

DWIJENDRALAL COLLEGE
PROGRAM OUTCOME, PROGRAM SPECIFIC OUTCOME & COURSE OUTCOME
EFFECTIVE FROM THE ACADEMIC YEAR
2015-2016

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B.COM. (HONOURS & GENERAL)
PROGRAM OUTCOME, PROGRAM SPECIFIC OUTCOME & COURSE OUTCOME
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PROGRAM OUTCOMES:

On completion of the program: Students who have taken admission in program of B. Com. are expected to acquire the following outcomes:

- **PO1:** Learners will gain knowledge in the fundamentals of commerce and a deep understanding of all the courses undertaken.
- **PO2:** Learners will be equipped to join the industry or setup own entities, peruse further professional and other courses.
- **PO3:** Learners will be equipped to face upcoming challenges in the industry and business as the specializations offered expose them to practical aspects.
- **PO4:** Learners will be responsible citizens as various academic and co-curricular courses imbibe sensitivity, moral and ethical values among them.

PROGRAM SPECIFIC OUTCOMES

- **PSO1:** To cater to the human resource needs of companies in accounting and auditing, tax laws, financial analysis and costing.
- **PSO2:** to inspire entrepreneurship and managerial skills in learners so as to enable them to establish and manage businesses effectively.
- **PSO3:** To impart the learners with exhaustive and in-depth knowledge of financial system and investment decisions.
- **PSO4:** To enrich the learners with good communication, numerical ability, team work, leadership skills and ethical values.
- **PSO5:** to enable students with ICT skills through MS Excel and enrich their knowledge for career enhancement.

COURSE OUTCOME

COLOUR CODING OF PAPERS:

- **PAPER H – FOR HONOURS ONLY:** ■
- **COMMON PAPER – FOR BOTH HONOURS AND GENERAL:** ■
- **ELECTIVE PAPER – ONLY FOR GENERAL:** ■

B. COM. PART I:

PAPER H-I: FINANCIAL ACCOUNTING:

- **CO1:**Acquire conceptual knowledge of basics of accounting.
- **CO2:**Identify event that need to be recorded in the accounting records.
- **CO3:**Equip with the knowledge of accounting process and preparation of the accounts of sole trader.
- **CO4:**Identify and analyze the reasons for the difference between cash book and pass book balances.

PAPER H-II: COST & MANAGEMENT ACCOUNTING:

- **CO1:**Understand the relationship between cost accounting, financial accounting and managerial accounting.
- **CO2:**Learn to do Cost-Volume-Profit analysis
- **CO3:**Understand and learn to prepares budgets
- **CO4:**Able to do Variance Analysis using Standard Costs.

COMMON PAPER GR.-1 PAPER-I: BUSINESS ECONOMICS

- **CO1:**Understand and identify the economic variables in general business atmosphere.
- **CO2:**Knowledge about Economics at Micro level and various economic concepts such as Opportunity cost, Marginal Concepts, Demand Function and Law of Variable Proportion.
- **CO3:**Comprehend the relationship between various policies of business.
- **CO4:**Short Run and Long Run Equilibrium of a firm and industry.
- **CO5:**Different market structure and various pricing techniques.

COMMON PAPER GR.-2 PAPER-I: BUSINESS COMMUNICATION AND ENTREPRENEURSHIP DEVELOPMENT

- **CO1:**Ability to develop entrepreneurial competencies among students.
- **CO2:**Knowledge about the principles to develop an Enterprise or any business unit.
- **CO3:**Development of formal business communication skills.

ELECTIVE PAPER GR.-3 PAPER-I: PRINCIPLES OF FINANCIAL ACCOUNTING

- **CO1:**Use the accounting cycle to develop financial statements from business transactions.
- **CO2:**Interpret and analyze financial statements to aid in decision making.
- **CO3:**Interpret and analyze accrual and cash flow information presented in accounts.

- **CO4:**Analyze issues relating to inventory, receivables, long-term assets, liabilities and shareholders' equity and recommend appropriate accounting treatment.
- **CO5:**Describe basic generally accepted accounting principles.

B.COM. PART II

PAPER H-III: DIRECT & INDIRECT TAXATION

- **CO1:**To collect the basic concepts and definitions of Income Tax Act 1961.
- **CO2:**To know the Residential Status of assessee and incomes exempted from tax.
- **CO3:**To get familiar with the computation of Income from Salary, Income from House Property, Income from Business and Profession, Capital Gain, Income from Other Sources.
- **CO4:**To know about the aggregation of income and deduction u/s 80C to 80U
- **CO5:**To know about the assessment of individuals
- **CO6:**To know about the Indirect Taxes

PAPER H-IV: ADVANCED BUSINESS MATHEMATICS & STATISTICS

- **CO1:**Apply their repertoire of mathematical and statistical tools and techniques to a variety of business contexts
- **CO2:**Construct rigorous arguments by framing precise statements that lend themselves to mathematical deduction or statistical inference
- **CO3:**Undertake basic statistical analyses of data
- **CO4:**Interpret the results of mathematical calculations and statistical analyses, and use them to inform decision-making
- **CO5:**Critically appraise reported mathematical and statistical results, carefully considering the validity of the underlying assumptions

COMMON PAPER GR. 1 PAPER II: BUSINESS LAWS

- **CO1:**To understand the rules governing Indian Contract Act
- **CO2:**To acquire knowledge of rules governing setting up of agency and termination of agency
- **CO3:**To understand the legal provisions of Sale of Goods Act.
- **CO4:**To know the legal provisions of the laws relating to business.

COMMON PAPER GR. 1 PAPER III: BUSINESS MANAGEMENT

- **CO1:**To acquire knowledge on principles of management
- **CO2:**To understand the corporate strategic planning techniques
- **CO3:**To acquire the knowledge on organization structure
- **CO4:**To familiarize with the different types of leadership
- **CO5:**To acquaint students with various the techniques of controlling and co-ordination management techniques

COMMON PAPER GR. 2 PAPER II: INDIAN FINANCIAL SYSTEM

- **CO1:**To introduce the operations of Indian financial system to the students
- **CO2:**To create awareness regarding the operations of primary market in India
- **CO3:**To understand the role of secondary market in the financial market operations
- **CO4:**To gain knowledge about the mutual funds, its operations, advantages and disadvantages
- **CO5:**To acquire knowledge about the various derivative instruments deal in the Indian Financial Market

COMMON PAPER GR. 2 PAPER III: ACCOUNTING FOR LOCAL BODIES AND PROJECT PREPARATION

- **CO1:**To understand the rules framed for the operation of Local Bodies
- **CO2:**To know how to keep the accounts of Local Bodies
- **CO3:**To know how to conduct project research
- **CO4:**To learn how to prepare a project report.

ELECTIVE PAPER GR. 3 PAPER II: FUNDAMENTALS OF TAXATION

- **CO1:**To collect the basic concepts and definitions of Income Tax Act 1961
- **CO2:**To know the Residential Status of assessee and incomes exempted from tax
- **CO3:**To get familiar with the computation of Income from Salary, Income from House Property, Income from Business and Profession, Capital Gain, Income from Other Sources.
- **CO4:**To know about the aggregation of income and deduction u/s 80C to 80U
- **CO5:**To know about the assessment of individuals

ELECTIVE PAPER GR. 3 PAPER II: AUDITING AND BUSINESS MATHEMATICS & STATISTICS

- **CO1:**To acquaint themselves about the concepts and principles of auditing, auditing process and the objectives of auditing
- **CO2:**To familiarize with basic terms used in auditing
- **CO3:**To know more about internal control and internal check system
- **CO4:**To apply their repertoire of mathematical and statistical tools and techniques to a variety of business contexts
- **CO5:**To construct rigorous arguments by framing precise statements that lend themselves to mathematical deduction or statistical inference
- **CO6:**To undertake basic statistical analyses of data

B.COM. PART III

PAPER H-V: CORPORATE ACCOUNTING AND REPORTING

- **CO1:**Devise a plan for Redemption of Preference shares
- **CO2:**Reconstruct the capital structure in the financial statement of Joint stock company ltd.

- **CO3:**Develop the procedure involved in Amalgamation of companies
- **CO4:**Develop the procedure involved in Absorption of companies
- **CO5:**Illustrate the implication of unethical accounting practices on the society

PAPER H-VI: ACCOUNTING STANDARDS AND AUDITING

- **CO1:**To familiarize students with the application of important accounting standards.
- **CO2:**To construct the financial statements of company within the frame work of Ind AS.
- **CO3:**To acquaint themselves about the concepts and principles of auditing, auditing process and the objectives of auditing
- **CO4:**To familiarize with basic terms used in auditing
- **CO5:**To know more about internal control and internal check system
- **CO6:**To understand the duties and liabilities of a company auditor
- **CO7:**To get knowledge about preparation of audit report

PAPER H-VIII: FINANCIAL MANAGEMENT & CAPITAL MARKET

- **CO1:**Learn the theoretical foundations of financial management and financial management decisions.
- **CO2:**Evaluate the feasibility of different options regarding discount, credit period, storage cost etc. related to current assets and current liabilities and estimate working capital requirements
- **CO3:**Evaluate long term proposals and evaluate the risk associated with long term investment.
- **CO4:**Evaluate the decisions regarding leasing of capital assets.
- **CO5:**Provides an overview of capital market
- **CO6:**Understand the basics of savings and investment.
- **CO7:**Understand the Risk, Return and Liquidity of various investment instruments.

PAPER H-VIII: PRACTICAL ON ACCOUNTING & TAXATION AND COMPUTER APPLICATION

- **CO1:**To learn how to use the software accounting.
- **CO2:**To learn how fill-up various forms and file Income Tax Return
- **CO3:**To apply the computer in a business enterprise.

ELECTIVE GR. 3 PAPER IV: ADVANCED ACCOUNTING

- **CO1:**Devise a plan for Redemption of Preference shares
- **CO2:**Reconstruct the capital structure in the financial statement of Joint stock company ltd.
- **CO3:**Develop the procedure involved in Amalgamation of companies
- **CO4:**Develop the procedure involved in Absorption of companies

ELECTIVE GR. 3 PAPER V: FUNDAMENTALS OF COST & MANAGEMENT ACCOUNTING

- **CO1:**To understand the concept of costing and related terms.
- **CO2:**To familiarity with the estimation and controlling of material cost

- **CO3:**To understand the estimation and controlling of labour cost
- **CO4:**To familiarity with the estimation of overhead cost
- **CO5:**To able to prepare cost sheet
- **CO6:**To understand the basic concepts of management accounting
- **CO7:**To understand the analysis of financial statements by using various methods
- **CO8:**To enable the students to understand different ratios used for analyzing financialStatements
- **CO9:**To helps the students to prepare fund flow statement& cash flow statement for the business organization

ELECTIVE GR. 3 PAPER VI: PRACTICAL ON ACCOUNTING & TAXATION AND COMPUTER APPLICATION

- **CO1:**To learn how to use the software accounting.
- **CO2:**To learn how fill-up various forms and file Income Tax Return
- **CO3:**To apply the computer in a business enterprise.

**DWIJENDRALAL COLLEGE
DEPARTMENT OF BENGALI
COURSE SPECIFIC OUTCOMES
(2016 to 2018)**

COURSE	Outcomes
Bengali Hons. (2016 – 2017)	Study of Bengali literature and its criticism develops and improves the power of synthetic thinking as it combines both emotion and intellect. No ideal educational institution can run without recognizing literature. Ideals, values and ideologies are abstract concepts to be practiced in daily life of our society. Literature gives concrete shapes to these values and ideas
(2017 – 2018)	<p>Bangla sahityeritihasprachin o madhyayug. Students will learn periodization of Bengali literature .</p> <ul style="list-style-type: none"> • Students able to find the character of Medieval literature. • Students find the different between pre chaitanya period and the post chaitanya period. • Students will learn ‘Vaishnav’ and ‘sakta’ culture in the period. • Students will learn the classification of Medieval literature. • Students will able to find the origin and history of ‘charyagiti’.
PART 1	<p>1st paper First core of the honors programme will grow the concept of different Era of Bengali Literature and there divisions. The students will be able to indicate the different phases of literary evolutions on the basis of social, political, cultural, historical changes. The next core will allow the students to get acquainted knowledge of changes in Bengali Literature in contact with Western Literature. This core will focus the literary context in Modern Era, how the Bengali Literature adjust itself with the advent of Western Culture and life style.</p> <p>2nd paper This core also focus on Linguistic, Phonetic features and Morphological characteristics, clauses of semantic change, definition of Dialect. This semester will include the details of BaishnobPodabali and a part of KrittibasiRamayana . In this core learners know how to make Rhyme. This core will introduce the students with the ShaktoPodabali and the Annadamangal written by Bharatchandra. In this core learners know how to make Rhetoric.</p>
PART 2	<p>3rd paper This core will let the students know about type of Literature. They also know the historical novel ‘Rajsingha’ written by Bankim Chandra Chattopadhyay. The psychological novel ‘Chokher Bali’</p>

PART 3		written by Rabindranath Tagore. And they know auto biographical and social Novel 'Srikanta' written by Sharat Chandra Chattopadhyay. Students come to know definitions of Short stories of Rabindranath Tagore .
	4 th paper	The listerns will let to know about type of literary criticism of Bengali Literature. The students learn Type of Essay and know the letters of Rabindranath Tagore.
	AECC	This core will let the students know about unseen essay, how to write essay, journalisim, professional letter etc.
	5 th paper	This core includes literary Eassy of Bengali subject. After completing this core students will know the evolutions of Bengali language, comparative studie between western and Indian literature, religion movement of Bengali, evolution of Bengali culture etc.
	6 th paper	This core will let the students know about Sonnet, Classism, Romatism, Surrealism, Ballad, Lyric.They come to know the eternal poems of Rabindranath Tagore, 'Sanchoyita'.The Rebel poem 'Bidrohi' written by Nazrul Islam influenced them. The core also include the Lyrical Poem of 20 ^h Centuary which includes the famous poets like Subhas Mukhopadhyay, NirendranathChakroborty, JatindranathSengupta, Sankha Ghosh, Shakti Chattopadhyay.
	7 th paper	This core will let the students know about the novels like 'PatherPachali' written by BhibhutibhushaBandhopadhyay, 'Kabi' written by TarasankarBandhopadhay, 'B.T.RoaderDhare' written by SamareshBasu.
	8 th Paper	This core includes literary Eassy of Bengali subject. After completing this core students will know the evolutions of Bengali language, comparative studie between western and Indian literature, religion movement of Bengali, evolution of Bengali culture etc.

COURSE (General) OUTCOMES
(2016 - 2018)

Prachin O MadhyayugerPadpath Students will learn the Philosophical idea of Buddhism.

- Students will learn how much 'vaishnavvakti dharma' influenced Bengali literature in
- Medieval period. Students will able to find the difference between pre Chaitanya vaishnavpadabali and
- postchaitanyaivaishnavpadabali. Students learn character of vaishnav dharma,

shakta dharma and its influence on

- Bengali literature.

- Students will be able to find social impact of Chandimangal
- Chaitanyabhagabat - Chaitanya Jiban O Mangalkabyapath Students will learn the life of chaitanyadev

1st Paper

This programme will grow the concept of different Era of Bengali Literature and there divisions. The students will be able to indicate the different phases of literary evolutions on the basis of social, political, cultural, historical changes. The next core will allow the students to get acquainted knowledge of changes in Bengali Literature in contact with Western Literature. This core will focus the literary context in Modern Era, how the Bengali Literature adjust itself with the advent of Western Culture and life style.

2nd Paper

From this paper the students come to know about short stories of Rabindranath Tagore related with rural village life. Short stories of TarashankarBandhopadhyay, BibhutibhushonBandhopadhyay, ManikBandhopadhyay, Ashapurna Debi, SatinathBhaduri etc are also included here which reflected the socio economical context of human life in the then time

3rd Paper

In this Paper Learners come to know the essay written by Rabindranath Tagore, 'Kapalkundala' written by Bankimchandra Chattopadhyay, Social Novel 'Pallisamaj' written by Sharat Chandra Chattopadhyay. They also know the type of Literature.

4th Paper

The paper will help students to enter in the professional world by learning them to know content writing, proof checking, spell checking, editorial correction etc.

PROGRAM OUTCOME OF B.A (HONOURS) IN ENGLISH

Year 2016-17

Acquiring knowledge about the History of English literature and genres of literature:

Students are introduced to the English language's evolution from the Old English period to its emergence as a Global language along with the linguistic influences, historical events, and influential figures shaping each era of this evolutionary journey along with a comprehensive idea of the origin of literatures in English, mostly, the Anglo-Saxon and Anglo-Norman traditions, focusing on historical, socio-cultural context and its corresponding literary representation. The students are introduced to different periods of English literature and important writers of the periods respectively.

Literary theories and their applicability:

Providing a brief historical outline about the Tudors, Absolutist Monarchy & the Birth of the Nation State; Jacobean Age and Divine Kingship; Nascent Capitalism, Rise of the Middling Sort of Men; Early Phase of Colonialism, Discoveries, and their Impact along with a brief socio-cultural history and history of ideas; Humanism, Homocentric Worldview, Renaissance and Reformation and Growth of Puritanism.

Socio-economic-cultural reception of English literature :

Students are introduced to the historical context regarding the Civil War, Commonwealth, Restoration, Glorious Revolution along with a brief socio-cultural history. Students get to know about the rise of the Press and book trade; Neoclassicism and Enlightenment and rise of the merchant class along with the Restoration and Eighteenth-Century English literature. Modern poets like W.B. Yeats, T.S. Eliot, Auden, Philip Larkin, Ted Hughes, etc. are introduced with their masterpiece creations.

Women's writing and Reform Acts

Introducing the Victorian Period, imparting knowledge regarding Reform Acts, women's suffrage, and empire, along with a brief socio-cultural history regarding the condition of the working class, science and religion and leisure and amusements.

Program Specific Outcome of B.A (Honours) in English.

The 3-year under graduate course in English Honours initiates students to the history of English literature and the literary pioneers and their masterpieces. The course develops interests in learning about English literature with clarity and analyzing the concepts with philosophical and literary reflections and analysis. After successfully completing this course the following Program Specific Outcomes are expected of the students :

1. After completing the 3year course in English, students are expected to have a clearer knowledge about the genres and periods of English Literature.
2. To developed love for the subject, their power of constructive critical thinking and to provide a reflective and critical analysis to further texts of literature that they shall be introduced in future.
3. At the end of the program the students are expected to learn the research methodology and to apply them validity while writing research papers.
4. Acquiring the knowledge to develop the valid argumentation and developing the ability to read, understand and critically analyse works of different periods of literature notwithstanding the socio cultural historical differences.

Course Specific Outcomes: Department of English

Year 2016-17

Paper I: English Language: History and Usage

This course offers a comprehensive exploration of the English language's evolution from the Old English period to its emergence as a Global language. Students will delve into linguistic influences, historical events, and influential figures shaping each era of this evolutionary journey. Additionally, the course delves into the role of English during the British Colonial Period and post-independence India, analysing its social, political, and cultural implications. Emphasis is placed on understanding language dynamics in colonial and post-colonial contexts. Moreover, the course equips students with essential skills in English phonetics, rhetoric, and prosody, encompassing sound analysis, stress patterns, phonemic transcription, figures of speech, and metrical analysis in poetry. Upon completion, students will possess a well-rounded understanding of the English language's historical trajectory, its significance in India, and practical language analysis abilities. Along with these, the paper also deals in building students' competency in academic writing and communication.

Paper II:English Literature from 408 CE to 1484 CE

This paper shall provide a comprehensive idea of the origin of literatures in English, with a historical span from 408CE to 484 CE, focusing on historical, socio-cultural context and its corresponding literary representation. Students are aimed to analyse various forms of poetry and prose from both Anglo-Saxon and Anglo-Norman traditions with insight into religious, historical, and reformatory texts. Students will also explore Medieval drama and its significance in the Anglo-Norman context. Additionally, the paper introduces literary terms with the outcome of enabling students to employ critical analyses effectively bridging the historical and literary dimensions.

Paper III:English Literature from 1485 CE to 1640 CE

Brief historical outline (1485 CE to 1640 CE) about the Tudors, Absolutist Monarchy & the Birth of the Nation State; Jacobean Age and Divine Kingship; Nascent Capitalism, Rise of the Middling Sort of

Men; Early Phase of Colonialism, Discoveries, and their Impact along with a brief socio-cultural history and history of ideas; Humanism, Homocentric Worldview, Renaissance and Reformation, Growth of Puritanism are introduced in this paper. This paper aims at a comprehensive idea about English Literature spanning from 1485 CE to 1640 CE, concerning the historical, socio-cultural context and its corresponding literary representation. Students are introduced to the 'Metaphysical poems' along with different types of fictions and non-fictions namely the 'pastoral' and 'citizen comedy' as well as "revenge tragedy." Elizabethan theatre is introduced to strengthen pupil's conceptions about the literary forms and components of the given period.

Paper IV: English Literature 1641 CE to 1788 CE

Brief historical outline (1641CE – 1788CE) regarding the Civil War, Commonwealth, Restoration, Glorious Revolution along with a brief socio-cultural history regarding the rise of the Press and book trade; Neoclassicism and Enlightenment and rise of the merchant class is discussed in this paper. This paper aims at a better understanding of the students regarding the Restoration and Eighteenth-Century English literature. Along with the history of literature of this period, genres like 'mock epic', 'satires', 'Metaphysical poetry', 'Restoration Comedy' and 'Anti-sentimental comedies' are introduced with canonical texts like 'Rape of the Lock', 'To His Coy Mistress' and 'She Stoops to Conquer', which enables the students to anticipate the temperament of the given span of time in respect to the socio-political as well as the socio-cultural setting of the era.

Paper V: English Literature 1789 CE to 1831 CE

In this paper, the pupils are provided with a brief historical outline (1789 CE-1831 CE) of French Revolution and Napoleonic wars, along with a brief socio-cultural history and Cult of Imagination in other arts. The students are aimed to further delve into the imagination art and the Romantic Movement and period. This is the first paper of the final year, where the students will be introduced to three major eras of English Literature, mostly on basis of historical and socio-cultural delineations. This paper introduces the canonical Romantic poets: William Wordsworth, John Keats, S.T. Coleridge, P.B. Shelley, and John Byron. Romantic essayist Charles Lamb and his "Dream Children: A Reverie" unfolds the powerful arena of imagination for the students. William Hazlitt and De Quincey enhanced the grasp on non-fictions. Students are introduced to the rise of Novel and science fiction through the works of Jane Austen and Mary Shelley.

Paper VI: English Literature 1832 CE to 1913 CE

Brief historical outline (1832 CE-1913 CE) regarding Reform Acts, Women's Suffrage and Empire, along with a brief socio-cultural history regarding the condition of the Working Class, Science and Religion and Leisure and Amusements are introduced in this paper. This paper introduces the students to the Victorian Period, its conflicts, and purposes. Poets like Tennyson and Browning are introduced with their use of 'dramatic monologue'. Christina Rossetti is introduced with her pre-Raphaelite form. Bernard Shaw, and J.M Synge are introduced as Victorian dramatists and students get to delve into the art of novel writing of Charles Dickens.

Paper VII: English Literature 1914 CE to 2000 CE

Brief Historical Outline (1914 CE -2000 CE) regarding the First World War, Second World War, and a brief socio-cultural history, are initiated in this paper. Modern poets like W.B. Yeats, T.S. Eliot, Auden,

Philip Larkin, Ted Hughes, etc are introduced with their masterpiece creations which enables the students to further understand the revolutionary shift from the preceding literary periods and the salient features of the Modern Period. Short stories are introduced to the students for the first time, which further make them eminent in designating the shift from novels and the reasons for the rise in short stories specifically in this period. Dramas of this period are intriguing and the pupils are introduced with the revolutionary 'Kitchen sink drama' "Look Back in Anger" by John Osborne, which instate their curiosity about the socio-cultural life of the emerging educated amongst the working-class people of England.

OLD SYLLABUS -1+1+1
DEPARTMENT OF HISTORY,
DWIJENDRALAL COLLEGE, KRISHNANAGAR, NADIA

COURSE OUTCOME

Part I Paper I: Early Indian History (From the Beginning to the 600 CE) After completing this course, students will develop detailed concept about India's past and they will learn to use different tools of reconstructing the past. Students will develop an understanding of Early Indian Sources and notions of History Students will acquire knowledge about transition from Palaeolithic to Mesolithic, then to Neolithic and Chalcolithic phase. Students will develop clear idea about Harappan Civilization, its extent, economy, crafts, and decline Students will learn about the religious developments as well as the structures of economies of early India from the Mauryan to Gupta times.

Part I Paper II: History of India (c.600 – 1500) After finishing this Course, learners will be able to grasp the significance of the Early Medieval period and the rule of the Delhi Sultanate in India. Students will be able to assess the major historical debates like the Feudalism debate as well as Periodization debate. Students will be familiarized with Early Medieval polity, society, economy, culture and religion. Students will be able to comprehend the political structures of the Delhi sultanate and various regional dynasties. Students will be able to discuss the major currents of development in the cultural sphere like the Bhakti and Sufi Movements.

Part II Paper III: Transformation of Europe (15th-17th centuries) After completion of this course , students will be able to explain the transitions which took place in Europe Students will be able to analyse significance of historical developments like Renaissance, Reformation, Exploration, Enclosure movement, Commercial Revolution and Price Revolution . Students will be able to explain the political and intellectual trends of this time period and modern scientific advancements. Students will be able to identify key developments the Enlightenment, English Revolution and Peace of Westphali

Part II Paper IV: History of India (c.1500-1750) After completion of this course, students will have clear concept Mughal sources and historiography After completion of this course, students will have clear concept about polity of the Mughals from Babur to Aurangzeb. Students will assess the significance of Mughal administration, rural society and Trade and Commerce. Students will comprehend the nature of the Jagirdari crisis and various revolts as well as the nature of the 18th century Debate.

Part III Paper V: History of East Asia After finishing the Unit I of this course, students will develop an adequate knowledge of nineteenth and early twentieth century China, its nationalism, selfstrengthening, Taiping Revolt, Buxar Rebellion and various other political developments . After finishing the Unit II of this course, students will develop a clear concept of the history of Japan, the Tokugawa Shogunate, Meiji Restoration, Economic modernisation, imperialism, and Sino-Japanese War.

Part III Paper VI: History of India from 1750 to 1964 Students will be familiarised with the establishment of the Company rule. Students will be acquainted with colonial economic policy.

Students will develop clear concept about popular uprisings like Deccan Riot, Indigo Revolt, Santhal Rebellion, 1857 Revolt. Students will be able to discuss various trends of nationalism in India including the days of 'Moderate' Congress politics, Gandhian Nationalism, Extremism, Left politics.

Part III Paper VII: History of Europe from 1789 to 1919 The students will be able to comprehend features of revolutionary actions in different parts of Europe in late nineteenth and early twentieth century. Students will be able to discuss the French Revolution, Napoleon's achievements, and Vienna Congress After finishing this course students will have clear idea about the Balkan nationalism, Italian and German Unification and the events leading to the First World War.

Part III Paper VIII: World Politics in the 20th century from 1919 to 2000 Students after completing this course will be able to comprehend the political trends in the interwar period , the Versailles Treaty, and the Great Depression. Students, at the completion of this course will be in a position to discuss different point about the Cold War politics, position of USA and USSR in world politics, Korean Crisis, Vietnam War and Cuban Crisis. Students will also comprehend the decline of Soviet Union, Rise of Unipolar World System and the Globalisation .

**COURSE & PROGRAM OUTCOMES OF
GEOGRAPHY HONOURS (B.A.)
(Academic Session 2016-2017 to 2017-2018)**

Geography is the study of different places on the earth surface. It also studies the relationships between people and their surrounding nature. Geographers explore both the physical nature of the earth and the human societies spread across it. They also examine how human beings interact with the natural environment and the nature influences the lifestyle of the people. Geography not only deals with the study of space but also its changing dimension with time. It tries to answer the questions of why things are and where they are. The modern academic discipline of geography is deeply rooted in ancient culture, concerned with the characteristics of places, in particular their natural environments and peoples, as well as the interrelations among them.

**COURSE OUTCOMES (2016-17 to 2019-20)
OLD CURRICULAM
[Honours]**

Paper		Course Title	Alloted Marks	Course Outcome
I	P A R T (1)	Geotectonics and Geomorphology	35+40=75	<ul style="list-style-type: none"> ▪ Understanding of the theories and fundamental concepts of Geotectonic processes and Geomorphological processes. Understand earth's tectonic and structural evolution. ▪ Gaining the knowledge about earth's interior, plate tectonics and resultant landforms, types of folds and faults and earthquakes, volcanic activities and associated landforms.

II		Soil and Biogeography	35+40=75	<ul style="list-style-type: none"> ● Having knowledge about the character and profile of different soil types. ● Understanding the impact of man as an active agent of soil transformation, erosion and degradation. ● Recognizing the land capability and classification. ● Understanding the varied ecosystems and classify them. ● Recognizing the significance of biogeochemical cycles and biodiversity.
III		Practical (Scale, Cartograms, Geological Maps)	50	<ul style="list-style-type: none"> ● Understanding and preparation of scales and different kinds of maps. ● Recognizing the basic themes of map making. ● Learning the underlying geological features and interpretation of all kinds of maps.
IV	P A R T (II)	Climatology and Hydrology	35+40= 75	<ul style="list-style-type: none"> ● Understand the elements of weather and climate, different atmospheric phenomena and climate change. ● Learning to associate climate with other environmental and human issues. Approaches to climate classification. ● Understanding the Water cycle, runoff cycle, river basin processes, sediment cycle, channel flow pattern & ground water flow pattern.
V		Oceanography & RS-GIS	40+35=75	<ul style="list-style-type: none"> ● Having the knowledge about ocean bottom relief and Ocean Tides ● Gaining knowledge about using Remotely sensed data on water resources, mineral resources, forest resources etc. ● Knowledge accumulation on artificial satellite and satellite image interpretation.
VI		Practical (Statistical Methods)	50	<ul style="list-style-type: none"> ● Preparation of statistical diagrams from data and its analysis
VII	P A R T	Social, Cultural & Political Geography	80	<ul style="list-style-type: none"> ● Understanding various social processes, structures of society, cultural realms and diffusion processes. ● Political theories and geo-political analysis of various problems.

VIII	III)	Economic Geography & Population Geography	80	<ul style="list-style-type: none"> Classifying and understanding the various economic activities Understanding the population growth pattern, structure, age-sex composition Population policies of India and other countries.
IX		Regional Geography	80	<ul style="list-style-type: none"> Gaining knowledge about regional characteristics and their geographic location.
X		Practical (Field Work & Computer Application)	80	<ul style="list-style-type: none"> Collection of socio-economic data from field and their analysis. Learning Group activity and co-operation.
XI		Practical (Map Projection, Surveying, Levelling, Weather Map & Rocks Minerals)	80	<ul style="list-style-type: none"> Learning map making techniques, level surveying by instruments, understanding the land slope and determination of height and distance of objects. Identification of various and rocks and minerals.

COURSE OUTCOMES

[Pass]

Paper		Course Title	Alloted Marks	Course Outcome
I	Part - I	Geomorphology, Climatology, Soil Bio-Geography	100	Gaining of knowledge about geomorphological processes, soil characteristics, soil classification, ecosystem structures and ecological processes, biogeochemical cyclic processes
II	Part -II (Theory)	Social Geography, Economic Geography, Regional Geography	100	<ul style="list-style-type: none"> Understanding social processes, social structure, clan, kinship, language groups. Understanding economic activities, theories of economic processes and their location. Gaining knowledge about regional characteristics and their geographic location.

III	(Practical)	Scale, Cartograms, Projection, Weather Map & Field Work	100	<ul style="list-style-type: none"> • Construction of scale, cartographic representation of statistical and cartographic data, making of maps. • Construction of weather map and its analysis for different seasons. • Collection of socio-economic data from field.
IV	Part - III (Theory) (Practical)	Land use & Settlement Geography Toposheet & Aerial Photography	(60 Theory +40 Practical) = 100	<ul style="list-style-type: none"> • Understanding the nature of land use and different settlement patterns and their interrelations. • Interpretation of Topographical maps • Interpretation of aerial photographs taken from flying aeroplanes and analysing their characteristics

Dwijendralal College
Department of Philosophy
B.A. Honours in Philosophy 3-year (1+1+1) degree course

Program Outcome of B.A(Honours) in Philosophy

- 1. Foundation of Philosophy:** Acquire a strong foundation in the history and fundamentals of western philosophy including an understanding of major philosophical movements and key thinkers.
- 2. Critical Thinking :** Develop critical thinking skill to analyze and evaluate philosophical arguments and texts, fostering the ability to form well-reasoned conclusions.
- 3. Logic and Reasoning :** Learn principles of formal and informal logic, enhancing the ability to construct and assess valid and sound arguments.
- 4. Ethical Awareness :** Explore ethical theories and dilemmas, promoting ethical awareness and the capacity to engage in moral reasoning.
- 5. Writing and Communication Skill :** Hone writing and communication skill with an emphasis on crafting clear, well-structured essays and arguments.
- 6. Advanced Philosophical Study :** Build on fundamental knowledge with more in-depth exploration of various branches of philosophy including ethics, epistemology, metaphysics and aesthetics.
- 7. Philosophical Research :** Develop research skill including the ability to formulate research questions, conduct literature reviews and present research findings effectively.

These program outcomes aim to provide students with a well-rounded education in philosophy, equipping them with critical thinking, research and communication skills that are valuable in a wide range of academic and professional endeavours.

Program Specific Outcome of B.A(Honours) in Philosophy

The 3-year undergraduate course in Philosophy Honours initiates students to Epistemology and Metaphysics, Logic, Indian Philosophy, History of Western Philosophy, Ethics, Philosophy of Mind and Psychology, Social-Political Philosophy, Philosophy of Religion. The course develops interests in learning philosophy with clarity and analyzing the philosophical concepts with philosophical reflections and analysis. After successfully completing this course the following Program Specific Outcomes are expected of the students :

1. After completing the 3-year course in Philosophy, students are expected to read philosophical books written by various philosophers on various philosophical topics to get an overall idea of philosophy and also for philosophical knowledge.

2. To develop love for the subject, their power of constructive critical thinking and to provide a reflective, logical and systematic solutions to the problems faced in philosophy either metaphysical, social, political and religious.
3. To decide and progress in the philosophical areas which interest them most and to pursue in that area, inquire, understand and to write research articles for the further progress of those areas.
4. At the end of the program the students are expected to learn the research methodology and to apply them validity while writing research papers.
5. Acquiring the knowledge to develop the valid argumentation and developing the ability to listen and understand others view points and also to develop the ability to establish their own views.
6. To understand the ethical and moral implications and to learn applying them in all the spheres of life either academic or non-academic.

Course Outcome of B.A(Honours) in Philosophy

Part-1

Paper-1 : Classical Indian Philosophy :- Indian Philosophy, being a logico-philosophical discipline can create a sense of spiritualism in the mind of the students. Like many philosophical traditions, classical Indian philosophy casts the living world as something to ultimately escape.

The outcomes of the course of classical Indian philosophy are :

1.Vedic traditions : The earliest philosophical texts in Indian constitute is the Vedic tradition. The four Vedas are the oldest of the Hindu scriptures. The Vedas are also called Shruti, which means 'hearing' in Sanskrit. Hindus believe that Vedas are divinely inspired, priests were orally transmitting the Divine word through the generation.

2. Idea of Upanishad : Later Hindu texts developed during the Vedic and Post-Vedic periods were integrated into the four Vedas such that each Veda now consists of four sections : 1. the Samhitas, or mantras and benedictions the original hymns of the Vedas, 2. The Aranyakas, or directives about rituals and sacrifices, 3. The Brahmanas, or commentaries on this rituals and 4. The Upanishads, which consists of two Indian epics as well as philosophical reflections. The Upanishad epics include the Bhagavad Gita. The term 'Upanishad' signifies that the text reveal esoteric doctrines about the true nature of reality beyond the realm of sense perception. It became the philosophical core of Hinduism.

3. Metaphysical thoughts : The core texts of the classical Indian philosophy state that through inner reflection on the self, one can then understand true nature of the world. Students will be able to realize that there is something beyond the logical world.

4. Meaning of Philosophy : From this paper the students will learn about what is philosophy, the definition and the method of philosophy. The salient features of Indian philosophy, distinction between the Nastika (Heterodox) and the Astika (Orthodox) schools.

5. Distinguish between major schools of Indian thought : Students will gain detailed knowledge about the overall outline of Indian philosophy and critically explain the different schools of Indian thought like Carvaka, Jainism and Buddhism as Nastika school, on the other hand, Sankhya, Yoga, Nyaya-Vaiseika, Mimansa and Vedanta as Astika school.

These course outcomes is not only gives a broad area about Indian literature and its philosophy but also enables students to develop a scientific attitude towards life and reality.

Paper-2 : History of Western Philosophy :- The outcomes of the History of Western Philosophy can be summarized in few key points :

- 1. Evaluation of Ideas :** Western Philosophy has been the continuous evolution of ideas and concepts over centuries. From the ancient Greeks like Plato and Aristotle to modern thinkers like Kant and Nietzsche, it has shaped the way we think about the world, knowledge, ethics and existence.
- 2. Foundation of Western Thoughts :** It has laid the foundation for Western thought, influencing fields such as Science, Politics, Ethics and Religion. Philosophical ideas have been integral to the development of Western civilization.
- 3. Diversity of Schools :** Western philosophy has given rise to diverse schools of thought, including rationalism, empiricism, existentialism and many more. Each school has its unique perspective on fundamental questions, contributing to the richness of Philosophical discourse.
- 4. Global Impact :** The ideas of Western Philosophy have translated geographical boundaries and have had a global impact. They have influenced the development of philosophical thought in other parts of the world and continue to shape contemporary debates in philosophy and other disciplines.

These course outcomes aim to provide a well-rounded and in-depth understanding of the History of Western philosophy, equipping students with valuable critical thinking and analytical skills applicable in various academic and professional contexts.

Part-2

Paper-3 : Philosophy of Mind & Political Philosophy :- The field of Philosophy of Mind explores complex questions about the nature of consciousness, cognitions and mental states.

- 1. Dualism vs Materialism :** Philosophy of Mind debated whether the mind and body are distinct substances (dualism) or if mental phenomena can be explained in terms of physical process (materialism).
- 2. The problem of Consciousness :** This central issue resolves around understanding the nature of consciousness, its relationship to the brain and the 'hard problem' of explaining how subjective experience arises from physical process.
- 3. Theories of Mental Representation :** Philosophers have developed various theories about how the mind represents and process information, including concepts like mental imagery, belief and intentionality.

4. Mind-Body Problem : This enduring problem involves exploring the relationship between mental states and physical states.

Political Philosophy is a branch of philosophy that explores fundamental questions about the organizations and principles of societies and governments. Here are some key outcomes or areas of focus within political philosophy:

- 1. Theories of Justice :** Political philosophers investigate various theories of justice, including distributive justice, procedural justice and retributive justice.
- 2. Forms of Government :** Political philosophers analyze different forms of government, such as democracy, authoritarianism, socialism and capitalism, examining their strengths, weakness and underlying principles.
- 3. Individual Rights and Liberties :** This area explores the balance between individual rights and the collective interests of society.
- 4. Political Ethics :** Ethics plays a significant role in Political Philosophy. Philosophers discuss ethical principles that guide political decisions and actions, including questions related to human rights, political obligations and morality of political violence.

Paper-4 : Western Logic : Logic is a system of principles that uses reason to determine if a conclusion is true or untrue. A person using logic will come to generalized conclusion by looking at the given information and making an inference based on that data.

The outcomes of this course are :

- 1. Basic idea about Logical Reasoning :** This paper intends to give the students some basic ideas about all kind of reasoning which enables students to get some basic ideas about reasoning, meant for different competitive examinations.
- 2. Clarity of all other subjects :** A great benefit of learning logic is that, it trains students to think clearly in all other subjects by helping them, organize, make connections and draw conclusions about all types of information.
- 3. Critical Thinking :** Traditional logic designed to make homeschooling logic. With daily practice and exercises logic helps our students development of powerful critical thinking skills.
- 4. Logical Mindset :** This course helps the students to learn logical analysis, deduction and develop rational mindset about the world.

Part-3

Paper-5 : Indian Logic And Epistemology : This course intends to be an introduction to Indian logic and Epistemology. Classes will follow the progression of *Tarka Sangraha*, a concise 17th century Sanskrit compendium written by Annambhatta to initiate students in the rudiments of the Nyaya logical system. Classical Indian logic as part of epistemology, as explaining how we know facts through the mediation of our knowledge of other facts.

Here are some outcomes of this course :

- 1. Method of Philosophical Debate :** Indian logic must be studied as the form of correct arguments and inference patterns, which was developed in Indian form of methodology of philosophical debates.
- 2. Analyze arguments among the classical Indian philosophical Thoughts :** This course helps the students to learn how to argue within this classical Indian philosophical schools of thoughts.
- 3. Epistemological Problems :** This course designed to enable students to know about certain fundamental epistemological problems. This course will enable students to think this epistemological problems critically.
- 4. Evaluate Real Life Situations :** After studying this paper, students will be able to critically evaluate various real life situations by resorting to analysis of key issues and factors.

Paper-6 : Philosophical Analysis : A study of analytic philosophy gives us the knowledge, language and reality. In the class of philosophical analysis students will study '*An Introduction to Philosophical Analysis*' by John Hospers. This book can promote a scientific attitude of logic, language and reality among the students.

- 1. Nature and Purpose of Philosophy :** It likely covers the nature and purpose of philosophy by introducing key philosophical questions and methods of analysis.
- 2. Justification of Knowledge :** This course likely covers the basic epistemological questions, examines the nature of knowledge, belief and its justification. By this course students will enables to know the justification of knowledge about the world.
- 3. To know the Fundamental Metaphysical Questions :** This course explores fundamental questions about reality, existence and the nature of the world. It also includes causation, identity, and the mind-body-problem.
4. It may also discuss skepticism, empiricism and rationalism.

Paper-7 : Ethics (Indian & Western) : In the field of Ethics there are two perspectives, Indian Ethics and Western Ethics. The ethical study has drawn great attention all over the world. It has been taken very seriously in recent times due to its relevance and importance in our daily life.

Moral values and personal ethics at one hand and professional and social ethics on the other hand are to be considered while designing the outcomes of this course :

- 1. Become a Social Being :** The study of Ethics helps a student to gain the ability so that they can make themselves to become a proper social being. Because they can be familiar with the ethical values such as right and wrong, virtue or vice, good or bad.
- 2. Acquainted with Indian Moral Concepts :** Students get acquainted with Indian moral concepts like Dharma, Adharma, Liberation, Purushartha and their inter-relation, Niskama and Sakama Karma.

3. Nature and scope of Ethics : From this course students will learn the definition and nature of moral philosophy, the scope of moral philosophy and the nature of moral judgements.

4. Various Moral Concepts : From this course students will understand what is 'Good' in ethical term, can 'Good' be defined? The meaning of 'Right' and 'Duty', the relation between 'Good', 'Right' and 'Duty'. What is virtue, with the reference of the Greek philosophers.

5. Ethical Theories : In this course students will learn various ethical theories like teleological and psychological theory of Hedonism, Utilitarianism along with their critical analysis. This course is also includes theory of punishment and its critical analysis.

Though Indian and Western views are different from each other, but it provides a concrete moral framework for how they should act, speak and make decisions in their life.

Paper- 8 : Special Texts :

Nyayabindu / Vedantasara :

Nyayabindu of Dharmakirti with Dharmottara's Tika is the text of Buddhist logic. Study of Buddhist logic provides a new orientation in students to get a comparison between traditional, formal logic and Buddhist logic. A study of this paper enables students to reasoning better than earlier.

Vedantasara :-

Vedanta was the basis of the training for many of the greatest mind of India from ancient to modern times. Students will develop elaborate and detailed knowledge regarding the *Vedantasara* presents Sutratman (text) as Viraj, the prime means to reach knowledge of Atman and Brahman.

An Enquiry Concerning Human Understanding / Jeffrey's Logic

This course helps the students to understand the detailed knowledge about the views of David Hume, a modern western empiricist, from the epistemological, metaphysical and ethical perspectives through his book *An Enquiry Concerning Human Understanding*.

Jeffrey's Logic :-

Richard Jeffrey was an American philosopher, logician and probability theorist. He is best known for developing and championing the Philosophy of Radical Probabilism and associated heuristics of probability kinematics.

Usually formal logic will refine the reasoning of the students, the argumentation techniques and this course will prepare them to understand the logical issues more clearly so that they can engage in it more meaningfully. The aim of this paper is at introducing the students to basic elements of western logic in a panoramic way.

Department of Political Science
Dwijendralal College
(2009-10 to 2017-18)

Course Specific Outcome

Course	Course Out Come	
Political Science (Hons)		
Part/Year I	Paper I-Basic Principles of Political Theory	<p>a) This course encourage student to understand certain key aspects of liberal and socialist trends of modern political theory which is stepping stone to analyse political phenomena in a comprehensive and rational ways.</p> <p>b) This course hep them to develop the skill to understand, asses and critical political theory and help to score in any kind of evaluation process that recruits people and thereby help in getting employment.</p>
	Paper II-Comparative Constitutional System	<p>a) This activity enables the students by getting ideas of different types of political system around the world and enhance the life skill and insight to successfully face the competitive examination by WBPS, UPSC,SSc,WBCSC . the</p> <p>b) It also helps them to make a differentiation between comparative government and comparative politics and gain knowledge regarding basic structures of the constitutions.</p>
Part/Year II	Paper -III- Government and Politics in India	<p>a) To develop a basic understanding regarding the constitution of India which is mandatory to express and articulates as a student of the discipline.</p> <p>b) For those opting for a career in politics specially in the context of parliamentary democracy , study of that particular curriculum can be considered as a meaningful engagement with policy making and its implementation.</p>
	Paper -IV- Western Political Thought	<p>a) To provide exposure to key thinkers in the history of Western political thought which helps to understand the conceptual framework of</p>

		<p>modern political theory.</p> <p>b)It also offer them the theoretical canvas required to understand Indian Political Thought as well which enabled them to confidently prepare for the competitive examinations conducted by Government of India as well as States and Union territories.</p>
Part/Year III	Paper-V- International Relations	<p>a)This course spans understanding of major theories of International Relations as also the activities that reveal the dynamics of global politics and its institutional framework.</p> <p>b)To impart them global context of the local problems and vice-versa.</p>
	Paper -VI-Indian Political Thought and Movement	<p>a) snapshot of Indian Political Thought and Movement, from ancient to contemporary times, acquaints the student with the many different, often contending, approaches and streams that thinkers over time have delved into.</p> <p>b) The study of the struggle for Indian independence offers a canvas for understanding issues and movements that constitute the foundation of contemporary India.</p>
	Paper -VII-Political Sociology	<p>a)This course ventures into identifying some key social determinants of politics in a systematic method. This helps understand the underlying social processes of political life.</p> <p>b) In any field of life, identities , primordial and achieved, need to be clearly grasped and insights developed so as to ensure cohesion and harmony in society. Study of this course directly influences the activities of learners.</p>
		<p>a) The conceptual framework and theories elucidated by administrative thinkers over time facilitates understanding of how to go about in</p>

	<p>Paper VIII-Public Administration</p>	<p>reaching out to the multitude in real life.</p> <p>b)Development of skills is essential to be able to live and serve in a state as a citizen.</p> <p>This Course gives an opportunity to not just engage with the theoretical aspects, but as a direct everyday activity. It equips for competitive exams conducted by UPSC, WBPS, SSC, NET, SET.</p>
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**DEPARTMENT OF EDUCATION
DWIJENDRALAL COLLEGE
LEARNING OUTCOMES
WITH EFFECT FROM THE ACADEMIC SESSION 2016-2017**

PROGRAM OUTCOMES: After completion the program the learners will be able to

1. After completion the program the learners will be able to know meaning, nature, scope and aims of education and educational philosophy.
2. Learners will be know the meaning, nature and scope of Educational sociology and Relation between education and sociology
3. Learner will be know the application of learning theories in classroom situation.

PROGRAM SPECIFIC OUTCOMES:

1. To know the social groups, socialization and Social Institution and Agencies of Education.
2. To elaborate the concept, nature, scope, types & importance of Guidance.
3. To Explain the Meaning, Constitutional Provision with special Education reference to RTE Act. DPEP, SSA-SSM of Universalization of Elementary Education.
4. To Understand the concept and methods of validity, reliability and norms and their importance in educational measurement.

COURSE OUTCOME:

Course	Learning Outcomes(2016-2017)
	Paper-I: Philosophical and Sociological Foundation of Education
	<ul style="list-style-type: none">❖ Discuss the meaning, nature, scope and aims of education.❖ Discuss the meaning and scope of educational philosophy.❖ Explain the factors of education and their relationships.❖ Explain the concept of Democracy, Socialism and Secularism.❖ State the educational philosophies of Swami Vivekananda, Rabindranath Tagore, Rousseau, Dewey.❖ Discuss the meaning, nature and scope of Educational sociology and Relation between education and sociology
Part-I (First Year)	

- ❖ Describe the Social factor and their relation to Education.
- ❖ Explain the Social change and its impact on Education.

Paper-II Educational psychology and educational guidance

- ❖ Discuss the concept, nature, scope and uses of Psychology in education.
- ❖ Explain the influence of growth and development in education.
- ❖ Describe the meaning and concept of learning, its theories and factors.
- ❖ Explain the application of learning theories in classroom situation.
- ❖ Discuss the concept and theories of intelligence and creativity.
- ❖ Explain the concept and development of personality.
- ❖ Elaborate the concept, nature, scope, types & importance of Guidance.
- ❖ Explain the concept of tools and techniques of Guidance.

**Part-II (Second
Year)**

Paper-III Development of Education in India and Contemporary Issues in education

- ❖ Discuss the development of education in India in historical perspectives.
- ❖ Discuss the British Indian education system.
- ❖ Explain the significant points of selected educational documents and report of ancient, medieval and British India.
- ❖ Describe the Constitutional Provision of Education.
- ❖ Discuss the contributions of Education Commission in post Independent India.
- ❖ Explain the Functions of Some Major Educational Organization in India.
- ❖ Explain the Meaning, Constitutional Provision with special Education reference to RTE Act. DPEP, SSA-SSM of Universalization of Elementary Education.
- ❖ Describe the Meaning, aims & objectives, significance of

Universalization of Secondary Education and Role of RMSA.

- ❖ Explain the concept, role of Higher Education and Knowledge Commission and RUSA.

Paper-IV Educational Technology and Evaluation in Education

- ❖ Understand the concept, nature and scope of educational technology.
- ❖ Explain the role of Communication & Multimedia Approach in the field of Education.
- ❖ Discuss the role Seminar, Panel Discussion. Team teaching in the field of education.
- ❖ Describe the role of technology in modern teaching-learning process.
- ❖ Understand the concepts of measurement and evaluation in the field of education

Understand different types of Tools and Techniques in the field of Education.

Understand the concept and methods of validity, reliability and norms and their importance in educational measurement.

Part-III
Year)

(Third

Describe the concept of statistics and its use in education Represent educational data through graphs.

Use various statistical measures in analysis and interpretation of educational data.

**Department of Sanskrit:
Dwijendralal College**

Courses Offered

1. B.A in Sanskrit Honours (3 Year Degree Course) 2008-09 to 2019-20
2. B.A in Sanskrit General (3 Year Degree Course) 2012-13 to 2019-20
3. **B.A** in Sanskrit Honours (CBCS) 2018 onwards
4. B.A in Sanskrit Programme (CBCS) 2018 onwards

Programme Outcomes :

1. To enable students to develop an awareness of Ancient Intellectual tradition through Sanskrit.
2. To enable students to write in Devanagari.
3. To grow the interest of the students on Ancient Indian Culture, History, Life etc. so that they can analysis past richness of the human mind.
4. Try to enhance students for skill development like translator, news reporter and mass media for their career
5. To cultivate Sanskrit Literary methodologies is the important outcome of Sanskrit Literary studies.
6. Demonstrate current theoretical and literary systems to understand the present field.
7. To show a more expansive view of world Sanskrit Literature.
8. To aware students for the existing scholarships and opportunities.
9. To focus on Spoken Sanskrit for language usage and career development.
10. To able students to understand various literary genres like (Veda, Dharmasastra, Darshana, Grammar, Epigraph, Purana etc.) critically.

**Department of Sanskrit
Course Outcome (Under 1+1+ 1 System) – Honours
2016-17, 2017-18, 2018-19, 2019-20**

Level of teaching	Paper Number	Paper Title	Course Outcome
		General Grammar: Samāsa, Kāraka and Vibhakti, Kṛt, Taddhita, San, Yañ, Nāmadhātu;	Studying general Sanskrit grammar helps a student gain a deeper understanding of the structure and rules of the Sanskrit language. This includes knowledge of verb conjugations, noun declensions, and sentence construction. Additionally, studying Sanskrit grammar also provides insight into the cultural and

Hons	I		historical context in which the language was used. It can also help in understanding Indian Literature and spiritual texts written in Sanskrit.
		Unseen translation from Sanskrit into English or, from English into Sanskrit,	The outcome of translating from Sanskrit into English is an understanding of the original text in its original language, as well as an ability to convey its meaning, context, and literary elements to an English-speaking audience. It also enhances one's linguistic and cross-cultural skills and enables them to appreciate the nuances and subtleties of the original text. Additionally, it allows for the text to be studied and enjoyed by a wider audience, and can serve as a bridge between different cultures and languages.
		Chandomañjarī of Gaṅgādāsa (Samavṛttas only)	Learning Sanskrit meter according to Chandomañjarī of Gaṅgādāsa will enable students to understand the principles and rules of prosody in the Sanskrit language. The course will teach students to identify and analyse various meters used in ancient and medieval Indian poetry, including those found in Chandomañjarī. Additionally, students will learn to compose verses in specific meters and understand the literary and cultural context in which the meters were employed, to convey meaning and emotions in poetry. This will deepen their appreciation of the beauty and complexity of the language used in Chandomañjarī.
		Sanskrit Drama Text: Svapnavāsavadatta ascribed to Bhāsa	Studying the Sanskrit drama text called Svapnavāsavadatta ascribed to Bhāsa will provide an understanding of the Indian dramatic tradition, including its structure, conventions and literary devices used in ancient Indian plays.
		Prose Kavya in Sanskrit (Selected portions from Rāj avahanacarita of Daṇḍin's Daśakumaṛ acarita);	Studying Sanskrit prose increases the ability to understand and appreciate ancient Indian literature and culture and studying it can give students a deeper understanding of the time's history, philosophy, and religious beliefs. Additionally, because Sanskrit is a highly inflected language, studying Sanskrit prose can also help students improve their understanding of grammar and syntax. Furthermore, it can also help students improve their language skills and analytical thinking.

		Prose Kavya in Sanskrit (Selected portions from Rāj avahanacarita of Daṇḍin's Daśakumār acarita);	Studying Sanskrit prose increases the ability to understand and appreciate ancient Indian literature and culture and studying it can give students a deeper understanding of the time's history, philosophy, and religious beliefs. Additionally, because Sanskrit is a highly inflected language, studying Sanskrit prose can also help students improve their understanding of grammar and syntax. Furthermore, it can also help students improve their language skills and analytical thinking.
		Sanskrit drama text (Abhijñānaśakuntala of Kālidasa);	A course on Sanskrit drama may result in students gaining an understanding of the history, literature, and cultural context of Sanskrit drama. They may also learn the techniques and conventions used in the composition and performance of Sanskrit plays. Additionally, students may develop their critical thinking and analytical skills by studying and interpreting the texts. They may also gain insight into the cultural, social and political context of ancient India.
	I I	Sanskrit Drama text: Abhijñānaśakuntala of Kālidasa	Studying the Sanskrit drama text Abhijñānaśakuntala of Kālidasa will provide insights into the literary, cultural, and societal norms of ancient India. It is considered one of the greatest works of Indian literature and provides a window into the world of Indian courtly life and the human emotions of love and longing. It's also an important text for understanding the development of the Indian epic tradition.

		Sanskrit Mahākavya text: Kirātārjunīya of Bhaṭṭa (Canto 1)	By reading a text like Kirātārjunīya that is complex in its language and structure, students can develop a deeper understanding and appreciation of the language and its grammar, vocabulary, and usage.
	I I I	Poetological Text in Sanskrit: Sahityadarpaṇa of Viśvanātha-Kavirāja (Chapter 6 and 10)	Studying Sahityadarpaṇa of Viśvanātha-Kavirāja can provide a deeper understanding of Indian literary and poetic techniques, as well as the cultural and societal norms of medieval India. It is a comprehensive guide for poets and writers and provides insights into the rules of poetics, literary devices, and aesthetics in Indian literature. It can also help understand the development of Indian literary tradition and its connection to the society of the time
		General Acquaintance with the Indian philosophical systems, Annambhaṭṭa's Tarkasaṃgraha	The outcome would be an understanding of the various Indian philosophical systems, including their origins, principles, and key figures. The course would also cover the historical development and evolution of Indian philosophy and its connection to the cultural and societal context of the time. The course would also provide an understanding of how these philosophical systems continue to shape modern Indian thought, culture, and society.

I V	Texts on Dharmaśāstra and Arthaśāstra (Manusmṛiti-Chapter 7 Arthaśāstra of Kautilya, Vyāvahāra adhyāya of Yajñavalkyasmṛiti), Dharmaśāstra text and History of literature of Indian Dharmaśāstra, Arthaśāstra and Nītiśāstra	The outcome is a deeper understanding of the legal and economic systems , as well as the moral and ethical principles in ancient India. It can also provide insights into the political and societal norms , as well as the historical context in which these texts were written, and how they reflect the knowledge and beliefs of the time.

	V	Sanskrit poetological text (Kavyālaṃkārasūtravṛtti of Vāmana)	Studying the course on Kāvyaḷaṃkāṛ asūtravṛtti of Vāmana will provide an in-depth understanding of the literary style and composition techniques used in ancient Indian poetry and literature. The course will also provide insight into literary criticism and literary aesthetics in ancient Indian tradition. Additionally, students will learn to apply the theories of Indian poetics to analyse and interpret literary works.
		Essay in Sanskrit, Post-Kālidāsa Sanskrit Mahākāvya: Bhaṭṭikāvya (or Ravanaṇavadha) of Bhaṭṭi (Canto 2)	Studying post-Kālidāsa Sanskrit Mahākavyas like Bhaṭṭikāvya of Bhaṭṭi would provide an understanding of the evolution of Indian literary tradition after Kālidāsa, including the cultural and societal norms, literary and poetic techniques used by later poets. It can also give insights into a poetic execution of the rules of Sanskrit grammar.
	VI	History of classical Sanskrit Literature including Inscriptional and Historical works	Studying the History of classical Sanskrit Literature, including Inscriptional and Historical works, can provide an understanding of the development and evolution of literature in ancient and medieval India. It can also give insights into the cultural, societal and historical context in which the texts were composed and how they reflect the knowledge, beliefs, and societal norms of the time.
		History of Vedic literature, History of scientific and technical literature in Sanskrit	The outcome of the course would be an in-depth understanding of the development and evolution of literature in ancient and medieval India. This includes learning about the origins, literary forms, themes, and the cultural and societal context of Vedic literature and scientific and technical literature composed in Sanskrit. Additionally, the course will provide an understanding of the knowledge, beliefs, and the historical context of these texts, including the way in which they were transmitted and preserved over time.
	VII	Vedic texts and Vedic grammar	Studying Vedic texts and Vedic grammar can provide an in-depth understanding of the ancient Indian religious and cultural traditions, as well as the linguistic and grammatical structure of the Vedic language. It can also give insights into the origins, literary forms, and themes of Vedic literature, as well as its cultural and societal context, beliefs, and practices of the time.

	VIII	Sanskrit Grammatical text : Siddhāntakaumudī of Bhaṭṭojidīkṣīta(Kaṛ akaparakaraṇa complete and amāsaparakaraṇa; excluding Samaś antavidhāna)	The students can achieve a deep understanding of the grammar and linguistic structure of the classical Sanskrit language. The course also covers the Indian linguistic and grammatical tradition, and the development of Paninian grammar. They will also learn about Bhaṭṭojidīkṣīta's commentary on the work of Panini and its significance in the history of Indian linguistics.
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Course Outcome (Under 1+1+ 1 System) – General

2016-17, 2017-18, 2018-19, 2019-20

Gen	I	Chandomañjarī of Gaṅgādāsa (Samavṛttas only)	Learning Sanskrit meter according to Chandomañjarī of Gaṅgādāsa will enable students to understand the principles and rules of prosody in the Sanskrit language. The course will teach students to identify and analyse various meters used in ancient and medieval Indian poetry, including those found in Chandomañjarī.
		General Grammar : Declension & Conjugation	Studying Declension and Conjugation according to Sanskrit Grammar helps one understand the various forms that nouns and verbs can take in a sentence, and how they change based on the context of the sentence. It also helps in understanding the rules for forming different tenses, moods, voices, etc. of the verbs.
		Drama Text. Svapnavāsavdatta ascribed to Bhasa.	A student who takes a course on Bhasa's Svapnavāsavdatta will gain an understanding of the Indian playwright's unique style and use of language, as well as insight into the social and cultural context in which the play was written. Additionally, the student will learn about the themes and motifs present in the play, and how they contribute to its overall meaning and impact.
		Śūkanāśopadeśa of Bāṇabhaṭṭa's Kādambarī	The course gives a brief introduction to the 7th-century Sanskrit Prose Kādambarī of Bāṇabhaṭṭa. The Śūkanāśopadeśa presents an exemplary style of composing prose in Sanskrit. Reading the text would help students understand complex constructions of sentences in Sanskrit.
	I I	Drama Text: Abhijñānaśakuntala of Kālidāsa	The students will be introduced to Kālidāsa's remake of the Śakuntalopākhyāna of Mahābhārata. They will know about the ancient system of performing a play on stage through the reading of the drama. This also brings the nature's depiction of Kālidāsa through the elegance of metaphor. The students will also have a fair idea of the then society.
		Kāvya text: Raghuvamśa of Kālidāsa,	The course makes students familiar with Kālidāsa and his works. They will learn the critical aspects of the text and the significance of Kālidāsa's works, in general, in Indian and World literature. Kālidāsa's Raghuvamśa is the most celebrated work of the author. The students

			will go through the lucid poetry by Kālidāsa. This course will give a brief overview of Kālidāsa's works with special reference to the prescribed Canto I of Raghuvamśa.
		General Grammar (Samāsa, Kṛt, Taddhita (Pāṇini-System))	Studying general Sanskrit grammar helps a student gain a deeper understanding of the structure and rules of the Sanskrit language. This includes knowledge of verb conjugations, noun declensions, and sentence construction. Additionally, studying Sanskrit grammar also provides insight into the cultural and historical context in which the language was used. It can also help in understanding Indian Literature and spiritual texts written in Sanskrit.
	III	History of Classical Sanskrit Literature, Rāmāyaṇa of Vālmikī (Bālakāṇḍa, Sarga 1 & 2), Manusamhitā (Chapter VII, Verse 1 – 100 only)	Along with an introduction to Vālmikī, the course gets student acquainted with his great epic. It makes students knowledgeable about the influence of Rāmāyaṇa on later Sanskrit literature as well as in Indian society and culture.
	IV	Poetological Text: Sāhityadarpaṇa of Viśvanātha, Sanskrit Mahābhārata	Students will grasp elementary knowledge of the Sanskrit poetic theories.

Course Outcome (under CBCS System) – Honours

2020-21, 2021-22, 2022-23

SEM	Subject	Course	Topic	Sub-topic	Course Outcome
1	SANA	CC 1	Classical Sanskrit Literature (Poetry)	Raghuvamśa (Canto I)	The course makes students familiar with Kālidāsa and his works. They will learn the critical aspects of the text and the significance of Kālidāsa's works, in general, in Indian and World literature. Kālidāsa's Raghuvamśa is the most celebrated work of the author. The students will go through the lucid poetry by Kālidāsa. This course will give a brief overview of Kālidāsa's works with special reference to the prescribed Canto I of Raghuvamśa.
				Kumārasambhava (Canto V)	Kumārasambhava is widely regarded as the finest work of Kālidāsa as well as the greatest <i>kāvya</i> in Classical Sanskrit. Through the selected portion of this course, students get Kālidāsa's poetic narration of Pārvati's penance for attaining Śiva as her companion.
				Kirātārjunīya (Canto I)	The Canto I of Kirātārjunīya gives a glimpse of Bhāravī's expansion of the Vana Parva of the Mahābhārata in the complete text. By studying the prescribed Canto, the students get an exposure to the writing style of the seventh century poet. The students get acquainted with the practical aspect of Nāṭyaśāstra's theory of Vīra rasa, which is predominantly manifested in the suggested text.
				Nītiśataka (Verse 1-20)	The first 20 verses of Nītiśataka teaches about morality. The application of the teachings would help students develop moral thinking which may eventually lead them towards leading a more dignified life.
				Origin & Development of Mahākāvya & Gītikāvya	A study of the poetic theories and their history is necessary along with the study of the poets and their works. This lesson helps students learn about the root of the different Mahākāvya and Gītikāvya texts in Sanskrit literature.
			Critical Survey of	Vedic Literature	It gives students a general view of the Vedic Literature specifying the important field and categories of it.

		CC 2	Sanskrit Literature	Rāmāyaṇa	Along with an introduction to Vālmikī, the course gets student acquainted with his great epic. It makes students knowledgeable about the influence of
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					Rāmāyaṇa on later Sanskrit literature as well as in Indian society and culture.
				Mahābhārata	The students will learn about the epic a step further than what they already know about the Mahābhārata. The critical aspects of the history of transmission of the text along with the greatest narrative of all time would generate interest for further deep study of the epic.
				Purāṇa	Through this course, the students would get a detailed overview of the Purāṇic Literature. It would also benefit the students by showing clear influence of the Purāṇic treatise in the rituals of our day-to-day life regarding religion, society and culture.
				General Introduction to Vyākaraṇa, Darśana, Sāhitya-śāstra	It gives a brief knowledge of Sanskrit Vyākaraṇa, Darśana, Sāhitya-śāstra, which is actually an overview of a large portion of the whole Sanskrit Literature.

2	SANA	CC 3	Classical Sanskrit Literature (Prose)	Śukanāsopadeśa	The course gives a brief introduction to the 7th-century Sanskrit Prose Kādambarī of Bāṇabhaṭṭa. The Śukanāsopadeśa presents an exemplary style of composing prose in Sanskrit. Reading the text would help students understand complex constructions of sentences in Sanskrit.
				Viśrutacarita	Viśrutacarita from Daśakumāracarita of Daṇḍin is another example of a neatly composed piece of prose. Along with understanding the complexity of the grammatical composition of sentences, it offers a composite yet interesting story to the students.
				Origin & Development of Prose, Prose Romance & Fable Literature	This section helps students understand wide range of types of prose compositions in Sanskrit with a clear understanding of their history of development and transmission to the present time.

		CC4	Self-management in the Gītā	Gītā: Cognition & emotive apparatus help students	The outcome is the awareness about the function of the sense organs, mind, intelligence, ātmā etc. in a philosophical way. Understanding the <i>upadeśa</i> -s of this suggested portion would help students look into their own mental conditions and work for being a better human being.
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				Gītā: Controlling the mind, Confusion and Conflict	This class will teach the students how to manage their thoughts and harness their mental force for good. Conflicts and confusion are a natural element of human existence. These course assists a learner in understanding the nature of confusions, their causes, and how to get rid of them. These lectures will effectively introduce Śrīmad Bhagavad Gītā to the students while also providing them with a wealth of information to help them develop in all areas of their lives—personal, social, and intellectual.
				Gītā: Self-management through devotion	Through this section of Gītā, students will learn to let go of their ego, give up pointless arguments, and develop moral characteristics that will help them succeed in life.

3	SANA	CC 5	Classical Sanskrit Literature (Drama)	Svapnavāsava-datta (Act I-VI)	Students will know about the pre-Kālidāsa dramatic masterpiece by Bhāsa. The students will be introduced to Sanskrit drama.
				Abhijñānaśakuntala (Act I-IV)	The students will be introduced to Kālidāsa's remake of the Śakuntalopākhyāna of Mahābhārata. They will know about the ancient system of performing a play on stage through the reading of the drama.
				Abhijñānaśakuntala (Act V- VII)	This also brings the nature's depiction of Kālidāsa through the elegance of metaphor. The students will also have a fair idea of the then society.
				Critical Survey of Sanskrit Drama	This course will introduce the students to one of the oldest and long-lasting tradition of full-length poetic plays in the world. By the critical survey of Sanskrit drama students will find that this is the longest continuous performing tradition of any drama texts in the world.
		CC 6	Poetics and Literary Criticism	Introduction to Sanskrit poetics	This will give students lessons to understand how the relation between word and meaning works in the case of poetics.
				Forms of Kāvya-Literature	A comprehensive knowledge of all the categories of Sanskrit poetry will be gained after Sāhityadarpaṇa.
				Śabda-śakti and rasa-sūtra	The students will be introduced to Bharata and his Rasa-sūtra along with its different accounts. They will also know about the poetic theory of word and meaning.
				Figures of speech and Meter	Students will be taught about selected figures of speech in Sanskrit literature. The knowledge of the meters would help students chant Sanskrit <i>stotra</i> -s with perfection.

		CC7	Indian institutions of polity	Indian Social Institutions: Nature & Concepts	The lessons will teach students about the ancient nature and forms of the ancient social institutions existed in India.
				Structure of Society & Values of Life	This portion will introduce students to the structure of the ancient Indian society and the most important part of this lesson is the understanding of importance of values of life.
				Indian Polity: Origin & Development	Through reading this course, the students will be taken back to the origin & development of Indian polity. It also would reflect the relevance of the old system in the modern-day polity.
				Cardinal Theories & Thinkers of Indian Polity	The students will be acquainted with the life and works of the great thinkers of Indian polity belonging to ancient India.
		SEC-1	Epigraphy & Antiquity of writing in India	Ancient Indian Script, Old Brāhmī, Mediaeval Bengali Script & Devanāgarī	Students will learn old Brāhmī script and Mediaeval Bengali Script and Devanāgarī script, antiquity of writing in India. History of decipherment of ancient Brāhmī script.
4	SANA	CC8	Indian Epigraphy, Palaeography and Chronology	Epigraphy	Students will be taught about the role of Indian inscriptions and epigraphical study in the reconstruction of Ancient Indian History.
				Palaeography	Students will learn the History of decipherment of ancient Indian scripts and the contribution of scholars in the field of epigraphy.
				Study of selected inscriptions	The mentioned inscriptions and their historical significance will be taught to the students. They will be aware of the society, political outlook, people, and numerous other aspects of the mentioned inscriptions as they read them.

				Chronology	The Inscriptions' systems of dating and ancient Indian chronology will be taught to the students. In addition to the Christian period, the study of the inscriptions would also refer to some other eras. The students will learn about them also.
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		CC9	Modern Sanskrit Literature	Mahākāvya & Caritakāvya	Students will gain an understanding of modern Sanskrit literature, particularly the Bengali scholars' contributions to it.
				Gadya & Rūpaka	Students will learn about the various subgenres of contemporary Sanskrit literature.
		CC 10	Sanskrit World Literature	Sanskrit studies in West	By reading this section students would come to know about how Sanskrit spread in the West and the East, what was the contributions of the Western scholars, and how Sanskrit played a crucial role in the development of the field of the comparative linguistics in the Indo-European languages.
				Sanskrit studies in East	
				Sanskrit Fables in World Literature	This lesson introduces students to a vast range of translations of Sanskrit fables in other languages around the world. The students would also be acquainted about the influence of the Sanskrit fables in world literature.
				Rāmāyaṇa & Mahābhārata in South-Eastern Asia	The lessons teach that Rāmāyaṇa and Mahābhārata does not belong to India only, and how the epic has become the lyric of Asia over centuries. The students learn about various versions of Rāmāyaṇa and Mahābhārata in various languages across Asia. They will also know about comparative literature.
				Kālidāsa in the West	From this course students will learn about how Kālidāsa's works spread in the west and how they are interpreted by the western scholars and what is the influence of the Kālidāsa classics in the world literature.
				Sanskrit Studies across the World	From this lesson students learn the actual stature of Sanskrit language and literature in the world. They also learn about the world-spread projects running on across the world centering works composed in Sanskrit.
		SEC-2	Ayurveda	Carakasamhitā Sutrasthāna	The students will be aware about the Ancient Indian Ayurveda System with special reference to Carakasamhitā Sutrasthāna.
5	SANA	CC 11	Vedic Literature	Vedic Literature	The students will come to know about the ancient knowledge system of the Vedas. This will give students a cursory knowledge about all the categories of Vedic texts.
				Vedic Grammar	This portion will give a brief description of the grammar laid in the Vedic hymns, and how it is different from the grammar of the <i>laukika</i> Sanskrit.

				Brāhmaṇa & Upaniṣad	The students will learn about the Brāhmaṇas and Upaniṣadas and their teachings.
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		DSE 1	Darśana	Tarkabhāṣā	Students will have a great opportunity to delve into fundamental philosophical texts written during the golden era through easy-to-understand texts. Tarkabhāṣā, the Nyāya text presents philosophical concepts in an extremely clear manner. The students can get to the principal theories of the Nyāya philosophy through this work.
				Saptapadārthī,	Saptapadārthī, the Vaiśeṣika philosophy text enables students to familiarize themselves with the Vaiśeṣika thought processes and theories.
				Vivekacūḍāmaṇi	Advaita Vedānta's primary text is Vivekacama. Students will have a great opportunity to learn the fundamentals of Advaita Vedanta philosophy in an engaging and straightforward manner.
		CC12	Sanskrit Grammar	Concept of Technical terms used in Sanskrit Grammar	Students will understand the basic concept of the technical terms used Sanskrit Grammar, which will enable them to understand grammatical treatise with an ease.
				General Introduction of Philology	Students will learn Sanskrit Philology along with phonetic laws and tendencies.
				Siddhāntakaumudī : Kāraka-prakaraṇa	Students will know Sanskrit syntax, its application and will be able to relate the language structure by justifying different Kāraka-s.
				Siddhāntakaumudī : Samāsa-prakaraṇa	Students will learn Sanskrit compound words, its application and the language structure which will enable them to understand the Sanskrit texts well.
		DSE 2	Art of Balanced Living (Gītā)	Self Presentation	Students will grasp elementary knowledge of the Sanskrit poetic theories.
				Concentration	
				Refinement of Brhaviour	

6	SANA	CC13	Indian Ontology &	Essentials of Indian Philosophy	The students understand the basics of Indian Philosophy and its systemsand characteristics.
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			Epistemology	Ontology (Based on Tarkasaṃgraha)	The course helps students understand how entities are grouped into categories and which of these entities exist on the most fundamental level according to Tarkasaṃgraha.
				Epistemology (Based on Tarkasaṃgraha)	The students find answers to questions such as what is knowledge, how do we know something. This course offers Tarkasaṃgraha's theory of knowledge or the process of knowing something, and the kinds of knowledge.
		DSE-2	Theatre and Dramaturgy in Sanskrit	Theatre: Types and Construction	Students learn about the structure and importance of the ancient Indian theatre according to Nāṭyaśāstra.
				Drama : Vastu, netā & Rasa	This syllabus will teach the students to learn the ancient Indian Dramaturgy.
				Tradition and History of Indian Theatre	This course helps students to acquire the knowledge of ancient Indian theatre all over the country.
		CC-14	Self Management of Gītā	Textual study of Gītā	Students learn how to control the mind and manage themselves through devotion. They also learn to surrender the ego kartṛbhāva with the knowledge of mind with the impact of and three guṇas in it.
		DSE-4	Linguistics		Students will learn the theory of Linguistics and the Phonetics, Comparative Linguistics and the position of Sanskrit in Indo-European Language Family.

**Course Outcome (under CBCS
system) PROGRAMME
2020-21, 2021-22, 2022-23**

SEM	Subject	Course	Topic	Sub-topic	Number of Lecture Hours	Course Outcome
1	SANG	CC A-1	Sanskrit Poetry	Raghuvamśa		The students are introduced to the literary treasure composed in Sanskrit. They learn about the lineage of Rāma by studying the suggested portion of the text. They get an introduction to the great poet Kālidāsa too.
				Kirātājuniyam		The students know about Bhāravi’s remake of the Kirārjuniya episode of the Mahābhārata. They come to know about the poetic style of Bhāravi.
				Nīṣṭaka		Students gain ability to understand the role of moral values in life and prepare themselves a better human beings.
				History of Sanskrit Poetry		The students know about the transformation of Sanskrit poetry from its origin to the present days.
2		CC A-2	Sanskrit Prose	Śukanāsopadeśa		The students become able to understand the nature of Sanskrit the prose format of the Sanskrit compositions. They are introduced to Baṇa’s other writings too.
				Viśrutacarita		The students become able to understand the nature of Sanskrit the prose format of the Sanskrit compositions. They are introduced to Dandin’s other writings too.
				Survey of Sanskrit Literature: Prose		The students get a cursory knowledge of the tradition of writing prose literature in India through decades. They get an idea of the great volume of such writings in India.
3		CC A-3	Sanskrit Poetry	Abhijñānaśakuntala (Act I-IV)		The students get an idea of the ancient traditional way of staging a play. They will be introduced to Kālidāsa’s remake of the Śakuntalopākhyāna of Mahābhārata.
				Abhijñānaśakuntala (Act V-VII)		This also brings the nature’s depiction of Kālidāsa through the elegance of metaphor. The students will also have a fair idea of the then society.

				Svapnavāsavadattam		Studying the Sanskrit drama text called Svapnavasavadatta ascribed to Bhāsa will provide an understanding of the Indian dramatic tradition, including its structure, conventions and literary devices used in ancient Indian plays.
				Technical Terms from Sanskrit Dramaturgy		
				History of Sanskrit Drama and an Introduction to Principal of Sanskrit Drama		Introductory knowledge of history of Sanskrit drama. History of Sanskrit drama and an introduction to principle of Sanskrit drama.
		SEC-1	Epigraphy & Antiquity of writing in India	Ancient Indian Script, Old Brāhmī, Mediaeval Bengali Script & Devanāgarī		Students will learn old Brāhmī script and Mediaeval Bengali Script and Devanāgarī script, antiquity of writing in India. History of decipherment of ancient Brāhmī script.
4		CC A-4	Sanskrit Grammar	Laghusiddhāntakaumudī : Sajñāprakaraṇa		Students will be accustomed with terminology of Sanskrit grammar
				Laghusiddhāntakaumudī : Sandhiprakaraṇa		Students will learn the nature and use of the mentioned Sandhi rules following the mentioned text.
				Laghusiddhāntakaumudī: Vibhaktyarthaprakaraṇa		Students will know Sanskrit syntax, its application and can relate the language structure by justifying different Kāraka-s from the mentioned text.
		SEC-2	Basic Elements of Āyurveda	Introduction of Āyurveda & Carakasamhitā (Sūtrasthānam)		The students get an introductory knowledge about the existence and spread of medical sciences in ancient India. The readers dive into the text and find out the practical usages of the ancient medical practices. They are taught about the structure of the book along with the verse-specific explanation of the medical theories described by Caraka.
		DSE – 1	Philosophy Religion and Culture in Sanskrit Tradition	Self Presentation		Students will grasp elementary knowledge of the Sanskrit poetic theories
				Cencentration		
				Refinement of Brhaviour		
		SEC-3	Indian Theatre and	Theature: Types and Construction		Students learn about the structure and importance of the ancient Indian theatre according to Nāṭyaśāstra.

5			Dramaturgy	Drama : Vastu, netā & Rasa Tradition and History of Indian Theatre		<p>This syllabus will teach the students to learn the ancient Indian Dramaturgy</p> <p>This course helps students to acquire the knowledge of ancient Indian theatre all over the country.</p>
		DSE-2	Linguistics	Introduction of Āyurveda		This syllabus will teach the students to learn the ancient Indian Dramaturgy.
		SEC-4	Yogasūtra of Patañjali	Samādhīpāda, Sādhānapāda, Vibhūtipāda		This course helps students to acquire the knowledge of ancient Indian theatre all over the country.

