

# **DWIJENDRALAL COLLEGE**

## **PROGRAM OUTCOME, PROGRAM SPECIFIC OUTCOME & COURSE OUTCOME**

**WITH EFFECT FROM THE ACADEMIC SESSION  
2018-2019**

<b>SUBJECT</b>	<b>PAGE NO.</b>
<b>COMMERCE</b>	<b>2</b>
<b>BENGALI</b>	<b>16</b>
<b>EDUCATION</b>	<b>19</b>
<b>GEOGRAPHY</b>	<b>25</b>
<b>HISTORY</b>	<b>42</b>
<b>PHILOSOPHY</b>	<b>48</b>
<b>PHYSICAL EDUCATION</b>	<b>71</b>
<b>SANSKRIT</b>	<b>78</b>
<b>ENGLISH</b>	<b>90</b>
<b>POLITICAL SCIENCE</b>	<b>96</b>

# **B.COM. (HONOURS)**

## **PROGRAM OUTCOME, PROGRAM SPECIFIC OUTCOME & COURSE OUTCOME**

**WITH EFFECT FROM THE ACADEMIC SESSION  
2018-2019**

### **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:** This program could provide Industries, Banking Sectors, Insurance Companies, Financing companies, Transport Agencies, warehousing etc., well trained professionals to meet the requirements.
- **PO2:** After completing graduation, students can get skills regarding various aspects like Marketing Manager, Selling Manager, over all Administration abilities of the Company.
- **PO3:** Capability of the students to make decisions at personal & professional level will increase after completion of this course.
- **PO4:** Students can independently start up their own business.
- **PO5:** Students can get thorough knowledge of finance and commerce.
- **PO6:** The knowledge of different specializations in accounting, costing, banking and finance with the practical exposure helps the students to stand in organization.

### **PROGRAM SPECIFIC OUTCOMES**

The students can get the knowledge, skills and attitudes during the end of the B.com degree course.

- **PSO1:** By goodness of the preparation, they can turn into a Manager, Accountant, Management Accountant, cost Accountant, Bank Manager, Auditor, Company Secretary, Teacher, Professor, Stock Agents, Government employments and so on.
- **PSO2:** Students will prove themselves in different professional exams like C.A., C.S, CMA, MPSC, UPSC. As well as other coerces.
- **PSO3:** The students will acquire the knowledge, skill in different areas of communication, decision making, innovations and problem solving in day-to-day business activities.
- **PSO4:** Students will gain thorough systematic and subject skills within various disciplines of finance, auditing and taxation, accounting, management, communication, computer.
- **PSO5:** Students can also get the practical skills to work as accountant, audit assistant, tax consultant, and computer operator. As well as other financial supporting services.
- **PSO6:** Students will learn relevant Advanced accounting career skills, applying both quantitative and qualitative knowledge to their future careers in business.
- **PSO7:** Students will be able to do their higher education and can make research in the field of finance and commerce.

## COURSE OUTCOME

### B. COM. SEMESTER I:

#### ***CC-T-01: FINANCIAL ACCOUNTING – 1:***

- **CO1:** Explain the Basic Concepts of financial accounting.
- **CO2:** Students are equipped with the skill of preparing financial accounts.
- **CO3:** Understanding the financial statements of various types of business units other than corporate.
- **CO4:** Calculate profits or losses from incomplete records.
- **CO5:** Prepare accounts of consignment, Joint Venture.
- **CO6:** Prepare accounts for sale on approval.

#### ***CC-T-02: PRINCIPLES OF MANAGEMENT:***

- **CO1:** Learners will absorb various management concepts such as planning, organizing, implementing, staffing, coordinating, controlling, motivating and Managerial Grid.
- **CO2:** Learners will recognize the human skills and conceptual skills as per industry requirements about basic management skills.
- **CO3:** Learners will diagnose various styles and qualities of efficient leadership, Coordination, Controlling, Green Management and Corporate Social Responsibility.

#### ***GE-T-01: MICROECONOMICS:***

- **CO1:** Describe the functioning of a market economy through demand and supply.
- **CO2:** Recognize the difference between perfect competition and monopoly and their implications on industry behavior.
- **CO3:** Apply the concepts of demand and supply to explain the price and quantity equilibrium of a market.
- **CO4:** Compare and contrast production and cost, short run and long run, and profits and revenues.
- **CO5:** Analyze the behavior of industries using the perfectly competitive and monopoly models.

### B. COM. SEMESTER II:

#### ***CC-T-03: MARKETING MANAGEMENT:***

- **CO1:** To provide a sound understanding of the basic principles of marketing management and their applications in the business and industry.
- **CO2:** State the recent developments in marketing
- **CO3:** Analyze the factors that affect the buying decision of a consumer
- **CO4:** Explain the various stages of product life cycle
- **CO5:** To analyze the pricing policies and strategies adopted by businesses

#### ***CC-T-04: BUSINESS LAWS:***

- **CO1:** Appreciate the relevance of business law to individuals and businesses and the role of law in an economic, political and social context.
- **CO2:** Identify the fundamental legal principles behind contractual agreements.

- **CO3:** Examine how sale of goods take place in a legal framework.
- **CO4:** Understand the legal structure of different forms of business organizations like Partnership and LLP
- **CO5:** Understand how the legal framework of the negotiable instruments works.

#### ***GE-T-02: BUSINESS MATHEMATICS AND STATISTICS:***

- **CO1:** Develop a sense of the role of mathematics, statistics in business.
- **CO2:** Apply the principles, techniques and approaches for statistical inferences.
- **CO3:** Apply statistical concepts to business and economic models for predicting outcomes.

### **B. COM. SEMESTER III:**

#### ***CC-T-5: FINANCIAL ACCOUNTING-2:***

- **CO1:** Knowing how accounting for partnership firms is done including admission, retirement, death and dissolution of the firm alongwith the treatment of goodwill.
- **CO2:** Accounting knowledge of special treatments like Branch accounts in Synthetic and Analytical methods, departmental accounting, Hire Purchase, etc.
- **CO3:** Accounting for shares and debentures of a company.
- **CO4:** Learning Investment accounting.
- **CO5:** Learning the Accounting process of Insurance Claims.

#### ***CC-T-6: INCOME TAX LAW:***

- **CO1:** understand the basic concepts in the law of income tax and determine the residential status of different persons.
- **CO2:** identify the five heads in which income is categorized and compute income under the heads 'Salaries' and 'Income from House Property'.
- **CO3:** compute income under the head 'Profits and gains of business or profession', 'Capital gains' and 'Income from other sources'.
- **CO4:** understand clubbing provisions, aggregate income after set-off and carry forward of losses, and deductions allowed under the Income Tax Act; and further to compute taxable income and tax liability of individuals and firms.

#### ***CC-T-7: HUMAN RESOURCE MANAGEMENT:***

- **CO1:** understand basic nature and importance of human resource management.
- **CO2:** analyze the current theory and practice of recruitment and selection.
- **CO3:** realize the importance of performance management system in enhancing employee performance.
- **CO4:** recommend actions based on results of the compensation analysis and design compensation schemes that are cost effective, that increase productivity of the workforce, and comply with the legal framework.
- **CO5:** understand role of modern HRM in meeting challenges of changing business environment.

### ***GE-T-3: MACROECONOMICS:***

- **CO1:** Identify and explain economic concepts and theories pertaining to macroeconomics and related to the behavior of economic agents, markets, industry and firm structures, legal institutions, social norms, and government policies.
- **CO2:** Integrate theoretical knowledge with quantitative and qualitative evidence in order to explain past economic events and to formulate predictions on future ones.
- **CO3:** Evaluate the consequences of economic activities and institutions for individual and social welfare.
- **CO4:** Define the role of Circular Flow of income and National Income and its computation.
- **CO5:** Understand the tools of monetary and fiscal policy and discuss the role of Government in correcting economic disturbances.

### ***SEC-T+P-01A: E-COMMERCE AND COMPUTER APPLICATIONS IN BUSINESS:***

- **CO1:** Understanding the need and purpose of E-Commerce and M-Commerce.
- **CO2:** Knowing the models of E-Commerce.
- **CO3:** Having a sound knowledge and understanding about the digital money transfer system.
- **CO4:** Learning the use of Tally as an accounting software and use of Tally in various tasks of accounting.
- **CO5:** Having a knowledge about Microsoft Excel and building a capability to analyze data using Excel.

### ***SEC-T-01B: PERSONAL SELLING AND SALESMANSHIP:***

- **CO1:** Knowing why personal selling is important.
- **CO2:** Being aware what motivates the buyers to buy a product.
- **CO3:** Having the concepts of the stages of personal selling.
- **CO4:** Understanding how to prepare the sales report.

## **B. COM. SEMESTER IV:**

### ***CC-T-8: COST ACCOUNTING:***

- **CO1:** Learners will be able to understand the difference between Financial Accounting and Cost Accounting.
- **CO2:** Learners shall be acquainted with the basics of Costing Concepts and Principles.
- **CO3:** Learners will be able to prepare Cost sheet in accordance with appropriate standards of Cost.
- **CO4:** Learners shall possess the knowledge to apply Standard Costing & Marginal Costing, which are commonly used in industries.
- **CO5:** Learners shall be able to understand the concept Process costing, Joint Products and By-Products.

#### ***CC-T-9: INDIRECT TAX LAWS:***

- **CO1:** Students would explain the various terms related to Goods and Service tax (GST).
- **CO2:** Students would distinguish the difference between forward charge and reverse charge mechanism and also to understand the difference between composite and mixed supply.
- **CO3:** Students would discuss the time, place and value of supply.
- Students would discuss the contents and format for various documents like tax invoice, bill of supply, debit note, credit note etc.
- **CO4:** Students would compute the amount of CGST, SGST and IGST payable after considering the eligible input tax credit.
- **CO5:** Students would analyze whether a person is required to obtain registration under GST law.

#### ***CC-T-10: COMPANY LAW:***

- **CO1.** Explain the concepts in formation and incorporation of company under Company law 2013.
- **CO2.** Awareness about the statutory requirements in relation to memorandum of association, articles of association and prospectus.
- **CO3.** Understanding about types of directors and their responsibilities.
- **CO4.** Basic Knowledge about Administration of Company Laws (including NCLT).

#### ***GE-T-4: INDIAN ECONOMICS***

- **CO1:** To enable the students to grasp the current economic problems in India.
- **CO2:** To highlight the important economic sectors and challenges faced by them in the recent years.
- **CO3:** To acquaint students with the major policy regimes of government to resolve problems in agriculture, industry and service sector of India.
- **CO4:** To enable students to understand the change in policy focus from central planning to process of market integration of the Indian Economy with other markets in the world.

#### ***SEC-2A: TAX RETURNS AND FILING OF TAX RETURNS***

- **CO1:** know the difference between e-filing and regular filing of Income tax returns and understand the circumstances when e-filing is mandatory.
- **CO2:** understand the basic process of computing taxable income and tax liability, and know about various types of income tax return forms.
- **CO3:** understand the concept of advance payment of tax and tax deduction at source and develop the ability of e-filing of TDS returns.
- **CO4:** become aware of the basic framework and structure of GST, including the meaning of input tax credit and the process of its utilization.
- **CO5:** know about various types of GST returns and their filing.

#### ***SEC-2B: OFFICE MANAGEMENT AND SECRETARIAL PRACTICE***

- **CO1:** Understanding of Office Management, Office Automation, space management, workplace environment

- **CO2:** Learn the procedures of mailing as well as record management
- **CO3:** Understand the budgets and audit system in the Office
- **CO4:** Understand and acquire the skills for secretarial functions and proceedings of official meetings
- **CO5:** Acquire the knowledge of banking system and official terms used in workplace.

## **B.COM. SEMESTER V:**

### ***CC-11: CORPORATE ACCOUNTING:***

- **CO1:** Construct the financial statements of company within the frame work of Ind AS.
- **CO2:** Devise a plan for Redemption of Preference shares.
- **CO3:** Reconstruct the capital structure in the financial statement of Joint stock company ltd.
- **CO4:** Evaluate the Restructuring of capital structure of public company ltd.
- **CO5:** Develop the procedure involved in Amalgamation of companies.
- **CO6:** Develop the procedure involved in Absorption of companies.
- **CO7:** Illustrate the implication of unethical accounting practices on the society.

### ***CC-12: AUDITING:***

- **CO1:** Described about the concept, types & methods of auditing.
- **CO2:** Acquired knowledge about vouching of cash and credit transactions, verification of assets and liabilities.
- **CO3:** Comprehend the knowledge about appointment, rights, duties and responsibility of auditor.
- **CO4:** Acquired knowledge of audit documentation and audit evidence.

### ***DSE-01A: BUSINESS COMMUNICATION AND ENTREPRENEURSHIP DEVELOPMENT:***

- **CO1:** To familiarize the students understand with key concepts and processes in entrepreneurship and business development.
- **CO2:** To provide context to the processes in the form of differences between small and large firms, and the economic environment.
- **CO3:** To introduce key debates around entrepreneurship and small businesses.

### ***DSE-01B: CORPORATE GOVERNANCE AND SOCIAL RESPONSIBILITY OF BUSINESS:***

- **CO1:** Describe, classify, structure, and combine the concepts, theories and methods involved with Corporate Governance and Social Responsibility.
- **CO2:** Identify relevant Corporate Governance issues within the firm and what - YOU as a future manager may face in business-. Be able to apply the concepts, theories, methods of the course to concrete cases and examples.
- **CO3:** Analyze and synthesize concrete problems within current management theories and be able to make a constructive critic of them.

- CO4: Generally speaking, this course works to develop the reflexive capabilities of students, working to help develop the students 1) systems thinking 2) critical thinking and 3) ethical thinking.

#### ***DSE-02A: ACCOUNTING FOR LOCAL BODIES:***

- CO1: To understand the rules framed for the operation of Local Bodies
- CO2: To know how to keep the accounts of Local Bodies

#### ***DSE-02B: INTERNATIONAL BUSINESS:***

- CO1: Explain business expansion abroad and key issues related to their operations in other countries.
- CO2: Compare and contrast cultures and societies globally using socioeconomic and cultural frameworks.
- CO3: Develop an entry strategy into other markets recognizing the nature of institutions and forces governing the process of globalization.

### **B.COM. SEMESTER VI:**

#### ***CC-13: FINANCIAL MANAGEMENT***

- CO1: Describe the effects of decision making of finance manager on shareholders wealth maximization.
- CO2: Analyze the role of time value of money and its use for valuing asset and have a thorough understanding of financial statements be able to evaluate and analyze cash flows statements.
- CO3: Interpret and illustrate the investment, financing and dividend policy decision making in an organization.
- CO4: Recall different procedures in deciding the best alternatives out of various alternatives.
- CO5: Appraise different capital budgeting methods and their applications.
- CO6: Examine the working capital needs and financing of the firm and apply methods to measure the operating efficiency of business.

#### ***CC-14: PROJECT WORK:***

- CO1: To know how to conduct project research
- CO2: To learn how to prepare a project report.

#### ***DSE-03A: MANAGEMENT ACCOUNTING:***

- CO1: Understand about the concept, tools and management accounting.
- CO2: Understand about different methods of analysis and application of marginal costing.
- CO3: Acquired knowledge about fund flow and cash flow.
- CO4: Understanding the budgetary control and different types of budgets.



- **CO5:** Imparted knowledge on standard costing and classification of variances and decision-making techniques.

#### ***DSE-03B: ADVERTISING:***

- **CO1:** Students can understand basic concepts of marketing & advertising.
- **CO2:** Students can establish link between business, marketing and advertising.
- **CO3:** Knowledge of relevance of marketing and advertising in modern competitive world.
- **CO4:** Development in analytical ability to plan for various marketing and advertising strategy.

#### ***DSE-04A: INDIAN FINANCIAL SYSTEM:***

- **CO1:** Subjects gives overview of financial system to students such as flow of funds in financial system, financial system and economic development.
- **CO2:** Students learn different financial system and their framework.
- **CO3:** Students studies non-banking financial institutions, their role in financial system, sources of finance and RBI guidelines.
- **CO4:** Students learn the concept of micro finance and its importance in rural economy.

#### ***DSE-04B: BANKING AND INSURANCE:***

- **CO1:** To provide an understanding of the Indian Banking & Insurance Sector.
- **CO2:** To make the students comprehend, the latest offerings and the day-to-day operations in Banking & Insurance.

## **B.COM. (PROGRAM)**

**PROGRAM OUTCOME, PROGRAM SPECIFIC OUTCOME & COURSE OUTCOME**

**WITH EFFECT FROM THE ACADEMIC SESSION**

**2018-2019**

### **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:** Develops commercial sense and built-up conceptual foundation and application skills in the areas of accountancy, finance, management, research and higher education

- **PO2:** Develop managerial skills and ability to manage accounts, people and organizations across the world.
- **PO3:** Build life skills and entrepreneurial skill through value-based education and service-oriented programs
- **PO4:** Skill in hands for budgeting policy and Human Resources Management.
- **PO5:** Develop Numerical ability, analytical and decision-making skills, Well versed with business regularity framework.
- **PO6:** Equipped with financial and management accounting techniques covering the technical areas that required accountants.

### PROGRAM SPECIFIC OUTCOMES

- **PSO1:** Understand the concepts, principles and practices involved in undertaking business ventures.
- **PSO2:** Develop financial, cost, auditing, entrepreneurial, marketing and managerial skills.
- **PSO3:** Understand the legal guidelines relating to the business activities.
- **PSO4:** Gain expertise and exhibit professionalism in Business Accounting, Income Tax assessment and GST calculations.
- **PSO5:** Acquire and apply Computer skills in business operations.
- **PSO6:** Be an expert in business correspondence and effective in communication.

### COURSE OUTCOME

#### B. COM. SEMESTER I:

##### ***CC-T-01: FINANCIAL ACCOUNTING – 1:***

- **CO1:** Explain the Basic Concepts of financial accounting.
- **CO2:** Students are equipped with the skill of preparing financial accounts.
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##### ***CC-T-02: PRINCIPLES OF MANAGEMENT:***

- **CO1:** Learners will absorb various management concepts such as planning, organizing, implementing, staffing, coordinating, controlling, motivating and Managerial Grid.
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## **B. COM. SEMESTER II:**

### ***CC-T-03: MARKETING MANAGEMENT:***

- **CO1:** To provide a sound understanding of the basic principles of marketing management and their applications in the business and industry.
- **CO2:** State the recent developments in marketing
- **CO3:** Analyze the factors that affect the buying decision of a consumer
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### ***CC-T-04: BUSINESS LAWS:***

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- **CO2:** Identify the fundamental legal principles behind contractual agreements.
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**B. COM. SEMESTER IV:*****CC-T-8: COST ACCOUNTING:***

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- **CO4:** Understand and acquire the skills for secretarial functions and proceedings of official meetings
- **CO5:** Acquire the knowledge of banking system and official terms used in workplace.

### **B.COM. SEMESTER V:**

#### ***DSE-01A: BUSINESS COMMUNICATION AND ENTREPRENEURSHIP DEVELOPMENT:***

- **CO1:** To familiarize the students understand with key concepts and processes in entrepreneurship and business development.
- **CO2:** To provide context to the processes in the form of differences between small and large firms, and the economic environment.
- **CO3:** To introduce key debates around entrepreneurship and small businesses.

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- **CO1:** Describe, classify, structure, and combine the concepts, theories and methods involved with Corporate Governance and Social Responsibility.
- **CO2:** Identify relevant Corporate Governance issues within the firm and what - YOU as a future manager may face in business-. Be able to apply the concepts, theories, methods of the course to concrete cases and examples.
- **CO3:** Analyze and synthesize concrete problems within current management theories and be able to make a constructive critic of them.
- **CO4:** Generally speaking, this course works to develop the reflexive capabilities of students, working to help develop the students 1) systems thinking 2) critical thinking and 3) ethical thinking.

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- **CO1:** To understand the rules framed for the operation of Local Bodies
- **CO2:** To know how to keep the accounts of Local Bodies

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- **CO2:** Compare and contrast cultures and societies globally using socioeconomic and cultural frameworks.
- **CO3:** Develop an entry strategy into other markets recognizing the nature of institutions and forces governing the process of globalization.

### ***GE-01: BUSINESS MATHEMATICS AND STATISTICS:***

- **CO1:** Develop a sense of the role of mathematics, statistics in business.
- **CO2:** Apply the principles, techniques and approaches for statistical inferences.
- **CO3:** Apply statistical concepts to business and economic models for predicting outcomes.

## **B.COM. SEMESTER VI:**

### ***CC-13: FINANCIAL MANAGEMENT***

- **CO1:** Describe the effects of decision making of finance manager on shareholders wealth maximization.
- **CO2:** Analyze the role of time value of money and its use for valuing asset and have a thorough understanding of financial statements be able to evaluate and analyze cash flows statements.
- **CO3:** Interpret and illustrate the investment, financing and dividend policy decision making in an organization.
- **CO4:** Recall different procedures in deciding the best alternatives out of various alternatives.
- **CO5:** Appraise different capital budgeting methods and their applications.
- **CO6:** Examine the working capital needs and financing of the firm and apply methods to measure the operating efficiency of business.

### ***CC-14: PROJECT WORK:***

- **CO1:** To know how to conduct project research
- **CO2:** To learn how to prepare a project report.

### ***DSE-03A: MANAGEMENT ACCOUNTING:***

- **CO1:** Understand about the concept, tools and management accounting.
- **CO2:** Understand about different methods of analysis and application of marginal costing.
- **CO3:** Acquired knowledge about fund flow and cash flow.
- **CO4:** Understanding the budgetary control and different types of budgets.
- **CO5:** Imparted knowledge on standard costing and classification of variances and decision-making techniques.

### ***DSE-03B: ADVERTISING:***

- **CO1:** Students can understand basic concepts of marketing & advertising.
- **CO2:** Students can establish link between business, marketing and advertising.
- **CO3:** Knowledge of relevance of marketing and advertising in modern competitive world.
- **CO4:** Development in analytical ability to plan for various marketing and advertising strategy.

***DSE-04A: INDIAN FINANCIAL SYSTEM:***

- **CO1:** Subjects gives overview of financial system to students such as flow of funds in financial system, financial system and economic development.
- **CO2:** Students learn different financial system and their framework.
- **CO3:** Students studies non-banking financial institutions, their role in financial system, sources of finance and RBI guidelines.
- **CO4:** Students learn the concept of micro finance and its importance in rural economy.

***DSE-04B: BANKING AND INSURANCE:***

- **CO1:** To provide an understanding of the Indian Banking & Insurance Sector.
- **CO2:** To make the students comprehend, the latest offerings and the day-to-day operations in Banking & Insurance.

**DWIJENDRALAL COLLEGE**  
**DEPARTMENT OF BENGALI**  
**COURSE SPECIFIC OUTCOMES**

<b><i>COURSE</i></b>	<b><i>Outcomes</i></b>	
Bengali Hons. Core		
<b>Semester I</b>	CC1	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.
	CC2	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. This core also focus on Linguistic, Phonetic features and Morphological characteristics, clauses of semantic change, definition of Dialect.
<b>Semester II</b>	CC3	This semester will include the details of Baishnob Podabali and a part of Krittibasi Ramayana .
	CC4	This core will introduce the students with the Shakto Podabali and the Annadamangal written by Bharatchandra.
	AECC	This core will let the students know about unseen essay, how to write essay, journalisim, professional letter etc.
<b>Semester III</b>	CC 5	This core will let the students know about short stories of Rabindranath Tagore related with rural village life. Short stories of Tarashankar Bandhopadhyay, Bibhutibhushon Bandhopadhyay, Manik Bandhopadhyay, Ashapurna Debi, Satinath Bhaduri etc are also included here which reflected the socio economical context of human life in the then time.
	CC6	This core will let the students know about comparative studies of the novels Rabindranath Tagore, Bankimchandra Chattopadhyay and Sarat Chandra Chattopadhyay.
	CC7	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.
<b>Semester IV</b>	CC 8	This core will enable students to discuss and criticize on different poems and essays. This core also include the detail discussion about essays of Rabindranath Tagore.
	CC9	This core will enable students to understand essence of Poetic Letter of Michel Madhusudan Dutta “Birangana”. The core also include the Lyrical Poem of 19 <sup>th</sup> Centuary which includes the famous poets like Gindramohoni Dasi, Swarnakumari Debi, Dwijendralal Roy. This helps students to understand the periodicity, culture and philosophy of human life.



	CC10	This core will introduce the importance of spiritualism in Bengali Literature. Rabindranath Tagore's 'Sanchayita' enables students to understand effect of spiritualism. This core also enables students to understand Patriotism, Surrealism through the poems Samsur Rahaman, Jibananda Das, Sankhs Ghosh etc
	SEC	The core will help students to enter in the professional world by learning them to know content writing, proof checking, spell checking, editorial correction etc.
<b>Semester V</b>	CC 11	This core will introduce the essence of Modern Novel like Tarasankar Bandhopadhyay, Bibhutibhushon Bandhopadhyay, Narayan Gangopadhyay.
	CC12	The core helps students to understand the importants of Bengali Theater, its different form and its evolutions.
	DSE T 1	This core helps students to understand Literacy Theory of Aristotel, they become know the different of Poteics of Aristotel and Nattoshastro of Bharat of ancient Era. In this core students knew the vital Literature criticism of Bankimchanda, Rabindranath and Abusayid.
	DSE T 2	This core will let the students about the history of Bangladesh, it also knew the students the patriotic poems, the important of International Mother Language in 'KABAR' drama.
<b>Semester VI</b>	CC 13	This core will help the students to understand the importants of environment and sustainable developments.
	CC14	This core will introduce the students the Sanskrit Sahitya, English Literature and Folklore.
	DSE T 3	This core will introduce the students with drama, comic, science, history, language, mythology through comparative study of Bengali Literature.
	DSE T 4	The next core will allow the students to get acquainted knowledge of Provincial Literature like Hindi Sahitya, Oriya Sahitya, Urdu Sahitya etc.

<b><i>COURSE</i></b>	<b><i>Outcomes</i></b>	
Bengali Hons. GE		
<b>Semester I</b>	GE	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.
<b>Semester III</b>		
<b>Semester II</b>	GE	This semester will include the details of Baishnob Podabali and a part of Shakto Podabali This core will introduce the essence of Modern Novel like Tarasankar Bandhopadhyay, Bibhutibhushon Bandhopadhyay, Narayan Gangopadhyay.
<b>Semester IV</b>		

<b><i>COURSE</i></b>	<b><i>Outcomes</i></b>
<b>Bengali Genarel</b>	
<b>Semester 1 G- T 1</b>	First core of the Genarel programme will grow the concept of different Era of Bengali Literature and there divisions.
<b>Semester 1 MIL</b>	This core will let the students know about unseen essay, how to write essay, journalisim, professional letter etc.
<b>Semester 2 LCC T 1</b>	This core will let the students about the literature Epic “Meghnad Badh Kabyo” written by Madhusudan. By this core the students also know the Shakto Padabali.
<b>Semester 2 CC – G-2</b>	This core focus on Linguistic, Phonetic features and Morphological characteristics, clauses of semantic change, definition of Dialect.
<b>Semester 3 G CC T3</b>	This core will let the students about the definations of biography, auto biography, tourism.
<b>Semester 3 SEC T 1</b>	The core will help students to enter in the professional world by learning them to know content writing, proof checking, spell checking, editorial correction etc.
<b>Semester 4 LCC T2</b>	This core will include the varities of poem, drama, short stories of the Modern era.
<b>Semester 4 CC – T4</b>	By this core students know the difference of Farce and Drama, Melodrama, Comedy, Tragedy.
<b>Semester 4 SEC T 2</b>	By this core students will know how to write an Advertisement, How to speak the News.
<b>Semester 5 DSE T1</b>	This core will introduce the importance of spiritualism, classism, romanticism, naturalism in Bengali Literature.
<b>Semester 5 GE T 1</b>	By this core the general students will know about the different types of Drama like Historical Drama, Social Drama, Mythological Drama.
<b>Semester 5 SEC 3</b>	This core will introduce the varities song of socio rituyal songs in marriage of HIndhu, Muslim family. By this core the students also know the philosophy of Lalon’s song.
<b>Semester 6 DSE T 2</b>	This core will introduce the students with drama, comic, science, history, language, mythology through comparative study of Bengali Literature.
<b>Semester 6 GE T 2</b>	This core will help the students to understand the importants of environment and sustainable developments.
<b>Semester 6 SEC 4</b>	The core will help students to enter in the professional world by learning them to know content writing, proof checking, spell checking, editorial correction etc.

**DEPARTMENT OF EDUCATION  
DWIJENDRALAL COLLEGE  
LEARNING OUTCOMES (2018-2019)**

Education core course	Outcomes (2018-2019)
Semester 1	<p><b>Cc1-philosophical foundation of education</b></p> <ul style="list-style-type: none"> <li>• Understand the major philosophical theories of education.</li> <li>• Critically evaluate different educational practices.</li> <li>• Develop your own philosophy of education.</li> <li>• Communicate effectively about educational issues.</li> <li>• Analyze the role of education in society and the different purposes that it can serve.</li> </ul> <p><b>Cc2-Sociological foundation of education</b></p> <ul style="list-style-type: none"> <li>• Evaluate the impact of social factors such as race, class, gender, and ethnicity on educational outcomes.</li> <li>• Apply sociological theories to the study of education.</li> <li>• Develop critical thinking skills about educational issues.</li> <li>• Analyze the role of education in social stratification and mobility.</li> <li>• Prepare for a career in education or other fields that require an understanding of the sociological foundations of education.</li> </ul>
Semester 2	<p><b>Cc3-Psychological foundation of education</b></p> <ul style="list-style-type: none"> <li>• Understand the basic concepts of psychology, such as learning, motivation, and development.</li> <li>• Collaborate with other professionals to provide comprehensive educational services.</li> <li>• Use research to inform educational practice.</li> <li>• Create a positive learning environment that promotes student engagement and achievement.</li> <li>• Develop effective instructional strategies that meet the needs of diverse learners.</li> </ul> <p><b>Cc4-History of education in colonial India</b></p> <ul style="list-style-type: none"> <li>• Understand the historical context of education in India during the colonial period,.</li> <li>• Analyze the different policies and practices of the British government with regard to education.</li> <li>• Evaluate the role of different actors in the development of education in colonial India,.</li> <li>• Identify the challenges and opportunities facing education in colonial India,.</li> <li>• Be able to critically assess the historiography of the history of education in colonial India.</li> </ul>

Semester 3	<p><b>Cc5-Educational Evaluation and statistics</b></p> <ul style="list-style-type: none"> <li>• Define educational evaluation and explain its different purposes.</li> <li>• Describe the different types of educational evaluations and their strengths and weaknesses.</li> <li>• Identify the steps involved in the evaluation process.</li> <li>• Interpret the results of statistical analyses.</li> <li>• Apply the principles of educational evaluation to improve educational programs and practices.</li> </ul> <p><b>Cc6 -Philosophical foundation of education(II)</b></p> <ul style="list-style-type: none"> <li>• Understand the different philosophical perspectives on education.</li> <li>• Analyze the role of philosophy in education, and how it can be used to inform educational decisions.</li> <li>• Apply philosophical concepts to the design and implementation of educational programs and practices.</li> <li>• Evaluate the effectiveness of different educational approaches in light of philosophical principles.</li> <li>• Demonstrate an appreciation for the diversity of philosophical thought and its relevance to education.</li> </ul> <p><b>Cc7-Inclusive Education</b></p> <ul style="list-style-type: none"> <li>• Understand the history and philosophy of inclusive education.</li> <li>• Identify and understand the different types of disabilities and special needs.</li> <li>• Develop knowledge of the legal and policy frameworks that support inclusive education.</li> <li>• Apply inclusive teaching and learning strategies in a variety of settings.</li> <li>• Evaluate the effectiveness of inclusive education practices.</li> </ul> <p><b>Sec1-statistical analysis</b></p> <ul style="list-style-type: none"> <li>• Understand the basic concepts of statistics.</li> <li>• Communicate the results of statistical analysis in a clear and concise way.</li> <li>• Apply statistical methods to solve real-world problems.</li> <li>• Be able to collect, organize, and analyze data.</li> <li>• Use statistical software to perform data analysis.</li> </ul>
Semester 4	<p><b>Cc8-History of education in Post independence India</b></p> <ul style="list-style-type: none"> <li>• Understand the historical context of education in India before and after independence.</li> <li>• Analyze the major educational reforms and policies that have been implemented in India since independence.</li> <li>• Evaluate the impact of these reforms and policies on the Indian education system.</li> <li>• Identify the challenges and opportunities facing Indian education today.</li> <li>• Develop critical thinking and analytical skills in relation to education policy and practice.</li> </ul> <p><b>Cc9-psychology of instruction</b></p> <ul style="list-style-type: none"> <li>• <b>Understand the basic principles of learning.</b></li> <li>• <b>Be familiar with different theories of learning.</b></li> </ul>

	<ul style="list-style-type: none"> <li>• <b>Identify the factors that influence learning.</b></li> <li>• <b>Design effective instructional strategies.</b></li> <li>• <b>Evaluate the effectiveness of instruction.</b></li> </ul> <p><b>Cc10 -Contemporary issues in education</b></p> <ul style="list-style-type: none"> <li>• Understand the key contemporary issues in education.</li> <li>• Analyze and critically evaluate research and theories on contemporary issues in education</li> <li>• Develop skills in critical thinking, problem-solving, and decision-making related to contemporary issues in education.</li> <li>• Apply knowledge of contemporary issues in education to their own professional practice.</li> <li>• Communicate effectively about contemporary issues in education to a variety of audiences.</li> </ul> <p><b>Sec2- Uses of teaching aids</b></p> <ul style="list-style-type: none"> <li>• Be able to select and use appropriate teaching aids for different learning objectives.</li> <li>• Design and create effective teaching aids.</li> <li>• Integrate teaching aids into lesson plans.</li> <li>• Reflect on the use of teaching aids and make improvements.</li> <li>• Understand the different types of teaching aids and their uses.</li> </ul>
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Semester 5	<p><b>Cc11-Educational Management</b></p> <ul style="list-style-type: none"> <li>• <b>Skills in educational leadership and management.</b></li> <li>• <b>Ability to analyze and solve educational problems.</b></li> <li>• <b>Critical thinking and problem-solving skills.</b></li> <li>• <b>Communication and interpersonal skills.</b></li> <li>• <b>Ethical and professional conduct.</b></li> </ul> <p><b>Cc12-Educational Technology</b></p> <ul style="list-style-type: none"> <li>• <b>Knowledge of the theoretical foundations of educational technology.</b></li> <li>• <b>Skills in using educational technologies.</b></li> <li>• <b>Ability to design and develop educational technology-based learning experiences.</b></li> <li>• <b>Dispositions towards educational technology.</b></li> <li>• <b>Ability to collaborate with others to use educational technologies.</b></li> </ul> <p><b>Dse1-value Education</b></p> <ul style="list-style-type: none"> <li>• <b>Understand the importance of values in human life.</b></li> <li>• <b>Identify and examine different values.</b></li> <li>• <b>Evaluate the relative importance of different values</b></li> <li>• <b>Apply values to real-world situations.</b></li> <li>• <b>Develop their own personal value system.</b></li> </ul> <p><b>Dse2-peace Education</b></p> <ul style="list-style-type: none"> <li>• Understand the causes of conflict and violence, and the conditions for peace.</li> <li>• Apply theories and research on conflict resolution and peacebuilding.</li> <li>• Develop skills in conflict transformation, mediation, and negotiation.</li> </ul>
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	<ul style="list-style-type: none"> <li>Promote a culture of peace and nonviolence.</li> <li>Contribute to the creation of just and sustainable societies.</li> </ul>
Semester 6	<p><b>Cc13-curriculum studies</b></p> <ul style="list-style-type: none"> <li>Analyze different approaches to curriculum design.</li> <li>Apply curriculum theory to practice.</li> <li>Develop curriculum materials and assessments.</li> <li>Evaluate the effectiveness of curriculum.</li> <li>Communicate effectively about curriculum.</li> </ul> <p><b>Cc14-Educational Research</b></p> <ul style="list-style-type: none"> <li>Define educational research and explain its different types</li> <li>Select appropriate research methods for a particular study.</li> <li>Collect and analyze data using quantitative and qualitative methods.</li> <li>Write a research report that is clear, concise, and persuasive.</li> <li>Disseminate the findings of a research study to a wider audience.</li> </ul> <p><b>Dse3-Mental Hygiene</b></p> <ul style="list-style-type: none"> <li>Apply evidence-based assessment and intervention strategies to promote mental health and prevent mental illness.</li> <li>Develop and implement recovery-oriented care plans for individuals and families.</li> <li>Utilize ethical and professional standards in the practice of mental health.</li> <li>Communicate effectively with individuals, families, and other professionals about mental health issues.</li> <li>Conduct research in the field of mental health.</li> </ul> <p><b>Dse4-Guidance counselling</b></p> <ul style="list-style-type: none"> <li>Explain the importance of guidance and counseling in the educational setting.</li> <li>Identify the different types of guidance and counseling services that are available in schools.</li> <li>Develop a plan for providing guidance and counseling services to students.</li> <li>Implement a plan for evaluating the effectiveness of guidance and counseling services.</li> <li>Develop assessment and intervention skills to help clients address their academic, career, and personal challenges.</li> </ul>

Education GE	Outcomes(2018-2019)
Semester 1	<p><b>GE1-Educational philosophy</b></p> <ul style="list-style-type: none"> <li>Students should gain a comprehensive understanding of the philosophical foundations of education.</li> <li>Develop critical thinking skills to analyze and evaluate educational theories and practices from a philosophical perspective.</li> <li>Explore ethical issues in education.</li> <li>Gain insight into the historical development of educational philosophy.</li> <li>Apply philosophical concepts to practical educational issues and challenges.</li> </ul>

Semester 2	<b>GE2-Educational psychology</b> <ul style="list-style-type: none"> <li>• Gain knowledge of key psychological theories relevant to learning and education.</li> <li>• Develop the ability to assess students' cognitive, emotional, and behavioral needs.</li> <li>• Learn strategies for effective classroom management and behavior modification to create a conducive learning environment.</li> <li>• Understand different learning styles.</li> <li>• Develop skills in designing and implementing educational interventions based on psychological principles to enhance learning outcomes.</li> </ul>
Semester 3	<b>GE3-Educational sociological</b> <ul style="list-style-type: none"> <li>• Gain a deep understanding of key sociological theories.</li> <li>• Analyze the causes and consequences of educational inequality and disparities in educational achievement.</li> <li>• Examine how culture, values, and norms influence educational practices.</li> <li>• Explore the role of schools in socializing individuals and transmitting cultural values and norms.</li> <li>• Investigate how educational institutions can be agents of social change and contribute to societal transformation.</li> </ul>
Semester 4	<b>GE- 4 history of education</b> <ul style="list-style-type: none"> <li>• Develop a historical perspective on education.</li> <li>• Understand major educational movements.</li> <li>• Examine how social, cultural, political, and economic factors have shaped educational systems and policies over time.</li> <li>• Compare and contrast educational systems.</li> <li>• Connect historical developments in education.</li> </ul>
Semester 5	<b>Dse1A-Educational Technology</b> <ul style="list-style-type: none"> <li>• Develop proficiency in using various educational technology.</li> <li>• Learn how to effectively integrate technology into teaching and learning practices to enhance educational outcomes.</li> <li>• Stay updated on the latest trends and emerging technology.</li> <li>• Promote responsible and ethical use of technology.</li> <li>• Explore opportunities for ongoing professional development.</li> </ul> <b>GE(pogram)-Mental Health and hygiene</b> <ul style="list-style-type: none"> <li>• Develop a comprehensive understanding of mental health.</li> <li>• Gain knowledge of common mental health disorders, their symptoms, causes, and treatments.</li> <li>• Explore techniques for promoting mental health.</li> <li>• Learn stress management techniques.</li> <li>• Develop a personal self-care plan and cultivate self-compassion to maintain one's own mental well-being.</li> </ul> <b>Sec-Distance Education</b> <ul style="list-style-type: none"> <li>• Understanding the principles of distance education and how they can be applied to effective learning.</li> </ul>

	<ul style="list-style-type: none"> <li>Identifying the factors that contribute to the effectiveness of distance education programs.</li> <li>Evaluating distance education programs.</li> <li>Facilitating student learning in distance education settings.</li> <li>Developing and using technology to support distance education.</li> </ul>
Semester 6	<p><b>Dse1B-Guidence counselling</b></p> <ul style="list-style-type: none"> <li>Apply counseling skills to help individuals .</li> <li>Develop a plan for providing effective guidance and counselling services.</li> <li>Evaluate the effectiveness of guidance and counselling interventions.</li> <li>Understand the history and development of guidance and counselling as a profession.</li> <li>Understand the ethical and legal standards of practice for guidance and counselling professionals.</li> </ul> <p><b>GE(pogram)-introduction to distance education</b></p> <ul style="list-style-type: none"> <li>Understand the principles of distance education and how it differs from traditional face-to-face instruction.</li> <li>Identify the different types of distance education delivery methods and technologies.</li> <li>Develop the skills and knowledge necessary to be successful in a distance education course.</li> <li>Apply critical thinking and problem-solving skills to distance education learning activities.</li> <li>Assess their own learning and progress in a distance education course.</li> </ul> <p><b>Sec-Mental health Education</b></p> <ul style="list-style-type: none"> <li>Identify the signs and symptoms of common mental health conditions.</li> <li>Develop strategies for coping with stress and managing mental health challenges.</li> <li>Advocate for mental health awareness and support.</li> <li>Promote positive mental health in individuals, families, and communities.</li> <li>Apply interventions to improve mental health outcomes.</li> </ul>



**COURSE & PROGRAM OUTCOMES  
OF  
GEOGRAPHY HONOURS (B.A.)  
UNDER CBCS  
(ACADEMIC SESSION 2018-2019 TO 2020-2021)**

Geography is the study of places and the relationships between people and their environments. Geographers explore both the physical properties of Earth's surface and the human societies spread across it. They also examine how human culture interacts with the natural environment and the way those locations and places can have an impact on people. Geography seeks to understand where things are found, why they are there, and how they develop and change over time. The study of the diverse environments, places, and spaces of Earth's surface and their interactions. It seeks to answer the questions of why things are as they are where they are. The modern academic discipline of geography is rooted in ancient practice, concerned with the characteristics of places, in particular their natural environments and peoples, as well as the relations between the two.

**CHOICE BASED CREDIT SYSTEM (CBCS): SYLLABUS IN GEOGRAPHY**

**INTRODUCTION:** In compliance with recent directives from the University Grants Commission, the undergraduate syllabus for Geography is reframed into Choice Based Credit System largely following the model syllabus prepared by the West Bengal State Council of Higher Education.

The main objective of this new curriculum is to give the students a holistic understanding of the subject, putting equal weightage to the core content and techniques used in Geography. The syllabus tries to give equal importance to the two main branches of Geography: Physical and Human. The principal goal of the syllabus is to enable the students to secure a job at the end of the undergraduate programme. Keeping this in mind and in tune with the changing nature of Geography, adequate emphasis is rendered on applied aspects of the subject such as emerging techniques of mapping and field-based data generation, especially in the honours course. The syllabus emphasises on development of basic skills of the subject, so that everyone need not go for higher studies in search of professional engagement or employment.

## COURSE OUTCOMES

### [Honours]

The course outcomes of the different papers offered by Kalyani University and followed by this college are as below. After completion of the course, students will be able to:

COURSE CODE	COURSE TITLE	CREDIT	COURSE OUTCOME
GEO/H/CC/T/O1	GEOTECTONICS AND GEOMORPHOLOGY	6	<p>Understand the theories and fundamental concepts of Geotectonic and Geomorphology. Understand earth's tectonic and structural evolution. Gain knowledge about earth's interior. Develop an idea about concept of plate tectonics, and resultant landforms.</p> <p>Acquire knowledge about types of folds and faults and earthquakes, volcanoes and associated landforms.</p> <p>Understanding crustal mobility and tectonics; with special emphasis on their role in landform development.</p> <p>Overview and critical appraisal of landform development models.</p> <p>Understanding the various degradational processes and their resultant landforms.</p> <p>Overview of some erosional and depositional landforms and their history of origin.</p>

GEO/H/CC/T/O2 and GEO/H/CC/P/O2	CARTOGRAPHIC TECHNIQUES AND GEOLOGICAL MAP STUDY	4 + 2= 6	<p>Understand and prepare different kinds of maps.</p> <p>Recognize basic themes of map making.</p> <p>Development of observation skills.</p> <p>Learn the underlying geological features and interpretation of all kinds of maps.</p>
GEO/H/CC/T/O3	HUMAN GEOGRAPHY	6	<p>Gain knowledge about major themes of human Geography.</p> <p>Acquire knowledge on the history and evolution of humans.</p> <p>Understand the approaches and processes of Human Geography as well as the diverse patterns of habitat and adaptations.</p> <p>Develop an idea about space and society.</p>
GEO/H/CC/T/O4 and GEO/H/CC/P/O4		4+2=6	<p>Comprehend the concept of scales and representation of data through cartograms.</p> <p>Interpret the different diagrammatic representation of data.</p> <p>Learn the usages of survey instruments.</p> <p>Brings direct interaction of different types of surveying instruments like Prismatic Compass, Dumpy level and Theodolite with environment.</p> <p>Develop an idea about different types of thematic mapping techniques.</p>
GEO/H/CC/T/O5	CLIMATOLOGY	6	<p>Understand the elements of weather and climate, different atmospheric phenomena and climate change.</p>

			<p>Learn to associate climate with other environmental and human issues. Approaches to climate classification.</p> <p>To analyse the dynamics of the Earth's atmosphere and global climate. Assessing the role of man in global climate change.</p> <p>Prepare various climatic maps and charts and interpret them.</p> <p>Learn the interaction between the atmosphere and the earth's surface. Understand the importance of the atmospheric pressure and winds.</p> <p>Understand how atmospheric moisture works and global monsoon circulation.</p>
GEO/H/CC/T/O6 and GEO/H/CC/P/O6	STATISTICAL METHODS IN GEOGRAPHY	4+2=6	<p>Learn the significance of statistics in geography. Understand the importance of use of data in geography.</p> <p>Recognize the importance and application of Statistics in Geography.</p> <p>Interpret statistical data for a holistic understanding of geographical phenomena. Know about different types of sampling. Develop an idea about theoretical distribution.</p> <p>Learn to use tabulation of data. Gain knowledge about association and correlation.</p>
GEO/H/CC/T/O7	GEOGRAPHY OF INDIA	6	<p>Acquire knowledge about the physical geography of India including relief, soil, climate, vegetation etc.</p>

			<p>Learn the socio-cultural and economic set up of India.</p> <p>Understand the knowledge of regional division of India.</p> <p>Detail learning of the state West Bengal including its physical geography and human geography.</p> <p>Assess the Regional development of some special regions of West Bengal like Darjeeling hills, Sunderban delta etc.</p>
GEO/H/SEC/P/O1/A	COMPUTER BASICS AND COMPUTER APPLICATIONS	2	<p>Understand the basics of binary arithmetic.</p> <p>Acquire knowledge about data computation, storing and formatting in spreadsheet.</p> <p>Learn to prepare Annotated diagrams and its interpretation.</p> <p>General practice about internet surfing.</p>
GEO/H/SEC/P/O1/B	REMOTE SENSING	2	<p>Understand the concept and principles of remote sensing.</p> <p>Acquire knowledge about sensor resolution and their application.</p> <p>Preparation of FCC and principles of image rectification and enhancement.</p> <p>Assess the principles of image interpretation from satellite imageries.</p>
GEO/H/CC/T/O8	REGIONAL PLANNING AND DEVELOPMENT	6	<p>Understand and identify regions as an integral part of geographical study.</p>

			<p>Appreciate the varied aspects of development and regional disparity, in order to formulate measures of balanced development.</p> <p>Analysing the concept of regions and regionalization.</p> <p>Studying typical physiographic, planning, arid and biotic regions of India. Understanding the detailed geography of India.</p> <p>Gain knowledge about definition of region, evolution and types of regional planning. Develop an idea about choice of a region for planning.</p> <p>Build an idea about theories and models for regional planning. Know about measuring development indicators.</p> <p>They can know about delineation of formal regions by weighted index method and also delineation of functional regions by breaking point analysis.</p>
GEO/H/CC/T/O9	ECONOMIC GEOGRAPHY	6	<p>Understand the concept of economic activity, factors affecting location of economic activity. Gain knowledge about different types of Economic activities</p> <p>Assess the significance of Economic Geography, the concept of economic man and theories of choice.</p> <p>Analyse the factors of location of agriculture and industries.</p> <p>Understand the evolution of varied types of economic activities.</p>

			Map and interpret data on production, economic indices, transport network and flows.
GEO/H/CC/T/10 and GEO/H/CC/P/10	ENVIRONMENTAL GEOGRAPHY	4+2=6	<p>Students will learn about the overview of environment in a holistic approach.</p> <p>Environmental pollution and degradation, waste management and other environmental issues will be understood.</p> <p>They will gain knowledge about environmental programmes and policies.</p> <p>Acquire practical knowledge on environmental perception survey.</p> <p>Environmental Mapping and interpretation of air quality data, soil quality data will be learnt.</p>
GEO/H/SEC/P/02/A	ADVANCED SPATIAL STATISTICAL TECHNIQUES	2	<p>Students get to learn about any statistical software package through which they practice probability and non probability distribution and their geographical application.</p> <p>They get to know sampling, correlation, regression and time series analysis for further studies.</p>
GEO/H/SEC/P/02/B	FIELD WORK	2	Develop basic knowledge of questionnaire framing and conducting field work.
GEO/H/CC/T/10 And GEO/H/CC/P/10	RESEARCH METHODOLOGY AND FIELDWORK	4+2=6	<p>Students get to learn about concept of research, importance of literature review.</p> <p>They frame the research design and understand the concept of hypothesis and structure of report writing.</p>

			<p>Have expertise in identification of area of study, methodology, quantitative and quantitative analysis, and conclusions to be drawn about the area – fundamental to geographical research.</p> <p>Handle logistics and other emergencies on field.</p> <p>Develop skills in photography, mapping and video recording.</p>
GEO/H/CC/T/12	REMOTE SENSING AND GIS	4+2=6	<p>Interpret satellite imagery and understand the preparation of false color composites from them.</p> <p>Training in the use Geographic Information System (GIS) software for contemporary mapping skills.</p> <p>Analysing and interpreting remotely sensed satellite images and aerial photographs in order to understand topographical and cultural variations on the Earth's surface.</p> <p>Conducting field excursions and preparation of field report on research on problem in different areas of India</p> <p>Apply GIS to the preparation of thematic maps.</p> <p>Use GNSS.</p>
GEO/H/DSE/T/01/A	URBAN GEOGRAPHY	6	<p>Understand the nature, scope, approaches and recent trends in Urban Geography</p> <p>Temporal analysis of urban growth using census data</p> <p>Trace the origin of urban places over time and analyse the factors, stages and characteristics of these places</p>



			<p>Analyse the theories of urban evolution and growth, Hierarchy of urban settlements</p> <p>Understand the various aspects of urban place: location, site and situation; Rank-size rule and Law of primate city</p> <p>Understand the concept of urban hierarchies</p> <p>Understand the patterns of urbanization in developed and developing countries</p> <p>Understand the ecological processes of urban growth; urban fringe; city-region</p> <p>Analyse the models on city structure</p> <p>Identify and analyse the problems of housing, slums and civic amenities</p> <p>Understand the patterns and trends of urbanization in India</p> <p>Assess the policies on urbanization in post-liberalized India</p> <p>Study the changing land use of Delhi and Kolkata and urban renewal programme-JNNURM</p>
GEO/H/DSE/T/01/B	CULTURAL GEOGRAPHY AND SETTLEMENT GEOGRAPHY	6	<p>Understand the scope and content of cultural geography</p> <p>Trace the development of cultural geography in relation to allied disciplines</p>

			<p>Understand the concept of cultural hearth and realm, cultural diffusion, diffusion of religion</p> <p>Develop an understanding of cultural segregation and cultural diversity, technology and development</p> <p>Learn about the various races and racial groups of the world</p> <p>Identify the cultural regions of India</p> <p>Acquire knowledge about Rural settlements- Definition, nature and characteristics</p> <p>Analyse the morphology of rural settlements</p> <p>Learn the rural house types, census categories of rural settlements and idea of social segregation</p> <p>Learn the census definition and categories of urban settlements</p> <p>Analyse the urban morphology models of Burgess, Hoyt, Harris and Ullman</p> <p>Differentiate between city-region and conurbation</p> <p>Analyse the functional classification of cities</p>
GEO/H/DSE/T/02/A	POPULATION GEOGRAPHY	6	<p>Students learn the development of population geography, sources of population data with special emphasis on India.</p> <p>The knowledge of world population growth and distribution, population models and theories are acquired.</p>

			<p>The knowledge of population composition, determinants of population is obtained.</p> <p>The complete study of Migration is very important outcome of this unit.</p> <p>Understand the Population development, resource region and contemporary issues related to population geography.</p>
GEO/H/DSE/T/02/B	SOCIAL GEOGRAPHY	6	<p>Basic knowledge on social groups and behaviour, process is understood.</p> <p>They learn about elements of social structure, social stratification, and contemporary socio environmental issues.</p> <p>Develops and understanding on social well-being, indicators of well-being after Knox and Smith, inclusions and exclusions and also about social pathology.</p> <p>Concepts develop on social impact assessment (SIA), social policies including SSA and NRHM in India.</p>
GEO/H/CC/T/13	EVOLUTION OF GEOGRAPHICAL THOUGHT	6	<p>Perceive the evolution of the philosophy of Geography.</p> <p>Appreciate the contribution of the thinkers in Geography.</p> <p>Idea develops on different schools of geographical thought.</p> <p>Discussing the evolution of geographical thought from ancient to modern times.</p> <p>Establishing relationship of Geography with other disciplines and man-environment relationships.</p>

			Analysing modern and contemporary principles of Empiricism, Positivism, Structuralism, Human and Behavioural Approaches in Geography
GEO/H/CC/T/14 And GEO/H/CC/P/14	DISASTER MANAGEMENT	4+2=6	<p>Understand the nature of hazards and disasters.</p> <p>Assess risk, perception and vulnerability with respect to hazards.</p> <p>Prepare hazard zonation maps.</p> <p>Assessing the nature, impact and management of major natural and man-made hazards affecting the Indian subcontinent</p>
GEO/H/DSE/T/03/A	FLUVIAL GEOMORPHOLOGY	6	<p>Understanding the nature of fluvial hydro system, run off, drainage basin.</p> <p>They get to learn properties of drainage basin, stream ordering and fluvial landforms.</p> <p>Knowledge of river bank erosion and integrated watershed management are developed.</p>
GEO/H/DSE/T/03/B	RESOURCE GEOGRAPHY	6	<p>Understand the concept and classification of resources</p> <p>Understand the approaches to resource utilization</p> <p>Appreciate the significance of resources</p> <p>Assess the pressure on resources</p> <p>Analyse the problems of resource3 depletion with special reference to forests, water and fossil fuels</p>

			<p>Understand the concept of Sustainable Resource development</p> <p>Understand the distribution, utilization, problems and management of metallic and non-metallic mineral resources</p> <p>Analyse the contemporary energy crisis and assess the future scenario</p> <p>Understand the concept of Limits to Growth, resource sharing and sustainable use of resources</p>
GEO/H/DSE/T/04/A	SOIL AND BIOGEOGRAPHY	6	<p>Have knowledge about the character and profile of different soil types.</p> <p>Understand the impact of man as an active agent of soil transformation, erosion and degradation.</p> <p>Recognize land capability and classify it.</p> <p>Explaining the Pedological and Edaphological Approaches to Soil Studies - Processes of soil formation, types of soil, and principles of soil and land classification; and management.</p> <p>Understand the varied ecosystems and classify them.</p> <p>Recognize the significance of biogeochemical cycles and biodiversity.</p> <p>Comprehend the devastating impact of deforestation.</p> <p>Identify soil types and derive their pH.</p>

GEO/H/DSE/T/04/B	AGRICULTURAL GEOGRAPHY	6	<p>Recognize the factors affecting agriculture and its relation with allied disciplines.</p> <p>They will learn about classification of world agricultural system, agricultural theory.</p> <p>Understand the Indian agricultural perspective as well as the whole of South Asia.</p> <p>Assess the world agricultural pattern, USDA land classification and globalisation of agriculture.</p>
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## COURSE OUTCOMES

### [PROGRAMME]

COURSE CODE	COURSE TITLE	CREDIT	COURSE OUTCOME
GEO/G/CC/T/01	GEOTECTONICS, GEOMORPHOLOGY AND SCALE, CARTOGRAPHY	4+2=6	<b>Same as Hons.</b>
GEO/G/CC/T/02	CLIMATOLOGY, SOIL AND BIOGEOGRAPHY AND SURVEYING AND LEVELLING	4+2=6	<b>Same as Hons.</b>
GEO/G/CC/T/03	HUMAN GEOGRAPHY AND MAP PROJECTION	4+2=6	<b>Same as Hons.</b>
GEO/G/SEC/P/01/A OR GEO/G/SEC/P/01/B	COMPUTER BASICS AND COMPUTER APPLICATION OR REMOTE SENSING	2	<b>Same as Hons.</b>
GEO/G/CC/T/04	ENVIRONMENTAL GEOGRAPHY AND FIELD WORK	4+2=6	<b>Same as Hons.</b>
GEO/G/SEC/P/02/A OR GEO/G/SEC/P/02/B	ADVANCED SPATIAL TECHNIQUES OR FIELD WORK	2	<b>Same as Hons.</b>

GEO/G/DSE/T/01/A OR GEO/G/DSE/T/01/B	GEOGRAPHY OF INDIA OR ECONOMIC GEOGRAPHY	6	<b>Same as Hons.</b>
GEO/G/SEC/P/03/A OR GEO/G/SEC/P/03/B	FIELD TECHNIQUES AND SURVEY BASED PROJECT REPORT OR COLLECTION MAPPING AND MAPPING AND INTERPRETATION OF CLIMATIC DATA	2	<b>Same as Hons.</b>
GEO/G/DSE/T/02/A OR GEO/G/DSE/T/02/B	DISASTER MANAGEMENT OR GEOGRAPHY OF TOURISM	6	<b>Same as Hons. For Disaster Management</b> <ul style="list-style-type: none"> <li>○ Learn Scope and Nature: Concepts and issues, tourism, recreation and leisure inter-relations; Factors influencing tourism, Types of Tourism: Ecotourism, cultural tourism, adventure tourism, medical tourism, pilgrimage, international, national.</li> <li>○ Use of information on factors (Historical, natural, socio-cultural and economic; motivating factors for pilgrimages) to plan destination marketing; tourism products; niche tourism planning; Tourism impact assessment, Sustainable tourism, Information Technology and Tourism, Tour operations planning and guiding.</li> <li>○ Increasing Global tourism; Tourism in India: Tourism infrastructure, access,</li> </ul>

			planning for different budgets for case study sites.
GEO/G/SEC/P/04/A OR GEO/G/SEC/P/04/B	COLLECTION, MAPPING AND INTERPRETATION OF PEDOLOGICAL DATA OR ROCKS MINERALS AND THEIR MEGASCOPIC IDENTIFICATION	2	<b>Same as Hons.</b>

## PROGRAM OUTCOMES:

- To understand the scope and evolution of the diverse discipline of Geography.
- Recognize, synthesize and evaluate diverse sources of knowledge, arguments and approaches pertinent to exploring human-environment problems. Explain societal relevance of geographical knowledge and apply it to real world human- environment issues.
- Appreciate and reflect critically on the importance of holistic and interpretative human- environment perspectives.
- An understanding and acknowledgment of the threats that endanger the earth's natural systems. This helps in further realization of the significance of anthropogenic causes of many of the disasters and threats that puts life on this planet on the edge.
- Development of knowledge, skills and holistic understanding of the discipline among students. Encouragement of scientific mode of thinking and scientific method of enquiry in students. This goal is achieved through the regular field excursions conducted by the Department to various parts of India extensively and the writing of a report/thesis on it.
- Students become equipped with the ability to respond to both natural and man-made disasters and acquire management skills. This is attained through the curriculum by studying and analysing hazards, disasters, their impact and management.
- Ability to undertake research in interdisciplinary studies and problems or issues beyond the realm of what strictly comes under the purview of geography. This is possible because of the varied nature of the curriculum that encompasses the study and analyses of concepts of sub-disciplines and allied disciplines of Geology, Seismology, Pedology, Hydrology, Environmental Studies, Disaster Management, Resource Management and Conservation, Regional Planning and Development Studies etc.

## PROGRAMME SPECIFIC OUTCOMES:

- PSO 1 - Student will gain the knowledge of physical geography. They will gather knowledge about the fundamental concepts of Geography and will have a general understanding about the geomorphologic and geotectonic process and formation. Imbibing knowledge, skills and holistic



understanding of the Earth, atmosphere, oceans and the planet through analysis of landform development; crustal mobility and tectonics, climate change.

- PSO 2 – Associating landforms with structure and process; establishing man-environment relationships; and exploring the place and role of Geography vis-a-vis other social and earth sciences. Students can easily correlate the knowledge of physical geography with the human geography. They will analyse the problems of physical as well as cultural environments of both rural and urban areas. Moreover, they will try to find out the possible measures to solve those problems
- PSO 3 – Understanding the functioning of global economies, geopolitics, global geostrategic views and functioning of political systems
- PSO 4 – Developing a sustainable approach towards the ecosystem and the biosphere with a view to conserve natural systems and maintain ecological balance.
- PSO 5 – The physical environment, human societies and local and/or global economic systems are integrated to the principles of sustainable development
- PSO 6 – Inculcating a tolerant mindset and attitude towards the vast socio-cultural diversity of India by studying and discussing contemporary concepts of social and cultural geography. Explaining and analysing the regional diversity of India through interpretation of natural and planning regions.
- PSO 7 – Analysing the differential patterns of the human habitation of the Earth, through studies of human settlements and population dynamics. Understanding and accounting for regional disparities, poverty, unemployment and the impacts of globalization
- PSO 8 – Understanding the history of the subject; over viewing ancient and contemporary geographical thought and its relationship with modern concepts of empiricism, positivism, radicalism, behaviouralism, idealism etc.
- PSO 9 – Sensitization and awareness about the hazards and disasters to which the subcontinent is vulnerable; and their management.
- PSO 10 – As a student of the Course they will enrich their observation power through field experience and in future this will be helpful for identifying the socio- environmental problems of their community.
- PSO 11 – Training in practical techniques of mapping, cartography, software, interpretation of maps, photographs and images etc; so as to understand the spatial variation of phenomena on the Earth's surface. They will learn how to prepare map based on GIS by using the modern geographical map making techniques.

## **DEPARTMENT OF HISTORY COURSE OUTCOME**

### **SEMESTER I**

#### **COURSE CODE-CC-T-01**

CO1:To enable the students to know about different schools of thought in order to understand the different historical interpretations of the schools.

CO-2:To describe the different stages and journey of mankind from prehistoric times to that of the historic times and make them understand the difference between the two time periods

CO-3:To point the characteristics and importance of the age-old civilization, Aryan invasion and the changes brought forth in the society

CO-4:To highlight the rise of dynastic rule and a sharp decline of the brahmanicalcult that resulted in rise of Buddhism, Jainism and Ajivikas.

#### **COURSE CODE-CC-T-02**

CO-5:To search into the history of the world civilizations-Africa, Aztec and Inca Society.

O-6 To provide a detailed comparative knowledge about the different ancient civilizations

CO-7 To provide knowledge about the concept of city-states and the development of Church as a religious institutionUnit

CO-8 To provide knowledge about the spread of Islam as a religion and its socio-economic, political and cultural impact in different parts of Central Asia.

### **SEMESTER II**

#### **COURSE CODE-CC-T-03**

CO-9 To provide a structured notion about the rise, expansion and decline of the Mauryan Empire and highlighting the important rulers of the dynasty and their contributions.

CO-10 To gather information about the foreign invasions who emerged after the decline of the Mauryan rule and their contribution that mingled with the Indian society.

CO-11 To gather detailed knowledge about the rise, expansion of the Gupta empire and the various contributions of the rulers in socio-economic, cultural, religious and political fields.

CO-12 To provide information regarding the contributions of the ancient period in fields of society, culture and environment in totality.

#### **COURSE CODE-CC-T-04**

13 To provide knowledge regarding medieval historiography and its importance in understanding the basic line of history writing.

CO-14 To understand the rise of the southern power in a process when the state was shifting from a centralized to a decentralized state.

CO-15 To understand the socio-economic base of the pre-sultanate period and how it left an impact on the state in transition .

CO-16 To provide information about the changing scenario in the ruling condition with the establishment of the Delhi Sultanate .

### **SEMESTER III**

#### **COURSE CODE-CC-T-05**

CO-17 To understand the rise of successor states and its impact on socio-economic , art, architecture and literature

CO-18 To understand the development of the rise of the Mughal power under Babur, Humayun and Shah Suri and the changes brought forth in administrative structure.

CO-19 To understand the changes in the agrarian structure, land revenue system, industry and urbanization in the Sultanate period.

CO-20 To provide knowledge about the theories of kingship and the development of the bhakti and sufi cult

#### **COURSE CODE-CC-T-06**

CO-21 To develop deep understanding of the concept of European feudalism, its different stages, the rise of feudalism and its decline.

CO-22 To understand the meaning of Renaissance, its impact in art , architecture and society, emergence of new ideas and its social roots.

CO-23 To provide knowledge about the cause of reformation, its connection with Renaissance and the contribution of Luther and Calvin in this path.

CO-24 To gather information about the rise of Spain, France, England and Russia as nation states and their role

#### **COURSE CODE-CC-T-07**

CO-25 To understand the role of Spain, Portugal in the path to geographical discoveries, the creation of the New World and the contributors of the discoverers.

CO-26 co-26 To gather information about the seventeenth century crisis of Europe, the causes, rise of industries and industrial societies in Europe.

CO-27 To understand the reasons behind the American war of Independence and its impact on the society and colonies.

CO-28 To understand the transition from feudalism to capitalism and how age of enlightenment played a pivotal role for the future.

### **COURSE CODE-SEC-T-01**

CO-29 To provide deep understanding of India's cultural heritage in the forms of Art, Architecture.

CO-30 To understand the art and architecture in the ancient and medieval period in the Indian context.

CO-31 To understand the art and architecture developed during the British period, the rise of Company paintings and their contributions and impact.

CO-32 To provide information about the establishment of Bengal style of art under Nandalal Bose

## **SEMESTER IV**

### **Course Code-CC-T-08**

CO-33 To gather knowledge about history writing of the Mughal period and the contribution of court historians.

CO-34 To understand the administrative policies, revenue system, jagirdari and mansabdari system of the Mughals.

CO-35 To understand the economic development of the Mughal period in forms of trade orientation, market, monetary system.

CO-36 To understand the rise of urban centers, the reason for their development

### **Course Code-CC-T-09**

CO-37 To understand how the society and culture changed in the period of transition and gave rise to language, music literature.

CO-38 To understand the rise of regional powers as a result of the decline of the Mughal powers.

CO-39 To understand the reasons behind the decline of the Mughal Empire

CO-40 To understand the rise of successor states -Bengal, Hyderabad, Mysore -due to the decline of the Mughal

### **Course Code-CC-T-10**

CO-41 To gather information about different schools of thought in understanding modern historiography in Europe.

CO-42 To understand the 18th century socio-economic conditions responsible for the French Revolution

CO-43 To interpret the different classes and stages of the French Revolution

CO-44 To understand the underlying current of continuity and change in Europe in 19th century

### **Course Code-SEC-T-02**

CO-45 To provide deep understanding of the history of music from ancient times.

CO-46 To understand the different forms of music and trace their history and origin and their contributions

Different forms of Music from 18th -20th centuries

CO-47 To understand the development of folk music and its relevance in history

CO-48 To understand the gradual transformation of music from classical base to popular culture

## **SEMESTER V**

### **Course Code-Cc-T-11**

CO-49 To understand the relevance of different schools of thought in Indian historiography of the modern period

CO-50 To gather knowledge about the ideologies like utilitarianism, liberalism, and the British expansion

CO-51 To provide thorough knowledge about the impact of British rule on Indian economy

CO-52 To understand the theory of drain of wealth and other forms of exploitation

### **Course Code-CC-T-12**

CO-53 To provide detailed knowledge about the movement in Bengal and the reform movements

CO-54 To understand the spread of railways, balance of trade, rise of the capitalist class and hence the process of re-industrialization by the British

CO-55 To provide understanding of the different ideologies of Gandhi, Tagore, Nehru, Jinnah, Subhas on nationalism

CO-56 To understand the struggle of the Indian nationalists, the two-nation theory and the policy of divide and rule of the British

### **Course Code-DSE-T-01**

CO-57 To understand the condition of China in the pre-modern societyUnit 2:China's confrontation

CO-58 To gather information on China's policy to the foreigners and the resultant movements

CO-59 To provide understanding of the popular response in China in the modern period and the various popular movements , the rise of Sun-Yat Sen

CO-60 To understand the role of Chiang kai shek and Mao-Tse Tung and rise of Communism

### **Course Code-DSE-T-02**

CO-61 To provide knowledge of modernization of Japan. Restoration of the Meiji power

CO-62 To have a deep understanding of the popular movement and the reaction of the Meiji constitution

CO-63 To understand the reason behind rise in Japanese militarism and the impact

CO-64 To understand the rise of political parties in Japan and the reasons behind the failure to sustain the democratic system

## **SEMESTER 6**

### **Course Code-CC-T-13**

CO-65 To understand the importance of Age of Revolutions and its consequential impact

CO-66 To provide knowledge about consolidation of capitalism, formation of Germany and Italy as big national powers

CO-67 To provide understanding as to how industrial cities gave way to welfare state, new social phenomena thus indicating the democratic trend

CO-68 To have a deep knowledge of the transition to Marxist socialism and different socialist politics

### **Course Code-CC-T-14**

CO-69 To have an understanding of the various Marxist and non-Marxist approaches in the European historical context

CO-70 To understand the reasons behind the First World War, the participating country, the politics behind and the impact

CO-71 To understand the condition between the two World Wars, economic depression, its impact, Nazism and fascism

CO-72 To understand the world after 1945, the political scenario, the Cold War, regional conflicts and the impact

### **Course Code-DSE-T-03**

CO-73 To understand the rise of Bengali middle class and the issue of conflict between the non-Bengali elite and the Bengali in Bangladesh

CO-74 To provide a better understanding of the political issues of Bangladesh

CO-75 To understand the socio-economic and political situation of Bangladesh after Independence

CO-76 To understand the foreign policies of Bangladesh and its role in ASEAN and SAARC

### **Course Code-CC-T-4**

CO-77 To provide a detailed structure on the necessity to study the women question and understand the importance in the period of transition

CO-78 To understand the position of women before Indian independence and raise the issues on sati, purdah system, and also introducing the concept of feminism

CO-79 To provide the notion of participation of women in the freedom struggle

CO-80 To provide a thorough knowledge about the position of women in post-colonial period and look into the formation of organization, women participation in cultural forum.

**DWIJENDRALAL COLLEGE**  
**DEPARTMENT OF PHILOSOPHY**  
**B.A. HONOURS IN PHILOSOPHY (CBCS)**

**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 analyse 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 analysing 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 developed 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

### Semester 1

**PHIL-H-CC-T-01: Outline Of Indian Philosophy-1:** 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 Devine 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 these 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 reveals 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 not only give a broad area about Indian literature and its philosophy but also enable students to develop a scientific attitude towards life and reality.

**PHIL-H-CC-T-02: Outline Of Western Philosophy-1:** 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.

**PHIL-G-GE-T-01: 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 Devine 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 these 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 reveals 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 not only give a broad area about Indian literature and its philosophy but also enable students to develop a scientific attitude towards life and reality.

## Semester 2

**PHIL-H-CC-T-03: Outline Of Indian Philosophy-2:** 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 Devine 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 these 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 reveals 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, Mimamsa and Vedanta as Astika school.

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

**PHIL-H-CC-T-04: Outline Of Western Philosophy-2:** 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.

**PHIL-G-GE-T-02: 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 develop powerful critical thinking skills.
- 4. Logical Mindset:** This course helps the students to learn logical analysis, deduction and develop rational mindset about the world.

### Semester 3

**PHIL-H-CC-T-05: Indian Ethics:** 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, Purusartha 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:** Students will develop critical understanding about Indian Ethics. Indian Ethics consists of Ethics of Gita like Karmayoga, Buddhist Ethics like Pancasila, Jaina Ethics like Anubrata-Mahabrata etc.

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

**PHIL-H-CC-T-06: Western Ethics:** 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. 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.
- 3. 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.
- 4. 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 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.

**PHIL-H-CC-T-07: Indian Logic:** This course intends to be an introduction to Indian logic and Epistemology. Classes will follow the progression of *Tarka Sangraha*, a concise 17<sup>th</sup> 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 these 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.

**PHIL-G-GE-T-03: 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 Devine 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 these 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 reveals 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 not only give a broad area about Indian literature and its philosophy but also enable students to develop a scientific attitude towards life and reality.

**PHIL-H-SEC-T-01: Logical Rules and Fallacy:** This course students will gain Nyaya logical system. Logical Rules and Fallacy is an important part of Nyaya Epistemology, as explaining how we know facts through the argumentation 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 these 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.

## Semester 4

**PHIL-H-CC-T-08: Western Logic-1:** 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 develop powerful critical thinking skills.
- 4. Logical Mindset:** This course helps the students to learn logical analysis, deduction and develop rational mindset about the world.

**PHIL-H-CC-T-09: Psychology:** The field of Psychology, 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.

**PHIL-H-CC-T-10: Philosophy of Religion:** Philosophy of religion is a branch of philosophy that explores questions related to religion, spirituality, and the existence of a divine or transcendent reality. Here are some key outcomes or areas of focus within this field:

- 1. Existence of God:** Philosophers of religion examine arguments for and against the existence of God or gods. They explore various philosophical arguments, such as the cosmological argument, teleological argument ...etc



**2. Religious Experience:** This area explores the nature and significance of religious experiences, including mystical encounters, visions, and revelations. Philosophers analyze the interpretation and validity of these experiences and their role in shaping religious beliefs.

**3. Faith and Reason:** Philosophers of religion examine the relationship between faith and reason. They consider whether religious beliefs can be justified or rationalized through philosophical inquiry, and they explore the limits of religious faith in light of rational scrutiny.

**4. Religious Pluralism and Tolerance:** This outcome addresses questions about the diversity of religious beliefs and practices in society. Philosophers discuss the implications of religious pluralism for concepts like religious tolerance, interfaith dialogue, and the possibility of finding common ground among different belief systems.

These outcomes reflect the multifaceted nature of the philosophy of religion, which seeks to provide philosophical insights into the most profound questions surrounding matters of faith, spirituality, and the divine.

**PHIL-G-GE-T-04: 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 develop powerful critical thinking skills.

**4. Logical Mindset:** This course helps the students to learn logical analysis, deduction and develop rational mindset about the world.

**SEC-T-2: Logical Rules and Fallacy (Western):** The outcomes of this paper 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 develop powerful critical thinking skills.
- 4. Logical Mindset:** This course helps the students to learn logical analysis, deduction and develop rational mindset about the world.

## Semester 5

**PHIL-H-CC-T-11: Social and Political Philosophy:** 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.

**PHIL-H-CC-T-12: Western Logic-2:** 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 develop powerful critical thinking skills.

**4. Logical Mindset:** This course helps the students to learn logical analysis, deduction and develop rational mindset about the world.

**PHIL-H-DSE-T-01: 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*. It presents Sutratman (text) as Viraj, the prime means to reach knowledge of Atman and Brahman.

**PHIL-H-DSE-T-02: An Enquiry Concerning Human Understanding:** 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*.

## Semester 6

**PHIL-H-CC-T13: Western Epistemology :** 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 be enabled 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.

**PHIL-H-CC-T14: Western Metaphysics :** 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 be enabled 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.

### **PHIL-H-DSE-T-03: Practical Ethics:**

Practical ethics, often referred to as applied ethics, deals with ethical issues in real-world situations. Here are four key outcomes of practical ethics:

**1. Ethical Decision-Making:** Practical ethics helps individuals and professionals make ethical decisions when faced with complex moral dilemmas. It provides tools and frameworks for analyzing and resolving ethical issues.

**2. Ethical Guidelines and Policies:** Practical ethics contributes to the development of ethical guidelines, codes of conduct, and policies in various fields such as medicine, business, and technology. These guidelines help organizations and individuals navigate ethical challenges.

**3. Social Impact:** Practical ethics aims to create positive social change by addressing ethical concerns. It can influence public opinion, legislation, and societal norms, leading to improved ethical practices in various domains.

**4. Moral Education and Awareness:** Practical ethics promotes moral education and awareness, fostering a more ethically conscious society. It encourages individuals to critically examine their values and consider the ethical implications of their actions.

These outcomes collectively contribute to a more ethical and morally responsible society.

**PHIL-H-DSE-T-04: Contemporary Indian Philosophy:** Contemporary Indian philosophy has several notable outcomes and impacts:

**1. Synthesis of Traditions:** Contemporary Indian philosophers often engage in synthesizing traditional Indian philosophical systems with modern and global philosophical ideas. This synthesis promotes a deeper understanding of India's rich philosophical heritage and its relevance in a global context.

**2. Cross-Cultural Dialogue:** Indian philosophers actively participate in cross-cultural philosophical dialogues, fostering a greater exchange of ideas between Eastern and Western

philosophical traditions. This dialogue contributes to the enrichment of both Indian and global philosophy.

**3. Ethical and Social Relevance:** Many contemporary Indian philosophers focus on addressing pressing ethical and social issues within the country, such as caste discrimination, gender equality, environmental ethics, and social justice. Their work has practical implications for Indian society and policy-making.

**4. Influence on Other Disciplines:** Contemporary Indian philosophy influences other disciplines, including psychology, cognitive science, and neuroscience. It contributes to discussions on consciousness, self-awareness, and the nature of the mind.

**5. Global Recognition:** Indian philosophers and their work have gained recognition and respect on the global stage, leading to an increased appreciation of Indian philosophical thought worldwide.

**6. Intellectual Diversity:** Contemporary Indian philosophy encompasses a wide range of perspectives and approaches, fostering intellectual diversity within the field and encouraging scholars to explore various philosophical traditions.

Overall, contemporary Indian philosophy continues to evolve and make significant contributions to both the philosophical landscape and broader societal discussions.

**Dwijendralal College**  
**Department of Philosophy**  
**B.A. General in Philosophy CBCS)**

**Program Outcome of B.A. (General) 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 analyse 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 or 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 finding 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. (General) in Philosophy**

The 3-year under graduate course in Philosophy General 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 analysing 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 3year 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 developed 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. (Pass) in Philosophy

## Semester 1

**PHIL-G-CC-T-01: 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 Devine 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 these 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 reveals 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 not only give a broad area about Indian literature and its philosophy but also enable students to develop a scientific attitude towards life and reality.

## Semester 2

**PHIL-G-CC-T-02: 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 transcended 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.

## Semester-3

**PHIL-G-CC-T-03: 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 a 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 develop powerful critical thinking skills.
4. **Logical Mindset:** This course helps the students to learn logical analysis, deduction and develop rational mindset about the world.



**PHIL-G-SEC-T-1: Logical Rules and Fallacy (Indian):** This course intends to be an introduction to Indian logic and Epistemology. Classes will follow the progression of *Tarka Sangraha*, a concise 17<sup>th</sup> 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 these 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.

## Semester -4

**PHIL-G-CC-T-4: Ethics:** 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, Purusartha 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 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.

**SEC-T-2: Logical Rules and Fallacy (Western):** 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 develop powerful critical thinking skills.
- 4. Logical Mindset:** This course helps the students to learn logical analysis, deduction and develop rational mindset about the world.

## Semester 5

**PHIL-G-DSE-T-1: 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*. It presents Sutratman (text) as Viraj, the prime means to reach knowledge of Atman and Brahman.

**PHIL-G-DSE-T-2: An Enquiry Concerning Human Understanding:** 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*.

### **PHIL-G-SEC-T-3: Philosophy in Practice:**

Certainly, here are four key points highlighting how philosophy can be applied in practice:

**1. Critical Thinking:** Philosophy encourages critical thinking and the examination of fundamental concepts and assumptions. Applying this in practice means approaching complex problems with a structured and analytical mindset, questioning assumptions, and evaluating arguments carefully.

**2. Ethical Decision-Making :** Philosophy provides a foundation for ethical reasoning and moral principles. In practice, it helps individuals and organizations make ethically sound decisions by considering the moral implications of their actions and choices.

**3. Problem Solving :** Philosophical methods, such as thought experiments and logic, can be applied to problem-solving in various fields. Philosophy helps in formulating clear and logical arguments, which can be useful in legal, scientific, and policy-related contexts.

**4. Self-Reflection and Personal Development :** Philosophy encourages introspection and self-examination. In daily life, it can lead to personal growth and a deeper understanding of one's values, beliefs, and goals, ultimately guiding individuals towards more meaningful and fulfilling lives.

These points demonstrate how philosophy's principles can be practically applied in various aspects of life and decision-making.

**PHIL-G-GE-T-2: Epistemology and Metaphysics (Indian and Western):** Indian epistemology is dominated by theories about knowledge generating process called 'pramana'. One learns to distinguish between knowledge proper and false knowledge. Studies in detail the methodology of occurring false knowledge.

In western epistemology, we study the nature, origin and limits of human knowledge. It asks questions like 'what is knowledge'?, 'How is knowledge acquired'? etc.

Indian Metaphysics helps to understand the importance of supra-physical things from Indian stanspoints. After gaining such knowledge like God, soul, and other metaphysical entities one learn to lead into the path of liberation.

In western Metaphysics, studies the notion of Causality in detail, the super key through wich the whole universe is moving on.

## Semester 6

**PHIL-G-DSE-T-3: 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 develop powerful critical thinking skills.

**4. Logical Mindset:** This course helps the students to learn logical analysis, deduction and develop rational mindset about the world.

**PHIL-G-DSE-T-4: Contemporary Indian Philosophy:** Contemporary Indian philosophy has several notable outcomes and impacts:

**1. Synthesis of Traditions:** Contemporary Indian philosophers often engage in synthesizing traditional Indian philosophical systems with modern and global philosophical ideas. This synthesis promotes a deeper understanding of India's rich philosophical heritage and its relevance in a global context.

**2. Cross-Cultural Dialogue:** Indian philosophers actively participate in cross-cultural philosophical dialogues, fostering a greater exchange of ideas between Eastern and Western philosophical traditions. This dialogue contributes to the enrichment of both Indian and global philosophy.

**3. Ethical and Social Relevance:** Many contemporary Indian philosophers focus on addressing pressing ethical and social issues within the country, such as caste discrimination, gender equality, environmental ethics, and social justice. Their work has practical implications for Indian society and policy-making.

**4. Influence on Other Disciplines:** Contemporary Indian philosophy influences other disciplines, including psychology, cognitive science, and neuroscience. It contributes to discussions on consciousness, self-awareness, and the nature of the mind.

**5. Global Recognition:** Indian philosophers and their work have gained recognition and respect on the global stage, leading to an increased appreciation of Indian philosophical thought worldwide.

**6. Intellectual Diversity:** Contemporary Indian philosophy encompasses a wide range of perspectives and approaches, fostering intellectual diversity within the field and encouraging scholars to explore various philosophical traditions.

Overall, contemporary Indian philosophy continues to evolve and make significant contributions to both the philosophical landscape and broader societal discussions.

**PHIL-G-SEC-T-4: Yoga Philosophy:** Outcome of Yoga philosophy

Yoga Philosophy is one of the six systems of Hindu Philosophy which exist in India.

Yoga is not a theory but a practice; a method of self-work with the end goal of self-realization and transcendence. It must, therefore, be experienced.

The practice of yoga is more or less the opposite of what we experience in the material world, where we are obsessed with results, and we want them as fast as possible. Instant gratification is very addictive, and nowadays, if something does not yield the results we desire very quickly, we often lose interest or give up.

In yoga, gratification may be a long time coming and we may need to invest huge amounts of time, energy and effort before we experience the results.

However, modern yoga has become all about posting pictures of asanas while losing the real meaning of yoga and yogic practices. Asana is an important part of yoga but it seems unfair to bombard the digital screens with pictures of yoga asanas and ignoring all the other aspects of yoga such as non-violence, truth, pratyahara, karma yoga, dhyana yoga, bhakti yoga, and many other things which sprout out of different yoga philosophies. Hence, it becomes even more imperative to understand the true depth that yoga holds by studying and applying the philosophy of yoga.

Just like a thousand seeds sown by the farmer but only a few hundred manifest life and the work intended for those hundred seeds repay the farmer for his labor. Similarly, even if one Philosophy of yoga is understood and practiced sincerely, real yoga or union could be experienced.

Yoga Philosophy offers a secondary sense of perspective and a strong base to understand the meaning of life and help one replace the non-essential parts of life with meaningful practices.

This method of learning is not only for ancient yogis and sages but also applies to the people of the modern world.

**PHIL-G-GE-T-2: Philosophy of Religion and Social and Political Philosophy:** Philosophy of religion is a branch of philosophy that explores questions related to religion, spirituality, and the existence of a divine or transcendent reality. Here are some key outcomes or areas of focus within this field:

**1. Existence of God:** Philosophers of religion examine arguments for and against the existence of God or gods. They explore various philosophical arguments, such as the cosmological argument, teleological argument ...etc

**2. Religious Experience:** This area explores the nature and significance of religious experiences, including mystical encounters, visions, and revelations. Philosophers analyze the interpretation and validity of these experiences and their role in shaping religious beliefs.

**3. Faith and Reason:** Philosophers of religion examine the relationship between faith and reason. They consider whether religious beliefs can be justified or rationalized through philosophical inquiry, and they explore the limits of religious faith in light of rational scrutiny.

**4. Religious Pluralism and Tolerance:** This outcome addresses questions about the diversity of religious beliefs and practices in society. Philosophers discuss the implications of religious pluralism for concepts like religious tolerance, interfaith dialogue, and the possibility of finding common ground among different belief systems.

These outcomes reflect the multifaceted nature of the philosophy of religion, which seeks to provide philosophical insights into the most profound questions surrounding matters of faith, spirituality, and the divine.

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.

**DWIJENDRALAL COLLEGE**  
**DEPARTMENT OF PHYSICAL EDUCATION**  
**B.A (GENERAL) IN PHYSICAL EDUCATION**  
**( CBCS )**

**PROGRAMME OUTCOMES OF B.A (GENERAL) PHYSICAL EDUCATION (CBCS )**

- 1. Critical Thinking:** Take informed actions after identifying the assumptions that frame our thinking and actions, checking out the degree to which these assumptions are accurate and valid, and looking at our ideas and decisions (intellectual, organizational, and personal) from different perspectives.
- 2. Effective Communication:** Speak, read, write and listen clearly in person and through electronic media in English and in one Indian language, and make meaning of the world by connecting people, ideas, books, media and technology.
- 3. Social Interaction:** Elicit views of others, mediate disagreements and help reach conclusions in group settings.
- 4. Effective Communication:** Speak, read, write and listen clearly in person and through electronic media in English and in one Indian language, and make meaning of the world by connecting people, ideas, books, media and technology.
- 5. Effective Citizenship:** Demonstrate empathetic social concern and equity-centered national development, and the ability to act with an informed awareness of issues and participate in civic life through volunteering.
- 6. Ethics:** Recognize different value systems including your own, understand the moral dimensions of your decisions, and accept responsibility for them.
- 7. Environment and Sustainability:** Understand the issues of environmental contexts and sustainable development.
- 8. Self-directed and Life-long Learning:** Acquire the ability to engage in independent and life-long learning in the broadest context socio-technological changes.

**PROGRAMME SPECIFIC OUTCOMES (PSO) B.A. ( GENERAL) PHYSICAL EDUCATION**

1. Students will acquire a comprehensive knowledge and sound understanding of fundamentals of Physical Education.
2. Students will develop practical, theoretical skills in Physical Education.
3. Students will be prepared to acquire a range of general skills, to specific skills to communicate with society effectively and learn independently.

4.Students will acquire a job efficiently in diverse fields such as B.P.Ed, M.P.Ed,SSC, NET,SET,ETC.

SEMESTER	COURSE TYPE	COURSE TITLE	COURSE OUTCOMES
<b>1st</b>			<p>Students will learn the basic concept of Physical Education and its importance and scope in modern India.</p> <p>Students will gain knowledge about the psychological and sociological concepts, principles, and strategies that apply to physical activity and how they impact of Integration in national and international through Games &amp; Sports.</p> <p>Students will learn about history of physical education in India and perform all the major Olympic lifts. Students will be able to identify the terminology used in Olympic lifting.</p> <p>Practically the students will demonstrate the technique of Suryanamaskar and learn how fitness develops through Calisthenics and Marching Drills.</p>
	<b>PEDG-CC-T-1A</b>	<b>Foundation and History of Physical Education</b>	
	<b>PEDG-CC-T-1B</b>		<p>In this semester the students will understand the basic principles of management and sports managements.</p> <p>he students will learn fundamental athletic skills and techniques required for intercollegiate competition.</p>



2nd		Management of Physical Education and Sports	<p>The student athletes will be well-conditioned for the rigors of intercollegiate competition.</p> <p>They will demonstrate knowledge, skills and strategies required to participate in intercollegiate games &amp; sports.</p> <p>The students will also learn to manage sports meet, sports</p>
3rd	PEDG-CC-T-1C	Anatomy, Physiology, and Exercise Physiology	<p>In this paper students will learn the students will understand the basic principles of anatomy, physiology, exercise.</p> <p>physiology and apply the knowledge to movements and activities and study the effects of activities or sports on our organs and different systems of the body.</p>
	PEDG-SEC-P-1	Track and Field	<p>Students will demonstrate the techniques of Track and Field events; learn the method of laying and marking the track and field, rules governing track and field events and the skill for officiating the track and field events.</p>
			<p>This paper will teach the students how to lead a healthy and hygienic life.</p> <p>The students will also acquire the knowledge and demonstrate skills to safely engage in physical activity.</p> <p>Students will use basic principles of health and wellness to develop an informed and personalized approach to mental and physical health.</p> <p>(Having successfully completed this course student will learn health, health education personal hygiene, health problems-prevention and control,</p>

<b>4th</b>	<b>PEDG-CC-T-1D</b>	<b>Health Education , Physical Fitness, and Wellness</b>	physical fitness and wellness, health and first-aid-management.)
	<b>PEDG-SEC-P-3</b>	<b>Gymnastics and Yoga</b>	<p>The students will learn Yoga &amp; Gymnastics in this course. They will demonstrate basic skills associated with yoga activities including strength and flexibility, balance and coordination . They will also demonstrate the ability to perform yoga movements in various combination and forms, understand and apply the knowledge of basic sequencing, and effective group management.</p> <p>Gymnastics will develop confidence in fundamental movements. The students will involve in activities like jumping, sliding, rolling. moving over, under and on apparatus. This will develop The student's coordination and gross motor skills</p>
			<p>Understand the Test, Measurement and Evaluation in physical education, Health and Fitness.</p> <p>Know about the different types of test for different sports and games.</p> <p>Apply the tests in minor research areas.</p> <p>Analyse the performance and movements in the field of sports.</p> <p>Evaluate the battery test and others tests prescribed by the government efficiently.</p> <p>Here students will know how</p>

<p><b>5th</b></p>	<p>PEDG-DSE-T-1/ T-2/T-3</p>	<p><b>Tests, Measurements and Evaluation in Physical Education</b></p> <p><b>/ Sports Training</b></p> <p><b>Kinesiology and Biomechanics</b></p>	<p>to prepare themselves for particular sports with a scientific sports training.</p> <p>This sports training will enhance their fitness so their performance will gradually increase.</p> <p>Students will understand the principles of lifetime fitness through sports training</p> <p>Students will identify and explain intermediate principles, concepts, and theories of strength &amp; speed training and conditioning.</p> <p>Students will design and apply intermediate level exercises to develop a safe and progressive program to improve strength and conditioning.</p> <ol style="list-style-type: none"> <li>1. Identify biomechanical, health, physiological, and psychological limitations to and interventions for improving physical performance.</li> <li>2. Analyze and explain the mechanisms underlying biomechanical, physiological, and psychological changes that occur during after acute and chronic exercise.</li> <li>3. Develop physical conditioning programs based on scientific principles designed to develop physical fitness and improve athletic performance</li> <li>4. Understand mechanical principles can be applied to the analysis of human movement to assess and improve performance and reduce risk of injury.</li> </ol>
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			5. Know effectiveness of human movement using mechanical principles.
	<b>PEDG-SEC-P-3</b>	<b>Indian Games:</b>	<p>Students will demonstrate the knowledge, skills and strategies required to participate in Racket games.</p> <p>Demonstrate the ability to perform both singles and doubles offensive and defensive strategies. Utilize and apply the knowledge of racquet sport rules, terminology, and scoring procedures.</p> <p>Demonstrate proper court etiquette and good sportsmanship.</p>
	<b>PEDG-GE-T-1</b>	<b>Modern Trends and Practices in Physical Education &amp; Yoga</b>	<p>Students will acquire the knowledge of basic concept of Physical Education. They will also learn about physical fitness and motor fitness.</p> <p>Students will acquire the knowledge of biological, psychological and sociological concepts, principles, and strategies that apply to physical activity and how they impact of Integration in national and international through Games &amp; Sports.</p> <p>Students will learn history of physical education in India and perform all of the major Olympic lifts. Students will be able to identify the terminology used in Olympic lifting.</p> <p>Exercise Sciences help the students to give the importance to Exercise Physiology. It also explains the effects of exercise on the muscular, circulatory and respiratory system.</p>
			Effectively develop and apply health, physical activity, and psychological

<b>6th</b>	<b>PEDG-DSE-T-4/ T-5/T-6</b>	<p><b>Psychology in Physical Education and Sports/</b></p> <p><b>Sports Medicine, Physiotherapy, and Rehabilitation/</b></p>	<p>principles as they relate to human performance.</p> <p>Design, conduct, and evaluate research that addresses psychological questions. Demonstrate effective written and oral skills in various formats and for various purposes.</p> <p>Explain the major perspectives of psychology. (e.g. biological, cognitive, behavioural , s1.</p> <p>Understand the primary responsibilities the sports trainer has in preventing sports injuries and providing initial care for injured athletes.</p> <p>2. Demonstrate the basics of sport first aid during and after game situation.</p> <p>3. Recognise and appropriately treat common sports injuries and conditions from onset through rehabilitation.</p> <p>4. Identify and apply knowledge of anatomy to the design and execution of research studies. Sociocultural ,etc.)</p>
	<b>PEDG-SEC-P-4</b>	<b>Ball Games</b>	<p>Students will demonstrate the knowledge, skills and strategies required to participate in Ball Games .The students learn that playing with balls improves a person’s motor skills, hand-eye coordination, and timing, which are important parts of the developmental progression of toddlers. The skills pupils</p>

			learn by playing with balls will also be important once they graduate to collaborative and competitive play.
	<b>PEDG-GE-T-4</b>	<b>Health Education, Physical Fitness and Measurement in Physical Education</b>	<p>Students will use basic principles of fitness and wellness to develop an informed and personalized approach to mental and physical health. They will learn about balanced diet and the importance of training and fitness in our modern lifestyle.</p> <p>In this course, the students will also be informed about the role of exercise in aging, and also about the role of balanced Nutrition.</p>

## **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 CBCS SYSTEM) – HONOURS**  
**2020-21, 2021-22, 2022-23**

SE M	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.
		CC 2	Critical Survey of Sanskrit Literature	Vedic Literature	It gives students a general view of the Vedic Literature specifying the important field and categories of it.
				Rāmāyaṇa	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.



				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.
		CC 4	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.
				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	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

				devotion	them succeed in life.
3	SANA	CC 5	Classical Sanskrit Literature (Drama)	Svapnavāsa va-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	SAN A	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.
		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 were the contributions of the Western scholars, and how Sanskrit played a crucial role in the development of the field of 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.
		SE C-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 Vedichymns, 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.
		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 in 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	SAN A	CC13	Indian Ontology &	Essentials of IndianPhilosophy	The students understand the basics of Indian Philosophy and its systemsand characteristics.
			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 levelaccording to Tarkasaṃgraha.
				Epistemology (Based on Tarkasaṃgrahaḥ )	The students find answers to questions such as what is knowledge, how dowe know something. This course offers Tarkasaṃgraha's theory of knowledge or the process of knowing something, and the kinds of knowledge.
		DSE-2	Theature and Dramaturgy in Sanskrit	Theature: 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**

SE M	Subj ect	Cour se	Topic	Sub-topic	Number of Lecture Hours	Course Outcome
1	SA NG	CC A-1	Sanskrit Poetry	Raghuvamś a		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.
				Kirātājūnīy am		The students know about Bhāravi’s remake of the Kirātājūnīya episode of the Mahābhārata. They come to know about the poetic style of Bhāravi.
				Nītiśataka		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	Śukanāśopa deśa		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.
				Viśrutacarit a		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	Abhijñā naśakunt ala (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.
				Abhijñān aśakuntal a (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.
				Svapnavā savadatta m		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.
				Technic al Terms from Sanskrit Dramatu rgy		

				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 : Sajñāprakarana		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 : Vibhaktiyarthaprakaraṇa		Students will know Sanskrit syntax, its application and can relate the language structure by justifying different Kāraka-s from the mentioned text.
		SE C-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.
5		DSE – 1	Philosophy Religion and Culture in Sanskrit Tradition	Self Presentation		Students will grasp elementary knowledge of the Sanskrit poetic theories
				Concentration		
				Refinement of Behaviour		
		SE C-3	Indian Theatre and Dramaturgy	Theatre: Types and Construction Drama : Vastu, Netā & Rasa Tradition and History of Indian Theatre		Students learn about the structure and importance of the ancient Indian theatre according to Nāṭyaśāstra. This syllabus will teach the students to learn the ancient Indian Dramaturgy This course helps students to acquire the knowledge of ancient Indian theatre all over the country.
		DSE	Linguistics	Introduction of Āyurveda		This syllabus will teach the students to learn the ancient Indian Dramaturgy.



		-2				
		SE C- 4	Yogasūtra of Patañjali	Samādhipāda, Sādhana-pāda, Vibhūtipāda		This course helps students to acquire the knowledge of ancient Indian theatre all over the country.

**DEPARTMENT OF ENGLISH**  
**DWIJENDRALAL COLLEGE**  
**English Honours (CBCS)**

**PROGRAM OUTCOME:**

**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.

**PROGRAM SPECIFIC OUTCOME:**

The CBCS UG 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 OUTCOME:**

SEMESTER	Course	Outcome
<b>I</b>	<b>CC 1: Indian Classical Literature</b>	<ul style="list-style-type: none"> <li>● To introduce the foundational principles of Classical aesthetics in India.</li> <li>● To study (in translation) a broad section of region and culture.</li> <li>● To provide them the knowledge of Indian Classical epics and Sanskrit literature</li> </ul>
	<b>CC 2: European Classical Literature</b>	<ul style="list-style-type: none"> <li>● To introduce the foundational principles of Classical aesthetics in Europe.</li> <li>● To familiarize students with Classical mythology and social, cultural and political scenario of ancient Greek and Roman society.</li> <li>● Explore various genres like epic, tragedy and comedy to trace the way how Classical generic conventions have been taken up by English writers at later date</li> </ul>
<b>II</b>	CC 3: Indian Writing in English	<ul style="list-style-type: none"> <li>● Explore the historical trajectory of Indian Writing in English from pre-colonial era to present</li> <li>● Introduce the oeuvre of Indian writings in English through selected literary texts across the genre.</li> <li>● Enable the students to place the texts within the discourse of colonialism, postcolonialism, nationalism and understand the relation between literature and politics.</li> </ul>
	CC 4: British Poetry and Drama: 14th to 17th Centuries	<ul style="list-style-type: none"> <li>● Study the shift from Middle age to Renaissance in English literature</li> <li>● Study the development of different genres (prose, sonnet, tragedy, comedy) by exploring the key writers and texts of the period</li> <li>● Understand the aesthetics and politics of high Renaissance through Marlow and Shakespeare</li> </ul>
<b>III</b>	CC 5: American Literature	<ul style="list-style-type: none"> <li>● Understand the depth and diversity of American literature keeping in mind the historical and cultural background.</li> <li>● Explore American style of writing and ideologies through fiction, poetry, prose and novels.</li> </ul>

		<ul style="list-style-type: none"> <li>● Study the marginalization of class, ethnic origin and gender with visions of African American writers.</li> </ul>
	<b>CC 6: Popular Literature</b>	<ul style="list-style-type: none"> <li>● Introduce the concept of high and low culture and encourage the students to understand and analyse the nuances of Popular culture and its social and cultural function.</li> <li>● Study how several markers of identity like gender, class, caste, race and sexuality are represented in Popular culture</li> <li>● Introduce Graphic novels to comment on social and political issues.</li> </ul>
	<b>CC 7: British Poetry and Drama: 17<sup>th</sup> and 18<sup>th</sup> Century</b>	<ul style="list-style-type: none"> <li>● Develop a thorough understanding of Neoclassical age through the representative works of the time</li> <li>● Explore how socio-political scenario (such as civil war) influenced the literary production of the era</li> </ul>
	<b>SEC-1 English Language Teaching</b>	<ul style="list-style-type: none"> <li>● Understand the nature of language and the theories of language acquisition and learning</li> <li>● Be aware of the significant and current approaches in the fields of cognition and language pedagogy.</li> <li>● Identify the needs and expectations of the learner and develop teaching materials and lessons adapted to learner's level.</li> </ul>
<b>IV</b>	<b>CC 8: British Literature: 18<sup>th</sup> Century</b>	<ul style="list-style-type: none"> <li>● Understand the salient features of this age as driven by reason and intellect</li> <li>● Develop the understanding of Restoration age and Comedy of Manners</li> </ul>
	<b>CC 9: British Romantic Literature:</b>	<ul style="list-style-type: none"> <li>● Understand the concepts like Idealism, transcendentalism, pantheism and individualism to appreciate Romantic literature</li> <li>● Gain insight into the Literary Movement of Romanticism through the representative works of eminent writers.</li> <li>● Understand the aesthetics, philosophy and politics of this period as a link between Enlightenment and Modernism</li> </ul>
	<b>CC 10: British Literature: 19<sup>th</sup> Century</b>	<ul style="list-style-type: none"> <li>● Analyse some of the key characteristics of Victorian literature as a transition from Nature to Culture. How the socio-economic-political contexts are influencing the literary productions</li> </ul>

		<ul style="list-style-type: none"> <li>● Understand the conflict between doubt and faith in Victorian society</li> <li>● Appreciate Female writer's role in the Victorian Society</li> </ul>
	<b>SEC-2: Soft Skills</b>	<ul style="list-style-type: none"> <li>● Become more effective individual through goal setting, self motivation and adaptability</li> <li>● Function effectively in multi-disciplinary and heterogenous teams through the knowledge of teamwork, inter-personal relationships, conflict management and leadership quality.</li> </ul>
<b>V</b>	<b>CC-11: Women's Writing</b>	<ul style="list-style-type: none"> <li>● Understand the social construction of Women by Patriarchy and the structural oppression of women in different places, historically and socially</li> <li>● Explore Women's writing which represents women's voice and histories, breaking the silence of patriarchal oppression.</li> <li>● Study the writing styles of the women- its themes, narrative strategies and analyse the texts through the perspectives of gender</li> </ul>
	<b>CC-12: British Literature: Early 20<sup>th</sup> Century</b>	<ul style="list-style-type: none"> <li>● Develop an understanding of the various forms of modernity that evolved and decisively influenced European art and literature during 20<sup>th</sup> century.</li> <li>● Comprehend the tradition breaking and avant-garde forms of literary expression and their departure from earlier forms .</li> <li>● Understanding the impact of two world wars in the contemporary literature.</li> </ul>
	<b>DSE-1: modern Indian writing in English Translation</b>	<ul style="list-style-type: none"> <li>● Explore the vast diversity and polyphonic richness of modern Indian writings in language tradition</li> <li>● Encourage, through the selected literary texts and indigenous literary traditions, a deeper engagement with the issues of history, memory, caste, gender, resistance and a multifaceted cultural identity</li> <li>● Initiate a comparative study of the original and translated texts wherever possible to see the process of negotiation and modification in the act of translation.</li> </ul>
	<b>DSE-2: British Literature: Post World War II</b>	<ul style="list-style-type: none"> <li>● Become familiar with the basic outline of British history in the period after second world war to understand the place of literature in the social context.</li> <li>● Identify major concepts like multiculturalism, globalization, displacement, alienation, simulation to gain complex insights about literary texts</li> </ul>
<b>VI</b>	<b>CC-13: Modern European Drama</b>	<ul style="list-style-type: none"> <li>● To focus on the European eminent dramatists like Ibsen, Brecht, Beckett, Ionesco and others</li> <li>● Provide an overview of the theatrical movements in Europe and the engagement of theatre with social issues.</li> <li>● Focus on the innovative performative trends and the dynamic relationship between actors and audience.</li> </ul>

	<b>CC-14: Post Colonial Literature</b>	<ul style="list-style-type: none"> <li>● Identify and discuss representative post colonial writers and their literary works in the historical and cultural context.</li> <li>● Engage with central terms and concepts in postcolonial studies such as nationalism, resistance, hybridity for aesthetic evaluation of literary works</li> <li>● Compare various cultural aspects and draw intercultural parallellisms.</li> </ul>
	<b>DSE-3: Literary Criticism</b>	<ul style="list-style-type: none"> <li>● Understand the foundational principles of Western European philosophy.</li> <li>● Trace the evolution of these principles from Classical to the Romantic and Victorian era</li> </ul>
	<b>DSE-4: Literary theory</b>	<ul style="list-style-type: none"> <li>● Form a foundational knowledge about literary theory at large</li> <li>● identify the relevance of literary theory in understanding society and literature.</li> <li>● Pay close attention to the method of argument and establishment of concepts to discern the connection between theoretical frameworks and the understanding of literary texts</li> </ul>
	<b>DSE-5: Partition Literature</b>	<ul style="list-style-type: none"> <li>● Understand the Partition of India as a major social, political and historical phenomenon and analyse its reflection in literature.</li> <li>● Study the communalism and violence, its impact on partition and its treatment in literature.</li> <li>● Assess the issues of colonialism, nationalism, homelessness, trauma, exile and condition of women in the representative writings of partition literature.</li> </ul>
	<b>DSE-6: Research Methodology</b>	<ul style="list-style-type: none"> <li>● Identify the research problem, utility of literature review and overall process of designing a research from its inception to its report</li> <li>● Develop the ability to choose methods appropriate ro research aims and objectives.</li> <li>● Develop skills in qualitative and quantitative data analysis, writing bibliographic information</li> <li>● Acquire advanced skill in critical thinking and writing</li> </ul>

<b>AECC: English Communication</b>	<ul style="list-style-type: none"> <li>● learn the fundamentals and the tools of communication to develop skills in verbal communication.</li> <li>● Attain competence and confidence in personal, professional and social interactions.</li> <li>● Gain confidence in self</li> </ul>
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## ENGH-H-GE-T-1: ACADEMIC WRITING AND COMPOSITION

- Students from other departments who opt for English gain an introduction to the writing process and the world of Academic Writing and Composition
- They learn about the various ways of composing, editing and publishing their work.
- This course helps them to develop reading analysis, co
- complex written arguments based on synthesis of information
- Integration of ideas and applying proper citation is also an outcome of this course.

## ENGH-H-GE-T-2: TEXT AND PERFORMANCE

- It will acquaint students with the development of drama and nuances of stage performance in ancient and modern era.
- Introducing the Indian and western theories of dramaturgy, from classical to modern era, along with practical understanding of the stage.

## ENGH-H-GE-T-3: LANGUAGE AND LINGUISTICS

- The course introduces the basic concepts of language and linguistic theories.
- Understanding the language structure and functioning of the language.
- Understand the relationship between language and society.

## ENGH-H-GE-T-4: CONTEMPORARY INDIA: WOMEN AND EMPOWERMENT

- Understand and examine closely the narratives that seek to represent women, femininities and gender.
- Identify how gendered practices influence and shape knowledge production and circulation of such knowledges.
- Participate in challenging gendered practices that reinforce discrimination.

## LCC

### ENGH-G-LCC-T-1: INDIAN WRITING ENGLISH

- Introduce the students with literary texts of the syllabus
- Understand the critical interpretation of meaning and reference of literary texts.
- Improve reading, writing and speaking skills in English.

### ENGH-G-LCC-T-2: LITERATURE OF THE BRITISH ISLES

- Students will interpret core English texts learning about the historical and cultural contexts.
- Introduce varieties of reading strategies to foster comprehension and construct relevant and meaningful connections to the text
- Interpretation of texts will enhance their reading and writing capabilities.

**DEPARTMENT OF POLITICAL SCIENCE  
DWIJENDRALAL COLLEGE  
(2009-10 TO 2017-18)**

**PROGRAMME OUTCOME**

- a) Students graduating through B.A. Hons Programme (CBCS) from this college are expected develop an analytical skill which will enable them to solve the problem related issues that he /she faces in next level studies.
- b) Students although at the initial stage after getting admission faces difficulty in their language skill , but when they complete the course , they are expected to become pretty able to communicate their understanding in the subject .
- c) Students of the programme will become capable to ask questions, especially appreciate a scholarly presentation of any form and debate upon issues which invite cross discussion.
- d) Students graduating from this institute in this programme will become able to relate the social and national issues to what they have learnt from their books and in the classroom situation.
- e) Students completing the programme become confident in the sense that they feel they are employable.
- f) The college trains the students to undertake primary levels of research work and thus they become motivated for advanced research when they go for higher studies.

**PROGRAMME SPECIFIC OUTCOME**

- 1. A basic understanding of the programme creates capabilities to articulate and participate as an informed and responsible citizen who has a direct role to play in nation building.
- 2. The programme provides an introduction to the dynamics of Indian politics.
- 3. The activity equips the students for competitive exams conducted by WBPSC, SSC, NET, SET and enhances employability.
- 4. For those opting for a career in politics, study of this Programme greatly props ones meaningful engagement with policymaking and its implementation by developing relevant skill.



## COURSE SPECIFIC OUTCOME

Course	Course Outcome	
Political Science (Hons)		
<b>Part/Year I</b>	Paper I-Basic Principles of Political Theory	<p>a) This course encourages 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 helps them to develop the skill to understand, assess 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 WPSC, 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>
<b>Part/Year II</b>	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 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>
<b>Part/Year III</b>	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>
	Paper VIII- Public Administration	<p>a) The conceptual framework and theories elucidated by administrative thinkers over time facilitates understanding of how to go about in 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. 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>

**DEPARTMENT OF POLITICAL SCIENCE**  
**DWIJENDRALAL COLLEGE**  
**(2018-19 TO 2021-22)**

**COURSE SPECIFIC OUTCOME**

Course	Course Outcome	
Political Science (Hons)		
Semester I	POL-H-CC-T-1 Understanding Political Theory: Concepts	a) This course encourage student to understand certain key aspects of liberal and socialist trends of modern political theory.  b) Assess the critical and contemporary debates in Political Theory
	POL-H-CC-T-2 Understanding Political Theory: Approaches and Debates	a) Develop a critical and reflective analysis and interpretation of social practices through the use of relevant conceptual tool kit.  b) Access the critical and contemporary debates in Political Theory.
	POL-H-GE-T-1 Reading Gandhi	a) To understand the art of reading texts, to enable them to grasp its conceptual and argumentative structure.  b) To help them acquire the skills to locate the texts in a broader intellectual and socio-historical context.  c) Acquaint with the social and political thought of Gandhi.
	POL-H-GE-T-1 Nationalism in India	a) Historically Understand the advent of colonialism in India and the emergence of the discourse of nationalism as response to it.  b) Engage with theoretical explanations of colonialism and nationalism in India at the same time study the social, political and institutional practices that unfolded in that period, gradually paving way towards independence and democracy in India
	POL-H-CC-T-3	a) Develop a basic understanding about the

Semester 2	Politics in India	<p>Indian party system and electoral politics.</p> <p>b) Identify the major challenges to the process of Nation-building in India.</p>
	POL-H-CC-T-4 Indian Constitution	<p>a) Develop a basic understanding about the structure of the Indian Constitution.</p> <p>b) Understand the nature of federalism in India.</p> <p>c) Get an idea about the Fundamental rights of the Indian citizens' and the role that the Indian judiciary play in protecting and upholding these rights</p>
	POL-H-GE-T-2 <b>A. Human Rights, Gender and Environment</b>	<p>a) Enabling the students to understand the issues concerning the rights of citizens in general and the marginalized groups in particular.</p> <p>b) Help us to assess the institutional and policy measures which have been taken in response to the demands of various movements.</p>
	POL-H-GE-T-2 <b>B . Governance : Issues and Challenges</b>	<p>a) Identify the different dimensions of governance.</p> <p>b) Identify the Structure and process of Governance in India</p>
	POL-H-CC-T-5 Indian Political Thought (Ancient and Medieval)	<p>a) Understand the key concepts of ancient Indian political thought.</p> <p>b) Identify the key concerns of medieval Indian political thinkers</p>
	POL-H-CC-T-6 Indian Political Thought (Modern)	<p>a) Understand the key concerns of major political thinkers of modern India.</p>

Semester 3	POL-H-CC-T-7  Understanding International Relations: Theories and Concepts.	a) Understand the major approaches to the study of International Relations b) Comprehend the main theories in International Relations
	POL-H-GE-T-3A: Politics of Globalization	Understand the process of Globalization from a political perspective
	POL-H-GE-T-3  B: United Nations and Global Conflicts	a) Understand the organizational structure and the political process of the UN. b) Understand the evolution of the UN since 1945.
	POL-H-SEC-T-1  A. Legislative Practices and Procedures	a) To Identify the legislative process in India at various levels,  To understand the basic requirements of peoples' representatives in policy making process
	POL-H-SEC-T-1  B. Democratic Awareness with Legal Literacy	a) Develop an understanding of the formal and Alternate Dispute Redressal (ADR) mechanisms that exist in India, public interest litigation.
	POL-H-CC-T-8  Public Administration(Theories & Concepts)	a) Understand the nature of Public administration and distinguish it from private administration. b) Trace the evolution of Public administration as an academic discipline
	POL-H-CC-T-9 Public Policy and Indian Administration	a) Trace the evolution of Indian administrative system. b) Understand the maladies in Indian civil service and identify the major reforms made.
	POL-H-CC-T-10  Global Politics & Issues since 1945	a) Understand the major issues influencing International politics b) Identify the major regional organizations and their policies
	POL-H-GE-T-4  A: Feminism: Theory and Practice	a) Understand the contemporary debates on feminism and the history of feminist struggles. b) Understand the complexity of patriarchy and the history of feminism.
	POL-H-GE-T-4  B: Understanding Ambedkar	a) To Understand Ambedkar's ideas and their relevance in contemporary India, by looking beyond caste.

Semester 4		b) To understand Ambedkar's philosophical contributions towards Indian economy and class question, sociological interpretations on religion, gender, caste and cultural issues.
	POL-H-SEC-T-2  A. Public Opinion and Survey Research	a) Understand how to conceptualize and measure public opinion using quantitative methods, with particular attention being paid to developing basic skills pertaining to the collection, analysis and utilisation of quantitative data.
	POL-H-SEC-T-2  B. Peace and Conflict Resolution	a) Help build an understanding of a variety of conflict situations. b) Understand the various dimensions of Conflict.
Semester 5	POL-H-CC-T-11  Western Political Thought (Ancient & Medieval)	c) Have an insightful knowledge about the ancient and medieval western political thought. d) Understand the key ideas of western political thinkers of ancient and medieval period.
	POL-H-CC-T-12  Western Political Thought (Modern)	e) Have an insightful knowledge about the western political thought of modern times. f) Understand the key ideas of western political thinker's of modern period.
	POL-H-DSE-T-1  (any one)  A: Citizenship in a Globalizing World	g) Understand the theories of citizenship and the historical development of the concept. h) Develop an idea about citizenship as a practice in an increasingly globalizing world.
	POL-H-DSE-T-1  (any one)  B: Public Policy in India	i) Be familiar with different public policies in India. j) Understand various theories and methods of understanding public policy and governance
	POL-H-DSE-T-2  (any one)  A: Development Process and Social Movements in Contemporary India	k) To understand the development process in India since Independence. l) Understand a variety of protest movements in the context of development in India.
	POL-H-DSE-T-2 (any one) B: Human Rights in	m) Develop an understanding of Human Rights from a comparative

	a Comparative Perspective	perspective.
Semester 6	POL-H-CC-T-13 Introducing Political Sociology	a) Understand the nature and scope of Political Sociology b) Understand the concept of Social Stratification and the role of caste, class and elite in politics.
	POL-H-CC-T-14 Comparative Government and Politics	a) Identify the difference between Comparative Politics and Comparative Government. b) Identify the different types of Constitutional Systems.
	POL-H-DSE-T-3 A: Understanding South Asia	<ul style="list-style-type: none"> <li>Understand the Geo-politics of South Asia as a region.</li> <li>Understand the nature of state system in various countries of South Asia.</li> </ul>
	POL-H-DSE-T-3 B: India's Foreign Policy in a Globalizing World.	<ul style="list-style-type: none"> <li>Have an insightful understanding about India's foreign policy preferences in the globalizing World.</li> <li>Identify the pattern of India's engagements with global powers.</li> </ul>
	POL-H-DSE-T-4 A: Dilemmas in Politics	<ul style="list-style-type: none"> <li>Explore, analyze and evaluate some of the central issues, values and debates in the/ contemporary world.</li> </ul>
	POL-H-DSE-T-4 B: Dissertation	<ul style="list-style-type: none"> <li>Apply the knowledge gained through different courses in practical field.</li> <li>Solve problems related to his course of study.</li> <li>Document, calculate, analyse and interpret data.</li> </ul>