ways.**

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**TABLE 6: PROGRAMME AND COURSE OUTCOMES**

<b>Programme &amp; Course Outcomes</b>	
<b>Programme Outcomes</b>	
<b>Bengali Honours</b>	
<b>PO-1</b>	After completion of the program students will grow a comprehensive idea and knowledge about Bengali literature and will be able to connect it with other literatures and their life.
<b>PO-1</b>	Since the mother tongue of all the students at Plassey College is Bengali and they all belong to West Bengal, pursuing Bengali literature will help them to understand the society and people of Bengal in a better way.
<b>PO-2</b>	They can in this way be aware of the strength and weakness of Bengali society and Bengali's contribution to the country and humanity at large in almost all walks of their life.
<b>PO-3</b>	Students will acquire knowledge and understanding of basic Bengali literature.
<b>PO-4</b>	Learners will be able to understand Bengali grammar and linguistics;
<b>PO-5</b>	They will have knowledge and understanding of essential Bengali vocabulary and
<b>PO-6</b>	They will know about the history of Bengali literature; Knowledge and understanding of basic idea of Bengali poetry, prose, short story, drama and novel.
<b>PO-7</b>	By knowing Bengali literature, they will know their own life in a better way.
<b>PO-8</b>	They will be able to appreciate Bengali culture and songs and dramas and, in this way, add to the formation and consolidation of Bengali heritage and culture.
<b>Education Honours</b>	
<b>PO-1</b>	After completion of the Programme students will learn about the need, nature and scope of education which will in turn shape their life.
<b>PO-2</b>	They will learn about educational philosophies of great thinkers.
<b>PO-3</b>	The aim of the courses is man-making. Students will also learn different state-of-the-art methods of acquisition of skills and knowledge.
<b>PO-4</b>	They will be able to correlate their knowledge in their practical life.
<b>PO-5</b>	The programme aims at manifestation of their potentialities in all walks of their life.



## Programme Outcomes & Course Specific Outcomes

<b>PO-6</b>	Properly pursuing the courses will help them grow scientific and rational attitude with a compassionate heart.
<b>PO-7</b>	Students will be able to effectively employ knowledge for solving complex problems in various branches of action research, applied research, and historical research, etc.
<b>PO-8</b>	Students will realize the psychology and special needs of disabled children and help them to live their lives with confidence.
<b>English Honours</b>	
<b>PO-1</b>	After completion of the course students will learn about the masterpieces in English literature.
<b>PO-2</b>	Besides that, they will attain sound communicative skill in English.
<b>PO-3</b>	They will be familiar with the cultures of different countries of which literature they will read about like America, India, England, Africa.
<b>PO-4</b>	Their minds will be decolonized, and they will turn out to be the true sons of mother India and a good citizen of the world.
<b>PO-5</b>	They will also be able to judge literary quality of any literary text.
<b>PO-6</b>	Students will be able to critically involve themselves with literary texts by processing information and identifying Patterns.
<b>PO-7</b>	Students will attain capacity to critically judge anything from different perspectives.
<b>PO-8</b>	The students will be able to discern right view of life and follow the right path.
<b>PO-9</b>	The students will attain expertise in different arenas of jobs like press, content writing, journalism, teaching etc.
<b>PO-10</b>	The students will be able to respond appropriately in discussion, state their views clearly and accept differences in opinion amicably.
<b>History Honours</b>	
<b>PO-1</b>	After completion of the programme students will be acquainted with the Indian and world history. Students will acquire sound knowledge in the history of their own country and that of others and know their heritage and national glory.



## Programme Outcomes & Course Specific Outcomes

<b>PO-2</b>	The courses are designed in such a way that they would feel inspired to work for the glory of their country.
<b>PO-3</b>	A strong sense of nationalism and pride in Indian culture will be implanted in their mind.
<b>PO-4</b>	Since today's students will shape the future India, special emphasis is given on the formation of their right understanding of the strength and weaknesses of Indian social and historical fabric.
<b>PO-5</b>	The range of study of history varies from different types of civilizations, historical facts, religious values and reforms, foreign invasion and impact, cultural heritage, world history to freedom movement, historical policies, educational commissions & committees, and others.
<b>PO-6</b>	The subject History stands upon psychological, historical, and sociological foundations. The special feature of the subject History is that it is inclusive in nature so that on minute perusal of the texts on this section students will acquire broader knowledge on History of Early India, from remote past to the end of the Vedic Polity
<b>Political Science Honours</b>	
<b>PO-1</b>	After completion of the programme students will acquire a comprehensive view of Indian polity along with political organizations of different countries.
<b>PO-2</b>	Its scope includes study of the state and the study of political system; covering the study of government, study of power; study of man and his political behavior and study of political issues which influence politics directly or indirectly.
<b>PO-3</b>	Learners will study some of the core concepts like justice and its relevance to citizens.
<b>PO-4</b>	After studying this lesson learners will be able to explain the meaning of Political Science in the light of some standard definitions.
<b>PO-5</b>	Learners will be able to distinguish between Political Science and Politics.
<b>PO-6</b>	Learners will be able to describe the scope of Political Science in terms of role of the State, functions of government and its relationship with citizens.
<b>PO-7</b>	They will be able to recognize the relevance of Justice for citizens and State.



## Programme Outcomes & Course Specific Outcomes

<b>PO-8</b>	Learners will not merely be satisfied with describing the state of affairs, they will try to change or improve upon them.
<b>PO-9</b>	Through Political Philosophy, learners will learn to evaluate the existing political institutions, practices, and focus on how to improve the political system.
<b>PO-10</b>	The learner develops the ability to use critical, analytical, and reflective thinking and reasoning.
<b>PO-11</b>	The learner acquires the ability to reflect on social and ethical responsibilities in his/her professional life.
<b>PO-12</b>	The learner gains experience and confidence in the dissemination of project/research outputs.
<b>PO-13</b>	The learner acquires the competence to work responsibly and creatively as an individual or as a member or leader of a team and in multidisciplinary environments.
<b>PO-14</b>	He /She learns to communicate effectively by oral, written, graphical and technological means and have competency in English.
<b>PO-15</b>	On completion of the program, the learner can independently research and acquire information and develop appreciation of the need for continuously learning and updating.
<b>PO-16</b>	The learner becomes able to assess the impact of the economic, social, and political environment from a global, national, and regional level.
<b>PO-17</b>	In particular, this program provides the students with a rigorous conceptual framework, basic analytical tools, and sound methodological training in the discipline.
<b>PO-18</b>	Learners will have grown the ability to analyses and predict interdisciplinary phenomena based on the study of existing socio-economic determinants and past experiences.
<b>PO-19</b>	The course curriculum inculcates among students a basic understanding of the rights and duties of citizenship and thereby to act as responsible citizens.
<b>PO-20</b>	They will be able to relate establishment of linkages between state and civil society at large to successfully address socio political problems.



## Programme Outcomes & Course Specific Outcomes

PO-21	They will learn about Individual and teamwork, growing as an individual and as a member/leader in different social settings.
PO-22	The programme provides a balanced treatment between the Western and the Indian political thought and theory.
PO-23	The programme supports problem solving skills, thinking, creativity through assignments, project work.
PO-24	Since politics is involved in all walks of life, learners will learn to deal with them in true democratic way keeping in mind the interest of the nation and society.
PO-25	Sound knowledge in political constructs will strengthen their hold on democratic spirit- liberty, equality, and fraternity.

### Course Outcomes

### Bengali Honours

#### BENG-H-CC-T-1 History of Bengali literature and Bengali Linguistics ( Part I )

#### বাংলা সাহিত্যের ইতিহাস ও বাংলা ভাষাতত্ত্ব ( ১ম ভাগ)

CO-1	পর্ব ১- বাংলা সাহিত্যের ইতিহাস ( প্রাচীন ও মধ্যযুগ) সম্পর্কে সম্যক ধারণা Students will gather comprehensive knowledge on the growth of Bengali literature.
CO-2	Students will have knowledge about the development of Bengali literature during the ancient and medieval period from the era of <i>Charjapad</i> .
CO-3	They will understand social, economic, and political system of the then society.
CO-4	They will also realize the aesthetic beauty of literature written at that time.
CO-5	পর্ব ২- বাংলা সাহিত্যের ইতিহাস (মধ্যযুগ) Students will have knowledge about the development of Bengali literature during the medieval period.
CO-6	পর্ব ৩- বাংলা ভাষাতত্ত্ব (ক-ঘ) Students will be able to have knowledge in Bengali linguistics, about different types of local variations of Bengali language and their inflectional variations.
CO-7	This will help them understand diverse forms of Bengali literature
	পর্ব ৪ - বাংলা ভাষাতত্ত্ব (ঙ- ছ)



## Programme Outcomes & Course Specific Outcomes

<b>CO-8</b>	Students will be able to have knowledge in Bengali linguistics, about different types of local variations of Bengali language and their inflectional variations. This will help them understand diverse forms of Bengali literature.
<b>BENG-H-CC-T-2 History of Bengali literature and Bengali Linguistics ( Part II )</b>	
<b>বাংলা সাহিত্যের ইতিহাস ও বাংলা ভাষাতত্ত্ব ( ২য় ভাগ)</b>	
<b>CO-1</b>	পর্ব ১- বাংলা সাহিত্যের ইতিহাস ( আধুনিক যুগ- গদ্য ও প্রবন্ধ, সাময়িক পত্র) Students will have knowledge about the diverse forms of Bengali literature during the current period. They will understand social, economic, and political system and the complexity of the modern society. They will also realize the aesthetic beauty of the literature written during that period.
<b>CO-2</b>	পর্ব ২- বাংলা সাহিত্যের ইতিহাস (কাব্য ও কবিতা, নাটক) Students will have knowledge about history of Bengali Literature, about development in the field of poems and dramas and about intricacies of life from psychological perspectives.
<b>CO-3</b>	They will also be able to relate modern literature with Marxism and other literary theories. They will be able to understand how poetic truth paves way for a better and right view of the nature and the world and life.
<b>CO-4</b>	পর্ব ২- বাংলা সাহিত্যের ইতিহাস (উপন্যাস ও ছোট গল্প) Students will have knowledge about history of Bengali Literature and development in the field of novels and short stories.
<b>CO-5</b>	They will be able to view intricacies of life from psychological perspectives.
<b>CO-6</b>	They will also be able to interpret social phenomenon and literature from Marxist and other theoretical perspectives.
<b>CO-7</b>	They will be able to understand how poetic truth paves way for a better and right view of the nature and the world and life.
<b>CO-8</b>	পর্ব ৩- বাংলা ভাষাতত্ত্ব (ক-গ) Students will be able to have knowledge in Bengali linguistics, about different types of local variations of Bengali language and their inflectional variations.
<b>CO-9</b>	This will help them understand diverse forms of Bengali literature
	পর্ব ৩- বাংলা ভাষাতত্ত্ব (ঘ- ছ)



## Programme Outcomes & Course Specific Outcomes

CO-1	Students will be able to have knowledge in Bengali linguistics, about different types of local variations of Bengali language and their inflectional variations.
CO-1	This will help them understand diverse forms of Bengali literature
<b>BENG-H-GE-T-1 History of Bengali literature (Ancient and Medieval) Rhetoric Prosody and Vaisnab Padabali</b>	
বাংলা সাহিত্যের ইতিহাস (প্রাচীন ও মধ্যযুগ), ছন্দ, অলঙ্কার, বৈষ্ণব পদাবলী	
CO-1	পর্ব ১- বাংলা সাহিত্যের ইতিহাস ( প্রাচীন ও মধ্যযুগ) Students will have knowledge about the development of Bengali literature during the ancient and medieval period from the era of <i>Charjapad</i> .
CO-2	They will understand social, economic, and political system of the then society.
CO-3	Besides they will be able to appreciate the aesthetic beauty of literature of that period.
CO-4	পর্ব ২-ছন্দ -বাংলা কবিতায় ছন্দের প্রয়োগ Students will learn Bengal prosody and how they are used in producing poetic effect.
CO-5	This will in fact enhance their writing skill and relish the elixir of poetic beauty created through rhythmical poetic expression.
CO-6	পর্ব ২- অলঙ্কার- বাংলা কবিতায় অলঙ্কারের প্রয়োগ Students will learn Benali rhetoric and how they are used in producing poetic effect.
CO-7	This will in fact enhance their writing skill and relish the elixir of poetic beauty created through ornamental language.
CO-8	পর্ব ৩-বৈষ্ণব পদাবলী Students will know about the spread of <i>Vaisnabism</i> in Bengal.
CO-9	They will be able to know about divine love of Radha and Krishna and the different sates of their love.
CO-10	In this they will be able to understand the religious sentiment of Bengali people and Indian spiritual fabric.
CO-11	They will be able to appreciate the deep devotion to God as expressed in the poem.
<b>BENG-H-CC-T-3 Prosody, Krittibasa Ramaayana and Vaisnab Padabali</b>	
ছন্দ, কৃত্তিবাসী রামায়ণ ও বৈষ্ণব পদাবলী	
	পর্ব ১- ছন্দ



## Programme Outcomes & Course Specific Outcomes

CO-1	Students will know about rhetorical and rhythmical expression, how they enhance the aesthetic beauty of expression.
CO-2	Learners will be able to know of the aesthetic beauty of Bengali poems.
CO-3	পর্ব ২- কৃত্তিবাসী রামায়ণ(উত্তরা কাণ্ড) Students will be familiar with one of the oldest epics in the world Ramayana.
CO-4	They will be able to form a comprehensive view of the then society.
CO-5	Besides they will be introduced to the ideal and moral base of India, for example Sita as the ideal of women, Rama as the ideal son, Bharata as the ideal brother.
CO-6	পর্ব ৩-বৈষ্ণব পদাবলী Students will learn about divine love and pangs of separation of love in the poems written on Chaitanya.
CO-7	In this they will be able to understand the religious sentiment of Bengali people and Indian spiritual fabric. They will enjoy the deep devotion to God as expressed in the poem.
<b>BENG-H-CC-T-4 Prosody, Shakta Padabali, Bengali Proof Correction, Annadamangal</b>	
অলঙ্কার, শাক্ত পদাবলী ও বাংলা প্রুফ সংশোধন, অন্নদামঙ্গল	
	পর্ব ১-অলঙ্কার
CO-1	They will be able to appreciate the beauty of literary expression through the use of ornamental expression.
CO-2	পর্ব ১- বাংলা প্রুফ সংশোধন Students will learn the process of proof correction.
CO-3	This will help them to acquire special skill which will expose them to diverse job opportunities like press.
CO-4	পর্ব ২- অন্নদামঙ্গল (প্রথম ভাগ) Students will know about Mangal Kaya, the then social system.
CO-5	They will be introduced to the deep love of the mother for the son as expressed in the poems.
CO-6	পর্ব ৩- শাক্ত পদাবলী Learners will be able to know of <i>Agamoni</i> , <i>Bijoya</i> and craving of the disciples.
CO-7	The poems deal with the triumph of humanity.
CO-8	They are the real songs eliciting the pangs of Bengali mothers.



## Programme Outcomes & Course Specific Outcomes

<b>BENG-H-GE-T-2 History of Bengali Literature ( Modern Era) From the development of Prose to Periodicals and Bengali Linguistics</b>	
বাংলা সাহিত্যের ইতিহাস (আধুনিক যুগ), গদ্যের বিকাশ থেকে সাময়িক পত্র, বাংলা ভাষাতত্ত্ব	
<b>CO-1</b>	পর্ব ১- গদ্য ও প্রবন্ধ, কাব্য, কবিতা They will have knowledge on prose and poem of Bengal.
<b>CO-2</b>	পর্ব ২- উপন্যাস ও ছোট গল্প They will have knowledge on novel and short story of Bengal.
<b>CO-3</b>	পর্ব ২- সাময়িক পত্র ও নাটক The course curriculum inculcates among students a basic understanding of periodicals and dramas.
<b>CO-4</b>	They will have a sound knowledge on periodicals and plays of Bengal namely <i>Kallol</i> , <i>Kalikalam</i> etc.
<b>CO-5</b>	পর্ব ৩- ভাষাতত্ত্ব They will have a sound knowledge on linguistic diversity of Bengal.
<b>BENG-H-CC-T-5 Diverse forms of Bengali Fiction and Short story</b>	
বাংলা কথা সাহিত্যের রূপভেদ ও ছোটগল্প	
<b>CO-1</b>	Students will learn about the diversity of subjects of Bengali short story.
<b>CO-2</b>	পর্ব ১- কথাসাহিত্যের রূপভেদ They will learn about diverse forms of Bengali prose fiction.
<b>CO-3</b>	পর্ব ২- রবীন্দ্রনাথের নির্বাচিত ছোটগল্প They will learn about selective short stories of Tagore
<b>CO-4</b>	They will be acquainted with Tagore's thought and philosophies.
<b>CO-5</b>	পর্ব ৩- আধুনিক বাংলা ছোটগল্প ( প্রাক চল্লিশ) They will learn about selective short stories of Modern Bengali up to 1940
<b>CO-6</b>	They will be acquainted with thought and philosophies of the writers.
<b>CO-7</b>	পর্ব ৩- আধুনিক বাংলা ছোটগল্প ( উত্তর চল্লিশ) They will learn about selective short stories of Modern Bengali post 1940 and be acquainted with thought and philosophies of the writers.
<b>BENG-H-CC-T-6 Bengali Novel</b>	
বাংলা উপন্যাস	
<b>CO-1</b>	Through reading Bengali Novels students will be able to have detailed and deep consciousness on the Bengali life and thought.
<b>CO-2</b>	They will understand the life story of persons of various sects and profession.



## Programme Outcomes & Course Specific Outcomes

CO-3	They will also be able to locate the contribution of the novels in the education of men and developing national sentiment.
CO-4	পর্ব ১- রাজসিংহ In reading <i>Rajsingha</i> Students will be able to understand historical significance of the novel.
CO-5	They will learn in how British empire the physical prowess of the Hindus has been curbed, which has never been curbed before. Bankim's purpose is to highlight the Rajput prowess to make the Hindus aware of their bravery.
CO-6	They will know historical fact of the clash of Aurangzeb and Rajput.
CO-7	They can enjoy the literary beauty of the novel.
CO-8	পর্ব ২- ঘরে বাইরে In reading "Home and the World" students will be able to know of the Swadeshi movement. The novel inculcates among students a basic understanding of the values of love of the nation and Tagore's disfavour of narrow nationalism and sectarianism. They will be able to have achieved psychological perspectives in analysis of the relation of man and woman through the portrait of the characters specially Bimala. They will be able to see life in broader perspectives.
CO-9	পর্ব ৩- শ্রীকান্ত (প্রথম পর্ব) In reading <i>Shrikanta</i> Students will be able to know various characters of village life and the things controlled by the rules of that society. Students will learn the evil effects of child marriage caste distinction. They will have idea of the torments of the widows. They will also know the importance of bravery and courage in life and the true nature of love that great love also separates.
CO-10	Learners will be able to know the necessity of the acceptance of life and also separation of love, if any.

### **BENG-H-CC-T-7 Diverse Forms of Bengali Essay and Essay reading**

#### বাংলা প্রবন্ধের রূপভেদ ও প্রবন্ধ পাঠ

CO-1	
CO-2	পর্ব ১- প্রবন্ধ নিবন্ধের রূপভেদ In reading this, students will acquire knowledge on diverse forms of essays and how social reality is portrayed in them.
	পর্ব ২- আমার জীবন (Amar Jibon)



## Programme Outcomes & Course Specific Outcomes

CO-3	In reading this, students will acquire knowledge on the life of the writer.
CO-4	পর্ব ৩- কমলাকান্তের দণ্ডর ( নির্বাচিত) In reading this, students will acquire knowledge on Bankim's views on various aspects of society. They will be able to now deep contemplation of kamalakanta on various matters of society. Students will learn how Bankim suggested reformation of society through allegorical or metaphorical expression or character like Prasanna.
CO-5	After reading this learner will have an insightful knowledge about social evils portrayed through satirical expression.

### **BENG-H-GE-T-3 History of Bengali literature (Ancient and Medieval) Rhetoric Prosody and Vaisnab Padabali**

#### বাংলা সাহিত্যের ইতিহাস (প্রাচীন ও মধ্যযুগ), ছন্দ, অলঙ্কার ও বৈষ্ণব পদাবলী

CO-1	পর্ব ১- বাংলা সাহিত্যের ইতিহাস ( প্রাচীন ও মধ্যযুগ) This section will provide the learners with a clear view of the history of Bengali literature (ancient and medieval).
CO-2	They will know about the predominance of gods and goddesses in medieval Bengali literature.
CO-3	They will be able to realize human predicament under the god's influence.
CO-4	পর্ব ২- ছন্দ This section will provide the learners with knowledge on rhetoric and how its use embellishes literary expression.
CO-5	পর্ব ২- অলঙ্কার This section will provide the learners knowledge on prosody.
CO-6	They will be able to use ornamental language in their writing.
CO-7	পর্ব ৩- বৈষ্ণব পদাবলী This section will provide the learners with knowledge of <i>Vaisnab Padabali</i> . They will know about the divine love of Radha Krishna and childhood life of Lord Shri Krishna. Students will also know about <i>Brajabuli</i> language.

### **BENG-H-SEC-T-1 Literature Teaching and Pragmatic Diversity**

#### সাহিত্য পাঠদান ও প্রয়োগবৈচিত্র (ব্যবহারিক)

CO-1	পর্ব ১- শ্রেণীকক্ষে সাহিত্য পাঠদান পদ্ধতি ও সাহিত্য বিষয়ক আলোচনা চক্র They will learn about classroom teaching of literature and discussion about literature.
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## Programme Outcomes & Course Specific Outcomes

CO-2	This will help them in their professional life when they will be engaged in the teaching profession.
CO-3	পর্ব ২- ছোটগল্পের নাট্যরূপ দান Learners will be able to know of the method of how to make dramatic form of short stories. They will be able to understand the short stories better in dramatic form.
CO-4	পর্ব ৩- গ্রন্থ পর্যালোচনা The course curriculum inculcates among students a basic understanding of review of literature.
<b>BENG-H-CC-T-8 Anthology of Bengali Criticism and Essays</b>	
বাংলা সমালোচনা সংকলন ও প্রবন্ধ সংকলন	
CO-1	পর্ব ১- সমালোচনা প্রবন্ধ After reading this learner will have an insightful knowledge about essays on criticism.
CO-2	They will be able to critically analyze different social phenomenon.
CO-3	পর্ব ২- বাংলা কবিতা ও প্রবন্ধ সংকলন On minute perusal of the texts on this section students will acquire broader knowledge on Bengali poem and anthology of essays.
CO-4	This will help them in their realization of life principles.
CO-5	পর্ব ৩- সাহিত্যের পথে After reading this learner will have an insightful knowledge about Tagore's views on literature.
<b>BENG-H-CC-T-9 Literary forms, Literature Inquisitiveness and Literature Reading</b>	
কাব্যের রূপভেদ, কাব্য জিজ্ঞাসা ও কাব্যপাঠ	
CO-	পর্ব ১- কাব্যের সংজ্ঞা ও রূপভেদ The course curriculum inculcates among students a basic understanding of Literature and poem, their structure and various forms, their internal and external aesthetic beauty, and components.
CO-	They will know about epistle. They will have keen insight on the discontented heart of Bengali heroines.
CO-	পর্ব ১-কাব্যজিজ্ঞাসা This section will provide the learners with a clear view of literary <i>rasa</i> .



## Programme Outcomes & Course Specific Outcomes

CO-	পর্ব ২-বীরাজনা
	They will have keen insight on the internal and external beauty of aesthetic literature, <i>bir rasa</i> , rhetoric, and nuances of literature. Learners will be able to know about the heroism and fight for identity and dignity of eleven Indian women from mythology.
CO-	They will delve deep into the independent self and innermost depth of their mind.
CO-	পর্ব ৩-যতীন্দ্রনাথ সেনগুপ্তের কবিতা
	Students will have a clear knowledge about the poems of Jatindranath and his thoughts on life and society, his concern with sorrows of life.

### **BENG-H-CC-T-10 Bengali poetic forms and poems**

#### বাংলা কাব্য কবিতা

CO-1	পর্ব ১- সঞ্চয়িতা
	Learners will be able to delve deep into the diverse area of poetic talent of Tagore.
CO-2	In the poem on Sanchayita they will find strength to survive.
CO-3	In fact it will teach them how to face adversities of life with courage.
CO-4	It is very essential to read the poems on Sanchayita to bring out the best of man.
CO-5	পর্ব ২- সঞ্চিতা
	Learners will be able to know of Nazrul's Thought of revolt of proletariat and common man against the oppressive forces of society.
CO-6	The anthology of poems talks of humanity and is marked by their close proximity with soil
CO-7	পর্ব ৩- আধুনিক বাংলা কবিতা
	Students will have a clear knowledge about the form of modern poem and the clear portrait of the society depicted in the poem. They will be able to think over globalization, mechanization of love etc. as reflected in the poems.

### **BENG-H-GE-T-4 History of Bengali Literature ( Modern Age), Development of prose and Periodicals and Bengali Linguistics**

#### বাংলা সাহিত্যের ইতিহাস( আধুনিক যুগ), গদ্যের বিকাশ থেকে সাময়িক পত্র ও বাংলা ভাষাতত্ত্ব

পর্ব ১- গদ্য ও প্রবন্ধ, কাব্য, কবিতা



## Programme Outcomes & Course Specific Outcomes

<b>CO-1</b>	Students will be able to know of the development of prose and periodicals and Bengali linguistics
<b>CO-2</b>	পর্ব ২- উপন্যাস ও ছোট গল্প Students will have a clear knowledge about the forms of novels and short stories literature and the clear portrait of the society, human psychology with touch of Marxism and other theories.
<b>CO-3</b>	পর্ব ২- সাময়িক পত্র ও নাটক The course curriculum inculcates among students a basic understanding of periodicals and dramas.
<b>CO-4</b>	পর্ব ৩- ভাষাতত্ত্ব Proper knowledge of this section will provide them with an insight into the dominant features of Bengali Linguistics
<b>BENG-H-SEC-T-2 Methods of Newspaper Reporting, Advertising, and Research</b>	
<b>প্রতিবেদন, বিজ্ঞাপন ও গবেষণার রীতি-পদ্ধতি</b>	
<b>CO-1</b>	পর্ব ১- সংবাদ প্রতিবেদন রচনা On completion of the topic, they will be able to form a clear conception of how to write newspaper reporting.
<b>CO-2</b>	পর্ব ২- বিজ্ঞাপন রচনা On completion of the topic, they will be able to form a clear conception of writing advertisements.
<b>CO-3</b>	পর্ব ৩- গবেষণার রীতি-পদ্ধতি The course curriculum inculcates among students a basic understanding of the methods of academic research.
<b>BENG-H-CC-T-11 Bengali Novels</b>	
	বাংলা উপন্যাস
<b>CO-1</b>	পর্ব ১- হাঁসুলি বাঁকের উপকথা On minute perusal of the novel, students will acquire broader knowledge on regional novel. The advent of modern life has created a strange resonance in the quaint lifestyle of the lower caste people of the <i>Banshbandi</i> village on the banks of the <i>Kopai</i> river, where the river bends like a <i>hansuli</i> . Ancient agrarian life was disrupted by the advent of mechanization. Kahars' worldly beliefs, supernatural world, reformation, worship-festivals, hunting-festivals, music Vanshi and their culture are portrayed by the author in the most realistic way.



## Programme Outcomes & Course Specific Outcomes

CO-2	They will understand social, economic, and political system of the then society.
CO-3	পর্ব ২- ইছামতী Learners will be able to know about the position of the women in society.
CO-4	This section will provide the learners with a clear view of oppressive treatment of the Indigo merchant of Bengal. On completion of the topic, they will be able to form a clear conception about the region. The tragic history of the ups and downs of the common people has been captured in this work in the background of the 19th century Indigo rebellion. The author expresses the deep truth of life that where there is luxury, where there is excess, there is sin, there is garbage. The soul is dirty there.
CO-5	পর্ব ৩- মায়ামুদঙ্গ Learners will be able to understand the nature and scope of folk song <i>Alkap</i> . This section will provide the learners with the author's bohemian life and a clear view of lifestyle of the <i>Alkap</i> artists and society. The author has also portrayed homosexuality as the artistic form of <i>Alkap</i> song.
<b>BENG-H-CC-T-12 Bengali Theatre and Drama</b>	
বাংলা রঙ্গমঞ্চ ও নাটক	
CO-1	পর্ব ১- নাটকের রূপভেদ After reading this learner will have an insightful knowledge about diverse forms of Bengali Theatre and Drama
CO-2	পর্ব ২- বঙ্গ রঙ্গমঞ্চ ও থিয়েটারের ধারা On minute perusal of the texts on this section students will acquire broader knowledge on the development of Bengali Theatre and Drama
CO-3	পর্ব ৩- সধবার একাদশী After reading this learner will have an insightful knowledge about the impact of Anglo Bengali culture on the society as reflected in <i>Sadhabar Ekadoshi</i> . Through the drama, the characters of the upper classes of the Bengali society at that time have been beautifully portrayed. The main purpose of the dramatist is to bring forward the issue of alcoholism and prostitution from the society at that time and make people aware of its ill effects.
	পর্ব ৩- অচলায়তন <i>Achalayton</i> .



## Programme Outcomes & Course Specific Outcomes

CO-4	Learners will be acquainted with the criticism of society in the form of allegory.
CO-5	They will be able to appreciate Tagore's clarion call to break the barriers of superstitious beliefs for self-realization. They will be able to appreciate what is truly needed for rejuvenation of the society is courage, scientific knowledge and hold on truth.

### BENG-H-DSE-T-1 Literary theory and Criticism

#### সাহিত্যতত্ত্ব ও সাহিত্য সমালোচনা

CO-1	পর্ব ১-সাহিত্যতত্ত্ব(১ম ভাগ) In reading this, students will acquire knowledge on Literary theory and Criticism
CO-2	পর্ব ২-সাহিত্যতত্ত্ব(২য় ভাগ) In reading this, students will acquire knowledge on Literary theory and Criticism
CO-3	পর্ব ৩-সাহিত্য সমালোচনা In reading this, students will acquire knowledge on Literary theory and Criticism

### BENG-H-DSE-T-2 Literature of Bangladesh

#### বাংলাদেশের সাহিত্য

CO-1	পর্ব ১-বাংলাদেশের কবিতা Learners will be acquainted with the cross-border poems particularly written in Bangladesh
CO-2	পর্ব ১-বাংলাদেশের গল্প Learners will be acquainted with the trans-border Bengali short stories.
CO-3	পর্ব ২-প্রবন্ধ Learners will be acquainted with the trans-border Bengali essays.
CO-4	পর্ব ৩-নাটক Learners will be acquainted with the trans-border Bengali plays.
CO-5	Students will know about freedom struggle of 1971 and love, nature and social realism of Bangladesh depicted in the plays.

### BENG-H-CC-T-13 Bengali Drama Reading

#### বাংলা নাটকপাঠ

পর্ব ১-কারাগার <i>Karagar</i>
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## Programme Outcomes & Course Specific Outcomes

CO-1	The course play inculcates among students a basic understanding of the features of one-act plays. This section will provide the learners with a clear view of the torment perpetrated by the then British government.
CO-2	পর্ব ২-পাগলা ঘোড়া <i>Pagla Ghoda</i> After reading this learner will have an insightful knowledge about absurd drama. In this play, Sircar has used surreal elements on a large scale. Four crematorium pilgrims come to the crematorium with the corpse of a young girl to be cremated. During the cremation, the helplessness and misfortune of the dead girl's body is clarified through the conversation of four figures. The playwright, here, seems to analyse the value and meaning of life. It depicts the various phases in the life of a woman: her childhood, her growing years, her various relationships, her getting apart from those relationships and her death.
CO-3	পর্ব ৩-চাঁদ বণিকের পালা <i>Chand Baniker Pala</i> Proper knowledge of this section will provide them with an insight into the dominant features of mythological drama. Shambhu Mitra here brought out the real pictures of the society of medieval <i>Mangalkabya</i> . Readers will discover in Chandsaodagar an ideal person with resolute will and idealism fit for modern era.

### **BENG-H-CC-T-14 (History of Sanskrit Literature, History of English Literature and Folk Literature)**

সংস্কৃত সাহিত্যের ইতিহাস, ইংরেজি সাহিত্যের ইতিহাস ও লোকসাহিত্য

CO-1	পর্ব ১- সংস্কৃত সাহিত্যের ইতিহাস The course curriculum inculcates among students a basic understanding of History of Sanskrit Literature
CO-2	পর্ব ২-ইংরেজি সাহিত্যের ইতিহাস The course curriculum inculcates among students a basic understanding of the history of English literature
CO-3	পর্ব ৩-লোকসাহিত্য In reading this, students will acquire knowledge on folk literature

### **BENG-H-DSE-T-3 Bengali Folktales, Children's Literature Detective Fiction**

বাংলা রূপকথা, শিশু কিশোর ও গোয়েন্দা সাহিত্য

পর্ব ১-ঠাকুরমার ঝুলি *Thakurmar Jhuli*



## Programme Outcomes & Course Specific Outcomes

CO-1	Learners will be able to know of Folk tales typical of Bengali imagination.
CO-2	পর্ব ১-পৌরাণিক গল্প On minute perusal of the texts on this section students will acquire broader knowledge on mythological story. They will be able to draw principles or truths of life from the mythological stories.
CO-3	Students will be able to know and inculcate the basic values of love and honesty as often explicated in the stories.
CO-4	পর্ব ২-আবোল তাবোল <i>Abol Tabol</i> On completion of the topic, they will be able introduced to children's poems (Belly laugh. This book deals with those who are strange, eccentric and impossible. This is a book on <i>kheyal rasa</i> . The poems will evoke imaginative faculties of the reader. They relate the readers with the surrounding world in a beautiful way.
CO-5	পর্ব ২- পদিপিসির বর্মিবাক্স <i>Padipisir Barmibaksa</i> Learners will be able to know of the detective story about the loss of a jewelry box and how it is found.
CO-6	পর্ব ৩-সত্যজিৎ রায়ের গল্প <i>Satyajit Roy's Story</i> After reading this learner will have an insightful knowledge about detective story of Feluda. This type of detective fiction will move the inquisitive and rational mind of the reader.
CO-7	They will grow an interest in the search and need for truth, some other character of the story are Tapse, Jatayu (Lalmohan Ganguli)
CO-8	পর্ব ৩-ব্যোমকেশের গল্প <i>Byomkesh's Story</i> On completion of the topic, they will be able to form a clear conception of Byomkesh's Story, of his initiative of bringing out Truth and secret of every crime during Naxalite; some other characters of story are Ajit, Satyabati. Learners will be drawn to watch movies based on such detective stories.
<b>BENG-H-DSE-T-4 Bengali and Provincial Literature</b>	
CO-1	বাংলা ও প্রাদেশিক সাহিত্য
CO-2	পর্ব ১-ছোটগল্প On minute perusal of the texts on this section students will acquire broader knowledge on short stories.



## Programme Outcomes & Course Specific Outcomes

CO-3	They will understand social, economic, and political system of the then society.
CO-4	পর্ব ২-উপন্যাস In reading this, students will acquire knowledge on Bengali novels.
CO-5	They will understand social, economic, and political system of the then society.
CO-6	পর্ব ৩-নাটক After reading this learner will have an insightful knowledge about Bengali dramas particularly Vijay Tendulkar.
CO-7	They will understand social, economic, and political system of the then society.
<b>BENGALI GENERAL</b>	
<b>BENG-G-CC-T-1 History of Bengali literature (Ancient and Medieval) Rhetoric Prosody and Vaisnab Padabali</b>	
বাংলা সাহিত্যের ইতিহাস (প্রাচীন ও মধ্যযুগ), ছন্দ, অলঙ্কার ও বৈষ্ণব পদাবলী	
CO-1	পর্ব ১- সাহিত্যের ইতিহাস Students will have knowledge about the development of Bengali literature during the ancient and medieval period from the era of <i>Charjapada</i>
CO-2	পর্ব ২- ছন্দ ও অলঙ্কার Students will learn Bengal prosody and how they are used in producing poetic effect.
CO-3	This will in fact enhance their writing skill and relish the elixir of poetic beauty created through rhythmical poetic expression.
CO-4	Students will learn Benali rhetoric and how they are used in producing poetic effect.
CO-5	পর্ব ৩- বৈষ্ণব পদাবলী Students will learn as about long poems written on Chaitanya.
CO-6	In this they will be able to understand the religious sentiment of Bengali people and Indian spiritual fabric.
CO-7	They will enjoy the deep devotion to God as expressed in the poem.
<b>BENG-G-AECC-T-1 Bengali</b>	
CO-1	পর্ব ১- শিক্ষার হেরফের They will be able to know Tagore's views on education.
CO-2	In this way they will be concerned with the major challenges of education and will be able to bridge the gap between the discrepancies in education.
	পর্ব ২- পত্র রচনা, প্রতিবেদন, পরিভাষা



## Programme Outcomes & Course Specific Outcomes

CO-3	Students will learn the proper method of writing letters, composition of newspaper report and terminology.
CO-4	পর্ব ৩- ছোটগল্প The course curriculum inculcates among students a basic understanding of short stories.
CO-5	They will understand social, economic, and political system of the then society.
CO-6	পর্ব ৩-কবিতা Learners will be acquainted with the Bengali poems.
<b>BENG-G-LCC-T-1 Shakta Padabali, Poetic Literature and Novels</b>	
শাক্ত পদাবলী, কাব্য ও উপন্যাস	
CO-1	পর্ব ১- শাক্ত পদাবলী Shakta literature originated and developed around Uma-Parvati-Chandi-Kalika. Bengalis adopted mother-goddess housekeepers Uma and Parvati.
CO-2	Learners will have knowledge on political, social, economic and ethical ideals which worked in the change of devotion in Bengali life.
CO-3	They will learn about the inevitable impulse to seek power and self-preservation instead of love at the backdrop of chaos and anarchy in all spheres of life.
CO-4	পর্ব ২-মেঘনাদ বধ কাব্য Madhusudan applied blank verse in Bengali epic.
CO-5	He found in Milton's <i>Paradise Lost</i> the ideal of morality. While he personally sympathizes with the demons, his aim is to promote patriotism. Students will be infused with the <i>Bir rasa</i> (ideals of heroism) and patriotism in the epic.
CO-6	পর্ব ৩-পদ্মা নদীর মাঝি The novel ' <i>Padma Nadir Majhi</i> ' is one of the most widely read and discussed books. The story of the life of the people on the banks of the river is presented here. It is a beautiful picture of the life of fishermen community which Manik Bandopadhyay painted. Readers will sympathize with the sorrows and sufferings of the general working-class people.
<b>BENG-G-CC-T-2 History of Bengali Literature ( Modern Age), Development of prose and Periodicals and Bengali Linguistics</b>	
বাংলা সাহিত্যের ইতিহাস( আধুনিক যুগ), গদ্যের বিকাশ থেকে সাময়িক পত্র ও বাংলা ভাষাতত্ত্ব	
	পর্ব ১- গদ্য ও প্রবন্ধ, কাব্য, কবিতা



## Programme Outcomes & Course Specific Outcomes

CO-1	Learners will be acquainted with the development of prose and essays and poems. They will be able to know the period from his prose was introduced in Bengali literature.
CO-2	They will understand social, economic, and political system of the then society.
CO-3	পর্ব ২- উপন্যাস ও ছোট গল্প In reading this, students will acquire knowledge on Bengali novels.
CO-4	They will understand social, economic, and political system of the then society.
CO-5	পর্ব ২- সাময়িক পত্র ও নাটক The course curriculum inculcates among students a basic understanding of periodicals and dramas.
CO-6	পর্ব ৩- ভাষাতত্ত্ব They will have a sound knowledge on linguistic diversity of Bengal.
<b>BENG-G-CC-T-3 Biography, Autobiography and Travelogues</b>	
CO-1	জীবনী আত্মজীবনী ও ভ্রমণকাহিনী
CO-2	পর্ব ১- জীবনী, আত্মজীবনী, ভ্রমণ সাহিত্য On minute perusal of the texts on this section students will acquire broader knowledge on biography, autography of the period –contemporary texts and travelogues and indigenous literature
CO-3	পর্ব ২- জীবনস্মৃতি On minute perusal of the text on this section students will acquire knowledge on Tagore's early or childhood life- how he interacted or responded to different life incidents like schooling, nature etc.
CO-4	পর্ব ৩- পালামৌ By reading <i>Palamau</i> by Sanjeev Chandra Chattopadhyay the learners will enjoy the writer's beautiful experience of his travel account. Students will know how travelogues turn into literature through beautiful and artistic narration by the traveller.
CO-5	Although this travel story is more than a travel story, it will be captured in the heart of the reader as a human anecdote.
<b>BENG-G- SEC-T-1 Literature Reading and Pragmatic Diversity</b>	
সাহিত্য পাঠদান ও প্রয়োগবৈচিত্র (ব্যবহারিক)	
পর্ব ১- শ্রেণীকক্ষে সাহিত্য পাঠদান পদ্ধতি ও সাহিত্য বিষয়ক আলোচনা চক্র	



## Programme Outcomes & Course Specific Outcomes

<b>CO-1</b>	They will learn about classroom teaching of literature and discussion about literature.
<b>CO-2</b>	পর্ব ২- ছোটগল্পের নাট্যরূপ দান Learners will be able to know of the method of how to give dramatic form of short stories. They will be able to enjoy the dramatic forms of short stories. They can participate in acting them.
<b>CO-3</b>	পর্ব ৩- গ্রন্থ পর্যালোচনা Learners will be able to gain knowledge on literature review. They will be able to express their opinion on a book.

### **BENG-G-LCC-T-2 Poems, play, Short Stories**

#### কবিতা, নাটক ও ছোটগল্প

<b>CO-1</b>	পর্ব ১-কবিতা Learners will be acquainted with select poems. Poems will help them to develop their imaginative power and provide them with truths of life and nature.
<b>CO-2</b>	পর্ব ২- নাটক Learners will be acquainted with the select plays. They will be able to know life and be aware of life and society.
<b>CO-3</b>	পর্ব ৩- ছোটগল্প Learners will be acquainted with the select short stories. Within a short span of time and canvass they will be able to realize the sorrows, intricate situations of life through short stories.

### **BENG-G-CC-T-4 Bengali Novel, Play, Essays**

#### বাংলা উপন্যাস, নাটক ও প্রবন্ধ

<b>CO-1</b>	পর্ব ১-কৃষ্ণকান্তের উইল Learners will be acquainted with the triangular tragic love story of Rohini, Bhramar and Gobindalal. Learners will learn about the plight of widows. They will learn about the deep pathos of Rohini's heart and her utter frustration and suicidal attempt for not getting Gobindalal and her ultimate death evokes deep feeling of sorrow and sympathy in the heart of the readers. Readers will admit that narratives of love do not always end in union but in separation and death. After reading the novel, students will be able to discern the ugliness of vice and the goodness of virtue; how the evil traits of character leads one to terrible destruction.
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## Programme Outcomes & Course Specific Outcomes

CO-2	They will learn the need of honesty and a beautiful personality for happy life.
CO-3	পর্ব ২- ডাকঘর The play Post Office is about a small boy who is chronically ill. On account of his sickness, the boy is confined to his bed, and he sits by his window, watching life go by without him. Only by dying is the boy finally set free.
CO-4	In this manner, the play is primarily a metaphor for spiritual freedom, for death as a beginning rather than an ending.
CO-5	The play also presents a social commentary on class structure through the servants who surround the boy during his illness
CO-6	পর্ব ৩-প্রবন্ধ (নির্বাচিত) Learners will be acquainted with the selected essays. Through the essays they will be enlightened on various social themes.
<b>BENG-G- SEC-T-2 (Methods of Newspaper Reporting, Advertising, Research)</b>	
প্রতিবেদন, বিজ্ঞাপন ও গবেষণার রীতিপদ্ধতি	
CO-1	পর্ব ১- সংবাদ প্রতিবেদন রচনা After reading this learner will have an insightful knowledge about composition of newspaper report. This will help them grow as a responsible social citizen.
CO-2	পর্ব ২- বিজ্ঞাপন রচনা On completion of the topic, they will be able to form a clear conception how to write advertisement. This will help in attaining job and other activities also.
CO-3	পর্ব ৩- গবেষণার রীতিপদ্ধতি Students will learn the proper method of conducting academic research.
<b>BENG-G-DSE-T-1 (Theory of Literature and Literary Criticism)</b>	
সাহিত্যতত্ত্ব ও সাহিত্য সমালোচনা	
CO-1	পর্ব ১-সাহিত্য সমালোচনা (১ম ভাগ) Students will be able to formulate scientific and rational approaches to literary criticism.
CO-2	পর্ব ২-সাহিত্যতত্ত্ব(২য় ভাগ) The course curriculum inculcates among students a basic understanding of theories of literature.
	পর্ব ৩-সাহিত্য সমালোচনা



## Programme Outcomes & Course Specific Outcomes

CO-3	Students will be able to formulate scientific and rational approaches to literary criticism.
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### BENG-G—GE-T-1 (Bengali Theatre and Plays)

#### বাংলা রঙ্গমঞ্চ ও নাটক

CO-1	পর্ব ১- নাটকের রূপভেদ The course curriculum inculcates among students a basic understanding of diverse forms of Bengali drama.
CO-2	পর্ব ২- বঙ্গ রঙ্গমঞ্চ ও থিয়েটারের ধারা On minute perusal of the texts on this section students will acquire broader knowledge on the development of Bengali Theatre and Drama
CO-3	পর্ব ৩- সধবার একাদশী After reading this learner will have an insightful knowledge about the Impact of Anglo Bengali culture on the society as reflected in <i>Sadhabar Ekadoshi</i>
CO-4	পর্ব ৩- অচলায়তন Learners will be acquainted with the criticism of society in the form of allegory as made by Tagore that what is truly needed for rejuvenation of the society is courage scientific knowledge and hunger for truth. Students will learn about the need to break the barriers of age-old superstitious beliefs.

### BENG-G- SEC-T-3 Folksongs

CO-1	পর্ব ১-বিয়ের গান In reading this, students will acquire knowledge on folk songs especially hymeneal or marriage songs.
CO-2	Learners will be acquainted with the diverse forms of Bengali culture.
CO-3	পর্ব ২- তত্ত্ব মূলক গান On minute perusal of the texts on this section students will acquire broader knowledge on different aspects of philosophies and tattvas presented in the songs.
CO-4	পর্ব ৩- ভাওয়াইয়া,ভাটিয়ালি,আলকাপের গান The course curriculum inculcates among students a basic understanding of folk songs like <i>Bhaoaia, Bhatiali, Alkaap</i> . They will become socially and spiritually conscious. They will become conscious of Bengali culture and heritage.



## Programme Outcomes & Course Specific Outcomes

### BENG-G-DSE-T-2 (Bengali Folktales, Children's Literature Detective Fiction )

বাংলা রূপকথা, শিশু কিশোর ও গোয়েন্দা সাহিত্য

CO-1	পর্ব ১-ঠাকুরমার ঝুলি
	Learners will be able to know of Folk tales typical of Bengali imagination. They will feel nostalgic in learning these stories and would interpret them with a more developed understanding unlike their childhood days.
CO-2	পর্ব ১-পৌরাণিক গল্প
	On minute perusal of the texts on this section students will acquire broader knowledge on Mythological story. Students will be able to know and inculcate the basic values of love and honesty.
CO-3	পর্ব ২-আবোল তাবোল <i>Abol Tabol</i>
	On completion of the topic, they will be able to form a clear conception of children's poems (Belly laugh)
CO-4	পর্ব ২- পদিপিসির বর্মিবাক্স
	Padipisir Barmibaksa
CO-5	Learners will be able to know of the detective story about loss of a jewelry box and how it is found.
CO-6	পর্ব ৩-সত্যজিৎ রায়ের গল্প
	After reading this learner will have an insightful knowledge about detective story of Feluda. A new vista of imagination will open for them. They will be aware of neoliberalism and pragmatism.
CO-7	They will grow an interest in the search and need for truth, some other characters of the story are Tapse, Jatayu (Lalmohan Ganguli)
CO-8	পর্ব ৩-ব্যোমকেশের গল্প
	Byomkesh's Story
CO-9	On completion of the topic, they will be able to form a clear conception of Byomkesh's Story, of his initiative of bringing out Truth and secret of every crime during Naxalite; some other characters of story are Ajit, Satyabati

### BENG-G- GE -T-2 Reading Bengali Drama

বাংলা নাটকপাঠ

পর্ব ১-কারাগার *Karagar*



## Programme Outcomes & Course Specific Outcomes

CO-1	The course play inculcates among students a basic understanding of the features of one-act play. This section will provide the learners with a clear view of the torment perpetrated by the then British government.
CO-2	পর্ব ২-পাগলা ঘোড়া <i>Pagla Ghoda</i> After reading this learner will have an insightful knowledge about absurd drama.
CO-3	পর্ব ৩-চাঁদ বণিকের পালা <i>Chand Baniker Pala</i> Proper knowledge of this section will provide them with an insight into the dominant features of Mythological drama and Mangal Kabya.

### BENG-G- SEC-T-4 IPA Proof Correction and Essay

#### আই.পি.এ, প্রুফ ও প্রবন্ধ রচনা

CO-1	পর্ব ১- আই পি এ, Learners will be acquainted with the International Phonetic Alphabet (IPA).
CO-2	পর্ব ২- প্রুফ সংশোধন' Students will learn the process of proof correction.
CO-3	This will help them to acquire special skill which will expose them to diverse job opportunities like press.
CO-4	পর্ব ৩- প্রবন্ধ রচনা The course curriculum inculcates among students a basic understanding of literary essays. They will understand social, economic, and political system of the then society.

### Education Honours

#### A. Core courses (CC)

#### 1. EDU-H-CC-T-1: Philosophical Foundation of Education-

CO-1	Unit-I: On minute perusal of the texts on this section students will acquire broader knowledge on concept, scope and aim of Education
CO-2	Unit-II: On completion of the topic, they will be able to form a clear conception on the factors of Education:
CO-3	Unit-III: On minute perusal of the texts on this section students will acquire broader knowledge on schools of philosophy
CO-4	Unit-IV: A proper knowledge of the thoughts and philosophies of will bring about their emancipation from all wrongs and injustices and will lead them



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	towards truth and make them true citizen of their country. They will know about great educators and their educational philosophy.
<b>2. EDU-H-CC-T-2: Sociological Foundation of Education</b>	
<b>CO-1</b>	Unit-I: Educational Sociology
<b>CO-2</b>	Unit-II: At the end of the paper, the students would familiarize with the subject and relate the world outside classroom. The paper would bring out the best of the student to comprehend the day-to-day society critically. Social factors, issues and Education
<b>CO-3</b>	Unit-III: Learners will be acquainted with the social groups and Education. They will be able to understand Importance of social groups. Each person is influenced by social groups he or she is or ever has been part of. According to Řezáč (1998), for the life of each individual social groups have following importance:
<b>CO-4</b>	Unit-IV: Learners will be able to know about relation between social change and Education. Learners will be able to understand that education comes before social change. Various reforms in history were initiated in the social areas among the people, but due to a lack of education, the reforms remain ineffective in practice. Therefore, education should bridge or fill the gap. And the most important or the required factor to alter is Education. It is expected or believed to alter or change the values and attitudes of people and develop in them the desire or aspiration for improvement. Education also helps increase general knowledge and the spread of data on ongoing facts and scientific technologies to spread among people by or through education (literacy).
<b>EDU-H-GE-T-1: Educational Philosophy</b>	
<b>CO-1</b>	Unit-I: On minute perusal of the texts on this section students will acquire broader knowledge on Concept, Scope and Aim of Education.
<b>CO-2</b>	Unit-II: The course curriculum inculcates among students a basic understanding of Factors of Education: access, quality of instruction, curriculum, learning environment, support services, and assessment and evaluation are all factors that contribute to education. By considering these factors, educational institutions can design effective programs that promote student success and prepare individuals for the challenges of the future.



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<b>CO-3</b>	Unit-III: Learners will be acquainted with the Schools of Philosophy and National Values. At the end of the paper, the students would familiarize with the subject and relate the world outside classroom. The paper would bring out the best of the student to comprehend the day-to-day society critically.
<b>CO-4</b>	Unit-IV: A proper knowledge of the thoughts and philosophies of Great Educators and their educational philosophy will bring about their emancipation from all wrongs and injustices and will lead them towards truth and make them true citizen of their country.
<b>3. EDU-H-CC-T-3: Psychological Foundation of Education</b>	
<b>CO-1</b>	Unit-I: The course curriculum inculcates among students a basic understanding of educational psychology and development; how humans learn and retain knowledge, primarily in educational settings like classrooms.
<b>CO-2</b>	This includes emotional, social, and cognitive learning processes. Areas of focus might include teaching, testing and assessment methods, psychometrics, classroom or learning environments, and learning, social, and behavioral problems that may impede learning, technology in learning.
<b>CO-3</b>	Graduates work as professors, education specialists, learning analysts, program evaluators, and find positions in research institutions, school systems, the testing industry, government agencies, and private industry.
<b>CO-4</b>	Unit-II: The main objective of this new curriculum is to give the students a holistic understanding of Learning. There are many ways of learning; teaching is only one of them.
<b>CO-5</b>	We learn a great deal on our own, in independent study or play. We learn a great deal interacting with others informally – sharing what we are learning with others and vice versa. We learn a great deal by doing, through trial and error.
<b>CO-6</b>	Long before there were schools as we know them, there was apprenticeship – learning how to do something by trying it under the guidance of one who knows how.
<b>CO-7</b>	Unit-III: learners will be acquainted with the intelligence & creativity.
<b>CO-8</b>	Unit-IV: the main objective of this new curriculum is to give the students a holistic understanding of personality and personality development.



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<b>4. EDU-H-CC-T-4: History of Education in Colonial India</b>	
<b>CO-1</b>	Unit: I: Students will learn about 19th education century in India
<b>CO-2</b>	Students will acquire knowledge in history of education from 19th century, like Sargent commission, Calcutta University Commission, Woods Despatch, Charter Act, Hunter Commission etc.
<b>CO-3</b>	Unit: II: Students will acquire knowledge in Bengal Renaissance and its influence on education.
<b>CO-4</b>	Students will understand Bengal renaissance.
<b>CO-5</b>	Learners will be able to gain knowledge on socio-political awakening in the arts, literature, music, philosophy, religion, science, and other fields of intellectual inquiry.
<b>CO-6</b>	Unit: III: After completion the unit the learner will be able to know educational policy of Lord Curzon and National Education Movement.
<b>CO-7</b>	Learners will be able to gain knowledge on the Indian Universities Act 1904 which expanded the scope of university education. New initiatives such as laboratories were introduced to improve the quality of research.
<b>CO-8</b>	Unit: IV: In reading this, students will acquire knowledge on commission in between 1st and 2nd world war
<b>CO-9</b>	Learner will be able to know Sargent plan, Calcutta university commission etc.
<b>EDU-H-GE-T-2: Educational Psychology</b>	
<b>CO-1</b>	Unit-I: Students will have a scientific knowledge on educational psychology and development.
<b>CO-2</b>	They will be able to carry out observations, questionnaires, interviews, and assessments to identify needs and offer appropriate interventions to overcome any issues; solutions can include learning programmes, behaviour management strategies, relaxation techniques or working with teachers and parents.
<b>CO-3</b>	Unit-II: The main objective of this new curriculum is to give the students a holistic understanding of learning, about the meaning of learning in education.
<b>CO-4</b>	Learners will be able to gain knowledge about concept and meaning of learning in education.



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<b>CO-5</b>	Unit-III: After reading this learner will have an insightful knowledge about intelligence & creativity, about the ability to solve problems by coming up with new ways and solutions.
<b>CO-6</b>	Unit-IV: Learners will be able to know the importance of personality development in education and the basic qualities of a good personality that leads one to live a balanced and dedicated life for the development of the nation.
<b>5. EDU-H-CC-T-5: Educational Evaluation &amp; Statistics</b>	
<b>CO-1</b>	Unit-I: After going through this student will be able to identify different measurement scales and describe the types and techniques in education, evaluation in education, explain the cognitive, affective, and psychomotor domain and how their objectives are formulated and evaluated.
<b>CO-2</b>	Unit-II: In reading this, students will acquire knowledge on educational statistics; meaning nature and scope of statistics, access statistics as a tool in educational research. Learners will be able to gain knowledge on the advantages of modes of graphical presentation of data, explain frequency distribution statistical data on important educational indicators, different parameters of school and higher education.
<b>CO-3</b>	Unit-III: After reading this learner will have an insightful knowledge about tools and techniques of evaluation. this section will provide the learners with a clear view of importance of evaluation in education, difference between summative and formative evaluation, various techniques of educational evaluation. They will be able to apply various educational tools in their learning process.
<b>CO-4</b>	Unit-IV: The course curriculum inculcates among students a basic understanding of evaluation process.
<b>6. EDU-H-CC-T-6: Philosophical Foundation of Education-II</b>	
<b>CO-1</b>	Unit-1: The main objective of this new curriculum is to give the students a holistic understanding of the philosophical bases of education
<b>CO-2</b>	Unit-2: On minute perusal of the texts on this section students will acquire broader knowledge on idealism and education, how education is incomplete without strict adherence of idealism
<b>CO-3</b>	Unit-3: This section will provide the learners with a clear view of Naturalism.



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<b>CO-4</b>	This section will provide the learners with a clear view of reality and nature as identical and that beyond nature there is no reality.
<b>CO-5</b>	IN reading this, students will acquire knowledge on its exponents, principles of naturalism, naturalism in education
<b>CO-6</b>	Unit-4: The course curriculum inculcates among students a basic understanding of pragmatism and education. learners will be able to create new values, gather experience through activity, to help them to adjust with him and the society, to make all round development of the pupil.
<b>7. EDU-H-CC-T-7: Inclusive Education</b>	
<b>CO-1</b>	Unit I: On completion of the topic, they will be able to form a clear conception of inclusive education concept and nature. the aim is to identify and enroll children with disabilities in regular schools, to provide them with effective academic support and to provide them with the knowledge on how to face the challenges in and around the society they are a part of.
<b>CO-2</b>	Unit II: The course curriculum inculcates among students a basic understanding of competencies development for inclusive education.
<b>CO-3</b>	Unit III: On minute perusal of the texts on this section students will acquire broader knowledge on inclusive education and its practices.
<b>CO-4</b>	Unit -IV: Learners will be acquainted with inclusive school. in various publications of the ministry
<b>CO-5</b>	They will know the characteristics of inclusive schools, positive attitude of everyone in the school including administrators, teachers, parents, community members, in accepting individual differences and diverse learning needs of students in the classrooms.
<b>CO-6</b>	They will learn the necessity of supporting and addressing the individual needs of each child
<b>EDU-H-GE-T-3: Educational Sociology</b>	
<b>CO-1</b>	Unit-I: The course curriculum inculcates among students a basic understanding of educational sociology.
<b>CO-2</b>	Unit-II: After reading this learner will have an insightful knowledge about the corresponding relation between social factors, issues, and education.
<b>CO-3</b>	Unit-III: The main objective of this new curriculum is to give the students a holistic understanding of social groups and education.



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<b>CO-4</b>	Unit-IV: Students will have a scientific knowledge on interrelation between social change and education.
<b>EDU-H-SEC-T-1(A): Statistical Analysis</b>	
<b>CO-1</b>	Unit-I: Students will have a scientific knowledge on Descriptive Statistics.
<b>CO-2</b>	Unit-II: Learners will be able to know of relationship and Inferential Statistics.
<b>CO-3</b>	Calculate -After going through the texts on this section students will acquire specific and elaborate knowledge on key concepts like Mean, Median and Mode; Range, AD, SD & QD; PP, PR; Co-relation; Standard score & Z score from different frequency distribution.
<b>EDU-H-SEC-T-1(B): Achievement Test</b>	
<b>CO-1</b>	Unit-I: In reading this, students will acquire knowledge on the concept of achievement test.
<b>CO-2</b>	Unit-II: After going through the texts on this section students will acquire specific and elaborate knowledge on the different aspects of achievement test.
<b>CO-3</b>	Practical: The course curriculum inculcates among students a basic understanding of construct of an achievement test.
<b>8. EDU-H-CC-T-8: History of Education in Post-Independence India</b>	
<b>CO-1</b>	Unit-I: On minute perusal of the texts on this section students will acquire broader knowledge on education and constitution.
<b>CO-2</b>	Unit-II: After reading this learner will have an insightful knowledge about Education Commission in post independent India.
<b>CO-3</b>	Unit-III: This section will provide the learners with a clear view of a some educational bodies in West Bengal.
<b>CO-4</b>	Unit-IV: This section will provide the learners with a clear view of national policies on education.
<b>9. EDU-H-CC-T-9: Psychology of Instruction</b>	
<b>CO-1</b>	Unit-I: Students will know about the psychology of teaching.
<b>CO-2</b>	Unit-II: Students will know about the psychology of teacher behaviors.
<b>CO-3</b>	Unit-III: Students will know about the psychology of teacher and classroom teaching.
<b>CO-4</b>	Unit-IV: Students will know about the psychology of teaching methods.



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<b>EDU-H-GE-T-4: History of Education</b>	
<b>CO-1</b>	Unit-I: On minute perusal of the texts on this section students will acquire broader knowledge on education in 19th century in India.
<b>CO-2</b>	Unit-II: After reading this learner will have an insightful knowledge about education in 20th century in India (1901-1944).
<b>CO-3</b>	Unit-III: In reading this, students will acquire knowledge on education in post-independence India.
<b>CO-4</b>	Unit-IV: Learners will be able to know of national policy on education.
<b>EDU-H-SEC-T-2(A): Lesson Planning</b>	
<b>CO-1</b>	Unit-I: After going through the texts on this section students will acquire specific and elaborate knowledge concept of lesson planning
<b>CO-2</b>	Unit-II: This section will provide the learners with a clear view of the different aspects of lesson plan.
<b>CO-3</b>	Practical: Proper knowledge of this section will provide them with an insight into the dominant features of development of lesson plan.
<b>EDU-H-SEC-T-2(B): Uses of Teaching Aids</b>	
<b>CO-1</b>	Unit-I: On minute perusal of the texts on this section students will acquire broader knowledge on concept of teaching aids.
<b>CO-2</b>	Unit-II: In reading this, students will acquire knowledge on different types of teaching aids.
<b>CO-3</b>	Practical: After reading this learner will have an insightful knowledge about development of teaching aids.
<b>10. EDU-H-CC-T-10: Contemporary issues in Education</b>	
<b>CO-1</b>	Unit-I: Proper knowledge of this section will provide them with an insight into the dominant features of universalization of elementary education.
<b>CO-2</b>	Unit-II: Proper knowledge of this section will provide them with an insight into the dominant features of universalization of secondary education.
<b>CO-3</b>	Unit-III: On completion of the topic, they will be able to form a clear conception of higher education and RUSA.
<b>CO-4</b>	Unit-IV: In this way they will be concerned with the major challenges and issues in education.



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<b>11. EDU-H-CC-T-11: Educational Management</b>	
<b>CO-1</b>	Unit-I: In reading this, students will acquire knowledge on concept of educational management.
<b>CO-2</b>	Unit-II: After going through the texts on this section students will acquire specific and elaborate knowledge on educational administration and supervision.
<b>CO-3</b>	Unit-III: This section will provide the learners with a clear view of educational planning in India.
<b>CO-4</b>	Unit-IV: Students will learn the proper method of and functions of various administrative bodies in India.
<b>12. EDU-H-CC-T-12: Educational Technology</b>	
<b>CO-1</b>	Unit-I: Learners will be acquainted with different educational technology and their application in learning process.
<b>CO-2</b>	Unit-II: After reading this learner will have an insightful knowledge about classroom communication and media used.
<b>CO-3</b>	Unit-III: Students will have a scientific knowledge on instructional technology.
<b>CO-4</b>	Unit-IV: On minute perusal of the texts on this section students will acquire broader knowledge on phases, levels, and models of teaching.
<b>CO-5</b>	Unit-IV: They will know about phases, levels, and models of teaching.
<b>EDU-H-DSE-T-1/2(A): Value Education</b>	
<b>CO-1</b>	UNIT-I: The main objective of this new curriculum is to give the students a holistic understanding of value education.
<b>CO-2</b>	UNIT-II: On minute perusal of the texts on this section students will acquire broader knowledge on value education, how value education will shape their life towards being a responsible human being.
<b>CO-3</b>	UNIT-III: After reading this learner will have an insightful knowledge about value education in school.
<b>CO-4</b>	UNIT-IV: Students will learn the significance of value education.
<b>EDU-H-DSE-T-1/2(B): Population Education</b>	
<b>CO-1</b>	Unit-1: On minute perusal of the texts on this section students will acquire broader knowledge on meaning and concept of population education.
<b>CO-2</b>	Unit-II: After reading this learner will have an insightful knowledge about historical development of population education.



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<b>CO-3</b>	Unit-III: In reading this, students will acquire knowledge on population growth and problems in India.
<b>CO-4</b>	Unit-IV: Students will be able to identify the different aspects of population education curriculum and policy.
<b>EDU-H-DSE-T-1/2(C): Peace Education</b>	
<b>CO-1</b>	On minute perusal of the texts on this section students will acquire reflective and analytic skill on the conditions of sustainable peace and how to achieve them. It also involves understanding and critically examining violence in all its multiple forms and manifestations.
<b>CO-2</b>	UNIT-1: In reading this, students will acquire knowledge on concept of peace education.
<b>CO-3</b>	UNIT-2: On minute perusal of the texts on this section students will acquire broader knowledge on key thinkers of peace education.
<b>CO-4</b>	UNIT-3: On minute perusal of the texts on this section students will acquire broader knowledge on peace education programme in school.
<b>CO-5</b>	UNIT-4: Students will have a scientific approach to peace education.
<b>EDU-H-DSE-T-1/2(D): Distance Education</b>	
<b>CO-1</b>	Unit I: On minute perusal of the texts on this section students will acquire broader knowledge on concept of distance & open education. Learners will be able to understand the nature and scope of availing distance education as an alternative to regular education.
<b>CO-2</b>	Unit I: Students will be able to learn the different aspects of distance & open education
<b>CO-3</b>	Unit III: Learners will be able to gain knowledge on Status of open and distance education in India
<b>CO-4</b>	Unit IV: The course curriculum inculcates among students a basic understanding of problems and remedies of distance and open education in India.
<b>EDU-H-DSE-T-1/2(E): History of Education in Ancient and Medieval India</b>	
<b>CO-1</b>	Unit 1: In reading this, students will acquire knowledge on Brahmanic System of Education, on the spiritual development and attainment of supreme knowledge. Education emphasizes preparation for life and all-round development of Personality, formation of moral character, purity of heart, self-



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	control. Self-confidence and self-reliance are the main objectives of Brahmanic education.
<b>CO-2</b>	Unit 2: In reading this, students will acquire knowledge on Buddhistic System of Education that man himself is his own teacher and everything should be accepted on verification.
<b>CO-3</b>	Unit 3: After reading this learner will have an insightful knowledge about Medieval System of Education primarily based on two institutions - Madrasas and Gurukuls. Madrasas are Islamic schools that were established during the 11th century. They were mainly focused on teaching Arabic and Islamic law. These schools were supported by Muslim rulers and wealthy merchants
<b>CO-4</b>	Unit 4: This section will provide the learners with a clear view of the interrelation between women and vocational education in ancient and medieval India. Learners will be able to know of scope and opportunity of ancient and medieval women. Girls were not given the same opportunities as boys. Education for girls was seen as a waste of time and resources.
<b>13. EDU-H-CC-T-13: Curriculum Studies</b>	
<b>CO-1</b>	Unit-I: In reading this, students will acquire knowledge on introduction of curriculum
<b>CO-2</b>	Unit-II: In reading this, students will acquire knowledge on concept of curriculum framework
<b>CO-3</b>	Unit-III: The course curriculum inculcates among students a basic understanding of curriculum evaluation
<b>CO-4</b>	Unit-IV: On minute perusal of the texts on this section students will acquire broader knowledge on Curriculum Theories
<b>14. EDU-H-CC-T-14: Educational Research</b>	
<b>CO-1</b>	On minute perusal of the texts on this section students will acquire broader knowledge on
<b>CO-2</b>	Unit-I: Learners will be able to know how to conduct research-meaning and nature, different types of research
<b>CO-3</b>	Unit-II: In reading this, students will acquire knowledge on educational research- meaning, nature and types
<b>CO-4</b>	Unit-III: After reading this learner will have an insightful knowledge about Basic Ideas of Research



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<b>CO-5</b>	Unit-IV: Students will have a scientific knowledge on research data:
<b>EDU-H-DSE-T-3/4(A): Mental Hygiene</b>	
<b>CO-1</b>	On minute perusal of the texts on this section students will acquire broader knowledge on different aspects of mental hygiene, reasons of disorder and their cure.
<b>CO-2</b>	Unit- I: Students will acquire knowledge on concept of mental hygiene
<b>CO-3</b>	Unit- I: Students will acquire knowledge on causes of mental hygiene
<b>CO-4</b>	Unit-III: Students will acquire knowledge on classification of mental disorder (identification characteristics, causes and treatment only)
<b>CO-5</b>	Unit-IV: Students will be able to formulate scientific and rational approaches to prevention of mental illness.
<b>EDU-H-DSE-T-3/4(B): Comparative Education</b>	
<b>CO-1</b>	On minute perusal of the texts on this section students will acquire broader knowledge on different aspects of comparative education- enhance our knowledge of education in general.
<b>CO-2</b>	Learners will be able to know how to improve educational institutions; their content, processes, and methods; to understand the relationship between education and society; to promote international understanding; to find possible solutions to educational issues. Learners will be able to know:
<b>CO-3</b>	Unit-I: Students will acquire knowledge on meaning, nature, scope, and methods of comparative education
<b>CO-4</b>	Unit-II: Students will acquire knowledge on factors of comparative education:
<b>CO-5</b>	Unit-III: Students will acquire knowledge on universalization of elementary education in UK & USA
<b>CO-6</b>	Unit-IV: The course curriculum inculcates among students a basic understanding of universalization of secondary education in UK & USA
<b>EDU-H-DSE-T-3/4 (C): Guidance &amp; Counselling</b>	
<b>CO-1</b>	EDU-H-DSE-T-3/4 (C): Guidance & Counselling On minute perusal of the texts on this section students will acquire broader knowledge on different aspects of Guidance & Counselling. Learners will be able to shape the orientation in a child from negative ideas that is planted in the child by his/her peers. Hence



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	the need school for the counsellor to assist the child in moulding their future through counselling therapy. They will also know the following:
<b>CO-2</b>	Unit-I: After reading this learner will have an insightful knowledge about the concept of guidance
<b>CO-3</b>	Unit-II: After reading this learner will have an insightful knowledge about the concept of counselling
<b>CO-4</b>	Unit-III: After reading this learner will have an insightful knowledge about the tools and techniques of guidance and counselling
<b>CO-5</b>	Unit-IV: After reading this learner will have an insightful knowledge about the guidance and counselling for diverse learners
<b>EDU-H-DSE-T-3/4(D): Great Educators</b>	
<b>CO-1</b>	After reading this learner will have an insightful knowledge about the Great Indian and western Educators, their philosophy. They will also know the following:
<b>CO-2</b>	Unit - I: Students will acquire specific knowledge on Indian educators, and they will be acquainted with their philosophies of education.
<b>CO-3</b>	Unit - II: Students will acquire specific knowledge on western educators: and they will be acquainted with their philosophies of education
<b>CO-4</b>	Unit - III: Students will acquire specific knowledge on the modern thinkers on education in India western and they will be acquainted with their philosophies of education.
<b>CO-5</b>	Unit- IV: Students will have a scientific knowledge on some experiments of great educators on education:
<b>EDU-H-DSE-T-3/4(E): Dissertation</b>	
<b>CO-1</b>	Students will learn about paper presentation and others.
<b>EDUCATION GENERAL</b>	
A. Core courses (CC)	
<b>1. EDU-G-CC-T-1: Educational Philosophy</b>	
<b>CO-1</b>	On minute perusal of the texts on this section students will acquire broader knowledge on
<b>CO-2</b>	Unit-I: On minute perusal of the texts on this section students will acquire broader knowledge on concept, scope and aim of education.



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<b>CO-3</b>	Unit-II: The course curriculum inculcates among students a basic understanding of Factors of Education: access, quality of instruction, curriculum, learning environment, support services, and assessment and evaluation are all factors that contribute to education. By considering these factors, educational institutions can design effective programs that promote student success and prepare individuals for the challenges of the future.
<b>CO-4</b>	Unit-III: Learners will be acquainted with the schools of philosophy and national values. at the end of the paper, the students would familiarize with the subject and relate the world outside classroom. the paper would bring out the best of the student to comprehend the day-to-day society critically.
<b>CO-5</b>	Unit-IV: A proper knowledge of the thoughts and philosophies of great educators and their educational philosophy has the potentiality of bringing about their emancipation from all wrongs and injustices and will lead them towards truth and make them true citizen of their country.
<b>2. EDU-G-CC-T-2: Educational Psychology</b>	
<b>CO-1</b>	On minute perusal of the texts on this section students will acquire broader knowledge on
<b>CO-2</b>	Unit-I: Students will have a scientific knowledge on educational psychology and development. they will be able to carry out observations, questionnaires, interviews, and assessments to identify needs and offer appropriate interventions to overcome any issues; solutions can include learning programmes, behaviour management strategies, relaxation techniques or working with teachers and parents.
<b>CO-3</b>	Unit-II: The main objective of this new curriculum is to give the students a holistic understanding of learning, about the meaning of learning in education. learners will be able to gain knowledge about concept and meaning of learning in education.
<b>CO-4</b>	Unit-III: After reading this learner will have an insightful knowledge about Intelligence & Creativity, about the ability to solve problems by coming up with new ways and solutions.
<b>CO-5</b>	Unit-IV: Learners will be able to know the importance of personality development in education and the basic qualities of a good personality that



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	leads one to live a balanced and dedicated life for the development of the nation.
<b>3. EDU-G-CC-T-3: Educational Sociology</b>	
<b>CO-1</b>	Unit-I: The course curriculum inculcates among students a basic understanding of educational sociology.
<b>CO-2</b>	Unit-II: After reading this learner will have an insightful knowledge about the corresponding relation between social factors, issues and education.
<b>CO-3</b>	Unit-III: The main objective of this new curriculum is to give the students a holistic understanding of social groups and education
<b>CO-4</b>	Unit-IV: Students will have a scientific knowledge on interrelation between social change and Education.
<b>4. EDU-G-CC-T-4: History of Education</b>	
<b>CO-1</b>	Unit-I: On minute perusal of the texts on this section students will acquire broader knowledge on different aspects of education in 19th century in India
<b>CO-2</b>	Unit-II: On minute perusal of the texts on this section students will acquire broader knowledge on different aspects of education in 20th century in India (1901-1944)
<b>CO-3</b>	Unit-III: On minute perusal of the texts on this section students will acquire broader knowledge on education in post-independence India
<b>CO-4</b>	Unit-IV: After reading this learner will have an insightful knowledge about National Policy on education
<b>B. Generic elective courses (GE):</b>	
<b>1. EDU-G-GE-T-1: Educational Evaluation &amp; Statistics</b>	
<b>CO-1</b>	Unit-I: After going through this, students will be able to identify different measurement scales and describe the types and techniques in education, evaluation in education, explain the cognitive, affective and psychomotor domain and how their objectives are formulated and evaluated.
<b>CO-2</b>	Unit-II: In reading this, students will acquire knowledge on educational statistics; meaning nature and scope of statistics, access statistics as a tool in educational research. learners will be able to gain knowledge on the advantages of modes of graphical presentation of data, explain frequency distribution statistical data on important educational indicators, different parameters of school and higher education.



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<b>CO-3</b>	Unit-III: After reading this learner will have an insightful knowledge about tools and techniques of evaluation. this section will provide the learners with a clear view of importance of evaluation in education, difference between summative and formative evaluation, various techniques of educational evaluation. they will be able to apply various educational tools in their learning process.
<b>CO-4</b>	Unit-IV: The course curriculum inculcates among students a basic understanding of evaluation process.
<b>2. EDU-G-GE-T-2: Educational Technology</b>	
<b>CO-1</b>	Unit-I: Learners will be acquainted with different educational technology and their application in learning process.
<b>CO-2</b>	Unit-II: After reading this learner will have an insightful knowledge about classroom communication and media used.
<b>CO-3</b>	Unit-III: Students will have a scientific knowledge on instructional technology.
<b>CO-4</b>	Unit-IV: On minute perusal of the texts on this section students will acquire broader knowledge on phases, levels, and models of teaching
<b>C. Discipline specific elective courses (DSE)</b>	
<b>1. EDU-G-DSE-T-1/2(A): Value Education</b>	
<b>CO-1</b>	UNIT-I: The main objective of this new curriculum is to give the students a holistic understanding of values and moralities for becoming a man in the true sense of the term.
<b>CO-2</b>	UNIT-II: On minute perusal of the texts on this section students will acquire broader knowledge on value education, how value education will shape their life towards being a responsible human being.
<b>CO-3</b>	UNIT-III: After reading this learner will have an insightful knowledge about value education in school.
<b>CO-4</b>	UNIT-IV: Students will learn the significance of value education.
<b>2. EDU-G-DSE-T-1/2(B): Population Education</b>	
<b>CO-1</b>	Unit-1: On minute perusal of the texts on this section students will acquire broader knowledge on meaning and concept of population education.
<b>CO-2</b>	Unit-II: After reading this learner will have an insightful knowledge about historical development of population education.
<b>CO-3</b>	Unit-III: In reading this, students will acquire knowledge on population growth and problems in India.



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<b>CO-4</b>	Unit-IV: Students will be able to identify the different aspects of population education curriculum and policy.
<b>3. EDU-G-DSE-T-1/2(C): Peace Education</b>	
<b>CO-1</b>	On minute perusal of the texts on this section students will acquire reflective and analytic skill on the conditions of sustainable peace and how to achieve them. It also involves understanding and critically examining violence in all its multiple forms and manifestations.
<b>CO-2</b>	UNIT-1: In reading this, students will acquire knowledge on concept of peace education.
<b>CO-3</b>	UNIT-2: On minute perusal of the texts on this section students will acquire broader knowledge on key thinkers of peace education.
<b>CO-4</b>	UNIT-3: On minute perusal of the texts on this section students will acquire broader knowledge on peace education programme in school.
<b>CO-5</b>	UNIT-4: Students will have a scientific approach to peace education.
<b>4. EDU-G-DSE-T-1/2(D): Distance</b>	
<b>CO-1</b>	Unit I: On minute perusal of the texts on this section students will acquire broader knowledge on concept of distance & open education. learners will be able to understand the nature and scope of availing distance education as an alternative to regular education.
<b>CO-2</b>	Unit I: Students will be able to learn the different aspects of distance & open education
<b>CO-3</b>	Unit III: Learners will be able to gain knowledge on status of open and distance education in India
<b>CO-4</b>	Unit IV: They will know about the problems and remedies of distance and open education in India
<b>CO-5</b>	The course curriculum inculcates among students a basic understanding of the problems and remedies of distance and open education in India.
<b>5. EDU-G-DSE-T-3/4(A): Mental Hygiene</b>	
<b>CO-1</b>	On minute perusal of the texts on this section students will acquire broader knowledge on different aspects of mental hygiene, reasons of disorder and their cure.
<b>CO-2</b>	Unit- I: After reading this learner will have an insightful knowledge about the concept of mental hygiene.



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<b>CO-3</b>	Unit-II: After reading this learner will have an insightful knowledge about the concept of mental health.
<b>CO-4</b>	Unit-III: After reading this learner will have an insightful knowledge about the classification of mental disorder (identification characteristics, causes and treatment only).
<b>CO-5</b>	Unit-IV: After reading this learner will have an insightful knowledge about the prevention of mental hygiene.
<b>6. EDU-G-DSE-T-3/4(B): Comparative Education</b>	
<b>CO-1</b>	On minute perusal of the texts on this section students will acquire broader knowledge on different aspects of comparative education- enhance their knowledge of education in general.
<b>CO-2</b>	Learners will be able to know how to improve educational institutions, their content, processes, and methods; to understand the relationship between education and society. They Will be able to promote international understanding and to find possible solutions to educational issues.
<b>CO-3</b>	Unit-I: After reading this learner will have an insightful knowledge about the meaning, nature, scope, and methods of comparative education
<b>CO-4</b>	Unit-II: After reading this learner will have an insightful knowledge about the factors of comparative education.
<b>CO-5</b>	Unit-III: After reading this learner will have an insightful knowledge about the universalization of elementary education in UK & USA.
<b>CO-6</b>	Unit-IV: After reading this learner will have an insightful knowledge about the universalization of secondary education in UK & USA.
<b>7. EDU-G-DSE-T-3/4(C): Guidance &amp; Counselling</b>	
<b>CO-1</b>	On minute perusal of the texts on this section students will acquire broader knowledge on different aspects of Guidance & Counselling. Learners will be able to shape the orientation in a child from negative ideas that is planted in the child by his/her peers. Hence the need school for the counsellor to assist the child in moulding their future through counselling therapy. They will also know the following:
<b>CO-2</b>	Unit-I: The main objective of this new curriculum is to give the students a holistic understanding of the concept of guidance.



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<b>CO-3</b>	Unit-II: The main objective of this new curriculum is to give the students a holistic understanding of the concept of counselling.
<b>CO-4</b>	Unit-III: The main objective of this new curriculum is to give the students a holistic understanding of the tools and techniques of guidance and counselling.
<b>CO-5</b>	Unit-IV: The main objective of this new curriculum is to give the students a holistic understanding of the guidance and counselling for diverse learners.
<b>8. EDU-G-DSE-T-3/4(D): Great Educators</b>	
<b>CO-1</b>	Unit - I: Students will acquire specific knowledge on Indian educators and they will be acquainted with their philosophies of education.
<b>CO-2</b>	Unit - II: Students will acquire specific knowledge on western educators: and they will be acquainted with their philosophies of education.
<b>CO-3</b>	Unit - III: Students will acquire specific knowledge on the modern thinkers on education in India western and they will be acquainted with their philosophies of education.
<b>CO-4</b>	Unit- IV: Students will have knowledge on experiments of great educators on education.
<b>D. Ability enhancement compulsory courses (AECC)</b>	
<b>1. AECC-1: Environmental Education</b>	
<b>CO-1</b>	Students will know about environment and the causes of pollution.
<b>CO-2</b>	Students will be conscious of protecting the environment.
<b>2. AECC-2: English Communication</b>	
<b>CO-1</b>	Students will be able to communicate in English.
<b>E. Skill enhancement courses (SEC)</b>	
<b>1. EDU-G-SEC-T-1(A): Statistical Analysis</b>	
<b>CO-1</b>	Unit-I: Students will have a scientific knowledge on descriptive statistics.
<b>CO-2</b>	Unit-II: Learners will be able to know of relationship and inferential statistics.
<b>CO-3</b>	Practical: In this section students will acquire specific and elaborate knowledge on key concepts like Mean, Median and Mode; Range, AD, SD & QD; PP, PR; Co-relation; Standard score & Z score from different frequency distribution.
<b>2. EDU-G-SEC-T-1(B): Achievement Test</b>	
<b>CO-1</b>	Unit-I: In reading this, students will acquire knowledge on concept of achievement test.



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<b>CO-2</b>	Unit-II: After going through the texts on this section students will acquire specific and elaborate knowledge on key concepts different aspects of achievement test.
<b>CO-3</b>	Practical: The course curriculum inculcates among students a basic understanding of construct of an achievement test.
<b>3. EDU-G-SEC-T-2(A): Lesson planning</b>	
<b>CO-1</b>	Unit-I: After going through the texts on this section students will acquire specific and elaborate knowledge concept of lesson planning.
<b>CO-2</b>	Unit-II: This section will provide the learners with a clear view of the different aspects of lesson plan.
<b>CO-3</b>	Practical: Proper knowledge of this section will provide them with an insight into the dominant features of development of lesson plan (at least 20).
<b>4. EDU-G-SEC-T-2(B): Use of Teaching aids</b>	
<b>CO-1</b>	Unit-I: On minute perusal of the texts on this section students will acquire broader knowledge on concept of teaching aids.
<b>CO-2</b>	Unit-II: In reading this, students will acquire knowledge on different types of teaching aids.
<b>CO-3</b>	Practical: After reading this learner will have an insightful knowledge about development of teaching aids.
<b>5. EDU-G-SEC-T-3(A): guidance services</b>	
<b>CO-1</b>	Unit-I: Learners will be able to understand the nature and scope of guidance services.
<b>CO-2</b>	Unit-II: Students will get the facilities of organizing guidance services at educational institution.
<b>6. EDU-G-SEC-T-3(B): Life skill</b>	
<b>CO-1</b>	Unit I: On minute perusal of the texts on this section students will acquire broader knowledge on life skill education.
<b>CO-2</b>	Unit II: Students will learn the proper method or strategies for life skill education.
<b>7. EDU-G-SEC-T-4(A): Pedagogical knowledge</b>	
<b>CO-1</b>	Unit-I: After reading this learner will have an insightful knowledge about meaning and nature of pedagogy.



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<b>CO-2</b>	Unit-II: Students will have a scientific knowledge on pedagogical approaches to learning.
<b>8. EDU-G-SEC-T-4(B): Yoga Education</b>	
<b>CO-1</b>	Unit-I: After reading this learner will have an insightful knowledge about the concept of Yoga education.
<b>CO-2</b>	Unit-II: On minute perusal of the texts on this section students will acquire broader knowledge on Yoga and health.
<b>CO-3</b>	Practical: On completion of the topic, they will be able to form a clear conception practical Asanas and Pranayam. Learners will be able to apply the knowledge gained through the course in practical field.
<b>English Honours</b>	
A. Core courses (CC)	
<b>1. ENGH-H-CC-T-1: Indian Classical Literature</b>	
<b>CO-1</b>	Vyasa- “The Dicing” and “The Sequel to Dicing”. Students will learn about the great Indian epic Mahabharata- about the cause of the great war Kurukshetra and they will become aware of Indian culture and values.
<b>CO-2</b>	IlangoAdiga- “The Book of Banci” Students will learn about the great Tamil mythology, their society that valued justice and about their Kings. They know about the great characteres Kannagi and Kovalan and her transformation to goddess.
<b>CO-3</b>	Kalidasa- <i>Abhijnana Shakuntalam</i> . - Shakuntala is a stunning example of a woman’s potential; Dushyant is the epitome of a noble hero. Abhigyan Shakuntalam is an outstanding presentation of both human love and the love that exists between animals.
<b>CO-4</b>	In “The Book of the Assembly Hall”, students will know about the game of dicing and outraging of the modesty of Draupadi, which led to the great war of Kurukshetra. They will have knowledge about one of India;s great epics. In “The Temptation of Karna”, Book V. learners will be able to gain knowledge on one of the most interesting characters in Mahabharata, Karna and his heroism and dharmic or religious life.
<b>CO-5</b>	Sudraka- Mrcchakatika. Tr. M.M. Ramachandra Kale “Mrcchakatika” is a Sanskrit play which revolves around the passionate love between the protagonist, a poor



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	noble brahmin Carudatta and Vasantasena. Students will learn about the day - to-day life of the people of the ancient city of Ujjain, the generosity and innate goodness of Vasantasena, a brave woman. Through Vasantasena and Charudatta, King Sudraka has excellently delineated the course of a virtuous life based on the pleasures of true love, corrupt legal procedure, the nature of villains and workings of Destiny.
<b>2. ENGH-H-CC-T-2: European Classical Literature</b>	
<b>CO-1</b>	Plautus- Pot of Gold. Students will learn about Latin play, their culture, rituals like 'Megadorus', comedy, stock character and many more. The play "The Pot of Gold" revolves around a pot of gold which the protagonist Euclio guards zealously. It is an open-ended play. Through the play Plautus satirize the follies of individuals and make fun of wrong and evil aspects.
<b>CO-2</b>	Ovid- Selections from Metamorphoses. Book III: "The Story of Acoetes", "The Fate of the Lydian Sailors" and "The Death of Pentheus. Book IV: Pyramus and Thisbe: lines 55 - 164. ("Pyramus and This believed next door to each other..." to "...rest together in a single urn."). Book VI: "The story of Tereus, Procne and Philomela". Ll. 413 - 674. ("All the neighboring princes came to Thebes" This bird is called the hoopoe, and it looks as if it were accoutered for battle.") "Philomela
<b>CO-3</b>	Horace-"Epistle I". Bk. I. The Satires of Horace and Persius - Students will learn about 'epistle', 'ode', 'poem' and most importantly "Horatian Satire" though the "Epistle 1" is more philosophic, more ethical and meditative than satire. Students will learn about morality through satire.
<b>CO-4</b>	Homer- Books I and II. The Iliad. Students will learn about the crucial period of the Trojan War, a conflict between the city of Troy and Greek. "The Illiad" is an epic where they fighting for earning honor because earning honor in a battle was a sign of worthiness which all Greek soldiers desired. Students also learn about some moral lessons such as- the importance of accepting apologies, respect the other soldiers etc.
<b>CO-5</b>	Sophocles "Oedipus the King" - Students will learn about Sophocles' thought over supremacy of fate on human life; how Oedipus in exile, searching for his



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	identity meets tragic fate. Students will learn about tragedy and the true characteristics of an ideal tragedy as noticed by Aristotle in “Oedipus the King”.
<b>ENGH-H-GE-T-1 Academic Writing and Composition</b>	
<b>CO-1</b>	The course curriculum inculcates among students a basic understanding of the writing process.
<b>CO-2</b>	Students will learn the proper method of the conventions of academic writing.
<b>CO-3</b>	Learners will be able to gain knowledge on writing in one’s own words: summarizing and paraphrasing.
<b>CO-4</b>	On completion of the topic, they will be able to form a clear conception of critical thinking: syntheses, analyses, and evaluation.
<b>CO-5</b>	They will also realize structuring an argument: introduction, interjection, and conclusion.
<b>CO-6</b>	The course curriculum inculcates among students a basic understanding of citing resources: editing, book and media review.
<b>ENGH-H-AECC-T-1 English Communication (L1/L2)</b>	
<b>CO-1</b>	Students will be able to communicate in English.
<b>3. ENGH-H-CC-T-3: Indian Writing in English</b>	
<b>CO-1</b>	Amitav Ghosh- “The Ghosts of Mrs. Gandhi”- Nowhere else in the world did the year 1984 fulfil its apocalyptic portents as it did in India. The writer’s responsibility to write about catastrophe of the assassination of Mrs. Gandhi by two Sikh bodyguards has a moral dimension. Students will understand we have no option but to look on unflinchingly at the terrible, but our gaze is a banal and bland one. It sees little; it feels even less. What could be worse?
<b>CO-2</b>	Salman Rushdie- “The Free Radio” - Students will learn about the relationship between reality and fantasy. Here the students will learn how the protagonist Ramani’s fantasies about being a film star or receiving a free radio from the government for undergoing a vasectomy or sterilization surgery is ruin in reality.
<b>CO-3</b>	Shashi Deshpande- “The Intrusion”- Students will learn about the great Indian novelist Shashi Deshpande and her works. To read the short story students will learn about the day -to-day life of a Indian woman, situation after marriage



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	and so on. They also know about the way a husband treated his newly married wife.
<b>CO-4</b>	Kamala Das-“Introduction”- To read the poem students will learn about detailed account of Kamala Das’s life, her conflicts with her family, with the society and with herself. It is a revolt against male dominated society. Learners will be able to find their own voice and identity in the poem.
<b>CO-5</b>	Robin S. Ngangom- “The Strange Affair of Robin S. Ngangom”, “A Poem for Mother” To read Ngangom’s poems students will learn about Ngangom’s autobiography and his gratitude to his mother and unconditional love for her. Through his poem he upholds the role of the universal mother. And to read “The Strange Affair of Robin S Ngangom” students will learn about the ethnic violence and conflict in Manipur, about their displacement, uprooting and at the same time search for peace amidst chaos.
<b>CO-6</b>	Nissim Ezekiel- “Enterprise”- Students will learn about India’s culture, civilization, rise and fall to read the poem. It’s a symbolic poem which focus on the journey of life itself rather than any specific destination.
<b>CO-7</b>	Toru Dutt- “Our Casurina Tree”. Reading the poem students will learn about Toru Dutt’s life. Through the symbolic casuarina tree, she recalls her past, her family, her native land. The tree becomes a symbol of unity and at the same time the tree represents a connection to her memories and her sense of longing.
<b>CO-8</b>	Arun Kolatkar- “The Bus”- Students know about India through the poem “The Bus”. The poem represents a metaphoric journey.
<b>CO-9</b>	Jayanta Mahapatra. “Dawn at Puri”- Mahapatra is remembered as one of the pioneers of modernist writing in India. To read the poem students will learn about philosophical aspects, custom, poverty and hunger of Indian society. He also writes about the condition of widow in India as if they have no joy, no worldly longings or desire as because they are widow.
<b>CO-10</b>	Girish Karnad- <i>Hayavadana</i> Three Plays -Students will learn about the problem of human identity in a world of tangled relationships in a bizarre world Karnad's ambition is to present to audience the justification of God's deeds.
<b>CO-11</b>	Anita Desai- In Custody. – To read the novel students will learn about the condition of a poor school teacher Deven. Here they also know the war between



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	two language Urdu and Hindi, innocence and corruption, good and evil, success and failure and poor and rich.
<b>4. ENGH-H-CC-T-4: British Poetry and Drama: 14th– 17th Centuries</b>	
<b>CO-1</b>	Geoffrey Chaucer- “Wife of Bath”. The Prologue to the Canterbury Tales. - Chaucer is known as the ‘Father of English poetry’. To read “Wife of Bath” students will learn about the role of women in Chaucer’s time. And at the same time, they will come to know the detailed about wife of Bath.
<b>CO-2</b>	Edmund Spenser- Sonnet LXXV. “One day I wrote her name” Amoretti. Learners will be able to know of love sonnets and invincibility of time.
<b>CO-3</b>	Johne Donne- “The Sunne Rising” and “Valediction Forbidding Mourning” Learners will be able to know of the inevitability of death.
<b>CO-4</b>	Francis Bacon- “Of Empire”
<b>CO-5</b>	Francis Bacon’s landmark writings on subjects ranging from anger and ambition, marriage and money, to envy and empire established him as the founding father of modern scientific thinking, with his rejection of superstition and his emphasis on proof and experiment, rational enquiry and reasoned argument.
<b>CO-6</b>	Christopher Marlowe- Doctor Faustus – Students will be acquainted with the overweening ambition of Dr. Faustus and the spirit of Renaissance at the same time. They will learn the need of perfectly moral and religious living.
<b>CO-7</b>	In William Shakespeare’s Twelfth Night students will know about the then British culture and society. Learners will be able to know of characteristics of comedy, the role of Fool. Readers learn through Shakespeare’s use of disguises and mistaken identity how misleading physical beauty can be. Besides they will learn that secret of success even in the matters of love lies in sincerity, honesty and persistent courage as is reflected in Viola’s winning Duke Orsino.
<b>CO-8</b>	In William Shakespear’s Macbeth, students will come to know the need for demarcation of rightful ambition and greed. They will know the characteristics of a tragedy as it is a perfect tragedy in ambition and darker traits of human beings. Learners will be able to know of the witches’ dark machinations which initially appear as bright prophesies. Readers will know about the dreadfulness of greed and following evil ways.



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<b>ENGH-H-GE-T-2 Text and Performance</b>	
<b>CO-1</b>	Students will be able to know leadership skills.
<b>CO-2</b>	He will have knowledge of how to perform.
<b>5. ENGH-H-CC-T-5: American Literature</b>	
<b>CO-1</b>	Edgar Allan Poe- “The Purloined Letter”- Students will learn about American detective stories.
<b>CO-2</b>	William Faulkner- “Dry September”- Students will learn about the gender inequality in South America through the character Will Mayes who was murdered at the hand of a white mob.
<b>CO-3</b>	Anne Bradstreet- “The prologue”. The students may have a basic understanding of prologue. The poet is helping the readers to know her better as a person and as an author.
<b>CO-4</b>	The main objective of Walt Whitman’s “Passage to India” is to give the students a holistic understanding of the modern developments and spiritual uniqueness of India.
<b>CO-5</b>	Adriene Rich- “Power”. It is a poem about power (women's power), considering both true and false power. The poem also examines the quality of endurance, with reference to the life of scientist Marie Curie.
<b>CO-6</b>	Allen Ginsberg- “An Eastern Ballad”. Learners will be able to know of “Beat Generation poets.
<b>CO-7</b>	Abraham Lincoln- “Gettysburg Address” Proper knowledge of this section will provide them with an insight into the dominant features of democracy and sacrifice of the soldiers.
<b>CO-8</b>	Martin Luther King- “I have a Dream” Civil rights activist Martin Luther King Jr. describes the founding promises of America (freedom, equality, and justice for all) and the nation's failure to keep those promises, particularly to Black Americans.
<b>CO-9</b>	Tennessee Williams-The Glass Menagerie. Students will learn about Depression in 1930s America and the way in which these socio-economic changes impact the Wingfield family. They will know about social and aesthetic milieu of the playwright. They will know how to come out of inferiority complex to grow strong and confident.



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<b>CO-10</b>	<p>Toni Morrison- Beloved.</p> <p>In this novel they will be concerned with Slavery. Through the memories and experiences of a wide variety of characters, Beloved presents unflinchingly the unthinkable cruelty of slavery. In particular, the novel explores how slavery dehumanizes slaves, treating them alternately as property and as animals.</p>
<b>6. ENGH-H-CC-T-6: Popular Literature</b>	
<b>CO-1</b>	<p>Shyam Selvadurai- Funny Boy. A boy's bittersweet passage to maturity and sexual awakening is set against escalating political tensions in Shri Lanka during the seven years leading up to 1983 riots. It is through Arjie's eyes that the story unfolds and we meet a delightful, sometimes eccentric cast of characters. Arjie's journey from simplicity of childhood to intricate world of volent adults is beautifully portrayed. Readers will sympathise with Arjie and realize how crucial the need is to understand child psychology and accept their inborn sexual orientation.</p>
<b>CO-2</b>	<p>Lewis Carroll- Through the Looking Glass. – To read the novel students will learn the child literature, fables and many more things. Students will also learn that this book focuses on the end of Alice’s childhood and innocence. They also get some moral teaching from it.</p>
<b>CO-3</b>	<p>Agatha Christie- The Murder of Roger Ackroyd.</p> <p>The Murder of Roger Ackroyd, with its legendary twist, changed the detective fiction genre forever. What makes this novel particularly intriguing is its unconventional narrative structure. The novel inculcates among students a basic understanding of secrecy and the motive for violence. Students will learn that with a little intelligent detective work, people's secrets inevitably will be revealed.</p>
<b>7. ENGH-H-CC-T-7: British Poetry and Drama: 17th and 18th Centuries</b>	
<b>CO-1</b>	<p>John Milton. Paradise Lost. - Students will be acquainted with Bible and Milton's concept of morality, and his presentation of the justified ways of God to man. They will learn about fallen angels and debates of demonic chiefs.</p>
<b>CO-2</b>	<p>Alexander Pope- The Rape of the Lock</p> <p>Pope describes how small matters lead to great battle. He criticizes the frivolity of the then society and presents how women like Belinda gives little value to love compared to insignificant things.</p>



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<b>CO-3</b>	<p>John Webster- The Duchess of Malfi</p> <p>Learners will be able to know of how a defiant woman is destroyed by her corrupt brothers in this violent revenge tragedy, full of dark humour. Remarkable for its inventive and grotesque violence, yet full of dark humour, this violent revenge tragedy asks how anyone can survive in a world where masculinity has become toxic.</p>
<b>CO-4</b>	<p>Aphra Behn- The Rover</p> <p>Behn was known for her strong female characters who broke free of social constraints placed upon them. One of her most famous plays, The Rover is all about liberalism and feminism where characters follow their desires not custom.</p>
<b>ENGH-H-GE-T-3 Language and Linguistics</b>	
<b>CO-1</b>	1. On minute perusal of the texts on this section students will acquire broader knowledge on interrelations between language and communication, language varieties, standard and non-standard language and language change.
<b>CO-2</b>	2. After reading this learner will have an insightful knowledge about phonetics and phonology. They will know about English vowel and consonant sounds, stress and phonemic transcription of connected speech, syllabic structure and consonant cluster.
<b>CO-3</b>	3. Learners will be able to know of syntax and semantics, categories and constituents, phrase structure and maxims of conversations.
<b>CO-4</b>	4. On completion of the topic, they will be able to form a clear conception of rhetoric and prosody. They will be able to identify and explain the figures of speech, scansion. They will be able to identify the metrical pattern of a poem or an excerpt from a poem.
<b>ENGH-H-SEC-T-1 English Language Teaching</b>	
<b>CO-1</b>	1. This section will provide the learners with a clear view of a basics of English language.
<b>CO-2</b>	2 After going through the texts on this section students will acquire specific and elaborate knowledge on key concepts of structures of English Language
<b>CO-3</b>	3. Students will learn the proper method of teaching English language and literature.
<b>CO-4</b>	4. On completion of the topic, they will be able to form a clear conception of the materials for language teaching.



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<b>CO-5</b>	5. The main objective of this new curriculum is to give the students a holistic understanding of assessing language skills.
<b>CO-6</b>	6. Students will have a scientific knowledge on using technology in language teaching.
<b>8. ENGH-H-CC-T-8: British Literature: 18th Century</b>	
<b>CO-</b>	Samuel Johnson- “London”.
	Samuel Johnson's London (1748) presents eighteenth century English anxieties about discord and decay through the antithesis of the city and the country. Johnson critiques the pitiful state of the country's capital by commenting on the degeneration that has plagued the society.
<b>CO-</b>	Thomas Gray- “Elegy Written in a Country Churchyard”.
	Proper knowledge of this section will provide them with an insight into the dominance of death on life. Sitting in a graveyard as the sun begins to set, the speaker mulls over the fact that death is universal.
<b>CO-</b>	Eliza Heywood- Fantomina.
	This section will provide the learners with a clear view of Women having sexual desires just like men do. Roles set for women in the 18th century demonstrated the constrictions women endured. The idea of sex, status, and character to a woman depended on what men thought of them. However, Eliza Haywood’s Fantomina demonstrates what occurs when the gender power roles are reversed and women are the dominant gender.
<b>CO-</b>	William Congreve- The Way of the World.
<b>CO-</b>	The Way of the World points to the 'way' the central characters of the play adopted in order to surmount obstacles created by their rivals to attain their wishes. Congreve makes fun of marriage and love in this play. The play deals with the love intrigues in upper class society.
<b>CO-</b>	Jonathan Swift- Gulliver’s Travels (Books I & II)
	Learners will be able to gain knowledge on satire. Gulliver satirizes society moral values and politics of the then England. They will know what matters for a rightful living is a person’s adding to the wealth of the nation than mere speculation or thirst for or hold on power.



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<b>9. ENGH-H-CC-T-9: British Romantic Literature</b>	
<b>CO-1</b>	<p>William Blake- “The Lamb”, “The Chimney Sweeper”, “The Tyger”, the Introduction to The Songs of Innocence.</p> <p>On minute perusal of the texts on this section students will acquire knowledge on Blake’s consciousness on innocence and experience and the deplorable condition of the Chimney Sweepers in England. They will know that both innocence and experience is necessary for a rightful living because without contraries there is no progression.</p>
<b>CO-2</b>	<p>Robert Burns- “A Bard’s Epitaph” and “Scots Wha Hae”</p> <p>Learners will be able to gain knowledge on the poet's imaginary grave in the first stanza. It draws the attention of the people who throng around it at times. Moreover, the lines written in the poet's grave remind of his contribution to Scottish literary tradition.</p>
<b>CO-3</b>	<p>Samuel Taylor Coleridge- “Kubla Khan”, “Dejection: An Ode”</p> <p>After reading this learner will have an insightful knowledge about the role that imagination and creativity play in art. The poem's speaker wants to create something beautiful like Kubla Khan's pleasure dome in Xanadu, but they are unable to complete their creation.</p>
<b>CO-4</b>	<p>In reading “Dejection: An Ode” students will acquire knowledge on the poet’s excruciating pain because of the loss of his poetic imagination. Readers will be intimate with the poet’s philosophy that it is mind which creates reality and happiness.</p>
<b>CO-5</b>	<p>John Keats- “Ode to a Nightingale”, "Bright Star", “To Autumn”</p> <p>After reading this learner will have knowledge about the poet’s splendid experience of the sweet song of the nightingale. Learners will be able to gain knowledge on the reality versus imagination. Readers will be conscious of the frivolity of human life and will strive for something ideal and permanent like the song of the nightingale.</p>
<b>CO-6</b>	<p>Percy Bysshe Shelley- “Ode to the West Wind”</p> <p>On completion of the topic, they will be able to form a clear and graphical conception of the impact of the West Wind on the various elements on earth, sea and sky. Learners will be able to gain knowledge on the poet’s prophetic</p>



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	vision of hope for humanity. The poet talks about the need for irresistible energy to bring change in life and society.
<b>CO-7</b>	William Wordsworth- “Tintern Abbey” Learners will be able to know of Wordsworth’s spiritual growth and will accept nature as the nurse, guide and guardian of the heart.
<b>CO-8</b>	George Gordon Byron. Canto IV. Verses 178-86. Childe Harold’s Pilgrimage. ll. Learners will be able to know of the travels and reflections of a world-weary young man, who is disillusioned with a life of pleasure and revelry and looks for distraction in foreign lands.
<b>CO-9</b>	Mary Shelley- Frankenstein After reading this learner will have an insightful knowledge on prejudice. People feel prejudice toward the monster because he looks different than they do. As a result, the monster is outcasted from society and experiences isolation.
<b>10. ENGH-H-CC-T-10: British Literature: 19th Century</b>	
<b>CO-1</b>	Alfred Tennyson- “Ulysses”: This poetry holds significance for students as it explores themes of ambition, the passage of time, and the search for meaning in life. It encourages reflection on personal aspirations and the pursuit of one’s goals, making it relevant for students navigating their own journeys.
<b>CO-2</b>	Robert Browning- “My Last Duchess”: The dramatic monologue format allows students to analyze the psychology of the speaker, providing insights into the darker aspects of human nature. This poetry offers opportunities for discussions on societal expectations, control, and the consequences of possessiveness within relationships.
<b>CO-3</b>	Christina Rossetti- 1st Stanza. “The Goblin Market”: The poem’s vivid imagery and narrative style make it engaging for analysis, encouraging students to delve into the allegorical elements. It opens discussions on Victorian social norms, gender roles, and the consequences of succumbing to desires. Furthermore, studying Rossetti’s work provides insights into the pre-Raphaelite movement and enhances students’ appreciation for diverse literary styles of the 19th century.
<b>CO-4</b>	Charlotte Brontë- Jane Eyre. 1847: This classic novel explores themes such as social class, gender roles, and individualism. The character of Jane Eyre, with



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	her resilience and independence, provides a strong female protagonist for analysis and discussion. Studying the novel enhances student's literary analysis skills and fosters an understanding of timeless human struggles.
<b>CO-5</b>	Charles Dickens- <i>Hard Times</i> . 1854: This novel is significant for the students as it critiques the societal impact of industrialization, exploring themes like utilitarianism, societal inequality, and the dehumanizing effects of a mechanized society. The novel provides a vivid portrayal of characters facing the harsh realities of the Victorian era, fostering discussions on class struggles and the pursuit of a meaningful life.
<b>CO-6</b>	Thomas Hardy- <i>Tess of the d'Urbervilles</i> : Students can engage in discussions about the portrayal of gender roles, the challenges faced by women, and the complexities of morality. Hardy's evocative writing style and the tragic narrative also offer students and opportunity to develop their literary analysis skills and gain insights into the cultural and social context of the late 19th century.
<b>ENGH-H-GE-T-4 Contemporary India: Women and Empowerment</b>	
<b>CO-1</b>	After reading this learner will have an insightful knowledge about social construction of gender (masculinity and femininity) and patriarchy.
<b>CO-2</b>	Students will be able to learn the different aspects of history of women's movements in India (pre-independence, post-independence) women, nationalism, partition, women's political participation
<b>CO-3</b>	Students will be able to learn the different aspects of women and law, women and the Indian constitution, personal laws (customary practices on inheritance and marriage), (supplemented by workshop on legal awareness)
<b>CO-4</b>	On minute perusal of the texts on this section students will acquire broader knowledge on the correlation between women and environment with respect to state interventions, domestic violence, female feticide, sexual harassment.
<b>CO-5</b>	In reading this, students will acquire knowledge on female voices of Rokeya Shekhawat Hossein in <i>Sultana's Dream</i> .
<b>CO-6</b>	This section will provide the learners with a clear view of a Dalit discourse in Sharmila Rege's " <i>Dalit Feminist Standpoint</i> ".



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<b>ENGH-H-SEC-T-2 Soft Skills</b>	
<b>11. ENGH-H-CC-T-11: Women's Writing</b>	
<b>CO-1</b>	After reading this learner will have an insightful knowledge about the poet's thought on diverse themes. Learners will be acquainted with their imaginative power. They will understand social, economic, and political system as reflected in some poems.
<b>CO-2</b>	Emily Dickinson in "I cannot live with you" presents the dilemma of constrained or limited living. She does not desire to live a confined, not free, and devoid of emotion or expression. Emily Dickinson in "I'm, "wife"- I've finished that" explores personal themes of independence, society, and womanhood. Dickinson takes the reader through several differences, emotional and mental, between being a "spinster," or an older, unmarried woman, and being a wife.
<b>CO-3</b>	Sylvia Plath- "Daddy", "Lady Lazarus" In the poem "Daddy", students will come to know of the poet's feelings of oppression from her childhood and conjures the struggle many women face in a male-dominated society.
<b>CO-4</b>	In the poem "Lady Lazarus", students will come to know of the burden of Plath's failed suicidal trials and discovery of her new self at the last attempt.
<b>CO-5</b>	Maya Angelou. "Caged Bird" Angelou has depicted the condition of the black African-Americans in America and their deprivation through the symbol of the caged bird.
<b>CO-6</b>	Katherine Mansfield- "Bliss". Learners will be able to gain knowledge on initiation, isolation and loneliness, class distinction, hardship of the poor, and human instincts. All of them related to both the contemporary Zeitgeist as well as her own experience.
<b>CO-7</b>	Mahashweta Devi- "Draupadi". On reading this, students will come to know of the backdrop of the violent Naxalite movement of 1970s Bengal. Draupadi as she is called is a rebel who is cornered by the police trying to put down the forces she represents.
<b>CO-8</b>	Rassundari Debi- Excerpts from Amar Jiban in Women's Writing in India: This text holds the significance for students as it provides a glimpse into the challenges and resilience of a woman in 19th century Bengal. Reading her



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	autobiography can inspire students to appreciate the value of education, perseverance, and the pursuit of one's dreams despite societal constraints.
<b>CO-9</b>	<p>Alice Walker- The Color Purple.</p> <p>Learners will be acquainted with religion, race, sexuality, and the different kinds of violence that come with being a Black woman in the South. They will see Celie struggle with her faith, writing letters to God, and losing trust in him until Shug helps her.</p>
<b>CO-10</b>	Mary Wollstonecraft- Chapter II. A Vindication of the Rights of Woman. The work argues for the empowerment of women in education, politics, society, and marriage. Men and women should aim to acquire different virtues.
<b>CO-11</b>	Ramabai Ranade- “A Testimony of our Inexhaustible Treasures”. Learners will be acquainted with Ramabai Ranade’s spiritual Odyssey that had culminated in the final acceptance of her Christianity in India. It also expanded the horizon of emergence of feminism in India.
<b>CO-12</b>	<p>Pandita Ramabai- Through Her Own Words</p> <p>On reading this, students will acquire knowledge on the restoration of the force of Ramabai's accomplishments and rediscovering her voice and contribution to the debates on nationalism, colonialism.</p>
<b>12. ENGH-H-CC-T-12: British Literature: The Early 20th Century</b>	
<b>CO-1</b>	<p>William Butler Yeats. “Byzantium”, “Sailing to Byzantium”</p> <p>In the poem students will learn about spiritual conviction of the poet that he desires something permanent, leaving aside sensual desires.</p>
<b>CO-2</b>	<p>Thomas Stearns Eliot- “The Love Song of J. Alfred Prufrock”</p> <p>In reading this, students will acquire knowledge on dilemmas and fragmented personality of modern men like Prufrock.</p>
<b>CO-3</b>	“Preludes”- “Hollow Men”
<b>CO-4</b>	In the poem the poet has brought out the spiritual hollowness of the modern men. He suggests that man should have stuff within that is religious conviction.
<b>CO-5</b>	<p>Wystan Hugh Auden- “Unknown Citizen”</p> <p>In the poem the poet has talked about the absence of personality and identity of modern men through the portrait of the unknown citizen.</p>
	David Herbert Lawrence- “Odour of Chrysanthemums”



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<b>CO-6</b>	D. H. Lawrence explores the concept of human isolation and the nature of love and relationships. With the sudden death of her husband Elizabeth is forced to re-examine her opinions and beliefs, shedding light on a marriage she had given up on long before.
<b>CO-7</b>	<p>Virginia Woolf- “Mark on the Wall”</p> <p>In reading this, students will acquire knowledge on the mysterious mark on the wall, which turns out to be a snail, shows that familiar spaces can become mysterious again, and symbolizes the uncertainty of rational knowledge. Throughout the story, the mark grounds the narrator by bringing her back from her unpleasant thoughts.</p>
<b>CO-8</b>	<p>W. Somerset Maugham- “Rain”</p> <p>Learners will be able to gain knowledge on the poet’s contemplation of the solitude of life and the inevitability of death. The poem's speaker lies awake and alone at night, listening to ‘wild rain’ outside.</p>
<b>CO-9</b>	<p>Joseph Conrad- Heart of Darkness.</p> <p>After reading this learner will have an insightful knowledge about universalist exploration of human interiority—of its corruptibility, its inaccessibility, and the darkness inherent to it.</p>
<b>CO-10</b>	<p>John Millington Synge- Riders to the Sea.</p> <p>The playwright describes the inevitability of death and the need for stoic acceptance of the vicissitudes of life and death.</p>
<b>CO-11</b>	<p>James Joyce- A Portrait of the Artist as a Young Man.</p> <p>In reading this, students will be able to explore what it means to become an artist. Stephen's decision at the end of the novel—to leave his family and friends behind and go into exile in order to become an artist—suggests that Joyce sees the artist as a necessarily isolated figure.</p>
<b>ENGH-H-DSE-T-1: Modern Indian Writing in English Translation</b>	
<b>CO-1</b>	Premchand- “The Shroud”: Students will be able to build up a concept about the themes of selfishness, tradition, honour, independence, guilt, self-importance, gender roles and responsibility. Students can gather data about Dalit literature for any kind of the further research



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<b>CO-2</b>	Ismat Chughtai- “The Quilt”. Lifting the Veil: Selected Writings of Ismat Chughtai. Tr. M. Assaduddin. Penguin, 2009: Students will become aware about the various types of usages of figures of speech in literature. Students will be able to know about the connections between the public and private self, family members and other women, women and society and women and their history.
<b>CO-3</b>	G.M. Muktibodh- “The Void”. It creates the sense about the concepts of barbarism and cannibalism among students.
<b>CO-4</b>	“So Very Far (tr. Vishnu Khare and Adil Jussawala). Oxford Anthology of Modern Indian Poetry. OUP, 2000: Through this poem students’ focuses can be directed towards the wide gap between the rich and the poor in our society and the helplessness of the intellectuals like the poet in being unable to improve the situation.
<b>CO-5</b>	Amrita Pritam- “I Say unto Waris Shah” (Tr. N.S. Tasneem). Modern Indian Literature: Students will come to know about the partition literature.
<b>CO-6</b>	An Anthology. Plays and Prose. Vol.3. Ed. K. M. George. Sahitya Akademi, 1992. Thangjam Ibopishak Singh. “Dali, Hussain, or Odour of Dream, Clours of Wind”: Students will become aware about the political situation of the North East states of India such as Manipur and Nagaland. Students will have a clear view about the dystopian image of the Northeastern state.
<b>CO-7</b>	“The Land of the Half-Humans”- Tr. Robin S. Ngangom. The Anthology of Contemporary Poetry from the Northeast. NEHU, 2003: Students will gain knowledge about how the sectarians of Manipur and other Northern states try to demolish the existing peace. Students will become aware about a dystopian image of the Northeastern states.
<b>CO-8</b>	Rabindranath Tagore. Red Oleanders or Dharamveer Bharati. Andha Yug. Tr. Alok Bhalla. OUP: Students can observe the problems of workers, mines, and the environment in the provinces of Assam which are closely linked with modern global capitalism and corporate greed.
<b>CO-9</b>	G. Kalyan Rao- Untouchable Spring. Tr. Alladi Uma and M. Sridhar: Students will come to know that how through literary works, Dalit writers are trying to preserve the self-respect, identity and heritage of their community.



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<b>ENGH-H-DSE-T-2: British Literature: Post World War II</b>	
<b>CO-1</b>	Phillip Larkin- “Whitsun Weddings “and “Church Going”: “Church Going” reveals to the students about the truth of the modern man relating to his religious part that modern man has moved away from the religious path and is just focusing on the material one. Through the poem “Whitsun Wedding” students will be notified that in reality, the poem implies, marriage and love are kind of commonplace and mundane.
<b>CO-2</b>	Ted Hughes- “Hawk Roosting” and “Crow’s Fall”: By reading “Hawk Roosting” students will come to know about the concept of dramatic monologue. Through “Crow’s Fall” students are informed how Hughes uses the crow as a symbol to attack orthodox Christianity and the basic ideas of humanism.
<b>CO-3</b>	Seamus Heaney- “Digging” and “Casualty”: Through the poem “Digging” students will come to know about the connection between physical enactment of a culture and literary reflection on and construction of that cultures. Through the poem “Casualty” students will be able to know about the Irish history and about the concept of “Bloody Sunday”.
<b>CO-4</b>	Carol Anne Duffy-“Text” and “Stealing”: Through “Text” students will be aware about the modern format of communication. Students will become aware about the extraordinary writing style of Carol Anne Duffy
<b>CO-5</b>	George Orwell- Animal Farm: Through “Animal Farm” students will have a knowledge about the Russian Revolution of 1917. They will learn the moral that a person shouldn't abuse the power given to him that when humanity succumbs to acts of greed and oppression, they are even less than animals The pigs' ever-increasing greed and lust for power are mirrored in their increasing resemblance to the human race.
<b>CO-6</b>	John Osborne- Look Back in Anger: It talks about ‘Angry Young Man’ and the disillusionment of people post World War I. It also examines whether happiness is to be found in escape from reality.
<b>CO-7</b>	Julian Barnes- England, England: Students will have the idea about the commercialization of culture.
<b>ENGH-H-DSE-T-3: Literary Criticism</b>	
<b>CO-1</b>	William Wordsworth- “Preface” to the Lyrical Ballads (1802): Students will come to know about the poets of Romantic period and the rules of writing poetry. It



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	prompts discussions on the changing nature of poetry, the role of the poet, and the influence of personal experience in artistic expression.
<b>CO-2</b>	Virginia Woolf- “Modern Fiction”: Through this essay students will learn about the style of Virginia Woolf and how she focuses on how writers should write or what she hopes for them to write.
<b>CO-3</b>	T.S. Eliot- “Tradition and the Individual Talent”: This literary piece creates a notion about individuality, novelty and conformity among students. Students will learn about the inseparable link between tradition and talent how both shape each other. They will have a glimpse of modern literary theory.
<b>CO-4</b>	S.T. Coleridge- Biographia Literaria. Chapters XIII and XIV: Students will come to know about the concept of nature, emotion, imagination and creativity which were the pivotal themes in Romantic period.
<b>CO-5</b>	I.A. Richards- Principles of Literary Criticism. Chapters 1, 2 and 34: Students will come to know how poetry performs a therapeutic function by coordinating a variety of human impulses into an aesthetic whole, helping both the writer and the reader maintain their psychological well-being.
<b>CO-6</b>	Cleanth Brooks- “The Heresy of Paraphrase”, and “The Language of Paradox”: It clears the notion of the distinctions between form and content of a literary text.
<b>CO-7</b>	Henrik Ibsen-“Ghosts”. Ghosts and Other Plays. After reading this learner will have an insightful knowledge about the attack on conventional morality and on the results of hypocrisy. Ostensibly a discussion of congenital venereal disease, Ghosts also deals with the power of ingrained moral contamination to undermine the most determined idealism.
<b>CO-8</b>	Samuel Beckett- Waiting for Godot. On minute perusal of the texts on this section students will acquire broader knowledge on the meaning of life. Human existence is shown as absurd and, through their actions, Vladimir and Estragon fail to escape this absurdity. They find meaning in waiting for Godot and, when they learn that he will not be coming, they lose the only purpose they had.



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<b>ENGH-H-CC-T-13 Modern European Drama Anton Chekov. "The Seagull".</b>	
<b>CO-1</b>	This section will provide the learners with a clear view of unrequited love, fame, and the unfulfilled life of artists. The main themes in the play are love, unfulfilled potential, and art. The main symbols are the seagull and the lake. The main characters in the play are Treplev, Nina Zarechnaya, Trigorin, and Arkadina.
<b>CO-2</b>	<p>Bertolt Brecht- The Good Person of Szechwan.</p> <p>The course curriculum inculcates among students a basic understanding of the impact of capitalism and greed in modern society, the argument that the current level of immorality is significantly influenced by money, capitalism, and corruption.</p>
<b>CO-3</b>	<p>Eugene Ionesco- "Rhinoceros".</p> <p>After reading this learner will have an insightful knowledge about Will and Responsibility. The transformation of Berenger from an apathetic, alcoholic, and ennui- ridden man into the savior of humanity constitutes the major theme of Rhinoceros, and the major existential struggle: one must commit oneself to a significant cause in order to give life meaning.</p>
<b>CO-4</b>	<p>Luigi Pirandello- Six Characters in Search of an Author.</p> <p>Learners will be able to know of the main conflict in Six Characters in Search of an Author to be the idea of truth and reality. While the Actors and Director argue that they are more real than the fictional Characters, the Characters argue that they are the only people truly capable of performing their story.</p>
<b>CO-5</b>	Bessie Head- "The Collector of Treasures": This text is significant for students as it provides a profound exploration of gender roles, societal expectations, and the complexities of post-colonial African identity. Students can engage in discussions about the impact of colonialism, the role of women in society, and the intersections of tradition and modernity in African communities.
<b>CO-6</b>	Ama Ata Aidoo-"The Girl Who Can": This story explains the uprising of woman. Students will learn that how the author is changing the patriarchal idealism. Students may find it relevant for analyzing cultural perspectives and reflecting on the challenges faced by individuals striving to break free from traditional norms.



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<b>ENGH-H-CC-T-14 Postcolonial Literatures</b>	
<b>CO-1</b>	Grace Ogot- “The Green Leaves”: Students can explore the complexities of societal change, identity and the preservation of cultural heritage. This story prompts discussions on the consequences of progress and the struggle to balance tradition with modernity. Analyzing “The Green Leaves” can enhance students’ critical thinking skills, cultural awareness, and understanding of the broader socio-cultural implications presented in literature.
<b>CO-2</b>	Pablo Neruda- “Tonight, I Can Write”: The poem explores the emotional impact of a past relationship, allowing students to connect with universal experiences of heartbreak and reflection. Additionally, it provides an opportunity for literary analysis, exploring Neruda’s use of symbolism and metaphor.
<b>CO-3</b>	“The Way Spain Was.”: The poem addresses Neruda’s nostalgia for a Spain that no longer exists due to the Spanish Civil war and the subsequent dictatorship of Francisco Franco. Studying this poem can deepen students’ understanding of historical contexts and the role of literature in expressing social and political sentiments.
<b>CO-4</b>	Derek Walcott- “A Far Cry from Africa”, “Names”: This poem prompts students to engage with the complexities of post-colonial identity, the impact of historical events on personal and collective consciousness, and the ethical questions surrounding the struggles for independence. Walcott’s use of language and poetic techniques also provides students with an opportunity to explore the nuances of expression in poetry and the ways in which literature can be powerful vehicle for addressing social and political issues.
<b>CO-5</b>	Mamang Dai- “Small Towns and the River”: The poem provides a lens through which students can engage with the beauty and intricates of rural life, emphasizing the connections between nature, people and the passage of time. Through Mamang Dai’s evocative language and imagery, students can appreciate the importance of preserving local traditions and the impact of modernization on small communities.
<b>CO-6</b>	“The Voice of the Mountain”: Students studying this poem may appreciate Mamang Dai’s use of imagery and metaphors to convey the profound influence of the mountain on the cultural and spiritual identity of the people. The work



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	encourages discussions about the intersections between nature and culture, the impact of modernization on traditional beliefs, and the importance of preserving ecological and cultural heritage.
<b>CO-7</b>	Chinua Achebe- Things Fall Apart. After reading this learner will have an insightful knowledge about the struggle between change and tradition, which is amplified by the introduction of Christianity. This struggle is portrayed individually through Okonkwo and societally by the actions of his fellow clansmen.
<b>CO-8</b>	Gabriel Garcia Marquez. “No One Writes to the Colonel” Learners will be able to know of an ex-revolutionary waiting in proud destitution for a promised government pension.
<b>4. ENGH-H-DSE-T-4: Literary Theory</b>	
<b>CO-1</b>	Antonio Gramsci. “The Formation of the Intellectuals”: Students will understand their position and role within the superstructure. Studying Gramsci’s ideas can deepen students’ understanding of how intellectuals contribute to social change and how cultural hegemony operates in shaping collective beliefs.
<b>CO-2</b>	“Hegemony (Civil Society) and Separation of Powers”. Selections from the Prison Notebooks. Ed. and tr. Quentin Hoare and Geoffrey Novell Smith: Students will have knowledge about the concept of hegemony and they will learn about a pattern of established power relations among social groups in a given historical political situation.
<b>CO-3</b>	Feminism: a. Elaine Showalter. “Twenty Years on: A Literature of Their Own Revisited.” “A Literature of Their Own” will clear the concept of ‘feminism’. Students will learn about the class infrastructure.
<b>CO-4</b>	Postcolonial Studies: a. Mahatma Gandhi. “Passive Resistance” and “Education”. Hind Swaraj and Other Writings, ed. Anthony J Parel. Delhi: Students will come to know about the Gandhian philosophy. Notion of patriotism will be increased among students.
<b>CO-5</b>	Postcolonial Studies: b. Edward Said. “The Scope of Orientalism”: Students will learn the concept of postcolonialism. Studying Said’s work fosters a deeper understanding of the complexities involved in cross-cultural encounters and



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	raises awareness about the importance of nuanced and respectful engagement with different cultures.
<b>CO-6</b>	Postcolonial Studies: c. Aijaz Ahmad. “Indian Literature: Notes towards the Definition of a Category”. In <i>Theory: Classes, Nations, Literatures</i> : This literary piece denotes why literature should be studied based on their organic relationship with the culture as a whole, and periodization should rest on shifts that are more fundamental than mere breaks in chronology.
<b>CO-7</b>	Louis Althusser. “Ideology and Ideological State Apparatuses”. <i>Lenin and Philosophy and Other Essays</i> : This text will imply to students how Althusser has enhanced the Marxist theory of the state by distinguishing the repressive apparatuses of the state from the ideological apparatuses of the state (ISA), which comprise an array of social institutions and multiple, political realities.
<b>CO-8</b>	Feminism: Luce Irigaray. “When the Goods Get Together”. <i>This Sex Which is Not One</i> . <i>New French Feminisms</i> . Ed. Elaine Marks and Isabelle de Courtivron: Students will come to know how Western culture privilege’s identity, unity, and sight and how these are associated with male anatomy.
<b>CO-9</b>	Poststructuralism: Jacques Derrida. “Structure, Sign and Play in the Discourse of the Human Science.” Students will have a great knowledge about the elusive concept of deconstruction, poststructuralism. Students will be able to put these theories in their PhD thesis.
<b>CO-10</b>	Poststructuralism: Michel Foucault. “Truth and Power” Students will get the information about Foucault’s concept of power and truth.
<b>5. ENGH-H-DSE-T-5: Partition Literature</b>	
<b>CO-1</b>	Dibyendu Palit, <i>Alam's Own House</i> “, Dibyendu Palit's "Alam's Own Home" leads to understanding new concepts in nostalgia. Involved in identity crises, it deals with emergency problems, and rehabilitation problems. After reading this learner will have an insightful knowledge about nostalgia. Nostalgia finds a tribal treatment the story.
<b>CO-2</b>	Manik Bandyopadhyay, “The Final Solution”: From this story students learn that the story is notable for its utterance of female subjectivity and its rejection of male protection / humiliation in the female body.



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<b>CO-3</b>	Sadat Hasan Manto, “Toba Tek Singh”, in Black Margins: Manto, Students will come to know about the pathos and miseries of people during the partition. Students will also be aware about the socio-political and economical condition of that period of partition. They will come to know how the how the so-called rational politicians act irrationally whereas the lunatics act rationally.
<b>CO-4</b>	Lalithambika Antharajanam. “A Leaf in the Storm”. Lalithambika Antharjanam writes an account of a pregnant rape survivor in her short story A Leaf in the Storm—the story describes abuse, survival and recovery. Jyoti, the central character has been abducted and raped while crossing the newly laid borders, “from one jail to another?”, and has found herself in the refugee camps. Her condition puts her in contrary thoughts to keep the baby.
<b>CO-5</b>	Faiz Ahmad Faiz- “For Your Lanes, My Country” in In English: Faiz Ahmad Faiz, A Renowned Urdu Poet. The poem calls for unity and resistance against this injustice, highlighting the potential for change that lies within the people themselves. With its vivid imagery and passionate tone, the poem is a stirring call to action for all those who seek a more just society.
<b>CO-6</b>	Gulzar- “Toba Tek Singh”. The poet can tell him about the climax of the partition-story after he descends from the tree. Not just Bishan experienced mental fragmentation, sooner or later, others would die and have limbs amputated. Finally, the poet makes an ironic reference to the 1947 partition, which sparked a series of subsequent partition. It is a poetic interpretation and emotional response to Manto’s story. Where Manto left Bishan Singh Gulzar discovers him. It tells the climax of the partition story after he descends from the tree
<b>CO-7</b>	Intizar Husain- Basti. Learners will be acquainted with the soiling of dreams and aspirations of people in the new nation resonates throughout Basti, in Zakir's mind as much as in the minds of his friends and family ("They had left their cities but carried their cities with them as a trust, on their shoulders"
	Amitav Ghosh- The Shadow Lines.



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<b>CO-8</b>	In reading this, students will acquire knowledge on the importance of nationalism in this novel. The novelist focuses on the themes of Diaspora, Nationality, Internationality, cultural and Historical Self-determination. The major theme of this novel is the understanding of the concept of the freedom.
<b>6. ENGH-H-DSE-T-6: Research Methodology</b>	
<b>CO-1</b>	Students will gain knowledge in practical criticism and writing a term paper learners will be able to apply the knowledge gained through the course in research work.
<b>CO-2</b>	Students will be able to draft research proposals.
<b>CO-3</b>	In reading this, students will acquire knowledge on how to write research proposals.
<b>CO-4</b>	The course curriculum inculcates among students a basic understanding of style manuals and their uses.
<b>CO-5</b>	The course curriculum inculcates among students a basic understanding of notes, references, and bibliography.
<b>ENGLISH GENERAL</b>	
<b>ENGH-G-LCC-T-I Indian Writing in English</b>	
<b>CO-1</b>	R.K. Narayan "Selvi" Proper knowledge of this section will provide them with an insight into the dominant of control, appearance, self-importance, selfishness, greed, desperation and freedom. The story is just portrayal of the female protagonist, with Selvi taking center stage, in title as well as in story. Learners will be able to know about women emancipation and free thoughts, written in the inimitable affable style of Narayan
<b>CO-2</b>	H.L.V. Derozio- "The Orphan Girl" In reading this, students will acquire knowledge on Derozio's sympathy toward an orphan girl's lot. The girl's orphaned pangs get featured in this heart-touching poem. Through his words, Derozio provides a pictorial representation of a child's hapless face, her loneliness and her struggle in the face of odds.
<b>CO-3</b>	A Toru Dutt- "Our Casuarina Tree" The course curriculum inculcates among students a basic understanding of unity: the unity among the poet, her past, her family, and her native land. The tree becomes a symbol of this unity, bringing her home in her mind and in her



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	soul. With one sweet song that seems to have no close, Sung darkling from our tree, while men repose.
<b>CO-4</b>	Kamala Das-"Introduction" Learners will be able to know about the rights of women and inculcate pride in womanhood.
<b>CO-5</b>	Jayanta Mahapatra-"Dawn at Puri" The poet presents the picture of the Puri Sea beach at dawn and its resemblance to the people living there. In 'Dawn at Puri' Mahapatra uses the imagery of the sea beach to portray its proximity to life. 'Dawn at Puri' by Jayanta Mahapatra presents a picturesque description of the seashore and the pilgrims visiting each day to visit the famous temple of Jagannath
<b>CO-6</b>	Nirad C Chaudhuri- "My Birthplace"
<b>CO-7</b>	Rabindranath Tagore. The Post Office In reading this, students will acquire knowledge on allegorical drama. an eight-year-old boy who is terminally ill and is confined inside his house by the family physician. He sees the outside world only through his window. He talks to the passers-by and engages them in eager conversations.
<b>ENGH-G-CC-T-1 British Poetry and Drama: 17<sup>th</sup> and 18<sup>th</sup> Centuries</b>	
<b>CO-1</b>	John Milton. Paradise Lost. - Students will be acquainted with Bible and Milton's concept of morality, and his presentation of the justified ways of God. They will learn about fallen angels, debates of demonic chiefs.
<b>CO-2</b>	Alexander Pope- The Rape of the Lock. Pope describes how small matters lead to great battle. He criticizes the then society.
<b>CO-3</b>	John Webster- The Duchess of Malfi Learners will be able to know of how a defiant woman is destroyed by her corrupt brothers in this violent revenge tragedy, full of dark humour. Remarkable for its inventive and grotesque violence, yet full of dark humour, this violent revenge tragedy asks how anyone can survive in a world where masculinity has become toxic.
<b>ENGH—G—AECC—T—I English Communication (L I)</b>	
<b>CO-1</b>	Learners will be acquainted with the English communication skills.



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<b>CO-2</b>	Learners will be acquainted with the theory of communication, types and modes of communication
<b>CO-3</b>	Learners will be acquainted with language of communication: verbal and non-verbal (spoken and written), personal, social and business, barriers and strategies, intra-personal, inter-personal and group communication
<b>CO-4</b>	Learners will be acquainted with speaking skills, monologue, dialogue, group discussion, effective communication/mis-communication, interview, public speech
<b>CO-5</b>	Learners will be acquainted with reading and understanding close reading, comprehension, summary paraphrasing, analysis and interpretation, translation (from Indian language to English and vice-versa) literary/knowledge texts
<b>CO-6</b>	Learners will be acquainted with writing skills documenting, report writing, making notes, letter writing
<b>ENGH-G-CC-T-2 British Literature: 18th Centuries</b>	
<b>CO-1</b>	Samuel Johnson. “London”: It provides students a vivid portrayal of urban life in 18th century London. It allows students to explore the social, economic, and cultural aspects of the city during that time. Jonson’s observations and critiques can stimulate discussions on the impact of urbanization, class disparities, and the human condition.
<b>CO-2</b>	Thomas Gray- “Elegy Written in a Country Churchyard”: It encourages students to explore themes such as mortality, the passing of time, and the equalizing nature of death. The poem’s eloquent language and reflective tone provide an opportunity for students to analyze poetic techniques, symbolism, and the cultural context of the Romantic period.
<b>CO-3</b>	Eliza Heywood- Fantomina: Written in 18th century, it challenges traditional gender roles and offers insights into the complexities of relationships and power dynamics. Studying “Fantomina” can help students to understand the evolution of the novel as a literary form and gain insights into the cultural and social norms of the time.
<b>CO-4</b>	William Congreve- The Way of the World: It is a notable Restoration comedy that reflects the societal norms and values of the late 17th century. This play offers a satirical commentary on the manners and relationships of the upper



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	class, providing students with insights into the social complexities, wit, and humor of the time.
<b>CO-5</b>	Jonathan Swift- Gulliver's Travels (Books I & II): These sections, where Lemuel Gulliver visits Lilliput and Brobdingnag, respectively provide sharp commentary on the absurdities and flaws of the world. For students, the novel offers a platform to discuss satire, allegory, and symbolism. The exploration of different societies and their flaws encourages students to think critically about their own world and society.
<b>CO-6</b>	Katherine Mansfield- "The Doll's House": It is significant for students as it is a poignant short story that delves into social class distinctions, childhood innocence, and societal expectations. Through the lens of a miniature doll's house, Mansfield explores the harsh realities of social hierarchies and exclusion.
<b>CO-7</b>	William Shakespeare- Sonnet XVIII: This sonnet explores themes of love, beauty, and the enduring power of poetry. It serves as a gateway to understanding the richness and depth of Shakespearean sonnets and poetry in general.
<b>ENGG-G-LCC-T-2 Literature of the British Isles</b>	
<b>CO-1</b>	John Milton- "On His Blindness": This poetry reflects the poet's personal struggle with blindness and addresses broader themes of acceptance, patience, and the purpose of one's life in the face of adversity. The poem offers a glimpse into Milton's own experience of losing his sight and his internal wrestling with how to serve God despite this physical limitation.
<b>CO-2</b>	William Wordsworth- "She dwelt among Untrodden Ways": For students, this poem provides an opportunity to explore the Romantic notion of finding profound meaning in simple, natural settings. The poem's emphasis on solitude and the beauty of an unremarkable life encourages contemplation on the value of simplicity and the overlooked aspects of existence.
<b>CO-3</b>	Louis MacNeice- "Prayer before Birth": The poem written during the tumultuous period of World War II reflects on the fears and uncertainties of the time. This poetry encourages students to critically examine the role of poetry as a medium for expressing personal and collective anxieties.
<b>CO-4</b>	George Bernard Shaw- "Freedom": This is a thought-provoking essay. This piece clears the notion about the concept of freedom. Students will have the



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	<p>knowledge of the natural slavery and unnatural slavery. They will be aware about the class structure. They will also get know about the power politics of our society.</p>
<b>CO-5</b>	<p>Lady Gregory “The Rising of the Moon”: This text captures the spirits of Irish nationalism and resistance. Set against the backdrop of British rule in Ireland, the play explores themes of patriotism, duty, and the struggle for independence. For students, this text provides a window into the socio-political climate of early 20th century Ireland and the sentiments of the time.</p>
<b>ENGH-G-CC-T-3 British Romantic Literature</b>	
<b>CO-1</b>	<p>William Blake- “The Lamb”, “The Chimney Sweeper”, “The Tyger”, the Introduction to The Songs of Innocence and The Songs of Experience.</p> <p>On minute perusal of the texts on this section students will acquire knowledge on Blake’s consciousness on innocence and experience and the deplorable condition of the Chimney Sweepers in England.</p>
<b>CO-2</b>	<p>Robert Burns- “A Bard’s Epitaph” and “Scots Wha Hae”</p> <p>Learners will be able to gain knowledge on the poet's imaginary grave in the first stanza. It draws the attention of the people who throng around it at times. Moreover, the lines written in the poet's grave remind of his contribution to Scottish literary tradition.</p>
<b>CO-3</b>	<p>Samuel Taylor Coleridge- “Kubla Khan”, “Dejection: An Ode”</p> <p>After reading this learner will have an insightful knowledge about the role that imagination and creativity play in art. The poem's speaker wants to create something beautiful like Kubla Khan's pleasure dome in Xanadu, but they are unable to complete their creation.</p>
<b>CO-4</b>	<p>In reading “Dejection: An Ode” students will acquire knowledge on the poet’s excruciating pain because of the loss of his poetic imagination.</p>
<b>CO-5</b>	<p>John Keats- “Ode to a Nightingale”, "Bright Star", “To Autumn”</p> <p>After reading this learner will have knowledge about the poet’s splendid experience of the sweet song of the nightingale. Learners will be able to gain knowledge on the reality versus imagination. In reading “To Autumn”, the learners will be acquainted with Keats’s concept of Negative Capability. They will know about rich bounty of Autumn.</p>



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<b>CO-6</b>	<p>Percy Bysshe Shelley-“Ode to the West Wind”</p> <p>On completion of the topic, they will be able to form a clear and graphical conception of the impact of the West Wind on the various elements on earth, sea and sky. Learners will be able to gain knowledge on the poet’s prophetic vision of hope for humanity.</p>
<b>CO-7</b>	<p>William Wordsworth- “Tintern Abbey”</p> <p>Learners will be able to know of Wordsworth’s spiritual growth and will accept nature as the nurse, guide and guardian of the heart.</p>
<b>CO-8</b>	<p>George Gordon Byron. Canto IV. Verses 178-86. Childe Harold’s Pilgrimage. II.</p> <p>Learners will be able to know of the travels and reflections of a world-weary young man, who is disillusioned with a life of pleasure and revelry and looks for distraction in foreign lands.</p>
<b>CO-9</b>	<p>Mary Shelley- Frankenstein</p> <p>After reading this learner will have an insightful knowledge on prejudice. People feel prejudice toward the monster because he looks different than they do. As a result, the monster is outcasted from society and experiences isolation.</p>
<b>ENGH-G-SEC-T-1 English Language Teaching</b>	
<b>CO-1</b>	<p>This section will provide the learners with a clear view of a Basics of English Language</p>
<b>CO-2</b>	<p>After going through the texts on this section students will acquire specific and elaborate knowledge on concepts like structures of English Language</p>
<b>CO-3</b>	<p>Students will learn the proper method of teaching English Language and Literature</p>
<b>CO-4</b>	<p>On completion of the topic, they will be able to form a clear conception on materials for language teaching</p>
<b>CO-5</b>	<p>The main objective of this new curriculum is to give the students a holistic understanding of assessing language skills</p>
<b>CO-6</b>	<p>Students will have a scientific knowledge on using technology in language teaching</p>
<b>ENGH-G-CC-T-4 British Literature: 19th Century</b>	
<b>CO-1</b>	<p>Alfred Tennyson- “Ulysses”: This poetry holds significance for students as it explores themes of ambition, the passage of time, and the search for meaning</p>



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	<p>in life. It encourages reflection on personal aspirations and the pursuit of one's goals, making it relevant for students navigating their own journeys.</p>
<b>CO-2</b>	<p>Robert Browning- "My Last Duchess": The dramatic monologue format allows students to analyze the psychology of the speaker, providing insights into the darker aspects of human nature. This poetry offers opportunities for discussions on societal expectations, control, and the consequences of possessiveness within relationships.</p>
<b>CO-3</b>	<p>Christina Rossetti- 1st Stanza. "The Goblin Market": The poem's vivid imagery and narrative style make it engaging for analysis, encouraging students to delve into the allegorical elements. It opens discussions on Victorian social norms, gender roles, and the consequences of succumbing to desires. Furthermore, studying Rossetti's work provides insights into the pre-Raphaelite movement and enhances students' appreciation for diverse literary styles of the 19th century.</p>
<b>CO-4</b>	<p>Charlotte Brontë- Jane Eyre. 1847: This classic novel explores themes such as social class, gender roles, and individualism. The character of Jane Eyre, with her resilience and independence provides a strong female protagonist for analysis and discussion. Studying the novel enhances student's literary analysis skills and fosters an understanding of timeless human struggles.</p>
<b>CO-5</b>	<p>Charles Dickens- Hard Times. 1854: This novel is significant for the students as it critiques the societal impact of industrialization, exploring themes like utilitarianism, societal inequality, and the dehumanizing effects of a mechanized society. The novel provides a vivid portrayal of characters facing the harsh realities of the Victorian era, fostering discussions on class struggles and the pursuit of a meaningful life.</p>
<b>CO-6</b>	<p>Thomas Hardy- Tess of the d'Urbervilles: Students can engage themselves in discussions about the portrayal of gender roles, the challenges faced by women, and the complexities of morality. Hardy's evocative writing style and the tragic narrative also offer students and opportunity to develop their literary analysis skills and gain insights into the cultural and social context of the late 19th century. They will know about the omnipotence of Fate as reflected in the</p>



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	novel. They will also be aware of Hardy's concept of female purity and chastity that lie in the purity of mind of the concerned female.
<b>ENGH-G-DSE-T-I Modern Indian Writing in English Translation</b>	
<b>CO-1</b>	Prem Chand- "The Shroud": Students will be able to build up a concept about the themes of selfishness, tradition, honor, independence, guilt, self-importance, gender roles and responsibility. Students can gather data about Dalit literature for any kind of the further research
<b>CO-2</b>	Ismat Chughtai- "The Quilt". Lifting the Veil: Selected Writings of Ismat Chughtai. Students will become aware about the various types of usages of figures of speech in literature. Students will be able to know about the connections between the public and private self, family members and other women, women and society and women and their history.
<b>CO-3</b>	G.M. Muktibodh- "The Void" (Tr. Vinay Dharwadker) It creates the sense about the concepts of barbarism and cannibalism among students.
<b>CO-4</b>	"So Very Far (tr. Vishnu Khare and Adil Jussawala). Through this poem students' focuses can be directed towards the wide variety between the rich and the poor in our society and the helplessness of the intellectuals like the poet in being unable to improve the situation.
<b>CO-5</b>	Amrita Pritam- "I Say unto Waris Shah" Modern Indian Literature: Students will come to know about the partition literature.
<b>CO-6</b>	Thangjam Ibopishak Singh. "Dali, Hussain, or Odour of Dream, Colours of Wind": Students will become aware about the political situation of the North East states of India such as Manipur and Nagaland. Students will have a clear view about the dystopian image of the Northeastern state.
<b>CO-7</b>	"The Land of the Half-Humans". Tr. Robin S. Ngangom. Students will gain knowledge about how the sectarians of Manipur and other Northern states try to demolish the existing peace. Students will become aware about a dystopian image of the Northeastern states.
<b>CO-8</b>	Rabindranath Tagore- Red Oleanders or Dharamveer Bharati. Students can observe the problems of workers, mines and the environment in the provinces of Assam which are closely linked with modern global capitalism and corporate greed.



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<b>CO-9</b>	G. Kalyan Rao- Untouchable Spring. Students will come to know that how through literary works, Dalit writers are trying to preserve the self-respect, identity and heritage of their community.
<b>CO-10</b>	Phillip Larkin- “Whitsun Weddings “and “Church Going”: “Church Going” reveals to the students about the truth of the modern man relating to his religious part that modern man has moved away from the religious path and is just focusing on the material one. Through the poem “Whitsun Wedding” students will be notified that in reality, the poem implies, marriage and love are kind of commonplace and mundane.
<b>ENGH-G-GE-T-I Academic Writing and Composition</b>	
<b>CO-1</b>	Students will learn the proper method of the writing process.
<b>CO-2</b>	On completion of the topic, they will be able to form a clear conception of the Conventions of Academic Writing
<b>CO-3</b>	They will be able to write in their own words: summary and paraphrase.
<b>CO-4</b>	After reading this learner will have an insightful knowledge about Critical Thinking: Syntheses, Analyses, and Evaluation
<b>CO-5</b>	The main objective of this new curriculum is to give the students a holistic understanding of structuring an argument: introduction, interjection, and conclusion.
<b>CO-6</b>	Learners will be able to apply the knowledge gained through different courses in practical field about citing resources; editing, book and media review.
<b>ENGH-G-SEC-T-S Business Communication</b>	
<b>CO-1</b>	Learners will be able to know essentials of business communication: theory and practice.
<b>CO-2</b>	On minute perusal of the texts on this section students will acquire broader knowledge on Citing references, and using bibliographical and research tools.
<b>CO-3</b>	Learners will be acquainted with the methods of writing a project report.
<b>CO-4</b>	This section will provide the learners with knowledge of writing reports on fieldwork/visits to industries, business concerns etc.
<b>CO-5</b>	They will have knowledge of business negotiations and summarizing annual report of companies.
<b>CO-6</b>	They will be able to write minutes of meetings.



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<b>CO-7</b>	They will be adept in e-correspondence.
<b>CO-8</b>	They will attain skill in spoken English for business communication.
<b>CO-9</b>	They will be comfortable for making oral presentations.
<b>ENGH-G-DSE-T-2 Partition Literature</b>	
<b>CO-1</b>	Dibyendu Palit, “Alam's Own House”
<b>CO-2</b>	Divyendu Palit's "Alam's Own Home” leads to understanding new concepts in nostalgia. In Divyendu Palit's "Alam's Own House" the protagonist cannot replace his rootless cosmopolitanism, his isolated consciousness in his previous home. After reading this learner will have an insightful knowledge about nostalgia. Nostalgia finds a tribal treatment the story.
<b>CO-3</b>	Manik Bandyopadhyay, “The Final Solution”: From this story students learn that the story is notable for its utterance of female subjectivity and its rejection of male protection / humiliation in the female body.
<b>CO-4</b>	Sadat Hasan Manto, “Toba Tek Singh”, in Black Margins: Manto,: Students will come to know about the pathos and miseries of people during the partition. Students will also be aware about the socio-political and economical condition of that period of partition.
<b>CO-5</b>	Lalithambika Antharajanam. “A Leaf in the Storm”.  Lalithambika Antharjanam writes an account of a pregnant rape survivor in her short story A Leaf in the Storm. The story describes abuse, survival and recovery. Jyoti, the central character has been abducted and raped while crossing the newly laid borders, “from one jail to another?”, and has found herself in the refugee camps. Her condition puts her in contrary thoughts to keep the baby.
<b>CO-6</b>	Faiz Ahmad Faiz- “For Your Lanes, My Country” in In English: Faiz Ahmad Faiz, A Renowned Urdu Poet.  The poem calls for unity and resistance against this injustice, highlighting the potential for change that lies within the people themselves. With its vivid imagery and passionate tone, the poem is a stirring call to action for all those who seek a more just society.
	Gulzar- “Toba Tek Singh”.



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CO-7	The poet can tell him about the climax of the partition-story after he descends from the tree. Not just Bishan experienced mental fragmentation. Sooner or later, others would die and have limbs amputated. Finally, the poet makes an ironic reference to the 1947 partition, which sparked a series of subsequent partition.
CO-8	It is a poetic interpretation and emotional response to Manto's story. Where Manto left Bishan Singh Gulzar discovers him. It tells the climax of the partition story after he descends from the tree.
CO-9	<p>Intizar Husain, Basti.</p> <p>Learners will be acquainted with the soiling of dreams and aspirations of people in the new nation resonates throughout Basti, in Zakir's mind as much as in the minds of his friends and family ("They had left their cities but carried their cities with them as a trust, on their shoulders")</p>
<b>ENGH-G-GE-T-2 Contemporary India: Women and Empowerment</b>	
CO-1	Students will be aware of social construction of gender (masculinity and femininity) and patriarchy.
CO-2	Learners will be able to know about gender discrimination and will be conscious about their rights and awakening to humanity.
CO-3	Learners will be able to know history of women's movements in India (pre-independence, post-independence) women, nationalism, partition, women and political participation
CO-4	Learners will be able to know law regarding women and the Indian constitution, personal laws (customary practices on inheritance and marriage),(supplemented by workshop on legal awareness)
CO-5	Women and Environment: State interventions, domestic violence, female foeticide, sexual harassment
CO-6	They will be able to understand Female Voices: Rokeya Shekhawat Hossein. Sultana's Dream.
CO-7	They will be able to understand Dalit discourse in Sharmila Rege's "Dalit Feminist Standpoint".



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<b>ENGH-G-SEC-T-4 Technical Writing</b>	
<b>CO-1</b>	Learners will be able to understand the nature and scope of communication: language and communication, differences between speech and writing distinct features of speech, distinct features of writing.
<b>CO-2</b>	Learners will be able to attain writing skills: They will have knowledge on selection of topic, thesis statement, developing the thesis, introductory.
<b>CO-3</b>	They will be able to understand transitional and concluding paragraphs. linguistic unity, coherence and cohesion, descriptive, narrative, expository and argumentative writing.
<b>CO-4</b>	This section will provide the learners with skill in technical writing: scientific and technical subjects; formal and informal writings; formal writings; formal writings/ reports, handbooks, manuals, letters, memorandum, notices, agenda, minute, common errors to be avoided
<b>CO-5</b>	
<b>History Honours</b>	
<b>Course – I History of Early India, from remote past to the end of the Vedic Polity</b>	
<b>CO-1</b>	Unit-1: After reading this learner will have an insightful knowledge about historiography of early India. They will know how to make historical interpretations. They will have knowledge on discussion of imperialist and nationalist school, leftist and liberal school and secular and religious school.
<b>CO-2</b>	Unit-2: Students will be able to formulate scientific and rational approaches evolution from paleolithic to neolithic cultures chalcolithic societies from Baluchistan to Gujrat growth and decline of pre-state non-iron urban culture the Harappan Civilization problem of the Indus script, journey from proto-historic to historic India.
<b>CO-3</b>	Unit-3: The course curriculum inculcates among students a basic understanding of legacy of the Harappan Culture, the Aryan penetration and the Anglo-Oriental debate, beginning of iron age and settled agriculture patterns of settlement. They will come to know of cultural changes, emergence of caste society, organized religion and state territoriality and the Vedic literature.
<b>CO-4</b>	Unit-4: They will know about the non-Vedic political economy of the 16 Mahajanapadas and the spread of protestant religions. They will know about



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	Ajivikism, Jainism and Buddhism. They will also know about commercial and urban growth of India. On minute perusal of the texts on this section students will acquire broader knowledge on the rise of Magadha as an imperial power.
<b>CO-5</b>	They will understand social, economic, and political system of the then society.
<b>Course – II Social Formation and Cultural pattern of the Ancient and early Medieval World</b>	
<b>CO-1</b>	Social Formation and Cultural pattern of the Ancient and early Medieval World
<b>CO-2</b>	Unit-1: They will understand social, economic, and political system of pre-historic and proto-historic cultures beyond India beginning of agriculture and animal husbandry searches into the history of Africa, the Aztec civilization and the Inca society. After reading this learner will have an insightful knowledge about the period.
<b>CO-3</b>	Unit-2: After reading this learner will have an insightful knowledge on Bronze Civilizations of Egypt, Mesopotamia, China and eastern Mediterranean lands.
<b>CO-4</b>	Unit-3: in reading this students will acquire knowledge on the polis and slave society of ancient Greece, the rise of ancient Rome, decline of the Roman empire. After reading this learner will have an insightful knowledge about the agrarian economy and trade of that period. Learners will be able to know of the church and the question of religion.
<b>CO-5</b>	Unit-4: In this they will be able to understand the religious sentiment of societies in Central Islamic Lands. On minute perusal of the texts on this section students will acquire broader knowledge on the spread of Islam. They will know about the Ummah, Caliphite State, Shariah and Sufi culture.
<b>CO-6</b>	A proper knowledge of the thoughts will bring about their emancipation from all wrongs and injustices and will lead them towards truth.
<b>Course-III Ancient India from the Maurya to Late Gupta period</b>	
<b>CO-1</b>	On minute perusal of the texts on this section students will acquire broader knowledge on ancient India from the Maurya to Late Gupta period.
<b>CO-2</b>	Unit-1: Learners will be acquainted with the Maurya rule in Magadha. They will be able to understand Asoka's Dhamma and administration. Learners will be acquainted with the policy of cultural conquest. In this they will be able to understand the spread and glory of Buddhism.



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<b>CO-3</b>	Unit-2: On minute perusal of the texts on this section students will acquire broader knowledge on the post-Maurya India of the Kushanas, Satavahanas and Tamil powers, Chera, Chola and Pandya. They will be conscious of new trends in economy and society, peasantization of tribes and changes in the caste system. They will know about spread of megalithic culture. They will be conscious of the splits in Jainism and Buddhism. They will know about Vaishnavism, Saivism and Tantricism. After reading this thus learner will have an insightful knowledge about the religious air of the period.
<b>CO-4</b>	Unit-3: In reading this students will acquire knowledge on the age of the Guptas. They will know about the consolidation of Second Magadhan empire. They will be engaged in the debates on golden age. They will be able to understand brahminical revival and growth of feudalism. Then they will know about the decline of the Gupta power and beginning of political decentralization of India. They will assess Harshavardhana as the last great emperor.
<b>CO-5</b>	Unit-4: The course curriculum inculcates among students a basic understanding of early India in retrospect with respect to society and culture and environment, literature and philosophy, art and architecture, science, technology and guild - trade and industry.
<b>Course-IV History of Early Medieval India</b>	
<b>CO-1</b>	Unit-1: On minute perusal of the texts on this section students will acquire broader knowledge on the sources of history and historiography of the period. They will know about contemporary texts and travelogues, indigenous literature and archaeology.
<b>CO-2</b>	Unit-2: Proper knowledge of this section will provide them with an insight into the dominant features of Indian history from centralized to decentralized India: The Rajputs of North India, Palas and Senas in Bengal, Kingdoms of the South, The Pallavas, Rashtrakutas, Chalukyas and Cholas.
<b>CO-3</b>	Unit-3: The course curriculum inculcates among students a basic understanding of conditions in the pre-Sultanate period: polity, society, economy, religion and culture towards transition.
<b>CO-4</b>	Unit-4: Learners will be acquainted with the northern India under the Delhi Sultanate, the Turkish invasions from 997 to 1206 AD, consolidation of the



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	Sultanate from 1206 to 1286 AD, the Khalji Revolution and the omnipotent state under the Khaljis, The Tughluq period of reforms and counter reforms and the decline of the Delhi Sultanate.
<b>Course – V The Delhi Sultanate in Retrospect</b>	
<b>CO-1</b>	In this chapter, it will be known to the students how Delhi Sultanate is established in India and cultural influence of the Sultanate in India.
<b>CO-2</b>	Unit-1: They will know about the successor states of Bijohnagar, Bahmani and Bengal. After reading this learner will have an insightful knowledge about society, economy, art, architecture and literature of that period.
<b>CO-3</b>	Unit-2: They will have knowledge on Delhi on the eve of the Mughal ascent, Timur's invasion, the Sayyids and Lodis, Babur's adventure Babur's central Asian connection, Humayun's misfortune, Sher Shah Sur.
<b>CO-4</b>	They will have knowledge on and Afghan rule in India.
<b>CO-5</b>	Unit-4: They will know about ideas of state and kingship, moves from theocracy to secular administration, development of Bhakti and Sufi philosophy, language, literature, art, and architecture.
<b>Course - VI Rise of the Modern West: Through 'Rise of the Modern-West',</b>	
<b>CO-1</b>	Students are introduced to a period of transition from a feudal society to one based on the capitalist mode of production. One of the most important periods for cultural, social, political and economic development in Europe and the rest of the world, students get to delve into the realm of the renaissance, the reformation, scientific and enlightenment movements and most importantly the dawn of a capitalist society coupled with the beginnings of the industrial revolution.
<b>CO-2</b>	Unit-1: Learners will know structural features of European feudalism, the crusades and the 14th century crisis of feudalism, decline of feudalism in western Europe but its survival in eastern Europe.
<b>CO-3</b>	Unit-2: Learners will know socio-economic roots of Renaissance, spread of new social ideas, secularism and humanism in art, architecture, science and literature. They will have knowledge on the revolution in the field of print which helped in the renaissance.



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<b>CO-4</b>	<p>Unit-3: Learners will know about reformation – its origin, course and results. Then they will know about progress of the reformation movement from Luther to Calvin and the counter reformation.</p> <p>Students will be infused with the dynamic personalities like Luther.</p>
<b>CO-5</b>	<p>Unit-4: Learners will know history of Europe from Thirty Years' War to Seven Years' War. Then they will know about the rise of early nation states, Spain, France, England, and Russia.</p>
<b>Course – VII Europe in Transition: the period of transition from dark ages to modern Europe</b>	
<b>CO-</b>	<p>Learners will know Europe in Transition: the period of transition from dark ages to modern Europe which lasted almost 3 centuries. This chapter will help to students better understand the changes at the transition period of Europe.</p>
<b>CO-</b>	<p>Unit-1: Learners will know geographical explorations and overseas empires of Portugal and Spain. They will be intimated with shift of economic balance from the Mediterranean to the Atlantic Ocean. Learners will know geographical explorations led to commercial and price revolution.</p>
<b>CO-</b>	<p>Unit-2: Learners will know seventeenth century crisis in Europe. They will have knowledge on mercantilism and economic transition in the seventeenth century. They will have knowledge on how Glorious Revolution in England resulted in great changes in political, economic, and state structure, from scientific to industrial revolution. This is marked by the rise of industrial societies in Europe.</p>
<b>CO-</b>	<p>Unit-3: Learners will know American War of Independence and birth of new democratic politics.</p>
<b>CO-</b>	<p>Unit-4: Learners will know the period from the age of enlightenment to the age of liberalism, from feudalism to capitalism. They will be engaged in the transition debate.</p>
<b>Course - VIII History of Mughal India:</b>	
<b>CO-1</b>	<p>Students can know historical significance, cultural understanding, political and economic impact of Mughal empire.</p>
<b>CO-2</b>	<p>Unit-1: They will know of survey of sources and different aspects of historiography of Mughal India. Reading of the texts of Abul Fazal, Badauni, Abdul Hamid Lahori and Bernier will enrich them.</p>
<b>CO-3</b>	<p>They will be intimate with the studies in the writings of Sir Jadunath Sarkar and historians from Delhi and Aligarh schools</p>



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<b>CO-4</b>	Unit-2: On minute perusal of the texts on this section students will acquire broader knowledge on making of the Mughal state from Akbar to Aurangzeb, state and religion, management of land and agriculture, evolution of the administrative system, mansab and jagir. They will have knowledge on the Mughal ruling classes, nobility and zamindars, the peasants and village community.
<b>CO-5</b>	Unit-3: In reading this, students will acquire knowledge on trade, commerce, and monetary system, routes of trade and commodity, pattern of internal transactions. They will have knowledge on overseas trade and commodity pattern, markets and monetary system.
<b>CO-6</b>	Unit-4: The course curriculum inculcates among students a basic understanding of Urban centers, morphology of cities, urban economy, crafts, technology, and industry, imperial karkhanas, urban social structure, merchant communities, bankers, artisans, craftsmen and labourers.
<b>Course – IX History of Late Medieval India:</b>	
<b>CO-1</b>	Students will understand societal transformations during late medieval Indian history which covers a period of significant societal, cultural, and political changes in the Indian subcontinent. Studying this era helps students understand how Indian society evolved during this time, including the rise and fall of various kingdoms, the impact of foreign invasions, and the emergence of new religious and cultural movements.
<b>CO-2</b>	Unit-1: The main objective of this new curriculum is to give the students a holistic understanding of society and culture and religion of the masses. They will have knowledge on language, music and literature, art and architecture of late medieval India.
<b>CO-3</b>	Unit-2: Learners will be able to know of regional polity of the Marathas under Shivaji and the Peshwas. They will be familiar with the Sikh challenge.
<b>CO-4</b>	Unit-3: Learners will be acquainted with the various crises and the decline of the Mughal empire namely agrarian crisis They will be engaged with the eighteenth-century debate.
<b>CO-5</b>	Unit -4: Learners will be able to know of emergence of successor states – Bengal, Awadh, Mysore and Hyderabad.



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<b>Course - X Rise of Modern Europe: Historical Understanding:</b>	
<b>CO-1</b>	It provides insights into the significant events, figures, and developments that shaped Europe's transition from the medieval period to modern times.
<b>CO-2</b>	It explores the cultural, social, economic, and political changes that occurred during this period, helping students understand the broader context of European history.
<b>CO-3</b>	Studying this period helps students develop critical thinking and analytical skills as they examine the causes and consequences of historical events and trends.
<b>CO-4</b>	Unit-1: Students will attain knowledge in historiography of Alfred Cobban, Lefebvre, Eric Hobsbawm, E.P. Thompson, David Thomson and A.J.P. Taylor.
<b>CO-5</b>	Unit-2: Students will attain knowledge of the eighteenth-century background to the French Revolution. They will have knowledge on the then society, economy, and polity. They will be enlightened by the ideas of the philosophers and the ideological revolution.
<b>CO-6</b>	Unit-3: Students will attain knowledge on the French Revolution, aristocracy, bourgeois, peasants and workers, the Constituent Assembly and its achievements. They will have knowledge on Girondins and Jacobins, the Reign of Terror and the rise and fall of the Jacobin Republic, the Thermidorian reaction and the directory; the Napoleonic Era. They will be able to interpret the French Revolution.
<b>CO-7</b>	Unit-4: Students will attain knowledge on the unity and disunity in Europe in 1815, the Vienna Congress and rise of Metternich, struggle between forces of continuity and change.
<b>Course - XI History of Modern India from the beginning of colonial rule to the Great Revolt:</b>	
<b>CO-1</b>	The study of Modern Indian history is important to those who want to understand the true nature of the past and to those who seek to understand the nature of the obstacles that impede India's progress as a nation. On minute perusal of the texts on this section students will acquire broader knowledge on
<b>CO-2</b>	Unit-1: They will be able to understand modern Indian history- historiography, concepts, terminologies, approaches.
<b>CO-3</b>	Unit-2: They will be able to understand expansion and consolidation of British rule with special reference to Bengal, Maharashtra, Mysore, Punjab and Awadh,



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	colonial state and its ideology. They will come to know of rule of law, orientalism and utilitarianism.
<b>CO-4</b>	Unit-3: They will be able to understand rural economy and society, land revenue settlements, agrarian structure and transformation debate, commercialization of agriculture, rural stratification thesis, peasants and landless labourers and detribalization and the environmental question, de-industrialization, rural credit and indebtedness.
<b>CO-5</b>	Unit-4: They will be able to understand nature of colonial exploitation, drain of wealth, famines in India, monetization and entitlement debate, resistance from the tribes and peasants till the Revolt of 1857. They will be able to analyze the Revolt and its aftermath.
<b>Course – XII History of Modern India from Renaissance to Independence</b>	
<b>CO-1</b>	Students read the history of Modern India from the Renaissance to Independence to understand the socio-political, economic, and cultural transformations that occurred during this period. It provides insights into the struggles against colonial rule, the emergence of nationalism, key figures and events that shaped the nation's history, and the processes leading to independence. Studying this period helps students comprehend the complexities of India's journey towards nationhood and its impact on contemporary society. On minute perusal of the texts on this section students will acquire broader knowledge on
<b>CO-2</b>	Unit-1: Students will know the cultural revolution of the nineteenth century, critique of Young Bengal Movement, Bengal Renaissance, social and religious reforms, colonization of education and the women's question.
<b>CO-3</b>	Unit-2: Students will know re-industrialization of India following the spread of railway network, colonial fiscal policy and the balance of Indian trade. They will have knowledge on rise and growth of the Indian capitalist and working class.
<b>CO-4</b>	Unit-3: Students will be able to interpret Indian nationalism – messianic and developmental. They will be familiar with different phases of the nationalist struggle. They will be familiar with politics of association and politics of union. They will also be familiar with different political parties and their ideologies.



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	They will be conscious of role of Gandhi, Tagore, Subhas Bose, Nehru and Jinnah. After reading this learner will have an insightful knowledge about workers' and peasants' movements.
<b>CO-5</b>	Unit-4: In this way they will be concerned with colonial policy of divide and rule and the religious polarisation of the nationalist leaders. They will know about the demand for Pakistan and partition of 1947. They will be concerned with the refugee question, struggle for new developmental economy, democracy and security in the bi-polar world.
<b>Course – XIII Modern Europe: From Nationalism to Socialism: Studying historical texts like "Modern Europe from Nationalism to Socialism"</b>	
<b>CO-1</b>	It will help students develop critical thinking and analytical skills. They learn to evaluate primary and secondary sources, identify historical trends, and interpret complex events. On minute perusal of the texts on this section students will acquire broader knowledge on
<b>CO-2</b>	Unit-1: On minute perusal of the texts on this section students will acquire broader knowledge on the age of Revolutions, the national revolutions (1830-1850), the liberal revolutions and the transformation of Russian society. They will have knowledge on the remaking of eastern Europe.
<b>CO-3</b>	Unit-2: On minute perusal of the texts on this section students will acquire broader knowledge on the economic revolutions, consolidation of capitalism and formation of big national states in Germany and Italy. They will know about the imperial advances before and after Bismarck, developments in eastern Europe, the new balance of power in Europe and Europe divided.
<b>CO-4</b>	Unit-3: On minute perusal of the texts on this section students will acquire broader knowledge on the politics of democracy, industrial society and its critics, new concept of welfare state and revolution in medical science; reason, social change and social reform; the new woman and arts transformed.
<b>CO-5</b>	Unit-4: On minute perusal of the texts on this section students will acquire broader knowledge on the socialist challenge from utopian to Marxian socialism - the German, French and Russian variety of socialist politics.
<b>Course – XIV Trends in World Politics from the First to the Second World War:</b>	
<b>CO-1</b>	Students are to gain understanding of the significant political, social, and economic developments that occurred in Europe during the 19th and 20th



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	centuries. This period witnessed the rise of nationalism, the formation of nation-states, industrialization, imperialism, two world wars, and the emergence of socialist ideologies. Studying this period provides insights into the complexities of European history, the causes and consequences of major events, and the evolution of political ideologies and social movements that continue to shape the world today.
<b>CO-2</b>	Unit-1: On minute perusal of the texts on this section students will acquire broader knowledge on different theories of world politics along with the Marxist and non-Marxist approaches.
<b>CO-3</b>	Unit-2: On minute perusal of the texts on this section students will acquire broader knowledge on roots of European imperialism and the World Wars as the total war, impact of war on European mind, peace settlement of 1919 and search for the collective security - the League of Nations.
<b>CO-4</b>	Unit-3: On minute perusal of the texts on this section students will acquire broader knowledge on aspects of the war economy in the inter-war period, the depression and new theories of mixed economy, the collapse of the Weimer state in Germany and the rise of the Nazis to power and Fascism in Italy.
<b>CO-5</b>	Unit-4: On minute perusal of the texts on this section students will acquire broader knowledge on the world after 1945, theories of the Cold War and the division of Europe, the emergence of the American and Soviet spheres of influence, various military and economic alliances, regional conflicts in the bi-polar world, Vietnam, Korea, Cuba, the middle east and Afghanistan.
<b>Discipline Specific Elective Course</b>	
<b>Course – I History of China from Tradition to Revolution:</b>	
<b>CO-1</b>	Students often study the History of China from Tradition to Revolution to gain a comprehensive understanding of the country's rich cultural heritage, political evolution, and societal transformations over thousands of years. This historical journey provides insights into China's dynastic cycles, philosophical developments, economic systems, and significant events such as revolutions and reforms, shaping its present-day global significance. Understanding China's past is crucial for comprehending its current political, economic, and social landscape, as well as its role in the global community. On minute perusal of the texts on this section students will acquire broader knowledge on



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CO-2	Unit-1: Learners will be able to know of Sino-centrism, society, social groups and classes of traditional China. They will know about Confucian value system, closed Chinese economy and the canton trade.
CO-3	Unit-2: They will have knowledge on the Chinese confronting the foreigners, the Opium Wars, treaties with imperialist powers. They will have knowledge on the foreigners' struggle for concessions in China. China was viewed as an 'informal colony.' They will have knowledge on the increasing western pressure on China. After reading this learner will have an insightful knowledge about the open-door policy. They will have knowledge on transformation of China from a feudal society to a semi-colonial and semifeudal society.
CO-4	Unit-3: Students will be aware of the people's response in China from Taiping to Boxer. They will gain insight on self-strengthening movement and reforms of 1860 -1898 and 1901-1908, revolution of 1911. They will know Chinese history from nationalism to comprador-ship, Sun Yat Sen to Yuan-Shi-Kai. Learners will be able to know of Warlordism since 1916 and the revolt of the Chinese working class, the May Fourth Movement.
CO-5	Unit-4: They will have knowledge on development of Chinese industrial economy and growth of the Chinese proletariat, spread of communism among the proletariat in between the world wars - Chiang Kai Shek, Kuomintang and the united front. They will have knowledge on break with the front and the mature phase of Chinese communist movement under Mao Tse Tung..
CO-6	They will be aware of the Long March and the Communist Revolution of China
<b>Course – II: History of Japan from Meiji Restoration to the Second World War</b>	
CO-1	Unit-1: On minute perusal of the texts on this section students will acquire broader knowledge on Tokugawa Baku-han system of Japan, its nature, crisis encounter with the west. Learners will be able to know of Meiji restoration. After reading this learner will have an insightful knowledge about processes of modernization, social, military, political and economic.
CO-2	Unit-2: On minute perusal of the texts on this section students will acquire broader knowledge on popular and democratic movements, Satsuma rebellion, popular rights movement and Meiji constitution.



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<b>CO-3</b>	Unit-3: On minute perusal of the texts on this section students will acquire broader knowledge on the growth of militarism in Japan and her imperialist projects, Sino -Japanese relations, Anglo-Japanese alliance, Russo-Japanese war, World War I and after and the Manchurian crisis.
<b>CO-4</b>	Unit-4: Learners will be able to know of rise of political parties in Japan and their failure to sustain democratic system. They will have knowledge on Japan and the two World Wars.
<b>Course – III Issues of the Contemporary World</b>	
<b>CO-</b>	Unit-2: Students will have knowledge on Crisis in the socialist block, theory and practice. They will have knowledge on impact of the rise of China as a new socialist state; the Sino-Soviet rift and tensions within the east European Soviet Bloc: Hungary, Czechoslovakia, and Poland; glasnost. They will have knowledge on perestroika and collapse of Soviet socialism and the end of the cold war and German reunification.
<b>CO-</b>	Unit-3: After reading this learner will have an insightful knowledge about Oil politics and the Arabian world: Israel, Palestine, Iran and Iraq. They will have knowledge on nuclear diplomacy in the twentieth century world
<b>CO-</b>	Unit-4: The course curriculum inculcates among students a basic understanding of Bi-polarism and Uni-polarism. They will know about globalization and its impact on culture and society, information revolution and its impact of the present-day world.
<b>Course - I History of Bangladesh from Liberation to the present day</b>	
<b>CO-1</b>	Students are Learning about the struggle for independence and the events that shaped the country helps students understand the foundation of Bangladesh's national identity and pride. By studying recent history, students can make sense of current political, social, and economic issues in Bangladesh within their historical context.
<b>CO-2</b>	Unit-1: The course curriculum inculcates among students a basic understanding of the genesis, issues of conflict between Pakistani non-Bengali elite group and the rising Bengali middle class of East Pakistan.
<b>CO-3</b>	Unit 2: Students will acquire knowledge on political transformation in East Pakistan, emergence of linguistic nationalism since 1952, resistance against Pakistani militarism, rise of Sheikh Mujibur Rahaman as the new mass leader



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	AND Awami League Movement, 1966 to 1970. Learners will be able to know of Bangladesh liberation movement of 1971 and the birth of Bangladesh in 1972.
<b>CO-4</b>	Unit 3: Students will acquire knowledge on Bangladesh after independence, her society, economy and politics.
<b>CO-5</b>	Unit 4: Students will acquire knowledge on the foreign policy of Bangladesh , her relations with India and the role of Bangladesh in the SAARC and ASEAN.
<b>Course – II History of Africa, 1500 to 2000 A.D.</b>	
<b>CO-1</b>	The study of Africa has been marginalized or misrepresented in Western education systems. Studying African history allows students to challenge these biases and gain a more comprehensive understanding of global history.
<b>CO-2</b>	Recognizing contributions to world history: Africa has made significant contributions to world history in areas such as art, science, philosophy, and trade. Studying its history helps highlight these contributions and integrate them into a broader understanding of human civilization
<b>CO-3</b>	Unit-1: In this way they will be concerned with main issues in the Historiography of Africa
<b>CO-4</b>	Unit-2: Students will acquire knowledge on Africa and African societies before colonization, informal empire of the 19th century. The course curriculum inculcates among students a basic understanding of European imperialism and partition of Africa in the 20th century, the French in the Maghreb and West Africa. Learners will be able to know of the British in the East, West and Southern Africa – the Belgians in Congo.
<b>CO-5</b>	Unit-3: Students will acquire knowledge on socio-economic transformation. They will know about structural changes in agriculture, forest management and mining. Learners will be acquainted with the changing patterns of trade, trans-Atlantic slave trade, migration of capital of labour with special reference to Southern Africa. They will know about race, class and religions in colonial South Africa, apartheid with reference to language, education and cultural forms.
<b>CO-6</b>	Unit-4: Students will acquire knowledge on popular protests, rebellions and National Liberation Movements, role of peasants and workers, nationalist movements in Algeria, Ghana, Kenya, Congo, Angola and South Africa.



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<b>Course – III History of Women in India</b>	
<b>CO-1</b>	Studying the history of women in India provides valuable insights into the social, cultural, and political dynamics of the region. It sheds light on the roles and contributions of women throughout different periods, highlighting their struggles, achievements, and the evolution of gender norms and expectations. Understanding this history can help address current issues related to gender inequality, discrimination, and women's empowerment in India and beyond. On minute perusal of the texts on this section students will acquire broader knowledge on
<b>CO-2</b>	Unit-1: Students will acquire knowledge on women in the Indian tradition – different socio-religious movements in pre-colonial India and women's position re-defined.
<b>CO-3</b>	Unit-2: Students will acquire knowledge on feminism revisited in the Indian context, the women's question in 19th century India during colonial modernization. They will review the debates on Sati and Purdah.
<b>CO-4</b>	Unit-3: Students will acquire knowledge on the nationalist resolution on the women's question, women in the freedom movement in India.
<b>CO-5</b>	Unit-4: Students will acquire knowledge on emerging new woman in post-colonial India, women's organizations and fight against their marginalization, women in Indian literature and performing art.
<b>Generic Elective</b>	
<b>Course – I Human Rights in India</b>	
<b>CO-1</b>	Unit-1: Students will acquire knowledge on basic concepts and theories of human rights, social structure and the question of human rights in India, gender, caste, class and religion, state and human rights, politics and economic policies.
<b>CO-2</b>	Unit-2: Students will acquire knowledge on international Conventions and Charters on human rights, Constitution of India and provisions for protection of human rights, legislation and landmark court judgments on human rights in India.
<b>CO-3</b>	Unit-3: Students will acquire knowledge on the intensity and impact history of human right movements in India.



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<b>CO-4</b>	Unit-4: After reading this learner will have an insightful knowledge about Women's rights in India. They will be concerned with the question of women's empowerment, women's access to resources of the country, violence against women, protective laws, protests and movements.
<b>Course – II History of Indian Environment</b>	
<b>CO-1</b>	Students will be able to understand studying the history of the Indian environment is essential for gaining insights into the complex interactions between human societies and the natural world, learning from past mistakes, and developing strategies for a more sustainable future. The course curriculum inculcates among students a basic understanding of
<b>CO-2</b>	Unit-1: Students will acquire knowledge on concepts and theories of environment and ecology developed in India, idealist, materialist, non-materialist and post-materialist philosophies.
<b>CO-3</b>	Unit-2: Students will acquire knowledge on indigenous knowledge system, animal ethics, social formation and collective management of rivers, forests and hills in pre-colonial India.
<b>CO-4</b>	Unit-3: Students will acquire knowledge on the colonial impact, structural changes in land and environment of India, Jangalmahals and Jalmahals, spread of railway network – environmental degradation and problems of public health.
<b>CO-5</b>	Unit-4: Students will acquire knowledge on political economy of environment in post-colonial India, industry and pollution, development vs environment debate. On minute perusal of the texts on this section students will acquire broader knowledge on various environmental movements.
<b>Course – III Making of Contemporary India</b>	
<b>CO-1</b>	It helps to understand current events and trends by providing the context and background necessary for informed analysis. By studying recent history, we can learn from past mistakes and successes, which can inform present-day decision-making. History often repeats itself, and studying contemporary history allows us to anticipate potential future developments and trends.
<b>CO-2</b>	Unit-1: The course curriculum inculcates among students a basic understanding of transition of India towards independence. Learners will be able to know of Government of India Act (1935). They will know about the Mountbatten Plan,



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	partition and birth of the new State of India in 1947. They will know about communal riots, influx of refugees and their rehabilitation.
<b>CO-3</b>	Unit-2: Students will acquire knowledge on the making of the Republic, the constituent assembly and framing of the constitution and integration of princely states. They will know about electoral politics and the changing party system. Learners will be acquainted with setting the tone for new foreign policy, non-aligned movement and issues of Pakistan, Bangladesh and China.
<b>CO-4</b>	Unit-3: Students will acquire knowledge on the Indian economy, planned economy, the land question, industry and labour, the demographic and public health.
<b>CO-5</b>	Unit-4: Students will acquire detailed knowledge on the Indian society with respect to caste, religion and gender, movements and legislations, education. They will know about cultural trends, institutions and ideas, literature, media and performing arts.
<b>Course – IV Social and Cultural History of Bengal ,14th to 20th centuries</b>	
<b>CO-1</b>	Students may study the Social and Cultural History of Bengal from the 14th to the 20th centuries to understand the evolution of society, culture, and identity in the region over a significant period. This period encompasses various transformative events such as the establishment of the Bengal Sultanate, Mughal rule, British colonialism, and the socio-cultural movements during the Bengal Renaissance. By studying this history, students can gain insights into the factors shaping Bengal's society, economy, politics, and cultural expressions, which are crucial for understanding the region's contemporary dynamics.
<b>CO-2</b>	Unit-1: The course curriculum inculcates among students a basic understanding of the geographical and socio-economic formation of Bengal in the 14th century. They will know about the Chaitanya Movement with regard to social transformation.
<b>CO-3</b>	Unit-2: Students will acquire knowledge on colonial rule in Bengal and debates on the imperial impact, structural changes in rural and urban economy.
<b>CO-4</b>	Unit-3: On minute perusal of the texts on this section students will acquire broader knowledge on Bengal's response to the western impact with regards to



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	the social and religious reforms in 19th and 20th centuries. They will know about the trends of politics, nationalism, leftism and communalism.
<b>CO-5</b>	Unit-4: On completion of the topic, they will be able to form a clear conception of the pangs of partition. They will face the refugee question and be concerned with development of Bengali literature in the 19th and 20th centuries and performing arts, urban and rural.
<b>Course – V Regional History of Bengal – Nadia and Murshidabad</b>	
<b>CO-1</b>	Understanding the history of a region provides insights into its cultural heritage, traditions, and societal norms, which are integral to appreciating the present-day dynamics. Bengal, particularly Murshidabad, has played a significant role in India's history, including periods of prosperity, colonial rule, and cultural exchange. Studying this history helps students grasp broader historical narratives.
<b>CO-2</b>	Unit-1: Students will acquire knowledge about Nadia in the post-Gupta period, as a Pargana in medieval India, colonial settlement and socio-economic changes. The course curriculum inculcates among students a basic understanding of partition of India and birth of the present Nadia district.
<b>CO-3</b>	Unit-2: On completion of the topic, they will be able to form a clear conception of the society, the Chaitanya Movement and revolution in culture and literature, the rich tradition of indigenous education. They will know about minor religious sects and folk culture of Nadia.
<b>CO-4</b>	Unit-3: Students will acquire knowledge on the rise and fall of the Nawabi state in Murshidabad with regards to the colonial confrontation. They will know about the new society and economy and growth of small towns.
<b>CO-5</b>	Unit-4: Students will acquire knowledge on history of art, architecture and culture of Murshidabad.
<b>Course – VI Great Historians of the World and their Philosophy of History</b>	
<b>CO-1</b>	Students will learn better by renowned historians because they provide valuable insights into the past, helping students understand the complexities of historical events, societies, and cultures. Additionally, studying the philosophy of history helps students critically analyze how historical knowledge is constructed, interpreted, and applied, fostering a deeper understanding of the discipline's methodologies and theoretical frameworks.



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<b>CO-2</b>	Unit-1: Students will acquire knowledge on essentials of renaissance historiography. They will know Bodin, Bacon, Descartes and Vico – Gibbon and development of enlightened historiography. They will also know Hegel and aspects of Romantic historiography.
<b>CO-3</b>	Unit-2: Students will acquire knowledge on Ranke and the Berlin Revolution, Auguste Comte and positivism, Karl Marx and historical materialism.
<b>CO-4</b>	Unit-3: Students will acquire knowledge on growth of scientific historiography in the 20th century, Trevelyan, have renewed interest in philosophy, Spengler and Toynbee. They will have idealist view of history, Croce and Collingwood towards total historiography, Marc Bloch, Fernand Braudel and the Annales School.
<b>CO-5</b>	Unit-4: Students will acquire knowledge on modernism and post-modernism, the Marxist historiography of Christopher Hill, E.H. Hosbawm and E.P. Thompson. This section will provide the learners with a clear view of structuralism in history and Antonio Gramsci – postmodern interpretation of history, Michel Foucault and Jacques Derrida Essentials of the Environmental Science
<b>AECC Essentials of Enviromental Science:</b>	
<b>CO-1</b>	Students will gain a foundational understanding of key concepts, principles, and issues related to the environment. These textbook covers topic such as ecosystems, biodiversity, pollution, climate change, and sustainability, providing students with the knowledge and critical thinking skills needed to address environmental challenges facing society. It helps them understand the interconnectedness of environmental systems and human activities, empowering them to make informed decisions and contribute to solutions for environmental problems.
<b>CO-2</b>	Unit-1: Students will acquire knowledge on essentials of ecology and environment like ecosystem and biosphere, environmental support systems – pollution, air, water, soil and noise.
<b>CO-3</b>	Unit-2: Students will acquire knowledge on climatic change and related issues like global warming and sustainability, world water resources.



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<b>CO-4</b>	Unit-3: Students will acquire knowledge on biodiversity. They will understand the problem, endangered species, habitats in danger with accounts of Indian biodiversity.
<b>CO-5</b>	Unit-4: Students will acquire knowledge on current environmental issues, trends in world population, global ocean resources, the hungry planet and global human migration.
<b>Communicative and interpretative English</b>	
<b>CO-1</b>	Students read to develop their language skills beyond mere comprehension. These approaches help them understand how language functions in real-life contexts, improving their ability to express themselves effectively, interpret texts critically, and engage in meaningful communication.
<b>CO-2</b>	Unit-1: Students will have knowledge verbal and non-verbal (spoken and written), personal, social and business, barriers and strategies, intra-personal, inter-personal and group communication.
<b>CO-3</b>	Unit-2: They will attain speaking skills like monologue, dialogue, group discussion. They will be able to make effective communication. interview, public speech.
<b>CO-4</b>	Unit-3: They will be able to read and understand, comprehension, summary, paraphrase, analyze and Interpret, translate (from Indian language to English and vice-versa) Literary/Knowledge Texts.
<b>CO-5</b>	Unit-4: They will be able to grow writing skills documenting, report writing, making notes, letter writing.
<b>Skill Enhancement Elective Course</b>	
<b>Course – I Understanding Heritage, Art and architecture of India</b>	
<b>CO-1</b>	This course provides insights into India's rich cultural heritage, including its art and architecture, which helps students understand the country's history, traditions, and societal values. For students studying history, art history, anthropology, architecture, or related fields, this book serves as a valuable resource to deepen their knowledge and gain a comprehensive understanding of Indian heritage. On minute perusal of the texts on this section students will acquire broader knowledge on
<b>CO-2</b>	Unit-1: Students will have knowledge on heritage. They will have an overview of cultural and built heritage of India with notions of art and craft.



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<b>CO-3</b>	Unit-2: Students will have knowledge on pre-colonial Indian art and architecture, early illustrated manuscripts and mural painting traditions, early medieval sculpture, style and iconography, numismatic art, miniature painting, Mughal, Rajasthani and Pahari. They will be able to understand the early Indian architecture, stupa, cave and temple. After reading this learner will have an insightful knowledge about the Mughals -Indo-Persian architecture, fort, palace and mosque.
<b>CO-4</b>	Unit-3: Students will have knowledge on the colonial period with regards to western influences on Indian Art and architecture, changes in the post-colonial period.
<b>CO-5</b>	Unit-4: Students will have knowledge on the Bengal School of art and architecture, Birbhum, Bankura and Bishnupur Gharana, art movements. They will know about Santiniketan style, Progressive Artists' Group and the major artists and their works. Learners will be acquainted with the popular art forms and folk art traditions.
<b>Course – II Sports and Society in India in Historical Perspective</b>	
<b>CO-1</b>	Students are Examining how to sports have been intertwined with Indian culture, rituals, and traditions over time. Exploring how sports have influenced social structures, identities, and relationships within Indian society. Investigating the use of sports for political agendas, nationalism, and diplomacy, both domestically and internationally. Understanding the economic impact of sports, including its contribution to employment, infrastructure development, and the sports industry in India. On minute perusal of the texts on this section students will acquire broader knowledge on
<b>CO-2</b>	Unit-1: Students will have knowledge on concepts and theories of sports and history, Greek Philosophy of Sports, Greek and Roman Tradition of Sports, the Olympics.
<b>CO-3</b>	Unit-2: Students will have knowledge on ideas of sports from ancient and medieval texts of India, sociology of pre-colonial Indian sports with regards to race, religion, caste and gender.



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<b>CO-4</b>	Unit-3: Students will have knowledge on colonization of Indian sports in the 19th and 20th centuries, imposition of European sports on Indian society, commercialization of sports, impact on mind and body.
<b>CO-5</b>	Unit-4: Students will have knowledge on sports in post-colonial India. They will know about sports in education, sports and economy, sports and politics, sports and diplomacy. They will be conscious of the effects of globalization on Indian sports.
<b>Course – I The Bengal Music</b>	
<b>CO-1</b>	Bengal music, including classical and folk traditions, is rich in history and culture. Students may study it to understand and appreciate the cultural heritage of Bengal. It could be part of their academic curriculum, especially for those studying music, ethnomusicology, cultural studies, or South Asian studies. Students interested in music performance may study Bengal music to learn its techniques, compositions, and styles for practical application in their own performances. On minute perusal of the texts on this section students will acquire broader knowledge on
<b>CO-2</b>	Unit-1: Students will have knowledge on history of music in Bengal , influence of Vaishnava poetry of the 13 <sup>th</sup> . They will know about the 14th century –mixture of Hindu and Islamic trends with the patronage of Nawabs and big landlords particularly the Baro Bhuiyans.
<b>CO-3</b>	Unit-2: Students will have knowledge on consolidation of the elite society in Bengal and growth of different forms of music in the 18th, 19th and early 20th centuries. They will know about Bishnupur Gharana, Rabindrasangeet, Nazrulgeeti, Dwijendrageeti, Atulprasadi Rajanikanter Gaan. On minute perusal of the texts on this section students will acquire broader knowledge on swadeshi and nationalist songs.
<b>CO-4</b>	Unit-3: Students will have knowledge on aspects of folk culture and folk music of Bengal – Baul, Bhatiali, Bhawaiya, Dhamali, Gambhira, Jhumur, Kavigaan and Jatra.
<b>CO-5</b>	Unit-4: Students will have knowledge on modern Bengali music under post-colonial western influences. After reading this learner will have an insightful knowledge about middle class romanticism and transformation of Bengali music.



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	They will know about the leftist movements and new forms of music. They will know about the interrelation between media and music. Students will be able to learn the different aspects of Bengali music in theatre and film. They will know about the recent phenomenon of globalization and changes in musical forms. They will know about rock and band music
<b>History General</b>	
<b>Core Course I History of India from the Earliest times to the Early Medieval Period</b>	
<b>CO-1</b>	It provides insights into India's rich cultural heritage, including its diverse religions, languages, art, and architecture. Studying ancient India helps students understand the origins of Indian civilization, including the development of agriculture, urbanization, and early forms of governance. It offers a context for understanding contemporary India by tracing the development of social, political, and economic structures over time.
<b>CO-2</b>	Unit-1: Students will have knowledge on sources and interpretation – broad survey of paleolithic, Mesolithic and Neolithic cultures, the Harappan Civilisation, journey from the Vedic state to the 16 Mahajanapadas, from the age of the Vedas to the age of Jainism and Buddhism.
<b>CO-3</b>	Course – 1 Unit-2: Students will have knowledge on the Maurya rule in Magadha - Asoka's Dhamma and administration, The post Maurya India of the Kushanas, Satavahanas and Tamil powers, splits in Jainism and Buddhism -Vaishnavism, Saivism
<b>CO-4</b>	Unit-3: Students will have knowledge on age of the Guptas; consolidation of Magadhan empire; debates on golden age, Brahminical revival and growth of feudalism; decline of the Gupta power and beginning of political decentralization of India; assessing Harshavardhana as the last great emperor.
<b>CO-5</b>	Unit-4: Students will have knowledge on Indian history from centralized to decentralized India. They will know about the Rajputs of North India, Palas and Senas in Bengal, Kingdoms of the South-The Pallavas, Rashtrakutas, Chalukyas and Cholas. They will be conscious of changes in polity, society, economy, religion and culture.



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<b>Core Course II History of Medieval India</b>	
<b>CO-1</b>	Studying medieval Indian history also introduces students to various historical methodologies, critical thinking skills, and approaches to analyzing primary and secondary sources. Studying the History of Medieval India is essential for gaining a comprehensive understanding of India's past and its influence on the present.
<b>CO-2</b>	Unit-1: After reading this learner will have an insightful knowledge about the northern India under the Delhi Sultanate. They will know about the consolidation of the Sultanate from 1206 to 1286 AD. They will know about the Khalji Revolution and the omnipotent state under the Khaljis. They will know about The Tughluq period of reforms and counter reforms. On minute perusal of the texts on this section students will acquire broader knowledge on the decline of the Delhi Sultanate. They will know about the successor states of Bijoy Nagar, Bahmani and Bengal. They will be conscious of the society, economy, art, architecture and literature of that period.
<b>CO-3</b>	Course – 11 Unit-2: Students will have knowledge on Delhi on the eve of the Mughal ascent. They will know about Timur's invasion, the Sayyids and Lodis - Babu's adventure, Babur's central Asian connection. On minute perusal of the texts on this section students will acquire broader knowledge on Humayun's misfortune. They will know about Sher Shah Sur and Afghan rule in India. After reading this learner will have an insightful knowledge about Making of the Mughal State from Akbar to Aurangzeb.
<b>CO-4</b>	Unit –3: Students will have knowledge on agrarian crisis and the decline of the Mughal empire, regional polity. They will know about the Marathas under Shivaji and the Peshwas. They will be concerned with the Sikh challenge and the emergence of successor states – Bengal, Awadh, Mysore and Hyderabad.
<b>CO-5</b>	Unit – 4: Students will have knowledge on Mughal India in retrospect. They will know about the interrelation between state and religion. They will know about evolution of the administrative system–Mansab and Magir. They will know about the management of land and agriculture. After reading this learner will have an insightful knowledge about features of urban economy, trade and industry. After reading this learner will have an insightful knowledge about the interrelation between society and culture. They will know about religion of the



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	masses. They will know about the interrelation between language, music and literature, art and architecture.
<b>Core Course III History of Modern India till Independence:</b>	
<b>CO-1</b>	For students pursuing careers in fields like academia, journalism, law, politics, or public service, a solid understanding of modern Indian history is essential for informed decision-making and effective communication.
<b>CO-2</b>	It provides students with a comprehensive understanding of their nation's past, which is vital for informed citizenship and academic pursuits.
<b>CO-3</b>	Unit-1: Students will have knowledge on expansion and consolidation of British rule with special reference to Bengal, Maharashtra, Mysore, Punjab and Awadh. They will know about colonial state and development of its administration. After reading this learner will have an insightful knowledge about orientalism and utilitarianism. On minute perusal of the texts on this section students will acquire broader knowledge on land revenue settlements and results thereof.
<b>CO-4</b>	Course - 111 Unit-2: Students will have knowledge on exploitation and resistance, de-peasantization and de-industrialization, drain of wealth. They will know about famines in India, resistance from the tribes and peasants till the Revolt of 1857. They will be able to analyze the revolt and its aftermath. They will know about colonial policy of further exploitation through railways and industrial network.
<b>CO-5</b>	Unit-3: Students will have knowledge on the cultural revolution of the nineteenth century. After reading this learner will have an insightful knowledge about the Young Bengal Movement, Bengal Renaissance, social and religious reforms. They will know about colonisation of education with respect to the women's question.
<b>CO-6</b>	Unit-4: Students will have knowledge on interpreting Indian nationalism, swadeshi movement and different phases of the nationalist struggle. They will be conscious of the role of Gandhi, Tagore, Subhas Bose, Nehru and Jinnah. They will know about workers' and peasants' movements. After reading this learner will have an insightful knowledge about religious polarization of national politics. They will know about the interrelation between partition and independence.



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<b>Core Course IV History of Europe from the Fifteenth to the Twentieth Century.:</b>	
<b>CO-1</b>	Studying the History of Europe from the fifteenth to the twentieth century enables students to comprehend the complexities of the past, appreciate the diversity of human experiences, and recognize the enduring impact of historical events on the present world.
<b>CO-2</b>	Unit-1: Students will have knowledge on renaissance and reformation, socio-economic roots, secularism and humanism, art, architecture, science and literature and the printing revolution.
<b>CO-3</b>	Course – 1V Unit-2: Students will have knowledge on seventeenth century crisis Glorious Revolution in England and great changes in political, economic and state structure. They will know about the American War of Independence. They will know about birth of new democratic politics from scientific to Industrial revolution. They will be conscious of the rise of industrial societies in Europe and the transition debate.
<b>CO-4</b>	Unit-3: Students will have knowledge on the French Revolution with regards to society, economy, and polity, the philosophers and the ideological revolution. They will know about the Napoleonic era, the Vienna Settlement and the Metternich system. After reading this learner will have an insightful knowledge about revolutions of 1830 and 1848. They will know about the birth of the united nation states of Germany and Italy Karl Marx and the socialist challenge in Europe.
<b>CO-5</b>	Unit-4: Students will have knowledge on roots of European imperialism, Nazism and Fascism, the World Wars as the total wars from the League of Nations to the UNO the Cold War after 1945. They will know about various military and economic alliances. After reading this learner will have an insightful knowledge about regional conflicts in the bi-polar world, Vietnam, Korea, Cuba, the middle East and Afghanistan.
<b>Political Science Honours</b>	
A. Core courses (CC)	
<b>1. POL-H-CC-T-1: Understanding Political Theory: Concepts</b>	
<b>CO-1</b>	Unit 1: In reading this, students will acquire knowledge on the meaning of politics.



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<b>CO-2</b>	Unit 2: After going through the texts on this section students will acquire specific and elaborate knowledge on concepts like state. They will know about nation, sovereignty (evolution). They will know about the types and linkages between power and authority. Their acquired proper understanding of this topics may help them live as a responsible citizen, duly conscious of their rights and duties to the nation.
<b>CO-3</b>	Unit 3: After going through the texts on this section students will acquire specific and elaborate knowledge on key concepts law. They will know about their interrelationships between liberty and equality. Their acquired proper understanding of this topic may help them live as a responsible citizen, duly conscious of their rights and duties to the nation.
<b>CO-4</b>	Unit 4: In reading this, students will acquire knowledge on key concepts like rights, justice (with special reference to Rawls) and freedom. Their acquired proper understanding of this topics may help them live as a responsible citizen duly conscious of their rights and duties to the nation. Learners will be able to gain knowledge on law making institutions.
<b>CO-5</b>	Unit 5: After going through the texts on this section students will acquire specific and elaborate knowledge on key concepts like democracy (with special reference to David held), authoritarianism. Their acquired proper understanding of this topics may help them live as a responsible citizen, duly conscious of their rights and duties to the nation. Learners will be able to gain knowledge on decentralization of power in three root level.
<b>CO-6</b>	Unit 6: After going through the texts on this section students will acquire specific and elaborate knowledge on citizenship. They will understand the rights, duties and responsibilities of citizens of India.
<b>2. POL-H-CC-T-2: Understanding Political Theory: Approaches and Debates</b>	
<b>CO-1</b>	Unit 1: After going through the texts on this section students will acquire specific and elaborate knowledge on normative, legal-institutional, empirical-behavioral political theory. They will know about systems analysis, structural – functionalism.
<b>CO-2</b>	Students will have a scientific knowledge on persons and various groups of society in political system.



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<b>CO-3</b>	Unit 2: In reading this, students will acquire knowledge on liberalism, social welfarism and neo-liberalism. On minute perusal of the texts on this section students will acquire broader knowledge on merits and demerits of globalization, privatization and liberalization.
<b>CO-4</b>	Unit 3: After going through the texts on this section students will acquire specific and elaborate knowledge on postcolonial phenomenon and feminist perspectives. Students will be aware of post-colonial condition of Indian social system and different waves of feminism.
<b>CO-5</b>	Unit 4: They will know about Marxian approach, dialectical materialism and historical materialism. On completion of the topic, they will be able to form a clear conception of the conflict in dialectical materialism and evolution of civilization in historical materialism. Students will have a scientific knowledge on human history.
<b>CO-6</b>	Unit 5: After going through the texts on this section students will acquire specific and elaborate knowledge on state (focus on relative autonomy). They will know about class and class struggle. They will know about surplus value and alienation. On minute perusal of the texts on this section students will acquire broader knowledge on class discrimination, exploitation of workers in surplus value and Learners will be able to gain knowledge on how the working class are deprived of their due wages resulting in inequality and alienation.
<b>CO-7</b>	Unit 6: After going through the texts on this section students will acquire specific and elaborate knowledge on democratic centralism, Lenin-Rosa Luxemburg debate. They will know about revolutionary philosophies of Lenin and Mao. They will know about the concept of hegemony of Gramsci.
<b>CO-8</b>	On completion of the topic, they will be able to form a clear conception of unitary government with centralized power, cultural hegemony and spread over the third world countries.
<b>3. POL-H-CC-T-3: Politics in India</b>	
<b>CO-1</b>	Unit 1. Students will be able to formulate scientific and rational approaches to the study of Indian politics. They will know about Marxist and liberal-Indian political culture.



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<b>CO-2</b>	Unit2. This section will provide the learners with a clear view of the main features of Indian party system. They will know about major national political parties and major regional political parties from the congress system to multi-party coalitions and coalition government.
<b>CO-3</b>	Unit 3. In reading this, student will acquire knowledge on identity politics and social cleavages in India. They will know about the role of caste, class, and religion in politics. In this way they will be concerned in the caste distinction prevalent in the country and will get themselves involved in the development of their nation.
<b>CO-4</b>	Unit 4. On completion of the topic, they will be able to form a clear conception on electoral politics in India, the Election Commission and electoral reforms in India, voting behaviour in India, its major determinants. They will know about defection politics in India. After reading this learner will have an insightful knowledge about crime and politics in India. In this way they will be able to grow interest in the political functioning of the country and will get themselves rightly involved in the enfranchisement process and development of their nation. Learners will be able to gain knowledge on safeguarding of citizens.
<b>CO-5</b>	Unit 5. Students will be able to formulate scientific and rational approaches on nation building in India. Learners will be acquainted with the major challenges of regionalism in India. They will know about main components of regionalism versus nationalism debate. On minute perusal of the texts on this section students will acquire broader knowledge on major regional movements in India – Gorkhaland and Bodoland movement.
<b>CO-6</b>	In this way they will be concerned with major challenges of nation building in Indian pluralist context.
<b>4. POL-H-CC-T-4: Indian Constitution</b>	
<b>CO-1</b>	Unit 1: On completion of the topic, they will be able to form a clear conception on framing of the Indian Constitution. They will know about the role of the Constituent Assembly, the Preamble and philosophy of Indian Constitution.
<b>CO-2</b>	Unit 2: Learners will be acquainted with the fundamental rights and duties, directive principles of state policy. In this way they will be able to grow interest



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	in the political functioning of the country and will get themselves involved in the development of their nation.
<b>CO-3</b>	Unit 3: After going through the texts on this section students will acquire specific and elaborate knowledge on federalism and decentralization in India and nature of Indian federalism. They will know about union-state relations. After reading this learner will have an insightful knowledge about nature and evolving trends of federalism in India. They will know about 5th and 6th Schedules, Panchayati Raj and Municipalities. In this way they will be able to grow interest in the political functioning of the country and will get themselves involved in the development of their nation. Learners will be able to gain knowledge on semi-unitary and quasi- federal nature of Indian political structure.
<b>CO-4</b>	Unit 4: They will know about the Union Executive, President and Vice President. They will know about Prime Minister and Council of Ministers. In reading this students will acquire knowledge on interrelation between President and Prime Minister
<b>CO-5</b>	Unit 5: They will know about the composition and functions of Union Legislature, Rajya Sabha and Lok Sabha. They will know about the function of Speaker. Their acquired proper understanding of this topics may help them live as a responsible citizen, duly conscious of their rights and the duties of public representatives to the nation.
<b>CO-6</b>	Unit 6: On completion of the topic, they will be able to form a clear conception on the judiciary, Supreme Court and High Courts, their Composition and Functions. They will know about judicial activism & Public Interest Litigation (PIL). Their acquired proper understanding of this topics may help them live as a responsible citizen, duly conscious of their rights and will lead their life based on justice and morality.
<b>5. POL-H-CC-T-5: Indian Political Thought (Ancient and Medieval)</b>	
<b>CO-1</b>	Unit 1: On minute perusal of the texts on this section students will acquire broader knowledge on ancient Indian political ideas. They will know about ideas on Brahmanic and Shramanic traditions. They will understand social, and political system of the then society. The main objective of this new curriculum



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	is to give the students a holistic understanding of humanity-based traditions in which equality and fraternity of people are valued.
<b>CO-2</b>	Unit 2: On completion of the topic, they will be able to form a clear conception on Shantiparva with special reference to Rajdharma. Students will have knowledge on origin of states in the context of theological aspects.
<b>CO-3</b>	Unit 3: Students will be able to formulate scientific and rational approaches to Buddhist political thought: Kingship and the relations between politics and Ethics. In this way they will be able to grow interest in the political functioning of the country and will get themselves involved in the development of their nation through ethical means as expounded by religious preachers like Buddha.
<b>CO-4</b>	Unit 4: On completion of the topic, they will be able to form a clear conception on Kautilya's political thought, Saptanga theory of state, Mandala theory and diplomacy.
<b>CO-5</b>	After reading this learner will have an insightful knowledge about concept of welfare state and real politics.
<b>CO-6</b>	Unit5: They will understand social, and political system of the medieval India. They will also understand Zia Barani's Good Sultan and Ideal Polity. They will know about principle of Syncretism. After going through the texts on this section students will acquire specific and elaborate knowledge on tolerance of other religions and origin of secular concepts in India.
<b>CO-7</b>	Unit6: In reading this, students will acquire knowledge on Abul Fazl's ideas on governance and administration, Kabir's Syncretism. On minute perusal of the texts on this section students will acquire broader knowledge on the structure of administration in the medieval period which helps us even in independent Indian administration.
<b>6. POL-H-CC-T-6: Indian Political Thought (Modern)</b>	
<b>CO-1</b>	Unit 1: Learners will be aware of the political thoughts of the great social reformer Rammohan Roy, his views on rule of law, rights, freedom of thought and social justice. A proper knowledge of the thoughts and philosophies of Rammohan Roy will bring about their emancipation from all wrongs and injustices and will lead them towards truth.



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<b>CO-2</b>	Unit 2: A proper knowledge of the thoughts and philosophies of Vivekananda will bring about their emancipation from all wrongs and injustices and will lead them towards truth and make them true citizen of their country. They will learn about Vivekananda's views on cultural nationalism, society and education They will be encouraged.
<b>CO-3</b>	Unit 3: Learners will learn about the political thoughts of the great social reformer Syed Ahmed Khan and Iqbal and their views on colonialism and nationalism. Learners will be able to gain knowledge on "muttahir-i-koumiat"-nationalist consciousness among the Indian Muslims.
<b>CO-4</b>	Unit4: A sound knowledge of the thoughts and philosophies of Rabindranath Tagore will bring about their removal from all wrong views about nationalism and will lead them towards truth and make them true citizen of their country and the world Rabindranath Tagore: Critique of Nationalism and his views on Internationalism. Tagore is very critical of narrow nationalism.
<b>CO-5</b>	Unit 5: On completion of reading M.N Roy they will be able to form a clear conception on his views on national and colonial questions and radical humanism.
<b>CO-6</b>	Unit 6: Learners will be aware of the political thoughts of the great social reformer B.R. Ambedkar and his views on social justice and constitutionalism.
<b>CO-7</b>	Unit 7: They will know about Pandita Ramabai and her views on gender & social justice. A proper knowledge of the thoughts and contributions of Ambedkar will bring about their emancipation from all wrongs and injustices and will lead them towards truth and make them true citizen of their country.
<b>CO-8</b>	Unit 8: On completion of the topic, they will be able to form a clear conception on Pt. Nehru's views on socialism.
<b>CO-9</b>	Unit 9: After going through the texts on this section students will acquire specific and elaborate knowledge on Ram Manohar Lohia's views on socialism.
<b>7. POL-H-CC-T-7: Understanding International Relations: Theories and Concepts.</b>	
<b>CO-1</b>	Unit 1: On completion of the topic, they will be able to form a clear conception on international relations: outline of its evolution as academic discipline - what is international relations theory?



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<b>CO-2</b>	Unit 2: In reading this, students will acquire knowledge on the great debates in the discipline of International Relations.
<b>CO-3</b>	Unit 3: Students will be able to formulate scientific and rational approaches to mainstream international relations theories: (a) Classical Realism and Neo-Realism (b) Liberalism and Neo-Liberalism (c) Marxian - Dependency & World Systems theory (d) Feminist Approach (e) Eurocentrism and perspectives from the Global South.
<b>CO-4</b>	Unit 4: This section will provide the learners with a clear view of definition, elements and limitation of national power. They will know about balance of power, devices of maintaining balance of power and collective security. Their acquired proper understanding of this topics may help them live as a responsible citizen, duly conscious of their rights and the duties of public representatives to the nation
<b>CO-5</b>	Unit 5: After going through the texts on this section students will acquire specific and elaborate knowledge on objectives, instruments of foreign policy and diplomacy, propaganda and foreign aid.
<b>8. POL-H-CC-T-8: Public Administration (Theories &amp; Concepts)</b>	
<b>CO-1</b>	Unit 1: In reading this, students will acquire knowledge on definition, nature and scope of public administration. They will know about difference between private and public administration. They will know about the evolution of the discipline of public administration. In this way they will be able to grow interest in the political functioning of the country and will get themselves involved in the development of their nation.
<b>CO-2</b>	Unit 2: A proper knowledge of the thoughts and theories in this section will help them understand the intricacies of administration of their country. They will learn about classical theories of administration: classical theory, (Fayol, Urwick and Gulick) Scientific Management Theory,(F.W.Taylor) Bureaucratic Theory, (Max Weber).
<b>CO-3</b>	Unit 3: Students will have knowledge on Elton Mayo's classical theories of administration and Human Relations Theory. They will be known to decision-making with special reference to H. Simon.



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<b>CO-4</b>	Unit 4: In reading this, students will acquire knowledge on contemporary theories of administration, ecological approach of Fred Riggs, innovation and entrepreneurship of Peter Drucker
<b>CO-5</b>	Unit 5: Students will be able to formulate scientific and rational approaches to public policy. On completion of the topic, they will be able to form a clear conception on public policy formulation, implementation and evaluation. Their acquired proper understanding of this topics may help them live as a responsible citizen, duly conscious of their rights and the duties of public representatives and government officers to the nation
<b>CO-6</b>	Unit 6: On minute perusal of the texts on this section students will acquire broader knowledge on new public administration, new public management, new public service approach and good governance.
<b>9. POL-H-CC-T-9: Public Policy and Indian Administration</b>	
<b>CO-1</b>	Unit 1: Students will be able to have a brief historical overview of Indian administration. They will know about ancient, medieval and modern period with regards to continuity and change in Indian administration.
<b>CO-2</b>	Unit 2: Students will have knowledge on Civil Service in India (Bureaucracy), recruitment & training, role of UPSC and SPSC Minister. They will know about civil servant relationship. They will be inspired to be Civil Servants.
<b>CO-3</b>	Unit 3: Students will have knowledge the concept and approaches of social welfare in India and social welfare policies-Right to Education, National Health Mission, Right to Food Security and MNREGA
<b>CO-4</b>	Unit 4: Students will have knowledge on citizen and administration. They will have concept of accountability. They will know about major forms of administrative accountability. On minute perusal of the texts on this section students will acquire broader knowledge on legislative, executive & judicial. They will know about Citizen's Charter, Right to Information Act and E-Governance
<b>CO-5</b>	Unit 5: Students will have knowledge on the concept and significance of budget, budget cycles in India, various approaches and types of budgets and financial administration. They will know about Public Accounts Committee, Estimates Committee and role of CAG



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<b>10. POL-H-CC-T-10: Global Politics &amp; Issues since 1945</b>	
<b>CO-1</b>	Unit 1: Students will acquire knowledge on contemporary global issues i: proliferation of nuclear weapons- arms race, arms control and disarmament policy, PTBT, NPT, CTBT and Ecological Issues, historical overview of international environmental agreements, climate change and global commons debate.
<b>CO-2</b>	Unit 2: Students will acquire knowledge on contemporary global issues ii: understanding globalization and its alternative perspectives, debates on sovereignty and territoriality, cultural and technological dimensions of globalization political economy of International Relations. They will know about New International Economic Order, North-South Dialogue, South-South Cooperation, World Bank, IMF, WTO TNCs, Global trade & Finance, Neo-Colonialism and Dependency.
<b>CO-3</b>	Unit 3: Students will acquire knowledge on Contemporary global issues, terrorism & international system, challenges to global security, post 9/11 developments . After reading this learner will have an insightful knowledge about counter terrorist strategies and war on terror. On minute perusal of the texts on this section students will acquire broader knowledge on human rights and the politics of human rights promotion, UN and human rights and human security. They will know about migration.
<b>CO-4</b>	Unit 4: Students will acquire knowledge on different phases of Cold War and its evolution. They will know about collapse of USSR and end of Cold War, emergence of Third World, NAM, Pan Africanism. In reading this students will acquire knowledge on overview of post-Cold War developments, West Asia and the Palestine question.
<b>CO-5</b>	Unit 5: Students will have knowledge on Europe in transition, European Union, Brexit (overview).
<b>CO-6</b>	Unit 6: Students will have knowledge on major regional organizations: ASEAN (Cooperation between the states of South East Asia), OPEC (oil politics and oil diplomacy in Middle East), SAFTA (Free trade relation between south Asian states), SAARC (Cooperation between eight states of south Asia in each and



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	every field) and BRICS (cooperation on economic expansion including trade between Brazil, Russia, India, China and South Africa.)
<b>11. POL-H-CC-T-11: Western Political Thought (Ancient &amp; Medieval)</b>	
<b>CO-1</b>	Unit 1: Students will acquire knowledge on the background of western political thought, basic features of western political thought and stoics and Sophists philosophy of ancient Greece.
<b>CO-2</b>	Unit 2: In this reading students will know Plato's philosophy and politics, theory of forms, theory of justice, concepts philosopher king/queen, theory of communism, concepts of women and guardianship, critique of democracy and concepts of censorship.
<b>CO-3</b>	Unit 3: In this section of the text students will know Aristotle's theory of state, classification of governments, theory of justice, concept of citizenship.
<b>CO-4</b>	Unit 4: In this part students will acquire knowledge on medieval theological thought, conflict between church and state- contribution of St. Augustine, St. Thomas Aquinas and Marsiglio of Padua.
<b>CO-5</b>	Unit 5: Students will know Machiavelli's concept of virtue & vice, concepts of morality and statecraft, religion, republicanism.
<b>12. POL-H-CC-T-12: Western Political Thought (Modern)</b>	
<b>CO-1</b>	Unit 1: In this part of western political thought students will acquire knowledge on Thomas Hobbes's views on materialism, human nature & sovereignty, the most powerful state(leviathan). They will know about John Locke's views on natural rights and theory of property. They will know about JJ Rousseau's views on the general will, local or direct democracy and origin of inequality.
<b>CO-2</b>	Unit 2: Students will know Immanuel Kant's theory of enlightenment and moral freedom. They will know about Hegel's Dialectics (Conflict between Thesis and Anti-thesis), Civil Society and State.
<b>CO-3</b>	Unit 3: Students will acquire knowledge on J.S. Mill's views on liberty, suffrage, subjection of women, right of minorities and utility principles.
<b>CO-4</b>	Unit 4: Students will know about Mary Wollstonecraft's ideas on women and paternalism. They will be familiar with critique on Rousseau's idea on education and legal rights.



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<b>CO-5</b>	Unit 5: Students will acquire knowledge on Alexandra Kollontai. They will know about proletarian women, socialization of housework and disagreement with Lenin.
<b>13. POL-H-CC-T-13: Introducing Political Sociology</b>	
<b>CO-1</b>	Unit 1: Students will acquire knowledge on nature, scope and emergence of Political Sociology, sociology of politics and Political Sociology-theoretical approaches to the study of Political Sociology.
<b>CO-2</b>	Unit 2: Students will know social stratification (classification on caste) and politics with regards to caste, class and elite.
<b>CO-3</b>	Unit 3: Students will be able to understand the concepts of power (social, economic and political), influence, and authority (legitimate power).
<b>CO-4</b>	Unit 4: Students will acquire knowledge on political culture (the political practice, behaviour and habits in a political system): meaning, nature and types.
<b>CO-5</b>	Unit 5: Students will acquire knowledge on political socialization (the process to increase political consciousness from childhood): meaning and agencies.
<b>CO-6</b>	Unit 6: In this text students will be able to understand political development and political modernization.
<b>14. POL-H-CC-T-14: Comparative Government and Politics</b>	
<b>CO-1</b>	Unit 1: In this course students will know the nature and scope of comparative government, distinction between comparative politics and comparative government, going beyond Euro centrism.
<b>CO-2</b>	Unit 2: In this section Students will be able to evaluate the major approaches to the study of comparative politics, institutional approach (dominant schools: systems approach and structural functional approach), limitations, new institutionalism, political economy, its origin and key features.
<b>CO-3</b>	Unit 3: Students will acquire knowledge on colonialism and decolonization: meaning, context, forms, anti-colonial struggles and process of decolonization.
<b>CO-4</b>	Unit 4: In this section students will know the concepts and theories of socialism and its development.
<b>CO-5</b>	Unit 5: After reading this topic students will be able to compare the constitutional developments and political economy of Britain, Brazil, Nigeria and China.



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<b>B. Discipline specific elective courses (DSE)</b>	
<b>1. POL-H-DSE-T-1(A): Citizenship in a Globalizing World.</b>	
<b>CO-1</b>	Unit 1: After reading this, students will elaborate Classical concepts of citizenship
<b>CO-2</b>	Unit 2: After studying this unit students will acquire knowledge on the evolution of citizenship and the modern state
<b>CO-3</b>	Unit 3: Students will acquire knowledge on citizenship and diversity.
<b>CO-4</b>	Unit 4: From this section students will know the citizenship beyond the nation-state, globalization and global justice
<b>CO-5</b>	Unit 5: Students will acquire knowledge on the idea of cosmopolitan citizenship.
<b>2. POL-H-DSE-T-1(B): Public Policy in India.</b>	
<b>CO-1</b>	Unit 1: Students will acquire knowledge on meaning, scope and importance and the emergence of public policy sciences.
<b>CO-2</b>	Unit 2: After reading this unit students will evaluate models of policy decision-making.
<b>CO-3</b>	Unit 3: Students will know the policy making in India Nehruvian vision. pre and post liberalization period in India. They will have knowledge on determinants of public policy in India.
<b>CO-4</b>	Unit 4: In this section students will know Major Public Policies in India: a) Public Health; b) Education and c) Environment.
<b>CO-5</b>	Unit 5: After reading this, students will know constraints and challenges to public policy implementation in India with regards to economic, political and socio-cultural perspectives.
<b>3. POL-H-DSE-T-2(A): Development Process and Social Movements in Contemporary India.</b>	
<b>CO-1</b>	Unit 1: Students will know the development process in India since Independence. They will know about State and planning for development, liberalization and reforms.
<b>CO-2</b>	Unit 2: Student will know the Industrial Development Strategy and its Impact on the Social structure, mixed economy, privatization, the impact on organized and unorganized labour and emergence of the new Indian middle class.
<b>CO-3</b>	Unit 3: After reading this chapter students will acquire knowledge on Agrarian development strategy and its impact on the social structure. They will know



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	about land reforms, green revolution, agrarian crisis since the 1990s and its impact on farmers.
<b>CO-4</b>	Unit 4: Students will acquire knowledge on social movements in India with regards to tribal, peasant, Dalit and women's movements, Maoist challenge and civil rights movements in India.
<b>4. POL-H-DSE-T-2(B): Human Rights in a Comparative Perspective.</b>	
<b>CO-1</b>	Unit 1: Learners will be acquainted with the understanding of human rights, three generations of rights, institutionalization, universal declaration of human rights. Their acquired proper understanding of this topics may help them live as a responsible world citizen, duly conscious of their rights and duties to the nation.
<b>CO-2</b>	Unit 2: On completion of the topic, they will be able to form a clear conception of human rights in national constitutions of South Africa and India.
<b>CO-3</b>	Unit 3: The course curriculum inculcates among students a basic understanding of Human Rights issues in comparative perspective: 1. Torture: USA and India; 2. Surveillance and Censorship: China and India; 3. Terrorism and Insecurity of Minorities: USA and India.
<b>CO-4</b>	Unit 4: The course curriculum inculcates among students a basic understanding of Violation of Human Rights in Comparative Perspective: 1. Caste and Race: South Africa and India; 2. Gender and Violence: India and Pakistan; 3. Adivasis/Aboriginals and the Land Question: Australia and India.
<b>5. POL-H-DSE-T-3(A): Understanding South Asia.</b>	
<b>CO-1</b>	Unit 1: On minute perusal of the texts on this section students will acquire broader knowledge on South Asia as a region, its historical and colonial legacies and geopolitical dimensions.
<b>CO-2</b>	Unit 2: In reading this, students will acquire knowledge on politics and governance. They will know about various regime types: democracy, authoritarianism, monarchy; emerging constitutional practices: federal experiments in Pakistan, constitutional debate in Nepal and Bhutan; devolution debate in Sri Lanka.
<b>CO-3</b>	Unit 3: Learners will be able to gain knowledge on socio-economic issues, identity politics and economic deprivation. They will be concerned with the challenges and impact (case studies of Pakistan, Bangladesh, Nepal, Sri Lanka)



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<b>CO-4</b>	Unit 4: In this way they will be concerned with the major challenges of regional issues: a) SAARC: problem and prospects; b) Terrorism, c) Migration.
<b>6. POL-H-DSE-T-3(B): India's Foreign Policy in a Globalizing World.</b>	
<b>CO-1</b>	Unit 1: Proper knowledge of this section will provide them with an insight into the dominant features of India's foreign policy: from a postcolonial state to an aspiring global power
<b>CO-2</b>	Unit 2: Learners will be able to gain knowledge on India's relations with the USA and USSR/Russia
<b>CO-3</b>	Unit 3: After reading this learner will have an insightful knowledge about India's engagements with China
<b>CO-4</b>	Unit 4: On minute perusal of the texts on this section students will acquire broader knowledge on India in South Asia: debating regional strategies
<b>CO-5</b>	Unit 5: On completion of the topic, they will be able to form a clear conception of India's negotiating style and strategies with respect to trade, environment, energy and security.
<b>7. POL-H-DSE-T-4(A): Dilemmas in Politics.</b>	
<b>CO-1</b>	Unit 1: Proper knowledge of this section will provide them with an insight into the dominant features of the moral economy of violence.
<b>CO-2</b>	Unit 2: On completion of the topic, they will be able to form a clear conception of the politics of exclusion.
<b>CO-3</b>	Unit 3: The course curriculum inculcates among students a basic understanding of debates on human rights.
<b>CO-4</b>	Unit 4: After going through the texts on this section students will acquire specific and elaborate knowledge on key concepts of ecology and political responsibility.
<b>CO-5</b>	Unit 5: The main objective of this new curriculum is to give the students a holistic understanding of capabilities and the politics of empowerment.
<b>CO-6</b>	Unit 6: Learners will be able to gain knowledge on global justice and cosmopolitanism.
<b>CO-7</b>	Unit 7: The course curriculum inculcates among students a basic understanding of feminism and the politics of interpretation.
<b>CO-8</b>	Unit 8: On completion of the topic, they will be able to form a clear conception legitimacy of humanitarian intervention



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<b>8. POL-H-DSE-T-4(B): Dissertation</b>	
<b>C. Generic elective courses (GE):</b>	
<b>1. POL-H-GE-T-1(A): Reading Gandhi</b>	
<b>CO-1</b>	Unit 1: On completion of the topic, they will be able to form a clear conception of the methods to read a text from textual and contextual way.
<b>CO-2</b>	Unit 2: On minute perusal of the texts on this section students will acquire broader knowledge on Hind Swaraj and Gandhi in his own word.
<b>2. POL-H-GE-T-1(B): Nationalism in India</b>	
<b>CO-1</b>	Unit 1: Students will be able to formulate scientific and rational approaches to the study of nationalism in India, nationalist, imperialist, Marxist, and subaltern interpretations.
<b>CO-2</b>	Unit 2: Students will be able to identify the different challenges created because of colonial rule in India and its impact: on agriculture, land relations, industry and administration system.
<b>CO-3</b>	Unit 3: This section will provide the learners with a clear view of reform and resistance. They will know about the revolt of 1857 b. major social and religious movements, education and the rise of the new middle class in India.
<b>CO-4</b>	Unit 4: Students will have knowledge on nationalist politics and expansion of its social base. They will know about phases of the nationalist movement birth of INC & Liberal constitutionalist phase, Swadeshi and the Radicals, formation of the Muslim League. They will know about Gandhi and mass mobilization, Non-cooperation, Civil Disobedience, and Quit India Movements. They will know about Socialist alternatives.
<b>CO-5</b>	Unit 5: In reading this, students will acquire knowledge on social movements, the women's question, participation in the national movement and its impact, the caste question. They will know about anti-Brahmanical politics. On minute perusal of the texts on this section students will acquire broader knowledge on peasant, tribal, and workers movements in colonial India.
<b>CO-6</b>	Unit6: After reading this learner will have an insightful knowledge about partition and independence, communalism in Indian politics, the two-nation theory, negotiations over partition.
<b>3. POL-H-GE-T-2(A): Human Rights, Gender and Environment</b>	
<b>CO-1</b>	Unit 1: The main objective of this new curriculum is to give the students a holistic understanding of social inequality with respect to caste, gender,



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	ethnicity and class as distinct categories and their interconnection. globalization and its impact on workers, peasants, Dalits, Adivasis and women.
<b>CO-2</b>	Unit 2: After going through the texts on this section students will acquire specific and elaborate knowledge on key concepts like Human Rights. They will know about UN Declarations and Covenants, Citizenship Rights, Human Rights as reflected in the Indian Constitution, laws and institutions in India, the role of the National Human Rights Commission, Human Rights of Marginalized Groups namely Dalits, Adivasis, women, minorities and unorganized workers. They will also know about Consumer Rights- The Consumer Protection Act and grievance Redressal mechanisms, Human Rights Movement in India. Their acquired proper understanding of this topics may help them live as a responsible citizen, duly conscious of their rights and duties to the nation.
<b>CO-3</b>	Unit 3: Students will be able to formulate scientific and rational approaches to analyzing structures of patriarchy. They will know about culture, history and economic development with respect to women. They will be concerned with the issue of women's political participation and representation in India laws and institutions. They will be aware of women's rights and movements in India.
<b>CO-4</b>	Unit 4: Students will be able to formulate scientific and rational approaches to study of environment. They will know about environmental and sustainable development. They will know about UN environment programme: Rio, Johannesburg. They will be concerned with the issues of industrial pollution, global warming and threats to bio-diversity. On minute perusal of the texts on this section students will acquire broader knowledge on environment policy in India and environmental movement in India
<b>4. POL-H-GE-T-2(B): Governance: Issues and Challenges</b>	
<b>CO-1</b>	Unit 1: The course curriculum inculcates among students a basic understanding of government and governance, role of state in the era of globalization, state market and civil society. In this way they will be able to grow interest in the political functioning of the country and will get themselves involved in the development of their nation.



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<b>CO-2</b>	Unit 2: Learners will be able to gain knowledge on governance and development, changing dimensions of development, strengthening democracy through good governance.
<b>CO-3</b>	Unit 3: Learners will be able to gain knowledge on environmental governance, human –environment interaction, green governance and sustainable human development
<b>CO-4</b>	Unit 4: After going through the texts on this section students will acquire specific and elaborate knowledge on key concepts like local governance, democratic decentralization in India and people’s participation in governance in India.
<b>CO-5</b>	Unit 5: On minute perusal of the texts on this section students will acquire broader knowledge on good governance initiatives in India. With respect to this they will learn about best practices of good governance, e-governance in India, its case studies, corporate social responsibility, citizens charter and right to information.
<b>5. POL-H-GE-T-3(A): Politics of Globalization</b>	
<b>CO-1</b>	Unit 1: After reading this learner will have an insightful knowledge on globalization, debates for and against globalization. Students will be able to formulate scientific and rational approaches to understanding globalization in a liberal and radical way.
<b>CO-2</b>	Unit 2: The course curriculum inculcates among students a basic understanding of international institutions: World Bank, IMF, WTO.
<b>CO-3</b>	Unit 3: Students will be able to identify the different challenges to issues in globalization. They will have discussion on alternative perspectives on its nature and character, critical dimensions economic-political & cultural.
<b>CO-4</b>	Unit 4: On completion of the topic, they will have knowledge on the correlation between globalization and social movements, globalization and migration.
<b>CO-5</b>	Unit 5: On minute perusal of the texts on this section students will acquire broader knowledge on the correlation between globalization and democracy, state, sovereignty and civil society, globalization and the demise of nation states.
<b>6. POL-H-GE-T-3(B): United Nations and Global Conflicts</b>	
<b>CO-1</b>	Unit 1: The course curriculum inculcates among students a basic understanding of the historical overview, principles and objectives of the United Nations.



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<b>CO-2</b>	Unit 2: They will come to know major organs and functions of the UN: General Assembly, Security Council, Economic and Social Council and the International Court of Justice.
<b>CO-3</b>	Unit 3: Students will have knowledge on specialised agencies of UN: International Labour Organisation [ILO], United Nations Educational, Scientific and Cultural Organisation [UNESCO], World Health Organisation [WHO], and UN programmes and funds: United Nations Children's Fund [UNICEF], United Nations Development Programme [UNDP].
<b>CO-4</b>	Unit 4: On completion of the topic, they will be able to form a clear concept of peace keeping, peacemaking and enforcement, peace building and responsibility to protect, millennium development goals and reforming the UN.
<b>CO-5</b>	Unit 5: In this part they will be concerned with the UN's role on major global conflicts- (a) Korean War (b) Vietnam War (c) Afghanistan Wars (d) Balkans: Serbia and Bosnia
<b>7. POL-H-GE-T-4(A): Feminism: Theory and Practice</b>	
<b>CO-1</b>	The main objective of this new curriculum is to give the students a holistic understanding of different feminist perspectives.
<b>CO-2</b>	Unit 1: Students will be able to formulate scientific and rational approaches to understanding patriarchy, feminist theorizing of the sex/gender distinction, biologism versus social constructivism, understanding patriarchy and feminism-liberal, socialist, Marxist, radical feminism, new feminist schools/traditions.
<b>CO-3</b>	Unit 2: After reading this learner will have an insightful knowledge about history of feminism, origins of feminism in the West, France, Britain and United States of America.
<b>CO-4</b>	Unit 3: - Students will be able to identify the different challenges and feminist issues and women's participation in anti-colonial and national liberation movements with special focus on India. The course curriculum inculcates among students a basic understanding of traditional historiography and feminist critiques. Students will have knowledge on social reforms movement and position of women in India. They will be conscious of history of women's struggle in India.



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<b>CO-5</b>	Unit 4: The main objective of this new curriculum is to give the students a holistic understanding of family in contemporary India- patrilineal and matrilineal practices, gender relations in the family, patterns of consumption, intra household divisions, entitlements and bargaining, property rights of women in India.
<b>CO-6</b>	Unit 5: Learners will be able to gain knowledge on understanding woman's work and labour in India. They will know about sexual division of labour, productive and reproductive labour, visible - invisible work, unpaid (reproductive and care), underpaid and paid work. They will know about the methods of computing women's work and female headed households.
<b>8. POL-H-GE-T-4(B): Understanding Ambedkar</b>	
<b>CO-1</b>	A proper knowledge of the thoughts and philosophies of Ambedkar will bring about their emancipation from all wrongs and injustices and will lead them towards truth and make them true citizen of their country.
<b>CO-2</b>	Unit 1: Students will be able to formulate scientific and rational approaches to studying polity, history, economy, religion and society from the point of view of Ambedkar
<b>CO-3</b>	Unit 2: After reading this learner will have an insightful knowledge about Ambedkar's views on caste and religion: caste, untouchability and Hindu social order.
<b>CO-4</b>	Unit 3: The course curriculum inculcates among students a basic understanding of Ambedkar on question of women, the rise and fall of Hindu women and Hindu Code Bill.
<b>CO-5</b>	Unit 4: Learners will be able to gain knowledge on political vision of Ambedkar on nation and nationalism, democracy and citizenship.
<b>CO-6</b>	Unit 5: In reading this, students will acquire knowledge on Ambedkar's views on economy and class question: planning and development, land and labor.
<b>CO-7</b>	Unit 6: They will be able to understand Ambedkar on constitutionalism with regards to rights and representations, constitution as an instrument of social transformation
<b>1. POL-H-SEC-T-1(A): Legislative Practices and Procedures</b>	
<b>CO-1</b>	Unit 1: On minute perusal of the texts on this section students will acquire broader knowledge on the powers and functions of people's representative at



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	different tiers of governance: Members of Parliament, State Legislative Assemblies - functionaries of rural and urban local governance.
<b>CO-2</b>	Unit 2: After reading this learner will have an insightful knowledge about the legislative process - how a bill becomes a law, role of the Standing Committee in reviewing a bill, legislative consultations, amendments to a bill, the framing of rules and regulations.
<b>CO-3</b>	Unit 3: On completion of the topic, they will be able to form a clear conception of legislative committees: types of committees, role of committees in reviewing government finances, policy, programmes, and legislation.
<b>CO-4</b>	Unit 4: After going through the texts on this section students will acquire specific and elaborate knowledge on key concepts like budget document, overview of budget process, role of parliament in reviewing the union budget, railway budget, examination of demands for grants of ministries, working of ministries.
<b>CO-5</b>	Unit 5: This section will provide the learners with a clear view of a media monitoring and communication: types of media and their significance for legislators. They will know about basics of communication in print and electronic media.
<b>2. POL-H-SEC-T-1(B): Democratic Awareness with Legal Literacy</b>	
<b>CO-1</b>	Unit1: The course curriculum inculcates among students a basic understanding of the Constitution, fundamental rights, fundamental duties, other constitutional rights and their manner of enforcement and the expansion of certain rights under Article 21 of the Constitution.
<b>CO-2</b>	Unit 2: On completion of the topic, they will be able to form a clear conception of laws relating to criminal jurisdiction, provision relating to filing of an FIR, arrest, bail, search seizure, understanding the question of evidence procedure in Cr.P.C. and related laws, dowry, sexual harassment and violence against women, laws relating to consumer rights and juvenile justice. After reading this learner will have an insightful knowledge about the prevention of atrocities on Scheduled Castes and Scheduled Tribes.



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<b>CO-3</b>	Unit3: After going through the texts on this section students will acquire specific and elaborate knowledge on anti-terrorist laws, implication for security and human rights and laws relating to cyber crimes.
<b>CO-4</b>	Unit 4: This section will provide the learners with a clear view of a 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, alternate dispute such as Lokadalats, non-formal mechanisms.
<b>3. POL-H-SEC-T-2(A): Public Opinion and Survey Research</b>	
<b>CO-1</b>	Unit 1: Students will have knowledge on characteristics of public opinion, conceptions, and characteristics. Students will have knowledge on role of debates in a democratic political system, uses for opinion poll.
<b>CO-2</b>	Unit 2: Students will have knowledge on measuring public opinion through sampling. They will know about sampling, its purpose, sample design, methods and types of sampling- non-random sampling (quota, purposive and snowball sampling) random sampling (simple and stratified)), sampling error and non-response.
<b>CO-3</b>	Unit 3: Students will have knowledge on interview techniques pitfalls, different types of and forms of interview.
<b>CO-4</b>	Unit 4: Students will have knowledge on question wording, fairness and clarity of questionnaire.
<b>CO-5</b>	Unit 5: Students will have knowledge on quantitative data analysis, correlation research, causation and prediction, descriptive and inferential statistics
<b>CO-6</b>	Unit 1: They will have knowledge on conflict and conflict management, conflict resolution and conflict transformation and peace building.
<b>CO-7</b>	Unit 2: Students will have knowledge on various dimensions of conflict: ideological, economic (resource sharing) and socio-cultural (ethnicity, religion and gender).
<b>CO-8</b>	Unit 3: The course curriculum inculcates among students a basic understanding of nature of local, sub-national and international conflicts.
<b>CO-9</b>	Unit 4: The course curriculum inculcates among students a basic understanding of the techniques of conflict resolution. They will know about trust building



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	negotiations, skill building mediation. They will know about track and multi-track diplomacy and Gandhian methods of conflict resolution.
<b>POLITICAL SCIENCE GENERAL</b>	
	A. Core courses (CC)
<b>1. POL-G-CC-T-1: Introduction to Political Theory</b>	
<b>CO-1</b>	Unit 3: Students will have knowledge on concept of state sovereignty, monistic and pluralistic theories.
<b>CO-2</b>	Unit 4: Students will have knowledge on the meaning and their interrelations of liberty, justice, equality, rights, state, civil society and law.
<b>CO-3</b>	Unit 5: Students will have knowledge on the meaning and typology of democracy.
<b>CO-4</b>	Unit 6: Students will be able to be engaged in debates in political theory: i) Is democracy compatible with economic growth? ii) On what grounds is censorship justified and what are its limits? iii) Does Protective Discrimination violate principles of fairness? iv) Should the state intervene in the institution of the family?
<b>2. POL-G-CC-T-2: Indian Government and Politics</b>	
<b>CO-1</b>	Unit 1: Students will be able to formulate scientific and rational approaches to the study of Indian politics.
<b>CO-2</b>	Unit 2: Students will have knowledge on Indian Constitution, Fundamental Rights, Duties and Directive Principle.
<b>CO-3</b>	Unit 3: Students will have knowledge on the Union Executive.
<b>CO-4</b>	Unit 4: Students will have knowledge on Union Legislation.
<b>CO-5</b>	Unit 5: Students will have knowledge on the interrelations between religion and politics. They will be engaged in debates on secularism and communalism.
<b>CO-6</b>	Unit 6: Students will have knowledge on power structure in India and the role of caste, class and patriarchy with respect to the power structure.
<b>CO-7</b>	Unit 7: Students will have knowledge on social movements with respect to workers', peasants', environmental and women's movement.
<b>3. POL-G-CC-T-3: Comparative Government and Politics</b>	
<b>CO-1</b>	Unit 1: Students will have knowledge on the importance and scope of comparative government, distinction between comparative politics and



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	comparative government. They will know about development of comparative politics.
<b>CO-2</b>	Unit 2: Students will have knowledge on theories of political systems of Easton, Almond and Powell.
<b>CO-3</b>	Unit 3: Students will have knowledge on typology of political systems: unitary and federal, parliamentary and presidential: UK & USA, federal and unitary: Canada & China.
<b>CO-4</b>	Unit 4: Students will have knowledge on electoral systems: first past the post, proportional representation, mixed systems.
<b>CO-5</b>	Unit 5: Students will have knowledge on party systems: one-party, two-party and multi-party systems.
<b>CO-6</b>	Unit 6: Students will have knowledge on contemporary debates on the nature of state: from state centric security to human centric security & the changing nature of nation-state in the context of globalization.
<b>4. POL-G-CC-T-4: Introduction to International Relations</b>	
<b>CO-1</b>	Unit 1: Students will know about International Relations as an academic discipline.
<b>CO-2</b>	Unit 2: They will grow major approaches to the study of International Relations: (a) Liberal and Neo-Liberal (Robert O.Keohane and Joseph Nye); (b) Realism (Hans Morgenthau) and Neo-Realism (Kenneth Waltz); (c) Structural Approaches: World Systems Approach (Immanuel Wallerstein) and Dependency School (Andre Gunder Frank), (d) Feminist Perspective (J. Ann Tickner)
<b>CO-3</b>	Unit 3: They will know about major concepts in International Relations: (a) National Power; (b) Balance of Power; (c) Collective Security, (d) Bipolarity, Unipolarity & Multi-polarity, (g) National Interest, (h) Globalization.
<b>CO-4</b>	Unit 4: In reading this, students will acquire knowledge on basic determinants (historical, geo-political, economic, domestic and strategic) of Indian Foreign Policy, India's policy of Non-Alignment, India's relations with U. S. A, China, Pakistan and Bangladesh.
<b>CO-5</b>	Unit 5: The course curriculum inculcates among students a basic understanding of Cold War and post- Cold War era. They will know about origins of Cold War,



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	phases of Cold War. They will know about the collapse of Soviet Union and the end of Cold War. Their knowledge will include post –Cold War era
	B. Discipline specific elective courses (DSE) (2)
<b>1. POL-G-DSE-T-1(A): Citizenship in a Globalizing World.</b>	
<b>CO-1</b>	Unit 1: Students will have knowledge on the evolution of citizenship and the modern state.
<b>CO-2</b>	Unit 2: Students will have knowledge on citizenship and diversity.
<b>CO-3</b>	Unit 3: Students will have knowledge on citizenship beyond the nation-state: globalization and global justice.
<b>CO-4</b>	Unit4: Students will have knowledge on the idea of cosmopolitan citizenship.
<b>2. POL-G-DSE-T-1(B): Public Policy in India.</b>	
<b>CO-1</b>	Unit 1: Students will have knowledge on the meaning, scope and importance of public policy and the emergence of policy sciences.
<b>CO-2</b>	Unit 2: Students will have knowledge on models of policy decision-making.
<b>CO-3</b>	Unit 3: Students will have knowledge on Nehruvian vision of policy making in India. On minute perusal of the texts on this section students will acquire broader knowledge on pre and post liberalization period in India and the determinants of public policy in India.
<b>CO-4</b>	Unit 4: After reading this learner will have an insightful knowledge about major public policies in India: a) Public Health; b) Education and c) Environment.
<b>CO-5</b>	Unit5: In this way they will be concerned with constraints and challenges to public policy implementation in India with respect to economic, political and cultural perspectives.
<b>3. POL-G-DSE-T-2(A): Understanding South Asia.</b>	
<b>CO-1</b>	Unit 1: Learners will be able to know of South Asia as a region, its historical and colonial legacies and geopolitical dimensions.
<b>CO-2</b>	Unit 2: Learners will be able to know of politics and governance: a) regime types: democracy, authoritarianism, monarchy; b) emerging constitutional practices: federal experiments in Pakistan, constitutional debate in Nepal and Bhutan; devolution debate in Sri Lanka.



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<b>CO-3</b>	Unit 3: In reading this, students will acquire knowledge on socio-economic issues, identity politics and economic deprivation, challenges and Impact (case studies of Pakistan, Bangladesh, Nepal, Sri Lanka).
<b>CO-4</b>	Unit 4: This section will provide the learners with a clear view of regional issues and challenges: a) SAARC: problem and prospects; b) Terrorism, c) Migration.
<b>4. POL-G-DSE-T- 2(B): India's Foreign Policy in a Globalizing World.</b>	
<b>CO-1</b>	Unit 1: On minute perusal of the texts on this section students will acquire broader knowledge on India's Foreign policy.
<b>CO-2</b>	They will be conscious of India's rise from a postcolonial state to an aspiring global power.
<b>CO-3</b>	Unit 2: Students will have knowledge on India's relations with the USA and USSR/Russia.
<b>CO-4</b>	Unit 3: Students will have knowledge on India's Engagements with China
<b>CO-5</b>	Unit 4: Students will have knowledge on India's role in South Asia, debating regional strategies.
<b>CO-6</b>	Unit 5: Students will have knowledge on India's negotiating style and strategies with respect to trade, environment, energy and security regimes.
C. Generic elective courses (GE): (Interdisciplinary): (2)	
<b>1. POL-G-GE-T-1(A): Reading Gandhi</b>	
<b>CO-1</b>	Students will know about values and ideals of Gandhi.
<b>CO-2</b>	Unit 1: On completion of the topic, they will be able to form a clear conception on ways to read a text: a. textual; b. contextual.
<b>CO-3</b>	Unit 2: On minute perusal of the texts on this section students will acquire broader knowledge on Hind Swaraj and Gandhi.
<b>CO-4</b>	Unit 3: The course curriculum inculcates among students a basic understanding of Gandhi's contribution in modern India. They will have knowledge on nationalism, communal unity, women's question, untouchability, education, commentaries on Hind Swaraj and Gandhian thought.
<b>2. POL-G-GE-T-1(B): Nationalism in India</b>	
<b>CO-1</b>	Unit 1: They will make approaches to the study of nationalism in India. They will attempt nationalist, imperialist, Marxist, and subaltern interpretations.
<b>CO-2</b>	Unit 2: Students will have knowledge on colonial rule in India and its impact on agriculture, land relations, industry and administration system.



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CO-3	Unit 3: Students will have knowledge on reform and resistance: the Revolt of 1857, major social and religious movements, education and the rise of the new middle class in India.
CO-4	Unit 4: Students will have knowledge on nationalist politics and expansion of its social base: a. phases of the nationalist movement: birth of INC & Liberal constitutionalist phase, Swadeshi and the radicals, formation of the Muslim League b. Gandhi and mass mobilization: Non-cooperation, Civil Disobedience, and Quit India Movements c. Socialist alternatives: Congress socialists, Communists.
<b>3. POL-G-GE-T-2 (A): Human Rights, Gender and Environment</b>	
CO-1	Unit 1: Students will have proper understanding of social inequality: caste, gender, ethnicity and class as distinct categories and their interconnection. They will know about globalisation and its impact on workers, peasants, Dalits, Adivasis and women.
CO-2	Unit 2: Students will have knowledge on human rights, UN declarations and covenants, human rights and citizenship rights, human rights and the Indian constitution, human rights, laws and institutions in India; the role of the National Human Rights Commission, Human Rights of Marginalized Groups- Dalits, Adivasis, Women, Minorities and Unorganized Workers. They will know about Consumer Rights, the Consumer Protection Act, grievance Redressal mechanisms and Human Rights Movement in India.
CO-3	Unit 3: Students will have knowledge on analysing structures of patriarchy, gender, culture and history, economic development and women, the issue of women's political participation and representation in India laws, institutions and women's rights in India, women's movements in India.
CO-4	Unit 4: Students will have knowledge on the correlation between environmental and sustainable development. They will have knowledge on UN Environment Programme in Rio, Johannesburg and other places. They will be conscious of issues of industrial pollution, global warming and threats to biodiversity.
<b>4. POL-G-GE-T-2 (B): Governance: Issues and Challenges</b>	
CO-1	unit 1: The course curriculum inculcates among students a basic understanding of government and governance, role of state in the era of globalization, state market and civil society.



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<b>CO-2</b>	Unit 2: On minute perusal of the texts on this section students will acquire broader knowledge on governance and development, changing dimensions of development and strengthening democracy through good governance.
<b>CO-3</b>	Unit 3: After going through the texts on this section students will acquire specific and elaborate knowledge on key concepts like environmental governance, human -environment interaction and green governance.
<b>CO-4</b>	The main objective of this new curriculum is to give the students a holistic understanding of sustainable human development.
<b>CO-5</b>	Unit 4: They will know about local governance: democratic decentralization in India and people's participation in governance in India.
<b>CO-6</b>	Unit 5: After reading this learner will have an insightful knowledge about meaning and concept of e-governance in India and good governance initiatives in India. They will be able to make case studies. They will have knowledge on corporate social responsibility, Citizens Charter and Right to Information.
<b>1. POL-G-SEC-T-1: Legislative Practices and Procedures</b>	
<b>CO-1</b>	Unit 1: On minute perusal of the texts on this section students will acquire broader knowledge on powers and functions of people's representative at different tiers of governance. They will know about members of parliament, state legislative assemblies and functionaries of rural and urban local governance.
<b>CO-2</b>	Unit 2: After reading this learner will have an insightful knowledge about legislative process - how a bill becomes a law, role of the Standing Committee in reviewing a bill, legislative consultations, amendments to a bill, the framing of rules and regulations.
<b>CO-3</b>	Unit 3: On completion of the topic, they will be able to form a clear conception on types and role of legislative committee.
<b>CO-4</b>	Unit 4: After going through the texts on this section students will acquire specific and elaborate knowledge on budget document, overview of budget process, role of Parliament in reviewing the Union Budget and Railway Budget. They will know about examination of demands for grants of ministries and the working of ministries.



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<b>CO-5</b>	Unit 5: This section will provide the learners with a clear view of a media monitoring and communication. They will know about types of media and their significance for legislators. They will know about basics of communication in print and electronic media
<b>2. POL-G-SEC-T-2: Public Opinion and Survey Research</b>	
<b>CO-1</b>	On minute perusal of the texts on this section students will acquire broader knowledge on the conceptions and characteristics of public opinion.
<b>CO-2</b>	Unit 1: Students will have knowledge on debates about its role in a democratic political system and uses for opinion poll.
<b>CO-3</b>	Unit 2: In reading this student will acquire knowledge on measuring public opinion. They will know about sample design, methods and types of sampling, non-random sampling (quota, purposive and snowball sampling), random sampling (simple and stratified), sampling error and non-response.
<b>CO-4</b>	Unit 3: Students will have knowledge on techniques pitfalls, different types of and forms of interview
<b>CO-5</b>	Unit4: They will know about questionnaire: question wording, fairness and clarity.
<b>CO-6</b>	Unit 5: Students will have knowledge on quantitative data analysis, correlation research, causation and prediction, descriptive and inferential statistics.
<b>3. POL-G-SEC-T-3: Democratic Awareness with Legal Literacy.</b>	
<b>CO-1</b>	Unit1: The course curriculum inculcates among students a basic understanding of fundamental rights, fundamental duties of constitution. They will know about other constitutional rights and their manner of enforcement and the expansion of certain rights under Article 21 of the Constitution.
<b>CO-2</b>	Unit 2: On completion of the topic, they will be able to form a clear conception of laws relating to criminal jurisdiction, provision relating to filing of an FIR, arrest, bail, search seizure. They will understand the question of evidence procedure in Cr.P.C. and related laws, dowry, sexual harassment and violence against women. They will have knowledge on laws relating to consumer rights, Juvenile Justic. After reading this learner will have an insightful knowledge about prevention of atrocities on Scheduled Castes and Scheduled Tribes.



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<b>CO-3</b>	Unit3: After going through the texts on this section students will acquire specific and elaborate knowledge on key concepts like anti-terrorist laws: implication for security and human rights and laws relating to cyber-crimes.
<b>CO-4</b>	Unit 4: This section will provide the learners with a clear view of a system of courts/ tribunals and their jurisdiction in India. They will know about criminal and civil courts, writ jurisdiction, specialized courts such as juvenile courts, Mahila courts and tribunals. On minute perusal of the texts on this section students will acquire broader knowledge on alternate dispute such as Lokadalats, non-formal mechanisms.
<b>4. POL-G-SEC-T-4: Peace and Conflict Resolution</b>	
<b>CO-1</b>	Unit 1: On completion of the topic, they will be able to form a clear conception of conflict and conflict management, conflict resolution and conflict transformation and peace building.
<b>CO-2</b>	Unit 2: On minute perusal of the texts on this section students will acquire broader knowledge on dimensions of conflict: ideological, economic (resource sharing) and socio-cultural (ethnicity, religion and gender).
<b>CO-3</b>	Unit 3: The course curriculum inculcates among students a basic understanding of nature of local, sub-national and international conflicts.
<b>CO-4</b>	Unit 4: Learners will be able to know of the techniques of conflict resolution: negotiations, trust building, mediation, skill building and active listening, track-and multi-track diplomacy and Gandhian methods.
<b>GEOGRAPHY GENERAL</b>	
<b>GEO/G/CC/T/01 - Geotectonics and Geomorphology and Scale and Cartography</b>	
	The course curriculum inculcates among students a basic understanding of physical features depicted in topographical Maps, explain the steps in preparation of geomorphic steps, create longitudinal profile and prepare block diagrams.
<b>GEO/G/CC/T/02- Climatology, Soil and Biogeography and Surveying and Levelling</b>	
	In reading this, students will acquire knowledge on climatology, soil and biogeography and surveying and levelling.
<b>GEO/G/CC/T/03- Human Geography and Map Projection and Map Interpretation</b>	
	The course curriculum inculcates among students a basic understanding of human geography and map projection and map interpretation.



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<b>GEO/G/CC/P/03- Human Geography and Map Projection and Map Interpretation</b>	
	On minute perusal of the texts on this section students will acquire broader knowledge on human geography and map projection and map interpretation.
<b>GEO/G/SEC/P/01/A Computer Basics and Computer Applications</b>	
	Learners will be able to gain knowledge on computer basics and computer applications.
<b>GEO/G/SEC/P/01/B)- Remote Sensing</b>	
	Students will have a scientific knowledge on remote sensing.
<b>GEO/G/CC/T/04- Environmental Geography and Field Work</b>	
	Students will have a scientific knowledge on Environmental geography and field work.
<b>GEO/G/CC/P/04- Environmental Geography and Field Work</b>	
	Learners will be able to gain knowledge on environmental geography and field work.
<b>GEO/G/SEC/P/02/A- Advance Spatial Statistical Techniques</b>	
	The course curriculum inculcates among students a basic understanding of advance spatial statistical techniques.
<b>GEO/G/SEC/P/02/B)- Field Work</b>	
	Learners will be able to apply the knowledge gained through different courses in practical field.
<b>(GEO/G/SEC/P/03/A- Field Techniques and Survey Based Project Report</b>	
	Learners will be able to apply the knowledge gained through different courses in practical field.
<b>GEO/G/SEC/P/03/B)- Collection, Mapping and Interpretation Of Climatic Data</b>	
	Students will have a scientific knowledge on collection, mapping and interpretation of climatic data.
<b>(GEO/G/SEC/P/04/A- Collection, Mapping and Interpretation Of Pedological Data</b>	
	Students will have a scientific knowledge on collection, mapping and interpretation of pedological data.
<b>GEO/G/SEC/P/04/B)- Rocks and Minerals and Their Megascopic Identification</b>	
	On minute perusal of the texts on this section students will acquire broader knowledge on rocks and minerals and their megascopic identification.
<b>SOCIOLOGY GENERAL</b>	
	After successful completion of the course students will have a sound knowledge in different areas of sociology and will be able to understand society in a



## Programme Outcomes & Course Specific Outcomes

	rational scientific and humanistic way. They will also grow strong knowledge in the following areas.
<b>CO-1</b>	1. After reading this learner will have an insightful knowledge about the relation between sociology and other social sciences.
<b>CO-2</b>	1.1 After reading this learner will have an insightful knowledge about the relation between sociology and social anthropology.
<b>CO-3</b>	1.2 After reading this learner will have an insightful knowledge about the relation between sociology & psychology.
<b>CO-4</b>	1.3 After reading this learner will have an insightful knowledge about the relation between sociology & history.
<b>CO-5</b>	2. The course curriculum inculcates among students a basic understanding of concepts of society and groups.
<b>CO-6</b>	2.1 After reading this learner will have an insightful knowledge about the correlation between individual and group.
<b>CO-7</b>	2.2 The main objective of this new curriculum is to give the students a holistic understanding of associations and institutions.
<b>CO-8</b>	2.3 Learners will be able to gain knowledge on the correlation between culture and society.
<b>CO-9</b>	2.4 Students will be able to formulate scientific and rational approaches towards bringing out social change.

### **Ability Enhancement**

#### **Compulsory Course (AECC – Environment Studies)**

The course curriculum inculcates among students a basic understanding of the following matters.

<b>CO-1</b>	Unit1: Learners will be able to gain knowledge on environmental studies.
<b>CO-2</b>	Unit 2: Learners will be able to gain knowledge on ecosystems.
<b>CO-3</b>	Unit 3: The course curriculum inculcates among students a basic understanding of renewable and non-renewable resources.
<b>CO-4</b>	Unit 4: On minute perusal of the texts on this section students will acquire broader knowledge on biodiversity and conservation.
<b>CO-5</b>	Unit 5: on completion of the topic, they will be able to form a clear conception of environmental pollution.



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<b>CO-6</b>	Unit 6: The course curriculum inculcates among students a basic understanding of environmental policies and practices.
<b>CO-7</b>	Unit 7: On minute perusal of the texts on this section students will acquire broader knowledge on the correlation between human communities and the environment.
<b>CO-8</b>	Unit 8: Learners will be able to apply the knowledge gained through different courses in practical field.
<b>PHYSICAL EDUCATION GENERALA</b>	
<b>CO-1</b>	On successful completion of the course students will have a sound knowledge of how to keep their body fit.
<b>CO-2</b>	This will help them in turning out to be a good athlete. Besides that, they will be able to know the correlation of body, mind and social relation.
<b>CO-3</b>	They will also have a right and scientific view and right practices of different physical exercises, games, Yogas, Gymnasium and others.
<b>CORE PAPER – 1: Foundation and History of Physical Education</b>	
<b>Unit-I: Introduction</b>	
<b>CO-1</b>	1.1. Learners will be able to gain knowledge on meaning and definition of Physical Education.
<b>CO-2</b>	1.2. The main objective of this new curriculum is to give the students a holistic understanding of aim and objectives of Physical Education.
<b>CO-3</b>	1.3. On completion of the topic, they will be able to remove the misconcepts and form modern concept of Physical Education.
<b>CO-4</b>	1.4. The course curriculum inculcates among students a basic understanding of importance of Physical Education in modern society.
<b>Unit-II: Biological and Sociological Foundations of Physical Education</b>	
<b>CO-1</b>	Students will be able to relate Physical Education with biological and sociological foundations.
<b>CO-2</b>	2.1. Learners will be able to know the meaning and definition of growth and development. They will know about factors affecting growth and development, differences of growth and development and the principles of growth and development.



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<b>CO-3</b>	2.2. On completion of the topic, they will be able to form a clear conception of various dimensions of age- chronological age, anatomical age, physiological age and mental age.
<b>CO-4</b>	2.3. After reading this learner will have an insightful knowledge about sociological foundation of Physical Education. They will know about the meaning and definition of Sociology, Society, Socialization and Physical Education.
<b>CO-5</b>	2.4. On minute perusal of the texts on this section students will acquire broader knowledge on the role of games and sports in creating national and international harmony.
<b>Unit-III: History of Physical Education</b>	
<b>CO-1</b>	3.1. Students will have knowledge on historical development of Physical Education and sports in India- pre-independence period and post-independence period.
<b>CO-2</b>	3.2. Students will have knowledge on Olympic Movement-ancient and modern Olympic Games.
<b>CO-3</b>	3.3. Students will have knowledge on brief historical background of Asian Games, Commonwealth Games and SAF Games.
<b>CO-4</b>	3.4. National Sports Awards- Arjuna Award, Rajiv Gandhi Khel Ratna Award, Dronacharya Award and Dhyanchand Award
<b>Unit-IV: Yoga Education</b>	
<b>CO-1</b>	4.1. Students will have knowledge on meaning and definition of the term Yoga, types, aim, objectives and importance of Yoga.
<b>CO-2</b>	4.2. Students will have knowledge on history of Yoga.
<b>CO-3</b>	4.3. Students will have knowledge on Astanga Yoga that is eight limbs of Yoga.
<b>CO-4</b>	4.4 Students will have knowledge on Hatha Yoga
<b>CO-1</b>	Field Practical 1. They will be able to learn and demonstrate the technique of Suryanamaskar. They will grow concentration of mind.
<b>CO-2</b>	Field Practical 2. They will be able to develop physical fitness through callisthenics and aerobic activities.
<b>CO-3</b>	Students will achieve physical fitness through practice.
SEMESTER – 2	



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<b>CORE PAPER – 2: Management of Physical Education and Sports Course Code</b>	
<b>CO-1</b>	Unit- I: The course curriculum inculcates among students a basic understanding of sports management.
<b>CO-2</b>	They will have knowledge on concept and definition of sports management.
<b>CO-3</b>	1.2. They will have knowledge on the importance of sports management.
<b>CO-4</b>	1.3. They will have knowledge on the principles of sports management.
<b>CO-5</b>	1.4. They will have knowledge on the duties of a sports manager.
<b>Unit- II: Tournaments</b>	
<b>CO-1</b>	2.1 Tournaments often feature in literature, history, or social studies curricula as they are significant cultural events in various societies throughout history. Reading about tournaments can provide insight into the social structure, values, and entertainment of different time periods and cultures. Tournaments frequently appear in literature, from medieval romances to modern novels and films. Analyzing these depictions can help students understand themes such as chivalry, honor, competition, and power dynamics.
<b>CO-2</b>	2.2 Students will have knowledge on meaning and definition and types of tournaments (knock-out league, combination, challenge).
<b>CO-3</b>	Students will have knowledge on the procedure of drawing fixture, plan of tournament
<b>CO-4</b>	2.3. Students will have knowledge on methods of organizing annual athletic meet and play day 29 august. Distribution of prizes is made on that date.
<b>CO-5</b>	2.4. They will know about the methods of organization of intramural and extramural competition.
<b>Unit- III: Facilities and Equipments</b>	
<b>CO-1</b>	Students pursuing degrees or courses related to engineering, architecture, construction management, or similar fields often study facilities and equipment to understand their design, functionality, and maintenance. Those conducting research in fields such as industrial engineering, manufacturing, or logistics may need to stay updated on the latest advancements in facilities and equipment to inform their studies and projects. Likewise students studying Physical Education need to stay updated to the facilities and equipment of Physical Education.



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<b>CO-2</b>	Students will have knowledge on method of standard athletic track marking.
<b>CO-3</b>	Students will have knowledge on care and maintenance of playground and gymnasium.
<b>CO-4</b>	Students will have knowledge on importance, care and maintenance of sports equipments.
<b>CO-5</b>	Students will have knowledge on meaning, importance and factors affecting education time table.
<b>Unit- IV: Leadership</b>	
<b>CO-1</b>	Many students aspire to become leaders in various aspects of their lives, whether it's in their academic pursuits, extracurricular activities, future careers, or within their communities. reading about leadership helps them develop the necessary skills, qualities, and mindset to effectively lead others.
<b>CO-2</b>	4.1. The course curriculum inculcates among students a basic understanding of Meaning and definition of leadership.
<b>CO-3</b>	4.2. Proper knowledge of this section will provide them with an insight into the dominant features of qualities of good leader in physical education.
<b>CO-4</b>	4.3. Students will be able to know types of leadership and inculcate the basic values of leadership.
<b>CO-5</b>	4.4. Students will be able to know principles of leadership activities and inculcate the basic values of leadership.
<b>Field Practical</b>	
<b>CO-1</b>	Field Practical 1. Learners will be able to know of Lay out, knowledge and Officiating ability. Track and Field events (any one).
<b>CO-2</b>	Field Practical 2. learners will be able to know of lay out, knowledge and officiating ability games: football, kabaddi, kho-kho and volleyball (any one).
SEMESTER – 3	
<b>CORE PAPER – 3: Anatomy, Physiology and Exercise Physiology Course Code: PEDG-CC-T-1C</b>	
<b>CO-1</b>	Unit- i: Students will be able to understand how the body functions under normal and diseased conditions enables professionals to develop strategies for promoting health and preventing illness. This includes creating exercise programs, advising on nutrition, and implementing lifestyle interventions.
<b>CO-2</b>	1.1. Students will have a scientific knowledge on the meaning and definition of anatomy, physiology and exercise physiology.



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<b>CO-3</b>	1.2. Students will have a scientific knowledge on importance of anatomy, physiology and exercise physiology in physical education.
<b>CO-4</b>	1.3. Students will have a scientific knowledge on human cell- structure and function.
<b>CO-5</b>	1.4. Students will have a scientific knowledge on tissue- types and functions.
<b>Unit-II: Musculo-skeletal System</b>	
<b>CO-1</b>	Students study the musculoskeletal system because it's fundamental to understanding human anatomy and physiology. It includes bones, muscles, joints, and connective tissues, all crucial for movement, support, and protection of the body. Understanding this system is essential for various fields such as medicine, physical therapy, sports science, and biomechanics.
<b>CO-2</b>	2.1. Learners will be able to know of skeletal system- structure of skeletal system, classification and location of bones and joints, anatomical differences between male and female.
<b>CO-3</b>	2.2. On completion of the topic, they will be able to form a clear conception of muscular system- types of muscles, location, structure and function of skeletal muscle.
<b>CO-4</b>	2.3. The course curriculum inculcates among students a basic understanding of types of muscular contraction.
<b>CO-5</b>	2.4. Students will be able to formulate scientific and rational approaches on effect of exercise and training on muscular system.
<b>Unit-III: Circulatory System</b>	
<b>CO-1</b>	Students read about the circulatory system to understand how blood flows through the body, delivering oxygen and nutrients to cells while removing waste products. it's essential for understanding human anatomy, physiology, and overall health.
<b>CO-2</b>	3.1. Learners will be able to know of blood- composition and function.
<b>CO-3</b>	3.2 Learners will be able to know of heart- structure and functions. mechanism of blood circulation through heart.
<b>CO-4</b>	3.3 Learners will be able to know of blood pressure, athletic heart and bradycardia.



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<b>CO-5</b>	3.4 Learners will be able to know of effect of exercise and training on circulatory system.
<b>Unit-IV: Respiratory System</b>	
<b>CO-1</b>	Students study the respiratory system to understand how the body obtains oxygen and removes carbon dioxide, essential for cellular respiration and overall health. This knowledge is crucial for fields like biology, medicine, and physiology
<b>CO-2</b>	4.1 Students will gain knowledge on structure and function of respiratory organs.
<b>CO-3</b>	4.2 Students will gain practical knowledge on mechanism of respiration.
<b>CO-4</b>	4.3 Students will gain practical knowledge on vital capacity, o <sub>2</sub> debt and second wind.
<b>CO-5</b>	4.4 Students will gain practical knowledge on effect of exercise and training on respiratory system.
<b>CO-1</b>	Practical 1- Students will be able to make assessments of BMI and WHR (Waist-to-hip ratio).
<b>CO-2</b>	Practical 2- Students will be able to make assessment of Heart Rate, Blood Pressure, Respiratory Rate, And Pick Flow Rate.
<b>Track Events</b>	
<b>CO-1</b>	1.1. Students will gain practical knowledge on starting techniques: standing start and crouch start (its variations) use of starting block.
<b>CO-2</b>	1.2. Students will gain practical knowledge on acceleration with proper running techniques.
<b>CO-3</b>	1.3. Students will gain practical knowledge on finishing technique: run through, forward lunging and shoulder shrug.
<b>CO-4</b>	1.4. Students will gain practical knowledge on relay race: starting, baton holding/carrying, baton exchange in-between zone, and finishing.
<b>Field events (any two)</b>	
<b>CO-1</b>	2.1. Students will gain practical knowledge on long jump: approach run, take-off, flight in the air (hang style/hitch kick) and landing.
<b>CO-2</b>	2.2. Students will gain practical knowledge on high jump: approach run, take-off, bar clearance (straddle) and landing.



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<b>CO-3</b>	2.3. Students will gain practical knowledge on shot put: holding the shot, placement, initial stance, glide, delivery stance and recovery
<b>CO-4</b>	2.4. Students will gain practical knowledge on discus throw: holding the discus, initial stance, primary swing, turn, release and recovery (rotation in the circle).
<b>CO-5</b>	2.5. Students will gain practical knowledge on javelin throw: grip, carry, release and recovery (3/5 impulse stride)
SEMESTER – 4	
<b>CORE PAPER – 4: Health Education, Physical Fitness and Wellness Course Code: PEDG-CC-T-1D</b>	
<b>Unit – I: Introduction</b>	
<b>CO-1</b>	1.1. The course curriculum inculcates among students a basic understanding of concept, definition and dimension of health.
<b>CO-2</b>	1.2. Learners will be acquainted with the definition, aim, objectives and principles of health education.
<b>CO-3</b>	1.3. In reading this, students will acquire knowledge on activities of health agencies- World Health Organization (WHO), United Nations Educational Scientific and Cultural Organization (UNESCO) and United Nations International Children’s Emergency Fund (UNICEF).
<b>CO-4</b>	1.4. On completion of the topic, they will be able to form a clear conception of school health program- health service, health instruction, health supervision, personal hygiene and maintaining health record.
<b>Unit – II: Common Health Problems - Prevention and Control</b>	
<b>CO-1</b>	2.1. On minute perusal of the texts on this section students will acquire broader knowledge on communicable diseases- Malaria, Dengue, Chicken Pox, Diarrhoea, Tuberculosis, Covid 19. The course curriculum inculcates among students a basic understanding of the causes and remedy of these diseases.
<b>CO-2</b>	2.2. Students will be able to identify the different challenge coming from Non-communicable Diseases- Obesity, Diabetes and Asthma
<b>CO-3</b>	2.3. After reading this learner will have an insightful knowledge about nutrition-nutritional requirements for daily living. They will know about preparation of balanced diet chart. They will be concerned about health disorders due to deficiency of protein, carbohydrate, fat, vitamins and minerals.



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<b>CO-4</b>	2.4. After going through the texts on this section students will acquire specific and elaborate knowledge on key concepts of personal and environmental hygiene.
<b>Unit – III: Physical Fitness and Wellness</b>	
<b>CO-1</b>	3.1. On completion of the topic, they will be able to form a clear conception of the meaning, definition and importance of physical fitness.
<b>CO-2</b>	3.2. Learners will be acquainted with the components of physical fitness, health and performance related physical fitness. learners will be able to apply the knowledge gained through different courses in practical field.
<b>CO-3</b>	3.3. On completion of the topic, they will be able to form a clear conception on concept of wellness and relationship between physical activities and wellness
<b>CO-4</b>	3.4. In this way they will be concerned with ageing. They will then be engaged in physical activities and its importance good health.
<b>Unit – IV: Health and First-aid LH - 12</b>	
<b>CO-1</b>	4.1. The main objective of this new curriculum is to give the students a holistic understanding of the meaning, definition, importance and golden rules of First-aid
<b>CO-2</b>	4.2. After reading this learner will have an insightful knowledge about concept of sports injuries- sprain, strain, wound, fracture and dislocation.
<b>CO-3</b>	4.3. Learners will be able to apply the knowledge gained through the course in practical field. They will be able to manage sports injuries through the application of Hydro-therapy.
<b>CO-4</b>	4.4. Learners will be able to manage sports injuries through the application of Thermo-therapy.
<b>Gymnastics and Yoga</b>	
	Course Code: PEDG-SEC-P-2
<b>CO-1</b>	Gymnastics- On completion of the topic, they will be able to form a clear conception on the following topics.
<b>CO-2</b>	1. Compulsory
<b>CO-3</b>	1.1 Forward Roll
<b>CO-4</b>	1.2 T-Balance
<b>CO-5</b>	1.3 Forward Roll with Split Leg



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<b>CO-6</b>	1.4 Backward Roll
<b>CO-7</b>	1.5 Cart-Wheel
<b>Practical Knowledge</b>	
	2. Optional (any two) On minute perusal of the texts on this section students will acquire broader and practical knowledge on the following:
<b>CO-1</b>	2.1 Dive and Forward Roll
<b>CO-2</b>	2.2 Hand Spring
<b>CO-3</b>	2.3 Head Spring
<b>CO-4</b>	2.4 Neck Spring
<b>CO-5</b>	2.5 Hand Stand and Forward Roll
<b>CO-6</b>	2.6 Summersault
<b>Yoga</b>	
<b>CO-1</b>	3. Asanas- Learners will be acquainted with the different asanas of Yoga.
<b>CO-2</b>	3.1 Proper knowledge of this section will provide them with an insight into the dominant features of various standing postures- Ardhashandrasana, Brikshasana, Padahasthasana
<b>CO-3</b>	3.2 A proper knowledge of these postures will not only provide good health but also lead them towards truth and enjoy the blessings of life. They will know about sitting posture- Ardhakurmasana, Paschimottanasana, Gomukhasana
<b>CO-4</b>	3.3 Students will have knowledge on supine posture- Setubandhasana, Halasana, Matsyasana
<b>CO-5</b>	3.4 Students will have knowledge on prone posture- Bhujangasana, Salvasana, Dhanurasana
<b>CO-6</b>	3.5 Students will have knowledge on inverted posture- Sarbhangasana, Shirsasana, Bhadrasana
	SEMESTER- 5
<b>DSE PAPER- 5: Sports Training Course Code- PEDG-DSE-T-2</b>	
<b>Unit- I: Introduction</b>	
<b>CO-1</b>	1.1 On minute perusal of the texts on this section students will acquire broader knowledge on Indian games and racket sports.
<b>CO-2</b>	1.2 After going through the texts on this section students will acquire specific and elaborate knowledge on the aims and characteristics of sports training.



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<b>CO-3</b>	1.3 After reading this learner will have an insightful knowledge about the principles of sports training.
<b>CO-4</b>	1.4 On completion of the topic, they will be able to form a clear conception of the principles and importance of sports training.
<b>Unit-II: Methods of Training and Conditioning in Sports</b>	
<b>CO-1</b>	2.1 Learners will be acquainted with the meaning, types and methods of warming up and cooling down.
<b>CO-2</b>	2.2 Students will have knowledge on warming up and cooling down. They will also have strong concept of conditioning and its principles.
<b>CO-3</b>	2.3 Students will have knowledge on training methods- circuit training, interval training, weight training
<b>CO-4</b>	2.4 Students will have knowledge on meaning, types, aim and contents of different periods.
<b>Unit-III: Training Load and Adaptation</b>	
<b>CO-1</b>	3 Students will know about the meaning, definition, types and factors of training load. They will be able to formulate scientific and rational approaches towards managing training load.
<b>CO-2</b>	3.2 They will know about the components of training load.
<b>CO-3</b>	3.3 They will be conscious of causes, symptoms and tackling of overload.
<b>CO-4</b>	3.4 They will be conscious of the meaning and conditions of adaptation and supercompensation
<b>Unit-IV: Training Technique</b>	
<b>CO-1</b>	4.1 Students will have knowledge on the means and methods of strength development.
<b>CO-2</b>	4.2 Students will have knowledge on the means and methods of speed development.
<b>CO-3</b>	4.3 Students will have knowledge on the means and methods of endurance development.
<b>CO-4</b>	4.4 Students will have knowledge on the means and methods of flexibility development.
<b>Kabaddi</b>	
<b>CO-1</b>	On completion of the topic, they will be able to form a clear conception of fundamental skills of Kabbadi.



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<b>CO-2</b>	They will attain skills in raiding: touching with hands, use of leg-toe touch, squat leg thrust, side kick, mule kick, arrow fly kick, the crossing of the baulk line. crossing of bonus line.
<b>CO-3</b>	They will attain skills of holding the raider: various formations, catching from particular positions, different catches, catching formations and techniques.
<b>CO-4</b>	They will attain additional skills in raiding: escaping from various holds, techniques of escaping from chain formation, offence and defense.
<b>CO-5</b>	They will attain game practice with the application of rules and regulations.
<b>B. Rules and their interpretations and duties of the officials</b>	
<b>Badminton</b>	
<b>CO-1</b>	On completion of the topic, they will be able to form a clear conception of the fundamental skills of badminton.
<b>CO-2</b>	1. They will have basic knowledge on various parts of the racket and grip
<b>CO-3</b>	2. Students will have knowledge on short service, long service, Long-high service.
<b>CO-4</b>	Students will have knowledge on overhead shot, defensive clear shot, attacking clear shot, drop shot, net shot and smash.
<b>CO-5</b>	4. Students will be able to practice games with the application of rules and regulations.
<b>CO-6</b>	B. Students will be able to understand the rules and their interpretations and duties of the officials.
SEMESTER – 6	
<b>Psychology in Physical Education and Sports Course Code: PEDG-DSE-T-4</b>	
<b>Unit – I: Introduction After reading this learner will have an insightful knowledge about</b>	
<b>CO-1</b>	1.1 Students will have knowledge on meaning and definition psychology.
<b>CO-2</b>	1.2 Students will have knowledge on importance and scope of psychology.
<b>CO-3</b>	1.3 Students will have knowledge on meaning and definition of sports psychology.
<b>CO-4</b>	Their studies will expand from physical skill to the ways cognitive skills like memory, perception, attention, and focus affected athletic performance. the field of sports psychology will develop into a field of study in its own right.
<b>CO-5</b>	1.4 Students will have knowledge need for knowledge of sports psychology in the field of physical education.



## Programme Outcomes & Course Specific Outcomes

<b>Unit – II: Learning The course curriculum inculcates among students a basic understanding of</b>	
<b>CO-1</b>	2.1 Students will have knowledge on meaning and definition of learning
<b>CO-2</b>	2.2 Students will have knowledge on theories and laws of learning
<b>CO-3</b>	2.3 Students will have knowledge meaning and types of Learning curve.
<b>CO-4</b>	2.4 Students will have knowledge on meaning, definition and types, factors affecting the transfer of learning
<b>Unit – III: Psychological Factors</b>	
<b>CO-1</b>	3.1 Students will have knowledge on definition, types and importance of motivation in Physical Education and sports.
<b>CO-2</b>	3.2 Students will have knowledge on meaning, definition, types and importance of emotion in Physical Education and sports
<b>CO-3</b>	3.3 Students will have knowledge on meaning, definition and types of personality traits
<b>CO-4</b>	3.4 Students will have knowledge on role of physical activities in the development of personality.
<b>Unit – IV: Stress and Anxiety</b>	
<b>CO-1</b>	4.1 The course curriculum inculcates among students a basic understanding of the meaning, definition and types of stress.
<b>CO-2</b>	4.2 After reading this learner will have an insightful knowledge about causes of stress.
<b>CO-3</b>	4.3 After reading this learner will have an insightful knowledge about the meaning, definition and types of anxiety.
<b>CO-4</b>	4.4 Students will be able to formulate scientific and rational approaches on the management of stress and anxiety through physical activity and sports.
<b>Football</b>	
	A. Fundamental skills
<b>CO-1</b>	Students will learn the proper method of kicking: kicking the ball with the inside of the foot, kicking the ball with the full instep of the foot, kicking the ball with the inner instep of the foot, kicking the ball with the outer instep of the foot and lofted kick.
<b>CO-2</b>	Students will learn the proper method of trapping: trapping- the rolling ball, and the bouncing ball with the sole of the foot.



## Programme Outcomes & Course Specific Outcomes

<b>CO-3</b>	Students will learn the proper method of dribbling: dribbling the ball with the instep of the foot, dribbling the ball with the inner and outer instep of the foot.
<b>CO-4</b>	Students will learn the proper method of heading: in standing, running and jumping condition.
<b>CO-5</b>	Students will learn the proper method of throw-in: standing throw-in and running throw-in.
<b>CO-6</b>	Students will learn the proper method of feinting: with the lower limb and upper part of the body.
<b>CO-7</b>	Students will learn the proper method of tackling: simple tackling, slide tackling.
<b>CO-8</b>	Students will learn the proper method of goal keeping: collection of the ball, ball clearance- kicking, throwing and deflecting.
<b>CO-9</b>	Students will learn the proper method of game practice with the application of rules and regulations.
<b>CO-10</b>	Students will have knowledge on rules and their interpretations. They will also be aware of the duties of the officials.
<b>Volleyball</b>	
<b>CO-1</b>	Students will learn the fundamental skills of playing volleyball.
<b>CO-2</b>	Students will learn underarm service, sidearm service, tennis service, floating service.
<b>CO-3</b>	Students will learn underarm pass, overhead pass.
<b>CO-4</b>	Students will learn spiking and blocking.
<b>CO-5</b>	Students will learn game practice with the application of rules and regulations.
<b>CO-6</b>	Students will learn rules and their interpretations and duties of the officials.