



# KABI SUKANTA MAHAVIDYALAYA

( Affiliated to the University of Burdwan )

ISO 9001:2015 Certified | Re-accredited by NAAC with 'B'

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Ref:.....

Date:.....

Programme Outcome and Course Outcome for all the courses have been presented in details below:

  
PRINCIPAL  
KABI SUKANTA MAHAVIDYALAYA  
P.O.-ANGUS. DIST.-HOOGHLY

## **COURSE SPECIFIC OUTCOME**

### **B.COM**

### **GENERAL**

### **SEMESTER-I**

#### **ENVIRONMENTAL STUDIES [AECC-1]**

While going through the different aspects of the subject the students will inculcate a sense of their concern for environment.

#### **FINANCIAL ACCOUNTING-I [CC-1]**

- The study of this paper helps the students to describe the main elements of financial accounting information – assets, liabilities, revenue and expenses.
- That would help them to move ahead with future courses and to serve in the firms as Accountants.

#### **BUSINESS MANAGEMENT [CC-2]**

The students after studying management will have the capability to become manager in an organisation.

#### **LANGUAGE, VARIETY AND STYLISTICS [L1-1]**

Unless the students develop skill for writing and speaking languages relevant for practical purpose it would not be possible for them to pursue higher studies or succeed professional examinations. The study of this paper helps them to overcome this lacuna.

### **SEMESTER-II**

#### **COMMUNICATIVE ENGLISH/MIL [AECC-2]**

Study of the paper enables the students to develop communicative skill in English which would help them to interact freely while placing themselves in the job market.

#### **Principles of Economics [GE-1]**

Having obtained basic knowledge of economics the students would find it helpful to succeed professional examinations and to pursue professional courses.

#### **BUSINESS LAW [CC-3]**

The students studying the subject will acquire a common sense of law which will help them to abide by while being engaged in business.

### **COST ACCOUNTING-I [CC-4]**

The students will be able to place them in the job market as Cost Accountant.

## **SEMESTER III**

### **COST ACCOUNTING-II [CC-5]**

- Having studied the paper the students gain a competitive edge in becoming Accountant in a firm.
- The knowledge gained in this area enables them to compete in professional examinations.

### **FINANCIAL ACCOUNTING-II [CC-6]**

- The study of this paper helps the students to describe the main elements of financial accounting information – assets, liabilities, revenue and expenses.
- That would help them to move ahead with future courses and to serve in the firms as Accountants.

### **LANGUAGE, IMAGINATION AND CREATIVITY [L1-2]**

Unless the students develop skill for writing and speaking languages relevant for practical purpose it would not be possible for them to pursue higher studies or succeed professional examinations. The study of this paper helps them to overcome this lacuna.

### **E-Commerce [SEC-1]**

These are the days in which all most of the financial transactions seem to be done electronically and the students having studied E-Commerce would find them suitable for carrying all sorts of activities of modern business firms.

## **SEMESTER IV**

### **FINANCIAL ACCOUNTING-III [CC-7]**

In this paper the students grasp the conception regarding shares and corporate accounts which enable them to grow an interest to get involved in the activities of the capital market.

- They would feel at ease if employed in corporate sector.

### **CORPORATE LAWS [CC-8]**

- The students having knowledge of this subject could be a Corporate Lawyer.

- Can work in a large or mid-sized firm
- They would be able to counsel clients.
- Handle business transactions which include negotiation, drafting as well as a review of contracts and other agreements that are associated with the activities of the company/business, like mergers, acquisitions, divestments etc.

### **COMPUTER APPLICATIONS IN BUSINESS (PRACTICAL) [SEC-2]**

- A commerce graduate should have knowledge about computer and while yielding the sense of the paper by pursuing practical classes they achieve an ability to apply themselves in business firms as computer assistants and clerks.
- As a self-employed could earn livelihood by rendering computer-related services to their clients.

### **ENTREPRENEURSHIP [SEC-3]**

The students after studying the paper would inculcate among them an interest to become a successful entrepreneur.

## **SEMESTER V**

### **TAXATION-I [CC-9]**

- In this paper the students have an understanding of the key aspects of taxation which enable them to feel at ease in pursuing the subject further in detail.
- Strengthen their base while appearing at the professional examinations.

### **AUDITING [CC-10]**

The students having basic ideas of auditing would be able to prepare them in future for becoming Auditor.

*Students are allowed to take any one of papers under DSE-1*

### **MANAGEMENT ACCOUNTING [DSE-1]**

- Having learnt the management accounting techniques the students would be able to analyse critically.
- To provide recommendation to improve the operations of organizations
- Would gain confidence to demonstrate mastery of costing systems, cost management systems, budgeting systems and performance measurement systems.

### **FUNDAMENTALS OF MARKETING MANAGEMENT [DSE-1]**

Coming across the areas covered in this paper the students would gain confidence in offering them as Marketing Managers in firms, companies and organisations.

***Students are allowed to take any one of papers under DSE-2***

### **INDIAN FINANCIAL SYSTEM [DSE-2]**

Indian financial system is an integral part of the economic development of the country. The students going this paper would have an idea of economic function of the country which would strengthen them to their future involvement in any organisation or further study.

### **FUNDAMENTALS OF HUMAN RESOURCE MANAGEMENT [DSE-2]**

Having knowledge in this area the students could offer them as candidates in the Human Resource Department of various companies and organisations.

### **SEMESTER VI**

### **PERSONAL SELLING AND SALESMANSHIP [SEC-4]**

The students having gone through this paper would be capable of offering them as Sales Personnel in business firms and organisations.

### **BUSINESS MATHEMATICS AND STATISTICS [GE-2]**

The students acquiring mathematical and statistical skill will be able to apply the mathematical tools in decision making in their involvement in future in various business firms.

### **TAXATION-II [DSE-3]**

In this paper the students have an understanding of the key aspects of taxation which enable them to build up career as income tax consultant.

### **FUNDAMENTALS OF FINANCIAL MANAGEMENT [DSE-4]**

- While studying the paper the students accumulate knowledge about the sources, function and management of finance.
- They do have a conception of how to maintain liquidity which would help them to analyse the financial status of the company or organisation as and when they get them employed.



## **Kabi Sukanta Mavidyalaya**

**Department of Bengali**

- a) Students, although at the initial stage after getting admission faces difficulty in their language skill, but when they pass the programme, they are expected to become pretty able to communicate their understanding in the subject.**
- b) Students graduating from this college in this programme become able to relate the social and national issues to what they have learnt from their books and in the classroom situations.**
- c) Students completing the programme become confident in the sense that they feel they are employable.**
- d) This college trains the students to undertake primary level of research work and thus they become motivated for advanced research when they go for higher studies.**
- e) They are staying ahead to the way of post-graduate.**
- f) Later in this course they will be able to suitable for different fields of employment.**
- g) As the syllabus covers the whole subject , their knowledge about the subject matter is increasing.**

- Students are expected to develop the language skill to communicate both in writing and verbally.
- After graduating they are expected to grow the sense of art and literature that will enable them to understand better the human social and cultural relationships.
- The syllabus focuses on the ancient, medieval and modern history of Bengali literature. So the students are getting to know about the heritage of Bengali literature and its culture.
- Their knowledge is increased to learn about Bengali language, linguistics and grammar.

## Course Outcome

Semester	
Course-Code	CC-1/CC-2/GE-1/AECC-1
Credit Value	22

### CC-1

**Course-Title: Bangla Sahityer Itihas (Prachin & Madhyayug)**

- Special ideas are being made about the history of ancient and medieval Bengali literature.
- Knowledge of ancient and medieval society and religious history is being

### CC-2

created.

**Course-Title: Chhando, Alankar**

1. They learn about primary knowledge of Bengali essay.

Semester	II
Course-Code	CC-3/CC-4/GE-2/AECC-2
Credit Value	20

### CC-3

**Course-Title: Baishnab Padabali, Sakto Padabali**

1. A large part of Bengali literature is 'Vaishnava Padabali' and Vaishnava religion.
2. They have learned to determine the relationship between history of Eighteenth-century society and 'Shakta Padabali'.

### CC4

**Course-Title: Ramayana, Annadamangal**

1. They have gained information about Bengali and Indian traditions by reading Krittibas's 'Ramayana' which is the wealth of Bengali literature
2. There is an opportunity to determine the importance of 'Annadamangal' poetry in aspect of social history in eighteenth century.
3. They also learn about the history of medieval society.

They are learning about short Story.

### GE-2

**Course-Title: Any discipline other than Bengali**



**Course-Title: AECC2**

1. The knowledge about Bengali language and literature is increasing.

Course Title : L2

They are learning about short Story.

Semester	III
Course-Code	CC-5/CC-6/CC-7/GE-3/SEC-1
CreditValue	26

CC-5

**Course-Title: Bangla Sahityer Itihas (1801-1950)**

1. They are taking lessons about history of Nineteenth and twentieth century's literature and society.
2. Learning to understand about the development of Bengali literature.

CC-6

**Course-Title: Bhasatattwa**

1. Basic information about linguistics is being created.
2. Learning about different aspects of modern linguistics.

CC-7

**Course-Title: Unishataker Kabya**

1. They have taken a lesson about history of Bengali poetry in nineteenth century.
2. They learned to read the history of Bengali poetry.
3. They have learned to understand the nineteenth century renaissance by taking the initial lessons of 'history of Bengali literature.

GE-3

**Course-Title: Any discipline other than Bengali**

They have taken a lesson about history of Bengali literature.

**SEC-1 Course-Title: Bangla Byakaran**

1. Their knowledge about the history of Bengali literature is being formed.
1. Reading different aspects of Bengali grammar has increased their idea about the structure of Bengali language.

Semester	IV
Course-Code	CC-8/CC-9/CC-10/GE-4/SEC-2
CreditValue	26

CC-8

**Course-Title: Kabita**

1. Their ideas about Rabindranath's poetry are being formed.
2. They have learned to scrutinize to Modern poetry.

CC-9

**Course-Title:Upanyas**

1. Learned to take lessons in Bengali novels.
2. Learned to critical lessons in the novel.

CC-10

**Course-Title:Natak**

1. Students have learned to discuss the structure of Bengali drama.
2. They have learned to relate the society with the subject to drama.

GE-4

**Course-Title: Any discipline other than Bengali**

1. Students of other subjects are getting to know about Bengali linguistics.
2. They have learned the formation of Bengali language.

SEC-2

**Course-Title:Rachana shakti rNaipunya**

1. Writing skills have increased.
2. Learned how to write letters, reports and essays.

Semester	
Course-Code	CC-11/CC-12/DSE-1/DSE-2
CreditValue	24

CC-11

**Course-Title:Galpo**

1. They have created an idea about short-stories by reading Rabindranath's short-story.
2. They gained familiarity about Rabindranath's literature and philosophy.
3. By reading modern short-stories, students have educated to know the interrelationship of contemporary society and literature.

CC-12

**Course-Title:PrabandhaOPrachyaKabyatattwa**

1. They have been introduced with the essay literature.
2. Gained awareness about ancient poetry theory in India.

DSE-1

**Course-Title:UnishSatakerBanglaKabyaOPrabandha**

1. Gained knowledge of the history of nineteenth-century poetry.
2. They have come to know the dynamics of essays literature in Nineteenth-century.

DSE-2

**Course-Title:UnishSatakerBanglaNatakOKathasahitya**

1. They have known about the history of the origin and development of Bengali drama in nineteenth century.
2. Gained knowledge of the development of novels and short stories in nineteenth century.

DSE 1A

1. Gained knowledge of the development of novels in nineteenth century.

SEC3

1. Gained knowledge about Essay and Reporting .

Semester	VI
Course-Code	CC-13/CC-14/DES-3/DSE-4
CreditValue	24

**CC-13****Course-Title: Sanskrita O Ingreji Sahityer Itihas**

1. Students learn about the history of Sanskrit literature.
2. They are able to recognize the great tradition of Sanskrit literature.
3. They knew about the history of English literature.

**CC-14****Course-Title: Sahityer Rup-Riti O Sangrup**

1. Their knowledge has been created about various forms of modern literature.
2. Gained facts about the structure of different forms of literature.

**DSE-3****Course-Title: Bishsataker Swadhinata-Purbabarti Bangla Kathasahitya**

1. They got a chance to know about the progress of Bengali novels in early twentieth century.
2. Awareness has been formed about the history of short stories of this period.

**DSE-4****Course-Title: Sahitya Bisayak Prabandha O Lakasahitya**

1. They have educated about Twentieth century essay literature.
2. Preliminary ideas about folklore and folk-culture have been shaped.

DSE 1A

2. Gained knowledge of the development of drama in nineteenth century.

SEC3

2. Gained knowledge about letter writing and translation.



PROGRAMME OUTCOMES, PROGRAMME SPECIFIC OUTCOMES AND COURSE OUTCOMES FOR ECONOMICS (HONS)

Programme outcomes:

Programme Name	Programme Specific Outcomes(PSO)
Economics(Hons) (B.A/B.Sc)	PSO 1: Enable students to acquire a holistic knowledge and understanding of basic concepts of Economics manifested in real world situation in general and society in particular.
	PSO 2: To develop analytical and economic reasoning skills for deducing reasonable predictions about possible future outcomes.
	PSO 3: Enabling students in promoting application oriented pedagogy by exposing students in having expertise for collection and presentation of data.
	PSO 4: Enable them to understand applicability and use of empirical evidence to evaluate the validity of economic argument, use of statistical methodology and data analysis which extends social outreach.

Programme Name Economics(Hons) (B.A/B.Sc)

Programme Outcome(PO)

PO.1: Enables students applying the knowledge and understanding of basic economics principles and norms to address economics issues in general as social being.
PO.2: The programme design enables students to interpret and assess phenomena and dynamics of the economic system as well as the role and behaviour of monetary as well as financial institutions.
PO.3: With the application of mathematical tools and statistical methods of data analysis in solving economic problems, critical thinking ability and quantitative skills of the students develop.
PO.4: Enables students acquire the knowledge regarding inters connectivity of resource use efficiency, sustainability and environmental context and to make judgement autonomously.
PO.5: Make the students accomplished for further field work as well as research orientation through knowledge of methodologies for economic modelling and applicable quantitative methods in the programme in general

PO.6: The programme not only enhances students' theoretical learning potential but also enables learners to build up discipline specific carrier outcomes.

Programme Specific Outcomes COURSE OUTCOMES

COURSE NAME

Economics(Hons) (B.A/B.Sc) Semester-1

COURSEOUTCOMES(CO)

1. Introductory Microeconomics	This course content enables students acquiring knowledge on individual decision units- consumers and firms; the way in which their decisions interrelate to determine relative prices of goods and factors of production and the quantities exchanged .The ultimate aim is to understand the resource use efficiency as well as role of market.
2.Statistics-1	Enables students to understand basic theoretical and applied principles of Statistics in making general statements about a group on the basis of imperfect information about this group. Students will be able to solve range of problems using the techniques covered. The content also enables them to conduct basic statistical data analysis.

Semester-II

1.Introductory Macroeconomics	This part enables students with the study of relationship between broad economic aggregates, most important of which are National Income, Aggregate savings and Investment, Employment, the quantity of money, the characteristics of equilibrium state, both static and dynamic and its impact on economy in general. Along with the concept of classical system, it enables students knowledge of modern macroeconomics dated from J. M. Keynes's work in mid 1930's.
2.Mathematical Economics-1	After completion of the course students are expected to able the diverse study of mathematical tools for analyzing economic theories. Students come across the specific application of calculus in optimization problems of mainstream economics.

Semester-III

1.Intermediate Microeconomics	With this content students will have knowledge of imperfect market structure. As contrary to the assumption of perfect competition, there may be few buyers and sellers, a non- homogeneous product, an inadequate flow of information or barriers to entry, markets termed as monopoly, oligopoly etc. Concepts on general equilibrium and Economic welfare will also be delivered that will enlighten students.
2.Intermediate Macroeconomics	Enables students to develop their knowledge in understanding the theoretical construct of classical economic models and to realise existing gap between theoretical model and reality. Moreover the path breaking analysis of Keynes for a developed capitalist economy and their non applicability to non capitalist economy would become distinct in course of study. The neo classical growth theory also enables

	students realising forces behind growth process.
3.Mathematical Economics-II	Starting with major mathematical tools of analysis as Scalar, Vector and Matrices students will be capable of using these tools in economic problems. Technique of solving simultaneous equations by Cramer's Rule would be one such important use .Application of these in IS-LM model, Simple National Income Determination model has been transmitted as learning outcome. Students will have knowledge of basic concept of input-output analysis and Basic Game theory.
4.Skill Enhancement Course(SEC-I)	As SEC-1, Managerial Economics course has been chosen as appropriate by our students. The learning outcome would entail demand analysis, Price Determination under different structures as well as concepts of financial instruments and investment decisions.

#### Semester-IV

##### 1.Selected Feature of Indian Economy

Students studied this course would certainly have knowledge on our own economy, problems persisting there since independence as well as prospects overcoming these in future course of action.

2.Statistics-II	As comparatively advanced course outline, students got here the interrelationship between mathematical norms, tools as well as statistical analysis for the purpose of sampling distribution and testing of hypothesis in order to have error free findings for the economy and society in general.
3.Development Economics	Enables students having knowledges of emerging concepts of development. On the basis of various strategies of development, an unbiased view point could have been generated after the course study.

##### 4.Skill Enhancement Course(SEC-II)

#### Semester-V 1.International Economics

As it is directed towards practical ideas of current period, students willingly choose Business Plan Appraisal and Formulation as SEC- II course.

Enables students about basic traditional trade theory and policy and concepts of Gains from trade and Balance of Payments in general.

2.Money and Banking	After completion of the course students could have applicability of banking system operation- importance of interest rate in determining policies, functions of central banking system, and the like.
3.Discipline Specific Elective-	As DSE-1, Rural development course is being followed.



1	Policies, programmes, resources and livelihood structure in rural sector gives students outlook towards present scenario. From the country studies as Bangladesh and Brazil, Mexico -an overall knowledge develops.
4.Discipline Specific Elective-II	For DSE-II, Environmental Economies have been given priority as have proper importance in recent period over the globe. Different policies and Institutions solving problems is now in the course content justifiably.

#### Semester-VI

1.Basic Econometrics Enables students competent with basic econometric application which is getting more important day by day.

2.Field Survey & Project Report	On the basis of field basis and primary survey work, students are to prepare project report on stipulated topic guided by Faculty members. It will certainly increase social access as well as outreach of the students and society, the ultimate long term target of the subject study.
3.Discipline Specific Elective- III	As DSE-III, Political Economy of the classical period and its aftermath, concepts of different political system and the logic behind process of historical change of society have been there for making students aware of this emerging subject.
4.Discipline Specific Elective- IV	As a guidance of future career and employment guide ,Entrepreneurship Development course have been there for making students aware of norms of project identification and selection, about financial resources and also on growth strategies in small business after completion of the semester.,

## **Department of Education**

### **Course Outcomes**

In this section we are furnishing the courses outcomes of B.A CBCS General Course in Education of Kabi Sukanta Mahavidyalaya.

#### **SEM-I**

##### **CC-1A (Principles of Education)**

###### **Unit-I**

- Understand the meaning, nature and scope of Education.
- Know about the functions of education and factors of Education.
- Know about the aims of education.

###### **Unit-II**

- Understand the meaning of curriculum and various types of curriculum.
- Know about Principles of curriculum construction.
- Know about the co-curricular activities.

###### **Unit-III**

- Understand the meaning and characteristics of child centric Education.
- Students can know about the aims of modern child centric education.
- Students can learn about Kindergarten, Montessori, Basic education and project method.

## Unit-IV

- Understand the concept of Freedom and Discipline.
- Know about Free discipline and self-discipline.

## SEM-2

### CC-1B (Educational Psychology)

#### Unit-I

- Understand the meaning, Nature and Scope of education and psychology.
- Understand the relation between Education and psychology.
- Learn about the method of Educational Psychology.

#### Unit-II

- Understand the meaning and concepts of Growth and Development.
- Know about the stages of development.

#### Unit-III

- Know about the definition and concept of personality.
- Understand the various types and traits approaches to personality.
- Understand the causes of Individual differences.

#### Unit-IV

- Understand the concept and definition of Intelligence.
- Know about theories of Intelligence.

## Unit-V

- Understand the meaning and Nature of Learning.
- Know about the factors associated with learning.

## SEM-3

### CC-1C: Educational Sociology

#### Unit –I:

- Know about the Meaning, Nature and Scope of Education Sociology.
- Understand the Relation between Sociology and Education.

#### Unit –II:

- Know about the Concept and nature of Social Change.
- Understand the Factors and problems of social change in India.
- Know about the Meaning and Types of Social stratification.

#### Unit –III:

- Know about Meaning, process and factors of socialization.
- Know about Meaning and types of Social control, Agencies of Social Control.

#### Unit –IV:

- Know about Social Agencies of Education and their educative role: Family, School, State, Mass media.

## **SEC-1: Measurement and Evaluation in Education**

### **Unit –I:**

- **Know about the Concept of Measurement and Evaluation.**
- **Understand the Difference between Measurement and Evaluation.**
- **Understand the Needs of Evaluation in Education.**

### **Unit –II:**

- **Know about the Different tools and techniques of Evaluation.**
- **Know about the Teacher Made test and Standardized test.**
- **Know about the Achievement tests and Psychological tests**

### **Unit –III:**

- **Know about the Meaning of Reliability and learn the Method Determining Reliability by Tests- Retest Method.**
- **Know about the Meaning Validity and learn the Method of Determining Content Validity.**

### **Unit –IV:**

- **Learn the method of Measurement of Central Tendency: Mean, Median, Mode (Computation and their uses).**
- **Learn the method of Measures of Dispersion: Range; Quartile Deviation; Standard Deviation.**

### **Unit –V:**

- know about the Concept of Correlation.
  - Learn the Rank Difference method and Product moment method for Computation of correlation, Co-efficient.

#### SEM-4

#### CC-1D : History of Education in India

##### Unit –I:

- Know about Missionary educational activities in India: Characteristics and significance.
- Know about Serampore Mission: Contributions of the Trio to Education.
- Know about Charter Act of 1813.
- Know about Macaulay's Minute.
- Know about Adam's Report and its recommendations.
- Know about Woods Despatch (1854).

##### Unit –II:

- Know about Indian Education commission -1882.
- Know about Indian University Commission (1902).
- Know about National Education Movement.

##### Unit –III:

- Know about Sadler Commission -1917
- Know about Hartog Committee Report.
- Know about Wardha Scheme.
- Know about The Sargent Plan (1944).

#### **Unit –IV:**

- Know about Radhakrishnan Commission-1948, with special reference to rural university.
- Know about Mudaliar Commission (1952-53): Reports and Recommendations.
- Know about Kothari Commission (1964-66): Reports and Recommendations.
- Know about National Education Policy 1986 and Revised Educational Policy of 1992.

#### **SEC-2: Value Education**

#### **Unit –I:**

- Know about Value in Education: Meaning and Concept
- Understand the Needs of Value Education

#### **Unit –II:**

- Know about Morality: Meaning & Concept.
- Understand the Role of Parents to Facilitate Children's Moral Development

#### **Unit –III:**

- Know about Social Values.
- Understand the Values in Classroom.

#### **Unit –IV:**

- Know about Meanings and Aims of Peace Education.
- Understand the Values in Peace Education.

- **Know about Values and Human Rights Education**

## **SEM-V**

### **DSE-1A: Great Educators**

#### **Unit –I:**

- **Know about Swami Vivekananda (1863-1902).**
- **Know about Sri Aurobindo (1872-1950).**

#### **Unit –II:**

- **Know about Rabindranath Tagore (1861-1941).**
- **Know about Mahatma Gandhi (1869-1948).**

#### **Unit –III:**

- **Know about Jean Jacques Rousseau (1712-1778).**
- **Know about F.W. August Froebel (1782-1852).**

#### **Unit –IV:**

- **Know about John Dewey (1859-1952).**
- **Know about Madam Maria Montessori (1870-1952).**



## **SEC-3 : Educational Guidance and Counseling**

### **Unit –I:**

- **Know about the Meaning, Definition, Scope of Educational Guidance.**
- **Understand the Needs and Importance of Guidance.**
- **Learn the Essentials of good Guidance programme.**

### **Unit –II:**

- **Know about Different forms of Guidance.**
- **Know about Educational and Vocational Guidance.**
- **Learn to Organization of Guidance service at different levels of education.**
- **Know about the Tools and techniques of Guidance.**

### **Unit –III:**

- **Know about the meaning, nature, scope of Counseling.**
- **Know about the Types of counselling.**
- **Able to know the Tools and techniques of Counseling.**

### **Unit –IV:**

- **Understand the Difference between Guidance and Counselling.**
- **Know about the Counseling process-relationships & its characteristics.**
- **Understand the Role of parent, teacher & counselor in guidance programme.**

## **SEM-VI**

### **DSE-3: Educational Technology**

#### **Unit –I:**

- **Know about the Concept and Meaning Educational Technology.**
- **Know about the Nature, Scope, Needs and Limitations of Educational Technology.**

#### **Unit –II:**

- **Know about the System approach: Concept and Characteristics.**
- **Understand the Uses and limitation of system approach.**

#### **Unit –III:**

- **Know about the Meaning, Nature, Types and Process of Communication.**
- **Learn about Barriers of Communication.**
- **Understand the Significance of Communication.**

#### **Unit –IV:**

- **Know about the Multimedia approach in educational technology.**
- **Know about the Visual, audio and audio-visual types and their uses in education.**
- **Know about the Computer and its role in education.**

### **SEC-4 : Computer Application in Education-II**

#### **Unit- I**

- **Know about the Internet**

## **Unit II:**

**Know about the E-learning, Mobile-learning, distance learning, On-line learning,**

- **Know about Virtual University, Wikipedia, Massive Open Online Courses (MOOCs); Social networking .**

## **Unit III :**

**Learn the concept of ICT**

- **On line Admissions**
- **Digital Lesson Designing**
- **Evaluation Rubrics**
- **E-Portfolios of Learners**
- **Time-Space-Personnel Management**
- **Learning Resources Management**
- **Web Based Instruction**
- **Office Automation**
- **E-guidance & counselling**
- **E-modules**
- **E-learning Resources**



**Course Outcome and Program Outcome for BA Three-year  
Hons. Program (CBCS)  
Subject - ENGLISH**

**Course Outcome of the Curriculum: CO  
On completion of the courses the students will be able to:**

<b>Course Outcome</b>		
1	<b>CC-1</b>	<b>Semester 1: Course title: Indian Classical Literature</b>
	<b>CO1</b>	Acquire comprehensive idea about the unique conceptual/theoretical foundation of classical Indian aesthetic tradition.
	<b>CO2</b>	Appreciate and critically distinguish the classical Indian Literary tradition from its Western counterpart.
	<b>CO3</b>	Learn to identify the relevance and scope of different thematic concerns of Indian classical texts in contemporary everyday life stretching beyond the world of texts.
2	<b>CC-II</b>	<b>Semester 1: Course Title: European Classical Literature</b>
	<b>CO 1</b>	Peruse the rich classical texts from the Greco-Roman literatures, and learn the conceptual nuances the European Classical Literature of and discover points of relevance in contemporary literature and social life.
	<b>CO 2</b>	Learn the major genres- epic, tragedy and comedy, the structure and the themes of the classical literary traditions.
	<b>CO 3</b>	Correlate and synthesize the ideas developed in these classical literary traditions and locate points of relevance in contemporary literature and social life.
3	<b>CC-III</b>	<b>Semester 2: Course title: Indian Writing in English</b>
	<b>CO 1</b>	Understand how and why Indian English literature emerged as a distinct field of study.
	<b>CO 2</b>	Trace the development of Indian English literature from pre-independence to post-independence era
	<b>CO 3</b>	Critically analyze different social and cultural issues presented in the works of great writers in this field.

4	<b>CC-IV</b>	<b>Semester 2: Course title: British Poetry, Drama (16-17Centuries) &amp; Rhetoric and Prosody</b>
	<b>CO 1</b>	Understand the basic tenets of the Renaissance both as a social discourse and a literary foundation.
	<b>CO 2</b>	Be aware of the salient features of different dramatic forms such as tragedy, comedy and historical plays and be acquainted with the works of two prominent dramatists of the period.
	<b>CO 3</b>	Learn the salient features of major Rhetorical figures of speech and also the major elements of prosody in poetry.
5	<b>CC-V</b>	<b>Semester 3: Course Title: American Literature</b>
	<b>CO 1</b>	Understand the distinct traits of American Literature and its social mooring
	<b>CO 2</b>	Learn about different social and cultural issues in major literary works by American writers
	<b>CO 3</b>	Have a comprehensive idea of American literature from representative texts in the field of poetry, drama, short story and novel.
6	<b>CC-VI</b>	<b>Semester 3: Course Title: Popular Literature</b>
	<b>CO 1</b>	Discern the growing importance of popular literature and its dominant forms (e.g. graphic novel),
	<b>CO 2</b>	Understand the dialectics between the canonical and the popular
	<b>CO 3</b>	Understand the cultural significance of popular literature.
7	<b>CC-VII</b>	<b>Semester 3: Course Title: British Poetry and Drama (17th-13th Centuries)</b>
	<b>CO 1</b>	Be acquainted with major political, religious and social movements from the 17th to18th century
	<b>CO 2</b>	Be acquainted with the influence of the socio-political and religious movements on literature
	<b>CO 3</b>	Be acquainted with major literary works of contemporary British poets and dramatists of repute.

8	<b>CC-VIII</b>	<b>Semester 4: Course Title: British Literature (18<sup>th</sup> Century)</b>
	<b>CO 1</b>	Understand the basic principles of Enlightenment discourse of rationality and its continuing relevance
	<b>CO 2</b>	Gain insight into the features of pre-romantic poetry
	<b>CO 3</b>	Analyze the form, structure and theme of Restoration Comedy of manners and 18th century novel.
9	<b>CC-IX</b>	<b>Semester 4: Course Title: British Romantic Literature</b>
	<b>CO 1</b>	Understand basic tenets and key figures of the Romantic movement,
	<b>CO 2</b>	Elaborate on the conceptualization of nature in Romantic Literature
	<b>CO 3</b>	Critically analyze the form and structure of Romantic lyric and novel.
	<b>CC-X</b>	<b>Semester 4: Course Title: British Literature (19<sup>th</sup> Century)</b>
	<b>CO 1</b>	Understand the dominant traits of Victorian social and literary consciousness
	<b>CO 2</b>	Critically analyze the structure and theme of Victorian novel
	<b>CO 3</b>	Critically analyze the structure and theme of Victorian poetry (especially dramatic monologue).
10	<b>CC-XI</b>	<b>Semester 5: Course Title: Women's Writing</b>
	<b>CO 1</b>	Critically assess the importance and evolution of women's writing as a distinct domain
	<b>CO 2</b>	Understand the issues of race, caste and gender in women's writing across cultures
	<b>CO 3</b>	Generate a comprehensive idea of women's writing especially Euro- American and Indian.
11	<b>CC-XII</b>	<b>Semester 5: Course title: British Literature (Early 20th Century)</b>
	<b>CO 1</b>	Understand the dominant principles of Modernism and Postmodernism as an epochal paradigm shift in society and culture.

	<b>CO 2</b>	Critically interpret the representative writings of the early 20th century across different genres (i.e. poetry, drama, novel)
	<b>CO 3</b>	Assess the importance of psychoanalysis, stream of consciousness and myth as tropes of understanding the condition of Modernity.
12	<b>DSE 1</b>	<b>Semester 5: Course Title: Modern Indian writing in English Translation</b>
	<b>CO 1</b>	Analyze the importance of translation of literary works in a cross-cultural country like India
	<b>CO2</b>	Familiarize themselves with the form, the style and thematic concern of 20th Century Indian Literature, and assess the emergence of modernity in Indian Literature
	<b>CO 3</b>	Identify the relevance of modernity in Indian social fabric and the approach to class and gender in Modern Indian Writing
13	<b>DSE 2</b>	<b>Semester 5: Course Title: Partition Literature</b>
	<b>CO 1</b>	Critically analyze the partition of India as a major socio-historical phenomenon and assess its reflection in Literature,
	<b>CO 2</b>	Elaborate on communalism and violence, its impact on partition and its treatment in literature
	<b>CO 3</b>	Critically assess the issues of colonialism, nationalism, homelessness, exile and women in the representative writings of Partition literature.
14	<b>CC XIII</b>	<b>Semester 6: Course Title: Modern European Drama</b>
	<b>CO 1</b>	Critically assess the social changes in 20th Century Europe and its impact on drama.
	<b>CO 2</b>	Understand the principal features of realism, naturalism and existentialism
	<b>CO 3</b>	Appreciate the role of realism, naturalism and existentialism shaping Modern European Drama.
15	<b>CC XIV</b>	<b>Semester 6: Course title: Postcolonial Literatures</b>
	<b>CO 1</b>	Familiarize themselves with the broad principles of post-colonialism and its correlation with postcolonial elements in literature across culture.



	<b>CO 2</b>	Learn how a text reveals the politics and or psychology of anti- colonial resistance.
	<b>CO 3</b>	Identify the distinct features of postcolonial writing from various parts of the post-colonies like Africa and India and read Indian Postcolonial literature as a representation of the voice of the marginal section of society.
16	<b>DSE 3</b>	<b>Semester 6: Course Title: Literary Theory</b>
	<b>CO 1</b>	Form a foundational knowledge about literary theory in general
	<b>CO 2</b>	Form an idea about the relevance of literary theory in understanding society and literature.
	<b>CO 3</b>	Think about the non-fixity of meaning in a literary text and apply various theories while interpreting a specific text.
17	<b>DSE 4</b>	Semester 6: Course Title: Literary Criticism and history of the English Language.
	<b>CO 1</b>	Form an idea about the growth of literary criticism from the classical ages to the modern from ancient Greece and Rome to modern England and Europe.
	<b>CO 2</b>	Attempt an application of the theories to assist the understanding of literature
	<b>CO 3</b>	Have an elaborate idea of the history and evolution of the English Language.
18	<b>AECC2</b>	<b>Semester 2:Course title: Communicative English</b>
	<b>CO 1</b>	To learn the theory, fundamentals and tools of communication To develop vital skills of communication, both verbal and non-verbal
	<b>CO 2</b>	Attain confidence and competence in personal, social and professional interactions.
	<b>CO 3</b>	Attain confidence in the self.
19	<b>L1-1</b>	<b>Semester I :Course Title : (L1-1) Language, Variety and Stylistics</b>
	<b>CO 1</b>	To understand the distinctness of human language and its importance.
	<b>CO 2</b>	Apply the conventions of standard and non-standard, formal and informal language.
	<b>CO 3</b>	Identify features of collocation and style.

20	<b>L1-2</b>	<b>Semester III</b> <b>Course title : (L1-2) Language, Imagination &amp; Creativity</b>
	<b>CO 1</b>	To have a reasonable command over plain language and figurative language
	<b>CO 2</b>	To learn the use of language to express emotion by using figures of speech. And to learn the use of foregrounding devices like parallelism and deviation to avoid banality.
	<b>CO 3</b>	To have an idea about the right use of ambiguity to cultivate or to avoid it as needed

## Program Outcome of the Curriculum: (PO)

		<b>Program Outcome</b>
1	<b>PO 1</b>	Develop an insight into the scope and purpose of literature within the broader perspective of Humanities
2	<b>PO 2</b>	Develop an understanding of the fundamental concepts, generic structures, and thematic tropes in literature both translated as well as written in English and locate the distinctive social and cultural paradigms across ages and cultures.
3	<b>PO 3</b>	Critically understand a wide array of texts - British, American and Indian among others and analyze them against their social and historical context.
4	<b>PO 4</b>	Apply critical theoretical apparatus related to class, gender, and race to assess individual literary works and their social context.
5	<b>PO 5</b>	Develop critical writing skills suited for a profession in print and electronic media, content writing and translation.
6	<b>PO 6</b>	Communicate effectively in real life after learning various language patterns, sentence structures and dialogue forms.

### **PROGRAM SPECIFIC OUTCOME (PSO)**

1. Detailed study of several texts representative of these historical and current trends.
2. The ability to analyze and compare political, social, and cultural, influences in shaping literary trends and tendencies across history, and down to the present.
3. The ability to comprehend rapidly changing philosophical milieus in terms of their impact on politics, society, and culture, as seen through literature.
4. The ability to interpret texts and passages to recover deeper layers of meaning and relevance.
5. The capacity to write creatively.
6. The ability to proofread, edits, writes copy, and knows the basics of print and media advertising.
7. Knowledge of research methodologies, writing strategies, and public presentations using multimedia.
8. The awareness of photographic documentation and its innate link to history and literature.
9. Competence in practical translation.
11. Basic organizational skills through organization of seminars and workshops.
12. Information about and awareness of the cinematic adaptation of literary texts.
13. The knack to adapt to new technologies and their impact on literature.

## Program Outcome of the Curriculum (PO)

		<b>Program Outcome</b>
1	P01	Develop a conceptual understanding of the important generic forms in literature and realize their importance by reading representative poems, dramas and novels.
2	P02	Understand the various components of the linguistic structures of the language.
3	P03	Gain an insight into the trajectory of Indian literature from across the country and describe with clarity how literary writings from across India reflect the voice of the marginalized and the unrepresented.
4	P04	Learn to adapt the conventions of academic writing and be professionally equipped to perform content writing and editing in various professional sectors including electronic and print media.
5	P05	Get some relief from English phobia and gain confidence.

## **PROGRAM SPECIFIC OUTCOME (PSO)**

1. Detailed study of several texts
2. The ability to analyze and compare political, social, and cultural, influences in shaping literary
3. Trends and tendencies across history, and down to the present.
4. The ability to interpret texts and passages to recover deeper layers of meaning and relevance.
5. The capacity to write creatively.
6. Knowledge of research methodologies, writing strategies, and public presentations using multimedia.
7. Competence in practical translation.
8. Information about and awareness of the cinematic adaptation of literary texts.
9. The knack to adapt to new technologies in communication.



**Course Outcome and Program Outcome for BA Three-year  
Hons. Program (CBCS)  
Subject - **ENGLISH****

**Course Outcome of the Curriculum: CO**  
**On completion of the courses the students will be able to:**

<b>Course Outcome</b>		
1	<b>CC-1</b>	<b>Semester 1: Course title: Indian Classical Literature</b>
	<b>CO1</b>	Acquire comprehensive idea about the unique conceptual/theoretical foundation of classical Indian aesthetic tradition.
	<b>CO2</b>	Appreciate and critically distinguish the classical Indian Literary tradition from its Western counterpart.
	<b>CO3</b>	Learn to identify the relevance and scope of different thematic concerns of Indian classical texts in contemporary everyday life stretching beyond the world of texts.
2	<b>CC-II</b>	<b>Semester 1: Course Title: European Classical Literature</b>
	<b>CO 1</b>	Peruse the rich classical texts from the Greco-Roman literatures, and learn the conceptual nuances the European Classical Literature of and discover points of relevance in contemporary literature and social life.
	<b>CO 2</b>	Learn the major genres- epic, tragedy and comedy, the structure and the themes of the classical literary traditions.
	<b>CO 3</b>	Correlate and synthesize the ideas developed in these classical literary traditions and locate points of relevance in contemporary literature and social life.
3	<b>CC-III</b>	<b>Semester 2: Course title: Indian Writing in English</b>
	<b>CO 1</b>	Understand how and why Indian English literature emerged as a distinct field of study.
	<b>CO 2</b>	Trace the development of Indian English literature from pre-independence to post-independence era
	<b>CO 3</b>	Critically analyze different social and cultural issues presented in the works of great writers in this field.



4	<b>CC-IV</b>	<b>Semester 2: Course title: British Poetry, Drama (16-17Centuries) &amp; Rhetoric and Prosody</b>
	<b>CO 1</b>	Understand the basic tenets of the Renaissance both as a social discourse and a literary foundation.
	<b>CO 2</b>	Be aware of the salient features of different dramatic forms such as tragedy, comedy and historical plays and be acquainted with the works of two prominent dramatists of the period.
	<b>CO 3</b>	Learn the salient features of major Rhetorical figures of speech and also the major elements of prosody in poetry.
5	<b>CC-V</b>	<b>Semester 3: Course Title: American Literature</b>
	<b>CO 1</b>	Understand the distinct traits of American Literature and its social mooring
	<b>CO 2</b>	Learn about different social and cultural issues in major literary works by American writers
	<b>CO 3</b>	Have a comprehensive idea of American literature from representative texts in the field of poetry, drama, short story and novel.
6	<b>CC-VI</b>	<b>Semester 3: Course Title: Popular Literature</b>
	<b>CO 1</b>	Discern the growing importance of popular literature and its dominant forms (e.g. graphic novel),
	<b>CO 2</b>	Understand the dialectics between the canonical and the popular
	<b>CO 3</b>	Understand the cultural significance of popular literature.
7	<b>CC-VII</b>	<b>Semester 3: Course Title: British Poetry and Drama (17th-13th Centuries)</b>
	<b>CO 1</b>	Be acquainted with major political, religious and social movements from the 17th to 18th century
	<b>CO 2</b>	Be acquainted with the influence of the socio-political and religious movements on literature
	<b>CO 3</b>	Be acquainted with major literary works of contemporary British poets and dramatists of repute.

8	<b>CC-VIII</b>	<b>Semester 4: Course Title: British Literature (18<sup>th</sup> Century)</b>
	<b>CO 1</b>	Understand the basic principles of Enlightenment discourse of rationality and its continuing relevance
	<b>CO 2</b>	Gain insight into the features of pre-romantic poetry
	<b>CO 3</b>	Analyze the form, structure and theme of Restoration Comedy of manners and 18th century novel.
9	<b>CC-IX</b>	<b>Semester 4: Course Title: British Romantic Literature</b>
	<b>CO 1</b>	Understand basic tenets and key figures of the Romantic movement,
	<b>CO 2</b>	Elaborate on the conceptualization of nature in Romantic Literature
	<b>CO 3</b>	Critically analyze the form and structure of Romantic lyric and novel.
	<b>CC-X</b>	<b>Semester 4: Course Title: British Literature (19<sup>th</sup> Century)</b>
	<b>CO 1</b>	Understand the dominant traits of Victorian social and literary consciousness
	<b>CO 2</b>	Critically analyze the structure and theme of Victorian novel
	<b>CO 3</b>	Critically analyze the structure and theme of Victorian poetry (especially dramatic monologue).
10	<b>CC-XI</b>	<b>Semester 5: Course Title: Women's Writing</b>
	<b>CO 1</b>	Critically assess the importance and evolution of women's writing as a distinct domain
	<b>CO 2</b>	Understand the issues of race, caste and gender in women's writing across cultures
	<b>CO 3</b>	Generate a comprehensive idea of women's writing especially Euro- American and Indian.
11	<b>CC-XII</b>	<b>Semester 5: Course title: British Literature (Early 20th Century)</b>
	<b>CO 1</b>	Understand the dominant principles of Modernism and Postmodernism as an epochal paradigm shift in society and culture.

	<b>CO 2</b>	Critically interpret the representative writings of the early 20th century across different genres (i.e. poetry, drama, novel)
	<b>CO 3</b>	Assess the importance of psychoanalysis, stream of consciousness and myth as tropes of understanding the condition of Modernity.
12	<b>DSE 1</b>	<b>Semester 5: Course Title: Modern Indian writing in English Translation</b>
	<b>CO 1</b>	Analyze the importance of translation of literary works in a cross-cultural country like India
	<b>CO2</b>	Familiarize themselves with the form, the style and thematic concern of 20th Century Indian Literature, and assess the emergence of modernity in Indian Literature
	<b>CO 3</b>	Identify the relevance of modernity in Indian social fabric and the approach to class and gender in Modern Indian Writing
13	<b>DSE 2</b>	<b>Semester 5: Course Title: Partition Literature</b>
	<b>CO 1</b>	Critically analyze the partition of India as a major socio-historical phenomenon and assess its reflection in Literature,
	<b>CO 2</b>	Elaborate on communalism and violence, its impact on partition and its treatment in literature
	<b>CO 3</b>	Critically assess the issues of colonialism, nationalism, homelessness, exile and women in the representative writings of Partition literature.
14	<b>CC XIII</b>	<b>Semester 6: Course Title: Modern European Drama</b>
	<b>CO 1</b>	Critically assess the social changes in 20th Century Europe and its impact on drama.
	<b>CO 2</b>	Understand the principal features of realism, naturalism and existentialism
	<b>CO 3</b>	Appreciate the role of realism, naturalism and existentialism shaping Modern European Drama.
15	<b>CC XIV</b>	<b>Semester 6: Course title: Postcolonial Literatures</b>
	<b>CO 1</b>	Familiarize themselves with the broad principles of post-colonialism and its correlation with postcolonial elements in literature across culture.

	<b>CO 2</b>	Learn how a text reveals the politics and or psychology of anti- colonial resistance.
	<b>CO 3</b>	Identify the distinct features of postcolonial writing from various parts of the post-colonies like Africa and India and read Indian Postcolonial literature as a representation of the voice of the marginal section of society.
16	<b>DSE 3</b>	<b>Semester 6: Course Title: Literary Theory</b>
	<b>CO 1</b>	Form a foundational knowledge about literary theory in general
	<b>CO 2</b>	Form an idea about the relevance of literary theory in understanding society and literature.
	<b>CO 3</b>	Think about the non-fixity of meaning in a literary text and apply various theories while interpreting a specific text.
17	<b>DSE 4</b>	Semester 6: Course Title: Literary Criticism and history of the English Language.
	<b>CO 1</b>	Form an idea about the growth of literary criticism from the classical ages to the modern from ancient Greece and Rome to modern England and Europe.
	<b>CO 2</b>	Attempt an application of the theories to assist the understanding of literature
	<b>CO 3</b>	Have an elaborate idea of the history and evolution of the English Language.
18	<b>AECC2</b>	<b>Semester 2:Course title: Communicative English</b>
	<b>CO 1</b>	To learn the theory, fundamentals and tools of communication To develop vital skills of communication, both verbal and non-verbal
	<b>CO 2</b>	Attain confidence and competence in personal, social and professional interactions.
	<b>CO 3</b>	Attain confidence in the self.
19	<b>L1-1</b>	<b>Semester I :Course Title : (L1-1) Language, Variety and Stylistics</b>
	<b>CO 1</b>	To understand the distinctness of human language and its importance.
	<b>CO 2</b>	Apply the conventions of standard and non-standard, formal and informal language.
	<b>CO 3</b>	Identify features of collocation and style.

20	<b>L1-2</b>	<b>Semester III</b> <b>Course title : (L1-2) Language, Imagination &amp; Creativity</b>
	<b>CO 1</b>	To have a reasonable command over plain language and figurative language
	<b>CO 2</b>	To learn the use of language to express emotion by using figures of speech. And to learn the use of foregrounding devices like parallelism and deviation to avoid banality.
	<b>CO 3</b>	To have an idea about the right use of ambiguity to cultivate or to avoid it as needed

## Program Outcome of the Curriculum: (PO)

		<b>Program Outcome</b>
1	<b>PO 1</b>	Develop an insight into the scope and purpose of literature within the broader perspective of Humanities
2	<b>PO 2</b>	Develop an understanding of the fundamental concepts, generic structures, and thematic tropes in literature both translated as well as written in English and locate the distinctive social and cultural paradigms across ages and cultures.
3	<b>PO 3</b>	Critically understand a wide array of texts - British, American and Indian among others and analyze them against their social and historical context.
4	<b>PO 4</b>	Apply critical theoretical apparatus related to class, gender, and race to assess individual literary works and their social context.
5	<b>PO 5</b>	Develop critical writing skills suited for a profession in print and electronic media, content writing and translation.
6	<b>PO 6</b>	Communicate effectively in real life after learning various language patterns, sentence structures and dialogue forms.

### **PROGRAM SPECIFIC OUTCOME (PSO)**

1. Detailed study of several texts representative of these historical and current trends.
2. The ability to analyze and compare political, social, and cultural influences in shaping literary trends and tendencies across history, and down to the present.
3. The ability to comprehend rapidly changing philosophical milieus in terms of their impact on politics, society, and culture, as seen through literature.
4. The ability to interpret texts and passages to recover deeper layers of meaning and relevance.
5. The capacity to write creatively.
6. The ability to proofread, edit, write copy, and know the basics of print and media advertising.
7. Knowledge of research methodologies, writing strategies, and public presentations using multimedia.
8. The awareness of photographic documentation and its innate link to history and literature.
9. Competence in practical translation.
11. Basic organizational skills through organization of seminars and workshops.
12. Information about and awareness of the cinematic adaptation of literary texts.
13. The knack to adapt to new technologies and their impact on literature.

## Program Outcome of the Curriculum (PO)

		<b>Program Outcome</b>
1	P01	Develop a conceptual understanding of the important generic forms in literature and realize their importance by reading representative poems, dramas and novels.
2	P02	Understand the various components of the linguistic structures of the language.
3	P03	Gain an insight into the trajectory of Indian literature from across the country and describe with clarity how literary writings from across India reflect the voice of the marginalized and the unrepresented.
4	P04	Learn to adapt the conventions of academic writing and be professionally equipped to perform content writing and editing in various professional sectors including electronic and print media.
5	P05	Get some relief from English phobia and gain confidence.



## **PROGRAM SPECIFIC OUTCOME (PSO)**

1. Detailed study of several texts
2. The ability to analyze and compare political, social, and cultural, influences in shaping literary
3. Trends and tendencies across history, and down to the present.
4. The ability to interpret texts and passages to recover deeper layers of meaning and relevance.
5. The capacity to write creatively.
6. Knowledge of research methodologies, writing strategies, and public presentations using multimedia.
7. Competence in practical translation.
8. Information about and awareness of the cinematic adaptation of literary texts.
9. The knack to adapt to new technologies in communication.



**COURSE OUTCOME (CO)**

**B.A. THREE YEARS (GENERAL) DEGREE COURSE IN GEOGRAPHY**  
**[PART-I, PART- II & PART-III]**

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**PART-I**

**PAPER-I (THEORY): PHYSICAL GEOGRAPHY**

**1.0: GEOTECTONICS**

1. The content of this unit is Geological history of the earth, internal structure of the earth, the Continental Drift theory and the Plate tectonics. This provides the basic knowledge about geotectonics – formation of different landmass.

**2.0: GEOMORPHOLOGY**

1. This is with reference to the process of weathering and Mass wasting. The fluvial processes and formation of landforms. The theories of Landscape Evolution by Davis and Hack helps to understand the cycle of landscape evolution.

**3.0: CLIMATOLOGY**

1. To know about the layering in the atmosphere, its importance and impact of circulations in the atmosphere.

2. Koppen's Classification of climate of the World and India is an important part under this unit to understand the global circulations in the atmosphere.

**4.0: SOIL GEOGRAPHY**

1. The properties of soil, soil formation, causes of soil erosion and methods of soil conservation is covered under this unit as it is important for students to understand the seriousness of soil conservation.

**5.0: BIOGEOGRAPHY**

1. Biogeography includes the entire ecosystem. The impact of climate change and problems of deforestation and conservation of forest is topic of concern and practice.

**PART-II**

**PAPER-II (THEORY): GEOGRAPHICAL THOUGHT, ECONOMIC AND SOCIAL GEOGRAPHY**

**1.0: GEOGRAPHICAL THOUGHT**

1. The contributions of Humbolt and Ritter to the discipline of geography is of great importance. Additionally, the concepts of Determinism and Possibilism helps to understand the scope and content of geography.

**2.0: ECONOMIC GEOGRAPHY**

1. This unit comprises a comparative study of agricultural and industrial regions of India and the USA.

### **3.0: POPULATION GEOGRAPHY**

1. This unit lays emphasis on growth, distribution and density of population of the world. Also the types of population migration with reference to India has also been included. Population explosion and food crisis is another vital topic of concern.

### **4.0: HABITAT, SOCIETY AND ECONOMY**

1. The major racial groups and their world distribution. Major linguistic groups and their distribution in India. The Bushmen of Africa and the Pygmies are the content of this unit. This helps to understand the different habitats, society and the economy.

### **5.0: SETTLEMENT GEOGRAPHY**

1. This unit helps to understand the rural and urban types and pattern of settlement in India. The characteristics of urban agglomeration, metropolis and megalopolis, also the functional classification of towns to understand the reasons of variations in growth and density in different areas.

## **PAPER- III (PRACTICAL): CARTOGRAPHIC TECHNIQUES IN GEOGRAPHY**

### **1.0: SCALES AND CARTOGRAMS**

1. Statistical data are represented by using various geographical techniques such as the linear scale, comparative scale, proportional diagrams etc. along with interpretation which helps to understand the ground information more clearly.

### **2.0: MAPPING TECHNIQUES AND MAP PROJECTION**

1. This is an integral part of geography. The students learn the mapping techniques and map projections, its advantages and limitations.

### **3.0: MAP INTERPRETATION**

1. Map interpretation is another important part because it helps the students to pen down the information gathered after processing the data. Topographical maps and weather maps are used in this unit.

### **4.0: SURVEYING**

1. The plain table survey, use of prismatic compass and the dumpy level is used to understand and calculate the undulating surface of the ground.

### **5.0: FIELD REPORT AND LABORATORY NOTEBOOK**

1. A field report on “Socio- Economic aspects” of a selected area is prepared using the cartographic techniques mentioned above. Students gain knowledge and develop skills. From the stage of collecting data to the completion of the field report, makes it easier to understand the techniques and the application of cartogram.

## **PART-III**

### **PAPER-IV: GEOGRAPHY OF INDIA AND ANALYTICAL TECHNIQUES IN GEOGRAPHY**

#### ***GROUP-A (THEORY), GEOGRAPHY OF INDIA***

##### **1.0: PHYSICAL ASPECTS**

1. The physical aspects with reference to India are the river systems, structure and relief. Also the climatic characteristics and natural vegetation has been covered in this unit.

##### **2.0: SOCIO- ECONOMIC ASPECTS**

1. The socio- economic aspects included in this unit are power resources, the locational factors of iron, steel and aluminium industries, population growth and distribution.

##### **3.0: REGIONAL ASPECT**

1. With special reference to geography of India, selected areas such as Kashmir Himalaya, Deccan Trap, Bengal Delta and *Marusthali* helps to understand the physiography of India.

#### ***GROUP- B (PRACTICAL); ANALYTICAL TECHNIQUES IN GEOGRAPHY***

##### **1.0: STATISTICAL TECHNIQUES**

1. Processing data using statistical methods in geography (e.g., frequency distribution, measure of central tendency etc.,) helps the students to understand its importance and relevance in the subject.

##### **2.0: LABORATORY WORK**

1. This includes the methods and techniques to identify different rocks and minerals. Parallely, the students will capable to learn about the fertility and type of soil to be used for various crops by the soil kit (soil PH).

##### **3.0: LABORATORY NOTE BOOK AND VIVA- VOCE**

1. A laboratory note- book is prepared based on the topics mentioned above.

#### **PROGRAMME OUTCOME (PO)**

- I. The geological time-scale and geological history of the earth is the basic knowledge to be acquired in Physical Geography.
- II. To learn about the evolution of landscape.
- III. The reasons, importance and effects of the global circulation in the atmosphere.
- IV. Importance of soil and forest conservation and to develop a sense of self-consciousness.
- V. Contributions of eminent scholars to the discipline of geography and its scope.
- VI. To understand man's economic achievement in terms of production and consumption in the light of the environment.
- VII. To understand the various facets pertaining to the spatial variation in the distribution of the human population across the globe.

- VIII. It also aims to study the size, forms, functions and regional association of human settlement and trace their growth and pattern of distribution.
- IX. Cartographic techniques and field work helps in incorporating the analytical and statistical techniques and to bring forth the final result.



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**B.A. PART-I GEOGRAPHY- (GENERAL & GENERIC), CBCS**  
**[Semester System: SEM-I to SEM-VI]**

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**SEMESTER- I**

**CC-1A: GEOMORPHOLOGY AND CARTOGRAPHY**

**UNIT- 1: GEOTECTONICS AND GEOMORPHOLOGY (Theory)**

1. Types of weathering and related landforms, lithosphere, plate tectonics and its associated landforms are covered under this unit to have a better understanding of geotectonics.
2. Geomorphology is associated with the various landforms that are formed on the earth's surface. Landforms developed in the arid regions, glaciated regions and the fluvial cycle of erosion by Davis and Penck are some of the important topics of this unit.

**UNIT-2: SCALES AND CARTOGRAMS (Practical)**

1. Scales and Cartograms is an important part of geography. Diagrammatic representation of data and its interpretation helps in better understanding of the ground.
2. Climatic data representation and their scientific interpretations are the key outcomes of this unit.

**SEMESTER- II**

**CC-1B: PHYSICAL ENVIRONMENT AND SURVEYING**

**UNIT-1: CLIMATOLOGY, SOIL AND BIOGEOGRAPHY (Theory)**

1. This unit includes the elements of weather and climate, forms of precipitation, tropical, temperate cyclones and climatic classification by Koppen.
2. Physical and chemical properties of soil, soil forming factors, definition of biosphere and biogeography is equally important to understand the physical environment in geography.

## **UNIT-2: SURVEYING AND LEVELLING (Practical)**

1. As a part of the prescribed syllabus it is important for students to learn about the applicability of surveying and levelling.

## **SEMESTER- III**

### **CC-1C: HUMAN GEOGRAPHY AND MAP STUDY**

#### **UNIT-1: HUMAN GEOGRAPHY (Theory)**

1. The man- environment relationship with reference to the Eskimos, Space and Society is covered under this unit.
2. Population growth, types of population migration and world population distribution and composition helps to understand the contents of human geography.

#### **UNIT-2: MAP PROJECTION AND MAP INTERPRETATION (Practical)**

1. Map projection is the basic of map making and cartography. Each map projection has its own advantages, disadvantages and limitations. In this context the students will be able to understand the fundamentals of map projection with capability to drawing and scale enhancement.
2. A detailed study of the Toposheet and Weather maps help the students to interpret the salient features of the map and their interconnection with each other.

## **SKILL ENHANCEMENT COURSE**

#### **SEC-1: COMPUTER BASICS AND COMPUTER APPLICATIONS (Practical)**

1. This unit comprises the basics of computer application e.g., binary numbering system, data computation, data analysis, representation and interpretation.
2. From this unit the students will be able to acquire the fundamentals of computer applications along with purposeful application of computer in their academic and professional life.

#### **SEC-1 (OR): REMOTE SENSING (Practical)**

1. The definition, development, platforms and types of Remote Sensing is the content of this unit.
2. Aerial photography, Satellite Remote Sensing, interpretation and application of Remote Sensing helps the students to develop a wider spectrum of knowledge.

## **SEMESTER-IV**

### **CC-1D: ENVIRONMENTAL GEOGRAPHY**

#### **UNIT-1: (Theory)**

1. The concepts and approaches of Environmental Geography, man-environment relationship, environmental problems and management are some of the vital topics of this unit to understand

the importance of a healthy environment.

### **UNIT-2: (Practical)**

1. It includes the use of soil test- kit (PH, organic carbon), mapping of wetlands and forests from topographical sheet.

## **SKILL ENHANCEMENT COURSE**

### **SEC-2: REGIONAL PLANNING AND DEVELOPMENT**

1. Emphasis has been given particularly on Human Development Index, agricultural and industrial development in India since 1970's and 1990's respectively.

2. From this context, the students will be able to retrieve the knowledge about the past, present and future of standard and quality of life of the Indian people.

### **SEC-2 (OR): GIS BASED PROJECT WORK**

1. This part of the syllabus mainly deals with hands on activities on the basics of GIS & Remote sensing.

2. The Practical and pragmatic experience of GIS & Remote Sensing will help the pupil to have a deep knowledge about GIS database and application of Remote Sensing in different physio-social domains of our society.

## **SEMESTER-V**

### **DSE-1A: GEOGRAPHY OF INDIA**

#### **UNIT-1: (Theory)**

1. This unit includes the physical setting of India and also the population size and growth since independence.

2. It also highlights the potential of Indian economy through its agricultural, mineral and energy resources.

#### **UNIT-2: (Field work)**

1. Students are instructed to prepare a field report based on primary data collected from field survey and secondary data collected from different sources.

2. Field visit and preparation of field report is a hand on training of the students to enhance the understanding and writing skill about a certain human society along with their immediate environment.

### **DSE-1A (OR): ECONOMIC GEOGRAPHY**

#### **UNIT-1: (Theory)**

1. This unit includes the Scope-content of economic geography, some fundamental theories of Economic Geography e.g., Theories of Von-Thunen, Weaber, different types and patterns of farm practises, mining and industrial activities.

2. This portion of syllabus is ready to have an uttermost idea of the student about the fundamentals to application of economic theories and practises.



2. It also highlights the potential of Indian economy through its agricultural, mineral and energy resources.

### **UNIT-2: (Field work)**

1. A field report on “Socio- Economic aspects” of a selected area is prepared using the cartographic techniques mentioned above. Students gain knowledge and develop skills. From the stage of collecting data to the completion of the field report, makes it easier to understand the techniques and the application of cartogram.

2. Field visit and preparation of field report is a hand on training of the students to enhance the understanding and writing skill about a certain human society along with their immediate environment.

## **GENERIC ELECTIVE**

### **GE-1: PHYSICAL GEOGRAPHY (Theory)**

1. It includes the heat balance, global wind circulation pattern and the climatic classification of Koppen.

2. Internal structure of the earth, Plate Tectonics, Fluvial Cycle of Erosion by Davis and Penck and the global hydrological cycle are some important topics of this unit.

## **SKILL ENHANCEMENT COURSE**

### **SEC-3: COLLECTION, MAPPING AND INTERPRETATION OF CLIMATIC DATA (Practical)**

1. This unit specially deals with the climatic data collection, appropriate representation of data with the help of diagrams and interpretations.

2. Cartographic techniques and field work helps in incorporating the analytical and statistical techniques and to bring forth the final result.

## **SEMESTER-VI**

### **DSE-1B: DISASTER MANAGEMENT**

#### **UNIT-1: (Theory)**

1. In this unit special emphasis has been given to understand the Causes, Consequences and Management of pre and post disaster.

2. Preparedness, Resilience and Capacity building is very essential to overcome the trauma faced by the people during any kind of hazard or a disaster.

#### **UNIT-2: (Practical)**

1. An individual project report based on selected disasters is prepared.

2. The students will be capable of understanding and writing a case-study based report of Disaster.

## GENERIC ELECTIVE

### **GE-2: HUMAN GEOGRAPHY (Theory)**

1. The definition, major sub field and contemporary relevance has been discussed in this unit.
2. The concept of Space and society, race and religion are important components of Human Geography.
3. The world population distribution and settlement patterns and types help to understand the trends of the changing scenario.

## SKILL ENHANCEMENT COURSE

### **SEC-4: ROCKS AND MINERALS AND THEIR MEGASCOPIIC IDENTIFICATION**

#### **UNIT-1: (Practical)**

1. Students learn the methods and techniques to identify different rocks and minerals.
2. The student will be able to identify the rocks and minerals from their own knowledge and can be able to use this knowledge in better understanding of physical landscape analysis.



### The program outcomes of B.A. /B.Sc. (Honours) in Geography

B.A. /B.Sc. The honours in Geography ought to involve the comprehensive understanding of physical and human geography, the ability to analyze and interpret geographical information as well as the ability to carry out fieldwork and research. Students' proficiency in geospatial technologies, environmental issues, and the utilization of geographical skills to understand real-life concerns will be put to test. Also, they should be capable to communicate, work in multi-ethnic, and demonstrate ethical and professional conduct during work. The program will equip the students to embark on different career paths in the environmental management, regional planning, GIS, as well as education practices that lead to teaching; it will also prepare the learners to pursue advanced education at the postgraduate level.

### The course outcomes of B.A. /B.Sc. (Honours) in Geography

Semester	Paper Title	Learning in Course	Achievement in Course
Semester I	CC1 - Geotectonics and Geomorphology	The Geotectonics and Geomorphology paper covers Earth's structure, evolution, geological time scale, plate tectonics, landforms created by tectonic processes, weathering, mass wasting, landscape evolution models, development of river networks, glacial, karst and aeolian landforms, and relationship between rocks and landforms. Students will learn about interior structure, isostasy, crustal deformation, constructive, conservative and destructive plate boundaries, and factors controlling various landforms.	After completing this course, students will have a strong foundation in the Earth's structure, composition and the forces that drive landform evolution. They will be able to analyze and identify various landforms and their formative processes. Students will also gain skills to interpret and identify different rocks and associate them with landforms created.
	CC2 (Theory) – Cartographic Techniques and Geological Map Study	The Cartographic Techniques and Geological Map Study paper introduces students to mapmaking concepts including map types, scales, coordinate systems, projections and analysis of Survey of India topographical maps. Students learn identification of rocks, minerals, and geological structures like bedding planes, unconformities, dip and strike to interpret Earth's surface and landscape features represented on maps.	On completing this course, students gain skills in cartography like scale conversion, coordinate plotting and map projections, and become capable of analyzing topographic maps to interpret Earth's surface features and geology by identifying rocks, minerals and geological structures.

	CC2 (Practical) – Cartographic Techniques and Geological Map Study	In this practical paper, students will learn cartographic skills like constructing map scales, projections, relief profiles and maps using various techniques. They will analyze drainage basins, create slope and stream order maps. Students will also gain proficiency in interpreting and analyzing geological maps and sections depicting different structures.	After completing the practical course, they will be able to apply cartographic techniques to create maps, analyze relief and drainage patterns, and interpret geological maps.
<b>Semester II</b>	CC3 (Theory) – Human Geography	The Human Geography paper covers the nature, scope, principles and evolution of the subject including cultural aspects like languages, religions and diffusion. Students learn about stages in evolution of human societies, population distribution, composition, growth models and human-environment relations in different regions.	After completing this course, they will understand the basic concepts of human geography and analyze characteristics of human populations, settlements and human-environment interactions in different geographical contexts.
	CC4 (Theory) – Cartograms, Survey and Thematic Mapping	The Cartograms, Survey and Thematic Mapping paper introduces students to concepts of cartograms, isopleths, choropleth maps, climographs, hythergraphs, ergographs, age-sex pyramids, bearings, surveying equipments like abney level, clinometer, prismatic compass, dumpy level, theodolite, and land use land cover maps	By completing this course, students will gain knowledge of various thematic mapping techniques, acquire skills in surveying, be able to interpret demographic data, and analyze land use patterns depicted on maps.
	CC4 (Practical) – Cartograms, Survey and Thematic Mapping	This paper covers techniques like star, pie and age-sex pyramid diagrams to represent data, proportional symbols, isolines and choropleth maps to represent data spatially, contour mapping using dumpy level and prismatic compass, and height determination of objects using transit theodolite.	By completing the practical exercises, students will gain skills in data representation, thematic mapping, contouring, and height determination using surveying instruments.

<b>Semester III</b>	CC5 (Theory) - Climatology	Students will learn about the atmosphere's composition, layering, insolation, heat budget, temperature distribution, condensation and precipitation processes, air masses, fronts, atmospheric circulation, weather systems like cyclones, monsoons, causes of climate change, and Köppen's and Thornthwaite's climate classification systems.	After completing this course, students will have a thorough understanding of the physical processes controlling weather and climate. They will be able to analyze atmospheric conditions using concepts like stability, fronts, and air masses. Students will also gain the ability to classify climates and understand the factors causing climate change.
	CC6 (Theory) - Statistical Methods in Geography	Students will learn about the importance of statistics in geography, types of data, sampling methods, frequency distribution, measures of central tendency like mean, median and mode, and measures of dispersion like range, standard deviation and coefficient of variation. They will also study correlation analysis, regression analysis and time series analysis.	After completing this course, students will have a good understanding of statistical techniques and their application in geographical analysis. They will be able to effectively collect, organize and summarize geographical data, apply sampling methods, calculate measures of central tendency and dispersion, test correlation between variables, develop regression models, and analyze time series data. Students will gain skills to interpret results and draw meaningful conclusions from geographical data using statistical tools.
	CC6 (Practical) - Statistical Methods in Geography	Students will learn to construct data matrices, calculate frequency distribution, measures of central tendency and dispersion, make histograms and frequency curves based on geographical datasets. They will create scatter diagrams, plot regression lines and map residuals from regression models.	By completing the practical exercises, students will be able to organize geographical data systematically, summarize it using statistical techniques, and represent data visually through graphs and maps. They will gain skills in applying correlation and regression analysis to real geographical data and interpreting the results meaningfully. Practical experience in statistical techniques will complement their theoretical knowledge.
	CC 7 – Geography of India	Students will learn about India's physiography, climate, soils, vegetation, population distribution and growth, agricultural regions, mineral resources,	After completing this course, students will have a comprehensive understanding of India's physical, demographic, agricultural, industrial and regional

		industries, and regionalization schemes. They will also study West Bengal's physiography, forests, water resources, population, agriculture, industries and regional development.	geography. They will be able to analyze population growth, resource distribution and utilization, agricultural development and regional disparities. Students will also gain knowledge of West Bengal's geographical aspects and regional development patterns.
	SEC 1 – Computer Basics and Computer Applications	Students will learn about numbering systems, binary arithmetic, data computation, storage and formatting in spreadsheets, statistical techniques like mean, standard deviation, correlation, regression, and generating annotated diagrams like scatter plots and histograms.	By completing this practical course, students will become proficient in computer fundamentals, spreadsheet applications, statistical analysis using software tools, and data visualization. They will gain skills in computing statistical measures, testing correlation, developing regression models, representing data graphically, and using the internet for information search and extraction. This will complement their theoretical knowledge and equip them to analyze geographical data using computer applications.
<b>Semester IV</b>	CC8 (Theoretical) : Regional Planning And Development	Students will learn concepts of regional planning, types of planning, principles and techniques of regional planning, need for regional planning in India, metropolitan regions and areas. They will study models of regional development like growth pole, core-periphery, growth foci, measures of human development, regional imbalances in India and strategies for regional development by NITI Aayog.	By studying this course, students will understand the need and frameworks for regional planning in India. They will gain knowledge of models and strategies for balanced regional growth and development. Students will be able to analyze regional disparities, measures of human development and evaluate planning policies for mitigating regional imbalances.
	CC 9 (Theoretical) : Economic Geography	Students will learn approaches to economic geography, concepts of goods, services, production, consumption, factors influencing location of economic activities, transport costs, classification of economic activities, location theories, primary activities like agriculture and fishing, secondary	By studying this course, students will gain conceptual understanding of economic geography and spatial distribution of economic activities. They will be able to analyze locational factors, apply economic location theories, examine nature and patterns of primary, secondary and tertiary

		activities like manufacturing, tertiary activities like trade and services, agricultural systems, role of highways in economic development, and international trade blocs.	activities, evaluate agricultural systems and the role of transport in economic development. Students will understand the functioning of international trade organizations.
	CC 10 : Environmental Geography	Students will learn about geographers' approach to environment, changing perceptions, ecosystem concepts, environmental degradation and pollution, agricultural and urban environmental issues, biodiversity concerns, and environmental policies related to forests and wetlands.	Students will develop a comprehensive understanding of major environmental concerns and protection policies, and will be able to analyze environmental issues from a geographical perspective.
	CC 10 (Practical) : Environmental Geography	Students will learn to design questionnaires for environmental perception surveys, apply Leopold matrix for impact assessment, assess soil quality using field kits, and interpret air quality data.	By doing practical exercises, students will gain skills in environmental analysis tools and techniques that will complement their theoretical knowledge.
	SEC –2 (Practical) : Field Work	Students will learn to carry out comprehensive field work by selecting a geographical research problem related to a village, town, block or drainage basin. They will formulate background, objectives, methodology and present findings.	Students will gain first-hand experience in geographical field work including identification of research problems, data collection, analysis and interpretation. They will understand how to conduct independent field-based studies which will equip them for higher research.
<b>Semester V</b>	CC 11 : Research Methodology And Field Work (Theory & Practical)	Students will learn the meaning, types and significance of geographical research, the role of literature review, defining research problems, objectives and hypotheses, selecting appropriate research methods and materials, and techniques of report writing including referencing styles, preparing abstracts and keywords. They will also learn the significance of fieldwork in geography.	Students will gain comprehensive understanding of geographical research methodology and will be able to effectively conceptualize, plan and execute research studies in geography by formulating problems, setting objectives, reviewing literature, selecting methods and presenting findings.  Students will gain first-hand experience in geographical fieldwork which will equip them for independent research.

	<p>CC 12 : Remote Sensing And GIS (Theory and Practical)</p>	<p>Students will learn remote sensing principles including image types, platforms, sensors, false color composites, and image interpretation for land cover; GIS concepts like raster, vector models, overlay analysis, GNSS principles; and applications of RS and GIS.</p> <p>In practical, techniques like georeferencing, false color composites, image classification, digitization of features and thematic mapping.</p>	<p>Students will gain knowledge of remote sensing technology for earth observation and GIS for spatial analysis, thematic mapping and decision-making, along with technical skills in digital image processing and GIS.</p> <p>Through practicals, students will develop technical skills in image processing, spatial analysis and mapping using RS and GIS software.</p>
	<p>DSE-1 (Theoretical) : Cultural And Settlement Geography</p>	<p>Students will learn about the scope, concepts and development of cultural geography including cultural hearths, realms, landscapes, diffusion, diversity, segregation, and characteristics of major world races. They will also learn about rural and urban settlements, their site, situation and morphology, urban definitions and models, and functional classification.</p>	<p>Students will gain conceptual understanding of the geographical dimensions of human culture and settlement patterns. They will be able to analyze cultural diffusion, diversity, rural settlement characteristics, urban morphology and functionally classify settlements based on their attributes.</p>
	<p>DSE-2 (Theoretical) : Population Geography</p>	<p>Students will learn about theories and models explaining population growth, distribution, density and dynamics. And will learn about composition, characteristics, fertility, mortality, migration, development, policies and contemporary issues related to population.</p>	<p>They will gain a conceptual foundation in population geography and demography. They will understand population dynamics, analyze composition, growth, distribution patterns and policies adopted in different geographical contexts. Students will be able to examine contemporary population-related issues using analytical frameworks.</p>
<p><b>Semester VI</b></p>	<p>CC-13 (Theory) EVOLUTION OF GEOGRAPHICAL THOUGHT</p>	<p>Students will learn about the definition, scope, historical development and schools of thought in geography from ancient to modern periods. And have a idea about major geographical schools of thought from Germany, France, USA and India.</p>	<p>Students will understand the evolution of geographical knowledge across different civilizations and changing perspectives over time. Along with they will gain conceptual understanding of determinism, possibilism, neo-determinism, systematic and regional approaches</p>



			that shaped the philosophical foundations of geography.
	CC-14 (Theory and Practical) <b>DISASTER MANAGEMENT</b>	Students will learn classification of hazards and disasters, approaches to hazard study like risk perception and vulnerability models, responses to hazards through preparedness and resilience building, mapping techniques, and detailed study of various hazards and its management.	It will help for conceptual understanding of hazards and disaster management frameworks. They will be able to assess vulnerabilities, map hazard risks, analyze consequences, and evaluate preparedness and mitigation strategies for different types of hazards in varying geographical contexts.
	<b>DSE – 3 RESOURCE GEOGRAPHY</b>	Students will learn about resource geography and its relation with other disciplines, resource concepts, classification, functional theory, problems of resource depletion, principles of conservation, concept of limits to growth, distribution and utilization of metallic and non-metallic minerals, conventional and non-conventional energy resources, and sustainable resource development.	Students will understand the geographical dimensions and analytical frameworks of resource management. They will gain knowledge to examine patterns of resource distribution, utilization, conservation strategies and sustainability issues.
	<b>DSE – 4 SOIL AND BIO GEOGRAPHY</b>	It will provide students with a comprehensive understanding of soil science and bio-geography, encompassing the principles of soil formation, soil properties, ecological interactions, and the interconnectedness of terrestrial ecosystems.	The students will gain insight into the overlap of soil geography and ecology, understanding how physical, chemical, and biological properties of soils influence water and nutrient availability to plants, and the cycling of nutrients within terrestrial ecosystems.

**DEPARTMENT OF HISTORY**  
**COURSE OUTCOME (CO)**  
**HISTORY HONOURS (B.A)**  
**UNDER CBCS**  
**(AY:2021-22)**

Semester	Course	Course outcome
Semester I	Course : CC-I Course Title : History of India (From earliest times to 600 AD)	CO-1:Students will learn how to interpret historical sources of early India CO-2:Students will learn about prehistoric culture such as Paleolithic, Mesolithic, and Neolithic as well as rise and growth of Harappan civilization, early and later Vedic civilization, rise of Magadhan empire from Mahajapadas. CO-3:Students will gather knowledge on the Mauryan empire; post Mauryan empire polities such as the Kushanas and the Satvahanas as well as the rise and development of the Gupta Empire. CO-4:Students will acquire knowledge on society, economy and culture in early India.
	Course : CC-II Course Title: Social formations and cultural patterns of the Ancient world.	CO-1: Students will improve their knowledge on evolution of human society and food production owing to beginning of agriculture and animal husbandry. CO-2: Student will understand the Bronze age civilization with example of Mesopotamia with its economy, society, polity and religion as well as nomadic groups in central and west Asia and advent of Iron. CO-3: Student will gain knowledge about Greek historical past. Greece Peloponnesian war etc. Greek polity, society, economy, religion, art and architecture. CO-4:Students will get an idea about Greek polity, society economy, religion, art and architecture.
	Course : GE- 1A Course Title : History of India (From earliest times to 300 CE) [For students having honours in subjects other than History]	CO-1:Students will acquire knowledge about the Indian historical past. They will learn how to interpret the historical sources of Ancient India. CO-2:They will learn pre-historic cultures and Harappan civilization as well as vedic civilization. CO-3:Students will get idea about Jainism and Buddhism. CO-4:They will acquire knowledge about the rise of Magadhan Empire from Mahajanapadas as well as rise of the Mauryan empire. CO-5:Students will learn about Satavahan, sakas and kushanas as well as the sangam age.

Semester II	Course : CC III Course Title: History of India (600-1200AD)	CO-1:It will give a clear idea to the students of history about the concept of early Medieval India. CO-2:Students will acquire knowledge about the evolution of political structures in North India as well as South India in early Medieval time. CO3:Students will gain knowledge about the arrival of Islam in India and its effect. CO-4: Students can understand agrarian structure and social change as well as trade and commerce in early Medieval time. CO5:They can also gain idea about religious and cultural development in early Medieval India.
	Course : CC IV Course Title: Social formation sand cultural patterns of the Medieval world.	CO-1:Students will acquire knowledge eabout the history of Ancient Roman Republic. CO-2:Students will learn about constitution, society and economy in ancient Rome. CO-3:They will get idea of religion, culture, literature and philosophy in ancient Rome as well as crises of the Roman Empire and transition to participate. CO-4: Students will learn how economic development took place in Medieval Europe. CO-5:Students will also learn about the concept of religion and culture in Medieval Europe. CO-6:Students will acquire an idea about societey in central Islamic land in Medieval period.
	Course: GENERIC ELECTIVE (GE)- 1B Course Title : History of India (300-1206 CE) For students having honours in subjects other than history	CO-1:Students will acquire knowledge about Indian historical past. They will learn about the rise and growth of the Gupta Empire as well as Harsha and his times. CO-2:students can gain knowledge about Palas, Senas, Pratiharas etc.of North India in early Medieval period. CO-3: They will also get idea about Chalukyias ,Pallavas, and Cholas etc. of South India in early Medieval period. CO-4: Students can understand society, economy and culture in this period. CO-5: Students will also learn how Islam’s advent in India took place.
Semester III	Course : CC V Course Title : History of India (circa 1206 CE – 1526CE)	CO-1: Students will gain knowledge about historical sources for interpreting the Delhi Sultanate. They will learn about history of Sultanate from its establishment and consolidation to its disintegration. Students will also gather ideas on different regional powers. CO-2: It will provide a clear idea to the students about the socio- economic and cultural aspects during the period of sultanate. CO-3: Students will also realize the religion, Sufism and
		Bhakti movement as developed during the Sultanate.

	<p>Course : CC VI  Course Title : Rise of the Modern West (15<sup>th</sup> &amp; 16<sup>th</sup> CENTURY)</p>	<p>CO-1: It will provide a clear idea to the students about transition from feudalism to capitalism as well as early colonial expansion through sea Voyages and exploration and discovery of America.  CO-2: Students will also acquire knowledge about origins, spread and impact of Renaissance and Reformation in Europe.  CO3: Students also learn about agricultural revolution, Commercial revolution and price revolution as well as emergence of European state system.</p>
	<p>Course : CC VII  Course Title : History of India (1526 – 1757CE)</p>	<p>CO-1: Student will learn how to interpret historical sources for reconstruction of Mughal History. Students will acquire knowledge about establishment, consolidation and disintegration of Mughal Empire.  CO-2: It will provide the basic conception to the students about the development of Mughal art, architecture and painting.  CO-3: It will provide idea to the students on how regional powers emerge after the decline of the mughal empire and rise of the English East India company in Bengal.</p>
	<p>Course : SEC-I  Course Title : Archives and Museum in India.</p>	<p>CO-1: This course will introduce students to archives and Museum in India and their history of development.  CO-2: Students will learn about types of archives and museum and understand the traditions of presentation.  CO-3: It will provide idea to students as to how to organise museum presentation and exhibition. Students will also learn about relationship between museum, archives and society  Through communication outreach activities.</p>
	<p>Course : GENERIC ELECTIVE-IC  Course Title : History of India (1206CE-1707CE)</p>	<p>CO-1: It will give a clear idea to the students about the history of the Sultanate as well as the Mughal empire upto 1707 AD .  CO-2: Students will acquire knowledge about the sultanate with regard to its establishment, consolidation to its downfall.  CO-3 : Students will also get ideas on the emergence of different regional powers and the socio- economic and cultural aspects during the period of sultanate.(1206-1526 AD).  CO-4 : Students will learn about the history of the Mughal Empire from its foundation, consolidation to its disintegration.  CO-5: Students will also understand Mughal Indian society, economy and culture including Akbar's Din-I-illahi.</p>



SEMIV	<p>COURSE: CCVIII          Coursetitle: Rise of the Modern West-II (17<sup>th</sup>&amp;18<sup>th</sup>centuries)</p>	<p>CO -1: Students will be able to learn about 17<sup>th</sup> century European crisis: economic, social and political dimensionas well as the English Revolution and related major issues of political and intellectual currents.          CO-2 :Student will understand the rise of Modern science in European society since Renaissance.          CO-3:They will also learnMercantilism and its impact on European economy.          CO-4: Students will gather knowledge about European polity in 18<sup>th</sup> century as well as the concept of parliamentary monarchy and absolutism in Europe.          CO-5: Students also learn about the concept of Industrial Revolution in England and other European countries.</p>
	<p>COURSE: CCIX          Coursetitle:Course Title : History of India(1757- 1857)</p>	<p>CO-1:Students will learn how English East India Company rule was established in Bengal as well as in India.          CO-2: Students will also know about tlegitimization of company 's rule in India through various acts passed in British parliament.          CO-3: They will learn about Britishland revenue system and its impact on rural society.          CO-4:Students will acquire knowledge about tradeand industry including de-industrialization, drain of wealth and growth of modern industry.          CO-5: They will get an idea about Bengal Renaissance and socio-religious reforms as well as role of Rammohan Roy, Vidyasagar etc.          CO-6: Students will gain knowledge about popular resistance against the company 's rule in form of various Uprisings and nature of the revoltof1857.</p>
	<p>COURSE: CC-X          CourseTitle: Historyof India (1858-1964)</p>	<p>CO-1: Students will acquire knowledge about rebellions Like Indigo rebellion,growth of new middle class, ag eof associations, the Aligarh movement etc.          CO-2: Students will learn historiography of Indian nationalism,birth ofI ndianNational Congress, Swadeshi movement in Bengal in1905, Muslim League, Lucknow Pact etc.          CO-3:Students will learn how Gandhi rose to power in Indian politics and his activities towards freedom.          CO-4:They will alsolearn about the role of Subhas Bose and INA inIndian freedom struggle.          CO-5: Student will understand how communal politics Gained ground and finally led to the partition of India.          CO-6: Students will get an idea of the Nehru era and its Internal policy and foreign policy like Non-alignment. between1947 and 1964.</p>

SEM V

<p>COURSE : SEC-II Course Title: Art Appreciation:An understanding to Indian Art.</p>	<p>CO-1: This course will introduce students to Indian art from ancient to contemporary times in order to understand its diversity and aesthetic richness. CO-2: Students will understand pre-historic and proto historic art like Rock art as well as Harappan art. CO-3: Students will get idea on major developments in Indian art between 600 BCE to 600 CE. In form of stupa, cave, temple ,sculpture etc. CO-4: Students will also know about temples, manuscripts, and mural paintings etc.in India in early medieval period. (600 - 1200 CE ). CO-5: Students can get an idea about Indian art and architecture during the Sultanate and the Mughals (1200 CE - 1800 CE ). CO-6: Students also can acquire knowledge on modern and contemporary Indian art and architecture as well as major artists and their artworks.</p>
<p>Course: GENERIC ELECTIVE-ID Course Title : History of India (1707 - 1950)</p>	<p>CO-1: Students will learn how regional powers emerged after the downfall of Mughal empire and the Company's rise to power. CO-2: Students can get an idea on land settlements and tribal and peasant revolts against the company's economic exploitation. CO-3: Students can acquire knowledge about socio-religious reform movements in the 19<sup>th</sup> century and role of Rammohan Roy, Vidyasagar etc. CO-4: They will learn about nature of the revolt of 1857 and age of associations and birth of Indian National Congress as well as partition and Swadeshi movement in Bengal. CO-5: Students will get an idea on the rise of Gandhi in Indian politics and his movements. They also learn about the role of Subhas Bose and INA in Indian freedom struggle. CO-6: Students can also understand how India was Partitioned owing to communal politics and how Indian Republic comes into being.</p>
<p>COURSE: CC-XI Course Title : History of Modern Europe II (1789-1870)</p>	<p>CO-1: The course will provide knowledge to students about the history of Modern Europe. Students will also learn about the background of the French Revolution, an epoch - making event, its multi - faceted phases and its repercussions in Europe. CO-2: Students will acquire knowledge about the Napoleonic era and its impact on France and Europe, and Restoration and Revolutions of 1830 &amp; 1848 and their impact. CO-3: It will give an idea to students about Industrialisation and socio - economic transformation.</p>
	<p>Europe, rise of socialism, rise of Nationalism in Germany</p>

<p>COURSE: CCXII  Course Title:  Studying history  writing:Indian and  western.</p>	<p>CO-1: It will introduce students to the historiography – Indian and western. Students will learn about time, space in history as well as types, classification and importance of sources of history.  CO-2: Students will acquire knowledge about philosophy of history, hypothesis, historical narrative and generalization.  CO-3: It will also introduce students to different schools of Indian and western historiography including pre-colonial forms of writing Indian history.  CO-4: Students will be familiar with the relationship between history and other disciplines as well as the process of doing research in history.</p>
<p>COURSE : DSE-I  Course Title: Life  and Culture in pre-  Colonial Bengal.  (Prehistoric times to  mid-18th century.)</p>	<p>CO-1: Students will gain knowledge about the history of ancient and medieval Bengal. It will give a clear idea to the students about historical geography, people and society of ancient and medieval Bengal. Students can learn the political developments of Bengal from ancient times to the rule of the Nawabs.  CO-2: Students will acquire knowledge about economic life in Bengal and rise of Calcutta and Murshidabad.  CO-3: Students can learn about religions, architecture, sculpture and other forms of art.  CO-4: Students will gain knowledge about literature and traits of regional culture of ancient and medieval Bengal.</p>
<p>COURSE : DSE-II  Course Title: Life  and Culture in  Colonial Bengal.  (1757-1947)</p>	<p>CO-1: Students will acquire knowledge about the history of colonial Bengal. They will learn how East India Company's rule was established in Bengal through the battle of Plassey. They also can know the change in the revenue system under the British and its impact on rural economy of Bengal.  CO-2: Students will understand the changes in social and economic life in Bengal upto 19<sup>th</sup> century such as de-urbanization and popular protests.  CO-3: Students will learn about the impact of the Company's rule such as western education and Bengal Renaissance, role of Rammohan Roy, Vidyasagar etc.  CO-4: Students will also acquire knowledge about the cultural scenario in the 19<sup>th</sup> century Bengal, Bengali literature, music, theatre, science, technology and medicine.  CO-5: Students will gain the concept of Swadeshi movement, Muslim League and Gandhian movement in Bengal. They will also understand influence of nationalist literature, utsab &amp; melas, theatres,  CO-6: Rabindranath, Nazrul and others in the 20<sup>th</sup> century as well as impact of partition of Bengal.</p>



SEMVI	<p>COURSE: CC-XIII  Course Title:  History of Modern Europe -II ( 1871-1945)</p>	<p>CO-1: This course will help students to learn about major events in Modern Europe between 1871 &amp; 1945. Students will know about German foreign policy of Bismarck and Kaiser William II, Eastern question and Balkan wars.  CO-2: Students will understand causes of outbreak of First World War, the Russian Revolution and establishment of League of Nations.  CO-3: Students will gather knowledge about consolidation of Soviet State as well as rise of fascism in Italy and Nazism in Germany, and crisis of new European order.  CO-4: Students will learn how Hitler's aggressive foreign policy, Mussolini's foreign policy and Rome - Berlin-Tokyo Axis that led to the outbreak of Second World War.  CO-5: Students will also know about the origin and functions of the United Nations Organization.</p>
	<p>COURSE : CC-XIV  Course Title :  Making of the Contemporary World (1946- 2000)</p>	<p>CO-1: Students will learn about post-war changing social, political and economic scenarios of the world. They will also know about origin of Cold War, military and defence alliances out of super power rivalry as well as fall of Berlin Wall and German re-unification.  CO-2: Students will be able to gather knowledge about decolonization and emergence of the Third World as well as Third world Organizations like OPEC, SAARC etc.  CO-3: Students will learn as to how cold war escalated due to Korean war, Cuban crisis, Vietnam war, Palestine problem, Gulf war etc.  CO-4: Students will also understand Globalization and its impact, Liberalization and its impact as well as World Bank and IMF.  CO-5: They will also know about emerging trends in culture, media as well as about Information Revolution.  CO-6 : Students will be aware about changing world political scenarios such as collapse of Soviet Bloc and American Uni-polarism .They will learn about how current threats of ethnic clashes and cross- border Terrorism confronting the world.</p>
	<p>COURSE :DSE-III  Course Title :  History of Modern East Asia (1840-1919)</p>	<p>CO-1: Students will gain an idea on nature of society, administration, religion and economy in precolonial China.  CO-2: Students will know about Anglo-Chinese relations till the Opium war and its impact on Chinese life as a whole.  CO-3: Students will acquire knowledge about Chinese Rebellions, Restoration and Nationalism. They will also know the Revolution of 1911 as well as the role of Dr. Sun - Yat - Sen.  CO-4: Students will gain the concept of society, religion, economy and administration as well as crisis of the Shogunate in pre-Meiji Japan.</p>

	<p>CO-5: Students will learn about Meiji Restoration and how it signalled the process of Modernization and transformation of Japan.</p> <p>CO-6: Students will also learn about expansion of Japan up to the First World War.</p>
<p>COURSE : DSE-IV Course Title : History of China and Japan (1919-1949)</p>	<p>CO-1: This course will make the students aware of the major transformation of China and Japan between 1919-1949. They will learn about growth of Chinese Nationalism, Warlordism, and May 4<sup>th</sup> Movement.</p>
	<p>CO-2: Students will know about rise of Kuomintang Party and Chinese Communist Party (CCP), conflict between two parties and Ten Years of Nankin Government under Chiang -Kai – Shek. t of the People’s Republic of China.</p> <p>CO-3: Students will learn about the CCP under Mao-Tse-Tung, the Yen-an experiment, the Chinese Revolution of 1949 and establishment Socialist China.</p> <p>CO-4: Students will know about the abolition of feudal society through the process of Modernization and Industrialization which led to the rise of Modern Japan.</p> <p>CO-5: Students will learn how imperial fascist Japan emerged due to failure of the democratic system and rise of militarism in the 1930s and 1940s.</p> <p>CO-6: Students will also acquire knowledge about Japan’s Bid for supremacy but her ultimate defeat in World War II and also position of Japan in post-war period.</p>

## **PROGRAMME OUTCOME**

**FOR ACADEMIC YEAR: 2021\_2022**

### **Department of History**

	<b>PROGRAMME OUTCOME(PO)</b>
PO-1	To provide students an in-depth knowledge of history.
PO-2	To provide students a basic method of studying and writing History.
PO-3	To provide a well-resourced learning environment for history.

PO-4	To provide students the scientific way of learning History
PO-5	To enhance the inquisitiveness of the students regarding Humanities, Literature and Current Affairs—national and international.
PO-6	To provide students an orientation regarding the interdisciplinary fields in Arts and Humanities and other social sciences.
PO-7	To provide students of History an ability in critical thinking skills.
PO-8	To provide students with the opportunity to pursue courses that emphasizes quantitative and theoretical aspects of History.
PO-9	To help students fully understand the concept and application of research methodologies and field work.
PO-10	To provide students an idea of how and when Homo Sapience emerged as the specie and how they produced Human civilization.
PO-11	To make students aware that only through learning about past that we make sense of the present.
PO-12	To provide an opportunity for graduate students of History Honours to pursue postgraduate courses at various universities and Ph.D courses thereafter.
PO-13	To instill in the minds of students an interest in taking up teaching of History as a profession in the academic institutions.
PO-14	To motivate the students to prepare for various types of competitive examinations.

## **B.A.Honours in History underCBCS curriculum Programme Specific Outcomes (PSO)**

From the Academic Session 2017-18 CBCS was introduced by the BURDWAN University, which is our affiliating university at present. The first batch of students under the newly introduced semester system completed graduation in the academic year 2019-20. It thus appears difficult to measure programme specific outcomes on definite terms. Besides, the University itself is yet to provide concrete Programme Specific outcomes to its affiliated Colleges. However, our esteemed teachers of the Department of History pondered over the current syllabus and tried to chalk out some specific outcomes of B.A. three year, six semesters Honours Degree Programme of their own. Such expected Programme Specific Outcomes may be listed as follows:

**1) Sound Knowledge of different Historical Periods:** Under the CBCS papers in each semester are devoted to the study of particular Historical phase in the historical events along with the study of a few major works by some master Historians of that period. These not only help the students to understand a historical period better, but also reduce the load of study in the concerned area.

**2) Knowledge of the Development of Historical Perspective:** While pursuing Honours course of studies in History it is mandatory that a student develops proper knowledge of the historical events. In this sphere also the present syllabus appears to be illuminating, as it provides the students with standard and up to date knowledge of historical events, impact, war and history, result.

The students may acquire knowledge of the historical events of the Ancient, Medieval, Modern Indian and European history in new aspects.

**3) Development of the New Historical Perspectives:** The current syllabus is well chosen to represent different events from different angles. They are not only meant to make the students familiar with the dominant events of different ages, but also to open out new perspectives. By going through this syllabus the student may acquire a knowledge of the changing nature of politics or kingdoms of the changing times.

## Program specific outcomes

### **Name of the program: Mathematics (General)**

PSO1	Recall basic facts of mathematics and display knowledge of conventions such as notations, terminology.
PSO2	Equipped with mathematical skills and techniques which can be applied in both academic and non-academic areas of work.
PSO3	Construct mathematical modelling of many physical phenomenon
PSO4	Face competitive examinations confidently using the acquired numerical skills and knowledge.
PSO5	Develop interest and a positive attitude towards mathematics as an interesting and valuable subject of study.

**Courseoutcomes****Semester –I****Coursecode:BMG1CC1A****Course name:DifferentialCalculus**

<b>Sl.No.</b>	<b>Courseoutcomes</b>	<b>PSO addressed</b>
CO1	Recalltheideaoflimit, continuity,derivativeandapplytheseinsolvingmathematicalproblems.	PSO1
CO2	DescribeLeibnitztheorem and apply it to solve problems.	PSO4
CO3	Tracedifferenttypesofcurvesandexplaintheircharacteristics.	PSO4
CO4	DescribeandapplyTaylor’s, Maclaurin’s series for various functions.	PSO2

**Semester–II****Coursecode:BMG2CC1B****Course name:DifferentialEquations**

<b>Sl.No.</b>	<b>Courseoutcomes</b>	<b>PSO addressed</b>
CO1	Formulate mathematical modelsofreal- lifescenarios using differentialequations and solve it using different methods.	PSO3, PSO5
CO2	Testtheexistenceand uniquenessofasolutionofadifferentialequation.	PSO4
CO3	Classifydifferenttypesofdifferentialequations.	PSO1
CO4	Solve problems of interdisciplinary branches like, physics, computerscience which are based on differentialequations	PSO4, PSO5
CO5	Examinationtheconvexityand concavityofafunction	PSO2

**Semester– III**

**Course code:**

**BMG3CC1C Course name: Real A**

**analysis**

<b>Sl.No.</b>	<b>Course outcomes</b>	<b>PSO addressed</b>
CO1	Explain the primary concepts of sets, sequences, and series of real numbers	PSO2
CO2	Understand the concepts of convergence of sequences and series	PSO1
CO3	Understand the importance of convergence of sequence and series	PSO1
CO4	Find the sum of infinite terms with different methods using the concepts of sequence and series	PSO4

**DEPARTMENT OF PHILOSOPHY**  
**COURSE OUTCOME**

SI no.	Name of the course	Semester	Course code	Course outcome	
<b>GENERAL</b>					
1.	Indian Philosophy	1	GE-1/CC-1A	<ul style="list-style-type: none"> <li>• Going through the different systems of Indian Philosophy the students will be benefited in various ways:               <ul style="list-style-type: none"> <li>• The Carvaka Philosophy teaches the students to be practical in their every day life rejecting the Vedic concepts</li> <li>• Going through the</li> </ul> </li> </ul>	



				<p>Jaina and Buddhist philosophy a student would learn the theory of ahimsa and that of Pancha Sila through which he or she would build up his or her character and to be a "Man" in the true sense of the term.</p> <ul style="list-style-type: none"><li>• The Nyaya philosophy enables the students to infer properly and develops their thinking power. From the study of Vaisesika philosophy the students can acquire knowledge about the different types of categories and they can</li></ul>	
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				<p>be aware of Vaisesika atomism.</p> <ul style="list-style-type: none"><li>• The Samkhya philosophy teaches the students the theory of Causality and the theory of evolution of the world which can increase their insights.</li><li>• From Yoga philosophy student can learn the eightfold Yoga through which he or she can keep himself or herself bodily and mentally fit which is necessary for maintaining his or her practical life.</li><li>• The Mimamsa</li></ul>	
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				<p>nsa and Vedanta philosophy help a student to develop a philosophical outlook towards the world which is necessary for maintaining good mental health.</p>	
2.	Western Philosophy	2	GE-2/CC-1B	<p>Going through the syllabus the students would be acquainted with the different theories regarding Epistemology and Metaphysics. As a result they would learn to think independently being free from all superstitions which would help them to become self-dependent in future life.</p>	
3.	Logic	3	GE-3/CC-1C	<p>From the study of western logic</p>	

				the students become aware about the nature, classification and rules of inference as a result they learn to think logically which can help them to search the truth being free from all kinds of superstition	
4.	<b>Philosophy in Practice</b>	3	<b>SEC- 1</b>	This syllabus would provide the opportunity not only to know attentive world views but also to develop a view of his or her own. Going through the Indian way of argumentation. Students would learn how to take part in a debate or in a gentleman's discussion	
5.	<b>Contemporary Indian Philosophy</b>	4	<b>GE-4/CC-1D</b>	The role of a country man is to cope with the changing	

				<p>scientific, social and political scenario, but not at the cost of moral and religious tradition that he has inherited. Going through the writings of contemporary Indian philosophy students would be able to reconcile the golden ancient tradition of India with global changes taking place in every junction of human civilization.</p>	
6.	Philosophy of Human Right	4	SEC-2	<p>From the study of the Philosophy of Human Rights the Students get a clear idea of human rights and such as right of food, right of cloth, right of education, right of work etc. As a result if the state or</p>	

				anyone violets their rights, they can appeal to be count of the protection of their rights.	
7.	<b>Philosophy of Religion</b>	<b>5</b>	<b>DSE-1A</b>	From the study of the Philosophy of Religion the student become aware about the different theory regarding the origin of religion, the historical development of religion, general characteristic of religion and the different forms of religion. If can help them to be respectful to all the forms of religion which is too much necessary to maintain the communal harmony in society.	
8.	<b>Indian Philosophy</b>	<b>5</b>	<b>GE-1</b>	<ul style="list-style-type: none"> <li>• Going through the different system</li> </ul>	

				<p>ms of Indian Philosophy the students will be benefited in various ways:</p> <ul style="list-style-type: none"><li>• The Carvaka Philosophy teaches the students to be practical in their everyday life rejecting the Vedic concepts</li><li>• Going through the Jain and Buddhist philosophy a student would learn the theory of ahimsa and that of Pancha Sila through which he or she would</li></ul>	
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				<p>build up his or her character and to be a "Man" in the true sense of the term.</p> <ul style="list-style-type: none"><li>• The Nyaya philosophy enables the students to infer properly and develops their thinking power. From the study of Vaisesika philosophy the students can acquire knowledge about the different types of categories and they can be aware of Vaisesika atomism.</li><li>• The Samkhya philosophy teaches the students the theory of Causality</li></ul>	
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				<p>and the theory of evolution of the world which can increase their insights.</p> <ul style="list-style-type: none"><li>• From Yoga philosophy student can learn the eightfold Yoga through which he or she can keep himself or herself bodily and mentally fit which is necessary for maintaining his or her practical life.</li><li>• The Mimamsa and Vedanta philosophy help a student to develop a philosophical outlook towards the world which is necessary</li></ul>	
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				for maintaining good mental health.	
9.	<b>Philosophical Analysis</b>	5	<b>SEC-3</b>	This will give Students the opportunity to have a taste of what Philosophical analysis is. By going through this Syllabus Students would be able to develop their reflective thinking. So that they can avoid the tendency of reacting irrationally in any situation.	
10.	<b>Tarkasamgraha (Sapta Padartha)</b>	6	<b>DSE-1B</b>	Going through the book Tarkasangraha the students are acquainted with the development of physical science in Ancient India. Besides this, the study of Tarkasangraha enables the students to develop their logical and	

				<p>analytical view point.          Going through the book Tarkasangrah a the student will be benefited for two reasons —(1) The students will be able to know about the development of modern science in Ancient India. (2) It will give the opportunity to the students to think— analytically and logically.</p>	
11.	Western Philosophy	6	GE - 2	<p>Going through the syllabus the students would be acquainted with the different theories regarding Epistemology and Metaphysics. As a result they would learn to think independently being free from all superstitions which would help them to</p>	

				become self-dependent in future life.	
<b>12.</b>	<b>Ethics in Practice</b>	<b>6</b>	<b>SEC - 4</b>	<p>From the study of Indian Ethics the students will become aware about the concept of Purushartha, the Jaina concept of Pancha Sila and the Yoga concept of Astangik Marg. Going through the selected chapters of Sree Gita the students will be inspired to performed nishkama karma. All these will help them to build their moral characters and to be "Man" in the true sense of the term. As a result they will be able to devote themselves in the welfare of the society.</p> <p>From the study of Western Ethics the students</p>	

				<p>come to know the real meaning of the different ethical terms such as "Good", "Bad", "Right", "Wrong" etc. They are also acquainted with the Nature, characteristic and the real object of Moral Judgment and the different theories of moral standard. As a result they can determine the moral value of a Voluntary action ultimately the study of Ethics, theoretical and Practical can help the students to develop and ethical sense in themselves and to build up their moral character.</p>	
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**Kabi Sukanta Mahavidyalaya  
Angus , Bhadreswar  
DEPARTMENT OF PHILOSOPHY**

**Programme Outcome  
Department of Philosophy**

After passing the programme a student will be able to appear in all the competitive Examinations where the eligibility is being graduate in order to get a service.

**Programme Specific Outcome  
Department of Philosophy**

A Students who will passed the programme with Philosophy General will be able to take admission in the Distance course of Post Graduate level for the higher study in Philosophy .

# Kabi Sukanta Mahavidyalaya

## Department of Political Science

### Programme Outcome, Programme Specific Outcome and Course

#### Outcome 2017-2022

#### Programme Outcome: B.A. Honours

1. Students graduating through B.A. The Honours Programme from this college will acquire knowledge on the social, political, economic and cultural developments at local, national and international level which will provide them qualifications required for the job market both at the national and at the global level.
2. Understand the world, country, society, power dynamics and they will have awareness on social rights, human rights, fundamental rights, values, ethics and their responsibility and duties towards themselves and their society.
3. Ability to understand different disciplines and develop interdisciplinary approaches in their thinking and practice.
4. Develop the ability to communicate effectively in both english and bengali languages by oral, written, graphical and technological means.

**Programme Specific Outcome:** Students will be able to apply in the Post Graduate Programmes in the discipline of Political Science, Human Rights, Journalism and Mass Communication, Area Studies and allied subjects after graduating with Political Science Honours Degree. Table 1. represents the careers prospects of the students graduating with the Political Science Honours Degree.

**Table 1. Career Prospects of Political Science Honours Graduate**

Academic Prospects	Job Prospects Directly Related to the Subject	Allied Job Prospects
<b>1. Post Graduation in</b> <ul style="list-style-type: none"><li>• Political Science</li><li>• International Relations • Area Studies</li><li>• Public Administration • Human Rights</li><li>• Law</li><li>• Sociology<ul style="list-style-type: none"><li>• Gender/Women's Studies • Journalism and Mass Communication</li></ul></li></ul>	<ul style="list-style-type: none"><li>• <b>Teaching</b><ul style="list-style-type: none"><li>a) School Level</li><li>b) College and University Level after qualifying NET/SET</li></ul></li><li>Policy Analyst</li><li>Legislative Assistant</li><li>Journalist</li><li>Public Relations Specialist</li><li>Political Campaign Staff</li><li>Social Media Manager</li><li>Political Risk Analyst</li><li>Urban planner</li><li>Campaigning manger</li></ul>	Civil Services Law Sector Banking Sector Marketing Research Analyst Jobs in Think-Tank Organizations Advocacy Group

<ul style="list-style-type: none"> <li>• Peace and Conflict Studies</li> </ul> <p><b>2. Bachelor of Education 3. Academic Research</b></p> <p>a) PhD b) Post Doctoral Research</p>	<p>Intelligence analyst</p> <p>Public Opinion Analyst NGO Jobs</p>	
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### Course Outcome

Semester I		
Course Code	Course Name	Knowledge Gained/Skilled Gained/ Competency Gained
CC-1	Western Political Thought	<p><b>Knowledge Gained:</b> About the classical tradition of western political thinkers and how their views and philosophies contributed in shaping the ideas on sovereignty, rights, law, authority, government, equality, class, state, society and power politics.</p> <p><b>Skill Gained:</b> Able to understand the ideological foundation of the state-society interface.</p> <p><b>Competency Gained:</b> Enable the students to interpret the major developments in the state, society and politics and can contextualize new developments emerging in the specialized areas of Political Science.</p>
CC-2	Political Theory	<p><b>Knowledge Gained:</b> About the key concepts in political theory.</p> <p><b>Skill Gained:</b> Able to understand what is going around them. They will also be able to apply theoretical knowledge to practical situations.</p> <p><b>Competency Gained:</b> Able to critically analyze the subject.</p>
Semester II		
CC-3	Indian Political Thought	<p><b>Knowledge Gained:</b> About the traditions of Indian thinkers from ancient period to contemporary time. <b>Skill Gained:</b> Enable the students to learn the challenges prevalent in Indian society and how the philosophy of thinkers of Indian tradition helped in shaping</p>



		modern India. <b>Competency Gained:</b> Able to appraise philosophical issues relevant to Indian society.
CC-4	Indian Government and Politics	<b>Knowledge:</b> Gained general understanding about the importance of the Constitution, about the functions of various governmental institutions of India, rights and duties of Indian citizens. <b>Skill Gained:</b> Able to understand the process through which Indian political system functions and the duties of the citizens required for safeguarding the Indian political system. <b>Competency Gained:</b> Students will learn how the constitution can help in providing equal opportunities to the marginalized, downtrodden people, how constitution can help in social transformations in nonviolent ways and how freedom, equality and justice can be achieved in the society.

<b>Semester III</b>		
CC-5	Comparative Politics	<b>Knowledge:</b> About development of comparative politics as an academic discipline, significant features of political systems of different countries. <b>Skill Gained:</b> To compare the political systems of various countries. <b>Competency Gained:</b> Enable the students to apply the knowledge of different political systems from a comparative perspective and how it is shaping socio-economic and political dynamics in different regions.
CC-6	Public Administration	<b>Knowledge:</b> Gained knowledge about the evolution of public administration, major approaches which shaped the discipline of public administration. <b>Skill Gained:</b> Able to apply theoretical knowledge in the management practices. <b>Competency Gained:</b> Ability to apply knowledge if they choose administrative careers in future.

CC-7	Local Government in India	<p><b>Knowledge:</b> About the evolution and importance of decentralized governance both in the urban and rural area and the impact of globalization in the administrative reforms.</p> <p><b>Skill Gained:</b> Able to understand how decentralized local government can cater to the public needs.</p> <p><b>Competency Gained:</b> Enables the students to empower themselves by taking part in the decentralized governance at the grassroots level and can also make people aware about their rights and opportunities.</p>
SEC-1	Legislative Support	<p><b>Knowledge:</b> Gained ideas about the parliamentary procedures.</p> <p><b>Skill Gained:</b> To understand the techniques utilized in the parliamentary procedures.</p> <p><b>Competency Gained:</b> Apply the knowledge if they choose administrative or policy making careers.</p>
<b>Semester IV</b>		
CC-8	International Relations	<p><b>Knowledge:</b> Gained knowledge about different theories of international relations, global issues in the post-cold war era and concepts, objectives and basic tenets of foreign policy.</p> <p><b>Skill Gained:</b> Understanding of global trends in political and economic issues.</p> <p><b>Competency Gained:</b> Ability to demonstrate the evolving nature of contemporary politics and the dynamics embedded in the political institutions, processes and foreign policy making.</p>
CC-9	Sociology and Politics	<p><b>Knowledge:</b> Gained ideas on how society had a direct effect on state and the dynamics involved in the state society interface.</p>

		<p><b>Skill Gained:</b> Able to demonstrate how power structure and social issues affect the state.</p> <p><b>Competency Gained:</b> Apply the knowledge of socialization of politics and politicization of society.</p>
CC-10	International	<p><b>Knowledge:</b> Gained knowledge on the United</p>

	Organizations	Nations, regional economic organizations, regional security organizations and regional organizations. <b>Skill Gained:</b> Able to demonstrate the necessity of organizations required for strengthening peacekeeping programmes, regional economy and regional security and the ways these organizations resolve international crises. <b>Competency Gained:</b> Apply knowledge in the international politics domain.
SEC-2	Public Opinion and Survey Research	<b>Knowledge:</b> Knowledge on public opinion and basic tools and techniques of research. <b>Skill Gained:</b> Will be able to apply various techniques in their field research and qualitative studies. <b>Competency Gained:</b> Knowledge on writing research projects and research proposals.
<b>Semester V</b>		
CC-11	Social Movements in India	<b>Knowledge:</b> Gained knowledge on the difference between old and new social movements and contemporary movements in India. <b>Skill Gained:</b> Demonstrate the contemporary social problems of India. <b>Competency Gained:</b> Able to critically appraise these social issues.
CC-12	Elementary Research methods in Political Science	<b>Knowledge:</b> Gained knowledge on tools and techniques of research. <b>Skill Gained:</b> Will be able to apply various techniques in their field research and qualitative studies. <b>Competency Gained:</b> Knowledge on writing research projects and research proposals.
DSE-1	Select Comparative Political Thought	<b>Knowledge:</b> About the tradition of western political thinkers and how their views and philosophies contributed in shaping the ideas on sovereignty, rights, law, authority, government, equality, class, state, society and power politics. Also gained knowledge about the traditions of Indian thinkers from ancient period to contemporary time. <b>Skill Gained:</b> Able to understand the ideological foundation of the state-society interface. <b>Competency Gained:</b> Enable the students to

		interpret the major developments in the state, society and politics and can contextualize new
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		developments emerging in the specialized areas of Political Science.
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DSE-2	GOOD GOVERNANCE	<p><b>Knowledge:</b> Gaining knowledge on good governance , how to govern is useful to us , like corporate governance and green governance.</p> <p><b>Skill Gained:</b> Demonstrate knowledge on the way the functions and the role of good governance. <b>Competency Gained: Good governance is underpinned by five core principles. An organization that uses good governance is one that always, in word and action, demonstrates:</b> accountability; leadership; integrity; stewardship; and transparency.</p>
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**Semester VI**

CC-13	Indian Foreign Policy	<p><b>Knowledge:</b> Able to demonstrate the key elements of India's foreign policy, contemporary trends and challenges faced by India in the making of foreign policy foreign policy.</p> <p><b>Skill Gained:</b> Understanding of India's foreign policy will enable them to demonstrate the changing nature of relations between India and neighboring countries and also between India and major powers.</p> <p><b>Competency Gained:</b> Apply the knowledge of changing nature and recent trends of India's foreign policy in their research or if they choose civil services and policy analyst as their career options.</p>
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CC-14	Contemporary Issues in India	<p><b>Knowledge:</b> Knowledge on changing nature and dynamics of contemporary social issues of India like caste system, secularism, communalism, person with disabilities.</p> <p><b>Skill Gained:</b> Understand the dimensions of state society interface and the complex mosaic of</p>
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		<p>various social issues in India.</p> <p><b>Competency Gained:</b> Apply the knowledge in the understanding of state politics in the light of these social issues.</p>
DSE-3	Local Government in West Bengal	<p><b>Knowledge:</b> Knowledge gained on rural and urban local self-government in West Bengal, structure and functions of Panchayati Raj Institutions, empowerment of women, SCs and STs and state local government relations.</p> <p><b>Skill Gained:</b> Understand the necessity of decentralized governance.</p> <p><b>Competency Gained:</b> Demonstrate the knowledge at the grassroots level and this knowledge will be beneficial if civil services or the job of policy analyst is chosen as a future career.</p>
DSE-4	Understanding globalization	<p><b>Knowledge:</b> Will understand the theories of globalization .</p> <p><b>Skill Gained:</b> Enable to understand contemporary trends in the globalization at the global level , how globalization makes effect on society, and internationally.</p>

		<p><b>Competency Gained: Globalization competences contain skills, abilities and attitudes to successfully act in globally distributed settings. This paper describes requirements for graduates in the field of Information Systems (IS) and proposes research trends in the field.</b></p>
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## **The Department of Sanskrit**

### **PROGRAM OUTCOMES, PROGRAM SPECIFIC OUTCOMES AND COURSE OUTCOMES FOR SANSKRIT BA HONOURS**

#### **PROGRAMME OUTCOME: B.A. HONOURS**

- A. Students graduating from this college's B.A. Hons Programme are expected to cultivate analytical skills, empowering them to tackle problem-related challenges in their subsequent academic pursuits.
- B. Initially, students may encounter difficulties in language skills upon admission, but upon completion of the program, they are anticipated to proficiently communicate their subject understanding.
- C. Participants in this program will develop the ability to pose questions, critically evaluate scholarly presentations in various formats, and engage in cross-disciplinary debates.
- D. Upon graduation from this program, students gain the capacity to connect social and national issues with the knowledge acquired in their textbooks and classroom settings.
- E. Through project work and field studies, students acquire firsthand experience, enabling them to apply theoretical knowledge beyond the confines of traditional classroom settings.
- F. Graduates of the program emerge with a newfound confidence, feeling equipped for employment opportunities.
- G. This college equips students with the skills necessary for conducting primary research, fostering a motivation for advanced research pursuits in higher education.
- H. The program fosters in students a sense of civic responsibility, instilling values essential for becoming exemplary citizens of the nation.

## PROGRAM SPECIFIC OUTCOME

- A. Students are anticipated to hone their proficiency in the Sanskrit language, both in written and spoken forms of communication.
- B. By the program's conclusion, students are expected to acquire a comprehensive understanding of the evolution and sustenance of Sanskrit language and literature within the context of its cultural development over millennial.
- C. Upon graduation, students are expected to cultivate a heightened appreciation for art and literature, enhancing their comprehension of societal and cultural dynamics.
- D. Graduates will also possess the ability to deeply appreciate the richness of Indian heritage inherent in Sanskrit literature, further enriching their cultural awareness.
- E. Alongside developing their appreciation for art and literature, students are also expected to refine their analytical skills, thereby enhancing their critical thinking abilities.

## COURSE OUTCOME

### **Semester-I**

#### **Course Code & Title: CC-1: Classical Sanskrit Literature (Poetry)**

<b>Course Topic</b>	<b>Course Outcomes</b>
Raghuvamsa C-14 (31-68)	The objective of the course is to familiarize students with Kalidasa's Raghuvamsa and his unique literary techniques.
Kiratarjuniya C-1(1-25)	Students can acquire knowledge of Bharavi's Kiratarjuniya alongside Indian political ideologies.
History Of Sanskrit Literature (Asvagho a,Kalidasa, Bharavi,Magha,Bhatti, Srihar a)	Students can attain a lucid understanding of Classical Sanskrit Poetry and its distinctive features.

## Course Code & Title: CC-2: Critical Survey of Sanskrit Literature

Course Topic	Course Outcomes
Vaidik Sahitya	The course aims to familiarize students with Vedic literature.
Ramayana	The students will be acquainted with two Indian epics and puranas.
Mahabharata	
Purana	
History Of Sans Grammar &	Students will be acquainted with the historical evolution of Sanskrit grammar and the significant developments in Indian philosophy.
History Of Indian Philosophy	

### Semester-II

## Course Code & Title: CC-3: Classical Sanskrit Literature (Prose)

Course Topic	Course Outcomes
Shukanasopadesha	The course aims to get students acquainted with Banabhatta's Kadambari and advice to the new king.
Rajavahanacharita	The students shall know about Dandi and his works Dashakumaracharita.
History Of Sans Lit. I. Proses II. Fables	The students shall be familiar with Classical Sanskrit Proses and Fables.

## Course Code & Title: CC-4: Self-Management in the Gita

Course Topic	Course Outcomes
Srimadbhagavadgita C-4 <sup>th</sup>	This course aims to get students acquainted with the knowledge of Gita like Niskama karma, feature of Yogi, greatness of knowledge etc.
Meditation In Gita C-6 <sup>th</sup> (10-26)	The students shall know how to do meditation.
Diet Control C-17 <sup>th</sup> (8-10)	The students shall know about three types of food.
Rajoguna C-3 <sup>rd</sup> (36-40)	The students shall know about the feature of Rajoguna.



## Semester-III

### Course Code & Title: CC-5: Classical Sanskrit Literature (Drama)

Course Topic	Course Outcomes
Abhijnanashakuntala (1-5)	This course aims to get students acquainted with Classical Sanskrit Drama.
History Of Sanskrit (Dramma)	The students shall know about the history of Sanskrit drama. Lit.

### Course Code & Title: CC-6: Poetics and Literary Criticism

Course Topic	Course Outcomes
Kavyalankarsutra (1.1,II,III)	This course aims to get students acquainted with the theory of Sanskrit literature.
Metrics	The students shall know about Sanskrit metrics.
Sahityadarpana C-X	The students shall know about various types of Sanskrit Alankaras.

### Course Code & Title: CC-7: Indian Social Institution and Polity

Course Topic	Course Outcomes
Manusmriti (7.1-15,106-110,161-170)	This course aims to get students acquainted with the Indian Social Institution and Polity.

### Course Code & Title: SEC-1: Basic Sanskrit

Course Topic	Course Outcomes
Brahmi Script Writing	This course aims to get students acquainted with the Brahmi Script.
Declensions	Students will be acquainted with Sanskrit declensions, conjugations, and fundamental grammar, enabling them to proficiently translate texts into Sanskrit with accuracy.
Conjugations	
Translation	
Brahmadatta-Karkata-Katha	The students shall know a simple Sanskrit text (Panchatantra).

## Semester-IV

### Course Code & Title: CC-8: Indian Epigraphy and Chronology

Course Topic	Course Outcomes
The History Of Epigraphy In India	This course aims to get students acquainted with the history of epigraphy in India
Rudradamana, Meharauli	The students shall know about the epigraphy of Rudradamana and Meharauli.

### Course Code & Title: CC-9: Modern Sanskrit Literature

Course Topic	Course Outcomes
Survey Of Modern Sanskrit Lit. In Bengal	This course aims to get students acquainted with the modern Sanskrit literature in Bengal.
Chipitakacharvana	The students shall know a modern Sanskrit Prahasana written by Bengali poet.

### Course Code & Title: CC-10: Sanskrit and World Literature

Course Topic	Course Outcomes
Sanskrit Studies Across The World	This course aims to get students acquainted with the Sanskrit studies across the world.

### Course Code & Title: SEC-2: Spoken Sanskrit

Course Topic	Course Outcomes
Spoken Sanskrit	This course will develop the power of the students to speak Sanskrit.
Evolution Of Bengali Scripts	The students shall get a clear picture about the evolution of Bengali scripts.
Letter Writing In Sanskrit	The students shall know the technical system to write a letter in Sanskrit.

## Semester-V

### Course Code & Title: CC-11: Vedic Literature

Course Topic	Course Outcomes
Rigveda 2/6, 2/12, 10/34, 10/125	This course aims to get students acquainted with some Mantras of Rigveda.
Declension Of A- Stems, Subjunctive, Infinitive, Accent & Padapatha	The students shall know the grammar of Vedic literature.

### Course Code & Title: CC-12: Sanskrit Grammar

Course Topic	Course Outcomes
Concepts Of Samjnas	This course aims to get students acquainted with some technical words of Sanskrit grammar.
Samasa (Selected Siitrasupto Dvandva Compound From Siddhantakaumudi )	The students shall know some rules of Sanskrit compound.

### Course Code & Title: DSE-1: Dramaturgy

Course Topic	Course Outcomes
Sahityadarpana Canto-6	This course aims to get students acquainted with the Sanskrit dramaturgy.

### Course Code & Title: DSE-2: Elements of Linguistics

Course Topic	Course Outcomes
Primitive Indo- European, Division	This course aims to get students acquainted with the family of world language, their divisions and features.

of Indo-European, Indo-Iranian (Aryan), Emergence of Indo-Aryan, Non-Aryan Influence on Sanskrit, Vedic and Classical Sanskrit.	
Some Phonetic Laws and Tendencies	The students shall know some phonetic laws and tendencies in Sanskrit language.

## Semester-VI

### Course Code & Title: CC-13: Indian Ontology and Epistemology

Course Topic	Course Outcomes
Tarkasamgraha	This course aims to get students acquainted with Indian Ontology and Epistemology.
Vedantasara	The students shall know about Nyaya, Vaiseshika and Vedanta Philosophy.

### Course Code & Title: CC-14: Sanskrit Composition and Communication

Course Topic	Course Outcomes
Case Endings & Cases (1-5) From Siddhantakaumud i	This course aims to get students acquainted with Sanskrit case endings.
Translation & Comprehension	The students shall be able to translate in Sanskrit.
Reporting	They shall know the process of reporting in Sanskrit.

### Course Code & Title: DSE-3: Fundamentals of Ayurveda

Course Topic	Course Outcomes
Concept of	This course aims to get students acquainted with ancient

Astanga Ayurveda	medical system of India.
Taittiriyaopanisad -BhrguballI- (1-3)	The students shall know some doctrines of Upanisad.

**Course Code & Title: DSE-4: Indian system of Logic**

<b>Course Topic</b>	<b>Course Outcomes</b>
Tarkasamgraha (Anumana & Upamana)	This course aims to get students acquainted with the pramana system of Anumana and Upamana.

## **Sociology Student Learning Outcomes**

The primary aim of our curriculum is to provide students with the knowledge and analytic skills necessary to understand social life in an increasingly complex world. We want our graduates to be able to use the key insights and analytic methods of sociology to improve the social conditions in which they and others coexist. We expect holders of a California State University San Marcos bachelor's degree in sociology to be able to address large and small-scale social problems through constructive empirical inquiry, critical analysis, and strategic action. The Sociology Department's curriculum cultivates the theoretical, methodological, and advocacy skills integral to meeting these goals. The list below summarizes the primary knowledge and skills students graduating with a Bachelor of Arts degree in Sociology will possess.

### **Students who graduate with a B.A.in Sociology will be able to:**

1. Analyze and interpret the diversity of social experience using a sociological perspective.
2. Assess competing theoretical approaches to societal problems of publics with differing and multiple interests; specify structural or institutional sources of these social problems; and, propose and assess policies, interventions, and/or modes of advocacy that will enact positive change.
3. Locate, analyze, assess, and communicate sociological scholarship.
4. Articulate the applicability of and demonstrate the ability to employ a range of research strategies — quantitative and qualitative — to particular research questions, theoretical orientations, and social contexts.
5. Articulate the ethical and social justice implications of sociological inquiry.

### **By the time of graduation, sociology majors should be able to:**

1. Articulate a sociological perspective.
2. Apply sociological theories to understand social phenomena.
3. Critically evaluate explanations of human behavior and social phenomena.
4. Apply scientific principles to understand the social world.
5. Evaluate the quality of social scientific methods and data.
6. Rigorously analyze social scientific data.
7. Use sociological knowledge to inform policy debates and promote public understanding.

Our degree programs are designed to produce graduates who can engage the world thoughtfully, critically, and creatively. We hope that the coursework we require will not only provide a solid base of anthropological or sociological knowledge and a set of skills to collect and evaluate information, but also that our assignments, readings, and classroom discussions will foster a sense of engagement as citizens committed to making the world more humane and liveable.

More specifically, each of our programs has articulated a set of learning outcomes for students. These outcomes are the basis for our ongoing assessment of the effectiveness of our courses and our curricula.

### **PROGRAM OUTCOME:**

Sociology learning provides initial knowledge about society, social life, and social interactions. It prepares an individual for social life by inculcating values, morals, and manners. It gives knowledge about communities in which he interacts like rural and urban communities.

### **PROGRAMME SPECIFIC OUTCOMES:**

Sociology seeks to understand all aspects of human social behaviour, including the behaviour of individuals as well as the social dynamics of small groups, large organizations, communities, institutions, and entire societies. Sociologists are typically motivated by the desire to better understand the principles of social life and the conviction that understanding these principles may aid in the formulation of enlightened and effective social policy. Sociology provides an intellectual background for students considering careers in the professions or business. A general Arts Graduate and Honours student of Sociology should be able to develop:

**Critical Thinking:** The program seeks to develop in students the sociological knowledge and skills that will enable them to think critically and imaginatively about society and social issues.

**Sociological Understanding:** The ability to demonstrate sociological understanding of phenomena, for example, how individual biographies are shaped by social structures, social institutions, cultural practices, and multiple axes of difference and inequality.

**Written and Oral Communication:** The ability to formulate effective and convincing written and oral arguments. Develop communication skills and Social interaction power.

**A better understanding of real-life situations:** The ability to apply sociological concepts and

theories to the real world and ultimately their everyday lives. Analytical thinking: Analytical thinking is developed with qualitative and quantitative analytical skills are enhanced.

**Observation power:** a sensible observation power is necessary to identify the research problems in a field study. So, a perception of human society slowly grows up. Ethical and Social Responsibility: Students have to learn about institutions, folkways, mores, culture, social control, social inequality, population composition, population policy, society and culture of India. All this helps to communicate among the students of sociology a sense of ethical and social responsibility.

**Professional and Career Opportunities:** Students will have the opportunity to join professional careers in Sociology and allied fields. Sociology provides an intellectual background for students considering careers in business, social services, public policy, government service, nongovernmental organizations (NGOs), foundations, or academia. This program lays the foundation for further study in Sociology, Social work, Women's Studies, Rural Development, Social Welfare, and in other allied subjects.

## **COURSE OUTCOME**

### **INTRODUCTION TO SOCIOLOGY (General / Honours)**

The course is intended to introduce the students to a sociological way of thinking. It provides an understanding of the discipline of Sociology and sociological perspective. It also provides foundation for other more detailed and specialized courses in sociology. The students will be able to:

Define Sociology and demonstrate the nature, scope, and subject matter of Sociology. Demonstrate how Sociology differs from and is similar to other social sciences and their areas of interdependence.

Acquaint themselves with the basic concepts of Sociology like Society, community, institutions, Association, Group, Social Structure and function, Status and role  
**Know the basic Social progress:** cooperation, competition, conflict, accommodation, assimilation

**Learn themselves with the basic Social institutions:** Marriage, family, kinship, religion, social stratification



**Understand the individual and society:** Society, culture and socialization, relation between individuals and society, social control, norms, values, sanctions etc.

### **SOCIOLOGY IN INDIA (General / Honours)**

This course aims to make the students learn about the basic institutions of Indian society and also will be able to:

- ✓ Explores substantive basic institutions of Indian society like Family, Kinship, Marriage-Hindu, Muslim, Christian, and changing dimension
- ✓ Learn more about other Basic Institutions of Indian Society like Religion -Hindu, Muslim, and Christian, caste, Class, and changing dimension.
- ✓ Define and demonstrate Social problems in India Poverty, Dowry, Bonded Labour, illiteracy, Child abuse, Youth unrest, drug abuse, and corruption.
- ✓ Learn Convergence and Integration: The sharing of Material traits, Cultural space, Language and regional ethos, the Evolution of composite cultural legacy, change, and transformation in Indian society, National building, and national identity.

### **SOCIOLOGICAL THOUGHT (General / Honours)**

This course provides an understanding of the different sociological thoughts and the students will be able to

- ✓ Understand the founding fathers of sociology like Auguste Comte and his different contributions on thoughts like the law of three stages, social statistics, social dynamics, cybernetic hierarchy of sciences, positivism.
- ✓ Understand Herbert Spencer's different contributions to sociological thought like biological Analogy, Evolutionism, social types, simple and compound, militant and industrial, non-intervention, and survival of the fittest.
- ✓ Understand Karl Marx's contributions to infrastructure and superstructure, historical materialism, class conflict, alienation
- ✓ Learned about Emile Durkheim's different thoughts on sociology like the social fact, division of labor, elementary forms of religious life, and subside  
Understand Max Weber's social action, ideal types, protestant ethics, and the spirit of capitalism, power, and authority for the development of sociology as an independent

science

### **INDIAN SOCIOLOGICAL TRADITION (General / Honours)**

- ❖ The course aims to provide a general introduction to the development of sociological thought in and the influence of ancient, medieval, and Western sociological development in India; pre-independence, post-independence, and contemporary sociological thought in India. In the
- ❖ completion of this course, the student will be able to:  
Understand important contributions to Indian social thought from Swami Vivekananda, M.K. Gandhi, Sri Aurobindo Ghose and B.R. Ambedkar.  
Learned Indological perspective from Radhakamal Mukherjee, G.S. Ghurye, Louis Dumont.
- ❖ Understand the structural and functional perspective of M.N. Srinivas, S.C Dube, KcKim Marriott.
- ❖ Analyse the Marxist perspective from D. P. Mukherji, A.R. Desai, Ramkrishna Mukherjee.

### **COURSE-V: SOCIOLOGICAL RESEARCH (Honours)**

- ✓ The course aims to provide knowledge on sociological research and enable us to Understand the meaning, scope, types, and significance of Social Research, its scientific methods and the research processes.
- ✓ Understand conceptualization and formulation of hypothesis, role of theory and fact, problems in the formulation of hypothesis, type, and characteristics of hypothesis, testing of hypothesis
- ✓ Learn the Importance of research design in Social Research and how to formulate it.
- ✓ Know how to collect, analyze data, present, and interpret data also able to write a qualitative and quantitative field report with different statistical analysis, classification, and tabulation

### **COURSE-VII: SOCIAL DEMOGRAPHY (Honours)**

This course provides an understanding of the interrelation between population and society. It also provides an idea about population dynamics and its impact on society. By studying the course, the students can-

Understand the population growth of the world and India and various facets of population studies.

- ✓ Understand demographic theories that depict population change  
Develop specific ideas on the Indian population structure.
- ✓ Understand the concept of fertility, mortality, and migration in the demographic processes  
Learn about the various policies and programs adopted in the country to check population

### **COURSE-VIII: SOCIOLOGICAL THEORY (Honours)**

This course aims to make the student aware of the origin, development and foundations of sociological theories. It also provides an understanding of various sociological perspectives namely – functionalism, conflict school, exchange theory, and interactionist theory. By studying the course, the students will be able to:

1. Become acquainted with the philosophical roots of sociological theory.
2. Become familiar with the influence of the Industrial and French Revolutions and other various contexts that led to the emergence of Sociology as a distinctive discipline.  
Describe the contributions of Talcott Parsons or R.K Merton to functionalism  
Analyze conflict theories of Karl Marx, Ralf Dahrendorf, and Lewis Coser  
Explain the contributions of Homans, Blau, and Emerson on Exchange theory.  
Analyze the contributions of Herbert Blumer, Kuhn, Turner and Garfinkel on Interactionist theory.

**Learning Goal 1:** Students understand the four major sociological perspectives (Functionalist, Conflict, Symbolic Interaction, and Feminist thought), their theoretical components, and their historical evolution

**.Learning Outcome:** Students can distinguish between macro-level and micro-level sociological perspectives, specify the theoretical components of each perspective, and connect each perspective to their historical and contemporary theorists (Assignments -Exams).

**Learning Goal 2:** Students learn the epistemological basis of different types of knowledge, basic social scientific methods, and the various approaches to social research questions. Students learn the basis of social scientific data as reported in texts, journal articles, and the media.

**Learning Outcome:** Students can define the processes of social scientific research, distinguish

between the requirements and limitations of the various methodologies used in the social sciences, and identify various modes of design for data collection. Students can determine the difference between primary and secondary sources, distinguish between reliable and unreliable information, and can interpret data tables, figures and graphs accurately (Assignments-Readings, practices, activities, and exams).

**Learning Goal 3:** Students learn how humans develop social consciousness, thinking skills, self-concepts and moral codes.

**Learning Outcome:** Students can distinguish the basis of different types of societies, can order and sequence the socialization processes and cognitive developments over a life span and can connect evolving institutional participation, roles and moral codes to specific ages and social experiences over a life time (Assignments-Opinion papers, social autobiographies, exams).

**Learning Goal 4:** Students learn and appreciate multicultural differences and similarities.

**Learning Outcome:** Students can associate the different historical experiences, values, norms, and belief systems with specific cultures nationally and globally. (Assignments-Opinion papers, social autobiographies, exams).

**Learning Goal 5:** Students learn the sociological theories that account for deviance, conformity social control.

**Learning Outcome:** Students can explain how deviance and conformity are socially constructed and distinguish what is, or is not, deviance depending on specific time frames, cultures, locations, historical periods, and reference groups (Assignments-Activities, writing assignments, data collection, and exams).

**Learning Goal 6:** Students understand the basic historical data, sociological processes and concepts, and contemporary issues concerning the social construction of race, ethnicity, gender, social status, and economic class, and learn how these change over time.

**Learning Outcome:** Students can explain the sociological significance of social identity groups and the processes that create them; determine the historical and contemporary levels of social conflict and/or cooperation between various social identity groups; identify data that reflects the sociological consequences of the different modes of inter and intra group interactions for individuals within various social identity groups, and reflects the access of various social identity groups to scarce resources (Assignments-Written assignments, activities, exams).

**Learning Goal 7:** Students become familiar with multiple types of social institutions (family/marriage, education, religion, health, leisure, criminal justice and political systems, and economic systems) and their evolution over time.

**Learning Outcome:** Students can connect specific historical and demographics to specific social institutions, explain the major sociological concepts and theories associated with the various institutions, determine the sociological impact on individuals and groups within the various institutions, and relate those institutions to specific types of societies (Assignments-Written assignments, exams).

### **Learning Goals and Outcomes for Sociology Social Problems**

**Learning Goal 1:** To understand social problems in contemporary American society in the context of sociological theory, knowledge, concepts, and perspectives.

**Learning Outcome:** Students will be able to demonstrate an understanding of the three major theoretical perspectives (Conflict, Functionalism, and Symbolic Interaction) employed in the study of social problems.

**Learning Goal 2:** To understand sociological research on social problems that is designed to help alleviate the negative consequences of social problems.

**Learning Outcome:** Students will be able to identify various research designs and their appropriate application to the study of social life.

**Learning Goal 3:** To look at social problems in the context of culture.

**Outcome:** Students will be able to demonstrate an understanding of cross-cultural differences and an understanding of the importance of cultural context. Students will be familiar with the concepts of culture and its components (e.g., norms, values) and identify and understand differences and commonalities within diverse cultures.

**Learning Goal 4:** Explain how social problems interact and react with the larger society and whether the problem is evaluated on the micro, meso, or macro perspective and their cause and effect patterns.

**Learning Outcome:** Students will be able to demonstrate an understanding of how social class affects

individual life chances. Students will be able to demonstrate an understanding of social structure and how it shapes and influences social interactions.

## **Learning Goals and Outcomes for Sociology Juvenile Delinquency**

**Learning Goal 1:** Introduce students to the major research on juvenile delinquency.

**Learning Outcome:** The materials in this course will help students to better understand how criminal justice policies are informed by research. Students will be better able to evaluate the claims they read and hear about delinquency from other sources. Students will be better prepared to work toward the control of delinquency when and if they take Community Networking.

**Learning Goal 2:** Introduce students to the methods that criminologists use to study delinquency.

**Learning Outcome:** Students will be able to compare and analyze the theoretical explanations of the causes, dynamics, and consequences of juvenile delinquency. Students will be able to examine the environmental influences on delinquency, to influence the prevention of juvenile delinquency. Students will have an increased understanding of the issues of law enforcement related to juvenile delinquency community.

**Learning Outcome:** Students will be able to analyze criminal behavior and criminal law and understand it in the context of societal relations to criminals. Students will be exposed to illustrations of juvenile delinquency from the delinquent's own perspective. This will give the students a working knowledge of delinquency. Students will begin to explore the relationship between ideology, power and criminal justice. Students will gain a working knowledge of the machinery of justice as they gain an understanding of the criminal justice system and its agents of social control.

**Learning Goal 4:** Increase the student's commitment to work toward the reduction of delinquency.

**Learning Outcome:** When working on their applied projects, students become active participants in their development of project skills, time management, and presentation skills. Students will develop an analytical understanding of crime and learn how to think critically when evaluating the competing theoretical perspectives on crime that they plan to use. Students will begin to explore the relationship between ideology, power and criminal justice. This course will help students to better formulate their own views on controlling delinquency and will encourage them to act on their view's.

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### **PROGRAMME SPECIFIC OUTCOMES:**

Sociology seeks to understand all aspects of human social behaviour, including the behaviour of individuals as well as the social dynamics of small groups, large organizations, communities, institutions, and entire societies. Sociologists are typically motivated by the desire to better understand the principles of social life and the conviction that understanding these principles may aid in the formulation of enlightened and effective social policy. Sociology provides an intellectual background for students considering careers in the professions or business. A general Arts Graduate and Honours student of Sociology should be able to develop:

**Critical Thinking:** The program seeks to develop in students the sociological knowledge and skills that will enable them to think critically and imaginatively about society and social issues.

**Sociological Understanding:** The ability to demonstrate sociological understanding of phenomena, for example, how individual biographies are shaped by social structures, social institutions, cultural practices, and multiple axes of difference and inequality.

**Written and Oral Communication:** The ability to formulate effective and convincing written and oral arguments. Develop communication skills and Social interaction power.

**A better understanding of real-life situations:** The ability to apply sociological concepts and theories to the real world and ultimately their everyday lives.



Analytical thinking: Analytical thinking is developed with qualitative and quantitative analytical skills are enhanced.

**Observation power:** a sensible observation power is necessary to identify the research problems in a field study. So, a perception of human society slowly grows up. Ethical and Social Responsibility: Students have to learn about institutions, folkways, mores, culture, social control, social inequality, population composition, population policy, society and culture of India. All this helps to communicate among the students of sociology a sense of ethical and social responsibility.

**Professional and Career Opportunities:** Students will have the opportunity to join professional careers in Sociology and allied fields. Sociology provides an intellectual background for students considering careers in business, social services, public policy, government service, nongovernmental organizations (NGOs), foundations, or academia. This program lays the foundation for further study in Sociology, Social work, Women's Studies, Rural Development, Social Welfare, and in other allied subjects.

## **COURSE OUTCOME**

### **INTRODUCTION TO SOCIOLOGY (General / Honours)**

The course is intended to introduce the students to a sociological way of thinking. It provides an understanding of the discipline of Sociology and sociological perspective. It also provides foundation for other more detailed and specialized courses in sociology. The students will be able to:

Define Sociology and demonstrate the nature, scope, and subject matter of Sociology. Demonstrate how Sociology differs from and is similar to other social sciences and their areas of interdependence.

Acquaint themselves with the basic concepts of Sociology like Society, community, institutions, Association, Group, Social Structure and function, Status and role

**Know the basic Social progress:** cooperation, competition, conflict, accommodation, assimilation

**Learn themselves with the basic Social institutions:** Marriage, family, kinship, religion, social stratification

**Understand the individual and society:** Society, culture and socialization, relation between individuals and society, social control, norms, values, sanctions etc.

## **SOCIOLOGY IN INDIA (General / Honours)**

This course aims to make the students learn about the basic institutions of Indian society and also will be able to:

- ✓ Explores substantive basic institutions of Indian society like Family, Kinship, Marriage-Hindu, Muslim, Christian, and changing dimension
- ✓ Learn more about other Basic Institutions of Indian Society like Religion -Hindu, Muslim, and Christian, caste, Class, and changing dimension.
- ✓ Define and demonstrate Social problems in India Poverty, Dowry, Bonded Labour, illiteracy, Child abuse, Youth unrest, drug abuse, and corruption.
- ✓ Learn Convergence and Integration: The sharing of Material traits, Cultural space, Language and regional ethos, the Evolution of composite cultural legacy, change, and transformation in Indian society, National building, and national identity.

## **SOCIOLOGICAL THOUGHT (General / Honours)**

This course provides an understanding of the different sociological thoughts and the students will be able to

- ✓ Understand the founding fathers of sociology like Auguste Comte and his different contributions on thoughts like the law of three stages, social statistics, social dynamics, cybernetic hierarchy of sciences, positivism.
- ✓ Understand Herbert Spencer's different contributions to sociological thought like biological Analogy, Evolutionism, social types, simple and compound, militant and industrial, non-intervention, and survival of the fittest.
- ✓ Understand Karl Marx's contributions to infrastructure and superstructure, historical materialism, class conflict, alienation
- ✓ Learned about Emile Durkheim's different thoughts on sociology like the social fact, division of labor, elementary forms of religious life, and subsidence  
Understand Max Weber's social action, ideal types, protestant ethics, and the spirit of capitalism, power, and authority for the development of sociology as an independent science

## **INDIAN SOCIOLOGICAL TRADITION (General / Honours)**

- ❖ The course aims to provide a general introduction to the development of sociological thought in and the influence of ancient, medieval, and Western sociological development in India; pre-independence, post-independence, and contemporary sociological thought in India. In the
- ❖ completion of this course, the student will be able to:
  - Understand important contributions to Indian social thought from Swami Vivekananda, M.K. Gandhi, Sri Aurobindo Ghose and B.R. Ambedkar.
  - Learned Indological perspective from Radhakamal Mukherjee, G.S. Ghurye, Louis Dumont.
- ❖ Understand the structural and functional perspective of M.N. Srinivas, S.C Dube, KcKim Marriott.
- ❖ Analyse the Marxist perspective from D. P. Mukherji, A.R. Desai, Ramkrishna Mukherjee.

#### ❖ **COURSE-V: SOCIOLOGICAL RESEARCH (Honours)**

- ✓ The course aims to provide knowledge on sociological research and enable us to
  - Understand the meaning, scope, types, and significance of Social Research, its scientific methods and the research processes.
- ✓ Understand conceptualization and formulation of hypothesis, role of theory and fact, problems in the formulation of hypothesis, type, and characteristics of hypothesis, testing of hypothesis
- ✓ Learn the Importance of research design in Social Research and how to formulate it.
- ✓ Know how to collect, analyze data, present, and interpret data also able to write a qualitative and quantitative field report with different statistical analysis, classification, and tabulation

#### **COURSE-VII: SOCIAL DEMOGRAPHY (Honours)**

This course provides an understanding of the interrelation between population and society. It also provides an idea about population dynamics and its impact on society. By studying the course, the students can-

Understand the population growth of the world and India and various facets of population studies.

- ✓ Understand demographic theories that depict population change
- Develop specific ideas on the Indian population structure.

- ✓ Understand the concept of fertility, mortality, and migration in the demographic processes
- Learn about the various policies and programs adopted in the country to check population

### **COURSE-VIII: SOCIOLOGICAL THEORY (Honours)**

This course aims to make the student aware of the origin, development and foundations of sociological theories. It also provides an understanding of various sociological perspectives namely – functionalism, conflict school, exchange theory, and interactionist theory. By studying the course, the students will be able to:

1. Become acquainted with the philosophical roots of sociological theory.
  2. Become familiar with the influence of the Industrial and French Revolutions and other various contexts that led to the emergence of Sociology as a distinctive discipline.
- Describe the contributions of Talcott Parsons or R.K Merton to functionalism  
Analyze conflict theories of Karl Marx, Ralf Dahrendorf, and Lewis Coser  
Explain the contributions of Homans, Blau, and Emerson on Exchange theory.  
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## **Sociology Student Learning Outcomes**

The primary aim of our curriculum is to provide students with the knowledge and analytic skills necessary to understand social life in an increasingly complex world. We want our graduates to be able to use the key insights and analytic methods of sociology to improve the social conditions in which they and others coexist. We expect holders of a California State University San Marcos bachelor's degree in sociology to be able to address large and small-scale social problems through constructive empirical inquiry, critical analysis, and strategic action. The Sociology Department's curriculum cultivates the theoretical, methodological, and advocacy skills integral to meeting these goals. The list below summarizes the primary knowledge and skills students graduating with a Bachelor of Arts degree in Sociology will possess.

### **Students who graduate with a B.A.in Sociology will be able to:**

1. Analyze and interpret the diversity of social experience using a sociological perspective.
2. Assess competing theoretical approaches to societal problems of publics with differing and multiple interests; specify structural or institutional sources of these social problems; and, propose and assess policies, interventions, and/or modes of advocacy that will enact positive change.
3. Locate, analyze, assess, and communicate sociological scholarship.
4. Articulate the applicability of and demonstrate the ability to employ a range of research strategies — quantitative and qualitative — to particular research questions, theoretical orientations, and social contexts.
5. Articulate the ethical and social justice implications of sociological inquiry.

### **By the time of graduation, sociology majors should be able to:**

1. Articulate a sociological perspective.
2. Apply sociological theories to understand social phenomena.
3. Critically evaluate explanations of human behavior and social phenomena.
4. Apply scientific principles to understand the social world.
5. Evaluate the quality of social scientific methods and data.
6. Rigorously analyze social scientific data.
7. Use sociological knowledge to inform policy debates and promote public understanding.

Our degree programs are designed to produce graduates who can engage the world thoughtfully, critically, and creatively. We hope that the coursework we require will not only provide a solid base of anthropological or sociological knowledge and a set of skills to collect and evaluate information, but also that our assignments, readings, and classroom discussions will foster a sense of engagement as citizens committed to making the world more humane and liveable.

More specifically, each of our programs has articulated a set of learning outcomes for students. These outcomes are the basis for our ongoing assessment of the effectiveness of our courses and our curricula.

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Explain the contributions of Homans, Blau, and Emerson on Exchange theory.  
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**Learning Goal 1:** Students understand the four major sociological perspectives (Functionalist, Conflict, Symbolic Interaction, and Feminist thought), their theoretical components, and their historical evolution

**.Learning Outcome:** Students can distinguish between macro-level and micro-level sociological perspectives, specify the theoretical components of each perspective, and connect each perspective to their historical and contemporary theorists (Assignments -Exams).

**Learning Goal 2:** Students learn the epistemological basis of different types of knowledge, basic social scientific methods, and the various approaches to social research questions. Students learn the basis of social scientific data as reported in texts, journal articles, and the media.

**Learning Outcome:** Students can define the processes of social scientific research, distinguish

between the requirements and limitations of the various methodologies used in the social sciences, and identify various modes of design for data collection. Students can determine the difference between primary and secondary sources, distinguish between reliable and unreliable information, and can interpret data tables, figures and graphs accurately (Assignments-Readings, practices, activities, and exams).

**Learning Goal 3:** Students learn how humans develop social consciousness, thinking skills, self-concepts and moral codes.

**Learning Outcome:** Students can distinguish the basis of different types of societies, can order and sequence the socialization processes and cognitive developments over a life span and can connect evolving institutional participation, roles and moral codes to specific ages and social experiences over a life time (Assignments-Opinion papers, social autobiographies, exams).

**Learning Goal 4:** Students learn and appreciate multicultural differences and similarities.

**Learning Outcome:** Students can associate the different historical experiences, values, norms, and belief systems with specific cultures nationally and globally. (Assignments-Opinion papers, social autobiographies, exams).

**Learning Goal 5:** Students learn the sociological theories that account for deviance, conformity social control.

**Learning Outcome:** Students can explain how deviance and conformity are socially constructed and distinguish what is, or is not, deviance depending on specific time frames, cultures, locations, historical periods, and reference groups (Assignments-Activities, writing assignments, data collection, and exams).

**Learning Goal 6:** Students understand the basic historical data, sociological processes and concepts, and contemporary issues concerning the social construction of race, ethnicity, gender, social status, and economic class, and learn how these change over time.

**Learning Outcome:** Students can explain the sociological significance of social identity groups and the processes that create them; determine the historical and contemporary levels of social conflict and/or cooperation between various social identity groups; identify data that reflects the sociological consequences of the different modes of inter and intra group interactions for individuals within various social identity groups, and reflects the access of various social identity groups to scarce resources (Assignments-Written assignments, activities, exams).

**Learning Goal 7:** Students become familiar with multiple types of social institutions (family/marriage, education, religion, health, leisure, criminal justice and political systems, and economic systems) and their evolution over time.

**Learning Outcome:** Students can connect specific historical and demographics to specific social institutions, explain the major sociological concepts and theories associated with the various institutions, determine the sociological impact on individuals and groups within the various institutions, and relate those institutions to specific types of societies (Assignments-Written assignments, exams).

### **Learning Goals and Outcomes for Sociology Social Problems**

**Learning Goal 1:** To understand social problems in contemporary American society in the context of sociological theory, knowledge, concepts, and perspectives.

**Learning Outcome:** Students will be able to demonstrate an understanding of the three major theoretical perspectives (Conflict, Functionalism, and Symbolic Interaction) employed in the study of social problems.

**Learning Goal 2:** To understand sociological research on social problems that is designed to help alleviate the negative consequences of social problems.

**Learning Outcome:** Students will be able to identify various research designs and their appropriate application to the study of social life.

**Learning Goal 3:** To look at social problems in the context of culture.

**Outcome:** Students will be able to demonstrate an understanding of cross-cultural differences and an understanding of the importance of cultural context. Students will be familiar with the concepts of culture and its components (e.g., norms, values) and identify and understand differences and commonalities within diverse cultures.

**Learning Goal 4:** Explain how social problems interact and react with the larger society and whether the problem is evaluated on the micro, meso, or macro perspective and their cause and effect patterns.

**Learning Outcome:** Students will be able to demonstrate an understanding of how social class affects

individual life chances. Students will be able to demonstrate an understanding of social structure and how it shapes and influences social interactions.

## **Learning Goals and Outcomes for Sociology Juvenile Delinquency**

**Learning Goal 1:** Introduce students to the major research on juvenile delinquency.

**Learning Outcome:** The materials in this course will help students to better understand how criminal justice policies are informed by research. Students will be better able to evaluate the claims they read and hear about delinquency from other sources. Students will be better prepared to work toward the control of delinquency when and if they take Community Networking.

**Learning Goal 2:** Introduce students to the methods that criminologists use to study delinquency.

**Learning Outcome:** Students will be able to compare and analyze the theoretical explanations of the causes, dynamics, and consequences of juvenile delinquency. Students will be able to examine the environmental influences on delinquency, to influence the prevention of juvenile delinquency. Students will have an increased understanding of the issues of law enforcement related to juvenile delinquency community.

**Learning Outcome:** Students will be able to analyze criminal behavior and criminal law and understand it in the context of societal relations to criminals. Students will be exposed to illustrations of juvenile delinquency from the delinquent's own perspective. This will give the students a working knowledge of delinquency. Students will begin to explore the relationship between ideology, power and criminal justice. Students will gain a working knowledge of the machinery of justice as they gain an understanding of the criminal justice system and its agents of social control.

**Learning Goal 4:** Increase the student's commitment to work toward the reduction of delinquency.

**Learning Outcome:** When working on their applied projects, students become active participants in their development of project skills, time management, and presentation skills. Students will develop an analytical understanding of crime and learn how to think critically when evaluating the competing theoretical perspectives on crime that they plan to use. Students will begin to explore the relationship between ideology, power and criminal justice. This course will help students to better formulate their own views on controlling delinquency and will encourage them to act on their view's.