NAAC SSR

CRITERIA – 2

SUB-CRITERIA: 2.6.1

PROGRAMME OUTCOMES (POS) AND COURSE OUTCOMES (COS) FOR ALL PROGRAMMES OFFERED BY THE INSTITUTION ARE STATED AND DISPLAYED ON WEBSITE.

JIBANTALA ROKEYA MAHAVIDYLAYA DEPARTMENT OF BENGALI

PROGRAMME SPECIFIC OUTCOME	B .A HONOURS IN BENGALI
PROGRAMME SPECIFIC OUTCOME (PSO)	বাংলাস্নাতকস্তরেরপাঠসম্পূর্ণকরেছাত্র-ছাত্রীরযেযেদক্ষতাগড়েউঠবে- • বাঙালিরজাতিওভাষারবর্ধমানতা, সংস্কৃতিএবংইতিহাসচেতনারনানানঅভিমুখগুলিরঅনুপুঙ্খজ্ঞানলাভঘটবে। • দেহমনেরপরিপূর্ণবিকাশওসৌন্দর্যবোধগড়েউঠবে। • আন্তর্জাতিকতাবোধ, দেশপ্রেম, সৌভ্রাতৃত্ববোধ, পারস্পরিকসুমর্যাদাওসহিষ্ণুতাবোধেরবিকাশঘটবে। • দেশ-কালনিরপেক্ষসমাজবিবর্তনেরমনোবৈজ্ঞানিকওদার্শনিকবিষয়গুলিসম্পর্কেধারণালাভকরবে। • ব্যবহারিকজীবনেরবিভিন্নক্ষেত্রেসাহিত্যকলারব্যবহারঘটাতেপারবে। • প্রকাশ-কথন, শ্রবণদক্ষতারবিকাশঘটবে।সুরসবোধজাগরিতহবে, প্রকৃতমানুষহিসাবেআত্মপ্রকাশেওসমাজগঠনেনঅবদানরাখতেপারবে।

Semester	Core Courses	Content of CU Syllabus	Course Outcome (CO)
1st	BNG-A-CC-1	বাংলাসাহিত্যেরইতিহাস (১৮০০খ্রিস্টাব্দপর্যন্তপর্যন্ত) মডিউল - ১	বাংলাসাহিত্যেরসূচনাকালথেকেশুরুকরে১৮০০খ্রিস্টাব্দপর্যন্তবাংলাসাহিত্যেরনানাধারারসঙ্গেশিক্ষার্থীদেরপরিচয়ঘটবে।

		মডিউল - ২ মডিউল - ৩	
	BNG-A-CC-2	বর্ণনামূলকভাষাবিজ্ঞানওবাংলাভাষা মডিউল - ১ মডিউল - ২ মডিউল - ৩	বাংলাভাষাওশব্দতত্ত্বসম্পর্কেসম্যকজ্ঞানঅর্জনকরাইশিক্ষার্থীদেরলক্ষ্য।
	AECC-1	মডিউল - ১প্রবন্ধ মডিউল - ২ছোটগল্প মডিউল - ৩কবিতা মডিউল - ৪পরিভাষা	সাহিত্যেরনানারূপভেদসম্পর্কেওবাংলাভাষা- সাহিত্য-সংস্কৃতিসম্পর্কেন্যূনতমধারণাউপলব্ধিকরানোইমূলউদ্দেশ্য।
2nd	BNG-A-CC-3	বাংলাসাহিত্যেরইতিহাসউনিশশতক মডিউল - ১কাব্য-কবিতাওনাটকপ্রহসন মডিউল - ২কথাসাহিত্যওসাময়িকপত্র মডিউল - ৩গদ্যওপ্রবন্ধ	ঔপনিবেশিকআধুনিকতারসংস্পর্শেএসেআমাদেরচিন্তাচেতনাজীবনওসাহিত্যেযেআধুনিকতারসঞ্চারঘটেছেতারসঙ্গেশিক্ষার্থীদেরপরিচিতিঘটবে।
	BNG-A-CC-4	বাংলাসাহিত্য : প্রবেশকপাঠ মডিউল - ১কবিতা মডিউল - ২কথাসাহিত্য মডিউল - ৩নাটকওগদ্যপ্রবন্ধ	সাহিত্যরসাস্বাদনেরক্ষেত্রেআগ্রহগড়েতোলাইমূলউদ্দেশ্য।
3rd	BNG-A-CC-5	বাংলাসাহিত্যেরইতিহাসবিংশশতক মডিউল - ১কাব্য-কবিতাওনাটক মডিউল - ২কথাসাহিত্য মডিউল - ৩গদ্যপ্রবন্ধওসাময়িকপত্র	বাংলাসাহিত্যেবিশশতকেরগুরুত্ব, গতি -প্রকৃতিওকালজয়ীসাহিত্যিকদেরপরিচিতিঘটানোইমূললক্ষ্য।

	BNG-A-CC-6	ঐতিহাসিকভাষাবিজ্ঞান মডিউল - ১ মডিউল - ২ মডিউল - ৩	প্রাচীনভারতীয়আর্যভাষাথেকেবিবর্তনেরমাধ্যমেআধুনিকবাংলাভাষারগতিপথনির্ধারণএইকোর্সেরমূলউপজীব্য।
	BNG-A-CC-7	কথাসাহিত্য মডিউল - ১উপন্যাস মডিউল - ২উপন্যাস মডিউল - ৩ছোটগল্প	কথাসাহিত্যআধুনিককালেরসৃষ্টি।এরপ্রধানদুইঅংশ-- উপন্যাসওছোটগল্পযেআধুনিকজীবনেরসঙ্গেঘনিষ্ঠভাবেসম্পর্কযুক্ত--- এধারণাতুলেধরাইমূলউদ্দেশ্য।
	BNG-A-SEC-A-2	ব্যবহারিকবাংলা মডিউল - ১ মডিউল - ২ মডিউল - ৩	পরবর্তীজীবনেপেশাহিসেবেপড়ুয়ারানাটক, সিনেমা, সিরিয়ালঅথবাআবৃত্তিকেগ্রহণকরতেচাইলেতারপ্রাথমিকধারণাএখানথেকেইলাভকরবে।
4th	BNG-A-CC-8	প্রাগাধুনিকসাহিত্য মডিউল - ১বৈষ্ণবপদাবলী মডিউল - ২চন্ডীমঙ্গল মডিউল - ৩শাক্তপদাবলী	মধ্যযুগেরইতিহাসেবৈষ্ণবপদাবলী, চন্ডীমঙ্গলওশাক্তপদাবলীরসামগ্রিকধ্যান-ধারনাইএইপাঠেরউদ্দেশ্য।
	BNG-A-CC-9	ছন্দঅলংকারওকাব্যতত্ত্ব মডিউল - ১ছন্দ মডিউল - ২অলংকার মডিউল - ৩কাব্যতত্ত্ব	কাব্যনির্মাণেরঅন্যতমউপাদানহিসাবেছন্দওঅলংকারেরসংক্ষিপ্তপাঠওকাব্যতত্ত্বসম্পর্কেসম্যকধারণাএইকোর্সথেকেগ্রহণকরবেপড়ুয়ারা।
	BNG-A-CC-10	প্রবন্ধওবিবিধরচনা মডিউল - ১কমলাকান্তেরদপ্তরপ্রবন্ধসঞ্চয়ন মডিউল - ২সাহিত্য, সাহিত্যসমালোচনা মডিউল - ৩ছিন্নপত্র	বাংলাপ্রবন্ধেরযেসকলদার্শনিকচিন্তারপ্রাস্ঘটেছেসেসম্পর্কেজানতেপারবে।উনিশশতকেরসমাজ-রাষ্ট্র-শিক্ষা-বিজ্ঞান-ভাষা-সাহিত্য-ধর্মদর্শনইত্যাদিবিষয়েসাহিত্যিকদেরমননধর্মীরচনাপাঠকরবে।এছাড়ারবীন্দ্রনাথেরপত্রসাহিত্যওবিশ্ববোধসম্পর্কেসমৃদ্ধিলাভকরবে।

	BNG-A-SEC-B-2	সৃজনশীলরচনা মডিউল - ১ মডিউল - ২ মডিউল - ৩	সাহিত্যেরপড়ুয়ারাকলাকৌশলসম্পর্কেহাতেকলমেশিক্ষালাভকরবে।
	BNG-G-LCC-1	বাংলাভাষাবিজ্ঞানসাহিত্যের রূপভেদওকাব্য মডিউল - ১বাংলাভাষাবিজ্ঞান মডিউল - ২সাহিত্যেররূপভেদ মডিউল - ৩কাব্য	বাংলাভাষাতত্ত্বসাহিত্যেররূপভেদেরপাশাপাশিমধুসূদনদত্তেরকাব্যপাঠেরমধ্যদিয়েশিক্ষার্থীদেরভা ষাএবংসাহিত্যসম্পর্কেপ্রাথমিকধারণাতৈরিহবে। * বিএসাধারণবিভাগেরপড়ুয়াদেরজন্যআবশ্যিক।
5th	BNG-A-CC-11	সাহিত্যেররূপওরীতি মডিউল - ১কাব্যকবিতাওনাটক মডিউল - ২উপন্যাসওছোটগল্প মডিউল - ৩প্রবন্ধসমালোচনাওঅন্যান্য সংরূপ	সাহিত্যেররূপ- বৈচিত্র্যওগঠনরীতিসম্পর্কেধারণালাভকরবে।সাহিত্যেরবিভিন্নসংরূপেররূপওআঙ্গিকসম্পর্কেরজ্ঞা নার্জনেরপাশাপাশিশিক্ষার্থীরাসাহিত্যেরবিবর্তনসম্পর্কেওধারণালাভকরবে।
	BNG-A-CC-12	নাটকওনাট্যমঞ্চ মডিউল - ১নাটক মডিউল - ২নাটক মডিউল - ৩রঙ্গমঞ্চেরইতিহাস	নাটকেরউদ্ভব, নাট্যমঞ্চসম্পর্কেধারণালাভকরবেপড়ুয়ারা।সাহিত্যসমাজেরদর্পণ।এইসমাজবাস্তবতারআঙ্গিকহি সেবেনাটক, নাট্যমঞ্চওঅভিনয়কলারবিশেষত্বসম্পর্কেঅবহিতকরাহবে।
	BNG-A-DSE-A-1	বাংলারসমাজওসংস্কৃতিরইতি হাস মডিউল - ১ মডিউল - ২ মডিউল - ৩	বাঙালিজাতিরউদ্ভব, সাংস্কৃতিকবিকাশেরসঙ্গেপরিচয়ঘটবেশিক্ষার্থীদের।
	BNG-A-DSE-B-1	বাংলাশিশুকিশোরসাহিত্য মডিউল - ১ক্ষীরেরপুতুল,	বাংলাশিশু- কিশোরসাহিত্যেরসুগভীরঐতিহ্যথেকেকিছুনির্বাচিতপাঠকেএখানেপড়ুয়ারাবিদ্যায়তনিকপাঠশৃঙ্খ

6th		ঠাকুরমারঝুলি মডিউল - ২আবোলতাবোল, অন্নদাশঙ্করেরছড়া মডিউল - ৩বাদশাহীআংটি, সবুজদ্বীপেররাজা	লায়অধ্যয়নকরতেশিখবে।
	BNG-A-CC-13	আধুনিকবাংলাকাব্যকবিতা মডিউল - ১বীরাঙ্গনাকাব্য মডিউল - ২রবীন্দ্রনাথওনজরুলেরকবিতা মডিউল - ৩একালেরকবিতাসঞ্চয়ন	পত্রকাব্যরচনায়মধুসূদনকতটাসার্থকওঔপনিবেশিকআধুনিকতারজন্যযেনবয়ুগেরসঞ্চারহয়েছিল তারবিভিন্নপর্যায়গুলিকেপড়ুয়ারাঅনুধাবনকরতেপারবে।
	BNG-A-CC-14	সংস্কৃতইংরাজীওপ্রতিবেশী (হিন্দি) সাহিত্যেরইতিহাস মডিউল - ১সংস্কৃতসাহিত্যেরসংক্ষিপ্তইতিহাস মডিউল - ২ইংরেজিসাহিত্যেরসংক্ষিপ্তইতিহাস মডিউল - ৩হিন্দিসাহিত্যেরসংক্ষিপ্তইতিহাস	বাংলাসাহিত্যেরপাশাপাশিসংস্কৃত, ইংরাজি, হিন্দিসাহিত্যেরইতিহাসসম্পর্কেপড়ুয়াদেরপ্রাথমিকজ্ঞানলাভেরউদ্দেশ্যেইএইকোর্সেরঅবতারণ।
	BNG-A-DSE-A-3	বাংলাগোয়েন্দাসাহিত্যগল্পবিজ্ঞানএবংঅলৌকিককাহিনীআশ্রয়ীরচনা মডিউল - ১শজারুরকাঁটা মডিউল - ২শঙ্কুসমগ্র মডিউল - ৩সবভুতুড়ে	সাহিত্যেরপাঠএবংআস্বাদনেরকিশোরদেরঅভ্যাসতৈরিহয়েওঠেগোয়েন্দাগল্প, কল্পবিজ্ঞানেরকাহিনীকিংবাভূতেরগল্পেরমধ্যদিয়ে।তাদেরচেনাক্ষেত্রেকেইএক্ষেত্রেঅন্তর্ভুক্তকরাহয়েছে।
	BNG-A-DSE-B-3	চরিত্রসাহিত্যআত্মচরিতওভ্রমণসাহিত্য	চৈতন্যচরিতসাহিত্যশুধুভক্তিকাব্যনয়, সমকালীনশ্রেষ্ঠমানবেরজীবনকাহিনীওবটেতারপ্রমাণচৈতন্যভাগবতেরমধ্যদিয়েজানাযাবে।আত্ম

| | | মডিউল - ১চৈতন্যভাগবত
মডিউল - ২জীবনস্মৃতি
মডিউল - ৩দেশে-বিদেশে | জীবনীহিসেবেরবীন্দ্রনাথজীবনস্মৃতিকেযেভাবেউপস্থাপনকরেছেনএবংভ্রমণসাহিত্যহিসেবেমুস্তফা আলীরদক্ষতাসম্পর্কেপরিচিতিঘটবেশিক্ষার্থীদের। |

JIBANTALA ROKEYA MAHAVIDYLAYA DEPARTMENT OF ENGLISH

PROGRAMMENAME	B .A HONOURS IN ENGLISH
PROGRAMME SPECIFIC OUTCOME (PSO)	An Honours Graduate of English Literature of the college should possess the capability to: • Read extensively with critical insight • Be aware about Nation, History, Culture and Tradition through Literature • Be aware about the origins and content of Indian English Literature • Be aware about the origins and content of American Literature • Make intertextual references across various genres of British, Indian English and American literature • Address issues of sexuality and gender sensitively and critically • Relate literature with allied arts • Acquire extensive writing skills • Communicate efficiently in English

HONOURS COURSE OUTCOMES			
Sem	Core Courses	Content of CU Syllabus	Course Outcome (CO)
1	CC1: HISTORY OF ENGLISH LITERATURE AND PHILOLOGY	Group A: History of Literature Section 1: Unit A –Old English Heroic Poetry, Old English Prose and Chaucer Unit B – Elizabethan Sonnets, University	Group A: History of Literature After completion of this course students will be able to: -Trace the history of English Literature from Old English Period to 20th century. -Show familiarity with major literary works by British writers of various

| | | Wits and Ben Jonson
Unit C–Restoration Comedy of Manners and Eighteenth Century Novels
Section 2:
Unit D – Pre-Romantic Poetry and Romantic Non-fiction Prose
Unit E–Victorian Novel and the Pre-Raphaelites
Unit F–Modern Novel: Joseph Conrad, Virginia Woolf, James Joyce
Modern Poetry: T.S. Eliot, W.B. Yeats, Dylan Thomas
Modern Drama: Samuel Beckett, Harold Pinter, John Osborne
Group B: Philology
Section 1: Latin Influence, Scandinavian Influence, French Influence, Americanism
Section 2: Consonant Shift and Word Formation Processes (Shortening, Back-formation, Derivations), Short Notes (Hybridism, Monosyllabism, Free & Fixed Compounds, Malapropism, ing-formation, Johnsonese | genres.
-Be acquainted with major religious, political and social movements from 14th to 20th century and their influence on literature.
-Learn various interpretative techniques to approach literary texts of varied genres.
Group B: Philology
After completion of this course students will be able to:
-Know the process of beginning and growth of English language
-Know about various innovative ways of using English language in verbal and non-verbal communications.
-Write clearly, effectively, and creatively, and adjust writing style appropriately to the content, the context, and nature of the subject.
-Correlate between the origin of language and literature |
| | CC2: EUROPEAN CLASSICAL LITERATURE | Group A: Social and intellectual background
Group B:
Homer, The Iliad (Books I and II) translated by E.V. Rieu
Sophocles, Oedipus the King, in The Three Theban Plays, translated by Robert Fagles
Group C:
Ovid, Selections from Metamorphosis, 'Bacchus' (Book III) Plautus, Pot of Gold, translated by E.F. Watling | After completion of this course students will be able to:
-Read and comprehend the rich classical texts from Greek and Roman literatures in translated versions.
-Trace the nature of influence that all the classical texts have on modern English literatures both in British and Indian writings in English.
-Appreciate these texts as a source of great wisdom.
-Interpret these texts from contemporary points of view. |

		OR Horace, Satires, I: IV in Horace: Satires and Epistles and Persius, translated Niall Rudd, Penguin, 2005.	
2	CC3: INDIAN WRITING IN ENGLISH	Poetry Henry Louis Vivian Derozio, 'To India, My Native Land' Toru Dutt, 'Our Casuarina Tree' Kamala Das, 'Introduction' A.K. Ramanujan, 'River' Nissim Ezekiel, 'Enterprise' JayantaMahapatra, 'Dawn at Puri' Novel Bankimchandra Chattopadhyay: 'Rajmohan's Wife' Drama Mahesh Dattani, 'Bravely Fought the Queen'	After completion of this course students will be able to: -Understand how and why Indian English Literature emerged as adistinct field of study. -Trace the development of Indian English Literature from its beginning to the present day. -Interpret the works of great writers of Indian Literature in English. -Demonstrate, through discussion and writing, an understanding of significant cultural and social issues presented in Indian English Literature.
	CC4: BRITISH POETRY AND DRAMA (14TH – 17TH CENTURY)	Social and Intellectual Background Poetry Geoffrey Chaucer, 'Wife of Bath's Prologue' Edmund Spenser, 'One Day I Wrote Her Name' William Shakespeare, Sonnets 18 & 130 John Donne, 'The Good Morrow' Andrew Marvell, 'To His Coy Mistress' Drama Christopher Marlowe, Edward II OR William Shakespeare, Macbeth William Shakespeare, Twelfth Night OR As You Like It	After completion of this course students will be able to: -Trace the developmental history of English Literature from 14thto 17th century. -Show familiarity with major literary works by British writers in the field of Drama and Poetry. -Be acquainted with major religious, political and social movements from 14th to 17th century and their influence on literature. -Learn various interpretative techniques to approach literary texts of varied genres.
3	CC5: AMERICAN LITERATURE	Poetry Robert Frost, 'After Apple Picking' Walt Whitman, 'O Captain, My Captain' Sylvia Plath, 'Daddy'	After completion of this course students will be able to: -Trace the developmental history of American Literature -Show familiarity with major literary works by American writers in the field of poetry, novel, stories & drama.

		Langston Hughes, 'Harlem to be Answered' Edgar Allan Poe, 'To Helen' Novel Ernest Hemingway, The Old Man and the Sea Stories Edgar Allan Poe, 'The Purloined Letter' F. Scott Fitzgerald, 'The Crack-up' William Faulkner, 'Dry September' Drama Arthur Miller, Death of A Salesman	-Be acquainted with major religious, political and social movements and their influence on American Literature. -Learn various interpretative techniques to approach literary texts of varied genres.
	CC6: POPULAR LITERATURE	Lewis Carroll, Through the Looking Glass Agatha Christie, The Murder of Roger Ackroyd Sukumar Ray, AbolTabol ('Nonsense Rhymes', translated Satyajit Ray), Kolkata: Writers' Workshop Herge, Tintin in Tibet	After completion of this course students will be able to: -Know the meaning of Popular Literature and its distinctcharacters. -Read and understand some of the representative popularliterary pieces. -Understand how formulaic elements create the ideal world without limitations or uncertainties in readers' imagination. -Probe into the literary and aesthetic merits of popular fictions.
	CC7: BRITISH POETRY AND DRAMA (17TH – 18TH CENTURY)	Social and Intellectual Background Poetry John Milton, Paradise Lost, Book I Alexander Pope, The Rape of the Lock, Cantos I-III Drama John Webster, The Duchess of Malfi AphraBehn, The Rover	After completion of this course students will be able to: -Trace the developmental history of English Literature from 17thto 18th century. -Show familiarity with major literary works by contemporary British writers in the field of Drama and Poetry. -Be acquainted with major religious, political and social movements from 17th to 18th century and their influence on literature. -Learn various interpretative techniques to approach literary texts of varied genres.
	SEC A2: BUSINESS COMMUNICATION	What is business communication? Writing reports, letters, curriculum vitae Writing meeting minutes E-correspondence	After completion of this course students will be able to: -Recognize and comprehend different varieties of English language and develop a writing style of their own. -Be aware that textual analysis can be extended with profit to political, journalistic, commercial, technical, and web-based writing. -With the development of their writing skills there will be a possibility of them emerging as prospective writers, editors, content developers, teachers etc.

4	CC8: BRITISH LITERATURE (18TH CENTURY)	Social and Intellectual Background Poetry Samuel Johnson, 'London' Thomas Gray, Elegy Written in a Country Churchyard Drama William Congreve, The Way of the World Prose (Fiction & Non-Fiction) Daniel Defoe, Robinson Crusoe Joseph Addison, 'Sir Roger at Home' and 'Sir Roger at Church	After completion of this course students will be able to: -Trace the developmental history of English Literature in 18thcentury. -Show familiarity with major literary works by the contemporary British writers in the field of drama, poetry and prose. -Be acquainted with major religious, political and social movements in 18th century and their influence on literature. -Learn various interpretative techniques to approach literary texts of varied genres.
	CC9: BRITISH ROMANTIC LITERATURE	Social and Intellectual Background Poetry William Blake, 'The Lamb' and 'The Tyger' William Wordsworth, 'Tintern Abbey' Samuel Taylor Coleridge, 'Kubla Khan' Percy Bysshe Shelley, 'Ode to the West Wind' and 'To a Skylark' John Keats, 'Ode to a Nightingale' and 'Ode to Autumn' Prose (Fiction & Non-Fiction) Charles Lamb, 'Dream Children', 'The Superannuated Man' Mary Shelley, Frankenstein	After completion of this course students will be able to: -Trace the developmental history of English Literature in Romantic period. -Show familiarity with major literary works by the contemporary British writers in the field of Poetry and Prose. -Be acquainted with major religious, political and social movements in Romantic period and their influence on literature. -Learn various interpretative techniques to approach literary texts of varied genres.
	CC10: 19TH CENTURY BRITISH LITERATURE	Social and Intellectual Background Poetry Lord Tennyson, 'Ulysses' Robert Browning, 'My Last Duchess' Christina Rossetti, 'The Goblin Market' Matthew Arnold, 'Dover Beach' Novel Jane Austen, 'Pride and Prejudice' OR Charlotte Bronte,' Jane Eyre' Charles Dickens, 'Oliver Twist' OR	After completion of this course students will be able to: -Trace the developmental history of English Literature in 19thcentury. -Show familiarity with major literary works by the contemporary British writers in the field of Novel and Poetry. -Be acquainted with major religious, political and social movements in 19th century and their influence on literature. -Learn various interpretative techniques to approach literarytexts of varied genres

		Thomas Hardy, 'The Mayor of Casterbridge'	
	SEC B2: ACADEMIC WRITING AND COMPOSITION	Introduction to the writing process Introduction to academic writing Summarising and paraphrasing Citing Source	After completion of this course students will be able: -To identify and evaluate appropriate research sources. -To incorporate the sources into documented academic writing. -To formulate original arguments in response to those sources. -To apply appropriate research methodologies to specific problems. -To be able to cite the resources properly.
5	CC11: WOMEN'S WRITING	Poetry Emily Dickinson, 'I cannot live with you' Elizabeth Barrett Browning, 'How do I love thee' Eunice De Souza, 'Advice to Women' Fiction Walker, 'Colour Purple' OR Emily Bronte, 'Wuthering Heights' Mahasweta Devi, 'Draupadi', translated by GayatriChakravortySpivak Katherine Mansfield, 'Bliss' Non-Fiction Mary Wollstonecraft, A Vindication of the Rights of Woman, Chapters I & II (New York: Norton, 1988) Rassundari Devi, Amar Jiban, translated Enakshi Chatterjee, Writers' Workshop.	After completion of this course students will be able to: -Learn how and on what grounds women's writings can be considered as a separate genre. -Read and understand different canonical texts written by women writers across different ages. -Differentiate between sex and gender and how the latter is a social construction. -Be sensitive and aware about the issues and concerns of the women writers of the developed, developing and under-developed countries
	CC12: EARLY 20TH CENTURY BRITISH LITERATURE	Social and Intellectual Background Poetry T.S. Eliot, 'The Love Song of J. Alfred Prufrock' and 'Preludes' W.B. Yeats, 'The Second Coming' and 'No Second Troy' Wilfred Owen, 'Spring Offensive' Fiction Joseph Conrad, 'Heart of Darkness' D.H. Lawrence, 'Sons and Lovers' Drama	After completion of this course students will be able to: -Trace the developmental history of English Literature in the early20th century. -Show familiarity with major literary works by contemporary British writers in the field of Novel, Drama and Poetry. -Be acquainted with major religious, political and social movements in the early 20th century and their influence on literature. -Learn various interpretative techniques to approach literary texts of varied genres.

		George Bernard Shaw, 'Pygmalion'	
	DSE A1: MODERN INDIAN WRITING IN ENGLISH TRANSLATION	Stories MunshiPrem Chand, 'The Shroud' IsmatChugtai, 'The Quilt' Fakir Mohan Senapati, 'Rebati' Poetry Rabindranath Tagore, 'Light, oh where is the light?' (Gitanjali XXVII) and 'When my play was with thee' (Gitanjali XCVII) G.M. Muktibodh, 'The Void' Amrita Pritam, 'I say unto Waris Shah' Novel Rabindranath Tagore, The Home and the World Drama Vijay Tendulkar, Silence! The Court is in Session	After completion of this course students will be able to: -How and why Modern Indian writing in English Translation emerged as a distinct field of study. -Trace the developmental history of Modern Indian writing in English Translation from its beginning to the present day. -Interpret the works of great writers of Modern Indian writing in English Translation. -Demonstrate, through discussion and writing, an understanding of significant cultural and social issues presented in Modern Indian writing in English Translation.
	DSE B1: LITERARY TYPES, RHETORIC AND PROSODY	Group A: Literary Types Tragedy (Tragic Hero, Catharsis, Heroic Tragedy, Chorus) Comedy (Romantic Comedy, Comedy of Humours, Comedy of Manners, Sentimental Comedy) Short Story Group B: Rhetoric Group C: Prosody	After completion of this course students will be able to: -be well acquainted with various literary genres like tragedy, comedy and short story -be familiar with poetic diction and the significance of rhetorical devices in poetry -be aware of significance of prosody in poetry and the appreciation of poetry
6	CC13: MODERN EUROPEAN DRAMA	Henrik Ibsen, Ghosts OR A Doll's House Bertolt Brecht, The Good Woman of Szechuan Samuel Beckett, Waiting for Godot	After completion of this course students will be able to: -Know about the meaning and scope of the concepts of the Modern/Modernity/Modernism. -Study and interpret representative dramas of the 20th century. - Acquaint themselves with the great tradition of modern European drama -Examine various literary techniques that dramatists of 20thcentury used in writing their texts, and demonstrate an understanding of these techniques.

			-Reflect upon the great upheaval that the world has undergone during 20th century and the constructive role of literary activism/movements in restoring humane values.
	CC14: POSTCOLONIAL LITERATURE	Poetry Pablo Neruda, 'Tonight I Can Write' Derek Walcott, 'A Far Cry from Africa' David Malouf, 'Revolving Days' Mamang Dai, 'The Voice of the Mountain' Novel Chinua Achebe, 'Things Fall Apart' Gabriel Garcia Marquez, 'Chronicle of a Death Foretold	After completion of this course students will be able to: -Know how a literary text, explicitly or allegorically; represents various aspects of colonial oppression. -Question how does a text reveal about the problems of post-colonial identity. -Learn how a text reveals about the politics and/or psychology of anti-colonialist resistance. -Trace the history of post-colonial movements in India and its textual representations. -Locate and represent subaltern voices through their own writings.
	DSE A3: PARTITION LITERATURE	Novel Amitav Ghosh, The Shadow Lines Short Stories ProtivaBasu, 'The Marooned', translated Subhasree Tagore, in The Other Voice, eds. Tapati Gupta and Anil Acharya, Kolkata: Anustup ManikBandyopadhyay, 'The Final Solution', translated Rani Ray, in DebjaniSengupta ed. Mapmaking: Partition Stories from Two Bengals, New Delhi: Srishti Sadat Hasan Manto, 'Toba Tek Singh', in Black Margins:Manto, New Delhi: Manohar Poetry SahirLudhianvi, 'Twentysixth January', Birendra Chattopadhyay, 'After Death: Twenty Years' Sankha Ghosh, 'Rehabilitation', in RakhshandaJalil, Tarun Saint and DebjaniSengupta eds. Looking Back: The 1947 Partition of India 70	After completion of this course students will be able to: -Understand that the partition of India is much more than just ahistorical fact. It is a compelling literary theme that continues to inspire creative outpourings by writers. -Realize that Partition Literature is both an attempt to process the tremendous trauma created by partition, and to bear witness to the forces of communalism, class division and patriarchy, which continue to play out across the Indian subcontinent. Interpret the works of great writers of Partition Literature. -Demonstrate, through discussion and writing, an understandingof significant cultural and social issues presented in PartitionLiterature.

	DSE B3: AUTOBIOGRAPHY	Years On, New Delhi: Orient Blackswan, 2017	
	DSE B3: AUTOBIOGRAPHY	Rabindranath Tagore, My Reminiscences, Chapters 1-15, New Delhi: Rupa& Co. Mahatma Gandhi, Autobiography or the Story of My Experiments with Truth, Part I, Chapters 1 to 8 BinodiniDasi, My Story and Life as an Actress, pp 61-83, New Delhi: Kali for Women Nirad C. Chaudhuri, Autobiography of an Unknown Indian, Book I, Mumbai: Jaico Publishing House	After completion of this course students will be able to: -Recognize the structures of autobiography as a distinct form of literature. -Compare and contrast the ways in which a perceiving, living individual (the "subject") is treated in autobiography, and other literary genres such as poetry, fiction, and journalism. -Recognize how an author's own ideology shapes reality in an autobiography, including how it raises questions about truth, factuality, objectivity, and subjectivity. -When reading, connect autobiographical texts to their historical and cultural contexts.

JIBANTALA ROKEYA MAHAVIDYLAYA DEPARTMENT OF EDUCATION

PROGRAMMENAME	B .A HONOURS IN EDUCATION
	❖ DevelopawarenessthinkingOwnandOtherpersonsforhealthcondition. ❖ Educationhasbeenshowntoincreaseeconomicgrowthandstability. ❖ Educationisimprovingpersonallivesandhelpssocietiesrunsmoothly.

PROGRAMME SPECIFIC OUTCOME (PSO)	❖ A good education makes an individual develop personally, socially as well as economically. ❖ Education helps us to do our daily life activities in best possible ways. ❖ Education helps us to acquire new skills and knowledge that will impact our development in life. ❖ Education can promote gender equality, reduce child marriage, and promote peace. ❖ Education is to grow children into productive citizens that use their knowledge, talents, and learned skills to sustain themselves and help others while pushing the human race forward in areas of equality, equity, and harmony. ❖ Role of education is means of socializing individuals and to keep society smoothing and remain stable. ❖ Education is one of the main factors that allow people to grow and develop as individuals. It teaches people important life values, and it opens their mind to a lot of interesting aspects of life and not only.

Semester	Core Courses	Content of CU Syllabus	Course Outcome(CO) **Under mentioned Units introduces the learner Learn about-**
		Unit-1:Concept of Education 1. Narrow and broader concept of education.	**CO01.** Different meaning and concept of Education.

1ST	**CC-1.** **Introductiont o Education**	2 .Meaning,natureandscopeofeducation. 3 .Aimsofeducation– individual,social,vocationalanddemocratic. 4 .AimsofmoderneducationwithspecialreferencetoDe lor's Commission.	**CO 02**. Nature and scope of Education. **CO03**.Theaimsofmoderneducationto **Delors Commission**.
		Unit-2:FactorsofEducation 1. Child/learner:influenceofheredityandenvironment on the learner 2. Teacher:qualitiesanddutiesofagoodteacher. 3. Curriculum-conceptandtypes.Co-curricularactivities: meaning, values and significance. 4. Educationalinstitutions:informal,formalandnon- formal, their interrelation.	**CO01**.Thefactorsof education. **CO02**.Themeaningqualitiesanddutiesofa good teacher **CO03**.Meaningclassificationandsignificance of curriculum and co-curricular activates. **CO04**.Characteristicandtheirinterrelationof educational institution. .
		. **Unit-3:AgenciesofEducation** 1. Home 2. School 3. State 4. Mass-media-television,radio,cinemaandnewspaper	**CO01**.ThedifferenteducationalroleofHome, School, State and Mass-media.
		Unit-4:ChildCentricismandPlay-wayinEducation 1. ConceptofchildCentricismineducation 2. Characteristicsandsignificanceofchildcentricismined ucation 3. Conceptof play andwork. 4. CharacteristicsofplaywayinEducation,Kindergarten, Montessori, Project method.	**CO01**.TheimportanceofChildcentric education. **CO02**.Theeducationalimplicationofplayway in education by Kindergarten, Montessori, Project method. .
		Unit:1:Educationin IndiaduringancientandmedievalperioD 1. Vedic(aim,curriculum,teachingmethod,teacher-pupil relation) 2. Brahmanic 3. Buddhistic 4. Islamic	**CO 01**. Main Characteristics of Vedic, Brahmanic, Buddhistic,Islamineducation.
		Unit:2:EducationinIndiaduringBritishperiod(1800-	**CO01**.ContributionofSreeramporetrioin

	CC-2: **HistoryofIndianEducation**	1853) 1. Sreeramporetrioandtheircontributioninthefieldofeducation 2. CharterAct,Oriental-occidentalcontroversy 3. MacaulayMinuteandBentinck's resolution 4. Adam'sreport	education. **CO02.**ConceptaboutCharterAct,Oriental-occidentalcontroversy. **CO03.**ThecontributionofMacaulayMinute and Bentinck's resolution in education. **CO04.**ThecontributionofAdam'sreportin indian education.
		Unit:3EducationinIndiaduringBritishperiod(1854-1946) 1. WoodsDespatch,HunterCommission Curzonpolicyregardingprimary,secondaryandhighereducation 2. Nationaleducationmovement(causeandeffect) 3. Basiceducation(conceptanddevelopment) 4. SadlerCommission	**CO01.**ContributionofWood'sDespatch,HunterCommission Curzonpolicyregardingprimary,secondary and higher. **CO02.**CauseandeffectofNationaleducation movement. **CO03.**Mainconceptcharacteristicsand development of Basic education. **CO04.**EducationalcontributionofSadler Commission.
		Unit:4 EducationinIndiaafterindependence 1. RadhakrishnanCommission(aim,curriculumofhigher education, rural university) 2. MudaliarCommission(aim,structureandcurriculumof secondary education) 3. KothariCommission(aim,structureandcurriculumof primary and secondary education) 4. NationalPolicyofEducation,1986,POA1992.	**CO01.**TheRecommendationsof RadhakrishnanCommission. **CO 02.**The recommendations of rural university. **CO03.**TherecommendationsofSecondary Education. **CO04.**TherecommendationsofKothari Commission. **CO05.**TherecommendationsofNational Policy of Education, 1986, POA 1992.
		Unit:1RelationbetweenPsychologyandEducation 1. MeaninganddefinitionofPsychology 2. MeaninganddefinitionofEducation 3. RelationbetweenPsychologyandeducation 4. Nature,scopeandsignificanceof educational psychology.	**CO01.**MeaningandDefinitionofPsychology. **CO 02.** Meaning and Definition of education. **CO 03.** Major school of psychology. **CO 04.** Meaning and Definition of educational psychology. **CO05.**Significanceofeducationalpsychology.

2 ND	CC-3: **Psychological Foundationo f Education**	**Unit:2Stagesandtypesofhumandevelopmentand their educational significance**. 1. Piaget'scognitivedevelopmenttheory 2. Erikson'spsycho-socialdevelopmenttheory 3. Kohlberg'smoraldevelopmenttheory 4.Vygotsky'ssocialdevelopmenttheoryandBandura's Social Learning Theory	**CO01.Cognitivedevelopment.** **CO02.EpistemologyofJhanPiaget.** **CO 03. Stages of psycho-social development.** **CO 04. Vygotsky's social development theory.** **CO 05. Bandura's Social Learning Theory**
		Unit:3Learning:conceptandtheories 1. Conceptandcharacteristicsoflearning 2. Theories:Connectionism(Trialanderror, classical,operant conditioning) 3. Insightfullearning 4. Memorization and Forgetting: Process of memorization,causesofforgettingandeconomical ways of improving memorization	**CO01.Learningconceptandtheir characteristics.** **CO02.Trialanderrortheory.** **CO03.Classicalconditioningtheory.** **CO04.Operantconditioningtheory.** **CO 05. Insightful learning theory.** **CO06.MemorizationandForgetting.** **CO 07. Process of memorization, causes of forgettingandeconomicalwaysofimproving memorization.**
		Unit:4Intelligence 1. Conceptofintelligence 2.TheoriesofIntelligencebySpearman,ThorndikeandGuilford 3. Typesandusesofintelligencetests 4. ConceptofEmotionalIntelligenceandE.Q.	**CO01.Theconcept,types,andusesof intelligence.** **CO02.Knowthetheoriesofintelligenceby spearman, Thorndike and Guilford.** **CO03.WhatistheconceptofIQandEQ.**
		Unit1:Conceptofeducationalphilosophy 1. Meaningofphilosophy 2. Etymologicalmeaningof education 3. Relationbetweenphilosophyanded ucation 4. Importanceofphilosophyineducation.	**CO01.Themeaningofphilosophyin education.** **CO02.Knowtheeducationalimplicationof philosophy and education.** **CO03.Therelationbetweenphilosophyand education.**
		Unit2:Indianschoolsofphilosophy 1. Vedicschool-Sankhya	**CO01.MeaningofSankha,yoga,Buddhism, Jainism.**

	CC-4: **Philosophical** **Foundationof** **Education**	2. Vedicschool-Yoga 3. Non-VedicSchool-Buddhism 4. Non-VedicSchool-Jainism	**CO02.EducationalimplicationofSankha, yoga, Buddhism, Jainism.**
		Unit3:Westernschoolsofphilosophy 1. Idealism 2. Naturalism 3. Pragmatism 4. Realism	**CO01.Meaning,classification,maintenetsand influence of naturalism, idealism, pragmatism and realism in Education.**
		Unit4:Philosophyfordevelopmentofhumanity 1. Educationanddevelopmentofvalues 2. Educationfornationalintegration 3. Educationforinternationalunderstanding 4. Educationforpromotionofpeaceandharmony	**CO01.Thevalueineducation.** **CO02.Knowtheimportanceofvaluein Education.** **CO03.Meaning,causes,obstaclesandneeds of national integration and international understanding.** **CO04.Nature,scope,importanceandbarriers in way to peace education.**
	CC-5: **Sociological** **Foundationof** **Education**	**Unit-I:IntroductoryConceptofSociologyof Education** 1. MeaninganddefinitionofSociologyofEducation 2. RelationbetweenSociologyandEducation 3. NatureofSociologyof Education 4. ScopeofSociologyofEducation	**CO01.SociologyofEducation.** **CO02.RelationbetweenSociologyand Education.** **CO03.NatureandScopeofSociologyof Education**
		Unit-2:SocialGroups 1. SocialGroups:meaninganddefinition 2. TypesofSocialgroups– Primary,SecondaryandTertiary	**CO01.ConceptofSocialGroup.** **CO02.Toexplaintheconceptofsocialgroups and socialization process.**

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		3. SocializationProcess:Concept 4. RoleofthefamilyandschoolinSocializationprocess	
		Unit-3SocialChangeandEducation 1. ConceptofSocialChange 2. InterrelationbetweenSocialchangeandEducation 3. SocialstratificationandSocialMobility. 4.SocialinteractionProcess	**CO01.Theconceptofsocialchange.** **CO02.Understandthesocialinteractionin education.** **CO03.Understandthesocialstratificationand socialmobility.**
		Unit-4SocialCommunicationinEducation 1. SocialCommunication:Concept 2.Informalagenciesofsocialcommunication InterrelationbetweenCulture,religionandEducation. 3. InterrelationbetweenTechnology,Economyand Education.	**CO 01. The Concept of Social Communication. CO 02. Understand the inter relation between culture and religion in education.** **CO03.Understandtheinterrelationship betweentechnologyandeconomicineducat ion.**
CC-6: **Educational Organization, Managementand Planning**		**Unit:1:OrganizationandManagement** 1. Conceptoforganization 2. Conceptofmanagement 3. Conceptofeducationalorganization 4. Conceptofschoolorganization	**CO01.ConceptofOrganization,Management, Educational Organization and School Organization.** **CO 02. Difference among Organization, Management,EducationalOrganizationand School Organization.**
		Unit:2:Educationalorganization 1. Meaningofschoolplant 2.Elementsofschoolplant(conceptsonly) 3. Featuresoflibraryandtime-table 4. Featuresofschoolmedicalservices,workshop, computerlaboratory	**CO01.BasicconceptofSchoolplant,Library, TimeTable, MedicalServices, Workshop and Computer laboratory** **CO02.KnowaboutElementsandtheessential function of school plant.**
		Unit:3:EducationalManagement 1. Meaningofeducationalmanagement 2. Objectivesofeducationalmanagement 3. Typesofeducationalmanagement 4. Significanceofeducationalmanagement	**CO01.Meaningofeducationalmanagement. CO 02. Know about Objectives, Types and Significance of educational management.**
		Unit:4:EducationalPlanning 1. Meaningofeducationalplanning 2. Aimsandobjectivesofeducationalplanning	**CO01.Meaningofeducationalplanning.** **CO02.Knowaboutaim&objectives, steps,**

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3 RD		3. Steps of educational planning 4. Types and significance of educational planning	**Types and Significance of educational planning.**
	CC-7: **Guidance** **and** **Counselling**	**Unit I: Guidance – Meaning, Functions, Need** 1. Guidance – Meaning, Definitions and Functions 2. Individual Guidance –Meaning, advantages and disadvantages 3. Group Guidance –Meaning and Advantages and disadvantages 4. Need for guidance in secondary schools and requisites of a good school guidance programme.	**CO01. Meaning of Guidance, Individual Guidance and Group Guidance.** **CO02. Function of Guidance, Individual Guidance and Group Guidance.** **CO 03. Advantages and disadvantages of Individual Guidance and Group Guidance.** **CO 04. Basic need of guidance in secondary schools and requisites of a good school guidance programme.**
		Unit 2: Guidance-Educational, Vocational, Personal 1. Educational Guidance-Meaning, Function at different stages of Education 2. Vocational Guidance-Meaning, Function at different stages of Education 3. Personal Guidance-Meaning, Importance for the Adolescents	**CO 01. Meaning and function of educational guidance, Vocational and Personal guidance.** **CO02. Educational implication of Educational vocational and personal guidance.**
		Unit 3: Counseling – Meaning, Techniques, Types 1. Counselling-Meaning, importance and Scope 2. Techniques of Counselling-Directive, Non-Directive, Eclectic 3. Individual and Group Counselling – Meaning, Importance	**CO01. Meaning of Counseling, Individual and Group Counseling.** **CO02. Know about Techniques, Types, Scope, and importance of Counseling, Individual and Group Counseling.**
		Unit 4: Basic data necessary for Guidance 1. Tools for collecting information on pupil: Intelligence: Concept and Test, Personality: Concept and Test, Aptitude: Concept and Test 2. Cumulative Record Card 3. Anecdotal Record Card	**CO01. To find out the basic data of necessary for Guidance.** **CO02. To knows about the Utility of CRC & ARC.**
		Unit:1: Introduction to Communication 1. Meaning, Nature and types of communication 2. Principles of communication	**CO01. Meaning, Nature and Types of Communication**

	SEC-A: **CommunicationSkill**	3. Processofcommunication:Sender,encoding, recipient, decoding and feedback 4. Barriersofeffectivecommunication	**CO02.**AnalyzingtheProcessofcommunication **CO 03. Barriers of Effective Communication**
		Unit: 2:ListeningSkills 1. Principlesoflisteningskills 2. Typesoflisteners 3. Barrierstolistening	**CO01.**ToacquireofListeningSkills. **CO 02.**Barriers of Listening.
		Unit:3:SpeakingSkills 1Verbalandnon-verbalcommunication 2. Publicspeaking:Extempore 3.Groupdiscussion	**CO 01.**To acquire of Speaking Skills. **CO02.**DifferentbetweenVerbaland Non-Verbal Communication.
		Unit:4:ReadingandWritingSkills 1. Previewing,skimming,andscamming 2. Developmentofskillsforcorrectpronunciation, reading and comprehension 3. Sentenceformationandpunctuation	**CO01.**ToacquireofReadingandWritingSkills. **CO 02. Development of Skills foe Correct Pronunciation reading and Comprehension.**
4TH	**CC-8:** **Technologyin Education**	**Unit1:Introductoryconcept** 1. ConceptofTechnology 2.Needandscopeofeducationaltechnology 3. System approach- concept and need Classificationandcomponentsofsystemapproach	**CO01.**MeaningoftheTechnology **CO02.**BasicneedandscopeofTechnology **CO 03. We learn about Classification and components technology**
		Unit2:Computerineducationandcommunication 1. Computeranditsroleineducation 2. Basicconceptofhardwareandso ftware 3. Computernetworkandinternet-itsroleineducation 4. Communicationandclassroominteractions-concept, elementand process	**CO 01. Role of computer in education** **CO 02. Basic concept of hardware and software** **CO 03. Developed an understanding of the use of computer in education and communication**

		Unit3:Instructionaltechniques 1. Massinstructionaltechnique-characteristicsand types 2. Personalizedinstructionaltechniques-characteristics and types 3. Differenceinteachingandinstruction 4. Modelsofteaching- concept,componentsandsignificance	CO01.Typesandcharacteristicsofmass instructional technique. CO 02. Types and characteristics of personalizedinstructionaltechniques. CO03.Concept,componentandsignificanceof models teaching.
		Unit4:ICT&e-learning 1. MeaningandconceptofICT,e-learning2.Natureand characteristics of e-learning 3.ICTintegrationinteachinglearning,massiveopen online course (MOOC) 4.Differentapproaches-Projectbasedlearning,co- operative learning and collaborative learning	CO01.ConceptofICTandELearning. CO02.CharacteristicsandnatureofELearning CO 03. Howcan develop of ICTand E Learning.
	CC-9: **Curriculum Studies**	Unit1:Introductoryconcept 1. Meaning,nature,scopeandfunctionsofcurriculum 2. Basesofcurriculum:philosophical,psychologicalandso ciological 3.Majorapproachestocurriculum-behavioral, managerial, system, humanistic 4.Typesofcurriculums-knowledge,experience& activitybased	CO01.Howcandevelopanunderstanding about concept, nature, types and major approaches of curriculum.
		Unit2:Contentselection 1. Determinantsofcontentselection-perspectivesof knowledge, culture & need 2. Curriculumandinstitution-instructionalobjectives 3. RevisedBloom'staxonomy 4.Bruner'stheoryofinstruction	CO01.Relationamongcurriculum,pedagogy and assessment.
		Unit3:Curriculumdevelopment 1. Principlesofcurriculumconstruction 2. Learnercentredcurriculumframework-concept, factors & characteristics 3. Curriculumdevelopment-need,planning NCF, 2005	CO 01. How can develop an understanding aboutcurriculumdevelopmentandnational curriculum frame work, 2005.

		Unit4:Evaluation&reformofcurriculum 1. Concept&significanceofcurriculumevaluation 2. Approachestocurriculumevaluation-formative&summative 3.Modelsofevaluation-Stufflebeam&Taylor 4. Curriculumreform-factors&obstacles	CO 01. How can acquainted with content selectionandselectedtheoriesin this regard CO02.Howcandevelopanunderstandingof evaluation & reform of curriculum
		Unit:1:InclusionOverview 1. MeaningofInclusionandInclusive Society 2. ExclusionandInclusion:Conceptualoverview 3. Obstacles/barriersinInclusion 4. Elementsnecessaryforcreatinganinclusivesociety	CO01.UnderstandthemeaningofInclusion and Exclusion. CO02.Elementsofnecessaryforcreatingan inclusivesociety.
	CC-10: **InclusiveEducation.**	Unit:2:DifferentlyAbled 1. ConceptofImpairment,DisabilityandHandicap 2. Types of disabilities- Orthopaedical, Visual, Auditory,CerebralPalsy,Intellectual,Autism,Learning Disability(only definition and their specific problems) 3. Generalcausesofdisabilities 4.Roleofschoolandsocietyincreatingabarrierfreeenvironment	CO01.KnowaboutImpairment,DisabilityandHandicap. CO02.knowthegeneralcausesofDisability.
		Unit:3:SociallyDisabled 1. ConceptofSC,STandOBCgroups. 2. ConceptofGender,and sexuality 3. Causesofsocialexclusion 4. Understandingsocialinclusion:roleofeducation	CO01.ConceptofSC,ST,OBCgroups,Gender, and sexuality CO02.Knowthecausesofsocialexclusion.
		Unit:4:EducationalReformsforInclusiveSociety. 1. BuildinganInclusiveschool:desiredchangesin System, Structure, Practice and Culture, 2. Educationforamulticulturalsociety. 3. Educationforpeacefulco-existence 4.RoleofInformalagencies(likemassmediaetc.) inbuilding an inclusive society	CO01.Knowhowtobringaboutinclusionin different spheres.
		Unit:1:Understanding Teaching 1.ConceptanddefinitionofTeaching 2.Natureofteachingandcharacteristicfactorsaffecting	CO01.Knowthebasicconceptof Teaching CO02.Knowrelationbetweenteachingand training

		teaching 3.Relationbetweenteachingandtraining	
	SEC-B: **TeachingSkill**	**Unit: 2: Types of Teaching** **(ConceptandCharacteristics** **)** 1. Micro-teachingandMicro lesson 2. Simulatedteaching 3. Integratedteaching	**CO01.**KnowtheTypesofTeaching **CO02.**DifferentbetweenMicro-teachingand **Microlesson.**
		Unit:3:SkillsofTeaching(BasicConcept) 1. Natureanddefinitionofskillsofteaching 2. Developingteachingskills:Introducingale sson,Questioning, Use of teaching aids, Illustration andReinforcement 3. Phasesofteaching:Pre-active,Inter-active,Post-active	**CO01.**UnderstandtheSkillsofTeaching **CO 02.Different phases of teaching.**
		Unit:4:LearningDesign(LD) 1.Conceptandimportanceoflearningdesigninteaching 2. Stepsoflearningdesign 3. Qualitiesofgoodlearningdesign	**CO 01. Concept of Learning Design (LD)** **CO02.**QualitiesofgoodlearningDesign.
5TH		**Unit:I:MeasurementandEvaluationinEducation** 1. EducationalMeasurementandEvaluation:Concept 2. ScopeandNeedofEducationalMeasurementandEval uation 3. RelationbetweenMeasurement,AssessmentandEva luation. 4. ScalesofMeasurement- Nominal,Ordinal,IntervalandRatio.	**CO01.**UnderstandConceptEducational **Measurement and Evaluation.** **CO 02. Understand Scope and Need of** **EducationalMeasurementandEvaluation.** **CO 03. Different Scales of Measurement.** **CO 04. Relation between Measurement,** **Assessment and Evaluation.**
	CC-11:	**Unit:2:EvaluationProcess** 1. EvaluationProcess:(FormativeandSummative) 2. Norm-ReferencedTestandCriterionReferencedTest. 3. GradingandCredit system.	**CO 01. Meaning, types and different** **characteristicsofEvaluationProcess.** **CO02.**DifferentcharacteristicsbetweenNRT **and CRT.** **CO03.**EducationalimplicationofGradingand **Credit system.**

Evaluation and Measurementin Education	Unit:3:ToolsandTechniquesofEvaluation 1. ConceptofToolsandTechniques 2. Testingtoolsi)Educational:EssaytypeandObjective	CO 01. Meaning, Types, Method, CharacteristicsandUsedofTools. CO 02. Importance of CRC.

		type, Written, Oral. ii) Psychological: Personality Test-Types, Rorschach Ink Blot Test, Interest Test- Types, KuderRichardsoninterestinventory,IntelligenceTest- Types of intelligence tests, Stanford – Binet Scale,
		  3. Nontestingtools–CumulativerecordCard,Portfolio
		  4. Techniques:i)Selfreporting:Interview, Questionnaireii)Observation
			CO03. UsedofdifferentScaleinStatistic. **CO 04. Definition and Techniques of Self reporting and Observation.**

		Unit:4:CriteriaofaGoodToolanditsConstruction
		  1. Characteristicsofagoodtool(i)Objectivity-Concept (ii) Reliability- Concept, methods of determining reliability(iii)Validity-Conceptandtypes(iv)Norms-Meaning & types(v) Usability -Concept
		  2. Stepsforconstruction&standardizationof Achievement test
			CO 01. Meaning, Types, Methods, Steps, CharacteristicsandImportanceofObjectivity, Reliability, Validity, Norms and Usability.

	CC-12: StatisticsInEducation	**Unit:1:ConceptofStatisticsandDescriptiveStatistics**
		  1. Concept of Statistics. Uses of Statistics in Education, Organization and presentation of data – tabulation, graphicalrepresentation(FrequencyPolygon,Histogram, Ogive, Pie)
		  2. Meaning&measuresofCentralTendency-Arithmetic Mean, Median and Mode-their Properties, Calculation and Application.
		  3. Meaning&measuresofVariability-Range,Standard Deviation and Quartile Deviation - their Properties, Calculation and Application Percentile and Percentile Rank- Definition,Calculation,Application,GraphicalDetermination
			CO01. ConceptandimportanceofStatistics. **CO 02. Concept, Types and Method of Graphical Representation.**
			CO 03. Meaning, Method, Properties, Uses, MeritsandDemeritsofmeasuresofCentralTe ndency.
			CO 04. Meaning, Method, Properties, Uses, MeritsandDemeritsofmeasuresofVariability.

		Unit:2:NormalDistributionandDerivedScore 1. ConceptofNormalDistribution-Properties 2. UsesofNPCinEducation 3. DivergencefromNormality-SkewnessandKurtosis. (Concept and Calculation) 4. DerivedScores-Z-Score,TScoreandStandardScore (Concept,CalculationandUses).	**CO01.**ConceptofNormalDistribution **CO02.**DescribetheCharacteristicandUsesof NPC. **CO03.**ConceptandCalculationOFSkewness and Kurtosis. **CO04.**Concept,Calculation,Characteristicand UsesofZ-Score,TScoreandStandard Score

		Unit:3:MeasureofRelationship 1. Bi-variateDistribution-ConceptandtypesofLinearCorrelation 2. ScatterDiagram(onlyConcept) 3. UsesofCorrelationComputationofCo-efficientof Correlation by Rank Difference method and Product Momentmethod,InterpretationofCo-efficientofCorrelation	CO01.Describetheconceptandtypesof Linear Correlation. CO 02. Know concept of Scatter Diagram. CO03.Concept,Types,Methodandusedof Correlation in statistics.
		Unit:4:Statistics(Practical) 1.Students are expected to collect relevant data (Bi-variate educational data) from their college or neighborhood (minimum sample size must be 50) with the objective of - describing the nature and characteristicsofthetwodistributions,-comparingtwo distributions and-findingassociationbetween two sets of data by applying the following: Method: i) Tabulation of data ii) Determination of centraltendenciesandvariability(standarddeviation) iii) Graphical Representation- Bar graph, Frequency Polygon,Cumulativefrequencygraph.iv)Determination ofthetypeofassociationbetweentwosetsofdataby drawing scatter diagram	CO01.DatacollectioninStatistic. CO02.PreparedtheTabulationofdata. CO 03. Measure the central tendency. CO 04. Draw the Graphical Representations. CO05.Drawthescatterdiagrambetweentwo sets.
	DSE–A: **Educational ThoughtofGreat Educators**	Unit:1:WesternEducators(Part1) 1. Plato 2.Rousseau 3. Montessori	CO01.Educationalcontributionof Plato, Rousseau, Montessori.
		Unit:2:WesternEducators(Part2) 1. Pestalozzi 2. Dewey 3. Ivan Illich	CO01.EducationalcontributionofPestalozzi, Dewey, Ivan Illich.
		Unit:3:IndianEducators(Part1) 1. Vivekananda 2.Rabindranath 3. Gandhiji	CO 01. Educational contribution of Vivekananda,Rabindranath,Gandhiji.

		Unit:4:IndianEducators(Part2) 1. Radhakrishnan 2. BegumRokeya 3. SisterNivedita	CO01.EducationalThoughtsofRadhakrishnan. CO02.EducationalThoughtsofBegumRokeya. CO03. EducationalThoughtsofSisterNivedita.
	DSE-B: TeacherEducation	Unit:1:Basicconceptofteachereducation. 1.Conceptandmeaningofteachereducation 2. ScopeofTeacherEducation 3. AimsandobjectivesofEducationatElementary, Secondary and College level. 4. TeachertrainingVsTeacher education	CO01.BasicconceptmeaningScopeofteacher education. . CO02.AimsandobjectivesTeacher education in different level. CO03.DifferentbetweenTeachertrainingand Teacher education
		Unit:2:Developmentofteachereducationin India 1. Historicalperspectiveofdevelopmentofteacher education in India 2. RecommendationsofKothariCommission 3. RecommendationsofNationalPolicyonEducation regarding teacher education. 4. PresentSystemofteachereducationinIndia.	CO01.Historicalbackgroundofdevelopment of teacher education in India. CO 02. Recommendations of Kothari CommissionNationalPolicyonEducation regarding teacher education. CO03.AfterdependenttheRecommendations of teacher education.
		Unit:3:Roleofthedifferentagenciesinteachereducation 1. University 2. NCTE 3. NCERT 4. NUEPA	CO 01. Role and function of the different agenciesinteachereducationUniversity,NCTE, NCERT, NUEPA.
		Unit:4:SomeCoursesforpreparationofteacher 1. Preserviceteachereducation 2. Inserviceteachereducation 3. OrientationandRefreshercourses	CO01.Concept,objectives,principalsand needs of Pre service teacher education. CO02.Concept,objectives,principalsand needs of in-service teacher education. CO 03. Development of professional developmentofteachereducationon OrientationandRefreshercourse.
		Unit:1:Adjustment,MaladjustmentandProblem Behaviour	CO01.Concept,Characteristics,needand conditions of Adjustment.

6TH	**CC-13:** Psychology of Adjustment	1. Conceptofadjustment,adjustmentandadaptability 2. PsychodynamicConceptofadjustment,criteriaofgoodadjustment 3. Conceptofmaladjustment.Causesofmaladjustment, aggressiveness, delinquency, substance abuse	**CO 02. Concept and causes of Maladjustment, aggressiveness,delinquency,substanceabuse.** **CO 03. Remedy of Maladjustment.**
		Unit:2:Multi-axialClassificationofMentalDisorders 1. DSM–4:Section1,SectionIIandSection III 2. BriefoutlineofSchizophrenia,anxietydisorder, depressive disorder and personality disorder 3. Psychoanalysis,behaviortherapy,cognitivetherapy and humanistic therapy. (Concept only)	**CO01.DescribeDSM-4** **CO02.Describethetypesandsymptomof Schizophrenia.** **CO03.DescribePsychoanalysis,behavior therapy,cognitivetherapy,andhumanistictherapy.**
		Unit:3:CopingStrategiesforStressfulSituation 1. StressandStressors 2. Personalandenvironmentalstress 3. Copingstrategiesforstress	**CO01.Meaningandcausesofstress. CO 02. Types of stress.** **CO03.Copingstrategiesforstress**
		Unit:4:Administration,ScoringandInterpretationof the following Tests (Practical) 1. KNPI(KunduNeuroticPersonalityInventory) 2. KIEI(KunduIntroversionExtroversionInventory) 3. EffectofLearningmaterialonmemorization	**CO01.Administration,Scoringand Interpretation of KNPI, KIEI Test.** **CO02.Learningmaterialonmemorization.**
	CC-14: Basic Concept of EducationalResearch	**Unit:1:ConceptofEducationalResearch** 1. Definition,meaningandconceptofresearch 2. Educationalresearchandits characteristics 3. TypesofEducationalResearch 4. Problems,difficultiesandethics	**CO01.Definition,meaningandconceptof Educational Research.** **CO 02. Characteristics of Educational Research.** **CO03.DifferenttypesofEducationalResearch.** **CO 04. Research Problem.**
		Unit:2:Basicelementsofeducationalresearch 1. Literaturereview 2. Problemselection 3. Objectives,ResearchquestionandHypothesis 4. ToolsofDatacollection–types	**CO 01. Prepared research report.** **CO02.ElementofResearchReport.**
		Unit:3:Datacollectionprocedure 1. Sampling–conceptanddefinition 2. Typesofsampling-Probabilityandnon-probability	**CO01.Datacollectioninresearch.** **CO02.Concept,DefinitionandTypesof Sampling.**

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		3. Data reporting-Descriptive and Inferential(basic statistical procedure that come under each) 4. Referencing and Bibliography	CO03. Difference between Probability and non-probability sampling. CO04. Contraction of Data Reporting. CO05. Contraction of Referencing and Bibliography in Research.
		Unit:4: Tutorial(Project/TermPaper centric) 1. Writing Research proposal(Within 1000 words)-Plan of Work– steps and review (at least 5)	CO01. Construction Project Paper. CO02. Prepared the Research proposal. CO 03. Prepared the work plane.
	DSE-A: Gender and Society	**Unit:1: Gender Concepts** 1. Definition of Gender and difference with sex 2. Gender Dynamics: Gender identity; Gender role and gender stereotype 3. Social Construction of Gender	CO01. Concept of Gender and Sex. CO02. Difference between Gender and Sex. CO 03. Other concept related to Sex. CO 04. Comparison of Gender and Sex. CO05. Formation of Gender stereotype. CO06. Construction of Gender in Society.
		Unit:2: Gender Socialization 1. Childhood, socialization and gender biases in the family and school 2. Social Differentiation among women in educational context by caste, tribe, religion and region 3. Gender discrimination in the management of the school and education system.	CO01. Concept of Gender Identity and Socialization. CO02. Role of Gender and Socialization in Childhood. CO03. The role of family and school on gender biases in education. CO04. Differentiation among women in education. CO05. Management of gender discrimination in School Education.
		Unit:3: Gender roles 1. Gender Roles and Relationships Matrix Gender based division and Valuation of Work 2. Exploring Attitudes towards Gender	CO01. Roles and Relationships Matrix of Gender. CO02. Division and valuation of work for Gender. CO03. Attitudes towards Gender in society.
		Unit:4: Gender inequalities in the schools 1. Gender inequality in the structure of knowledge 2. Presentation of gender in the development of curriculum and text books.	CO01. Concept and structure of Gender inequality. CO02. Development of curriculum and text books for Gender Inequality.

		3. Dynamics of gender in the classroom in reference to girlfriendlyschool,co-educationandsinglesexschooling	**CO03.GroupDynamicsofgenderintheclass room.**
DSE–B: **WomenEducation**		**Unit:1:HistoricalPerspectivesofWomenEducation** 1. Synopticviewofwomeneducationthroughtheages: Vedic, Brahmanic, Medieval Period 2. ContributionofMissionaries 3. RoleofBritishGovt.	**CO01.WomenEducationinDifferentPeriods.** **CO 02. Role of Missionaries for Women Education.** **CO03.RoleofBritishGovt.forWomen Education.**
		Unit:2:PolicyPerspectives,Committeeand Commissionon Women Education 1. Constitutionalprovision,NPE-1968,1986,1992,POA-1992 2. Radhakrishnan,MudaliarandKothariCommission 3. DurgabaiDeshmukhCommittee,HansrajMehta Committee and Bhaktabatsalam Committee	**CO01.RecommendationsofNPE-1968,1986, 1992,POA-1992.** **CO02.RecommendationsofRadhakrishnan, MudaliarandKothariCommissiononwomene ducation.** **CO 03. Recommendations of DurgabaiDeshmukhCommitteeonwomeneduc ation.** **CO 04. Recommendations of Hansraj Mehta Committee on women education.** **CO05.RecommendationsofBhaktabatsalam Committee on women education.**
		Unit:3:RoleofIndianThinkersinpromotingWomenEduc ation 1. RammohanRoy 2. Vidyasagar	**CO01.ContributionofRammohanRoyon WomenEducation.** **CO02.ContributionofVidyasagaronWomen Education**
		Unit:4:MajorConstraintsofWomenEducationand WomenEmpowerment 1. Social– Psychological 2. Political–Economical 3. Roleofwomenempowermentinmodernsocietyinbrief.	**CO01.Womeneducation.** **CO02.Womenempowerment** **CO03.Roleofwomenempowermentin modern society.**

JIBANTALA ROKEYA MAHAVIDYLAYA DEPARTMENT OF POLITICAL SCIENCE

PROGRAMME NAME	B .A HONOURS IN POLITICAL SCIENCE
PROGRAMME SPECIFIC OUTCOME (PSO)	(a) **Toensureeffectiveunderstandingofpoliticalprocesses,institutions,actors,behavior,andideologiesandideas.** (b) **Developabilitytothinksystematicallyaboutpoliticalinteractionsinnational,globalandinternationalcontexts.** (c) **Debateon,analyze,andcriticallyevaluatemajorarguments,problemsandtheoriesinthediscipline.** (d) **Comprehendthebasicstructuresandprocessesofgovernmentsystemsandtheoreticalunderpinnings.** (e) **Providetrainingtoaccumulateandinterpretdataapplicabletothedisciplineofpoliticalscience.** (f) **Sensitizetheelectedrepresentativesabouttheparliamentaryproceduresandconstitutionalpositionsofthecountry.** (g) **Caterservicetopeoplebyoptingforcivilservices**

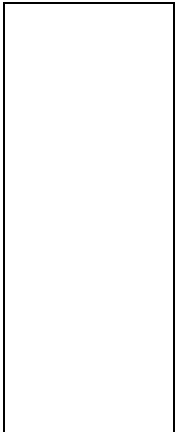| Semester	Course name/Code	Content of the CU Syllabus	Course Outcome(CO)
1st	PLSA-CC-1-1-TH+TU Political Theory: Concepts	Module I: 1. Conceptualizing politics: meaning of political. 2. Key concepts I: State; Nation; Sovereignty (evolution); Power and Authority--- types and linkages; 3. Key concepts II: Law. Liberty, Equality - interrelationships. Module II: 4. Key concepts III: Rights; Justice (with special reference to Rawls); Freedom. 5. Key concepts IV: Democracy (with special reference to David Held); Authoritarianism. 6. Key concepts V: Citizenship	CO 1. Understanding the meaning of political and the concept of politics CO 2. Understanding the definition, evolution and theories of the StateCO 3. Understanding the concept of Nation and elements of nationhood CO 4. Explaining the concept of State Sovereignty and its evolution. CO 5. Understanding the basic political concepts CO 6. Analyzing theory of Justice CO 7. Analyzing the concept and evolution of Citizenship
	PLSA-CC-1-2-TH+TUPolitical Theory: Approaches and Debates	Module I:1. Approaches I: Normative; Legal- Institutional; Empirical-Behavioral--- Systems Analysis; Structural Functionalism. 2. Approaches II: Liberalism; Social Welfarism; Neo-Liberalism 3. Approaches III: Postcolonial; Feminist. Module II: 4. Marxian approach--- Dialectical Materialism and Historical Materialism. 5. Key ideas: State (focus on Relative Autonomy); Class and Class Struggle; Surplus Value; Alienation.	CO 1. Explaining various approaches to the study of Political Science CO 2. Explaining the conceptions of approaches to Political Theory CO 3. Describing the Marxist approach and comprehensive theory to Politics CO 4. Explaining Marxian theory of Revolution - Contribution of Lenin and Mao CO 5. Explaining Gramsci's theory of Hegemony and Civil Society CO 6. Explaining the concept of Democratic Centralism

		Party--- Democratic Centralism; Lenin- Rosa Luxemburg debate; Revolution--- Lenin and Mao. Hegemony and Civil Society: Gramsci.	

| 2nd | PLSA-CC-2-3-TH+TUConstitutional Government in India | Module I:
Evolution of the Indian Constitution. Role of the Constituent Assembly--- debates (overview). The Preamble.
Citizenship. Fundamental Rights and Duties. Directive Principles.
Nature of Indian Federalism: Union-State Relations Union Executive: President, Vice-President:election, position, functions (focus on Emergency Powers), Prime Minister, Council of Ministers, relationship of Prime Minister and President.Module II:
Union Legislature: Rajya Sabha, Lok Sabha: Organization, Functions – Lawmaking procedure, Parliamentary procedure, Privileges, Committee system
Speaker.
Government in states: Governor, Chief Minister and Council of Ministers: position and functions –State Legislature: composition and functions.
Judiciary: Supreme Court and the High Courts:composition and functions – Judicial activism.
Constitutional amendment. Major recommendations of National Commission to Review the Working of the Constitution | CO 1. Understand the evolution and making of the constitution CO 2. Examining the concept of Indian Citizenship
CO 3. Assessing the nature of Indian Federalism
CO 4. Acquire an overview of the working of the Governmental structures |
| | PLSA-CC-2-4-TH+TU | Module I:
Party system: features and trends – major national political parties in | CO 1. Understanding the Indian Party System
CO 2. Evaluating the Electoral Process and Electoral |

	Politics in India: Structures and Processes	India: ideologies and programs. Coalition politics in India: nature and trends. Political parties in West Bengal: Overview.Electoral process: Election Commission: composition, functions role. Electoral reforms. Role of business groups, working class, peasants in Indian politics. Module II: Role of (a) religion (b) language (c) caste (d) tribein Indian Politics Regionalism in Indian politics New Social Movements since the 1970s: (a) environmental movements (b) women's movements (c) human rights movements	Reforms in India CO 3. Evaluating the role of various forces on Indian Politics: religion, language , caste , tribe, business , working class and peasants CO 4. Analyzing the role of Social Movements in Indian Politics

3rd	PLS-A-CC-3- 5-TH+TU Indian Political Thought –I	Module I: 1. Ancient Indian Political ideas: overview. 2. Kautilya: Saptanga theory, Dandaniti, Diplomacy. 3. Medieval political thought in India: overview (with reference to Barani and AbulFazal). Legitimacy of kingship. 4. Principle of Syncretism Module II: 1. Modern Indian thought: Rammohun Roy as pioneer of Indian liberalism – his views on rule of law, freedom of thought and social justice. 2. Bankim Chandra Chattopadhyay, Vivekananda and Rabindranath Tagore: views on nationalism. M.K. Gandhi: views on State, Swaraj, Satyagraha.	CO 1. AnalyzingthepoliticalideasAncient India CO 2. Examining the principle of Syncretism in India CO 3. Analyzing the liberal ideas of Raja Rammohan Roy and the nationalist thought of Bankim Chandra, Vivekananda and Rabindranath Tagore CO 4. Assessing the views of Gandhi on State, Swaraj, Satyagraha along with an insight into the Indian National Movement.
	PLS-A-CC-3- 6-TH+TU Comparative Government and Politics	Module I: 1. Evolution of Comparative Politics. Scope, purposes and methods of comparison. Distinction between Comparative Government and Comparative Politics. 2. Major approaches to the study of comparative politics---Institutional approach (dominant schools: Systems approach and Structural Functional approach) - limitations; New Institutionalism, Political Economy - origin and key features. 3. Development and democratization: S.P. Huntington. 4. Classification of political systems. Nature of liberal and socialist political systems; distinguishing features---conventions, rule of law (UK), separation of powers, checks and balances, judicial review (USA), democratic centralism (PRC), referendum, initiative (Switzerland). 5. Political Parties: Typology, features and roles (UK, USA, PRC and Bangladesh). Interest groups: roles (UK and USA). Module II: 1. Unitary system: UK, Bangladesh. Federal system: USA, Russia.	CO 1. Tracing the evolution of Comparative Politics as a discipline and drawing a distinction between Comparative Politics and Comparative Government along with an understanding of both's nature and scope. CO 2. Analyzing the approaches the approaches and models of Comparative Politics. CO 3. Analyzing the totality of liberal and socialist political systems with focus on UK, USA and the People's Republic of China CO 4. Describing the political system of Switzerland CO 5. Analyzing the Unitary system of UK and Bangladesh CO 6. Explaining the Federal system of USA and Russia CO 7. Analyzing the committee system in UK and USA

		2. Legislature in UK, USA and PRC: composition and functions of legislative chambers; Committee System in UK and USA	
		3. Executive in UK, USA, France and Russia: A comparative study of (i) Russian, French and American Presidency; (ii) British and French cabinet systems. 4. Judiciary in UK, USA and PRC (with focus on the Procuratorate): comparative study. Rights of the citizens of UK, USA and PRC: A comparative study.	
	PLS-A-CC-3- 7-TH+TU Perspective on International Relations	Module I: 1. Understanding International Relations: outline of its evolution as academic discipline. 2. Major theories: (a) Classical Realism and Neo-Realism (b) Dependency (c) World Systems theory. 3. Emergent issues: (a) Development (b)Environment (c) Terrorism (d) Migration. Module II: 1. Making of foreign policy. 2. Indian foreign policy: major phases: 1947- 1962;1962-	CO 1. Explaining scope and subject matter of International Relations as an autonomous academic discipline CO 2. Examining the approaches and methods to study the International Relations through the outstanding theories in the discipline. CO 3. Examine the outstanding non-traditional security issues of International Relations CO 4. Studying the Making of Foreign Policy CO 5. Examining the Indian Foreign policy: 1947- till date

		1991; 1991-till date. Sino-Indian relations; Indo-US relations	

	PLS-A-SEC-3-A(1)- TH Democratic Awareness through Legal Literacy	Module I 1. Laws relating to Criminal jurisdiction- provisions relating to filing an FIR, arrest, bail, search and seizure and some understanding of the questions of evidence and procedure in the Criminal Procedure Code. 2. Offences under IPC. 3. India: Personal laws. Customary Laws 4. Laws relating to Dowry, sexual harassment and violence against women. Module II 5. Laws relating to consumer rights. 6. Right to Information. 7. Laws relating to Cybercrimes.Anti-terrorist laws: Implications for security and human rights	CO 1. Understand the IPC and Laws relating to Criminal jurisdiction. CO 2. Gain Knowledge of Laws relating to consumer rights, right to Information, laws relating to Cybercrimes and Antiterrorist laws
4th	PLS-A-CC-4- 8-TH+TU Indian Political Thought –II	Module I: 1. M.N. Roy: Radical Humanism. 2. Narendra Deva Ram Manohar Lohia, Jayaprakash Narayan: Socialist ideas 3. Syed Ahmed Khan and Iqbal: views on colonialism and nationalism. Module II: 4. Nehru: views on Socialism and Democracy. Subhas Chandra Bose: views on Socialism and Fascism. Contested notions of 'nation'--- Savarkar, Jinnah. 6. JyotibaPhule and Ambedkar on caste system and untouchability. PanditaRamabai's views on social justice	CO 01. Understanding the political views of a. Radical Humanism b. Socialist Ideas c. Colonialism and Nationalism d. Socialism and democracy e. Socialism and fascisms f. Notion of Nation Views on Social Justice

PLS-A-CC-4- 9-TH+TU Global Politics since 1945	Module I: 1. Cold War and its evolution: outline. Emergence of Third World: NAM; Pan Africanism. Post-Cold War world: overview. Globalization: conceptions and perspectives. 2. Europe in transition: European Union, Brexit (overview). 3. Major institutions of global governance: World Bank, IMF, WTO---overview. Major regional organizations: ASEAN, OPEC, SAFTA, SAARC and BRICS. West Asia and the Palestine question. Module II: 1. India and her neighbours I: Pakistan; Bangladesh. 2. India and her neighbours II: Nepal; Bhutan; Sri Lanka. UNO: background; Major organs--- General Assembly, Security Council and Secretariat (with focus on Secretary General). Role of UNO in peace-keeping, human rights, and development (Millennium Development Goals and Sustainable Development Goals).	CO 1. Gain idea of the Cold War Politics CO 2. Gain idea of the the Post Cold World War Politics and Globalisation CO 3. Understand major international institutions - IMF, WB, WTO, ASEAN OPEC, SAFTA, SAARC, BRICS CO 4. Understand the Middle East CO 5. Understand Indian's relation with neighbours CO 6. Know about the UNO- its institutionsand its actions.
PLS-A-CC-4- 10-TH+TU Western Political Thought & Theory I	Module I: 1. Greek political thought: main features – Plato: justice, communism – Aristotle: state, classifications of constitutions. 2. Roman political thought: theories of Law and Citizenship – contributions of Roman thought. 3. Medieval political thought in Europe: major features. 4. Contribution of Machiavelli. Significance of Renaissance. Political thought of Reformation.	CO 1. Understanding the Ancient Western Political Thought: Ancient Greek political thought with focus on Aristotle and Plato CO 2. Examining the features of Medieval Political Thought CO 3. Evaluating the Renaissance with focus on political thought Machiavelli. CO 4. Critically examining Bodin's Sovereignty. CO 5. Understanding ideas of Hobbes, Locke and Rousseau

		Module II: 5. Bodin: Idea of Sovereignty. 6. Hobbes: founder of science of materialist politics. 7. Locke: founder of Liberalism- views on natural rights, property and consent. Rousseau: views on freedom and democracy.	
	PLS-A-SEC-4-B(1)-TH Legislative Practices and Procedures	Module I 1) Members of Parliament: Powers and Privileges-Constituency Work. 2) State legislative Assemblies: Powers and functions. 3) Functionaries of rural and urban local self-government from ZilaParishad, Municipal Corporation to Panchayat/ Ward. Module II 4) How a bill becomes a law, role of standing committees in reviewing a bill, legislative consultants, the framing of rules and regulations. 5) Types of committees. 6) Role of committees in reviewing government finances, policy, programmes and legislation. 7) Powers and functions of people's representative at different tiers of governance.	Co1- To understand the law making procedures of both Central and state Lagislature. Co2- To understand the power and function of the local administratio.
5th	PLS-A-CC-5-11-TH+TU Western Political Thought	Module I: 1. Bentham: Utilitarianism. 2. John Stuart Mill: views on liberty and representative government. 3. Hegel: Civil Society and State.	CO 1. Understand the main ideas of political philosophers such as Bentham, Mill, Hegel and Green. CO 2. Gain knowledge of Utopian and Scientific Socialism, Fabianism, Syndicalism, Guild Socialism. Bentham, Mill,

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& Theory II	4. T. H. Green: Freedom, Obligation. Module II: 5. Utopian and Scientific Socialism: basic characteristics. 6. Varieties of non-Marxist socialism: Fabianism, Syndicalism, Guild Socialism. 7. Anarchism: overview. Cultural Marxism: Frankfurt School (overview). Post-Marxism: emergence and basic contentions	Hegel and Green.
PLS-A-CC-5-12 TH+TU Political Sociology	Module I: 1. Social bases of politics. Emergence of PoliticalSociology. 2. Political culture and Political socialization: nature,types and agencies. 3. Political participation: concept and types. 4. Political development and social change. 5. Political Communication: Concept and structures. Module II: 5. 4. Social stratification and politics: caste, tribe, class, elite. Gender and politics: basic issues. 6. Religion and politics: varying perspectives. 7. Military and politics: conditions and modes of intervention. Electorate and electoral behaviour (with special reference to the Indian context).	CO 1. Understand the social bases of politics CO 2. Comprehend the concepts of political culture, political socialization and political participation CO 3. Acquire knowledge of gender, religion and military in politics. conditions and types of intervention CO 4. Assessing the Electorate and Electoral behaviour with special reference to the context of India CO5. Understand Gender Politics.

PLS-A-DSE-5-A(2)- TH+TU Understanding South Asia	Module I I. South Asia- Understanding South Asia as a Region (a) Historical and Colonial Legacies (b) Geopolitics of South Asia II. Politics and Governance Regime types: democracy, authoritarianism, monarchy (b) Emerging constitutional practices: forms of government in India, Nepal, Bhutan, Sri Lanka and Pakistan Module II III. Socio-Economic Issues (a) Identity politics: challenges and impacts (case studies of India, Nepal, Sri Lanka) IV. Regional Issues and Challenges (a) South Asian Association for Regional Cooperation (SAARC): problems and prospects Terrorism: Political and Social Consequences in South Asia; (c) Refugee crisis.	CO 1. Understand the importance of South Asia as a region. CO 2. Acquire knowledge of issues specific to South Asia, such as terrorism, refugee crisis etc.

PLS-A-DSE-5-B(1)- TH+TU Indian Foreign Policy in a Globalizing World	Module I 1. India's Foreign Policy: From a Postcolonial State to an Aspiring Global Power 2. India's Relations with the USA and USSR/Russia 3. India's Engagements with China Module II 4. India in South Asia: Debating Regional Strategies	CO 1. Understand the evolution of India's foreign policy. CO 2. Acquire knowledge of India's relations with Global and Regional powers such as USA, Russia and China

		5. India's Negotiating Style and Strategies: Trade, Environment and Security Regimes 6. India in the Contemporary Multi-polar World	
6th	PLS-A-CC-6- 13-TH+TU Public Administration: Concepts and Perspectives	Module I: 1. Nature, Scope and Evolution of Public Administration – Private and Public Administration. Principles of Socialist Management. 2. Challenges to discipline of Public Administration and responses: New Public Administration, Comparative Public Administration, Development Administration (Indian context). 3. Major concepts of administration: (a) Hierarchy (b) Unity of Command (c) Span of Control (d)Authority (e) Centralization, Decentralization and Delegation (f) Line and Staff. Public Administration in the era of globalization, liberalization and privatization. Governance: conceptual emergence --- distinction with government. e-governance: features and significance. Module II: 1. Bureaucracy: views of Marx and Weber. 2. Ecological approach to PublicAdministration: Riggsian Model. 3. Administrative Processes: (a) Decision making (b) Communication and Control (c) Leadership (d) Coordination. Public Policy: definition, characteristics. Models. Policy implementation Administration: Riggsian Model. 3. Administrative Processes: (a) Decision making (b) Communication and Control (c) Leadership (d) Coordination. Public Policy: definition, characteristics. Models. Policy implementation	CO 01. Understanding the various theories of Public Administration. . CO 02. Analyzing the Administrative Processes: decision making; communication and control; leadership; co-ordination. CO 03. Public Policy and implementation

| PLS-A-CC-6- 14 TH+TU Administration and Public Policy in India | Module I
1. Continuity and change in Indian administration:brief historical overview.
2. Civil Service in India (Bureaucracy): recruitment(role of UPSC, SPSC), training.
3. Organization of Union Government: SecretariatAdministration: PMO, Cabinet Secretariat.
4. Organization of State Government: Chief Secretary – relations between Secretariat and Directorate.
5. District Administration: role of DistrictMagistrate, SDO, BDO.
Module II:
1. Local Self Government: Corporations, Municipalities and Panchayats in West Bengal, structure and functions.
2. 73rd and 74th Amendment: overview.
3. Planning: Planning Commission, National Development Council. District Planning. Changing nature of planning: NITI Ayog. Budget--- concept and significance.
4. Financial Administration: Public Accounts Committee, Estimates Committee – role of CAG.
5. Citizen and administration: functions of Lokpal and Lokayukt. Right to Information--- Citizen Charter.
Citizen and social welfare policies: MGNREGA; SarvaShikshaAbhiyan (SSA); National Health Mission (NRHM). | CO 1. Acquire knowledge of Public Administration in India with reference to Organization of Union Government, State Government and District Administration
CO 2.Understand concepts of planning and financial administration in India.conditions and types of intervention
CO 3. Assessing the Electorate and Electoral behaviour with special reference to the context of India |

	PLS-A-DSE-6-A(4)- TH+TU Understanding Global Politics	Module I I. What Makes the World What it is a. The Sovereign State System i Evolution of the state system ii The concept of Sovereignty b. The Global Economy i Discussing the Bretton Woods Institutions and WTO ii Ideological underpinnings Transnational Economic Actorsc. Identity and Culture ii. What Drives the World Apart a.Global Inequalities b.Violence: Conflict, War and Terrorism III. Why We Need to Bring the World Together a.Global Environment b. Global Civil Society	CO 01. Gain knowledge of : (a) Sovereign state system (b) Global economy (c) Global environment. (d) Global civil society..

PLS-A-DSE-6-B(3)- TH+TU Citizenship in a Globalizing World	Module I 1. Classical conceptions of citizenship 2. The Evolution of Citizenship and the Modern State Module II 3. Citizenship and Diversity 4. Citizenship beyond the Nation-state: Globalization and global justice 5. The idea of cosmopolitan citizenship	CO 01. Acquire Knowledge of theories of Citizenship , historical development of the concept and its practice in a globalizing world

JIBANTALA ROKEYA MAHAVIDYALAYA DEPARTMENT OF HISTORY	
PROGRAMME NAME	B.A. HONOURS IN HISTORY
PROGRAMME SPECIFIC OUTCOME(PSO)	The Department of History has four fold aims. These are:- **a) To develop independent thinking and decision making process as future young Indians**

Sem	Core Courses	Content of CU Syllabus	Course Outcome (CO)
1	CC1: : **History of India from the earliest times to C 300 BCE**	I. Reconstructing Ancient Indian History: a) Early Indian notions of History b) Sources and tools of historical reconstruction. c) Historical interpretations (with special reference to gender, environment, technology and regions) II Hunter-gatherers and the advent of food products a)Paleolithic cultures- sequence and distribution; stone industries and other technological developments. b) Mesolithic cultures – regional and chronological distribution; new developments in technology and economy; rock art. c) Neolithic and Chalcolithic cultures: distribution and subsistence pattern III. The Harappan civilization: Origins; settlement patterns and town planning; agrarian base; craft productions and trade; social and political organization; religious beliefs and practices; art; the problem of urban decline and the late/post-Harappan traditions. IV.Cultures in transition Settlement patterns, technological and economic developments; social stratification; political relations; religion	• This course helps the Honours students to the Ancient Indian History by using literaryandarchaeological sources. It also delves into the detailed study of Harappan Civilisation, and theAryan problem. • To realize that history is a progressive thought process which is based on the outcome of continuous research and excavations of archaeological sites as well as different interpretations on the progress and evolution of human civilization. • Learn about Prehistory and proto -historic period of Ancient India • A systematic study of the past includes polity, society, education, economy, custom, religion and culture from earliest time to present day. • Prominet features of Indus valley civilization • Birth of protestant religion –Buddhism and Jainism • Rise of empire • PoliticalUnification underMauryan empire, reasons behind their decline. • Rise of many new tribes and change of their settlement pattern and social stratification. • History of South India as reflected in Sangam literature

		and philosophy; the Aryan problem. a) North India (circa 1500 BCE – 300 BCE) b) Central India and the Deccan (circa 1000 BCE – circa 300 BCE)	• Increasing foreign invasion • Growth of administrative activities and elaborate system of taxation. • Development of literature, art and architecture
	CC2: **Social Formations and Cultural Patterns of the Ancient World other than India**	I.Evolution of human kind: Paleolithic and Mesolithic cultures – Role of kinship social institutions in the development of early societies. II. Food production : beginnings of agriculture and animal husbandry. III. Bronze Age civilizations, with reference to any one of the following :i)Egypt (Old Kingdom); ii)China(Shang), economy, social stratification, state structure, religion. IV. Nomadic groups in Central and West Asia; Debate on the advent of iron and its implications. V. Slave society in ancient Greece & Rome: agrarian economy, urbanization, trade. VI. Polis in ancient Greece: Athens and Sparta; Greek culture.	• Learn about different stone age and its important features • Students study about Evolution of human kind, food production, bronze age civilization, • Nomadicgroups in Central and West Asia, • Slave society in ancient Greece and Rome • City- states -Polis, Acro polis in ancient Greece and it's political –social-cultural aspects and it's economy
2	CC3: History of India from C300 BCE to C 750 CE	I.Economy and Society (circa 300 BCE to circa CE 300) a)Expansion of agrarian economy : production relations b)Urban growth: north India, central India and the Deccan; craft Production: trade and trade routes; coinage c)Social stratification: class, Varna, Jati, untouchability; gender; marriage and property relations.	• Learn about the proliferation of varna, jati, untouchability,gender,marriage and property relation. • Study about the political formation, cultural, religious andphilosophical developments of Mauryan Empire, Kushana, Satvahana and Gupta period. • Gupta Age-golden age debate • Growing influence of Brahminical cult religion, animal sacrifice

		II. Changing political formations (circa 300 BCE to circa CE 300) : a)The Mauryan Empire b)Post-MauryanPoliities with special reference to the Kushanas and the Satavahanas; GanaSanghas	• Development of art, architecture and literature
		III. Towards early medieval India (circa CE fourth century to CE 750): a) Agrarian expansion: land grants, changing production relations; graded land rights and peasantry. b)The problem of urban decline: patterns of trade, currency, and urban settlements. c)Varna, proliferation of Jatis: changing norms of marriage and property d) The nature of polities: the Gupta empire and its contemporaries: post-Gupta polities- Pallavas, Chalukyas, and Vardhanas.	
		IV. Religion, philosophy and society (circa 300 BCE – CE 750) a)Consolidation of the Brahmanical tradition : dharma, Varnashram, Purushastras, Samskaras. b)Theistic cults (from circa second century BC): Mahayana; the Puranic tradition. c) The beginnings of Tantricism.	
		V. Cultural developments (circa 300 BCE to circa CE 750): a)A brief survey of Sanskrit, Pali, Prakrit and Tamil literature. Scientific and technical treatises. b)Art and architecture and forms and patronage; Mauryan , Post-Mauryan, Gupta , Post-Gupta	
	CC4: **Social Formations and Cultural Patterns of the Medieval**	GROUP- B III. Crisis of the Roman Empire and its principal causes: Historiography	• learn about the historiography of the crisis of the Roman Empire and its principal causes.

	World other than India	IV. Religion and Culture in Medieval Europe: Society, Religious organizations (Church and Monastery), Carolingian renaissance 12th century renaissance, Position of Women in Medieval Europe, Witchcraft and Magic, Urbanization, Rise of University, Medieval art and architecture. V. The feudal society its origins and its crisis: Historiography GROUP- C VI. Judaism and Christianity under Islam	• Society, position of women, religion, urbanization, birth of university during medieval Europe • Growing popularity of magic and black magic • Origin and crisis in feudal society, • Judaism and Christianity under Islam in this course
3	CC5: **History of India (CE 750-1206)**	I.Studying Early Medieval India: Historical geography sources: texts, epigraphic and numismatic data. Debates on Indian Feudalism, rise of the Rajputs and the nature of the state. II. Political Structures: a) Evolution of political structures: Rashtrakutas, Palas, Pratiharas, Rajputs and Cholas. b) Legitimization of kingship; Brahmanas and temples; royal genealogies and rituals c)Arab conquest of Sindh : nature and impact of the new set-up; Ismaili Dawah d) Cause and consequences of early Turkish invasions : Mamud of Ghazna; Shahab-ud-Din of Ghur. III. Agrarian structure and social change: a) Agricultural expansion; crops b)Landlords and peasants c)Proliferation of castes: status of untouchables d) Tribes as peasants and their place in the Varna order IV. Trade and Commerce a) Inter-regional trade b) Maritime trade c) Forms of exchange d)Process of urbanization e)Merchant guilds of	• . Different sources of Medieval indian history • Students primary focus in this course is evolution of political structures of Rashtrakutas, Palas,Pratiharas, Rajput, and Cholas. • The course also discuss about the causes and consequences of early Turkish invasion, • Study about the agricultural expansion, proliferation of castes, trade and commerce and alsoreligious and cultural developments during this period. • Spread of Indian culture in South-East Asia

		South India V. Religious and Cultural developments: a)Bhakti, Tantrism, Puranic traditions; Buddhism and Jainism; Popular religious cults. b) Islamic intellectual traditions: Al-Biruni; Al-Hujwiri c)Regional languages and literature d)Art and architecture: Evolution of regional styles.	
	CC6 : Rise of the Modern West - I	I.Transition Debate on transition from feudalism to capitalism: problems and theories. II a) The exploration of the new world: motives. b.) Portugese and Spanish voyages. III. a) Renaissance : its social roots b.) Renaissance humanism c.) Rediscovery of classics d.) Italian renaissance and its impact on art, culture, education and political thought. e.) Its spread in Europe IV. a) Reformation movements: Origins & courses b.) Martin Luther & Lutheranism c.) John Calvin & Calvinism d.) Radical reformation: Anabapists and Huguenots e.) English reformation and the role of the state f.) Counter Reformation V. a) Economic developments b.) Shift of economic balance from the Mediterranean to the Atlantic c.) Commercial Revolution d.) Price Revolution e.) Agricultural Revolution and the Enclosure Movement VI. a) Development of national monarchy b.) Emergence of European state system	• This course helps the students to understand the transition from Feudalism to Capitalism. • Renaissance, Reformation, discovery of New World, shift of economic balance from the Mediterranean to the Atlantic. • Price Revolution, Agricultural Revolution, Enclosure Movement, • Change in economic sphere which led the growth of trade and commerce and that resulted the birth of a new wealthy merchant class • Development of national monarchy and emergence of European state system.

CC7: **History of India (c.1206-1526)**	I. Interpreting the Delhi Sultanate: Survey of sources: Persian tarikh tradition; vernacular histories; epigraphy II. Sultanate Political Structures: a. Foundation, expansion and consolidation of the Sultanate of Delhi; the Khaljis and the Tughluqs; Mongol threat and Timur's invasion; Rise and fall of Syed dynasty; The Lodis; Conquest of Bahlul and Sikandar; Ibrahim Lodi and the battle of Panipat; b. Theories of Kingship; Ruling elites; Sufis, Ulama and the political authority; imperial monuments and coinage c. Emergence of provincial dynasties: Bahamanis, Vijayanagar, Gujarat, Malwa, Jaunpur and Bengal d. Consolidation of regional identities: regional art, architecture and literature III. Society and Economy: a. Iqta and the revenue-free grants b. Agriculture production; technology c. Changes in rural society; revenue systems d. Monetization; market regulations; growth of urban centres; trade and commerce; Indian Ocean trade IV. Religion and Culture: a. Sufi silsilas: Chishtis and Suhrawardis; doctrines and practices; social roles. b. Bhakti movements and monotheistic traditions in South and North India; Women Bhaktas; Nathpanthis; Kabir, Nanak and the Sant tradition c. Sufi literature; Malfuzat; Premakhayans d. Architecture of the Delhi Sultanate	• Detailed study of Delhi Sultanate, its political structure, society, economy, religion, and culture is covered in this course. • New land grant policy as a part of administration and agrarian economy developed and the pattern of revenue has got a new dimension. • A new type of indo-Islamic art and architecture developed at the same time vernacular and Persian literature developed. All these changes gave birth to a mixed culture.
SEC –A (1): Archives and museums	I. Definition and history of development (with special reference to India) II. Types of archives and museums: Understanding the traditions of preservation in India Collection policies, ethics and procedures Collection: field exploration, excavation,	• This course introduces students to the institutions that house and maintain documentary, visualand material remains of the past. • Museums and archives are among the most important suchrepositories and this course explains their significance and how they work.

		purchase, gift and bequests, loans and deposits, exchanges, treasure trove confiscation and others. Documentation: accessioning, indexing, cataloguing, digital documentation and deaccessioning Preservation: curatorial care, preventive conservation, chemical preservation and restoration III.Museum Presentation and Exhibition: IV. Museums, Archives and Society: (Education and communication Outreach activities	• Students will beencouraged to undertake collection, documentation and exhibition of suchmaterials in their localities and colleges. Visit to National Archives and National Museum are anintegralpart of this course. • At the same time through this study student will feel proud of our own culture and encouraged to take part in archaeological excvations.
4	CC8: **Rise of the Modern West- II**	I.a) Printing Revolution. b) Revolution in war techniques II . a.) Crisis in Europe in the 17th century b.) Its economic, social and political dimensions III. a.) The English Revolution : major issues b.) Political and intellectual issues IV. a.) Scientific Revolution b.) Emergence of scientific academies c.) Origins of Enlightenment Va.) Mercantilism and European economics b.) Preludes to the Industrial Revolution VI. a). European Politics in the 17th & 18th Century b.) Parliamentary monarchy c.) patterns of Absolutism in Europe	• Students primary focus in this course is to understand how Europe changed in the 17th and 18thcentury by focusing on various development that took place in Europe like printing revolution, • Scientific revolution – spread of Education • Impact of industrial revolution-factory system etc • Emergence of a new social class working class and their grievances gave birth to socialism • English revolution, and emergence of patterns of absolutism in Europe.
	CC9: **History of India (c 1526-1605)**	I.Sources and Historiography: a) Persian literary culture; translations; Vernacular literary traditions. b)Modern Interpretations II. Establishment of Mughal rule: a) India on the eve of Babur's Invasion b) Fire arms, military technology and warfare c) Humayun's struggle for empire d) Sher Shah and his administrative and revenue reforms III. Consolidation of Mughal rule under Akbar: a) Campaigns and conquests: tactics and technology b) Evolution of administrative institutions :Zabt, Masnab,	• The students learn about the foundation, expansion, and growth of the Mughal State in this course. • Various administrative steps had taken by Akbar and other Mughal emperor. • Akbar practised religious tolerance and later he propagated a new religion Din-i-ilahi

		Jagir, Madad-I-Maash c) Revolts and resistance IV. Expansion and Integration: a)Incorporation of Rajputs and other indigenous groups in Mughal nobility. b)North-West frontier, Gujarat and the Deccan c) Conquest of Bengal V. Rural Society and Economy: a)Land rights and revenue system; Zamindars and Peasants; rural tensions b)Extension of agriculture; agricultural production; crop patterns c) Trade routes and patterns of internal commerce; overseas trade; rise of Surat VI. Political and religious ideals: a)Inclusive political ideas: theory and practice b) Religious tolerance and Sulh-i-kul; Sufi mystical and intellectual interventions c)Pressure from the Ulama	
	CC10:	I.Sources: Persian and vernacular literary cultures, histories, memoirs and travelogues II.Political Culture under Jahangir and Shah Jahan a) Extension of Mughal rule; changes in Mansab and Jagir systems; imperial culture b) Orthodoxy and syncretism – Naqshbandi Sufis, Miyan Mir, Dara Shukoh, Samrad III. Mughal Empire under Aurangzeb a) State and religion under Aurangzeb; issues in the war of succession; policies regarding religious groups and institutions b) Conquests and limits of expansion c) Beginning of the crisis: contemporary perceptions; agrarian and Jagircrises; revolts. IV. Visual Culture: Paintings and Architecture V. Patterns of Regional Politics: a) Rajput political culture and state formation b) Deccan kingdoms; emergence of the Marathas; Shiva; expansion under the Peshwas c) Mughal decline; emergence of successor states d)	• This course is a continuation of CO 9: History of India (c 1526- 1605) and it highlights the political,social, regional, trade and commerce under Jahangir, Shah Jahan and Aurangzeb. • War of succession • Start of disintegration of Mughal Empire. • Emergence of independent states of Hydrabad,Carnatic, Punjab, Bengal,Oudh,Mysore

		Interpreting eighteenth century India: recent debates VI. Trade and Commerce a)Crafts and technologies; Monetary system b) Markets, transportation, urban centres c) Indian Ocean trade network	• Bhakti movement
	SEC B2: (2): Art Appreciation: an Introduction to Indian Art	I.Prehistoric and protohistoric art: _Rock art; Harappan arts and crafts II. Indian art (c. 600 BCE – 600 CE): World Heritage Site Managers, UNESCO World Heritage Manuals [Can be downloaded/ accessed at www.unesco.org] Notions of art and craft Canons of Indian paintings Major developments in stupa, cave, and temple art and architecture Early Indian sculpture: style and iconography Numismatic art III. Indian Art (c. 600 CE – 1200 CE) : Temple forms and their architectural features Early illustrated manuscripts and mural painting traditions Early medieval sculpture: style and iconography Indian bronzes or metal icons IV. Indian art and architecture (c. 1200 CE – 1800 CE) : Sultanate and Mughal architecture Miniature painting traditions: Mughal, Rajasthani, Pahari Introduction to fort, palace and haveli architecture V. Modern and Contemporary Indian art and Architecture: The Colonial Period Art movements: Bengal School of Art, Progressive Artists Group, etc. Major artists and their artworks Popular art forms (folk art traditions)	• The purpose of this course is to introduce students to Indian art, from ancient to contemporary times, in order to understand and appreciate its diversity and its aesthetic richness. The course will equip students with the abilities to understand art as a medium of cultural expression. • It will give students direct exposure to Indian art through visuals, and visits to sites and museums. • Recognise the change of forms,style , medium, material of Indian art architecture.
5	CC11: **History of Modern Europe (c. 1789-1939**)	I.The French Revolution and its European repercussions: a) Crisis of ancien regime b) Intellectual currents c) Social classes and emerging gender relations. d) Phases of the French Revolution e)Art and Culture of French	• This coure deals with socio, economic and political background of the French Revolution.

| | | Revolution f)Napoleonic consolidation – reform and empire. II. Restoration and Revolution: c.1815 - 1848 a) Forces of conservatism and restoration of old hierarchies. b) Social, Political and intellectual currents. c) Revolutionary and Radical movements, 1830 -1848 III. Capitalist Industrialization and Social and Economic Transformation (Late 18th century to AD 1914) a) Process of capitalist development in industry and agriculture: case studies of Britain, France, the German States and Russia. b) Evolution and Differentiation of social classes : Bourgeoisie, proletariat, Land Owning classes and peasantry. c) Changing trends in demography and urban patterns d)Family, gender and process of industrialization. IV. Varieties of Nationalism and the Remaking of States in the 19th and 20th centuries. a)Intellectual currents, popular movements and the formation of National identities in Germany, Italy, Ireland and the Balkans. b) Specifications of economic development, political and administrative Reorganization – Italy; Germany. c) Revolutions of 1905; the Bolshevik Revolution of 1917 d) Programme of Socialist Construction and the Soviet Union during the inter-war period 1918- 39. V. Imperialism, War and Crisis: c.1880 - 1918 a) Theories and mechanisms of imperialism; b) Growth of Militarism; c) Power blocks and alliances; d) Expansion of European empires e) War of 1914 - 1918 VI. Europe between Two World Wars: a) Post War Europe: A Diplomatic History b) The Great Depression c) Rise of Fascism in Italy and | • Napoleon Bonaparte- rise, achievement and his downfall.

• Unification ofGermany and Italy,

• Russian modernization,

• Industrial Revolution –growth of capitalism and rise of colonialism

• The Origin of the First World War

• The rise ofNazism and Fascism. |

		Nazism in Germany d) The Spanish Civil War e) Policy of Appeasement and Russo German Non-Aggression Pact f) Origins and Course of the Second World War	
	CC12: **History of India (c 1750s- 1857)**	I.India in the mid 18th Century; Society, Economy, Polity II. Expansion and Consolidation of Colonial Power : a) Mercantilism, foreign trade and early forms of exactions from Bengal b) Dynamics of expansion, with special reference to Bengal, Mysore, Western India, Awadh, Punjab and Sindh. III. Colonial State and Ideology: a) Arms of the colonial state : army, police, law b) Ideologies of the Raj and racial attitudes. c) Education : indigenous and modern. IV. Rural Economy and Society: a) Land revenue systems and forest policy b) Commercialization and indebtedness c) Rural society : change and continuity. d) Famines e)Pastoral economy and shifting cultivation. V. Trade and Industry a)De industrialization b)Trade and fiscal policy c) Drain of Wealth d) Growth of modern industry VI. Popular Resistance: a) Santhal uprising (1857); Indigo rebellion (1860); Pabna Agrarian Leagues(1873); Deccan riots (1875) b) Uprising of 1857	• This course teach the student about society, economy, and polity of India in mid-18th century. • It also explores the expansion and consolidation of colonial power, its ideology, • Popular Resistance, • Rural economy and society, trade and industry.

			• Causes and effects of drain of wealth
			• Spread of western education, birth of new inteligensia and Reform movement
	DSE A1: **History of Bengal (c.1757-1905)**	I.Political history of Bengal under the Nawabs: Rise of British power in Bengal from the battle of Plassey to Buxar. II. .Administrative history: 1765--1833 III. Colonial economy: - Agriculture, trade and industry. IV. Cultural changes and Social and Religious Reform Movements: Christian missionaries-The advent of printing and its implications, education: Indigenous and western - Hindu and Muslim religious revivalist movements. V. Social Reforms and the women's question. VI. Protest movements and insurgencies against the Raj: The Fakir and Sannyasi revolts, Indigo Revolt (1859-1860), Pabna Peasant Uprisings (1873-76) VII. Partition of Bengal 1905: Curzon and the administrative blueprint.	• This course specifically revolves around the political history of Bengal under the Nawabs. • Administrative history, colonial economy, cultural, social, and religious reform movements. Other • Important aspects covered by this course are social reforms and the women's question, protest movements and insurgencies against the Raj, and Partition of Bengal 1905.
	DSE B1: History of Modern East Asia – I China (c.1840 – 1949)	I.Imperialism and China during the 19th and early 20th century a) Chinese feudalism :Gentry, Bureaucracy and peasantry; the Confucian value system; Sinocentrism; the canton commercial system b)The transformation of China into an informal colony; the Opium Wars; the Unequal Treaties; the scramble for concessions; Finance Imperialism; the Open Door policy. c)Agrarian	• The main area of the course are Society, politics,economy and religion of China during the 19th and early 20th century. • Intrusion of western world, unequal treaties and revolt

		and Popular Movements : Taiping and Yi Ho Tuan d)Attempts at Self-Strengthening (Tzu-Chiang): Reforms of 1860-95; 1898; and 1901-08. ii) The Emergence of Nationalism in China a)The Revolution of 1911: Causes , nature and significance; the social composition of the Revolution; Sun Yat-sen and his contribution; the formation of the Republic; Yuan Shih Kai; War Lordism. b)May Fourth Movement of 1919: Nature and Significance II. History of China (cc.1919 – 1949) i) Nationalism and Communism in China (1921 – 1937) a) Formation of CCP; and the b) The First United Front i)The Communist Movement (1938-1949) ii)The Jiangxi Period and the rise of Mao Tse Tung	• End of dynasties rule and emergence of Nationalism in china. • Rise of communism • Birth of People's Democratic China
6	CC13: **History of India (c 1857-1964)**	I.Cultural changes and Social and Religious Reform Movements: a) Growth of a new intelligentsia – the Press and Public Opinion b) Reform and Revival :BrahmoSamaj, PrarthnaSamaj, and Ramakrishna and Vivekananda, Arya Samaj, Wahabi, Deoband, Aligarh and Singh Sabha Movements. c)Debates around gender d)Making of religious and linguistic identities e)Caste : Sanskritising and anti Brahminical trends II. Nationalism : Trends up to 1919 a)Formation of early political organizations b) Moderates and extremists c)Swadeshi movement d)Revolutionaries III. Gandhian nationalism after 1919 : Ideas and Movements: a)Mahatma Gandhi : his Perspectives and Methods b)i) Impact of the First World War ii) Rowlatt Satyagraha and	• This course is a continuation of CO 12: History of India (c 1750s-1857) and looks into cultural,social, religious reforms and movements. • Revolt of 1857 and many popular uprisings • Students also study about growth of Nationalism,

		JalianwalaBagh iii)Non-Cooperative and Civil Disobedience iv)Provincial Autonomy, Quit India and INA c)Left wing movements d)Princely India : States people movements IV. Nationalism and Social Groups : Interfaces: a) Landlords, Professionals and Middle Classes b)Peasants c)Tribals d)labours e)Dalits f)Women g)Business groups V.Communalism : Ideologies and practices, RSS , Hindu Maha Sabha, Muslim League VI. Independence and Partition a)Negotiations for independence and partition b)Popular movements c)Partition riots VII. Emergence of a New State: a)Making of the Constitution b)Integration of princely states c) Land reform and beginnings of planning d) The Nehru years.	• Gandhian era, Communal Politics, • Partition, Independence, and emergence of an independent state.
	CC14: **History of World Politics: 1945-1994**	I.The Cold War: Weakening of European balance of power: Origins of The Cold War: Yalta and Potsdam Conferences; End of wartime alliance. II. The USA in World Politics: Truman Doctrine, Marshall Plan, NATO. III. The USSR in World Politics: Molotov Plan, COMECON and Cominform; Sovietisation of Eastern Europe; Berlin Blockade; Warsaw Pact. IV. Manifestation of Cold War: The Korean Crisis- End of French Colonial rule in Indo-China and the Vietnam War – Cuban Crisis. V. De-Stalinisation; Thaw in Cold War; Détente and road to the ending of Cold War. VI. Disintegration and Decline of the Soviet Union – Glasnost and Perestroika – Crisis of Socialist regimes in other East European Countries: Poland, Germany, Czechoslovakia, Hungary – Response of the USA; Rise of a Unipolar World	• This course covers the detailed study of world politics of the 20th century right from the beginning of Cold War. • Emergence of the People's Republic of China,

| | | system, Globalization. VII. Emergence of the People's Republic of China – China and the USA – Sino-Soviet rift. VIII. West Asian Crisis – Palestine and Western Powers – Birth of Israel – Arab-Israel Conflict –The Suez Crisis (1956); Origin and Formation of PLO; Yom Kippur War(1973) ; Camp David Accord(1979); Oslo Peace Accord(1993).
 IX. Decolonization: The African Case Study: Ghana, Algeria, Congo, Kenya.
 X. Protest Politics: Civil Rights Movement, Anti-Apartheid Movement and the end of Apartheid (1994), Second Wave Feminist Movement. | • West Asian crisis, decolonization and protest movement on socio-economic, religious and human rights.

 • Decline of Soviet union and birth of unipolar world system and Globalization |
| | **DSE-A-3 History of Bengal (c.1905-1947)** | I.Partition of Bengal and Swadeshi Movement (1905-08) Political ideology and organizations, rise of Extremism in Bengal, Swadeshi movement, Revolutionary terrorism.
 II.Communal Politics: 1906- 30 Birth of Muslim League, and the Hindu response.
 III.Gandhian nationalism after 1919, Non-Cooperation and Khilafat movement, Swaraj party, Civil Disobedience movement, Revolutionary Nationalists and the beginnings of Left politics in the 1920s, Rise of KrishakPraja Party, Muslim League in Bengal politics.
 IV. Government of India Act 1935 and its aftermath:
 V. Peasant Movements in Bengal 1920-1946, Labour Movement in Bengal 1920-1946, Caste Movement in Bengal 1920-1946, Women's Movements in Bengal 1920-1946.
 VI. Subhash Chandra Bose and the Congress, Quit India Movement in Bengal, Post war upsurges in Bengal- Left wing movements.
 VII. Independence and Partition: Communal | • In this course students study about the impact of colonial rule on Bengal.

 • Swadeshi and Boycott movement

 • Beginning of communal politics

 • Rise of Regional Parties

 • Independence of India -Division of Bengal |

		Riots, the great Calcutta killing and Noakhali riots, Hindu Mahasabha, Muslim League, freedom and Partition, Birth of West Bengal and East Pakistan.	
	DSE B3 **History of Modern East Asia – II Japan (c.1868 –1945)**:	I) Transition from feudalism to capitalism: a) Crisis of Tokugawa Bakuhan system b) Meiji Restoration : Its nature and Significance c) Political Reorganization d) Military Reforms 45 e) Social, cultural and educational reforms (Bunmeikaika) f) Financial reforms and educational development in the 'Meiji' era g) Meiji Constitution II) Japanese Imperialism a) China b) Manchuria c) Korea 3) Democracy and Militarism / Fascism a) Popular/ People's Rights Movement b) Nature of political parties c) Rise of Militarism-Nature and significance d) Second World War; American occupation e) Post-War Changes	• Japanese history especially transition from feudalism to capitalism, • imperialism and rise of fascism is In japan. • Second World war: devastating destruction and surrender

JIBANTALA ROKEYA MAHAVIDYALAYA DEPARTMENT OF PHILOSOPHY	
PROGRAMME NAME	B.A. HONOURS IN PHILOSOPHY
PROGRAMME SPECIFIC OUTCOME(PSO)	● This course introduces some metaphysical and Epistemological concepts and issues of Indian and Western philosophy. ● This course also offers some Ethical or Moral concepts like good and bad right and wrong which helps to build up personality as well as responsibility. ● Students can develop their thinking logically through the program of Logic.

			● The programs Philosophy of Religion learn and distinguish the basic tenets of various religions and design arguments the existence of God.
			● The course social and political philosophy taught us social duty and social responsibility.
			● This program offers the value of Karma, power of truth and its application.

SEMESTER	PAPER	COURSE NAME	COURSE OUTCOME
SEMESTER-I	CC-1	Indian Philosophy-I	● The students will be able to learn the Epistemology and Metaphysics of Nyaya, Vaisesika Philosophy. ● Learn, compare, judge and evaluate the tenets of major school of astika and nastika traditions of Indian Philosophy and can apply in practical life. ● Students will be able to recognize, identify and explain the fundamental concepts of Indian Philosophy.
	CC-2	History of Western Philosophy-I	● After competition of the paper students will be able to understand the thoughts of pre-Socratic philosophers and also create a bridge between

			ancient and modern philosophy. ● This course learns the various sources of knowledge through Empiricism, Rationalism and Criticism.
SEMESTER-II	CC-3	Indian Philosophy-II	The students will be able to understand and explain the metaphysical theory of Saṁkhya, Yoga Philosophy of Patanjali, Mīmāṁsā Philosophy and compare between the school of Advaita and Visistadvaita philosophy.
	CC-4	History of Western Philosophy- II	● Learn about primary and secondary sources of knowledge. ● This course learns how to create bridge between realism and Idealism. ● Learn the conception of critical philosophy according to kant and also learn metaphysical and transcendental exposition of the Ideas.
	CC-5	Philosophy of Mind	● The paper provides an understanding of the basic-concepts of Psychology like sensation, perception, their relation, consciousness, memory and its different levels etc. ● This course learns and realizes the relation between mind and body. ● This course learns to calculate the I.Q. of the child.
	CC-6	Social and Political Philosophy	● The primary concepts of social and political philosophy are Society, Community, Family, Caste

SEMESTER-III			• and class, social changes and progress etc. • This course also learns the lesson of democracy. • Know about the Marxist interpretation of family and gender biasness
	CC-7	Philosophy of Religion	• After successfully completion of this paper the students will be able to differentiate the basic doctrine of various religions. • Development of spiritual conscience. • It can improve our inter-religious understanding.
	SEC-A (b)	Man and Environment	• This paper has been designed to encourage environmental awareness and responsibility among the students. • It also learns Eco- feminism. • This course describing about eco system approach to environmental issues.
	CC-9	Western Logic-II	This Course provides modern techniques which would help to proof arguments. It helps to develop a critical and attitude.
	CC-10	Epistemology and Metaphysics (western)	The outcome of this course is to do analysis of language for critical thinking as all thinking is based on the logical presentation, of language.

SEMESTER-IV	SEC-B (b)	Philosophy of Human Rights	Dealing with basic rights and freedom that belongs to every person in the world from birth to death.
SEMESTER-V	CC-11	Indian Logic and Epistemology-I	By studying this paper students can come in acquaintance with the following concepts related to 'Tarkasangraha'- definition and classification of pada, Laksana, sabdabodh etc.
	CC-12	Ethics (Indian)	Students can assess arguments and Philosophical perspectives using critical reasoning.
	DSE(A)(1).	Normative and Meta Ethics	Imparting the awareness in the core ethical problems and basic ethical theories and approaches.
	DSE(B)(1)	Śrimadbhagabadgīta	Strengthening the ability to transcend emotions to dutiesbeing acquainted with the guidelines for leading abalanced life, meditations and yoga.
	CC-13	Indian Logic and Epistemology	This course helps the students to understand the sources of knowledge. They have the text-based knowledge on Indian Philosophy.
	CC-14	(Western Ethics)	Students get basic knowledge of morality and other ethical theories of the morality and other ethical theories of the western.

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	DSE(A)(2)	Applied Ethics	Understand the importance of applying life values in life.
SEMESTER-VI	DSE(B) (2)	Swami Vivekananda	Able to knows the Swami Vivekananda's main concepts like Real man, religion, Universal religion etc. Know the history of Indian culture in the history of evolution.

JIBANTALA ROKEYA MAHAVIDYALAYA DEPARTMENT OF SANSKRIT	
PROGRAMME NAME	B.A. HONOURS IN SANSKRIT
PROGRAMME SPECIFIC OUTCOME(PSO)	**IntroductiontoContentsofSanskrit:** OfferinglearningopportunitiestoorientthestudentstowardsthescientificandhumanisticstudyoftheSanskrit language. **ConversationalSanskrit:** Creating languageenvironmentforstudentstoacquirethelanguageskills assessed by theirconversationand usageofthe language. **PersonalityDevelopment:**Help shaping cognitive,affectiveand behavioral labilitiesofstudentsforbuildingresponsibleacademicprofessionalsand researchers. **Socialrelevance:**InfusingthenotionofSeva(service)inthestudentstobeabletotakepartin social transformation. **ContextualizationofAncientWisdom:**knowingtheapplicationofancientIndianwisdomincontemporaryproblemsol vingsituations. **BestofthePast:**Impartingknowledgeofbasiclivingandconceptsfromancientliterature which is timeless and still applicabletothesociety.

	• **LifeSkills:**Facilitating acquisitionof basic skillsinmajorareasof applicatione.g. leadership, communication, researchaptitude, behavioralmodification etc. • **InculcationofEthicsandMoralValues:**Developing strong senseofethicalandmoral aptness in generaland in the contextoflearning. • **Multi-culturalliving:**Developing respect forsocialdiversityandincreasingsocialandculturalrelevancelearning. • **Indigenouslifestyle:**Imparting knowledge ofIndian calendar, cultural events, food culture, life stylet for practicing galore indigenous lifestyle. **ICTforSanskrit:**IntroducingICTtoolsforlearningandeducatingSanskrittoothe aspirants.

CORSECODE	COURSENAME	COURSEOUTCOME
CC1	Classical SanskritLiterature(POETRY)	Students acquire general information ofMahakavyaandspeciallytextbasedknowledgeoffamousMahakavya.
CC2	Critical Survey ofSanskritLiterature	Students acquire history of Veda, Ramayana,Mahabharata,PuranaandgeneraloutlineofsomeShastras.
CC3	Classical SanskritLiterature(PROSE)	StudentsgaingeneraloutlineofGodyakavyasofSanskrit literature.

CC4	SELFMANAGEMENTINTHEGĪTĀ	Students gain knowledge (doctrine) of Gita onvarious modernproblems.
CC5	CLASSICALSANSKRIT LITERATURE(DRAMA)	Learnersobtaintextualknowledgeoftwofamous drama of Bhasa, Kalidasa and general knowledgeofsome famous SanskritDramas.

CC6	Poetics and LiteraryCriticism	Learnersobtainknowledgeofaestheticsandtheirpartssuch as Chhanda,Rasa,Alankaretc.
CC7	Indian SocialInstitutionsandPolity	Inthispaperstudentslearnthesocial &politicalscenarioofancient Indiain sanskrit.
SEC A	Sanskrit WritingSkill	Learnersobtainknowledgeoftranslationfromvernaculartosanskrit&viceverse.
CC8	IndianEpigraphy,Paleography andChronology	Students acquire the sources of ancient IndiathroughEpigraphy,Palaeographyofchronology.
CC9	ModernSanskritLiterature	StudentsobtainintroductionofModernSanskritPoets andtheir works.
CC10	SANSKRITWORLDLITERATURE	StudentsgainknowledgeofworldliteratureofSanskrit.

SEC B	Spoken& ComputationalSanskrit	Learnersobtainknowledgeoftranslationfromvernacular tosanskrit&viceverse.Aswellastypingsanskrit&spoken.

CC11	VedicLiterature	StudentsgainVedicVerseswith meaning&uses.
CC12	SanskritGrammar	StudentsacquireknowledgeofSanskritgrammar.
DSEA1	Darśana	StudentslearnsomephilosophicaltextinSanskrit.
DSEB1	Kāvya	StudentsobtainknowledgeofSanskritpoetics.
CC13	IndianOntology&Epistemology	StudentsgainspecialknowledgeofNyayaphilosophyinSanskrit text.

CC14	Sanskrit Composition&Communication	Studentsgainsometranslation,comprehensionand essaytype knowledge.
DSEA2	Vyākaraṇa	StudentsgainknowledgeofsomespecialpartofSanskrit grammar displays.
DSEB2	Veda	StudentsobtainsomespecifiedVedictext.

JIBANTALA ROKEYA MAHAVIDYLAYA DEPARTMENT OF BENGALI	
PROGRAMME SPECIFIC OUTCOME	B .A GENERAL IN BENGALI
PROGRAMME SPECIFIC OUTCOME (PSO)	বাংলা স্নাতক স্তরের পাঠ সম্পূর্ণ করে ছাত্র-ছাত্রীর যে যে দক্ষতা গড়ে উঠবে- • বাঙালির জাতি ও ভাষার বর্ধমানতা, সংস্কৃতি এবং ইতিহাস চেতনার নানান অভিমুখ গুলির অনুপুঙ্খ জ্ঞান লাভ ঘটবে। • দেহ মনের পরিপূর্ণ বিকাশ ও সৌন্দর্যবোধ গড়ে উঠবে। • আন্তর্জাতিকতাবোধ, দেশপ্রেম, সৌভ্রাতৃত্ববোধ, পারস্পরিক সুমর্যাদা ও সহিষ্ণুতা বোধের বিকাশ ঘটবে। • দেশ-কাল নিরপেক্ষ সমাজ বিবর্তনের মনোবৈজ্ঞানিক ও দার্শনিক বিষয়গুলি সম্পর্কে ধারণা লাভ করবে। • ব্যবহারিক জীবনের বিভিন্ন ক্ষেত্রে সাহিত্যকলার ব্যবহার ঘটাতে পারবে। • প্রকাশ-কথন , শ্রবণ দক্ষতার বিকাশ ঘটবে । সুরসবোধ জাগরিত হবে, প্রকৃত মানুষ হিসাবে আত্মপ্রকাশে ও সমাজ গঠনে অবদান রাখতে পারবে।

Se me	Core Courses	Content of CU Syllabus	Course Outcome (CO)

ste r			
1st	BNG-G/GE1	বাংলা সাহিত্যের ইতিহাস (১৮০০ খ্রিস্টাব্দ পর্যন্ত পর্যন্ত) মডিউল –১গদ্যওপ্রবন্ধ। মডিউল –২কাব্যকবিতাওনাটক মডিউল –৩উপন্যাসওছোটগল্প।	১৮০০খ্রিষ্টাব্দপরবর্তীসময়কালেবাংলাসাহিত্যেরবিভিন্নধারারবি বর্তনেরগতিরেখারসঙ্গেশিক্ষার্থীদেরপরিচিতিঘটানোআসলউ দ্দেশ্য।
2ND	BNG-G/GE 2	ঐতিহাসিকভাষাবিজ্ঞান, ছন্দওঅলংকার। মডিউল – ১ঐতিহাসিকভাষাবিজ্ঞান। মডিউল –২ছন্দ। মডিউল –৩অলংকার।	বাংলাভাষারউদ্ভবওবিকাশসম্পর্কেশিক্ষার্থীকেধারণাদেওয়াহ বে।কাব্যনির্মাণেরঅন্যতমউপাদানহিসেবেছন্দওঅলংকারের সংক্ষিপ্তপাঠওশিক্ষার্থীরাঅর্জনকরবে
	BNG-G-SEC-A-3/5-1	মুদ্রণওপ্রকাশনা। মডিউল - ১ মডিউল - ২ মডিউল - ৩	বাংলামুদ্রণওপ্রকাশনাসংক্রান্তসাধারণজ্ঞানার্জনকরবেপড়ুয়া রা
4th	BNG-G-CC-GE4	বাংলাকথাসাহিত্যওপ্রবন্ধ। মডিউল –১উপন্যাস। মডিউল –২ছোটগল্প। মডিউল - ৩প্রবন্ধ।	এইপর্বেবাংলাকথাসাহিত্যএবংপ্রবন্ধসাহিত্যেরপাঠদেওয়াহবে শিক্ষার্থীদের।
	BNG-G-SEC-B- 4/6 -2	ব্যবহারিকবাংলা২ মডিউল - ১সৃজনশীলরচনা। মডিউল –২বানানবিধি। মডিউল – ৩আন্তর্জাতিকধ্বনিমূলকবর্ণমা লা (IPA	যেসবসাহিত্যরূপপড়ুয়ারাপড়ছেতাকিভাবেতৈরিহয়েওঠে, তারকলাকৌশলগুলিসম্পর্কেএখানেহাতে- কলমেতাদেরধারণাদেওয়াহবে।তারসঙ্গেবানানও IPA সংক্রান্তব্যবহারিকজ্ঞানওদিতেচাওয়াহয়েছেএইপর্বে।
	BNG-G-LCC (2)-4-1	বাংলা ভাষা বিজ্ঞান সাহিত্যের রূপভেদ ও কাব্য মডিউল - ১ বাংলা ভাষা বিজ্ঞান	বাংলা ভাষাতত্ত্ব সাহিত্যের রূপভেদের পাশাপাশি মধুসূদন দত্তের কাব্য পাঠের মধ্য দিয়ে শিক্ষার্থীদের ভাষা এবং সাহিত্য সম্পর্কে প্রাথমিক ধারণা তৈরি হব

		মডিউল - ২ সাহিত্যের রূপভেদ মডিউল - ৩ কাব্য	
5th			নাটকের উদ্ভব, নাট্যমঞ্চ সম্পর্কে ধারণা লাভ করবে পড়ুয়ারা। সাহিত্য সমাজের দর্পণ। এই সমাজ বাস্তবতার আঙ্গিক হিসেবে নাটক, নাট্যমঞ্চ ও অভিনয় কলার বিশেষত্ব সম্পর্কে অবহিত করা হবে।
	BNG-G-DSE-A-5-1	বাংলার সমাজ ও সংস্কৃতির ইতিহাস মডিউল - ১ মডিউল - ২ মডিউল - ৩	বাঙালি জাতির উদ্ভব, সাংস্কৃতিক বিকাশের সঙ্গে পরিচয় ঘটবে শিক্ষার্থীদের।
	BNG-G-DSE-B 5-2	বাংলাগোয়েন্দাসাহিত্য, কল্পবিজ্ঞানআশ্রয়রচনাএবংঅ লৌকিককাহিনী। মডিউল - ১ শজারুরকাঁটা। মডিউল - ২ শঙ্কুসমগ্র মডিউল –৩ সবভূতুড়ে	সাহিত্যেরপাঠএবংআস্বাদনেকিশোরদেরঅভ্যাসতৈরিহয়েওঠে, গোয়েন্দাগল্প, কল্পবিজ্ঞানেরকাহিনীএবংভূতেরগল্পেরমধ্যদিয়ে।তাদেরচেনা ক্ষেত্রকেইতারাএখানেবিদ্যায়তনিকপাঠশৃঙ্খলায়অধ্যয়নকর তেশিখবে।
6th			
	BNG-G-DSE-B-6-1	দেশভাগওবাংলাসাহিত্য। মডিউল –১উপন্যাস। মডিউল - ২ ছোটগল্প। মডিউল - ৩ কবিতা	শিক্ষার্থীরাএইপর্বেদেশভাগসম্পর্কেবিস্তারিতজ্ঞানঅর্জনকর বেআরদেশভাগেরযন্ত্রণাবাংলাসাহিত্যেকেমনপ্রভাবফেলেছিল তারপরিচয়পাবে।
	BNG-G-DSE-B-6-2	লোকসংস্কৃতিওলোকসাহিত্য। মডিউল - ১ মডিউল - ২ মডিউল - ৩	বাঙালিএবংতারসংস্কৃতিকেজানতেগেলেআমাদেরলোকসংস্কৃ তিওলোকসাহিত্যেরপাঠনেওয়াখুবইজরুরী।
	BNG-G-LCC-(2)6-2	সাময়িক পত্র ও কথা সাহিত্য মডিউল - ১ সাময়িক পত্র মডিউল - ২ উপন্যাস	বাংলা সাহিত্যের ইতিহাসে ও বাঙালির চিন্তা চেতনার ধারক ও বাহক যে সাময়িক পত্র সে সম্পর্কে এবং পাশাপাশি পড়ুয়ারা উপন্যাস ও ছোটগল্প সম্পর্কে রসাস্বাদন করতে প

	মডিউল - ৩ ছোটগল্প	

JIBANTALA ROKEYA MAHAVIDYLAYA DEPARTMENT OF ENGLISH

PROGRAMME SPECIFIC OUTCOME	B .A GENERAL IN ENGLISH
PROGRAMME SPECIFIC OUTCOME (PSO)	An English General Graduate student of the college should possess the capability to: • Communicate proficiently in English • Acquire ample writing skills • Be aware of British and Indian English literature • Be aware of Nation, History, Culture and Tradition through literature • Be sensitive to issues of Sexuality and gender and cultural difference • Analyze social issues critically

Sem	Core Courses	Content of CU syllabus	Course Outcome (CO)
1	CC1/GE1: POETRY AND SHORT STORY	Poetry: William Shakespeare: Sonnet 18 William Wordsworth: 'Strange fits of passion' P.B. Shelley: 'To a Skylark' John Keats: 'To Autumn' Short Story: James Joyce: 'Araby' Katherine Mansfield: 'The Fly' Joseph Conrad: 'The Lagoon'	After completion of this course students will be able to: -be acquainted with English poetry and short story -be aware of basic themes and ideas ranging from Renaissance to Romanticism to Modernism

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2	CC2/GE2: ESSAY, DRAMA AND NOVEL	Essay: Charles Lamb: 'Dream Children: A Reverie' George Orwell: 'Shooting an Elephant' Drama: William Shakespeare: As You Like It George Bernard Shaw: Arms and the Man Novel: Thomas Hardy: The Mayor of Casterbridge	After completion of this course students will be able to: -be acquainted with English drama, non-fictional prose and novel -be aware of basic themes of Elizabethan, Romantic and Victorian literature
Sem	Core Courses	Content of CU syllabus	Course Outcome (CO)
3	CC3/ GE3: WOMEN'S WRITING AND WOMEN'S EMPOWERMENT	Poetry Elizabeth Barret Browning: 'How Do I Love Thee' Christina Rossetti: 'Uphill' Emily Dickinson: 'I cannot live with you' Sarojini Naidu: 'Palanquin Bearers' Prose: Rassundari Devi: Amar Jiban,	After completion of this course students will be able to: - be acquainted with various issues of sex and gender -be oriented to the writings of women writers and assess their marginalized position in society -look at literary and social issues through the gender lens

		translated by Enakshi Chatterjee RokeyaSakhawat Hussain: Sultana's Dream	
	SECA2: BUSINESS COMMUNICATION	What is business communication Writing reports, letters, curriculum vitae Writing meeting minutes E-correspondence	After completion of this course students will be able to: -communicate in English -master strategies for effective business communication
4	CC4/GE4: ACADEMIC WRITING	Introduction to the writing process Introduction to academic writing Summarising and paraphrasing Writing Essay Citing Sources	After completion of this course students will be able to: -understand the process of critical reading -use language effectively and appropriately in written academic work -cite sources appropriately in an academic article
	SECB2: CREATIVE WRITING	What is creative writing Modes of creative writing Writing Short Story / Poetry Preparing for publication	After completion of this course students will be able to: -understand the importance of creative writing in the development of personality -implement their creative skills in composing creative pieces like short stories or poems -be aware of different modes of publishing and prepare for publication of their own works
Sem	Core Courses	Content of CU syllabus	Course Outcome (CO)
5	DSE A2: MODERN INDIAN WRITING IN ENGLISH TRANSLATION	Novel: Rabindranath Tagore, The Home and the World Poetry: Rabindranath Tagore, 'Light, oh where is the light?' (GitanjaliXXVII) and 'When my play was with thee' (GitanjaliXCVII) G.M. Muktibodh, 'The Void'	After completion of this course students will be able to: -be aware of the vast corpus of Indian literature -critically relate Indian literature to English literature

		Amrita Pritam, 'I say unto Waris Shah' Drama: Vijay Tendulkar, Silence! The Court is in Session Habib Tanveer, CharandasChor	
	SEC A1: ENGLISH LANGUAGE TEACHING	Language Perspectives: First Language Second Language and Foreign Language – Acquisition and Learning Knowing the Learner: Features of a good language learner Structure of the English Language Methods of Teaching English Language Assessing Language Skills	After completion of this course students will be able to: -be aware of the various issues faced by an English Language learner -be acquainted with the various methods of teaching English as a second language
6	DSE B1: PARTITION LITERATURE	Novel Amitav Ghosh, The Shadow Lines Short Stories ProtivaBasu, 'The Marooned' translated Subhasree Tagore ManikBandyopadhyay, 'The Final Solution', translated Rani Ray Sadat Hasan Manto, 'Toba Tek Singh' Poetry: SahirLudhianvi, 'Twentysixth January' Birendra Chattopadhyay, 'After Death: Twenty Years' Sankha Ghosh, 'Rehabilitation'	After completion of this course students will be able to: -be acquainted with the history of partition in the Indian subcontinent -be aware of the deep trauma caused by partition through the reading of select partition writers
	SEC B1: SPOKEN ENGLISH	Differences between Speech and Writing Features of Oral Communication	After completion of this course students will be able to: -communicate in English proficiently -be aware of the various aspects of good and effective oral communication

		Essentials of Good Communication Stress, Intonation, Voice Modulation, Rules of Interruption in Civil Discourses Greeting, Leave-taking, Making and Granting/Refusing Requests, Queries and Giving Information, Narrating Events Complaints and Apologies, Alerting and Warning Interview, Debate, Anchoring, Public Address	

JIBANTALA ROKEYA MAHAVIDYLAYA DEPARTMENT OF EDUCATION	
PROGRAMME SPECIFIC OUTCOME	B .A GENERAL IN EDUCATION
PROGRAMME SPECIFIC OUTCOME (PSO)	**A General graduate of Education of the college should possess thecapabilityto:-** ➢ DevelopawarenessthinkingOwnandOtherpersonsforhealthcondition. ➢ Educationhasbeenshowntoincreaseeconomicgrowthandstability. ➢ Educationisimprovingpersonallivesandhelpssocietiesrunsmoothly. ➢ Agoodeducationmakesanindividualdeveloppersonally,sociallyaswellaseconomically. ➢ Educationhelpsustodoourdailylifeactivitiesinbestpossibleways. ➢ Educationhelpsustoacquirenewskillsandknowledgethatwillimpactourdevelopmentinlife. ➢ Educationcanpromotegenderequality,reducechildmarriage,andpromotepeace. ➢ Educationistogrowchildrenintoproductivecitizensthatusetheirknowledge,talents,andlearnedskills ➢ tosustainthemselvesandhelpotherswhilepushingthehumanraceforwardinareasofequality, equity, andharmony. ➢ Roleofeducationismeansofsocializingindividualsandtokeepsocietysmoothingandremainstable. ➢ Education is one of the main factors that allow people to grow and develop as individuals. Itteaches people important life values, and it opens their mind to a lot of interesting aspects of lifeandnotonly.

Semester	CoreCourses	ContentofCUSyllabus	CourseOutcome(CO) UndermentionedUnitsintroducesthelearner learnabout-
		Unit:1:ConceptofEducation 1.Narrowandbroaderconceptofeducation.	CO01.DifferentmeaningandconceptofEducation.

1ST	CCG1.Introductiont oEducation	2.Meaning,natureandscopeofeducation.3.A imsofeducation–individual,social, vocationalanddemocratic. 4. Aimsofmoderneducationwithspecialrefer encetoDelor'sCommission.	CO02.NatureandscopeofEducation. CO 03. The aims of modern education to DelorsCommission.
		Unit:2:FactorsofEducation 1. Child/learner:influenceofheredityanden vironmentonthelearner 2. Teacher:qualitiesanddutiesofagoodteacher. 3. Curriculum-conceptandtypes.Co-curricularactivities:meaning,values andsignificance. 4. Educationalinstitutions:informal,formaland non-formal,theirinterrelation.	CO01.Thefactorsofeducation. CO02.Themeaningqualitiesanddutiesofagoodteac her CO03.Meaningclassificationandsignificanceofcur riculum andco-curricularactivates. CO04.Characteristicandtheirinterrelationofed ucationalinstitution.
		. **Unit:3:AgenciesofEducation** 1. Home 2. School 3. State 4. Mass-media-television,radio,cinemaandnewspaper	CO01.ThedifferenteducationalroleofHome,Sch ool,StateandMass-media.
		Unit-4ChildCentricismandPlay-wayinEducation 1. ConceptofchildCentricismineducation 2. Characteristicsandsignificanceofchildc entricismineducation 3. Conceptofplayandwork. 4. CharacteristicsofplaywayinEducation,Ki ndergarten, Montessori, Projectmethod.	CO 01. The importance of Child centric education.CO02.Theeducationalimplicationofplay wayineducation by Kindergarten, Montessori, Projectmethod.

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		Unit:1RelationbetweenPsychologyandEducation 1. MeaninganddefinitionofPsychology 2. MeaninganddefinitionofEducation 3. RelationbetweenPsychologyandeducation 4. Nature,scopeandsignificanceof Educationalpsychology.	CO 01. Meaning and Definition of Psychology.CO 02.Meaning and Definition of education.CO03. Majorschool of psychology. CO 04.Meaning and Definition of educationalpsychology. CO05.Significanceofeducationalpsychology.

2ND	CCG2: Psychological Foundation of Education		
		Unit:2Stagesandtypesofhumandevelopmentan dtheireducationalsignificance. 1. Piaget'scognitivedevelopmenttheory 2. Erikson's psycho-socialdevelopmenttheory 3. Kohlberg'smoraldevelopmenttheory 4. Vygotsky's social development theory andBandura'sSocialLearningTheory	CO01.**Cognitivedevelopment.** CO02.**EpistemologyofJhanPiaget.** **CO 03. Stages ofpsycho-social development.CO 04.Vygotsky's social development theory.CO05. Bandura'sSocialLearning Theory**
		Unit:3Learning:conceptandtheories 1. Conceptand characteristics oflearning 2. Theories:Connectionism(Trialanderror,cl assical,operantconditioning) 3. Insightfullearning 4. Memorization and Forgetting: Process ofmemorization, causes of forgetting andeconomicalwaysofimprovingmemorizatio n	**CO 01. Learning concept and their characteristics.CO02. Trialanderrortheory.** **CO 03. Classical conditioning theory.CO 04. Operant conditioning theory.CO05. Insightfullearning theory.** CO06.**Memorizationandforgetting.** CO07. **Processof memorization, causesof forgettingandeconomicalwaysofimprovingm emorization.**
		Unit:4Intelligence 1. Conceptofintelligence 2.TheoriesofIntelligencebySpearman,Thorndikea ndGuilford 3. Typesandusesofintelligencetests 4. ConceptofEmotionalIntelligenceandE.Q.	**CO 01. The concept, types, and uses of intelligence.CO 02. Know the theories of intelligence byspearman, Thorndike andGuilford.** CO03.**WhatistheconceptofIQandEQ.**
		Unit-I:IntroductoryConceptofSociologyof Education 1.MeaninganddefinitionofSociologyofE ducation 2. RelationbetweenSociologyandEducation 3. NatureofSociologyofEducation 4. ScopeofSociologyofEducation	CO01.**SociologyofEducation.** **CO 02. Relation between Sociology and Education.CO03.NatureandScopeofSociologyofEdu cation**
		Unit-2:SocialGroups 1. SocialGroups:meaninganddefinition 2.TypesofSocialgroups–Primary,Secondaryand	CO01.**ConceptofSocialGroup.** CO02.**Toexplaintheconceptofsocialgroupsand socializationprocess.**

3RD	CCG3: SociologicalFoundationofEducation	Tertiary 3. SocializationProcess:Concept 4. RoleofthefamilyandschoolinSocializationprocess	
		Unit-3SocialChangeandEducation 1. ConceptofSocialChange 2. InterrelationbetweenSocialchangeandEducation 3. SocialstratificationandSocialMobility. 4. SocialinteractionProcess	**CO01.Theconceptofsocialchange.** **CO02.Understandthesocialinteractionineducation.** **CO03.Understandthesocialstratificationandsocialmobility.**
		Unit-4SocialCommunicationinEducation 1.SocialCommunication:Concept2.Informalagenciesofsocialcommunication InterrelationbetweenCulture,religionand Education. 3.InterrelationbetweenTechnology,Economy andEducation.	**CO 01. The Concept of Social Communication.CO 02.Understand the inter relation betweencultureandreligionineducation.** **CO 03. Understand the inter relationship betweentechnologyandeconomicineducation.**
	SEC-A CommunicationSkill	**Unit:1:IntroductiontoCommunication** 1. Meaning,Natureandtypesofcommunication 2. Principlesofcommunication 3. Processofcommunication:Sender,encoding,recipient,decodingandfeedback 4. Barriersofeffectivecommunication	**CO01.Meaning,NatureandTypesofCommunication** **CO02.Analyzingthe**Processofcommunication **CO03.BarriersofEffectiveCommunication**
		Unit:2:ListeningSkills 1. Principlesoflisteningskills 2. Typesoflisteners 3. Barrierstolistening	**CO01.ToacquireofListeningSkills.CO02.Barriersof Listening.**
		Unit:3:SpeakingSkills 1. Verbalandnon-verbalcommunication 2. Publicspeaking:Extempore 3. Groupdiscussion	**CO01.ToacquireofSpeakingSkills.** **CO02.DifferentbetweenVerbalandNonVerbalCommunication.**
		Unit:4:ReadingandWritingSkills 1. Previewing,skimming,andscamming 2. Developmentofskillsforcorrectpronunciation,	**CO01.ToacquireofReadingandWritingSkills.** **CO 02. Development of Skills for CorrectPronunciationreadingandComprehension.**

		readingandcomprehension 3.Sentenceformationandpunctuation	
4TH	**CCG4: InclusiveEducation.**	**Unit:1:InclusionOverview** 1. MeaningofInclusionandInclusiveSociety 2. ExclusionandInclusion:Conceptualoverview 3. Obstacles/barriersinInclusion 4. Elementsnecessaryforcreatinganinclusiveso ciety	CO01.**UnderstandthemeaningofInclusionandExclusion.** CO02.**Elementsofnecessaryforcreatinganinclusivesociety.**
		Unit:2:DifferentlyAbled 1.ConceptofImpairment,DisabilityandHandicap2. Typesofdisabilities-Orthopaedical, Visual, Auditory, Cerebral Palsy, Intellectual,Autism, Learning Disability (only definitionandtheirspecific problems) 3. Generalcausesofdisabilities 4. Roleofschoolandsocietyincreatingabar rierfreeenvironment	CO01.**KnowaboutImpairment,DisabilityandHandicap.** CO02.**KnowthegeneralcausesofDisability.**
		Unit:3:SociallyDisabled 1.ConceptofSC,STandOBCgroups. 2. ConceptofGender,andsexuality 3. Causesofsocialexclusion 4. Understandingsocialinclusion:roleofeducation	CO01.**ConceptofSC,ST,OBCgroups,Gender,andsexuality** CO02.**Knowthecausesofsocialexclusion.**
		Unit:4:EducationalReformsforInclusiveS ociety. 1. BuildinganInclusiveschool:desiredchangesinSys tem,Structure,Practice andCulture, 2. Educationforamulticulturalsociety. 3. Educationforpeacefulco-existence 4. RoleofInformalagencies(likemassmediaetc.)in buildingan inclusive society	CO01.**Knowhowtobringaboutinclusionindiff erentspheres.**
		Unit: 1:UnderstandingTeaching 1.ConceptanddefinitionofTeaching 2.Natureofteachingandcharacteristicfactorsaf fectingteaching	CO 01. **Know the basic concept of TeachingCO02.Knowrelationbetweenteachi ngandtraining**

		3.Relationbetweenteachingandtraining	
	SEC-B: TeachingSkill	**Unit: 2: Types of Teaching(ConceptandCharac teristics)** 1. Micro-teachingandMicrolesson 2. Simulatedteaching 3. Integratedteaching	**CO01.KnowtheTypesofTeaching** **CO02.DifferentbetweenMicro-teachingandMicrolesson.**
		Unit:3:SkillsofTeaching(BasicConcept) 1. Natureanddefinitionofskillsofteaching 2. Developing teaching skills: Introducing a lesson,Questioning,Useofteachingaids,Illustratio nandReinforcement 3. Phasesofteaching:Pre-active,Inter-active,Post-active	**CO01.UnderstandtheSkillsofTeachingCO 02.Different phasesofteaching.**
		Unit:4:LearningDesign(LD) 1. Conceptandimportanceoflearningdesigninte aching 2. Stepsoflearningdesign 3. Qualitiesofgoodlearningdesign	**CO 01. Concept of Learning Design (LD)CO02.QualitiesofgoodlearningDesig n.**
5TH	**DSE–A: EducationalThough tofGreat**	**Unit:1:WesternEducators(Part1)** 1. Plato 2. Rousseau 3. Montessori	**CO01.EducationalcontributionofPl ato, Rousseau, Montessori.**
		Unit:2:WesternEducators(Part2) 1. Pestalozzi 2. Dewey 3. IvanIllich	**CO01.EducationalcontributionofPestalozzi,D ewey, IvanIllich.**
		Unit:3:IndianEducators(Part1) 1. Vivekananda2. Rabindranath 3.Gandhiji	**CO 01. Educational contribution ofVivekananda,Rabindranath,Gandhij i.**

Unit:4:IndianEducators(Part2) 1. Radhakrishnan 2. BegumRokeya 3. SisterNivedita	CO 01. Educational Thoughts of Radhakrishnan.CO 02. Educational Thoughts of Begum Rokeya.CO03.EducationalThoughtsofSisterNivedita.

6TH	**DSE–B WomenEducation**	**Unit: 1:Historical Perspectives of WomenEducation** 1. Synopticviewofwomeneducationthroughtheages: Vedic, Brahmanic,MedievalPeriod 2. ContributionofMissionaries 3. RoleofBritishGovt.	**CO01.WomenEducationinDifferentPeriods.** **CO02.RoleofMissionariesforWomenEducation.CO03.RoleofBritishGovt.forWomenEducation.**
		Unit:2:PolicyPerspectives,CommitteeandCommission on WomenEducation 1.Constitutionalprovision,NPE-1968,1986,1992,2.POA-1992 3. Radhakrishnan,Mudaliarand KothariCommission 4. DurgabaiDeshmukh Committee, HansrajMehta Committee and BhaktabatsalamCommittee	**CO01.RecommendationsofNPE-1968,1986,1992,POA-1992.** **CO 02. Recommendations of Radhakrishnan,MudaliarandKothariCommissiononwomeneducation.** **CO03.RecommendationsofDurgabaiDeshmukhCommitteeonwomeneducation.** **CO04.RecommendationsofHansrajMehtaCommitteeonwomeneducation.** **CO05.RecommendationsofBhaktabatsalamCommitteeonwomeneducation.**
		Unit:3:RoleofIndianThinkersinpromotingWomenEducation 1. RammohanRoy 2. Vidyasagar	**CO01.ContributionofRammohanRoyonWomenEducation.** **CO02.ContributionofVidyasagaronWomenEducation**
		Unit:4:MajorConstraintsofWomenEducationandWomenEmpowerment 1. Social–Psychological 2. Political–Economical 3. Roleofwomenempowermentinmodern society inbrief.	**CO01.Womeneducation.** **CO02.Womenempowerment** **CO03.Roleofwomenempowermentinmodernsociety.**

JIBANTALA ROKEYA MAHAVIDYLAYA DEPARTMENT OF HISTORY

PROGRAMME SPECIFIC OUTCOME	B .A GENERAL IN HISTORY
PROGRAMME SPECIFIC OUTCOME (PSO)	An History General Graduate student of the college should possess the capability to: **PSO1** History gives us a very clear picture of how the various aspects of society such as technology, governmental systems, and even society as a whole worked in the past so we understand how it came to work the way it is now. **PSO 2** Studying history allows us to observe and understand how people and societies behaved. For example, we are able to evaluate war, even when a nation is at peace, by looking back at previous events. History provides us with the data that is used to create laws, or theories about various aspects of society. **PSO 3** History can help provide us with a sense of identity. This is actually one of the main reasons that history is still taught in schools around the world. Historians have been able to learn about how countries, families, and groups were formed, and how they evolved and developed over time. When an individual takes it upon themselves to dive deep into their own family's history, they can understand how their family interacted with larger historical change. Did family serve in major wars? Were they present for significant events? **PSO 4** History helps us to understand present-day issues by asking deeper questions as to why things are the way they are. Why did wars in Europe in the 20th century matter to countries around the world? How did Hitler gain and maintain power for as long as he had? How has this had an effect on shaping our world and our global political system today? **PSO 5** If we want to truly understand why something happened in any area or field, such as one political party winning the last election vs the other, or a major change in the number of smokers you need to look for factors that took place earlier. Only through the study of history can people really see and grasp the reasons behind these changes, and only through history can we understand what elements of an institution or a society continue regardless of continual change. **PSO 6** History can help us become better informed citizens. It shows us who we are as a collective group, and being informed of this is a key element in maintaining a democratic society. This knowledge helps people take an active role in the political forum through educated debates and by refining

people's core beliefs. Through knowledge of history, citizens can even change their old belief systems.

PSO 7

The skills that are acquired through learning about history, such as critical thinking, research, assessing information, etc, are all useful skills that are sought by employers. Many employers see these skills as being an asset in their employees and will hire those with history degrees in various roles and industries.

Sem	Core Courses	Content of CU syllabus	Course Outcome (CO)
1	CC1/GE1: **History of India from the Earliest Times up to 300 CE**	I.Sources& Interpretation II. A broad survey of Palaeolithic, Mesolithic and Neolithic Cultures. III. HarappanCivilization : Origin, Extent, dominant features &decline, Chalcolithic age. IV. The Vedic Period: Polity, Society, Economy and Religion, Iron Age with reference to PGW &Megaliths. V. Territorial States and the rise of Magadha, Conditions for the rise of Mahajanpadas and the Causes of Magadha's success VI. Iranian and Macedonian Invasions, Alexander's Invasion and impact VII. Jainism and Buddhism: Causes, Doctrines, Spread, Decline and Contributions VIII. The Satavahanas Phase: Aspects of Political History, Material Culture, Administration, Religion VIII. Emergence and Growth of Mauryan Empire; State	• This course helps the General students to reconstruct the Ancient Indian History by using literary andarchaeological sources. • It also delves into the study of Harappan Civilisation, the Vedic period,riseof the Mahajanpadas. Jainism and Buddhism, Mauryan empire, Satvahana period, Sangamperiod, and the age of the Indo-Greeks, Shakas: Parthians &Kushanas.

		Administration, Economy, Ashoka'sDhamma, Art &Architecture IX. The Satvahana Phase: Aspects of Political History, Administration, Material Culture, & Religion X. The Sangam Age: Sangam Literature, The three Early Kingdoms, Society & the Tamil language XI. The age of the Indo-Greeks, Shakas: Parthians &Kushanas: Aspects of Polity, Society, Religion, Arts &Crafts, Coins, Commerce and Towns	
2	**CC2/GE2: History of India from C. 300 to 1206**	I.The Rise & Growth of the Guptas: Administration, Society, Economy, Religion, Art, Literature, and Science &Technology. II. Harsha& His Times: Harsha's Kingdom, Administration,Buddhism&Nalanda III. South India: Polity, Society, Economy & Culture IV. Towards the Early Medieval: Changes in Society, Polity Economy and Culture with reference to the Pallavas, Chalukayas and Vardhanas. V. Evolution of Political structures of Rashtakutas, Pala &Pratiharas. VI. Emergence of Rajput States in Northern India: Polity,Economy&Society. VII. Arabs in Sindh: Polity, Religion &Society. VIII. Struggle for power in Northern	• In this course the students study about the Gupta period, Harsha and his times, South Indian polity,society, economy, and culture, and the early medieval Indian period.

		India &establishment of Sultanate	

Sem	Core Courses	Content of CU syllabus	Course Outcome (CO)
3	**CC3/ GE3: History of India from 1206 to 1707**	I.Foundation, Expansion &consolidation of the Delhi Sultanate; Nobility &Iqta system. II.Miltary, administrative &economic reforms under the Khiljis&theTughlaqs. III. Bhakti &Sufi Movements. IV.Provincial kingdoms: Mewar, Bengal, Vijaynagara&Bahamanis. V. Second Afghan State. VI. Emergence and consolidation of Mughal State, C.16th century to mid 17th century. VII. Akbar to Aurangzeb: administrative structure-Mansab&Jagirs, State &Religion, SocioReligious Movements. VIII. Economy, Society &Culture under the Mughals. IX. Emergence of Maratha Power	• Students study about the foundation, expansion, consolidation of the Delhi Sultanate and the Mughal Empire.

	SEC-A- 1: Historical Tourism: Theory and Practice	I.Defining Heritage Art &Architecture in India: An overview: Field Work: Visit to historical sites & Museums II. Understanding Built Heritage: Stupa Architecture Temple Architecture Indo Persian Architecture, Forts, Palaces, Mosques Colonial Architecture Present day structures III. Field Work: Visit to site & Conducting of research IV. Modalities of conducting tourism	• In this course the students will acquaint themselves with the historical tourism and its importance
	SEC-A -2: Indian History &Culture	Environment; Culture, Tradition &Practices: -Historical overview -Oral &codified information on medicinal Plants -Water & Water Bodies – Fieldwork II. Urbanization &Urbanism: -Issues of settlements & Landscapes -Social differentiations -Communication networks III. Social inequality &Gender: -Status within Households: An overview -Present context -Issues of Violence -Employment, distribution of resources IV.Cultural Heritage: -Main components -Built Heritage -Historical Tourism V. Cultural Forms &Cultural Expressions: - Performing Arts -Fairs & Festivals -Fieldwork	• Important aspects of Indian history and culture is taught in this course.
4	**CC4/GE4: History of India; 1707-**	I.Interpreting the 18th Century. II. Emergence of Independent States	Students primary focus in this course is to understand Modern India especially the expansion and consolidation of British rule,

		&establishment of Colonial power. III. Expansion &consolidation of Colonial Power upto 1857. IV.Uprising of 1857: Causes, Nature & Aftermath. V. Colonial economy: Agriculture, Trade & Industry. VI.Socio-Religious Movements in the 19th century. VII. Emergence &Growth of Nationalism with focus on Gandhian nationalism. VIII. Communalism: Genesis, Growth and partition of India. IX. Advent of Freedom: Constituent Assembly, establishment of Republic	its ideology, economy, society, popular resistance, Indian response,growth of Nationalism, Gandhian era, Communal Politics, Partition, Independence, and Constitutional development.
1950.			
	SEC-B -1: **Museums and Archives in India**	I.Definitions II. History of setting up of Museums and Archives: Some case Studies III. Field Work; Studying of structures & Functions IV. Training & Employment	• This course will help the students to understand the importance of museums and archives
	SEC--B- 2: **Orality and Oral Culture in India**	I.Defining orality II. History &Historiography of Orality III. Life Histories: Sociological Aspects IV. Research Methodologies V. Documentation: Written &Visual	• How oral sources are used to reconstruct Indian history is taught in this course. •
Sem	Core Courses	Content of CU syllabus	Course Outcome (CO)
5	**DSE- A -2: Some Aspects of European History: C.1780-1945**	I.The French Revolution: Genesis Nature & Consequences II.Napoleonic Era and aftermath. III.Revolutions of 1830 & 1848.	• This course examines socio, economic and political background of the French Revolution. • It also discussed about revolutionary legacy of Napoleon Bonaparte and his downfall. • It also looks into Unification ofGermany and Italy, Russian

		IV.Unification of Italy & Germany. V.Social and economic Changes. VI.Imperialist Conflicts: World War I VII.Rise of Fascism and Nazism. VIII. Origins of World War II	modernization, a the Origin of the First World War, rise of Fascismand Nazism, and Origin of the Second World War. • CO 2: DSE- B-1: Patterns of Capitalism in Europe: C.16TH Century to early 20th • Century • In this course the students explore the definition and concept of capitalism, commercial capitalism,industrial revolution in England, industrial capitalism in France, growth of industries in Germany,and the impact of industrial revolution on European society, polity, and economy.
	SEC-A- 1: Historical Tourism: Theory and Practice	I.Defining Heritage Art &Architecture in India: An overview: Field Work: Visit to historical sites & Museums II. Understanding Built Heritage: Stupa Architecture Temple Architecture Indo Persian Architecture, Forts, Palaces, Mosques Colonial Architecture Present day structures III. Field Work: Visit to site & Conducting of research IV. Modalities of conducting tourism	• In this course the students will acquaint themselves with the historical tourism and its importance
	SEC-A -2: Indian History &Culture	Environment; Culture, Tradition &Practices: -Historical overview -Oral &codified information on medicinal Plants -Water & Water Bodies – Fieldwork II. Urbanization &Urbanism: -Issues of settlements & Landscapes -Social differentiations -Communication networks III. Social inequality &Gender: - Status within Households: An	• Important aspects of Indian history and culture is taught in this course.

6	DSE -B-2: Some aspects of Society & Economy of Modern Europe: 15Tth – 18 th Century	1: Historiographical Trends II. Feudal Crisis: Main strands III. Renaissance: Origin, Spread & Dominant Features IV. European Reformation: Genesis, nature & Impact V. Beginning of the era of colonization: motives; mining and plantation; the African slaves VI. Economic developments of the sixteenth century; Shift of economic balance from the Mediterranean to the Atlantic VII. Transition from Feudalism to Capitalism: Industrial Revolution in England	• Student learn from the paper about Europe in 15Tth –18TH Century • In this course Modern European society and economy between 15th and 18th century is covered.
	SEC-B -1: Museums and Archives in India	I.Definitions II. History of setting up of Museums and Archives: Some case Studies III. Field Work; Studying of structures & Functions IV. Training & Employment	• This course will help the students to understand the importance of museums and archives
	SEC--B- 2: Orality and Oral	I.Defining orality II. History &Historiography of Orality III. Life Histories: Sociological Aspects	• How oral sources are used to reconstruct Indian history is taught in this course. •

Above the table, continuation of previous cell:
overview -Present context -Issues of Violence -Employment, distribution of resources
IV.Cultural Heritage: -Main components -Built Heritage - Historical Tourism
V. Cultural Forms &Cultural Expressions: - Performing Arts -Fairs & Festivals -Fieldwork

Culture in India	IV. Research Methodologies V. Documentation: Written &Visual	

JIBANTALA ROKEYA MAHAVIDYLAYA DEPARTMENT OF POLITICAL SCIENCE

PROGRAMME SPECIFIC OUTCOME	B .A GENERAL IN POLITICAL SCIENCE
PROGRAMME SPECIFIC OUTCOME (PSO)	**ProgramSpecificOutcome(PSO)** (a) Toensureeffectivegeneralunderstandingofpoliticalprocesses,institutions,actors,behavior,andideologiesandideas. (b) Developabilitytothinksystematicallyaboutpoliticalinteractionsinnational,globalandinternationalcontexts. (c) Developawarenessaboutthemajorarguments,problemsandtheoriesinthediscipline. (d) Getabasicunderstandingofthestructuresandprocessesofgovernmentsystemsandtheoreticalunderpinnings. (e) Understandtheirrightsbetterandknow whattheelectedrepresentativesrolesareregardingparliamentaryproceduresandconstitutionalpositionsofthecountry. (f) Caterservicetopeoplebyoptingforcivilservices.

Semester	Course name/Code	Content of the CU Syllabus	Course Outcome(CO)
1st	**PLSG-CC-1-1.** Introduction toPoliticalTheory	**ModuleI:** 1. Political Science: nature and scope;Different approaches--- Normative,Behavioural,Post-Behavioural,Marxist,Feminist. 2. State: Contract theory; Idealist theory;Liberal theory; Marxist theory; Gandhiantheory. Sovereignty of the State: MonisticandPluralisttheories.DoctrineofPopularSovereignty. 3. Foundationalconcepts:Law;Right;Liberty;Equality---meanings, sources,interrelationships. 4. Key concepts: Nationalism andInternationalism—meaningsandfeatures;Democracy--- meaningand nature. **ModuleII:** 5. Marxism: Dialectical and HistoricalMaterialism; Class and Class Struggle;TheoryofRevolution; Lenin'sTheoryofImperialism. 6. Fascism:meaning,features,significance. Political parties and interest groups:functions and role; Methods ofrepresentation:territorial,functional,proportional.	*CO1.Understand thescopeandcontentofpolitics* *CO2.Understandorigin,evolution,featuresand objectivesofstate.CO3.Evaluate MarxianApproachtopolitics*

Semester	Course name/Code	Content of the CU Syllabus	Course Outcome(CO)

Semester	Course name/Code	Content of the CU Syllabus	Course Outcome(CO)
2nd	**PLS-G-CC-2-2-TH+TU** ComparativeGovernmentandPolitics	**ModuleI:** 1. Political System: Liberal-democratic,Authoritarian.Socialist – formsofPoliticalSystems: Unitary and Federal,ParliamentaryandPresidential. 2. U.K.:(a)BasicfeatureswithmajorfocusonConventionsand rule of Law. (b)Legislature:compositionandfunctionswith major focus on the concept ofparliamentary sovereignty. (c) Executive:composition and functions of the Cabinetwith major focus on the role of the PrimeMinister – the concept of CabinetDictatorship; (d) Role of the Crown; (e)Partysystem– roleofthe Opposition. 3. U.S.A.: (a) Basic features (b) USfederalism(c)Billofrights(d)Legislature: composition and functionswith major focus on the Presiding OfficersandCommitteeSystem;(e)TheExecutive:The President: election, powers andfunctions. US Cabinet: composition andfunctions; (f) Supreme Court: compositionand functions;(g) Partysystem. **ModuleII:** 4. PRC (1982 Constitution):(a) Significanceof the Revolution (b) Basic features withspecial reference to General Principles(c)CommunistParty:structure,functions,role (d)RightsandDutiesofCitizen(e) TheNational Government: i) The Executive:President,Premier,StateCouncil,ii)TheLegislature: National People' Congress,StandingCommitteeiii)TheJudiciary. 5. SalientfeaturesoftheConstitutionsofBangladesh,France,Switzerland.	*CO1.Gain KnowledgeaboutComparativePolitics.* *CO 2.Gain Knowledge of different world constitutions- UK, China, USA,Bangladesh,France,Switzerland.*

Semester	Course name/Code	Content of the CU Syllabus	Course Outcome(CO)
3rd	**P L S- G**	**ModuleI:** 1. Evolution of the Constitution (brief). ThePreamble;FundamentalRights.DirectivePrinciples;	*CO1.Acquireknowledger egardingIndianConstituti on.*

	Course	Content	Course Outcomes
	-CC-3-3-TH+TU Government andPoliticsinIndia	2. Union-State Relations – nature offederalism. 3. UnionExecutive:President,Vice-President,PrimeMinister,CouncilofMinisters. 4. Union Legislature: Lok Sabha and RajyaSabha--- organisation, functions, lawMakingprocedure,Privileges,CommitteeSystem,Speaker. 5. TheJudiciary:SupremeCourtandHighCourts--- composition and functions;JudicialActivisminIndia. 6. Constitutionalamendmentprocedure. **ModuleII:** 7. Government in States: Governor; Councilof Ministers and the Chief Minister; StateLegislature:compositionandfunctions. 8. LocalGovernment: rural and urban. 9. Significanceof73rdand74thAmendments.ElectionCommissionandelectionreforms. 10. PartySysteminIndia:nationalpoliticalparties: Ideologies and programs.Recenttrends in India:riseofregionalpoliticalparties;coalitionpolitics. 11. Regionalism:Nature,roots,types. Varietiesofsocialandpoliticalmovements: a) caste; tribe; b) religion; c)environment;d)women'smovements.	*CO2.UnderstandtheIndianPartysystem* *CO3.Comprehend theworkingoftheIndianfederalSystem.* *CO4.Gain Knowledgeofvarioussocialandpoliticalmovements.*
	PLS-G-SEC-3-A(1)-TH LegalLiteracy	**ModuleI:** 1. Legal Issues of Criminal Jurisdiction:History, Definition and Concept, MajorProcesses— Detention, Arrest, Bail, Searchand Seizure. 2. Indian Penal Code: History, Definition.Major Aspects—Protection of Primary andSecondary Personal Rights, CriminalConspiracy, Offences against the State,Offencesrelatedto Marriage. 3. Personal Laws: Laws related to Marriage(examplesfromHindu,IslamandChristianLaws). **ModuleII:** 4. ConsumerRightsLaws:DefinitionofConsumerRights,Processoffilingacomplaint.RighttoInformationAct:provisions;importance. 5. Anti-Terror Laws: Meaning, Terrorist andDisruptiveActivities(Prevention)(TADA) Act 1987, 2002 and Prevention ofTerrorism(POTA)Act2002. 6. Human Rights Laws: Meanings, UniversalDeclarationofHumanRights(UDHR),HumanRightsActof1993,Issuesofrig htsofChildrenandWomen.	*CO1.Understand LegalIssuesofCriminalJurisdiction* *CO2.Gain knowledgeofLawsrelatingtoconsumerrightsand Anti-terroristlaws.*

Seme ster	Course name/Code	Content of the CU Syllabus	Course Outcome(CO)
4th	**PLS-G-CC-4-4-TH+TU** InternationalRelations	**ModuleI:** 1. InternationalRelationsasafieldofstudy.Approaches: (a) ClassicalRealism(HansMorgenthau)andNeo-Realism(KennethWaltz) (b)Neo-Liberalism: ComplexInterdependence(RobertO.KeohaneandJoseph Nye) (c) Structural Approaches:World Systems Approach (ImmanuelWallerstein) and Dependency School(Andre Gunder Frank) (d) FeministPerspective(J. AnnTickner) 2. ColdWar:(a)SecondWorldWar&Originsof Cold War; (b) Phases of Cold War: FirstCold War; Rise and Fall of Detente SecondCold War. **ModuleII:** 3. EndofColdWarandCollapseoftheSovietUnion(b)PostCold-War EraandEmergingCenters of Power (European Union, China,RussiaandJapan) 4. India'sForeignPolicy (a) Basic Determinants (Historical, Geo-Political,Economic,Domesticand Strategic); (b) India's Policy of Non-Alignment;(c)IndiaasemergingPower	*CO 01.Understand the discipline of International Relations and itsapproaches.* *CO02. GainKnowledgeoftheevolutionanddeclineofCol dwaralongwiththecollapseofUSSR.* *CO03.UnderstandthePost-ColdwareraandemergingCentresofPowers.* *CO04. Understand differentaspectsofmaking and objectivesofIndianForeign policy*
	PLS-G-SEC-4-B(1)-TH . ElementaryDimensio nsofResearch	**ModuleI:** 1. Concepts, variables (dependent andindependent),propositionsandhypothesis. 2. Researchdesign:definition,purposeofresearch,unitsofanalysis,f allacies. 3. Ethicsinresearch---issuesand problems. 4. ResearchReportwriting. **ModuleII:** 5. Sources and Techniques of data collection – quantitativeandqualitativedata 6. Sampling:definition,probabilityandnon-probability.Scalesand Measurement Statisticalmethodofdataanalysis:descriptiveandinferential(Overview).Graph icrepresentationofdata(Bargraph,Histogram,Pie Chart)	*CO 01.Acquire basic knowledge of Research Designing.* *CO02. Understand theessenceofethicsin research* *CO03. UnderstandtheapplicationofStatisticalmethodsinSocial scienceResearch*

Semester	Course name/Code	Content of the CU Syllabus	Course Outcome(CO)
5th	**PLS-G-DSE-A-5-1B-TH+TU** IndianForeignPolicy	**ModuleI:** 1. ForeignPolicy:meaninganddeterminants. 2. NationalInterestaskeyconceptinforeignpolicy. 3. Instrumentsofforeignpolicy:diplomacy;propaganda;military. **ModuleII:** 4. EvolutionofIndianforeignpolicy. 5. BasicprinciplesofIndianforeign policy. India and her neighbours: Bangladesh;Pakistan;Nepal;SriLanka: basiccontentions.	*CO1.Understand theevolutionofIndianforeignpolicy.* *CO2.Gain KnowledgeofIndiaandherneighbours:Bangladesh;Pakistan;Nepal; SriLanka.*
	PLS-G-SEC-5-A(2)-TH Understanding thelegalsystem	**ModuleI:** 1. Historicalbackground,proceduresofSupreme Court and High Court inIndia (special focus on writjurisdictions), Judicial Activism andJudicialRestraint. 2. Public Interest Litigation (PIL):Meaning,majorfeaturesandScope,principles, Major Guidelines foradmittingPIL. 3. Administrative Tribunals: Concepts andmajorFeatures,tribunalsforothermatters. **ModuleII:** SubordinateCourts:Constitutionalprovisions,structure andjurisdiction, NationalLegalServicesAuthority,LokAdalats, FamilyCourtsandGramNyayalayas. 5. Elections Laws:RepresentationofPeopleAct 1950, Representation of People Act1951,DelimitationAct2002. Other Constitutional Dimensions: Anti-defection Laws	*CO1.* *UnderstandthehistoricalbackgroundandLegalinstitutionalhierarchyinIndia.* *CO2. Acquire knowledge of Public Interest Litigations, Election Laws, Co-operativesocietiesandMahilacourts*

| | | (major provisions of 91stAmendment Act, 2003), CooperativeSocieties(provisionsof97thAmendmentAct),Mahila Courts. | |

Semester	Course name/Code	Content of the CU Syllabus	Course Outcome(CO)
6th	**PLS-G-DSE-B-6-2B-TH+TU** Human Rights:TheoryandIndianContext	**ModuleI:** 1. Historyoftheideaofhumanrights;Evolutionofgenerationsof humanrights. 2. Universal Declaration of Human Rights:provisionsand significance. 3. UNandhumanrights:charters; UNHumanRightsCommission;ViennaDeclarationandProgrammeofAction. **ModuleII:** 4. IndianConstitutionandthefoundationofrights. 5. National and State Human RightsCommissions:structureandfunctions. HumanrightsinIndia:problemsandremedies.	*CO01.Understand thehistoryandevolutionofHuman Rights.* *CO 02.Gain knowledge of the provisions and significance of UniversalDeclaration of Human Rights and other charters of Human Rights under UnitedNations.* *CO03.ComprehendHumanRightsunderIndianConstitution.* *CO04.AcquireknowledgeaboutInstitutionalframework, problemsandremediesofHumanRightsinIndia.*
	PLS-G-SEC-6-B(2)-TH Basic ResearchMethod	**ModuleI** 1. Casestudy. 2. Survey Approach: Interviewing- differenttypes	*CO1.Develop skillsofbasicresearchthroughmethodslike* *(i) Casestudy* *(ii) SurveyApproach* *(iii) Focusgroup.* *(iv) Content*

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		and forms, qualities of a goodinterviewer;Preparingqu estionnaire,typesofquestionna ire. PilotSurvey.	*AnalysisCO2. Acquire skillsof*
		3. FocusGroups:roleofresearch er;usesandabuses.	*(i) Experimentalresearch ParticipantObservation*
		ModuleII:	
		4. Experimentalresearch:types. AggregateDataanalysis:sourc es,utilityandlimitations.	
		5. ContentAnalysis:majorissues. Participantobservation:modes,advanta gesand disadvantages.	

JIBANTALA ROKEYA MAHAVIDYLAYA DEPARTMENT OF PHILOSOPHY	
PROGRAMME SPECIFIC OUTCOME	B .A GENERAL IN PHILOSOPHY

PROGRAMME SPECIFIC OUTCOME (PSO)			● This course introduces some metaphysical and Epistemological concepts and issues of Indian and Western philosophy. ● This course also offers some Ethical or Moral concepts like good and bad right and wrong which helps to build up personality as well as responsibility. ● Students can develop their thinking logically through the program of Logic. ● The programs Philosophy of Religion learn and distinguish the basic tenets of various religions and design arguments the existence of God. ● The course social and political philosophy taught us social duty and social responsibility. ● This program offers the value of Karma, power of truth and its application.

SEMESTER	PAPER	COURSENAME	COURSEOUTCOME
SEMESTER-I	CC-1/GE1	Indian Epistemology and Metaphysics	Knowledgeaboutthedefinitionand division of orthodox school andHeterodoxschoolsofIndianPhilosophy-After completion of the studyofthispaperstudentshould be abletoidentifytheveryfundamental structure of Indian schools of Philosophicalthoughts.

SEMESTER-II			
	CC-2/GE2	Western Epistemology andMetaphysics	IdentifyandexplainkeyPhilosophical concepts as they arise in the different historical periods including knowledge, reality, reason, substance, identity, mind/soul, causation etc.
SEMESTER-III	CC-3/GE3	WesternLogic	Studyoflogicimprovestheanalytical skills and knowledge of the formal techniquesofevaluatingarguments and deductive system.This Course provides modern techniques which would help to proof arguments. It helpstodevelopacriticalandattitude.
	SEC-A	Business Ethics	Understandtheimportanceofapplyinglife values in life.
SEMESTER-IV			

	CC-4/GE4	Philosophy of Mind	Thepaperprovidesanunderstanding of the basic-concepts of Psychology like sensation, perception, their relation,consciousness.Itsdifferent levels etc.
	SEC-B	Man and Environment	This paper has been designed to foster environmental awareness and responsibility among the student.
SEMESTER-V	DSE-A	Ethics:Indianand Western	Studentscanassessargumentsand Philosophical perspectives using criticalreasoning.Studentsgetthe basicknowledgeofmoralityandother ethical theories of the morality and otherethicaltheoriesofthewestern.
	SEC-A	Business Ethics	Understandtheimportanceofapplyinglife values in life.
SEMESTER -VI	DSE-A	Ethics:Indianand Western	Studentscanassessargumentsand Philosophical perspectives using criticalreasoning.Studentsgetthe basicknowledgeofmoralityandother ethical theories of the morality and otherethicaltheoriesofthewestern.

	SEC-B	Man and Environment	This paper has been designed to foster environmental awareness and responsibility among the student.

JIBANTALA ROKEYA MAHAVIDYLAYA DEPARTMENT OF SANSKRIT	
PROGRAMME SPECIFIC OUTCOME	B .A GENERAL IN SANSKRIT
PROGRAMME SPECIFIC OUTCOME (PSO)	**ProgrammeSpecificOutcome(PSO):** • **Introduction to Contents of Sanskrit:** Offering learning opportunities to orient the students towards the scientific and humanistic study of theSanskrit language. Conversational Sanskrit: Creating a language environment forstudents to acquire the language skillsassessed by theirconversationandusageofthelanguage. • **Personality Development:** Help shaping cognitive, affective and behavioral abilities of students for building responsible academic professionalsandresearchers. • **Socialrelevance:**InfusingthenotionofSeva(service)inthestudentstobeabletotakepartinsocialtransformation. • **ContextualizationofAncientWisdom:**knowingtheapplicationofancientIndianwisdomincontemporaryproblemsolvingsituations. • **BestofthePast:**Impartingknowledgeofbasiclivingandconceptsfrom ancient literaturewhichistimelessandstillapplicabletothesociety. • **Life Skills:** Facilitating acquisition of basic skills in major areas of application e.g. leadership, communication, research aptitude, behavioralmodificationetc. • **InculcationofEthicsandMoralValues:**Developingastrongsense of ethical andmoral aptness in generalandinthecontextoflearning. • **Multi-culturalliving:**Developingrespectforsocialdiversityandincreasingsocialandculturalrelevancelearning.

SEM	COURSE CODE	COURSE NAME	COURSE OUTCOME
SEM-1	GE1	Sanskrit Poetry	The flavor of Kalidasa, Magha &Bhartrihari areintroduced to the students with sanskrit originals &faithfultranslations.
SEM-2	GE2	Sanskrit Prose	AbriefsurveyofSanskritproselikedramas,storiesareenumerated to the students such as sukanasopadesa&others.
SEM-3	GE3	SANSKRITDRAMA	Learners obtain textual knowledge of famousdrama of Kalidasa and with general knowledge ofsomefamousdramatical terms.
SEM-4	GE4	SanskritGrammar	Studentsacquireknowledgeofpaniniangrammar.
SEM-5	DSE-1	1. Philosophy,Religionandculturein Sanskrit tradition	To provide the knowledge about the form of god, mode of worship byshrimadbhagavadgita and the ten-foldDharma,samskara,theoryofpurusarthaand Svadharma.
	DSE-2	2. IndianPerspetivesinpersonality Development	Toknowaboutthehistoricalperspective,conceptof a person, personality types and measures for behavioural improvement by following the vedic literature and shrimadbhagavadgita.

	SEC-A2	BasicelimentsofAyurveda	ToknowabouttheAyurveda,charaksamhitaand Taittiriyopanisad.
SEM-6	DSE-3	Literarycriticism	To know provide the knowledge about KAVYAPRAKASAwithallthepoeticaspects.
	DSE-4	NationalisminSanskritliterature:	TodeveloptheconceptsofIndiannationalismandto know its basic features,meaning, definitions and national symbols, freedom, struggle movements, contribution of Sanskrit literature to freedom struggle movements.
	SEC-B2	YogasutraofPatanjali	ToprovidetheknowledgeaboutYogasutras.

JIBANTALA ROKEYA MAHAVIDYLAYA DEPARTMENT OF GEOGRAPHY

PROGRAMME SPECIFIC OUTCOME	B .A GENERAL IN GEOGRAPHY
PROGRAMME SPECIFIC OUTCOME (PSO)	- Students pursuing Geography are provided theoretical knowledge, practical hands-on training, and field-based direct research experience. They are provided with insights regarding the applied aspects of the various topics to enable them to have a comprehensive knowledge and engage in public policy. - Geography is a growing subject which takes into it many multidisciplinary subjects. After completion of Bachelor of Science or Arts in Geography, Masters may be opted. - Nowadays, knowledge in Remote Sensing and GIS application is very imperative not only for Geography but also for other deciplines like Engineering, Hydrology, Medical, History, Tourism industry etc. With special training in surveying, jobs in map making may be opted. - Environmental Consultant is also very aspiring career now which altogether opens a application horizon of the subject. - Administrative jobs , teaching posts in school, colleges and universities are also very lucrative and open for all. - Urban and regional planner having knowledge of tourism, landscape

architecture, aesthetics is very demanding now.

Course Code	Course Name	Semester	Objective	Outcome
			To understand the…	The students are enlightened regarding…
GEO-G-CC-1-01	**Physical Geography**	**1**	Endogenetic and exogenetic forces operating on the Earth and within it	Natural processes and the inter play between lithosphere, geology and hydrosphere
GEO-G-CC-2-02	**Environmental Geography**	**2**	Elements of weather ,climate, soil and biosphere and environmental problems	Interrelationship between soil-water-climate-plant and the concept of climate change and conservation of biodiversity and environmental management

GEO-G-CC-3-03	Human Geography	3	Economic and cultural and social landscape in India e.g .through the study of race, ethnicity, cultural diffusion, globalization	Economic, cultural and social processes operating in contemporary times and the current socio-spatial organizations
GEO-G-SEC-A-3/5-01	Coastal Management	3/5	Coastal morphodynamics and the degradation of coastal areas, measures to management and prevent and mitigate it	Coastal management measures-the need for it and its avenues .Especially in contemporary era of increasing population density, excessive water use and climate change
GEO-G-CC-4-04	Cartography	4	map-making and cartographic techniques to understand the measurement and of Earth, a three-dimensional Geoid. Use of cartograms, scales, projections, remote sensing and thematic maps to understand the Earth and its attributes-physical and human visuallyrepresented	Earth's geodesy and its measurement and visual representation
GEO-G-SEC-B-4/6-03	Rural Development	4/6	Elements and theories of rural development and various programs adopted for its attainment	importance of rural development in India which is primarily rural and enable them to understand that rural development has to an integral part of planning process in India
GEO–G-DSE–A–5–01	Regional Development	5	principles and theories of balanced regional development and role of regional planning in that context	the need and avenues for regional planning especially in a diverse country like India and importance and application of concepts of human development and environment development
GEO–G-DSE–B–6–03	Agricultural Geography	6	Role of agriculture on human society , Factors affecting agriculture ,Intensive subsistence, extensive commercial and plantation agriculture , Concept of cropping pattern, crop combination, gross and net cropped area, crop rotation .	Preparation and interpretation of crop calendar using Ergograph, Application of mapping of cropping intensity ,mapping of crop diversity like India, West Bengal and Districts or Region.

JIBANTALA ROKEYA MAHAVIDYLAYA DEPARTMENT OF ARABIC	
PROGRAMME SPECIFIC OUTCOME	B .A GENERAL IN ARABIC
PROGRAMME SPECIFIC OUTCOME (PSO)	Today, the Arabic language is the 5th most spoken language in the world and is also among the United Nations (UN) sixth official languages. It is spoken by well over 400 million people spread across more than 24 countries of the world. The scope of learning the Arabic language will put the students in a better light of Interacting and blending positively into the Arabic culture - relating easily with millions of Arabs across the globe. Student's ability to understand and speak Arabic will open doors to countless opportunities for students. Presently, there is a lot of demand for Arabic language speakers. For instance, many companies are on the lookout for Arabic speakers in the KPO, BPO, Aviation, Tourism sectors all over India. The reason is that most of the companies are involved in colossal business dealings with the Gulf region. After learning Arabic, Students can work as a professional Faculty, Trainer, Teacher, Translator, Interpreter, Proofreader, Editor, Researcher, Content writer, either on Government or at any non government organizations. It was introduced in Indian Civil Services examination in 1963 for the first time. And it became an optional subject to be taken at the preliminary stage of the test from there onwards. Learning the Arabic language will help the students in their academic pursuits. By studying Arabic our students gain complete knowledge of reading formal classical as well as modern Arabic, which will undoubtedly assist students in their academic research and career. They can produce well-researched written works using appropriate evidence-based argument, logical structure, correct grammar and proper references. Our explicit objective is to promot higher education and learning in the field and with successive batches of students regularly attending classes and completing the course, this target has been satisfactorily met by the Department. Student develop a deep sense of understanding a foreign language that strengthens their work and open up new vistas of learning. They learn how to inculcate a knack for new horizon of literary works and master pieces.

	it Chances the overall thinking and understanding of different languages and literature.
	Our students attend different universities and earn master degree in Arabic. Arabic is being taught in more than 50 universities like JNU, University of Delhi, BHU, JamiaMilliaIslamia, Calcutta University, Mumbai University, Bangalore University, Osmania University, Allahbad University Allah University etc.
	They add a valuable asset In their arsenal to Deal with demands of their upcoming life challenges.
	It opens up new avenues of better learning and earning. The students can work as a teacher. guide, translator and can get employment opportunities.
	The Department is committed to the vision and mission of the College and takes special care to teach students from minority communities and other weaker sections.

Semester I		
Course Code	Course Title	Outcomes
ARBG-CC-1	History of Arabic Literature (Pre-Islamic Period 500-	* The students will know about the history of early Islamic and Umayyad period. * The students will gain knowledge about Al-Muallaqat and its poets.

	622 A.D.), (Islamic and Umayyad period 622-750 A.D.)	* Acquire knowledge about the immaculate virtues and inspiring value systems of the Prophet. * The students will be able to understand about the literary importance of Holy Quran.
	Grammar and Translation.	* Understand the basic grammar. * Develop the skill to write the conjugation of past tense verbs. * Develop reading skills.
Semester -II		
ARBG-CC-2	History of Arabic Literature (Abbasid Period, 750-1258 A.D.).	* To learn the literary traditions of Arabs in Abbasid period. * To understand the distinct features of Arabic Literature in Abbasid period. * The students will write an essay on Al-Mutanabbi or Abbasid poetry. * The students will gain knowledge about the prose in Abbasid period
	Grammer and Translation	* Understand the scope and importance of Arabic grammar. * Understand the differences between spoken and written Arabic. *To understand Arabic grammatical concepts through practical lessons. * Develop the skill to use the proper written language.
Semester -III		
ARBG-CC-3	Prose (Islamic, Medieval and Modern Period).	* Detailed study of selected works. from different genres of Modern Arabic Literature. * Understand the passage and grasp its meaning.

		* Enrich active and passive vocabulary. * Develop the critical and analytical thinking skills. *The students will be able to critically examine the niceties of the Quranic verses. *The students will gain knowledge about Hadees style. The students will gain knowledge about some portions of the Holy Quran and their explanations. * To develop in the learner the capacity to grasp the medieval texts. *To evaluate the influence of Islam and politics in the medieval Arabic literature
ARBG-SEC-A(1)	Grammar,Translation and Letter writing	*Comprehend the kinds of verbs and the usage. * The students will Develop reading skill. *The students will be able to understand the different types of sentences. * Understand and evaluate the types of Arabic Sentences. *Be enriched with the rules of Arabic * The students will be able to Writing of Resume, letters of application. Like Official, Educational and Personal etc.
Semester-IV		
ARBG-CC-4	Poetry (Islamic and Medieval Period).	* The Students will be able to understand about the meaning of the poetry of some Islamic and Medieval poets. Like Hasan bin Sabit, Mutanabbi, Ma'arri, Abul Atahiyyah Ahmad Shawki etc.

		* To estimate the scope of various genres of Islamic and medieval arabicpoetry.
ARBG-SEC-B(2)	Specific Literary feature of Modern Arabic Literature in Exile.	*Explain the distinct features of Mahjar literature in Arabic. *Analyze the reasons behind migration of Arabs to America (North&South) * Evaluate the literary characteristics of RabithathulQalamiyya. * Students will be able to Analyze the literary characteristics of Mahjar Literature. *The students will gain theknowledge on Mahjar Arabic Literature and about the Romanticism. * Explain the contributions of Mahjar Literary figures like Jibran. * Compare Arabic Literature in Arab countries and outside.
Semester-V		
ARBG-SEC-A(1)	Grammar,Translation and Letter writing	* The students will Develop reading skill. * The students will be able to understand the different types of sentences. * Comprehend the kinds of verbs and the usage. * Understand and evaluate the types of Arabic Sentences. * The students will be able to Writing of Resume, letters of application. Like Official, Educational and Personal etc. * Be enriched with the rules of Arabic Grammer
ARBG-DSE-A(1)	Rhetoric	* Understand the basics of Arabic Rhetoric. * It imparts the knowledge on uses of rhetoric and its application.

		* The students will be able to learn the fundamental principles of Rhetoric. * Learn the art of eloquence and the flair of applying decorative and embellished expressions in oral renderings and written forms of writings. *The students can develop their skills in employing rhetoric in speeches and written compositions. * Excel in the usage of the stylistic features namely, similes, metaphors, ironies etc.
Semester-VI		
ARBG-DSE-B(1)	History of Modern Arab World	* The students will know the general, fundamental and geographical information about the Arabic speaking. * To aware the students of salient features of the present day Arab world and its significance. * The students will know the countries of the world and their culture and civilization. * The students will be able to understand about the cultural heritage of these countries. * To acquaint with the geographical terminologies in Arabic language.
ARBG-SEC-B(1)	Grammer,Translation and Essay Writing	* The students shall be able to writing essay and discussion on current scenario and situation. * Comprehend the kinds of verbs and the usage. * Be enriched with the rules of Arabic Grammar.

		* The students will know about the methods and principles of translation. * Students will know how to face the problems of translation. * To make in the learner the ability to grasp the modern essays and to train him/her for preparation of articles on current issues.

Jibantala Rokeya Mahavidyalaya

DEPARTMENT OF MATHEMATICS

Programe Specific Outcome, Course Outcome, Programe Outcome

➢ Gain in-depth knowledge about topics chosen from those offered through the department.

➢ Formulate and develop mathematical arguments in a logical manner.

➢ Development of computational skills of the students and use of computers and software as an exploratory, visualizing, modelling and computational tool.

➢ Development of a versatile ability to work effectively in a broad range of analytic, scientific, government, technical and other positions.

➢ Equipped with mathematical modelling ability, problem solving skills, creative talent and power of communication necessary for various kinds of employment.

➢ Enabling students to develop a positive attitude towards mathematics as an interesting and valuable subject of study.

Department of Mathematics: Course Outcomes: General

Course Code	Semester	Objective	Outcome
CC-1/GE-1	1	The students will learn: Complex number arithmetic, some special complex valued functions. polynomials over Z, their nature of roots, elementary idea of solving. The process of solving system of linear equation by Matrix, Matrix eigen values, their importance. The students will learn the real numbers as points on a straight line, real valued functions, study of function of 2 real variables, to build concepts of 1st order ODE solutions, higher order linear ODE. Students will learn plane and space Euclidean geometry, standard geometrical shapes and properties	The student will learn the basic concepts of algebra, differential equation and co-ordinate geometry
CC2/GE2	2	This is devoted to give idea of sequence and series in R,1 variable MVT's on differential calculus, outline idea of extreme values. Students will get idea of homogeneous higher order linear ODE, concepts of PDE in brief. Students will learn vector arithmetic, products, vector geometry in brief. Students will learn salient features and properties of numbers in R, concepts of congruence and linear congruence, their applications, elementary idea of Boolean Algebra	The students will get an intuition about calculus, differential calculus and discrete mathematics
CC3/GE3	3	Students will learn integration as limit of a sum, concept of convergence of improper integrals, application in geometry. This is designed to build concept of numerical approximation, kind of errors, convergence and efficiency of various numerical methods in math and other science branches, to learn what linear programming is in math, application of it to solve real problems	Students will develop a brief idea on integration, numerical analysis and linear programming problem

SEC A1		This is structured to build concepts about coding. Students will learn how to write code in C programming language, C syntax, Conditional stamens, data structures	Students will have the basic knowledge of Cprogramming language
CC4/GE4	4	Students will get 1st course of abstract algebra, concepts and elementary properties of algebraic structures like: group, ring, field, vector space. Students will have basic knowledge about computers, it's components, and will learn what programming is, get ideas about programming languages, to build concepts of Probability, elementary concept of random variables, 2D probability space	Students will get to know about abstract algebra. Students will have basic knowledge about computers, it's components, and will learn what programming is, get ideas about programming languages, to build concepts of Probability and Statistics
SEC B1		This is structured to build concepts about logic, statements and their truth tables, elementary idea about predicate calculus	Students will learn about logic, statements and their truth tables, elementary idea about predicate calculus
DSE-A	5	Students will learn about definition, examples and basic properties of graphs, pseudographs, complete graphs, bi-partite graphs, isomorphism of graphs, paths and circuits, Eulerian circuits, Hamiltonian cycles, the adjacency matrix, weighted graph, travelling salesman's problem, shortest path, Dijkstra's algorithm, Floyd-Warshall algorithm, definition of Trees and their elementary properties. definition of Planar graphs, Kuratowski's graphs.	Students will have an intuition of Graph Theory
SEC A2		This is structured to give students concepts of different programming paradigms, their differences, C++ as an OOP programming language, components and syntax of C++, loops, data structures of C++, OOP features of C++.	Students will have the basic knowledge of C++.
DSE B		To give idea about series of real-valued functions, power series over R, their convergence, brief idea about periods of functions, their importance, and elementary knowledge about Laplace Transform, it's application to solve ODE in R.	Students will develop the concept of Advanced Calculus.

SEC B2	6	Students will get intuitive idea of Boolean Algebra, some elementary properties, 12 brief concept on switching circuits, logic gates.	Students will get intuitive idea of Boolean Algebra

Jibantala Rokeya Mahavidyalaya

DEPARTMENT OF PHYSICS (General)

Programe Specific Outcome, Course Outcome, Programe Outcome

The 6-semester Physics General program is part of the B.Sc. General program. The Physics General program expects and strives to:

➢ provide the students more than just common level basic foundational knowledge of mechanics, electricity and magnetism

➢ provide knowledge of diverse fields ranging from waves, optics, thermal physics to advance knowledge of nuclear & modern physics, lasers and even fundamentals of Quantum Mechanics

➢ impart them with employable skills like particle detector & accelerator related information which have direct application in real world

➢ enhance their skill set by training them in applied fields and in uses of essential tools, apparatus, equipment & even computation physics related mathematics & programming.

The above especially the last, opens up avenues and vistas for them in technical higher education and diverse employment arenas, as industries in contemporary times are based on automation, management of which makes knowledge of Physics a pre-requisite.

Theoretical, empirical, experimental, applied and dynamic aspects of Physics are taught concurrently to ensure they are competent to have an intensive future in job-oriented preparations and programs and can even have a career in research and development.

Department of Physics: Course Outcomes: General

Course Code	Course Name	Semester	Objective	Outcome
CC1	Mechanics	1	The course will give knowledge about general properties of matter like Gravitation, Surface tension, Viscosity, Elasticity and Simple Harmonic Motion etc. It also gives the idea of general parameter like velocity, acceleration, momentum and force	Understand the features of non-inertial systems and fictitious forces. Understand and analyse the features of central forces with respect to planetary motion. Understand the basic ideas of Simple Harmonic Motion and also concept of wave motion
CC2	Electricity and Magnetism	2	This paper deals with the study of Electric field, Magnetic field and electromagnetism. The first unit gives the mathematical idea behind the Electric field. The Second unit deals with the physics behind the Magnetostatics and the last one deals with the Electromagnetic theory.	Electricity and Electrodynamics have the key role in the development of modern technological world. Without electric power and communication facilities, life on earth stands still. By this course student get a sound foundation in electricity and

				electrodynamics. Students can understand and analyse the mechanism of magnetic field in matter and also the electric and magnetic properties of physical systems.
CC3	Thermal Physics and Statistical Mechanics		This course is to develop a working knowledge of statistical mechanic and to use this knowledge to explore various applications related to topics material science and the physics of condensed matter.	Understand the thermodynamics description of the ideal gas. Understand the all laws of thermodynamics and principles of statistical physics and their applications. Understand the thermodynamic potentials and phase transitions.
SEC A-2	Renewable Energy	3	The course creates concern among the students on energy conservation and environmental protection.	Knowledge based paper and it is very much relevant to context of global warming, develops an understanding about sustainable source of alternate energy e. g., solar energy, geothermal energy, wind energy, ocean and hydro energy etc
CC4	Waves and Optics	4	The main objectives of this course is to make students aware regarding the various phenomenon of waves and optics like Interference, Diffraction and Polarisation.	Understand the physics behind various phenomenon in waves and optics and cause or origin of them. Also understand various natural phenomenon which is happening in their surroundings.
SEC B-2	Electrical Circuits and Network skills		Enable students to design and trouble shoot electrical circuits, networks and appliances through hands-on mode.	Learn to do electrical wiring with assured electrical protection devices and understand various electrical faults in distribution system and method of measuring the power in a circuit, which is expressed in watts.

DSE A-2	Modern Physics	5	Describe the atomic spectra of atoms and electron spin and nuclear magnetic resonance spectroscopy and their applications. Basic laser principles, behaviour, properties of Laser radiations and its applications.	The theoretical background to study Condensed matter, Spectroscopy, Astrophysics, Electrodynamics and Nuclear Physics is gained by this course. Understand the uncertainty relations and the idea of wave function. Identify atomic effect and explain different Laser used.
DSE B-2	Nuclear Physics	6	This course is intended to explore the interior of nucleus and interaction between nucleons. This course is designed to teach students various types of radiations and their interaction with the matter.	This course explores the interior of nucleus and interaction between nucleons and develop a research interest in nuclear physics. Students are able to understand the detecting methods and instruments for different types of charged and neutral particles.

Jibantala Rokeya Mahavidyalaya

Department of Computer Science

Programe Specific Outcome, Course Outcome, Programe Outcome

DEPARTMENT OF COMPUTER SCIENCE
Jibantala Rokeya Mahavidyalaya B.Sc. with Computer Science (General)
Programme Outcome , Programme Specific Outcome and
Course Outcomes(PO , PSO ,Cos)

Aims of Bachelor of Science Programmes in Computer Science(General)

The Bachelor of Science degree in Computer Science emphasizes problem solving in the context of algorithm development and software implementation and prepares students for effectively using modern computer systems in various applications. The curriculum provides required computer science courses such as programming languages, data structures, computer architecture and organization, algorithms, database systems, operating systems, and software engineering; as well as elective courses in artificial intelligence, computer-based communication networks, distributed computing, information security, graphics, human-computer interaction, multimedia, scientific computing, web technology, and other current topics in computer science. The main aim of this Bachelor's degree is to deliver a modern curriculum that will equip graduates with strong theoretical and practical backgrounds to enable them to excel in the workplace and to be lifelong learners. The purpose of the BS programs in computer science are twofold: (1) to prepare the student for a position involving the design, development and implementation of computer software/hardware, and (2) to prepare the student for entry into a program of postgraduate study in computer science/engineering and related fields.

The Bachelor of Science program with Computer Science as one subject (BSc with CS) and the Bachelor of Science Honours programme in Computer Science (BSc(Hons) in CS) focus on the concepts and techniques used in the design and development of software systems. Students in this program explore the conceptual underpinnings of Computer Science -- its fundamental algorithms, programming languages, operating systems, and software engineering techniques. In addition, students choose from a rich set of electives that includes data science, computer graphics, artificial intelligence, database systems, computer architecture, and computer networks, among other topics. A generous allotment of free electives allows students to combine study in computer science with study in auxiliary fields to formulate a program that combines experiences across disciplines.

Programme Outcome:

The present Learning Outcome-based Curriculum Framework for bachelor's degrees in CS is intended to facilitate the students to achieve the following.

- ✓ To develop an understanding and knowledge of the basic theory of Computer Science and Information Technology with good foundation on theory, systems and applications such as algorithms, data structures, data handling, data communication and computation.

- ✓ To develop the ability to use this knowledge to analyze new situations.

- ✓ To acquire necessary and state-of-the-art skills to take up industry challenges. The objectives and outcomes are carefully designed to suit to the above-mentioned purpose.

- ✓ The ability to synthesize the acquired knowledge, understanding and experience for a better and improved comprehension of the real-life problems.

- ✓ To learn skills and tools like mathematics, statistics, physics and electronics to find the solution, interpret the results and make predictions for the future developments.

The undergraduate program in Computer Science is presently being offered though the courses designed for granting the following degrees by various colleges and universities in India. All the courses are of 3-year duration spread over six semesters.

     i.   B.Sc (Honours) Computer Science
    ii.   B.Sc with Computer Science.

B. Sc. with Computer Science

B.Sc. or Bachelor of Science with Computer Science is a general multidiscipline bachelor programme. The programme has a balanced emphasis on three science subjects, one of which is computer science. A student studying B.Sc. with Computer Science is required to choose two other subjects from a pool of subjects which include Physics, Mathematics, Statistics, Electronics, Chemistry. Different institutions offer different choice of combinations of subjects. Most popular combinations are Physics and Mathematics, Physics and Electronics, Mathematics and Electronics, but there are also combinations like Statistics and Economics or Commerce and Economics along with Computer Science.

1. <u>Course Structures</u>

Structure of B.Sc. with CS

The B.Sc. programme with CS as one of the subjects consists of 132 credits in accordance with the Choice Based Credit System (CBCS) approved by the UGC with 1 weekly -contact-hour for each credit for theory/tutorials and 2 weekly-contact-hours for each credit of laboratory work. Credit-wise Distribution - Out of 132 credits, 108 credits are equally divided amongCS (denoted as A in the following table) and two other auxiliary subjects, denoted as B and C, (36 credits each). 36 credits for each subject are further distributed as 24 credits for Core Compulsory Courses (CC) and 12 credits for

Discipline Specific Electives (DSE). There are 8 credits for Ability Enhancement Compulsory Courses. SEC's will have 16 credits.

Course-wise Distribution - There are 4 CC courses for each subject (CS and two auxiliary subjects). Each CC course is of 6 credits (4 Theory + 2 Practicum). Similarly, there are 2 DSE papers, each of 6 credits. There are 4 Skill Enhancement Courses (SEC) each of 4 credits with a total of 16 credits. 16 credits of SEC are distributed as 8 credits (2 courses) for subject A (CS) and 4 credits for each of two auxiliary subjects, subjects B and C (one courses for each subject). There are two AECC namely, Environ mental Sciences and Languages/ Communications with 4 credits.

Semester-wise Distribution – BSc with CS is a 3-Yr programme with 6 semesters. In each semester, there will be 22 credits. For each of first four semesters, there willbe 3 CC, one each for subjects A, B and C accounting to 18 credits. Similarly, for semesters 5 and 6, there will be 3 DSE in each semester and one DSE for each of three subjects (a, B and C). Two AECC will be offered in first two semesters. SEC will be offered in semesters 3, 4, 5 and 6 and a student is requiredto take any one SEC from a pool of options. However, in semesters 3 and 4, SEC for the auxiliary subjects will be offered and in semesters 5 and 6, SEC for CS will be offered. The scope of the present proposal is to design CS courses. There are 4 CC courses for CS, 2 DSE courses and 2 SEC (CS related elective).

A student can take more than 132 credits in total (but not more than 148 credits) to qualify for the grant of the B.Sc. (CS) degree after completing them successfully as per rules and regulations of the HEI.

Computer Science General (CMSG) Syllabus

Courses	Topics	Credit
CMS-G-CC-1-1-TH Sem-1-Core Course-1 Theory	Computer Fundamentals and Digital Logic Design	04
CMS-G-CC-1-1-P Sem-1-Core Course-1 Practica	Word Processing, Spreadsheet, Presentation and Web design by HTML	02
CMS-G-CC-2-2-TH Sem-2- Core Course-2 Theory	Algorithm and Data Structure	04
CMS-G-CC-2-2-P Sem-2-Core Course-2 Practical	Programming with C	02
CMS-G-CC-3-3-TH Sem-3- Core Course-3 Theory	Computer Organization	04
CMS-G-CC-3-3-P Sem-3-Core Course-3 Practical	Programming using PYTHON	02
CMS-G-CC-4-4-TH Sem-4- Core Course-4 Theory	Operating Systems	04
CMS-G-CC-4-4-P Sem-4-Core Course-4 Practical	Shell Programming (Linux)	02
Skill Enhancement Courses (SEC-A & B): Any one topic to be opted from SECA either in Semester-3 or in Semester-5. Any one topic to be opted from SECB either in Semester-4 or in Semester-6.		
CMS-G-SEC-A-X-1-TH	Communication, Computer Network and Internet	02
CMS-G-SEC-A-X-2-TH	Software Engineering	02
CMS-G-SEC-B-X-1-TH	Multimedia and its Applications	02
CMS-G-SEC-B-X-2-TH	Information Security	02
Discipline Specific Elective- A (DSE- A): Candidate has to opt any 2 of the following topics		
CMS-G-DSE-A-5-1-TH	Data base Management System (DBMS)	04
CMS-G-DSE-A-5-1-P	DBMS Lab using SQL	02
CMS-G-DSE-A-5-2-TH	Operation Research	04
CMS-G-DSE-A-5-2-P	Operation Research Lab using C	02
CMS-G-DSE-A-5-3-TH	Computer Graphics	04
CMS-G-DSE-A-5-3-P	Computer Graphics Lab using C	02
Discipline Specific Elective- B (DSE- B): Candidate has to opt any 2 of the following topics		
CMS-G-DSE-B-6-1-TH	Embedded Systems	04
CMS-G-DSE-B-6-1-P	Embedded Systems Lab.	02
CMS-G-DSE-A-6-2-TH	Object Oriented Programming	04
CMS-G-DSE-A-6-2-P	Object Oriented Programming by Java	02
CMS-G-DSE-A-6-3-TH	Computational Mathematics	04
CMS-G-DSE-A-6-3-P	Computational Mathematics Lab using C	02

Semester wise Course Outcomes in B.Sc with Computer Science

Semester –I

CMS-G-CC-1-1-TH: Computer Fundamentals and Digital Logic Design Core Course- 1: Theory: 60 Hours

General Concepts:

1. To make students understand the basic structure, operation and characteristics of digital computer.

2. To familiarize the students with arithmetic and logic unit as well as the concept of the concept of pipelining.

3. To familiarize the students with hierarchical memory system including cache memories and virtual memory.

4. To make students know the different ways of communicating with I/O devices and standard I/O interfaces.

CMS-G-CC-1-1-P: Word Processing, Spreadsheet, Presentation and Web design by HTML Core Course- 1: Practical: 40 Hours

General Concepts:

1. To understand basics of the Internet and World Wide Web
2. To acquire knowledge and skills for creation of web site considering both client and server-side programming
3. To learn basic skill to develop responsive web applications

4. To understand different web extensions and web services standards
5. To understand basic concepts of Search Engine Basics.
6. To learn Web Service Essentials.
7. To learn Rich Internet Application Technologies.

Semester –II

CMS-G-CC-2-2-TH: Algorithms & Data Structure Core Course- 2: Theory: 60 hours
ALGORITHMS

1. To learn good principles of algorithm design;
2. To learn how to analyze algorithms and estimate their worst-case and average- case behavior (in easy cases);
3. To become familiar with fundamental data structures and with the manner inwhich these data structures can best be implemented; become accustomed to the description of algorithms in both functional and procedural styles;
4. To learn how to apply their theoretical knowledge in practice (via the practical component of the course).

DATA STRUCTURES

1. To be familiar with fundamental data structures and with the manner in which these data structures can best be implemented; become accustomed to the description of algorithms in both functional and procedural styles
2. To have a knowledge of complexity of basic operations like insert, delete, search on these data structures.
3. Ability to choose a data structure to suitably model any data used in computer applications.
4. Design programs using various data structures including hash tables, Binary and general search trees, heaps, graphs etc.
5. Ability to assess efficiency tradeoffs among different data structure implementations.
6. Implement and know the applications of algorithms for sorting, pattern matching etc.

CMS-G-CC-2-2-P: Programming with C
Core Course- 2: Practical: 40 hours

15

Students are required to write and practically execute programs to solve problem using various data structures. The teacher can suitably device problems which help students experiment using the suitable data structures and operations.

Semester –III

CMS-G-CC-3-3-TH: Computer Organization
Core Course- 3: Theory:60 hours

1. To make students understand the basic structure, operation and characteristics of digital computer.
2. To familiarize the students with arithmetic and logic unit as well as the concept of the concept of pipelining.
3. To familiarize the students with hierarchical memory system including cache memories and virtual memory.
4. To make students know the different ways of communicating with I/O devices and standard I/O interfaces.

CMS-G-CC-3-3-P: Programming using Python
Core Course- 3: Practical: 40 hours

1. Develop and Execute simple Python programs.
2. Structure a Python program into functions.
3. 3.Using Python lists, tuples to represent compound data
4. Develop Python Programs for file processing

Semester –IV

CMS-G-CC-4-4-TH: Operating Systems
Core Course- 4: Theory: 60 hours
  <u>**OPERATING SYSTEM**</u>

1. Describe the important computer system resources and the role of operating system in their management policies and algorithms.
2. To understand various functions, structures and history of operating systems and should be able to specify objectives of modern operating systems and describe how operating systems have evolved overtime.
3. Understanding of design issues associated with operating systems.
4. Understand various process management concepts including scheduling, synchronization, and deadlocks.
5. To have a basic knowledge about multithreading.
6. To understand concepts of memory management including virtual memory.
7. To understand issues related to file system interface and implementation, disk management.
8. To understand and identify potential threats to operating systems and the security features design to guard against them.
9. To have sound knowledge of various types of operating systems including Unix and Android.
10. Describe the functions of a contemporary operating system with respect to convenience, efficiency, and the ability to evolve.

CMS-G-CC-4-4-P: Shell Programming (Linux)
Core Course- 4: Practical: 40 hours

1. Learn to develop simple algorithms and flow charts to solve a problem.
2. Develop problem solving skills coupled with top down design principles.
3. Learn about the strategies of writing efficient and well-structured computer algorithms/programs.
4. Develop the skills for formulating iterative solutions to a problem.
5. Learn array processing algorithms coupled with iterative methods.
6. Learn text and string processing efficient algorithms.
7. Learn searching techniques and use of pointers.
8. Understand recursive techniques in programming.

Semester –III to VI

Skill Enhancement Courses (SEC-A & B): Choices : Semesters-3 to 6		
Courses	Topics	Credit
CMS-G-SEC-A-X-1-TH	Communication, Computer Network and Internet	02
CMS-G-SEC-A-X-2-TH	Software Engineering	02
CMS-G-SEC-B-X-1-TH	Multimedia and its Applications	02
CMS-G-SEC-B-X-2-TH	Information Security	02

CMS-G-SEC-A-X-1-TH: Communication, Computer Network and Internet Skill Enhancement

Course – A (SEC-A-1): Choice-1: Theory: 40 hours

1. Understand the structure of Data Communications System and its components. Be familiarizing with different network terminologies.
2. Familiarize with contemporary issues in network technologies.
3. Know the layered model approach explained in OSI and TCP/IP network models
4. Identify different types of network devices and their functions within a network.
5. Learn basic routing mechanisms, IP addressing scheme and internetworking concepts.
6. Familiarize with IP and TCP Internet protocols.
7. To understand major concepts involved in design of WAN, LAN and wireless networks. 8. Learn basics of network configuration and maintenance.
8. Know the fundamentals of network security issues.

CMS-G-SEC-A-X-2-TH: Software Engineering

Skill Enhancement Course – A (SEC-A-2): Choice-2: Theory: 40hours

1. Basic knowledge and understanding of the analysis and design of complex systems.
2. Ability to apply software engineering principles and techniques.
3. To produce efficient, reliable, robust and cost-effective software solutions.
4. Ability to work as an effective member or leader of software engineering teams.
5. To manage time, processes and resources effectively by prioritising competing demands to achieve personal and team goals Identify and analyzes the common threats in each domain.

CMS-G-SEC-B-X-1-TH: Multimedia and its Applications

Skill Enhancement Course – B (SEC-B-1): Choice-1: Theory: 40 hours

1. To familiarize the students with the image fundamentals and mathematical transforms necessary for image processing.
2. To make the students understand the image enhancement techniques
3. To make the students understand the image restoration and reconstruction procedures.
4. To familiarize the students with the image segmentation procedures.

CMS-G-SEC-B-X-2-TH: Information Security

Skill Enhancement Course – B (SEC-B-2): Choice-2: Theory: 40 hours

1. Develop an understanding of information assurance as practiced in computer operating systems, distributed systems, networks and representative applications.
2. Gain familiarity with prevalent network and distributed system attacks, defenses against them, and forensics to investigate the aftermath.
3. Develop a basic understanding of cryptography, how it has evolved, and some key encryption techniques used today.
4. Develop an understanding of security policies (such as authentication, integrity and confidentiality), as well as protocols to implement such policies in the form of message exchanges.

Semester – V & VI

Discipline Specific Elective Courses (DSE-A & B): Choices: Semesters-5&6

Discipline Specific Elective- A (DSE- A): Candidate has to opt any 2 of the following topics		
CMS-G-DSE-A-5-1-TH	Data base Management System (DBMS)	04
CMS-G-DSE-A-5-1-P	DBMS Lab using SQL	02
CMS-G-DSE-A-5-2-TH	Operation Research	04
CMS-G-DSE-A-5-2-P	Operation Research Lab using C	02
CMS-G-DSE-A-5-3-TH	Computer Graphics	04
CMS-G-DSE-A-5-3-P	Computer Graphics Lab using C	02
Discipline Specific Elective- B (DSE- B): Candidate has to opt any 2 of the following topics		
CMS-G-DSE-B-6-1-TH	Embedded Systems	04
CMS-G-DSE-B-6-1-P	Embedded Systems Lab.	02
CMS-G-DSE-A-6-2-TH	Object Oriented Programming	04
CMS-G-DSE-A-6-2-P	Object Oriented Programming by Java	02
CMS-G-DSE-A-6-3-TH	Computational Mathematics	04
CMS-G-DSE-A-6-3-P	Computational Mathematics Lab using C	02

Semester – V

CMS-G-DSE-A-5-1-TH: Database Management System

Discipline Specific Elective Course – A (DSE-A-1): Choice-1: Theory: 60 hours

1. Gain knowledge of database systems and database management systems software.
2. Ability to model data in applications using conceptual modeling tools such as ER Diagrams and design data base schemas based on the model.
3. Formulate, using SQL, solutions to a broad range of query and data update problems.
4. Demonstrate an understanding of normalization theory and apply such knowledge to the normalization of a database.
5. Be acquainted with the basics of transaction processing and concurrency
6. Familiarity with database storage structures and access techniques.
7. Compare, contrast and analyze the various emerging technologies for database systems
8. Analyze strengths and weaknesses of the applications of database technologies to various subject areas.

CMS-G-DSE-A-5-1-P: DBMS Lab using SQL

Discipline Specific Elective Course – A (DSE-A-1): Choice-1: Practical: 40 hours

Students are required to practice the concepts learnt in the theory by designing and querying a database for a chosen organization (Like Library, Transport etc). The teacher may devise appropriate weekly lab assignments to help students practice the designing , querying a database in the context of example database.

CMS-G-DSE-A-5-2-TH: Operation Research

Discipline Specific Elective Course – A (DSE-A-2): Choice-2: Theory: 60 hours

1. Operations research (OR) is an analytical method of problem-solving and decision-making that is useful in the management of organizations. In operations research, problems are broken down into basic components and then solved in defined steps by mathematical analysis.
2. The process of operations research can be broadly broken down into the following steps:
3. Students have to Identify a problem that needs to be solved.
4. Constructing a model around the problem that resembles the real world and variables.]
5. Using the model to derive solutions to the problem.
6. Testing each solution on the model and analyzing its success.
7. Implementing the solution to the actual problem.
8. Operations research include statistical analysis, management science, game theory, optimization theory, artificial intelligence and network analysis. All of these techniques have the goal of solving complex problems and improving quantitative decisions.

CMS-G-DSE-A-5-2-P: Operation Research (O.R.) Lab. using C/Python

Discipline Specific Elective Course – A (DSE-A-2): Choice-2: Practical: 40 hours

Students are required to practice the concepts learnt in the theory.

CMS-G-DSE-A-5-3-TH: Computer Graphics

Discipline Specific Elective Course – A (DSE-A-3): Choice-3: Theory: 60 hours

1. Acquire familiarity with the concepts and relevant mathematics of computer graphics.
2. Ability to implement various algorithms to scan, convert the basic geometrical primitives, transformations, area filling, clipping.
3. Describe the importance of viewing and projections.
4. Ability to design basic graphics application programs.
5. Familiarize with fundamentals of animation and Virtual reality technologies
6. Be able to design applications that display graphic images to given specifications.
7. To understand a typical graphicspipeline.

CMS-A-DSE-A-5-3-P: Computer Graphics Lab using C

DSE-A: Choice-3: Practical: 02 Credit: 40 hours

The students are required to create interactive graphics applications in C using graphics application programming interfaces and demonstrate geometrical transformations. The lab material includes implementation of line drawings, circle drawing, ellipse drawing as well as different geometrical transformations.

Semester –VI

CMS-G-DSE-B-6-1-TH: Embedded Systems

Discipline Specific Elective Course – B (DSE-B-1): Choice-1: Theory: 60 hours

1. Give the overview of Microcontroller 8051.
2. Give the overview of Microcontroller 8052
3. Give the overview of Microcontroller 8031

CMS-A-DSE-B-6-1-P:

Embedded Systems Lab

DSE-A: Choice-3:

Practical: 02 Credit: 40 hours

Students are required to practice the concepts learnt in the theory.

CMS-G-DSE-B-6-2-TH: Object Oriented Programming

Discipline Specific Elective Course – B (DSE-B-2): Choice-2: Theory: 60 hours

1. Learn the concepts of data, abstraction and encapsulation
2. Be able to write programs using classes and objects, packages.
3. Understand conceptually principles of Inheritance and Polymorphism andtheir use and program level implementation.
4. Learn exception and basic event handling mechanisms in a program
5. To learn typical object-oriented constructs of specific objectoriented pr

CMS-A-DSE-B-6-2-P: Object Oriented Programming by Java

DSE-B: Choice-2: Practical: 02 Credit: 40 hours

1. Knowledge of the structure and model of the Java programming language,
2. Use the Java programming language for various programming technologies
3. Develop software in the Java programming language,
4. Evaluate user requirements for software functionality required to decide whether the Java programming language can meet user requirements.

CMS-G-DSE-B-6-3-TH: Computational Mathematics

Discipline Specific Elective Course – B (DSE-B-3): Choice-3: Theory: 60 hours

1. Understand the fundaments of procedural and functional programming;
2. Understand Matlab data types and structures;
3. Be able to set up simple real-life numerical problems such that they canbe solved and visualized using basic codes in Matlab;
4. Be ready to use advanced coding in Matlab in their subsequent studies.

CMS-G-DSE-B-6-3-P: Computational Mathematics Lab.

Discipline Specific Elective Course – B (DSE-B-3): Choice-3: Practical: 40 hours

Students are required to practice the concepts learnt in the theory.