

2.6.1

Programme Outcomes (Pos) and Course Outcomes (Cos) for all Programmes offered by the Institution



TEHATTA SADANANDA MAHAVIDYALAYA

A West Bengal State Government Aided Degree College

Affiliated to The University of Burdwan

▲ Established – 2013 ▲

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TEHATTA SADANANDA MAHAVIDYALAYA



Course Outcome and Program Outcome

TEHATTA SADANANDA MAHAVIDYALAYA



**Course Outcome and Program Outcome Of Geography
Department**

**PROGRAMME OUTCOMES, PROGRAMME
SPECIFIC OUTCOMES AND COURSE OUTCOMES
FOR UNDER GRADUATE PROGRAMMES**

**PROGRAMME NAME: B.A. / B.SC. (HONS.) IN
GEOGRAPHY UNDER SEMESTER WITH CHOICE
BASED CREDIT SYSTEM (W.E.F. 2017- 2018)**



**DEPARTMENT OF GEOGRAPHY
TEHATTA SADANANDA MAHAVIDYALAYA
TEHATTA, PURBA BARDHAMAN, 713122**

PROGRAM OUTCOMES

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. The honours programme in geography is designed to meet the students' specific educational and professional goals in applied field. It focuses on spatial studies, qualitative as well as quantitative analysis in context of human-environment relationship.

During the first semester of the programme, the students are trained on grasp the knowledge about geomorphology and geotectonic in application of various cartographic technique with the understanding of geological map. In the second semester they bring to the notion of human geography along with different cartograms, thematic mapping techniques and surveying techniques. The third semester allows them to concentrate on climatology, statistical methods in specific application to the field of geography along with a clear geographical understanding of India and West Bengal. In the fourth semester students are adequately enriched with the knowledge in economic geography, regional planning with its long term application on environmental geography. Students become fortunate to try their knowledge in the applied part of geography through the portion of research methodology introduced in the fifth semester along with the applications of remote sensing and GIS specific areas of the subject, on which they complete their field reports. After completing the course, the students will be amply prepared for professional careers in geography and allied disciplines like GIS. The historical perspective of geography and disaster management are the topics enhance the knowledge of students and able them to connect geography in their practical life.

1. Knowledge outcomes

- Understanding 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.
- Understanding the concept of applied geography from the corner of applying various cartographic techniques to portray a real space time based scenario. Able to synthesize the knowledge on surveying and real time map making through the very significant application of remote sensing and GIS in various part of our life.
- 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.

2. Skill outcomes:

- Carry out surveying and learn the art of map making and prepare maps for the areas with the help of surveying techniques.
- Gain knowledge of quantitative methods and their ability to use statistical and cartographical methods to solve geographical problems.
- Construct various types of projections and scales as per requirement of the study.
- Collect primary and secondary data in the field.
- Apply various statistical formulas to analyse data.
- Use cartographic techniques with the help of simple software techniques like-MS Excel.
- Handle topographical and weather maps and interpret them.
- Identify types of rocks.
- Know about Geographical Information System (GIS) and Remote Sensing (RS)
- Prepare objective scientific approach so that students can address research problems in Applied Geography and allied fields. 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.

3. Behavioral Outcome:

- Foster cooperation among students enabling them to connect and contribute towards teamwork activities.
- Develop effective communications skills that promote leadership qualities individually as well as within a group.
- Develop critical thinking and skills that train students to analyze problems and validate real life solutions.
- Instill confidence and develop a sense of identity in facing the real world.
- 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 analyzing 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, Statistics, Remote Sensing and GIS, Resource Management and Conservation, Regional Planning and Development Studies etc.

PSO1.Acquireing Knowledge of Physical Geography: Student will gain the knowledge of physical geography. Student will have a general understanding about the geomorphological and geotechnical process and formation. They will be able to correlate the knowledge of physical geography with the human geography.

PSO2. Correlate the knowledge of physical geography with the human geography: Associating landforms with structure and process; establishing man-environment relationships; and exploring the place and role of Geography vis-a-sis other social and earth sciences. Students can easily correlate the knowledge of physical geography with the human geography. They will analyze 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

PSO3. Understanding the functioning of global economic impact on everyday life : Understanding the functioning of global economies, geopolitics, global geostrategic views and functioning of political systems

PSO4. Understand Environmental Ethics and Sustainability: Understand the impact of the acquired knowledge in societal and environmental contexts, and demonstrate the knowledge of need for sustainable development.

PSO5. Instilling cultural and social mindset towards the nation in understanding the unity in diversity : 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 analyzing the regional diversity of India through interpretation of natural and planning regions.

PSO6. Analyzing 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

PSO7. Understanding the historical chapters in progress of the subject: Over viewing ancient and contemporary geographical thought and its relationship with modern concepts of empiricism, positivism, radicalism,behaviouralism , idealism etc.

PSO8. Ability of Problem Analysis: Student will be able to 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.

PSO9. Conduct Social Survey Project: They will be eligible for conducting social survey project which is needed for measuring the status of development of a particular group or section of the society.

PSO10. Application of modern instruments: Students will be able to learn the application of various modern instruments and by these they will be able to collect primary data.

PSO11. Application of GIS and modern Geographical Map Making Techniques: They will learn how to prepare map based on GIS by using the modern geographical map making techniques.

PSO12. Development of Observation Power: As a student of Geography Honours Course they will be capable to develop their observation power through field experience and in future they will be able to identify the socioenvironmental problems of a locality.

PSO13. Development of Communication Skill and Interaction Power: After the completion of the project they will be efficient in their communication skill as well as power of social interaction. Some of the students are being able to understand and write effective reports and design credentials, make effective demonstrations, and give and receive clear instructions.

PSO14. Enhancement of the ability of Management: Demonstrate knowledge and understanding of the management principles and apply these to their own work, as a member and leader in a team, to manage projects. They will perform effectively as an individual, and as a member or leader in diverse teams, and in multidisciplinary settings.

PSO15. Life-long learning: Identify the need for, and have the preparation and ability to engage in independent and life-long learning in the broadest context of societal and environmental change.

COURSE OUTCOMES

SEMESTER—I

COURSE CODE	COURSE NAME	COURSE CREDIT	COURSE OUTCOME
CC1 (T)	Geotectonics and Geomorphology	6	<p>KNOWLEDGE GAINED</p> <ul style="list-style-type: none"> • 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. • Acquire knowledge about types of folds and faults and earthquakes, volcanoes and associated landforms. • Understanding crustal mobility and tectonics; with special emphasis on their role in landform development. • Overview and critical appraisal of landform development models. <p>SKILL GAINED</p> <ul style="list-style-type: none"> • Ability to record temperature, pressure, humidity and rainfall • Develop the skills of identification of features and correlation between them. • Do field surveys using appropriate techniques. • Identification of rocks and minerals. <p>COMPETENCY DEVELOPED</p> <ul style="list-style-type: none"> • To cope up with continuous progress in geomorphology
CC2 (T+P)	Cartographic Techniques and Geological map study	4 +2	<p>KNOWLEDGE GAINED</p> <p>Understand and prepare different kinds of maps. Recognize basic themes of map making. Development of observation skills.</p> <p>SKILLED GAINED</p> <p>Develop the skills on Cartographic Techniques and Geological map study</p>

SEMESTER—II

COURSE CODE	COURSE NAME	COURSE CREDIT	COURSE OUTCOME
CC3 (T)	Human Geography	6	<p>KNOWLEDGE GAINED</p> <ul style="list-style-type: none"> • Gain knowledge about major themes of human Geography. • Acquire knowledge on the history and evolution of humans. • Understand the approaches and processes of Human Geography as well as the diverse patterns of habitat and adaptations. <p>Develop an idea about space and society</p> <p>SKILLS GAINED</p> <ul style="list-style-type: none"> • Acquire knowledge and training to collect and analyze data from the primary and secondary sources <p>COMPETENCY DEVELOPED</p> <ul style="list-style-type: none"> • Apply requisite analytical and technical skills in diverse fields of population
CC4 (P)	Cartograms, Survey and Thematic Mapping	4+2	<p>KNOWLEDGE GAINED</p> <p>Comprehend the concept of scales and representation of data through cartograms.</p> <ul style="list-style-type: none"> • Basic concepts of surveying and survey equipments: Abneys Level, Clinometer • Basic concepts of surveying and survey equipments: Prismatic Compass, Dumpy Level, Transit Theodolite • Interpretation of Land use and land cover maps <p>SKILLES GAINED</p> <ul style="list-style-type: none"> • Learn the usages of survey instruments. • Brings direct interaction of different types of surveying instruments like Dumpy level and Theodolite with environment. <p>Develop an idea about different types of thematic mapping techniques</p>

			<p>COMPETENCY DEVELOPED</p> <ul style="list-style-type: none"> • Ability to understand and read maps and develop cartographic skills by which they will be able to create maps on their own. • Applying the knowledge in producing appropriate and accurate cartographic images in dissertation work
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SEMESTER-III

COURSE CODE	COURSE NAME	COURSE CREDIT	COURSE OUTCOME
CC5 (T)	Climatology	6	<p>KNOWLEDGE GAINED</p> <ul style="list-style-type: none"> • Understand the elements of weather and climate, different atmospheric phenomena and climate change. • Learn to associate climate with other environmental and human issues. Approaches to climate classification. • To analyze the dynamics of the Earth's atmosphere and global climate. Assessing the role of man in global climate change. <p>SKILLES GAINED</p> <ul style="list-style-type: none"> • Prepare various climatic maps and charts and interpret them. • Learn to use of various meteorological instruments. • Learn the interaction between the atmosphere and the earth's surface. Understand the importance of the atmospheric pressure and winds. • Understand how atmospheric moisture works. <p>COMPETENCY DEVELOPED</p> <ul style="list-style-type: none"> • Response to global warming at individual as well as societal levels; responding to issues of climate change and its impacts. • Weather interpretation and forecasting with focus on application of hydrometeorology and agro-meteorology for future research work.

CC6 (T+P)	Statistical Methods in Geography	(4+2)	<p>KNOWLEDGE GAINED</p> <ul style="list-style-type: none"> •e-Learn the significance of statistics in geography. Understand the importance of use of data in geography •Recognize the importance and application of Statistics in Geography. • Know about different types of sampling. • Develop an idea about theoretical distribution. •Gain knowledge about association and correlation. <p>SKILLS GAINED</p> <ul style="list-style-type: none"> • Interpret statistical data for a holistic understanding of geographical phenomena. • Learn to use tabulation of data. <p>COMPETENCY DEVELOPED Identify the nature and strength of relationship among various parameters of geographical data.</p>
CC7 (T)	Geography of India and West Bengal	6	<p>KNOWLEDGE GAINED</p> <ul style="list-style-type: none"> • Understand the physio-geographical set up of both India as a whole and West Bengal in particular • Understand the distribution of population, economic development and perspective of regional planning and development for India and West Bengal as well. <p>SKILLS GAINED</p> <ul style="list-style-type: none"> • Drawing, synthesizing and analyzing maps of India and West Bengal <p>COMPETENCY DEVELOPED</p> <ul style="list-style-type: none"> • Ability to develop the critical judgment and logical understanding in arguing the present geo-political, socio-cultural and economic issues of India and West Bengal.
SEC-1	Computer Basics and Computer Applications/ Remote Sensing	2	<p>KNOWLEDGE GAINED</p> <ul style="list-style-type: none"> • Understanding Numbering Systems • Data Computation and management

			<p>SKILLS GAIENED</p> <ul style="list-style-type: none"> • Data interpretation with annotated Diagrams • Internet surfing <p>COMPETENCY DEVELOPED</p> <ul style="list-style-type: none"> • Ability understand the computer based language and apply them real time situation <p>Remote Sensing</p> <p>KNOWLEDGE GAINED</p> <ul style="list-style-type: none"> • Gain knowledge on Remote Sensing of the environment, interaction of EMR with earth surface features its characteristics; spectral regions; elements of Visual Image Interpretation for Mapping and database-cum-information extraction. <p>SKILL GAINED</p> <ul style="list-style-type: none"> • Develop knowledge about the theoretical bases, principles, types and application of Remote sensing techniques maps. <p>COMPETENCY DEVELOPED</p> <ul style="list-style-type: none"> • Students can efficiently assess the scientific principles of Remote Sensing Techniques and observe and apply satellite based remote sensing data
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SEMESTER-IV

COURSE CODE	COURSE NAME	COURSE CREDIT	COURSE OUTCOME
CC8 (T)	Regional Planning and Development	6	<p>KNOWLEDGE GAINED</p> <ul style="list-style-type: none"> • Concepts of region, regionalization and regional planning; theories on recent development; concept on inequality and regional disparity. <p>SKILLS GAINED</p> <ul style="list-style-type: none"> • Delineation of formal and functional region • Identity the best measures of inequality and

			<p>various indicators of regional development.</p> <p>COMPETENCY DEVELOPED</p> <ul style="list-style-type: none"> Analyze the interstate imbalance in India with respect to various indicators of development. Ability to prepare plans for development in backward region and backward group.
CC9 (T)	Economic Geography	6	<p>KNOWLEDGE GAINED</p> <ul style="list-style-type: none"> Understand the concept of economic activity, factors affecting location of economic activity. Gain knowledge about different types of Economic activities Assess the significance of Economic Geography, the concept of economic man and theories of choice. <p>SKILLS GAINED</p> <ul style="list-style-type: none"> Analyze the factors of location of agriculture and industries. <p>COMPETENCY DEVELOPED</p> <ul style="list-style-type: none"> Understand the evolution of varied types of economic activities. Map and interpret data on production, economic indices, transport network and flows.
CC10 (T+P)	Environmental Geography	4+2	<p>KNOWLEDGE GAINED</p> <ul style="list-style-type: none"> Understand Geographers' Approach to Environmental Studies and Changes in Perception of Environment in different stages of Human Civilization. Concept of ecosystem, ecology and biodiversity and impact of pollution over it. Formation of urban heat island, and global pollution Urban Environmental issues related to Waste Management <p>SKILLS GAINED</p> <ul style="list-style-type: none"> Preparation of questionnaire for perception survey on environmental problems

			<ul style="list-style-type: none"> • Environmental Impact Assessment: Leopold Matrix • Quality assessment of soil using field kit: pH and NPK • Interpretation of air quality using CPCB / WBPCB data <p>COMPETENCY DEVELOPED</p> <ul style="list-style-type: none"> • Knowledge to understand overall anthropogenic impact on environment and develop environmental ethics.
SEC -2 (P)	Advanced Spatial Statistical Techniques/ Field work	2	<p>KNOWLEDGE GAINED</p> <ul style="list-style-type: none"> • Know about Probability and Normal Distribution and their Geographical Applications,Skewness. • Differences between Spatial and non-Spatial data,Nearest Neighbour Analysis • Gain knowledge about orrelation and Regression Analysis, t-test, Spearman's Rank Correlation, Product Moment Correlation; Linear Regression • Time Series Analysis <p>SKILLS GAINED</p> <ul style="list-style-type: none"> • Interpret statistical data for a holistic understanding of geographical phenomena. • Learn to use tabulation of data. • Have expertise in identification of area of study, methodology, quantitative and quantitative analysis, andconclusions to be drawn about the area – fundamental togeographical research. • Handle logistics and other emergencies on field. • Develop skills in photography, mapping and videorecording. <p>COMPETENCY DEVELOPED</p> <p>Identify the nature and strength of relationship among various parameters of geographical data.</p>

SEMESTER-V

COURSE CODE	COURSE NAME	COURSE CREDIT	COURSE OUTCOME
CC11 (T+P)	Research Methodology and Fieldwork	4+2	<p>KNOWLEDGE GAINED</p> <ul style="list-style-type: none"> • Significance of Literature review in research • Defining research problem, objectives and hypothesis. Research materials and methods • Techniques of writing scientific reports: Preparing notes, references, bibliography <p>SKILLS GAINED</p> <ul style="list-style-type: none"> • 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. • Handle logistics and other emergencies on field. • Develop skills in photography, mapping and videorecording. <p>COMPETENCY DEVELOPED</p> <ul style="list-style-type: none"> • Develop logical and analytical mind in understanding and solving the real time problems and find prospects out of the situation.
CC12 (T+P)	Remote Sensing And GIS	4+2	<p>KNOWLEDGE GAINED</p> <ul style="list-style-type: none"> • Have knowledge of the principles of remote sensing, sensor resolutions and image referencing schemes. • Interpret satellite imagery and understand the preparation of false color composites from them. <p>SKILLS GAINED</p> <ul style="list-style-type: none"> • Training in the use Geographic Information System (GIS) software for

			<p>contemporary mapping skills.</p> <ul style="list-style-type: none"> • Analyzing and interpreting remotely sensed satellite images and aerial photographs in order to understand topographical and cultural variations on the Earth's surface. • Conducting field excursions and preparation of fieldreport on research on problem in different areas of India • Apply GIS to the preparation of thematic maps. • Use of GNSS. <p>COMPETENCY DEVELOPED</p> <ul style="list-style-type: none"> • Students can efficiently assess the scientific principles of Remote Sensing Techniques and observe and apply satellite based remote sensing data.
DSE-1 (T)	Urban Geography/ Cultural and Settlement Geography	6	<p>KNOWLEDGE GAINED</p> <ul style="list-style-type: none"> • Develop deeper understanding of Urban geography • Focus on establishing in-depth knowledge on spatial and temporal basis of urban studies; physical, social, cultural and economic setup of urban centers with special reference to India. <p>SKILLS GAINED</p> <ul style="list-style-type: none"> • Helps to understand, analyse and interpret the morphology of urban centres • Learn the significance of human activities, physical-biological and cultural phenomena, across temporal and spatial variations, that influence the urban landscape. <p>COMPETENCY DEVELOPED</p> <ul style="list-style-type: none"> • Acquire competency to address a variety of contemporary issues in the light of rapid expansion of the dynamic discipline • Understand and appreciate the value of different perspectives to examine the complexities of urban life and the

			<p>consequences inherent in the built-up environment</p> <p>KNOWLEDGE GAINED</p> <ul style="list-style-type: none"> • Acquire clear concepts of cultural diversity, landscape etc. • rural and urban settlements • Greater understanding of origin and distribution of settlements; its classifications; settlement structure and settlement hierarchy; models and theories explaining morphology of rural and urban centres <p>SKILLS GAINED</p> <ul style="list-style-type: none"> • Fosters an ability to think in spatial terms, using geographic principles to understand the past as well and present growth of settlements • Inculcate a greater understanding of man-land relationship that is crucial for sustainable development <p>COMPETENCY DEVELOPED</p> <ul style="list-style-type: none"> • Development of theoretical and methodological approaches in culture and settlement
DSE-2 (T)	Population Geography/ Social Geography	6	<p>Population Geography</p> <p>KNOWLEDGE GAINED:</p> <ul style="list-style-type: none"> • Acquire clear concepts of population geography and demographic studies • Greater understanding of nature, scope and evolution of population geography through spatial and temporal frameworks; population dynamics; world population and development with special reference to India. <p>SKILLS GAINED:</p> <ul style="list-style-type: none"> • Acquiring, handling and analyzing population data both at the grassroots level and secondary sources • Assessment of vital statistics of population data <p>COMPETENCY DEVELOPED:</p> <ul style="list-style-type: none"> • Acquire and interweave theoretical foundation for addressing research issues related to population dynamics in the real world • Assess resource management vis-à-vis population growth in the local and national context

			<p>Social Geography</p> <p>KNOWLEDGE GAINED: • Concept of Social Well-being, • Quality of Life Indicators of Social Well-being after Knox and Smith• Social Pathology: Crime and Violence• Social Area Analysis after Shevky and Bell• Social Impact Assessment (SIA): Concept and Importance • Social Policies in India: Sarva Shiksha Abhiyan and NRHM</p> <p>SKILLS GAINED: Acquiring, handling and analyzing social data both at the grassroots level and secondary sources • Assessment of vital statistics of sociological data</p> <p>COMPETENCY DEVELOPED: • Acquire and interweave theoretical foundation for addressing research issues related to population dynamics in the real world</p>
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SEMESTER-VI

COURSE CODE	COURSE NAME	COURSE CREDIT	COURSE OUTCOME
CC13	Evolution of Geographical Thought	6	<p>KNOWLEDGE GAINED</p> <ul style="list-style-type: none"> • Acquire basic concepts in geographical thoughts through ancient, medieval and modern periods; recent trends and explanations in geography <p>SKILLS GAINED</p> <ul style="list-style-type: none"> • Develop philosophical and historical aptitude among students in the context of evolution and development of geographical ideas, theme, approaches and knowledge • Acquaint students with the philosophers of different schools of thought that have contributed in the development of geography as a branch of knowledge.

			<p>COMPETENCY DEVELOPED</p> <ul style="list-style-type: none"> • Understanding of the basic theme, ideas, dichotomies and approaches of geographic knowledge • Critically evaluate the nature of geography as spatial science with changing space and time
CC14	Disaster Management	4+2	<p>KNOWLEDGE GAINED</p> <ul style="list-style-type: none"> • Classification of hazards and disasters, Approaches to hazard study: Risk perception and vulnerability assessment. Hazard paradigms, Responses to hazards: Preparedness, trauma and aftermath. Resilience and capacity building <p>SKILLS GAINED</p> <ul style="list-style-type: none"> • Hazards mapping: Data and techniques. • Risk assessment and vulnerability assessment <p>COMPETENCY DEVELOPED</p> <ul style="list-style-type: none"> • Enhancing the ability to understand the cause and effect of hazard and reason for turning them into disaster. • Develop the ability to assess the risk to minimize the causalities.
DSE-3	Fluvial Geomorphology/ Resource Geography	6	<p>Fluvial Geography</p> <p>KNOWLEDGE GAINED: • Advanced knowledge in fluvial geomorphology develop advanced knowledge in fluvial geomorphology which deals with the action of the flow of water in the development of landform. Different mechanisms and processes both traditional and contemporary have been included to cover up the important aspects of the subject.</p> <p>SKILL DEVELOPED: • Ability to understand process and mechanism involved in fluvial action for landform development.</p> <p>COMPETENCY DEVELOPED: • Use of this knowledge in further academic development</p>

			<p>Resource Geography</p> <p>KNOWLEDGE GAINED</p> <ul style="list-style-type: none"> • In-depth knowledge of climate, natural vegetation, agriculture and energy resources and industries . <p>SKILLS GAINED</p> <ul style="list-style-type: none"> • Conceptualize the regional approaches and to examine regional differentiation in the study of India <p>COMPETENCY DEVELOPED</p> <ul style="list-style-type: none"> • Recognize regional identities and environmental dimension of regionalization to address the issues and concern needed for regional planning and sustainable resource management
DSE-4	Soil and Biogeography/ Agricultural Geography	6	<p>Soil and Biogeography</p> <p>KNOWLEDGE GAINED</p> <ul style="list-style-type: none"> • The distribution patters of the plants and animals and the processes involved focusing on its development and content, the concept of habitat, plant-animal association, zoogeography as well as phytogeography with the objectives of understanding the geography of living organism in the earth in a more analytical perspective. <p>SKILL DEVELOPED</p> <ul style="list-style-type: none"> • Ability to see the animate world from geographical perspective. <p>COMPETENCY DEVELOPED</p> <ul style="list-style-type: none"> • Use of the knowledge in further academic development. <p>Agricultural Geography</p> <p>KNOWLEDGE GAINED</p> <p>Physical and Human Influences on the Distribution of Agricultural Systems, Agro-climatic Regions of India, Green Revolution in India: Problems and Prospects, Agricultural Credit and Marketing: NABARD</p>

			<p>SKILL DEVELOPED</p> <ul style="list-style-type: none">• Ability to apply various perspective of agricultural models and crop combination and diversification. <p>COMPETENCY DEVELOPED</p> <ul style="list-style-type: none">• Use of the knowledge in further social area development for agrarian people and future agricultural development.
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TEHATTA SADANANDA MAHAVIDYALAYA



Course Outcome and Program Outcome Of Sanskrit Department

PROGRAMME OUTCOME

Sanskrit is a very rich language of IE language group. Sanskrit is a medium to know about ancient Indian history, culture, religion, social life through its text. The academic programme of both Honours and General degree courses are designed not only professional skill but also develop a deep understanding of rich heritage and dynamic prevalent scenario of India through various Sanskrit texts.

Bachelor's degree in Sanskrit is awarded upon completion of three full years of the subject study at the undergraduate level. The learning at the end of the course enables the student to have the academic, behavioural and social competencies as given below:

❖ Proficiency in Academics

- Basic communication skills in understanding Sanskrit with LSRW (Listening, Speaking, Reading & Writing) capacities.
- Skill adaptability in specific areas.
- Usage of critical thinking while correlating concepts with personal experiences.
- Usage of shastraic discipline and ancient traditional learning while discriminating others.
- Articulation of ideas, literary writing, innovations and effective presentation skills in Sanskrit as well as in other native Indian languages and English.
- Building confidence to explore and study various Indian sciences.
- Ability to explore ancient Indian sciences with confidence.
- Competency building to convey the society at large about Indic Knowledge and wisdom.
- Confidence in the chosen discipline knowledge along with the methodology – like data analysis, computer literacy.
- Being technically sound to utilize various e-resources, social media network etc. for furthering the purposes of Sanskrit education.

❖ Personal & Behavioural Competence

- Self-respect and respect for others.

- Self-development, health and hygiene, self-regulation skills.
- Self-confidence in executing and planning and execution of tasks. Development of positive attributes such as empathy, compassion, social participation, accountability etc.
- Development of cultural and historical sensibility particularly indigenous traditions, socio-cultural context and diversity.
- Competency in communicating, interacting, listening, speaking and observational skills.
- Appreciate and tolerate various perspectives.
- Art of negotiation, working in group and independently, interacting with stakeholders.
- Developing patriotism with a sense of responsibility
- Accentuating memory power and concentration in a specific area.

❖ *Social Competence*

- Ethical, social and ecological responsibility and acknowledging the dignity and presence of others, learning of values and social concerns reflected in social participation
 - Objective and unbiased work attitude, avoiding unethical behaviours such as data fabrication and plagiarism, observing code of conduct, respecting intellectual property rights and being aware of the implications and ethical concerns of research studies.
 - Commitment to health and wellbeing at different levels (e.g., individual, organization, community, society).
 - Collaboration, cooperation and realizing the power of groups and community.
 - Analysing social problems and understanding social dynamics.
 - Gender sensitization including gender respect, respect for one's own gender, dealing with gender confusion and gender identity issues.
 - Commitment to keep the environment clean and green.
 - Awareness of Patriotism from literature and the ethical awareness towards our country and our duties for it.
 - Being an ambassador to the Shastriac literature.

Course Outcome

Honours

Semester – 1

❖ CC – 1 > Classical Sanskrit Literature (Poetry)

1. This course aims to get students acquainted with Classical Sanskrit Poetry.
2. Students will be able to know the History of Sanskrit literature, especially the development of Sanskrit literature.
3. The course also seeks to help students to negotiate texts independently.

❖ CC – 2 > Critical Survey of Sanskrit Literature

- 1) Students will be able to know the journey from Vedic literature to Classical Sanskrit literature through Purana's.
- 2) It also intends to give an outline of Different Śāstric traditions, through which the students will be able to know the different genres of Sanskrit Literature and Sastra's.

Semester – 2

❖ CC – 3 > Classical Sanskrit Literature (Prose)

- 1) This course aims to acquaint students with comprehensive information of Classical Sanskrit Prose literature. Origin and development of prose, Important prose romances and fables Sanskrit, etc., have also been included here to acquaint the students with the history of Sanskrit Prose literature.
- 2) Besides the information of history this course also seeks to help students to select the Sanskrit texts for independent literary study.

❖ CC – 4 > Self-Management in the Gita

- 1) The objective of this course is to study the philosophy of self-management in the Śrīmadbhagavadgītā.
- 2) This course helps the students for creative writing and analytical study.
- 3) This also guides the students to find out the relevance of Śrīmadbhagavadgītā in present context.
- 4) It helps the students to understand the broader perceptive of life.
- 5) It helps the students to know various ways of maintaining balance between thought and action.

Semester – 3

❖ CC – 5 > Classical Sanskrit Literature (Drama)

- 1) This course aims to acquaint students with three most famous dramas of Sanskrit literature which represent three stages in the growth of Sanskrit drama.
- 2) Students will be able to know about the history of Sanskrit Drama.

❖ **CC – 6 > Poetics and Literary Criticism**

1) The study of Sāhityaśāstra (Sanskrit Poetics) embraces all poetic arts and includes concepts like alaṅkāra, rasa, rīti, vakrokti, dhvani, aucitya etc. The entire domain of Sanskrit poetic has flourished with the topics such as definition of poetry and divisions, functions of word and meaning, theory of rasa and alaṅkāra (figures of speech) and chandas (metre), etc. All these familiarize the students with the fundamental technical structures of Sanskrit literature.

2) This develops capacity for creative writing and literary appreciation.

❖ **CC – 7 > Indian Social Institutions and Polity**

1) Social institutions and Indian Polity have been highlighted in Dharmasāstra literature. The aim of this course is to make the students acquainted with various aspects of social institutions and Indian polity as propounded in the ancient Sanskrit texts such as Samhitās, Mahābhārata, Purāṇa, Kauṭilya's Arthasāstra and other works known as Nītiśāstra.

SEC – 1 > Basic Sanskrit

1) This course aims to acquaint students with the knowledge of ancient Brahmi script, Sanskrit Declensions and Conjugations, basic translation and some study of ancient fable books of Sanskrit.

Semester – 4

❖ **CC – 8 > Indian Epigraphy and Chronology**

1) This course aims to acquaint the students with the epigraphical journey in Sanskrit, the only source which directly reflects the society, politics, geography and economy of the time.

2) The course also seeks to help students to know the different styles of Sanskrit writing.

❖ **CC – 9 > Modern Sanskrit Literature**

1) The purpose of this course is to expose students to the rich & profound tradition of modern creative writing in Sanskrit, enriched by new genres of writing.

❖ **CC – 10 > Sanskrit and World Literature**

1) This course is aimed to provide information to students about the spread & influence of Sanskrit literature and culture through the ages in various parts of the world in medieval & modern times.

❖ **SEC – 2 >** This paper aims to build the ability of spoken Sanskrit or give a message to the students about the political thoughts reflected in Sanskrit literature.

Semester – 5

❖ **CC – 11 > Vedic Literature**

1) This course on Vedic literature aims to introduce various types of Vedic texts. Students will also be able to read one Upaniṣad, namely Ishopanīśad, where the coordination of Karma (work) and jñāna (knowledge) is described.

❖ **CC – 12 > Sanskrit Grammar**

1) To acquaint the students with general Sanskrit Grammar named Samasa Prakaraṇa.

❖ **DSE – 1 >** The principle of Sanskrit dramaturgy is discussed in this paper.

❖ **DSE – 2 >** Students will be able to know about the Elements of Linguistics.

Semester – 6

❖ **CC – 13 > Indian Ontology and Epistemology**

1) This course aims to get the students acquainted with the cardinal principles of the Nyāya Vaiśeṣika philosophy through the Tarkasaṃgraha and to enable students to handle philosophical texts in Sanskrit.

2) It also intends to give them an understanding of essential aspects of Indian Philosophy.

❖ **CC – 14 > Sanskrit Composition and Communication**

1) This paper aims at teaching composition and other related information based on Karaka Prakaraṇa.

❖ **DSE – 3 >** Students will be able to know the Fundamentals of Ayurveda and Environmental Awareness in Sanskrit.

❖ **DSE – 4 >** Students will be awarded about the art of balanced living from Yoga Darshana and Śrīmadbhagavad Gītā.

General

Semester - 1

❖ **CC – 1 > Sanskrit Poetry**

1. This course aims to get students acquainted with Classical Sanskrit Poetry.

2. Students will be able to know the History of Sanskrit literature, especially the development of Sanskrit literature.

3. The course also seeks to help students to negotiate texts independently.

Semester – 2

❖ **CC – 2 > Sanskrit Prose**

1) This course aims to acquaint students with comprehensive information of Classical Sanskrit Prose literature. Origin and development of prose, Important prose romances and fables Sanskrit, etc., have also been included here to acquaint the students with the history of Sanskrit Prose literature.

2) Besides the information of history this course also seeks to help students to select the Sanskrit texts for independent literary study.

Semester – 3

❖ CC – 3 > Sanskrit Drama

- 1) This course aims to acquaint students with three most famous dramas of Sanskrit literature which represent three stages in the growth of Sanskrit drama.
- 2) Students will be able to know about the history of Sanskrit Drama.

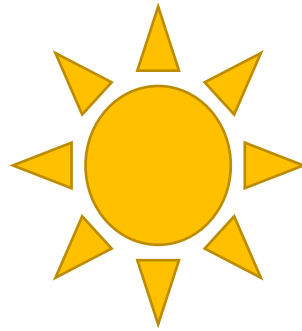
Semester – 4

❖ CC – 4 > Sanskrit Grammar

- 1) To acquaint the students with general Sanskrit Grammar.

Semester – 5 and Semester – 6

For General course students of these two semesters in Sanskrit are based on the selection of students. Elements of Ayurveda, Sanskrit Dramaturgy, Declensions, Conjugations, Sanskrit Fables, Vedic Sanskrit Literature etc. are entered in syllabuses of these two semesters.



TEHATTA SADANANDA MAHAVIDYALAYA



Course Outcome and Program Outcome Of Education Department

**Tehatta Sadananda Mahavidyalaya
Under The University of Burdwan**

**COURSE & PROGRAM OUTCOMES
OF
EDUCATION HONOURS (B.A.)
UNDER CBCS**

[Abbreviations Used: Core Course (CC); Skill Enhancement Course (SEC); Discipline Specific Elective (DSE); Generic Elective (GE); Course Outcome (CO); Program Outcome (PO); Program Specific Outcome (PSO)]

Semester – I

CC-1: Educational Philosophy-I

After end of the course –

CO1: Learners will acquire detail knowledge about the meaning, relation and significance of philosophy and education.

CO2: Students will understand Indian schools of philosophy, western schools of philosophy and Philosophy for development of humanity.

CO3: Students will understand about the importance of Educational philosophy in today's education system.

CO4: Learners will acquire detail knowledge about Child Centric Education, Life Centric Education: features and significance.

CO5: Students will acquire detail knowledge about Contributions of Great Educators to Education, Rammohan Roy, Iswar Chandra Vidyasagar, Swami Vivekananda, Rabindranath Tagore, Mahatma Gandhi.

CC-2: Educational Psychology-I

After end of the course –

CO: Learners will acquire detail knowledge about relation between psychology and education, nature, scope and significance of educational psychology,

CO2: Students will understand the importance of Educational Psychology.

CO3: Students will understand also learn about stages, types and theories of human development and their educational significance, learning: concept and theories and Concept, types.

CO4: Learners will acquire detail knowledge about theories of intelligence Growth and Development: Meaning and Concepts, Determinants of Development- Heredity and Environment,

CO5: Students will apply their Education based psychological knowledge in their daily life.

GE – 1 : Principles of Education (For other Disciplines)

After end of the course –

CO1: Learners will acquire detail knowledge about Education: Meaning, Nature and Scope, Functions, Factors and Aims.

CO2: Students will develop their knowledge about curriculum, types of curriculum, principles of curriculum construction and co-curricular activities.

CO3: Learners will acquire knowledge about child centric education, aims of modern child centric education, child centricism in education, play-way in education, Kindergarten, Montessori, Basic education and Project method.

CO4: Learners will acquire detail knowledge about Freedom and Discipline, Needs of discipline, Self-discipline, Application of Discipline in Educational Institution.

Semester-2

CC-3: Educational Philosophy- II

After end of the course –

CO1: Learners will acquire knowledge about Western Schools of Philosophy and their Educational Implication, Idealism, Naturalism, Realism and Pragmatism; Their contribution to present day education.

CO2: Students will develop their knowledge about Contribution of Great Educators to Education, Rousseau, Pestalozzi, Froebel, Dewey, Montessori

CO3: Learners will acquire knowledge about Current issues in Education: Education for Democracy, Education for National Integration, Education for International Understanding.

CO4: Students will develop their knowledge about Education for empowerment of Deferent Categories of People, Education for Peace, Education for Leisure

(CC-4): Educational Psychology-II

After end of the course –

CO1: Students will understand and develop skill about Intelligence, Intelligence Theory, Two-factor, Group-factor and Guilford's theory of Intellect, Measurement of intelligence, Verbal, Non-verbal and Performance Test, Creativity: Meaning and nature, Characteristics of creative person.

CO2: Learners will construct knowledge about the Personality, its meaning and nature, development of personality, personality, its types and traits, Psychoanalytical theory of personality, humanistic approach and Assessment of Personality.

CO3: Learners will develop detail knowledge about Memory: Meaning and Concepts, Process of Memorization, Storage and reproduction of information, Types of Memory: Sensory Memory-short term and long term memory, Encoding of Memory, Economy in memorization, Remembering and Forgetting: Causes.

CO4: Learners will construct knowledge about cognitive development theory of Piaget, Burner & Vygotsky.

GE – 2 : Educational Psychology (For other Disciplines)

After end of the course –

CO1: Learners will acquire knowledge about Educational Psychology, Relation between Education and Psychology and Methods of Educational Psychology.

CO2: Learners will develop detail knowledge about Growth and Development: Meaning and Concepts, Stages of Development of a Child: Infancy, Childhood and Adolescence, Aspects of Child Development : Physical, Intellectual, Emotional, Social

CO3: Learners will acquire knowledge about Personality: Concept and definition, Development of Personality, Types and Traits, Approaches to Personality, Individual Differences: Concepts and Types, Causes of Individual Differences.

CO4: Learners will develop detail knowledge about Intelligence: Concept and Definition, Theories of intelligence: Two-factor, Group-factors and Structure of Intellect, Intelligence Test: Verbal, Non-verbal test and their uses.

CO5: Learners will acquire knowledge about Learning: Meaning & Nature, Factors associated with learning, Theories of Learning: Trial & Error, Classical conditioning and Gestalt theory of learning, Learning relation to; Attention, Interest, Maturation and Motivation.

Semester-3

CC-5 : Educational Sociology-I

After end of the course –

CO1: Students will acquire detail knowledge about Sociological Foundation of Education and relate the theories to real life.

CO2: They will also learn about social sub-system & its specific characteristic, The Components of Education and community, Relation between Education and Community, Education for Indian Society

CO3: They will also develop knowledge about Social Change, Factors and problems of social change in India, Education with Special Reference to Social Change

CO4: They will also learn about Social Stratification, Education with reference to social stratification, Social equity and equality of educational opportunities

CC-6: Education in Ancient & Medieval India

After end of the course –

CO1: Students will develop detail knowledge about Education in Vedic period with special reference to curriculum, Method of teaching, role of teachers and salient features

CO2: They will also learn about in Bramanic period Education, its Aims, Curriculum, Method of teaching and Role of Teachers.

CO3: They will also learn about Education in Buddhistic Period, its Concept, Aims, Curriculum, Method of teaching, Role of Teachers and Comparison between Bramanic and Buddhistic education.

CO4: They will also construct knowledge about Education in Medieval India: Under Sultanate and Mughal Rulers, with special reference to Objectives, Curriculum, Method of teaching, Role of Teachers and Salient features.

CC-7: Education in British India

After end of the course –

CO1: Students will develop detail knowledge about Indian Education during early British Period, Missionary educational activities in India during early 19th century, Serampore Mission, Fort William College, Bengal Renaissance-Educational contributions, Charter Act of 1813.

CO2: They will also learn about Western Education, Oriental and Occidental Controversy, Macaulay's Minute, Adam's Report and its recommendations, Wood's Despatch-1854.

CO3: They will also learn about Recommendations of Indian Education Commission (1882), Educational reforms of Lord Curzon, National Education Movement, Gokhale's compulsory primary education bill.

CO4: They will also construct knowledge about Calcutta University Commission (1917-1919), Education under Diarchy, Hartog Committee Report (1929), Education under Provincial autonomy, Abbot Wood Report, Gandhiji's Basic Education, Sargeant Report (1944)

GE – 3 : Educational Sociology (For other Disciplines)

After end of the course –

CO1: Students will develop detail knowledge about educational Sociology, relation between sociology and education, education-as a social sub-system.

CO2: They will also learn about social change and social stratification in India.

CO3: They will also construct knowledge about socialization, social Control and agencies of social control.

CO4: They will also learn about social Agencies and their educative role: Family, School, State, Mass media.

SEC-1: Value Education

After end of the course –

CO1: Students will gain theoretical and practical knowledge about value education and its needs.

CO2: They will also construct knowledge about values in a pluralist society, morality, morality & value, role of parents to facilitate children's moral development.

CO3: They will also develop knowledge about values in the classroom, value from the pupil's perspective, Inculcation of Values among the students, role of the teachers to facilitate moral development among the pupils.

CO4: They will learn about Peace Education, Values in Peace Education, values and human rights education.

Semester-4

CC-8: Educational Sociology-II

After end of the course –

CO1: Students will develop detail knowledge about Socialization, Role of the Parents and the Teachers in the process of socialization, Social Control: Meaning and types of Social control, Agencies of Social Control

CO2: They will also develop knowledge about Social Mobility: Meaning, Types, Causes and factors of Social Mobility, Mobility in Indian Society

CO3: Students will develop their knowledge about Concept of Culture, Cultural Change & Cultural Lag, Education as Cultural Determinants, Education for Multicultural Society

CO4: Students will develop their knowledge about Social Institution and Agencies of Education: Family, School, State, Mass media, Educative role of the above social agencies.

CC-9 : Development of Education in Post-Independence Period

After end of the course –

CO1: Students will develop detail knowledge about University Education Commission (1948-49): Aims, Curricula, Rural University and Other Recommendations, Mudaliar Commission (1952-53): Aims, Structure, Curricula and Other Recommendations,

CO2: They will also learn about Kothari Commission (1964-66): Objectives, Structure, Curricula, Technical and Professional Education, Recommendations on different areas of education.

CO3: They will also construct knowledge about Universal elementary education: Free, Compulsory & Universal Education in India, Present Position of Elementary Education, Language Policy in Education as recommend by different Commissions& Committees

CO4: They will also learn about National Policy on Education (1986), Programme of Action (P.O.A.)- (1982), Constitutional Reforms Relating to Education.

Core Course (CC-10): Educational Management and Administration

After end of the course –

CO1: Students will internalize the concept of Educational Organization, Management and Planning. They also understand educational planning and essential functions of educational management.

CO2: They will also learn about Educational organization: Meaning and Principles, School Organization and its Principle, School plant, Buildings, Equipments, Playground, Workshop, Library, Computer room etc.

CO3: They will also construct knowledge about Educational Supervision: meaning, need and functions, Factors influencing supervision, Difference between inspection and supervision, Styles of leadership

CO4: They will also learn about Educational Planning: meaning, scope, and significance, Educational Planning: types & strategies, Manpower Planning: meaning, nature, and characteristics, Steps and Strategies in Manpower Planning.

GE - 4 : History of Education in India

After end of the course –

CO1: Students will internalize the concept of Missionary educational activities in India: Characteristics and significance, Serampore Mission: Contributions of the Trio to Education, Charter Act of 1813, Macaulay's Minute, Adam's Report and its recommendations, Woods Despatch (1854).

CO2: They will also construct knowledge about Indian Education commission -1882, Indian University Commission (1902), National Education Movement.

CO3: They will also learn about Sadler Commission -1917, Hartog Committee Report, Wardha Scheme, The Sargent Plan (1944)

CO4: They will also construct knowledge about Radhakrishnan Commission-1948, with special reference to rural university, Mudaliar Commission (1952-53): Reports and Recommendations, Kothari Commission (1964-66): Reports and Recommendations, National Education Policy 1986 and Revised Educational Policy of 1992.

SEC-2: Educational Thoughts and Ideas of Great Indian Educators

After end of the course –

CO1: Students will develop knowledge about Raja Rammohan Roy (1772-1883): Philosophy of life, Activities, Ideas on Education and Women Education, Iswar Chandra Vidyasagar (1820-1891): Educational Philosophy, Aims of Education, Method of Instruction, Activities & Ideas on Women Education.

CO2: They will also construct knowledge about Swami Vivekananda (1863-1902): Educational Philosophy, Aims of Education, Method of Instruction, Curriculum of Education, Women Education & Concept of Teacher Sri Aurobindo (1872-1950): Educational Philosophy, Aims of Education, Method of Instruction, Curriculum of Education, & Concept of Teacher

CO3: They will also learn about Rabindranath Tagore (1861-1941): Educational Philosophy, Aims of Education, Method of Instruction, Curriculum of Education, & Santiniketan School, Mahatma Gandhi (1869-1948): Educational Philosophy, Aims of Education, Method of Instruction, Curriculum of Education, & Basic Education.

Semester-5

CC-11: Educational Guidance and Counselling

After end of the course –

CO1: Students will develop detail knowledge about Educational Guidance: Meaning, Definition Concept, Scope, Needs and Importance of Guidance, Essentials of good Guidance programme

CO2: They will also construct knowledge about Different forms of Guidance: Educational, Vocational and Personal, Organization of Guidance service at different levels of education, Basic data necessary for guidance: data about pupils, courses, vocations, Tools and techniques of Guidance

CO3: They will also learn about Counselling: Meaning, Nature, & Scope, Types of counselling, Tools and techniques of Counselling.

CO4: They will also construct knowledge about Difference between Guidance and Counselling, Counselling process-relationships & its characteristics, Role of parent, teacher & counselor in guidance programme

CC-12: Educational Technology

After end of the course –

CO1: Students will develop detail knowledge about Educational Technology: concept and meaning, Educational Technology: nature, scope, needs and limitations, Components of Educational Technology- Hardware & Software.

CO2: They will also construct knowledge about System approach: concept and characteristics, components of instructional system, uses and limitation of system approach, Programmed Learning: concept, nature and scope of programmed learning, Principles of programming.

CO3: They will also learn about Communication: meaning, nature, types and process, Barriers of Communication, Significance of Communication, components of communication process, Communication in teaching-learning situation.

CO4: They will also construct knowledge about Multimedia approach in educational technology, Visual, audio and audio-visual types and their uses in education, Computer and its role in education, Personalized Instructional Techniques, Mass Instructional Techniques

DSE-1: Current Issues in Indian Education

After end of the course –

CO1: Students will develop detail knowledge about Constitutional provision in education, Development of Education under Five Year Plans – Pre- Primary Education, Primary Education, Secondary Education, Higher Education, and Women Education - last two five years plans

CO2: Students will acquire detail knowledge about Equal opportunity in Education: OBC, SC, ST, Women and Minorities, Education for all and Sarva Siksha Mission.

CO3: They will also learn about Functions of following Educational Organizations: UGC, NAAC, NCERT, NUEPA, NCTE, DIET, SCERT.

CO4: Students will learn about modern trends and Contemporary Issues in Education, Privatization in Education, Globalization and its impact on Education, Education as a Human Right, Adult and Non-formal Education.

DSE-2: Teacher Education

After end of the course –

CO1: Students will develop detail knowledge about meaning and scope of Teacher Education, Need for Education of the Teachers, Aims and

Objectives of Teacher Education: Elementary, Secondary and Higher Secondary levels

CO2: They will also learn about development of Teacher Education in India before and after independence, Agencies of Teacher Education – NCTE, NCERT, SCERT, DIET

CO-3: They will also construct knowledge about role of student teaching in Teacher Education programme, Organization of Student Teaching, Various Patterns: Internship, Teaching Practice, Supervision and Evaluation of Student Teaching

CO-4: Student will also learn about Teaching as a professional ethics of a teacher, Characteristics of a Good Teacher, Professional Organizations for various levels and their roles,

Semester-6

CC-13: Measurement and Evaluation in Education

After end of the course –

CO-1: Students will develop detail knowledge about concept of Measurement and Evaluation, Difference between Measurement and Evaluation, Types of Evaluation: Formative & Summative, Norm referenced & Criterion referenced

CO-2: They will also construct knowledge about Different Tools and Techniques of Assessment: Tests, Observation, Assignment, and Project, General principles of test construction and standardization, Teacher Made test and Standardized test.

CO-3: They will also learn about Characteristics of a good test, Reliability: Concept, and Methods of determination, Validity – concept and methods of determination

CO-4: They will also construct knowledge about Types of Educational data; Collection and processing of data; Tabulation of data, Graphical representation of data; Frequency Polygon, Histogram, Bar Diagram, Pie chart, Ogive: Computation of diagrams and Uses

CO-5: They will also learn, analyze and evaluate about Measures of Central tendency and its uses, Measures of Variability and its uses, Correlation, Computation of Correlation Co-efficient by Product moment and Rank difference Methods and interpretation of results

CC-14: Comparative Education

After end of the course –

CO-I: Students will develop detail knowledge about Comparative Education-Meaning and Concept, Scope and Objectives, Factors of Comparative Education -Geographical, Economic, Cultural, Philosophical, Sociological, Linguistic

CO2: They will also learn about Study in Comparative Education - Descriptive, Historical, Sociological, Analytical and Synthetic

CO3: They will also construct knowledge about basic structure of the Formal Education System of U.S.A, U.K and India

CO4: They will also learn about Educational Objectives and curriculum of Primary & Secondary Education of U.S.A, UK and India

DSE-3: Distance Education

After end of the course –

CO1: Students will develop detail knowledge about Distance Education: Meaning, Characteristics and Significance, Present status of Distance Education, Growth of Distance Education

CO2: They will also learn about Designing and preparing self-learning materials (SLM; Role of electronic media) in Distance Education, ICT and their applications in Distance Education

CO3: They will also construct knowledge about Self – support service in Distance Education, Technical and Vocational Programmes through Distance Education, Distance Education in rural development

CO4: They will also learn about Quality assurance of Distance Education, Mechanism for maintenance of standards in Distance Education, Role of Distance Education Council, & IGNOU

DSE-3: Educational Thoughts and Ideas of Great Western Educators

After end of the course –

CO1: Students will develop detail knowledge about Jean Jacques Rousseau (1712-1778): Educational Philosophy, Aims of Education, Curriculum of Education, Method of Instruction & Negative Education and Johann Heinrich Pestalotzzi (1748-1827): Educational Philosophy, Aims of Education, Curriculum of Education, Method of Instruction & Concept of Teacher

CO2: They will also construct knowledge about F.W. August Froebel (1782-1852): Educational Philosophy, Aims of Education, Curriculum of Education, Method of Instruction & Kindergarten and Herbert Spencer (1820-1903): Educational Philosophy, Aims of Education, Curriculum of Education, Method of Instruction & Concept of Teacher

CO3: They will also learn about John Dewey (1859-1952): Educational Philosophy, Aims of Education, Curriculum of Education, Method of Instruction, Concept of Teacher & Project Method and Madam Maria Montessori (1870-1952): Educational Philosophy, Aims of Education, Curriculum of Education, Method of Instruction, Concept of Teacher & Child Centric Education

DSE-3: Basics of Educational Research and Statistics

After end of the course –

CO1: Students will develop detail knowledge about Research in Education: Meaning, nature and scope of Educational Research, Types of Research: Fundamental, Applied and Action research, Qualitative and Quantitative Research, Research- Problems, Objectives and Hypotheses

CO2: They will also construct knowledge about Major Approaches of Research: Historical; Descriptive; Experimental; Survey

CO3: They will also construct knowledge, analyze and evaluate about Basic Statistics and their uses, Central tendency and Dispersion, Graphical representation of data, Correlation and its uses, Co-efficient of Correlation Computation by Product moment and Rank Difference

CO4: They will also learn, analyze and evaluate about Inferential data Analysis, Normal probability curve, Standard Scores, CR-test (t-test)

Course: DSE-4: Special Education

After end of the course –

CO1: Students will develop detail knowledge about Education of Children with Visual Impairment and Hearing Impairment (with special reference to prevalence, etiology, identification, intervention, education and prevention of each category)

CO2: They will also learn about Education of Children with Speech and Language Disorders and Learning Disabilities (with special reference to prevalence, etiology, identification, intervention, education and prevention of each category)

CO3: They will also learn about Education of Children with Multiple Disabilities (with special reference to prevalence, etiology, identification, intervention, education and prevention of each category)

Program Outcomes (Education Honours)

PO1-Critical Evaluation:

Critically analyze the reports of various committees and commissions, national policies of education. Students are also encouraged to evaluate the contribution of western and eastern educators and national leaders. They gain mastery over ICT. They also demonstrate their critical thinking through comparing features of the system of education in UK& USA with that of India,

techniques of data collection, application of relevant statistical techniques to represent and analyse the data.

PO2-Discovery and Exploration:

Explore new ideas and thoughts through the application of theoretical knowledge of Education subject and statistical techniques and pedagogical analysis.

PO3-Effectual Communication:

Students demonstrate their communicational skills through paper presentations on subject as well as various interdisciplinary themes. Students engage in research projects to demonstrate effective communication skills.

PO4-Sense of time and space:

Relate their understanding of the theories of educational psychology, philosophical and sociological foundations, ICT, Guidance and counselling, Peace and Value education in various classroom situations and societal experiences.

PO5-Thinking Skills:

Demonstrate thinking skills by analyzing, synthesizing, evaluating factual and conceptual educational information from multiple sources and verifying the relevance of various topics by applying them.

PO6-Self-Sufficiency and Life-long Learning:

Developing self-sufficiency, sincerity, independent thinking as education is a lifelong process for empowering the students to face all challenges in their future endeavors.

PO7-Socio-Cultural-political Awareness:

The students became aware of socio-cultural-political diversity through analysis of diverse social groups, schools of philosophy, religion, class, caste, culture, role of family and other institutions and agencies.

PO-8-National Integration, International Understanding and Peace:

Develop concern for the society, nation, as well as promote the feelings of internationalism by comparing our education system with that of UK, USA, philosophy of various educators, social and educational reformers. Various educational policies for the eradication of illiteracy, equalization of educational opportunity, UEE, inclusion, National Disintegration, population explosion and so on are taught in order to sensitize the students. Core Philosophy of Indian Constitution is also developed among the students.

PO-9-Social Interaction:

Encouraging students from diverse backgrounds are provided equal opportunity for fulfilment of their needs and interests. Differently Able students are encouraged to interact with other students in an Inclusive environment. To understand the society the students interact with the members of the society.

PO-10-Solving current problems:

Acquainting students with the diverse current educational problems and other related issues like SSA, Inclusive education Unemployment, Poverty, National Disintegration and Population explosion.

PO-11-Inculcating Values and Ethics:

Applying the knowledge of education in order to inculcate awareness among students concerning racial and gender equity; human rights issues, social justice and other values as enshrined in the Preamble of the Constitution.

PO-12-Heritage Awareness, Environment Consciousness and Sustainability:

Encouraging students to understand various issues related to environment and sustainable development by acquainting them with the diverse causes that lead to social change and progress. Sensitizing the students with the cultural heritage of India in education is another key issue.

Program Specific Outcomes (Education Honours)

PSO1: (CC-1) Students develop a clear idea about the subject Education, like nature, scope and aim of Education, factors, different agencies of education and child centric Education, Indian philosophy of education.

PSO2: (CC-2) Students gather knowledge about Educational Psychology, theories of psychology and their role and importance & impact in the field of education and education system.

PSO3: (GE) Students develop a clear idea about the subject Education, like nature, scope and aim of Education, factors, different agencies of education and child centric Education, Indian philosophy of education.

PSO4: (CC-3) Students develop knowledge about basic of Indian as well as Western Philosophy. They also develop knowledge about the importance of different schools of philosophy in the field of Education.

PSO5: (CC-4) Students gather knowledge about Educational Psychology, Theory of Intelligence.

PSO6: (GE-2) Students gather knowledge about Educational Psychology, growth and development, personality etc.

PSO7: (CC-5) Students internalize the basic of Sociology, relation between Sociology and Education, theories of Educational Sociology and importance of Educational Sociology in the field of Education.

PSO8: (CC-6) Students develop knowledge about the details of ancient and medieval history of Indian Education system.

PSO9: (CC-7) Students develop knowledge about the details of Indian Education during early British Period.

PSO10: (GE-3) Students internalize the basic of Sociology, relation between Sociology and Education, theories of Educational Sociology and importance of Educational Sociology in the field of Education.

PSO11: (SEC-1) Students develop understanding of the concepts of value, morality and peace education.

PSO12: (CC-8) Students understand the meaning of Socialization, Role of the Parents and the Teachers in the process of socialization, Social Control: Meaning and types of Social control, Agencies of Social Control

PSO13: (CC-9) Students develop understanding of the concepts of Education in Post-Independence Period

PSO14: (CC-10) Students develop understanding of the concepts of Educational Management and Administration

PSO15: (GE-4) Students develop a concept of History of Education in India

PSO16: (SEC-2) Students develop understanding of the concepts of Educational Thoughts and Ideas of Great Indian Educators

PSO17: (CC-11) Students develop the concept of guidance and counselling, various types of Guidance and basic data necessary for Guidance.

PSO18: (CC-12) Students develop an understanding of educational technology, use of computer in education and communication, develop an understanding of ICT & e-learning and they also get acquainted with the instructional techniques and different models of teaching.

PSO19: (DSE-1) The learners develop knowledge about Current Issues in Indian Education

PSO20: (DSE-2) The learners develop knowledge about the concept of Teacher Education.

PSO20: (CC-13) Students develop understanding of the concepts of measurement and evaluation in education, process of Evaluation, types of measuring instruments and their uses, concepts of validity and reliability and their importance in educational measurement and principles of test construction. They also understand the criteria of constructing standardized tests and utility of statistics in the field of education.

PSO20: (CC-14) Students develop understanding of the concepts of Comparative Education of different countries.

PSO21: (DSE-3) Students develop understanding of the concepts of Distance Education and Open Education.

OR

PSO21: (DSE-3) Students develop understanding of the concepts of Educational Thoughts and Ideas of Great Western Educators.

OR

PSO22: (DSE-3) Learners develop the concept of statistics and to develop skill in analyzing descriptive measures, concept of Normal Probability Curve and its uses in education, measures of relationship and organize relevant educational data and to represent educational data through graphs and to develop skill in analyzing and displaying data.

PSO23: (DSE-4) Learners develop the concept of Special Education for special needs children. Education for visually, hearing and mentally challenged children and concept of inclusive education.

**Tehatta Sadananda Mahavidyalaya
Under The University of Burdwan**

**COURSE & PROGRAM OUTCOMES
OF
EDUCATION GENERAL (B.A.) COURSE
UNDER CBCS**

[Abbreviations Used: Core Course (CC); Skill Enhancement Course (SEC); Discipline Specific Elective (DSE); Generic Elective (GE); Course Outcome (CO); Program Outcome (PO); Program Specific Outcome (PSO)]

Semester-1st

CC-1A: Principles of Education

After end of the course –

CO1: Learners will acquire detail knowledge about Education: Meaning, Nature and Scope, Functions of Education, Factors of Education, Aims of Education: Individualistic and Socialistic.

CO2: Students will understand about Meaning of Curriculum., Types of curriculum, Principles of curriculum construction, Co – curricular activities.

CO3: Students will understand about Child Centric Education: Meaning and Characteristics, Aims of modern child centric education, Child Centricism in Education: its significance, Play and play-way in education: Kindergarten, Montessori, Basic education and Project method.

CO4: Learners will acquire detail knowledge about Freedom, Discipline, needs of discipline, Free discipline, Self-discipline, Application of Discipline in Educational Institution.

Semester-2nd

CC-1B : Educational Psychology Course Contents:

After end of the course –

CO1: Learners will acquire detail knowledge about Educational Psychology: Meaning, Nature and Scope, relation between Education and Psychology, Methods of Educational Psychology.

CO2: Students will understand about Growth and Development: Meaning and Concepts, Stages of Development of a Child: Infancy, Childhood and Adolescence, Aspects of Child Development : Physical, Intellectual, Emotional, Social

CO3: Learners will acquire detail knowledge about Personality: Concept and definition, Development of Personality, Types and Traits Approaches to Personality, Individual Differences: Concepts and Types, Causes of Individual Differences.

CO4: Students will understand about Intelligence: Concept and Definition, Theories of intelligence: Two-factor, Group-factors and Structure of Intellect, Intelligence Test: Verbal, Non-verbal test and their uses.

CO5: Learners will acquire detail knowledge about Learning: meaning & nature, factors associated with learning, theories of learning: trial & error, classical conditioning and Gestalt theory of learning, learning relation to; attention, interest, maturation and motivation.

Semester-3rd

CC-1C: Educational Sociology Full Marks: 75

After end of the course –

CO1: learners will acquire detail knowledge about the Educational Sociology: Meaning, Nature and Scope, Relation between Sociology and Education, Education-as a social sub-system.

CO2: Students will understand about Social Change: Concept and nature, Factors and problems of social change in India, Social stratification: Meaning and Types.

CO3: Students will understand about Socialization: Meaning, process and factors of socialization, Social Control: Meaning and types of Social control, Agencies of Social Control.

CO4: Learners will acquire detail knowledge about Social Agencies of Education and their educative role: Family, School, State, Mass media.

SEC-1: Measurement and Evaluation in Education

After end of the course –

CO1: Learners will acquire detail knowledge about Concept of Measurement and Evaluation, Difference between Measurement and Evaluation, Needs of Evaluation in Education.

CO2: Students will understand about Different tools and techniques of Evaluation, Teacher Made test and Standardized test, achievement tests and psychological tests Cumulative Record Card.

CO3: Students will understand and analyze about Reliability: Meaning and Method of Determining Reliability by Tests- Retest Method, Validity: Meaning and Method of Determining Content Validity.

CO4: Learners will acquire detail knowledge about Tabulation of Educational Data, Measurement of Central Tendency: Mean, Median, Mode (Computation and their uses), Measures of Dispersion: Range; Quartile Deviation; Standard Deviation (Computation and their uses)

CO5: Students will understand about Concept of Correlation, Rank Difference method and Product moment method for Computation of correlation, Co-efficient, Interpretation of results.

Semester-4th

CC-1D : History of Education in India

After end of the course –

CO1: Learners will acquire detail knowledge about Missionary educational activities in India: Characteristics and significance, Serampore Mission: Contributions of the Trio to Education, Charter Act of 1813, Macaulay's Minute, Adam's Report and its recommendations, Woods Despatch (1854).

CO2: Students will develop their knowledge about Indian Education commission -1882, Indian University Commission (1902), National Education Movement.

CO3: Learners will acquire detail knowledge about Sadler Commission -1917, Hartog Committee Report, Wardha Scheme, The Sargent Plan (1944).

CO4: Students will develop their knowledge about Radhakrishnan Commission-1948, with special reference to rural university, Mudaliar Commission (1952-53): Reports and Recommendations, Kothari Commission (1964-66): Reports and Recommendations, National Education Policy 1986 and Revised Educational Policy of 1992.

SEC-2: Value Education

After end of the course –

CO1: Learners will acquire detail knowledge about Value in Education: Meaning and Concept, Needs of Value Education

CO2: Students will develop their knowledge about Morality: Meaning & Concept, Morality and Values in Education, Role of Parents to Facilitate Children's Moral Development

CO3: Learners will acquire detail knowledge about Social Values, Values in Classroom, Inculcation of Values among the students

CO4: Students will develop their knowledge about Peace Education: Meanings and Aims, Values in Peace Education, Values and Human Rights Education

Semester-5th

DSE-1A: Great Educators

After end of the course –

CO1: Learners will acquire detail knowledge about Swami Vivekananda (1863-1902), Sri Aurobindo (1872-1950).

CO2: Students will develop their knowledge about Rabindranath Tagore (1861-1941), Mahatma Gandhi (1869-1948).

CO3: Learners will acquire detail knowledge about Jean Jacques Rousseau (1712-1778), F.W. August Froebel (1782-1852).

CO4: Students will develop their knowledge about John Dewey (1859-1952), Madam Maria Montessori (1870-1952).

DSE-1A : Women Education

After end of the course –

CO1: Learners will acquire detail knowledge about Women Education: Meaning and Concept, Problems of Women Education.

CO2: Students will develop their knowledge about Literacy percentage of women, Existing prejudices against women education, Needs & Scope of Education for girls.

CO3: Learners will acquire detail knowledge about Role of Iswarchandra Vidyasagar, Mahatma Gandhi, and Rabindranath Tagore for Women Education.

CO4: Students will develop their knowledge about Women Education as recommended by different commissions in Independent India, Measures taken by the Government for Women Education, Role of NGO's for Women Education.

GE-1: Current Issues in Indian Education

After end of the course –

CO1: Learners will acquire detail knowledge about Development of Education since 1947, Primary Education, Secondary Education, Higher Education, Technical and Vocational Education.

CO2: They will also learn about Equalization of educational opportunity, Education for the Backward Classes, Development and Problems of Women Education.

CO3: Learners will acquire detail knowledge about Development of Non-formal Education in India, Adult and Continuing Education, Sarbo Siksha Abhijan / Mission.

CO4: They will also learn about Functions of following Educational Organizations, CABE, UGC, NCERT, SECT, and DIET.

SEC-3 : Educational Guidance and Counselling

After end of the course –

CO1: Learners will acquire detail knowledge about Educational Guidance: Meaning, Definition, Scope, Needs and Importance of Guidance, Essentials of good Guidance programme.

CO2: They will also learn about Different forms of Guidance, Educational and Vocational Guidance, Organization of Guidance service at different levels of education, Tools and techniques of Guidance.

CO3: Learners will acquire detail knowledge about Counseling: meaning, nature, scope, Types of counseling, Tools and techniques of Counseling.

CO4: They will also learn about Difference between Guidance and Counselling, Counseling process-relationships & its characteristics, Role of parent, teacher & counselor in guidance programme.

Semester-6th

DSE-3: Educational Technology

After end of the course –

COI: After end of the course learners will acquire detail knowledge about Educational Technology: Concept and Meaning, Educational Technology: Nature, Scope, Needs and Limitations, Components of Educational Technology-Hardware & Software.

CO2: They will also learn about System approach: Concept and Characteristics, Uses and limitation of system approach.

CO3: Learners will acquire detail knowledge about Communication: Meaning, Nature, Types and Process, Barriers of Communication, Significance of Communication.

CO4: They will also learn about Multimedia approach in educational technology, Visual, audio and audio-visual types and their uses in education, Computer and its role in education.

GE-2 : Psychology of Mental Health and Hygiene (For other disciplines)

After end of the course –

CO1: Learners will acquire detail knowledge about Mental Hygiene: Meaning and Concept, Mental Health: Meaning and Concept, Characteristics of Mental Health, Education and Mental Health & Hygiene.

CO2: They will also learn about Adjustment: Concepts, Need, and Areas of Adjustment, Mechanism of Adjustment, Role of Family and School in effective Adjustment.

CO3: Learners will acquire detail knowledge about Maladjustment: Meaning and Definition, Causes of Maladjustment, Different forms of Maladjustment, Role of Family and School in remedial measures.

GE-2 : Education of Children with Special Needs

After end of the course –

CO1: Learners will acquire detail knowledge about Education of Children with Visual Impairment: identification, intervention, education and prevention, Hearing Impairment: identification, intervention, education and prevention.

CO2: They will also learn about Education of Children with Speech and Language Disorders: identification, intervention, education and prevention.

CO3: Learners will acquire detail knowledge about Education of Children with Physically Handicapped: identification, intervention, education and prevention.

CO4: They will also learn about Education of Children with Learning Disabilities: identification, intervention, education and prevention.

SEC-4 : Distance Education

After end of the course –

CO1: Learners will acquire detail knowledge about Distance Education; Significance, Meaning and Characteristics, Growth and Development of Distance Education.

CO2: They will also learn about Designing and preparing self-learning materials in Distance Education, ICT and their applications in Distance Education

CO3: Learners will acquire detail knowledge about Self – support service in Distance Education, Technical and vocational Programmes through Distance Education.

CO4: They will also learn about Quality assurance in Distance Education, Maintaining of standards in Distance Education, Role of Distance Education Council.

Program Outcomes (Education Honours)

PO1-Discovery and Exploration:

Explore new ideas and thoughts through the application of theoretical knowledge of Education subject and statistical techniques and pedagogical analysis.

PO2-Effectual Communication:

Students demonstrate their communicational skills through paper presentations on subject as well as various interdisciplinary themes. Students engage in research projects to demonstrate effective communication skills.

PO3-Sense of time and space:

Relate their understanding of the theories of educational psychology, philosophical and sociological foundations, Guidance and counseling.

PO4-Self-Sufficiency and Life-long Learning:

Developing self-sufficiency, sincerity, independent thinking as education is a lifelong process for empowering the students to face all challenges in their future endeavors.

PO5-Socio-Cultural-political Awareness:

The students became aware of socio-cultural-political diversity through analysis of diverse social groups, schools of philosophy, religion, class, caste, culture, role of family and other institutions and agencies.

PO-6-National Integration, International Understanding and Peace:

Develop concern for the society, nation, as well as promote the feelings of internationalism by comparing our education system with that of UK, USA, philosophy of various educators, social and educational reformers. Various educational policies for the eradication of illiteracy, equalization of educational opportunity, UEE, inclusion, National Disintegration, population explosion and so on are taught in order to sensitize the students. Core Philosophy of Indian Constitution is also developed among the students.

PO-7-Social Interaction:

Encouraging students from diverse backgrounds are provided equal opportunity for fulfillment of their needs and interests. Differently Able students are encouraged to interact with other students in an Inclusive environment. To understand the society the students interact with the members of the society.

PO-8-Inculcating Values and Ethics:

Applying the knowledge of education in order to inculcate awareness among students concerning racial and gender equity; human rights issues, social justice and other values as enshrined in the Preamble of the Constitution.

Program Specific Outcomes (Education Honours)

PSO1: (CC-1A) Students develop a clear idea about the subject Education, like nature, scope and aim of Education, factors, different agencies of education and child centric Education, Indian philosophy of education.

PSO2: (CC-1B) Students gather knowledge about Educational Psychology, theories of psychology and their role and importance & impact in the field of education and education system.

PSO3: (CC-1C) Students internalize the basic of Sociology, relation between Sociology and Education, theories of Educational Sociology and importance of Educational Sociology in the field of Education.

PSO4: (SEC-1) Students develop understanding of the concepts of measurement and evaluation in education, process of Evaluation, types of measuring instruments and their uses, concepts of validity and reliability and their importance in educational measurement and principles of test construction.

PSO5: (CC-1S) Students develop understanding of the concepts of educational history of pre-independence.

PSO6: (SEC-2) Students develop understanding of the concepts of value, morality and peace education.

PSO7: (DSE-1A) Students develop understanding of the concepts of Educational Thoughts and Ideas of Great Indian Educators

OR

PSO8: (DSE-1A) Learners will acquire detail knowledge about Women Education.

PSO9: (GE-1) Students develop understanding of the concepts of current issues in Indian education.

PSO10: (SEC-3) Students develop the concept of guidance and counselling, various types of Guidance and basic data necessary for Guidance.

PSO11: (DSE-3) Students develop an understanding of educational technology, use of computer in education and communication, develop an understanding of ICT & e-learning and they also get acquainted with the instructional techniques and different models of teaching.

PSO12: (GE-2) Students develop an understanding of Psychology of Mental Health and Hygiene

OR

PSO13: (GE-2) Learners develop the concept of Special Education for special needs children. Education for visually, hearing and mentally challenged children and concept of inclusive education.

PSO14: (SEC-4) Students develop understanding of the concepts of Distance Education and Open Education.

TEHATTA SADANANDA MAHAVIDYALAYA



**Course Outcome and Program Outcome Of History
Department**

TEHATTA SADANANDA MAHAVIDYALAYA

DEPARTMENT OF HISTORY

Course Outcomes (CO) of History Honours

SEMESTER-I

CC -I: History of India from-I (From Earliest Times to 600AD)

The student will learn about the source of ancient Indian history how to utilize. Student acquires knowledge about the Paleolithic, Mesolithic, Neolithic culture. They will know about the technological development at that time. Student also acquires knowledge about Harrapan Civilization trade, agriculture, town planning etc. Student can understand the socio-culture pattern of Aryan era, religious and philosophical development at that time.

CC -II: Social Formations and the Cultural Patters of the Ancient World

Student will gather knowledge about the evolution of human society and food production, starting of agriculture, animal husbandry in ancient world. They can understand about the evolution of ancient world civilization. The learner can acquire Bronze Age civilization, Greek polis, and their culture. They also learn how the human society had transfer from Nomadic to civilization in ancient era. Student knows about the advent of Iron and its implications.

SEMESTER-II

CC -III: History of India II (600-1206 AD)

Student will gather basic knowledge about source of history and religious and cultural development in this era. They can understand the debate on Indian feudalism and the economic changes of Indian society during this period. The learners will be accounted with the political structures of early-medieval north and south Indian culture. They will achieve knowledge about bhakti movement, Arab conquest of sindh, invasions of sultan Mahmud, Ghuri and maritime trade during early-medieval India.

CC -IV: Social Formation and Cultural Pattern of the Medieval World.

Student can understand the ancient Roman culture, religious activities, Roman law and constitution. The learners will acquire knowledge how the economic, social and religious development had made during this time. They can learn about the developments and crisis of feudalism in Europe. They will learn about central Islamic world and their new shariah law.

SEMESTER -III

CC -V: History of India III (circa1206–circa1525 CE)

They will achieve knowledge about foundation and expansion of Delhi Sultanate: Slave dynasty, Khaljis, Tughluqs, Sayyids, Lodis and regional Kingdoms in different parts of India. They can acquire knowledge towards the Society and economy: Iqta system, monetization, and market regulation, growth of urban center and Indian Ocean trade. They will achieve knowledge about the religious and cultural changing

scenarios after the advent of the Islam in India; especially impact bhakti cult and Tantrism.

CC -VI: Rise of Modern West – I (15th&16th centuries)

The learners can understand the transition from feudalism to capitalism, shift of economic balance from the Mediterranean to the Atlantic. Students' knowledge will enhance about how to rise of Renaissance in Italy and they also gather knowledge about Price Revolution, Enclosure system, Commercial Revolution, Influx of American silver. They will get a very sound knowledge about the emergence of European state system like Spain, France, and England etc.

CC -VII: History of India IV (1526-1757 CE)

This course aids the students to understand the sources of Mughal history, their political and administrative activities. Student will be able to know about Mughal art, architecture and subject of painting. They also archive knowledge about mansabari system, jagir crisis, military technology and warfare during Mughal age. The course will also provide knowledge about the Maharashtra under Shivaji and Peshwas, Nawabs of Bengal and the rise of the English Raj in Bengal. Student can understand about land rights, revenue system, extension of agriculture in Mughal age.

SEC-1: Archives and museums in India

This course introduces students to the institutions that house and maintain documentary, visual and material remains of the past. Museums and archives are among the most important such repositories and this course explains their significance and how they work. Students will be encouraged to undertake collection, documentation and exhibition of such materials in their localities and

colleges. Visit to National Archives and National Museum are an integral part of this course.

SEMESTER-IV

‘Rise of Modern West II (17th & 18th centuries)

Students will get a sound knowledge about the European crisis of economic, social and political dimensions in 17th century. Student primary focus on various developments that took place in Europe like printing revolution, English revolution, parliamentary system in England and emergence of patterns of absolutism in Europe. They also acquire knowledge about the history of modern science, Mercantilism and Industrial revolution in Europe.

CC -IX: History of India (c. 1757-1857)

The course focuses on society, economy, and polity, the expansion and consolidation of colonial power in India in mid-18th century. Students can understand about the various colonial Act like as Pitt’s India Act, Charter Act 1813, 1833 and 1853 and administration, ideology of British rule. They will achieve a very good knowledge about how the Indian society, politics, religion and economy had changed during the Company’s rule in India. The student will also be made aware of the rural economy and society and growth of trade and industry. The paper also focuses on Bengal Renaissance and socio-religious reform, Wahabi and Faraizi movement, Santhal uprising and revolt of 1857.

CC -X: History of India VI (1858-1964)

Student can acquire vast knowledge about indigo rebellion, Deccan Riots, the growth of new middle class, Aligarh movement. They will learn the growth of Indian nationalism, Gandhian era, Communal politics, Partition, Independence.

SEC: II Art Appreciation: An Introduction to Indian Art

The purpose of this course is to introduce students to Indian art, from ancient to contemporary times, in order to understand and appreciate its diversity and its aesthetic richness. The course will equip students with the abilities to understand art as a medium of cultural expression. It will give students direct exposure to Indian art through visuals, and visits to sites and museums.

SEMESTER-V

CC: XI History of Modern Europe II (1789 – 1870)

The student will learn about the French revolution and its impact. They will get to know the Napoleon reforms, fall of Napoleon, Metternich system, revolutions of 1830 and 1848, industrialization and socio-economic transformation, nationalism and imperialism, the First World War and its impact.

CC-XII studying History Writing: Indian & Western

Student will achieve knowledge about importance of source in history, classification of the source, relation between history and other discipline. They can understand how to write history and learn the analysis of historical fact and interpretation. They will know research process in History.

DSE: -I life and Culture in Pre-colonial Bengal: Prehistoric times to mid-18th century.

Student of history will learn about people, society, economy, religions and arts of pre historic Bengal. They can acquire knowledge about political development of Bengal from Gupta period to Mughal era. They also gather knowledge about foods, dress, games, and women position in ancient and medieval Bengal.

DSE: -II life and Culture in Colonial Bengal (1757-1947)

Student can know about rise and decline of Bengal Nawabs. They can understand changes in social and economic life in 19th century. They will study about the growth of British Empire and of its impact. Students achieve a vast knowledge onwards the Bengal renaissance, social reformation, swadeshi Movement and influence of nationalism on literature.

SEMESTER-VI

CC: -XIII History of Modern Europe II (1871-1945)

Student will learn about Bismarck's policy, welt politics of Kaiser, Balkan wars and first World War and its impact on European country. They can achieve knowledge onwards Russian revolution, the peace settlement of 1919, Nazism in Germany, Fascism in Italy and economic crisis etc. Learners will get an idea on Cold War and impact of Second World War.

CC-XIV Making of the Contemporary World (1946-2000)

End of the course learners will acquire knowledge on post-war developments of social, political and economic condition. Students can understand the concept of Cold War, Decolonization and the emergence of Third World, Non-alignment in Afro-Asia. They will achieve knowledge about Globalization, IMF, OPEC, ASEAN and SAARC.

DSE: -III History of Modern East Asia-I (1840-1919)

This course will help learners to understand the nature of pre-colonial society of China, Confucian value system. They can learn about tribute system, Canton trade and its collapse. They can understand the causes, nature of Opium Wars and Taiping Rebellions. They will achieve a sound knowledge about Tung-Chih Restoration, Meiji Restoration and transformation of Japan to modernization.

DSE: -IV History of China and Japan (1919-1939)

After completion of this course the learners will acquire a vast knowledge onwards Emergence of the Republic China, May 4th Movement: origin and nature. They will understand causes and the ideology of Chinese Revolution in 1949. Japanese history especially transition from feudalism to capitalism, imperialism and rise of fascism is covered in this course.

Program Outcomes (PO) of History Honours

Programme Outcomes (PO) The CBCS system, if effectively implement, provides academic flexibility to meet various needs of the students. It establishes relation between education, employment and skill development by improving course-curricula and evaluation system. The students of all undergraduate courses are expected to acquire the following abilities at the time of their graduation.

PO:-I Critical Thinking will grow among students about world history and Indian history.

PO: -2 Student will be able to learn Self-directedly.

PO: -3 The intendent outcome is to provide the student an idea of how and when the Homo sapience emerged and build human society and step by step how did they make Human Civilization.

PO: -4 After completion graduation Successfully, they can teach at various levels and undertake any other responsibilities that involve Human resources.

PO: - 5 Developing a range of historical skills, essential for the process of historical inquiry.

PO: -6 Students of History put Ethics and Social consciousness among pupils.

PO-7 History learning create awareness of Environment and Sustainability among learners.

Programme Specific Outcomes (PSO) of History Honours

After successful completion of History(honours), a student is expected to achieve the following outcomes.

POS-1 Critical approach to the study of history as a discipline by acquiring knowledge in historiography is awaken.

POS-2 Understanding the theories and history of historical writing.

POS-3 Only through the study of history can people really understand the human situation and the reasons behind their activities and their changes.

PSO-4 Developing perspectives on historical inquiry to understand different values and beliefs that shaped and affected the lives of the multiple cultures in the past.

PSO-5 Recognition of continuity and change, sequence of historical events across every civilization and any given period of time.

PSO-6 Understanding the concept of cause and effect to identify chains of events and developments, both in short term and long term.

PSO-7 Developing a range of historical skills, essential for the process of historical inquiry.

PSO-8 Understanding the use of primary and secondary sources for history writing.

PSO-9 The skills that are acquired through learning about history, such as critical thinking, research, assessing information are useful in every field of job market.

PSO-10 History can help us to become a good citizen. It is shaping our mind as nationalist and it's also helps us in maintaining a democratic society.

Course Outcomes (CO) of History General

SEMESTER-I

CC-AI History of India (From Earliest Time to 300 CE)

At the end of the course student will acquire knowledge about source of Pre-historic and Proto historic Era. They can understand differences between Paleolithic, Mesolithic, Neolithic culture. They will gather information about Vedic society, polity, economy, religion and culture. They will also learn about Jainism, Buddhism emergence and growth of the Magadhan Empire, Mauryan Empire and Satvahan rule in southern region.

SEMESTER-II

CC: -IB, History of India (300 to 1206 CE)

After completion of the course student get a vast knowledge about administration, society ,economy ,art and literature in Gupta Age .The learners will gather knowledge about Harsha's Kingdom , Sasanka, Palas ,Senas Pratiharas and Rajput from Northan India and Chalukyas, Pallavas ,Rajtrakut and the Cholas Kingdom from Southern Part .They Can understand changes in society and economy under Feudalism system in Early Medieval India .Students will gain knowledge about Arab conquest of Sindh and its impact on Indian society.

SEMESTER-III

CC: -IC, History of India from 1206-1707

At the End of the course learners will acquire information about Foundation, Expansion and Consolidation of Delhi sultanate – Ilbari Turks, Khaljis and the Tughlaqs. They will achieve knowledge about regional History of Bengal, Vijayanagar and Bahmani Kingdoms. The learners can understand causes of Mughal invasion and how had they established a vast Empire under Babar to Aurangzeb. They will acquire deep knowledge about mansabdari system, jagir crisis, art, painting, sculpture under Mughal empire. They can understand the effect of Sufism and Bhakti movement in Medieval society.

SEC-1: Archives and museums in India

This course introduces students to the institutions that house and maintain documentary, visual and material remains of the past. Museums and archives are among the most important such repositories and this course explains their significance and how they work. Students will be encouraged to undertake collection, documentation and exhibition of such materials in their localities and colleges. Visit to National Archives and National Museum are an integral part of this course.

SEMESTER-IV

CC: -ID, History of India 1707-1950

After completion of the course student will learn about the battle of Plassey, Buxar and Anglo-Mysore, Anglo-Maratha War. The student can understand the impact of

permanent settlement in Bengal presidency and the Rayatwari system in Madras presidency. They will gain a huge information about socio-religious movement in 19th century Bengal, revolt of 1857, Indian National Movement, Partition of India and the establishment of Indian Republic.

SEC-II Understanding Heritage

This course will enable students to understand the different facets of heritage and their significance. It highlights the legal and institutional frameworks for heritage protection in India as also the challenges facing it. The implications of the rapidly changing interface between heritage and history will also be examined. The course will be strongly project-based and will require visits to sites and monuments. At least two Projects will be based on visits to Museums/Heritage Sites.

SEMESTER-V

DSE: -IA, Some aspect of Society & Economy of Modern Europe :15-18 Century

At the end of the course learner will acquire knowledge about the origin of Feudalism and its characteristic; spread, decline of feudalism and its impact on Europe. Student will be accounted with the term Renaissance, Reformation, history of Modern science etc. They can understand the transformation of European society from Feudalism to Capitalism.

GE:-I Women's Studies in India

After the completion of the course student can understand the basic concept about the term of Gender, Caste, class and Patriarchy. They can realize the women condition in the 19th century, Women's movement in Colonial and Post-colonial India and Violence against Women-Prevention Laws.

SEC: - III Understanding Popular Culture

They will acquire knowledge about the popular culture through audio-visual expressions like, Folk Art, Calendar Art and Photography. They will achieve knowledge about the Theatre, Music, folk songs and Jatras. They can understand about the impact of the internet and audio-visual media on popular culture of the World.

SEMESTER-VI

DSE: -IB, Some Aspect of European History (1789-1945)

After completion of this course student can understand economic, political, social background of French Revolution, progress of the revolution and its impact on European society. They will acquire knowledge about Napoleon reforms, Vienna Congress, Metternich System and understand cause and impact of July (1830) and February (1848) Revolution. They will achieve knowledge about unification of Italy and Germany, cause of world War I and II, emergence of Nazism and Fascism in Europe.

GE: -II Gender & Education in India.

At the end of the course student gather information about pre-colonial and colonial historiographical trends in women's education. They acquire knowledge about Governments policies and Scheme for girls' education in Independence India. They can understand present Scenario of girl's education.

SEC: II Art Appreciation: An Introduction to Indian Art

The purpose of this course is to introduce students to Indian art, from ancient to contemporary times, in order to understand and appreciate its diversity and its aesthetic richness. The course will equip students with the abilities to understand art as a medium of cultural expression. It will give students direct exposure to Indian art through visuals, and visits to sites and museums.

Program Outcomes (PO) of History General

After successful completion of History (general) course, a student is expected to achieve the following outcomes.

PO:-I Student will able to realize their past and recognized their history.

PO: -II They become fully aware of social and cultural activities and their role and duties to motherland.

PO: -III History students will be able to participate in difference competitive area and History will be very helpful for their upliftment in personal life.

PO: -IV The learners of History become more efficient in every field of his life and carrier.

PO: - V They can Understanding the origin and purpose or usefulness of primary and secondary sources and production of well researched work using both sources.

TEHATTA SADANANDA MAHAVIDYALAYA



**Course Outcome and Program Outcome Of Mathematics
Department**

Programme Outcomes (PO), Programme Specific Outcomes (PSO), and Course Outcomes (CO) of B.A./B.Sc. (General) Programme in Mathematics



**Department of Mathematics
Tehatta Sadananda Mahavidyalaya
Tehatta, PurbaBardhaman, 713122
West Bengal, India**

Programme Outcomes (PO):

Programme outcomes (PO)	Description
Critical thinking	<ul style="list-style-type: none">• By reflecting on their ideas and looking for alternative solutions, students can find ways to overcome obstacles.• As part of the program, students will gain proficiency in both Pure and Applied Mathematics as well as other basic sciences, including Physics, Chemistry, Computer Science, and other disciplines that focus on science.
Life-long learning	<ul style="list-style-type: none">• Assist the student in analyzing problems, formulating hypotheses, evaluating and validating results, and drawing reasonable conclusions.• Provide students with the knowledge and skills needed to pursue research or careers in industry in the mathematical sciences or related fields.
Effective communication	<ul style="list-style-type: none">• Throughout our modern society, mathematics plays a key role. Through effective oral and written communication skills, students will be able to express their ideas and thoughts mathematically clearly and concisely to others.
Social interaction	<ul style="list-style-type: none">• A student should be able to relate mathematics to the real world.
Ethics	<ul style="list-style-type: none">• In order for students to succeed in their higher education and professional careers, they must understand professional and ethical responsibility.
Environment and sustainability	<ul style="list-style-type: none">• In the fields of space science, earth sciences, healthcare, and environmental protection, mathematics plays a vital role in finding sustainable solutions.

Programme Specific Outcomes (PSO):

- Develop abstract mathematical thinking.
- Understand the fundamental axioms in mathematics.
- Capable of developing ideas based on them.
- Inculcate mathematical reasoning.
- Adapt to complex mathematical arguments and ideas.
- Introduce students to suitable mathematical analysis tools so that they can handle issues and problems related to mathematics and related sciences.
- Develop the ability to solve specific theoretical and applied problems in advanced mathematics and statistics.
- Students will gain the necessary knowledge and skills to pursue further studies in mathematics and related areas across multiple disciplines.
- Educate students on the importance of developing a range of generic skills that will be useful for employment, internships, and social activities.

Course Outcomes (CO):

SEMESTER - I

COURSE TYPE	COURSE CODE	COURSE NAME	COURSE OUTCOMES
CORE COURSE (CC)	BMG1CC1A	Differential Calculus	<p>The mentioned course will enable the student to</p> <ul style="list-style-type: none"> • Find higher-order derivatives. • Apply the Leibnitz rule in solving higher-order derivatives related problems. • Solve various limit problems using L' Hospital's rule. • Understand the consequences of various mean value theorems. • Find the curvature, envelopes, and rectilinear asymptotes of different curves using the concept and principles of differential calculus. • Trace standard conics in both Cartesian and Polar coordinates. • Find the maxima and minima of functions. • Understand the wide application of differential calculus in economic, business, and life sciences. • Sketch the parametric curves such as Trochoid, cycloid, epicycloids, and hypocycloid. • Plot the graphs of functions like e^{ax+b}, $\log(ax+b)$, $1/(ax+b)$, $\sin(ax+b)$, $\cos(ax+b)$, $ax+b$ and illustrate the effect of a and b on the graphs.

SEMESTER - II

COURSE TYPE	COURSE CODE	COURSE NAME	COURSE OUTCOMES
CORE COURSE (CC)	BMG2CC1B	Differential Equations	<p>The mentioned course will enable the student to</p> <ul style="list-style-type: none"> • Learn various techniques for getting solutions to first and higher order differential equations. • Know Picard's method of obtaining successive approximations of solutions of first order ordinary differential equations. • Understand the system of linear differential equations with the solution techniques. • Construct mathematical models using differential equations to achieve possible solutions to the problems connected to physical, chemical and biological disciplines. • Learn integrating factor, singular solution, and Clairaut's equation with solution process. • Know linear and non-linear partial differential equations. • Learn Lagrange's and Charpit's method for finding solution of partial differential equations. • Understand how to classify second order partial differential equations into elliptic, parabolic, and hyperbolic.

SEMESTER - III

COURSE TYPE	COURSE CODE	COURSE NAME	COURSE OUTCOMES
CORE COURSE (CC)	BMG3CC1C	Real Analysis	<p>The mentioned course will enable the student to</p> <ul style="list-style-type: none"> • Understand countable, uncountable sets, completeness property and Archimedean property of \mathbf{R}. • Define and recognise the supremum and infimum of bounded set, the limit point and interior point of a set. • Learn the Bolzano-Weierstrass theorem for the existence of limit points. • Recognize bounded, convergent, divergent, Cauchy and monotonic sequences. • Find limit superior, limit inferior, and the limit of a bounded sequence. • Prove squeeze theorem, Cauchy's first and second limit theorems. • Define sub-sequences, Bolzano-Weierstrass theorem, limit superior, limit inferior of bounded sequence. • Verify that a series of positive terms is convergent or divergent by using different test such as comparison test, D'Alembert's Ratio test, Cauchy's root test, Raabe's test, Logarithmic test, De Morgan's and Bertrand's test, Kummer's test, and Gauss's test. • Know alternating series, conditional and absolute convergence of series. Apply the Leibnitz's theorem to check convergence of alternating series. • Understand pointwise and uniform convergence of sequence of functions. Also know various facts related to continuity, integrability, and derivability of pointwise and uniform convergence sequences. • Learn about various tests for uniform convergence of series including Weierstrass's M-test, Abel's test, and Dirichlet's test. • Define and calculate the radius of convergence of power series
SKILL ENHANCEMENT COURSE (SEC)	BMG3SEC13	Integral Calculus	<p>The mentioned course will enable the student to</p> <ul style="list-style-type: none"> • Evaluate the definite integrals. • Explain different properties of definite integrals. • Solve integration of rational and irrational functions. • Understand the reduction formulae for integrals of rational, trigonometric, exponential, and logarithmic functions. • Gain working knowledge of double and triple integrals. • Evaluate volume and surface areas of solids of revolution.

SEMESTER - IV

COURSE TYPE	COURSE CODE	COURSE NAME	COURSE OUTCOMES
CORE COURSE (CC)	BMG4CC1D	Algebra	<p>The mentioned course will enable the student to</p> <ul style="list-style-type: none"> • Recognize the mathematical objects called groups. • Define abelian and non-abelian groups, Z_n group, $U(n)$ group, cyclic group, linear group $GL_n(n,R)$. • Link the fundamental concepts of groups and symmetries of geometrical objects. • Explain the significance of the notions of cosets, normal subgroups, and factor groups. • Analyze consequences of Lagrange's theorem. • Learn about structure preserving maps between groups and their consequences. • Know the fundamental concepts in ring theory such as the concepts of ideals, quotient rings, integral domains, and fields. • Know the fundamental concepts in ring theory such as the concepts of ideals, quotient rings, integral domains, and fields. • Learn in detail about polynomial rings, fundamental properties of finite field extensions, and classification of finite fields.
SKILL ENHANCEMENT COURSE (SEC)	BMG4SEC22	Theory of Equations	<p>The mentioned course will enable the student to</p> <ul style="list-style-type: none"> • Understand properties of polynomials, maximum and minimum values of polynomials. • Apply the Descartes's rule of signs to find number of positive and negative real roots of polynomials. • Describe the relation between roots and coefficients. • Find the sum of the power of the roots of an equation using Newton's Method. • Transform the equation through roots multiplied by a given number, increase the roots, and decrease the roots, removal of terms. • Solve the reciprocal and binomial equations. • Know the algebraic solutions of cubic and biquadratic equations. • Learn the properties of derived functions. • Analyse the location and describe the nature of the roots of an equation.

SEMESTER - V

COURSE TYPE	COURSE CODE	COURSE NAME	COURSE OUTCOMES
DISCIPLINE SPECIFIC ELECTIVES (DSE)	BMG5DSE1A3	Linear Algebra	<p>The mentioned course will enable the student to</p> <ul style="list-style-type: none"> • Understand the vector spaces, subspaces, bases, dimension and their properties. • Derive the basis and dimension of a vector space, and understand the change of basis. • Discuss the rank and nullity of linear transformations. • Compute eigen values and eigen vectors kernel and range of linear transformation and find matrices of general linear transformations. • Prove Cayley- Hamilton theorem, Schwartz inequality, Gramschmidt orthogonalisation process. • Solve the system of simultaneous linear equations • Learn linear independence and dependence. • Compute eigenvalues and eigenvectors of a matrix of linear transformation. • Realise importance of Jordan canonical form of linear transformation and computation procedure.
SKILL ENHANCEMENT COURSE (SEC)	BMG5SEC31	Probability and Statistics	<p>The mentioned course will enable the student to</p> <ul style="list-style-type: none"> • Understand probability, conditional probability. • Know Baye's theorem and its application. • Define probability density function, probability distribution. • Derive mathematical expectation, binomial, poisson, normal distribution. • Understand distributions in the study of the joint behaviour of two random variables. • Discuss Moments Skewness and Kurtosis. • Learn central limit theorem. • Solve the problems of large samples and small samples. • Understand the moment generating functions, chi-square distribution. • Compute the analysis of variance, one way and two way classifications, Latin square design.

SEMESTER - VI

COURSE TYPE	COURSE CODE	COURSE NAME	COURSE OUTCOMES
DISCIPLINE SPECIFIC ELECTIVES (DSE)	BMG6DSE1B3	Linear Programming	<p>The mentioned course will enable the student to</p> <ul style="list-style-type: none"> • Analyze and solve linear programming models of real life situations. • Provide graphical solutions of linear programming problems with two variables, and illustrate the concept of convex set and extreme points. • Understand the theory of the simplex method. • Learn two-phase method, Big-M method and their comparison. • Know about the relationships between the primal and dual problems, and to understand sensitivity analysis. • Learn about the applications to transportation, assignment and two-person zero-sum game problems.
SKILL ENHANCEMENT COURSE (SEC)	BMG6SEC42	Transportation and Game Theory	<p>The mentioned course will enable the student to</p> <ul style="list-style-type: none"> • Express Transportation problem in mathematical form. • Apply northwest-corner, least cost, Vogel approximation methods to determine solutions. • Understand to know algorithm for solving transportation problem. • Know the Assignment problem and its mathematical formulation. • Apply Hungarian method to solve assignment problem. • Define Game theory, and games with mixed strategies. • Determine the solution of two persons zero sum games. • Describe a detail procedure to solve game through graphical method.

TEHATTA SADANANDA MAHAVIDYALAYA



**Course Outcome and Program Outcome Of Bengali
Department**

TEHATTA SADANANDA MAHAVIDYALAYA
Program Outcome
Three years B.A. degree course
Under CBCS Semester System
Honours Course in Bengali

- বাংলা ধ্রুপদী সাহিত্য সম্পর্কে জেনে এবং পাঠ্য বইগুলি পাঠ করে বাংলা সাহিত্যের ঐতিহ্য সম্পর্কে ছাত্র-ছাত্রীরা আগ্রহী হবে।
- বাংলা সাহিত্যের সঙ্গে সংস্কৃত ও ইংরেজি সাহিত্যের ভাবগত ও বিষয়গত সাদৃশ্য ও বৈসাদৃশ্য আত্মগত করে সাহিত্যিক বোধে পরিপুষ্ট হবে।
- আধুনিক বাংলা সাহিত্যের সঙ্গে পরিচিতিসূত্রে কাললগ্ন বোধকে আত্মকৃত করতে সমর্থ হবে।
- বাংলা ব্যাকরণ সম্পর্কে স্বচ্ছ ধারণা তৈরীর ফলে ব্যক্তিগত জীবনে শুদ্ধ বাংলা বলতে, লিখতে এবং অন্যকে শেখাতে সমর্থ হবে।
- সর্বোপরি তারা সঠিক উপায় প্রবন্ধ লেখা শিখবে। জানবে লোকজ সাহিত্য সম্পর্কেও।

এছাড়াও বাংলা অনার্স প্রোগ্রামের ছাত্র-ছাত্রীরা

- উচ্চশিক্ষায় আত্মনিয়োগ করতে পারবে।
- শিক্ষক হিসেবে নিজেকে প্রস্তুত করতে পারবে।
- সাংবাদিকতাকে পেশা হিসেবে গ্রহণ করার প্রস্তুতি নিতে পারবে।
- প্রকাশনা সংস্থাতে দক্ষতার ব্যবহার করতে পারবে।
- দোভাষী বা তরজমাকারীর ভূমিকায় নিজেকে প্রতিষ্ঠিত করতে পারে।

- কলা চর্চা ও সংস্কৃতি ক্ষেত্রে নিজেকে প্রতিষ্ঠিত করতে পারে।
- বিভিন্ন সরকারি ও বেসরকারি ক্ষেত্রে প্রতিযোগিতামূলক মনোভাব নিয়ে ভবিষ্যতের পেশাগত জীবন কে এগিয়ে নিয়ে যেতে পারবে।

TEHATTA SADANANDA MAHAVIDYALAYA
Program Outcome
Three years B.A. degree course
Under CBCS Semester System
General course in Bengali

- বাংলা সাহিত্যের প্রাচীন ও আধুনিক যুগের বিভিন্ন নিদর্শন জানার পাশাপাশি সাহিত্য সৃষ্টির ধারাবাহিকতা সম্পর্কে একটি ধারণা ছাত্র-ছাত্রীদের তৈরি হবে।
- বাংলা ছোটগল্প, প্রবন্ধ ইত্যাদি সৃষ্টিশীল সাহিত্য পাঠ করে সাহিত্যবোধ জন্মাবে।
- এছাড়াও বাংলা ব্যাকরণ সম্পর্কে স্বচ্ছ ধারণা তৈরীর ফলে ব্যক্তিগত জীবনে শুদ্ধ বাংলা বলতে, লিখতে এবং অন্যকে শেখাতে সমর্থ হবে।
- প্রবন্ধ, প্রতিবেদন, অনুবাদ ইত্যাদি চর্চার মাধ্যমে প্রতিটি ছাত্র-ছাত্রীর রচনাশক্তির নৈপুণ্য বৃদ্ধি পাবে।

এছাড়াও বাংলা জেনারেল প্রোগ্রামের ছাত্র-ছাত্রীরা

- উচ্চশিক্ষায় আত্মনিয়োগ করতে পারে।
- উক্ত বিষয়ে শিক্ষক হিসেবে নিজেকে প্রস্তুত করতে পারে।
- সাংবাদিকতা বা অন্যান্য পেশায় সঠিকভাবে বাংলা ভাষাকে ব্যবহার করতে পারে।
- প্রকাশনা সংস্থাতে দক্ষতার সঙ্গে কাজ করতে পারে।

- বিভিন্ন সংস্কৃতি-ক্ষেত্রে নিজেকে প্রতিষ্ঠিত করতে পারে
- বিভিন্ন সরকারি ও বেসরকারি ক্ষেত্রে প্রতিযোগিতামূলক পরীক্ষাগুলোতে সুফল দেখাতে পারে।

TEHATTA SADANANDA MAHAVIDYALAYA
Course outcome or learning outcome
Three years B.A. degree course
Under CBCS semester system
Honours course in Bengali

Semester - 1

Course Name - Core course 1

Full marks - 75

Unit - 1

বাংলা সাহিত্যের ইতিহাস (প্রাচীন ও মধ্যযুগ)

ছাত্র-ছাত্রীরা এই পত্রটি পাঠ করে প্রাচীন ও মধ্যযুগের বাংলা সাহিত্যের ইতিহাস জানার পাশাপাশি আধুনিক যুগের বাংলা সাহিত্যের ধারাবাহিকতা লক্ষ্য করে সম্পর্ক ও পার্থক্য বিষয়ে অবহিত হবে। সমাজ ও সাহিত্যে চৈতন্য সংস্কৃতি, নবজাগরণের রূপ জানতে পারবে। ধর্মীয় চেতনাময় সাহিত্যের মধ্য থেকে চিরায়ত মানবজীবন ও সাহিত্যবোধের পরিচয় পাওয়া যাবে।

Course Name - CC 2

Unit - 1

ছন্দ

কবিতার ছন্দ ও শৈলী সম্পর্কে এই পত্রে পাঠ দেওয়া হয়। সংস্কৃত, বাংলা, ইংরেজি সাহিত্যের ছন্দ বৈচিত্র্য সম্পর্কে এক্ষেত্রে তারা অবহিত হবে। কবিতার ছন্দ নির্ণয় করতে শিখবে। বিভিন্ন ছন্দসিকের ছন্দ শৈলী জানতে পারবে ও বাংলা কবিতার ব্যাকরণ সম্পর্কে অবহিত হবে।

Unit - 2

অলংকার

এই পত্রে অলংকার কি ও কেন ব্যবহার করা হয় তা বিস্তারিত জানানো হয়, প্রাচ্য ও পাশ্চাত্য সাহিত্যের অলংকারের স্বরূপ বাংলা অলংকারের বৈচিত্র্য এই পত্রের মূল। এছাড়াও কবিতার অলংকার নির্ণয় করতে শেখানো হয়। প্রাচ্য অলংকার শাস্ত্র সম্পর্কেও এই পর্বে জানানো হয়।

Semester - 2

CC - 3

Unit - 1

Full marks - 75

বৈষ্ণব পদাবলী

ছাত্র-ছাত্রীরা এই পত্রটি পাঠ করে ভারতীয় সাহিত্যে বৈষ্ণব ঐতিহ্য সম্পর্কে জানতে পারবে। বিশিষ্ট বৈষ্ণব কবিদের ভাব ও রূপ জানবে। পাশাপাশি বৈষ্ণব সাহিত্যের সাহিত্য মূল্য অনুধাবন করতে পারবে।

Unit - 2

শাক্ত পদাবলী

ভারতীয় শক্তি তত্ত্ব ও শাক্ত ভাবনার স্বরূপ এই পত্রের মূল পাঠ্য। বাংলা শাক্ত সাহিত্যের উদ্ভবের কারণ, কবিদের রচনা এই পর্যায়ের পাঠ্য। পাশাপাশি অষ্টাদশ শতকের সমাজ ও সংস্কৃতি, ভারতীয় পুরাণ সম্পর্কেও এই পর্যায়ের ধারণা দেওয়া হয়।

CC - 4

Unit - 1

রামায়ণ (কৃত্তিবাস ওঝা)

এই পর্বে কাব্যানুবাদ তত্ত্ব সম্পর্কে ছাত্র-ছাত্রীরা জানতে পারবে। সংস্কৃত রামায়ণ ও বাংলা রামায়ণের সাদৃশ্য ও বৈসাদৃশ্য জানা যাবে। অনুবাদ রচনার সংস্কৃতিক প্রেক্ষিত ব্যাখ্যার পাশাপাশি সমকালীন রাজনীতি ও সামাজিক অবস্থার পরিচয় এতে আছে। ভারতীয় সংস্কৃতির ও জাতীয় জীবনে মূল্যবোধ সম্পর্কে ছাত্র-ছাত্রীরা অবহিত হবে।

Unit - 2

অন্নদামঙ্গল (ভারতচন্দ্র রায়গুণাকর)

ভারতীয় পুরাণ ও শৈব তত্ত্বের পরিচয় এই পর্বের মূল। অষ্টাদশ শতকের অস্থির সময়ের পরিচয় এতে আছে। যুগসন্ধির স্বরূপ বোঝার পাশাপাশি ভারতচন্দ্রের কবিত্ব শক্তির পরিচয় এখানে স্পষ্ট। বাংলা ভাষা, আরবি, ফারসি ও অন্যান্য শব্দ সম্পর্কে এখানে জানতে পারবে।

Semester - 3

CC - 5

Full marks - 75

Unit - 1

বাংলা সাহিত্যের ইতিহাস (১৮০১ থেকে ১৯৫০)

ছাত্র-ছাত্রীরা এই পত্রে উনিশ শতকের এক বিশাল সময় পর্বের সঙ্গে পরিচিত হবে। পাশ্চাত্যের অভিঘাত ও নবজাগরণ কিভাবে বাংলা গদ্যের জন্ম দিয়েছিল সেই বিচিত্র ইতিহাস এই পর্যায়ের পাঠ্য। নাটক, উপন্যাস, ছোটগল্প, প্রবন্ধ, গীতিকাব্য, মহাকাব্য প্রভৃতির রূপ জানার পাশাপাশি বিভিন্ন সাময়িক পত্রপত্রিকা প্রকাশ ও সাহিত্যের গতিপ্রকৃতি জানার জন্য এই পত্রটি গুরুত্বপূর্ণ। বঙ্গভঙ্গ আন্দোলন, দুটি বিশ্বযুদ্ধ, অসহযোগ, আইন অমান্য ও ভারত ছাড়া আন্দোলনের সাহিত্যগত প্রভাব জানা যাবে। বিভিন্ন যুক্তিবাদ ও বিজ্ঞান চেতনা, বাস্তববাদ ও মানববাদের পরিচয় এতে আছে। আধুনিক সাহিত্য কিভাবে নারী চেতনা, শিক্ষা চেতনা ইত্যাদি সম্পর্কে ব্যাখ্যা প্রদান করে থাকে তা বিস্তারিত

জানা যাবে। এক কথায় বলা যায় আধুনিকতার স্বরূপ জানতে এই পত্রটির প্রয়োজনীয়তা আছে।

CC - 6

Unit - 1

ভাষাতত্ত্ব

ভাষা কী, এর উদ্ভব কিভাবে হয়েছে, কথ্য ভাষা ও লেখ্য ভাষার স্বরূপ ও পার্থক্যই বা কি? ভারতীয় আর্য ভাষার বিবর্তন ও যুগবিভাজন এই পর্যায়ের পাঠ্য। ধ্বনিতত্ত্ব, রূপতত্ত্ব, বাক্যতত্ত্ব ইত্যাদি এখানে আছে। ভাষা বিচার করতে এই পর্যায়ে শিখবে ছাত্রছাত্রীরা। ভাষার গঠন, উচ্চারণ পদ্ধতি, আঞ্চলিক ভাষা বিশ্লেষণ; চলিত ভাষা ও সাহিত্যের ভাষার মধ্যকার পার্থক্য নির্ণয় করতে পারবে তারা।

CC - 7

Unit - 1

উনিশ শতকের কাব্য

বীরঙ্গনা কাব্য (মধুসূদন দত্ত)

আধুনিক যুগের কাব্য প্রকৃতি ও মধুসূদনের কবি কর্মের স্বরূপ এই পর্যায়ের পাঠ্য। 'বীরঙ্গনা' কাব্যের নারী চেতনা ও পাশ্চাত্য প্রভাব ছাত্রছাত্রীরা এখানে জানতে পারবে। মধুসূদনের পত্রকাব্য রীতি বিচার করতে শিখবে। অমিত্রাক্ষর ছন্দের সঙ্গে যুক্তির ও প্রতিবাদী চেতনার মিশেল দেখতে পাবে। ১৯ শতককে কেন আধুনিক যুগ বলা হয় তা জানতে পারবে।

Unit - 2

সারদামঙ্গল কাব্য (বিহারীলাল চক্রবর্তী)

গীতিকবিতার উদ্দেশ্য ও সম্ভাবনার মাত্রাগুলো এই পর্যায়ে অনুধাবন করা যায়। সারদা চিন্তার পৌরাণিক ও রোমান্টিক পরিচয় ছাত্রছাত্রীরা পাবে। গীতি কবিতার উদ্দেশ্য ও সম্ভাবনার মাত্রাগুলো অনুধাবন করতে শিখবে। একটি ক্লাসিক সাহিত্যের সঙ্গে এই পর্যায়ে তাদের পরিচিতি ঘটবে।

Semester - 4

CC - 8

Unit - 1

Full marks - 75

বাংলা কবিতা

রবীন্দ্রনাথের কবিতা

কবি রবীন্দ্রনাথ সম্পর্কে এই পত্রে অবহিত করা হয়েছে। রবীন্দ্র কবিতার তত্ত্ব, সত্য, বৈচিত্র্য ও শৈলী সম্পর্কে জ্ঞান লাভ করা যাবে এখানে। বিভিন্ন কবিতায় যে মানব চিন্তা, প্রকৃতি ও সৌন্দর্য চিন্তা, ঈশ্বর চিন্তা বিধৃত রয়েছে; সে সম্পর্কে জানতে পারবে ছাত্রছাত্রীরা। রবীন্দ্রনাথের কবিতার শিল্পরূপ বিচার করতে ও রবীন্দ্র জীবন সত্যের শাস্ত্রত পরিচয় এতে পাবে।

Unit - 2

আধুনিক বাংলা কবিতা

আধুনিক বাংলা কবিতার স্বরূপ ও বৈশিষ্ট্য এই পত্রটির মূল। প্রাচ্য ও পাশ্চাত্য কাব্য ভাবনার গতিপ্রকৃতি এক্ষেত্রে জানা যায়। বিশ্বযুদ্ধ ও মানবতার সংকট কীভাবে আধুনিক কাব্য ভাবনার তত্ত্বকে প্রস্তুত করেছে, তা যেমন বুঝতে পারবে; তেমনি কবিতা বিশ্লেষণ করতে শিখবে। শিখবে কবিতার শৈলী ও বিবর্তনের ধারাও।

CC - 9

Unit - 1

উপন্যাস

চন্দ্রশেখর (বঙ্কিমচন্দ্র চট্টোপাধ্যায়)

ছাত্রছাত্রীরা এই পত্রটি পাঠ করে উপন্যাসের সংজ্ঞা, বৈশিষ্ট্য ও বৈচিত্র্য জানতে পারবে। বাংলা উপন্যাসের জন্ম ও ইতিহাস জানার সঙ্গে উক্ত উপন্যাসের পাঠ গ্রহণ করে ব্রিটিশ ও মুঘল যুগের সংকট উপলব্ধি করতে পারবে। লেখকের বিশিষ্ট জীবন দর্শন দেশপ্রেম ও আত্মত্যাগ-এর ধারণার কথা জানতে পারবে।

Unit - 2

গণদেবতা (তারশঙ্কর বন্দ্যোপাধ্যায়)

তারশঙ্করের দেশ কাল সাহিত্য সম্পর্কে যে ধারণা তা তাঁর এই বিশিষ্ট উপন্যাসে প্রকাশিত। রাঢ়বঙ্গের গ্রাম জীবনের বিবর্তন, সেকাল-কালের দ্বন্দ্ব, সামন্ততন্ত্রের পর সমাজতন্ত্রের উত্থান এই উপন্যাসের মূল বিষয়। ছাত্রছাত্রীরা এই উপন্যাস পাঠ করে একটি সময়কে ধরতে পারবে। জানতে পারবে গণতন্ত্র ও সমাজতন্ত্রের দ্বন্দ্বের কথা।

CC - 10

Unit - 1

নাটক

নীলদর্পণ (দীনবন্ধু মিত্র)

নাট্য তত্ত্ব ও নাট্য শৈলী এই পর্যায়ের মূল। প্রাচ্য ও পাশ্চাত্য নাট্য রীতি জানার পাশাপাশি অভিনয় কলা-কৌশল সম্পর্কে এই পত্রে পাঠদান করা হয়। বাংলায় নীল চাষ ও নীল বিদ্রোহের ইতিহাস সাহিত্যের মাধ্যমে ছাত্র-ছাত্রীদের জানানো হয়। ব্রিটিশ অত্যাচারের বিরুদ্ধে সেদিনের বাংলার প্রতিবাদী কণ্ঠস্বর আমরা এই নাটক বিশ্লেষণ করার মাধ্যমে বুঝে নিতে পারব।

Unit - 2

শারদোৎসব (রবীন্দ্রনাথ ঠাকুর)

রবীন্দ্রনাথের স্বতন্ত্র নাট্য ভাবনার পরিচয় এই নাটক। তাঁর অভিনব তত্ত্ব ভাবনার রূপ এই নাটকে উপলব্ধ হবে। আসক্তি আর মুক্তির স্বরূপ নাটকটিতে প্রাধান্য পেয়েছে। প্রকৃত রাজা বলতে কী বোঝায় এই নাটকে তার এক কার্যকরী ব্যাখ্যা রয়েছে।

Semester - 5

CC - 11

Unit - 1

Full marks - 75

গল্পগুচ্ছ (রবীন্দ্রনাথ ঠাকুর)

ছোটগল্পের সংজ্ঞা ও বৈশিষ্ট্য এই পর্যায়ে জানানো হয়। বাংলা ছোটগল্পের ইতিহাসের স্বল্প পরিচয় সহ রবীন্দ্রনাথের নির্বাচিত কিছু ছোট গল্পের ঐশ্বর্য, সমাজচিন্তা, মানব মনস্তত্ত্বের পরিচয় এই পর্যায়ের মূল পাঠ্য।

CC - 2

একালের গল্প

একালের সময় চেতনা ও সমাজতত্ত্ব এই পত্রে আছে। আধুনিক গল্পের বিষয়বৈচিত্র্য এতে জানা যায়। চেতনাপ্রবাহধর্মী লেখা চিনতে শেখায়। উপনিবেশ- এর পরের যুগলক্ষণ ছাত্র-ছাত্রীরা এই পত্রের মাধ্যমে চিনতে পারবে।

CC - 11

Unit - 1

প্রবন্ধ ও প্রাচ্য কাব্যতত্ত্ব

প্রবন্ধ সংকলন

প্রবন্ধের স্বরূপ ও বৈচিত্র্য সম্পর্কে অবগত হবে। প্রবন্ধ লিখতে শিখবে, প্রবন্ধ বিশ্লেষণ করার পাশাপাশি প্রবন্ধের ইতিহাস ও প্রকৃতি সম্পর্কে জ্ঞান অর্জন করতে পারবে।

Unit - 2

কাব্যজিজ্ঞাসা (অতুলচন্দ্র গুপ্ত)

কাব্যের স্বরূপ ও লক্ষণ এই পত্রে আছে। ভারতীয় অলংকারবাদের বৈচিত্র্য ও তত্ত্ব এই পর্যায়ের বিশ্লেষণে উঠে আসবে। কাব্যের আত্মা অনুসন্ধান এই পর্যায়ে মূল। এই পত্রটি পাঠ করে ছাত্র-ছাত্রীরা কাব্য নির্মাণের কৌশলের পাশাপাশি কাব্য ধর্মের মূল অনুধাবন করতে পারবে।

DSE - 1

Unit - 1

উনিশ শতকের বাংলা কাব্য ও প্রবন্ধ

উনিশ শতকের বাংলা গীতিকবিতা ও আখ্যান কাব্য

গীতি কবিতা ও আখ্যান কাব্যের স্বরূপ ও পার্থক্য এই পত্রে আছে। বাংলা আখ্যান কাব্য ও গীতি কবিতার ইতিহাস এখানে অবগত হবে। মহিলা কবিদের পরিচয়ও এখানে আছে।

Unit - 2

উনিশ শতকের বাংলা প্রবন্ধ

বাংলা প্রবন্ধের ইতিহাস ব্যাখ্যার পাশাপাশি ফোর্ট উইলিয়াম কলেজ থেকে রবীন্দ্রনাথ পর্যন্ত বাংলা প্রবন্ধ রচনার যে ধারাবাহিকতা তা এই পর্যায়ে রয়েছে। প্রবন্ধ শৈলী ও রচনার সঙ্গে এর পার্থক্য স্পষ্ট হবে।

DSE - 2

Unit - 1

উনিশ শতকের বাংলা নাটক ও কথাসাহিত্য

উনিশ শতকের বাংলা নাটক

উনিশ শতকের বাংলা নাটকের ইতিহাস এই পত্রে আছে। পাশ্চাত্য নাট্য সাহিত্যের অভিনবত্ব বিশ্লেষণের পাশাপাশি মঞ্চ অভিনয় কৌশলও এখানে পড়ানো হয়। পৌরাণিক, সামাজিক, ঐতিহাসিক ও প্রহসন ধর্মী নাটক এই পর্যায়ের পাঠ্য।

Unit - 2

উনিশ শতকের বাংলা কথাসাহিত্য

কথাসাহিত্যের সংজ্ঞা ও স্বরূপ এখানে জানতে পারবে ছাত্রছাত্রীরা। বাংলা কথা সাহিত্যের উদ্ভবের পটভূমি, শৈলী বিশ্লেষণ এতে আছে। উপনিবেশিক সমাজ ভাবনার পরিচয় ও উনিশ শতকের অন্যান্য যুগ-বৈশিষ্ট্যগুলি কীভাবে উপন্যাসকে প্রভাবিত করেছে তা জানতে পারবে ছাত্র-ছাত্রীরা।

Semester - 6

CC - 13

Unit - 1

Full marks - 75

সংস্কৃত ও ইংরেজি সাহিত্যের ইতিহাস

সংস্কৃত সাহিত্যের ইতিহাস

সংস্কৃত সাহিত্যের উদ্ভব ও বিকাশ এই পর্যায়ের পাঠ্য। সংস্কৃত কাব্য ও নাটক সম্পর্কে এখানে জানতে পারবে। প্রাচীন ভারত ও বাংলার সমাজসত্য ও সংস্কৃতি এতে আছে। সংস্কৃত সাহিত্যের ইতিহাস বিশ্লেষণের পাশাপাশি পরবর্তী সাহিত্যে সংস্কৃত সাহিত্যের প্রভাবও এই পত্রে বিশ্লেষণ করা হয়েছে।

Unit - 2

ইংরেজি সাহিত্যের ইতিহাস

ইংরেজি সাহিত্যের সময়কাল ও বৈচিত্র্য সম্পর্কে এখানে জানা যাবে। পাশ্চাত্য সাহিত্য তত্ত্ব ও আধুনিক গঠনবাদ সম্পর্কে ছাত্রছাত্রীরা এই পর্যায়ে অবহিত হবে। সাহিত্যের নানা রীতির তাত্ত্বিক লক্ষণ চিনতে পারবে। বাংলা সাহিত্যে ইংরেজি সাহিত্যের প্রভাব সম্পর্কে জানা যাবে।

CC - 14

Unit - 1

সাহিত্যের রূপ রীতি ও সংরূপ

সাহিত্যের রূপ রীতি

পাশ্চাত্য সাহিত্য প্রস্থান সম্পর্কে জানা যাবে। সাহিত্যের বিচিত্র রূপ বাংলা সাহিত্যে কীভাবে প্রভাব বিস্তার করেছে তা জানতে পারবে। ছাত্রছাত্রীরা আরও জানবে আধুনিক সংকেতময় সাহিত্যের বিমূর্ত সত্য। সাহিত্যের উপাদান বিনির্মাণ-বিশ্লেষণ করতে পারবে।

Unit - 2

সাহিত্যের সংরূপ সংক্রান্ত ধারণা

সাহিত্যের সংরূপ কী তা জানা যাবে। বাংলা সাহিত্যে কত প্রকার সংরূপ আছে তার নাম ও বৈশিষ্ট্য জানবে। বাংলা সাহিত্যের সংরূপের ঐতিহাসিক বিবর্তন, উদ্ভব এবং বিকাশ জানবে। আরও জানবে পাশ্চাত্য সাহিত্য সংরূপ এর সাথে বাংলা সাহিত্য সংরূপের সাদৃশ্য ও বৈসাদৃশ্য।

DSE - 3

Unit - 1

বিশ শতকের স্বাধীনতা পূর্ববর্তী বাংলা কথা সাহিত্য

বিশ শতকের স্বাধীনতা পূর্ববর্তী বাংলা ছোট গল্প

এই পর্যায়ে ২০ শতকের গল্প রীতি ও গল্পধারায় বাংলা ছোটগল্পের স্বাতন্ত্র্য বিষয়ে জানা যাবে। দুই বিশ্বযুদ্ধ ও বাংলা গল্পে তার প্রভাব সম্পর্কে জানতে পারবে। ভারতবর্ষের বঙ্গভঙ্গ আন্দোলন থেকে স্বাধীনতা লাভ পর্যন্ত সমাজ বিবর্তনের পরিচয় পাবে। আর্থিক, সামাজিক, মনস্তাত্ত্বিক বিপর্যয়ের চিত্র অনুধাবন যেমন করতে পারবে তেমনি মানব মনের বিচিত্র সম্পর্কের জটিল ভাষ্য সম্পর্কে জানতে পারবে।

Unit - 2

বিশ শতকের স্বাধীনতা পূর্ববর্তী বাংলা উপন্যাস

বাংলা উপন্যাসের এক ঐশ্বর্য যুগের পরিচয় এতে আছে। চেতনাপ্রবাহধর্মী উপন্যাসের পরিভাষা এক্ষেত্রে তারা বুঝতে পারবে। মানুষের মনের কথা কীভাবে সামাজিক অবক্ষয়ের জটিল পরিস্থিতিতে স্পষ্ট করা যায় তা দেখতে পাবে। বাংলা উপন্যাসের ক্ষেত্রে দেশাত্মবোধ, নতুন রীতি, নতুন ভাষা, রবীন্দ্রনাথ, শরৎচন্দ্র, ত্রয়ী বন্দোপাধ্যায় প্রমুখের উপন্যাস বৈচিত্র্যের মাধ্যমে ছাত্র-ছাত্রীদের কাছে স্পষ্ট হয়ে উঠবে।

DSE - 4

Unit - 1

সাহিত্য বিষয়ক প্রবন্ধ ও লোকসাহিত্য

প্রবন্ধ রচনা

প্রবন্ধ রচনা কৌশল, তার স্বাভাবিক বৈশিষ্ট্য এই পর্যায়ের পাঠ্য। ছাত্রছাত্রীরা এই পত্র পাঠ করে নিজেরা যুক্তি-নিষ্ঠ ও ব্যক্তি-নিষ্ঠ প্রবন্ধ রচনা করার ব্যবহারিক ক্ষমতা অর্জন করবে।

Unit - 2

লোকসংস্কৃতি ও লোকসাহিত্য (প্রাথমিক ধারণা)

'ফোকলোর' কথাটির অর্থ ও বৈশিষ্ট্য এই পত্রে স্পষ্ট করা হয়। লোকগাঁথা, লোকসাহিত্য, লোকসংস্কৃতি কীভাবে শিষ্ট সাহিত্যের থেকে পৃথক হয়ে গেছে, তা বোঝানো হয়। লোকসাহিত্যের উদ্ভব ও বিষয়গত বৈশিষ্ট্য সম্পর্কে অবগত হবে। লোকসংগীত, বাস্তুশিল্প সহ লোকসাহিত্যের বিচিত্র ধারার পরিচয় এখানে লাভ করবে। পাশাপাশি বাংলা সাহিত্যের ছাত্র-ছাত্রীরা জানবে কীভাবে লোকসাহিত্য সংগ্রহ করতে হয়, ক্ষেত্রসমীক্ষা করতে হয় ইত্যাদি।

TEHATTA SADANANDA MAHAVIDYALAYA
Course outcome or learning outcome
Three year B.A. degree course
Under CBCS semester system
General course in Bengali

Semester - 1

Course Name - CC - 1A

বাংলা প্রবন্ধ সাহিত্য (পাঠ্য দশটি প্রবন্ধ)

আধুনিক বাংলা সাহিত্যের কালসীমা ও যুগলক্ষণ জানবে। প্রবন্ধ ও রচনার বৈশিষ্ট্য এবং পার্থক্য সম্পর্কে জানতে পারবে। বঙ্কিমচন্দ্রের প্রবন্ধ সাহিত্য ও 'কমলাকান্তের দপ্তর'-এর রচনার বিষয় ও রচনা রীতি সম্পর্কে অবহিত হবে। বঙ্কিমচন্দ্রের লেখা পাঁচটি প্রবন্ধের পাশাপাশি রবীন্দ্রনাথ ঠাকুরের আরও পাঁচটি প্রবন্ধ এই পর্যায়ে পাঠ্য। রবীন্দ্র প্রবন্ধ সাহিত্যের ইতিহাস শিখতে হবে। সাহিত্য বিষয়ক রবীন্দ্র ভাবনার যে দার্শনিক প্রকাশ তাঁর প্রবন্ধ গুলিতে হয়েছে তা জানতে হবে। রবীন্দ্রনাথের প্রাচীন সাহিত্য ও আধুনিক সাহিত্য সম্পর্কে ধারণাও অবগত হবে।

Semester - 2

CC - 1B

বাংলা ছোট গল্প (পাঠ্য দশটি গল্প)

বাংলা তথা বিশ্ব সাহিত্যে ছোটগল্পের উদ্ভব ও ইতিহাস এই পর্যায়ে জানা যাবে। থাকবে ছোটগল্পের বৈশিষ্ট্যের কথা। প্রভাত কুমার মুখোপাধ্যায়ের ছোটগল্পের বৈশিষ্ট্য, বৈচিত্র্য ও রসবিচার উপলব্ধি করতে পারবে। শরৎচন্দ্রের ছোটগল্পের বৈশিষ্ট্য ও বৈচিত্র্য জানতে পারবে। বাংলা ছোটগল্পের এক সুবর্ণ যুগের পরিচয় ছাত্রছাত্রীরা পাবে।

AECC-2 Communicative English/ MIL Bengali

ভাষা অংশ

প্রবন্ধ পাঠের মধ্য দিয়ে প্রবন্ধ বিচার করা শিখতে হবে। সংবাদপত্রের প্রতিবেদন লিখতে হবে। অনুবাদের কলাকৌশল ও বৈচিত্র্য সম্পর্কে অবহিত হবে।

সাহিত্য অংশ

কবিতার শৈলী ও কাব্য সৌন্দর্য বিশ্লেষণ করতে শিখতে হবে। রবীন্দ্র কবিতা অধ্যয়নের মধ্য দিয়ে কবিতার নতুন রূপকে জানবে। রবীন্দ্র ছোটগল্পেরও বিন্দুতে সিন্ধু দর্শন হবে।

Semester - 4

CC - 1D

ভাষাতত্ত্ব

ভাষার প্রাথমিক সংজ্ঞা ও পরিচয় জানতে পারবে। এই পত্রে ভারতীয় আর্থ ভাষার বিবর্তন সম্পর্কে জানানো হয়। বাংলা ভাষার উদ্ভব ও বিকাশের ইতিহাস জানা যাবে। হাজার বছরের বাংলা ভাষার বৈশিষ্ট্য ও দৃষ্টান্ত স্পষ্ট হবে। ভাষার শব্দভাণ্ডার ও সাধু চলিত রূপের পরিচয় লাভ করবে।

Semester - 5

DSE - 1A

উনিশ শতকের বাংলা উপন্যাস / বাংলা ছোটগল্প

উনিশ শতকের বাংলা উপন্যাস

উনিশ শতকের উপন্যাসের মূল ধারাবাহিকতাটি এই পর্যায়ে পাঠ্য। ভারতীয় সাহিত্য, বাংলা সাহিত্য- এর সঙ্গে বিশ্ব সাহিত্যের নানান উপন্যাসের তুলনা এখানে পড়ানো হয়। বাংলা উপন্যাসের উদ্ভব ও বিকাশ সম্পর্কে জানতে

পারবে। বঙ্কিমচন্দ্র ও রবীন্দ্রনাথ ঠাকুরের উপন্যাস সৃষ্টির পরিচয় পাবে।
এছাড়াও সেই সময় পর্বকে জানার জন্য পত্রটি যথাযথ।

উনিশ শতকের বাংলা ছোটগল্প

ছোটগল্পের স্বরূপ গত বৈশিষ্ট্য জানানোর পাশাপাশি বাংলা সাহিত্য, ভারতীয় সাহিত্য ও বিশ্ব সাহিত্যের ছোটগল্পের নানান পরিচয় এই পর্যায়ে থাকে।
রবীন্দ্রনাথের ছোটগল্প সৃষ্টির পরিচয় এতে রয়েছে। বাংলা ভাষায় রচিত উনিশ শতকীয় পরিমণ্ডলের পরিচয়বাহী ছোটগল্পগুলি ছাত্র-ছাত্রীদের অবশ্যই উৎসাহিত করবে।

Semester - 6

DSE - 1B

উনিশ শতকের বাংলা নাটক / প্রবন্ধ

উনিশ শতকের বাংলা নাটক

উনিশ শতকের বাংলা নাট্য মঞ্চের ইতিহাস সম্পর্কে জানতে পারবে। পাশ্চাত্য নাট্য সাহিত্যের বিষয়ে কিঞ্চিৎ ধারণার পাশাপাশি মঞ্চ অভিনয় সংক্রান্ত ধারণাও এ পর্যায়ে দেওয়া হয়। পৌরাণিক, সামাজিক, ঐতিহাসিক নাটক ও প্রহসনের স্বরূপ এবং পার্থক্য বিষয়ে জানবে। শখের নাট্যশালা থেকে শুরু করে জাতীয় রঙ্গালয়ের পরিবেশ ও কৌশল সম্পর্কে জানতে পারবে। মধুসূদন, দীনবন্ধু, গিরিশ ঘোষ, রবীন্দ্রনাথ, ডি এল রায় প্রমুখ নাট্যকারদের নাট্য বৈচিত্র্য সম্পর্কে জানতে পারবে।

উনিশ শতকের বাংলা প্রবন্ধ

প্রবন্ধের স্বরূপ ও বৈচিত্র্য অনুধাবন করার পাশাপাশি এই পত্র থেকে ছাত্রছাত্রীদের গদ্য ও প্রবন্ধের পার্থক্য বিষয়ে অবহিত হবে। উনিশ শতকের বাংলা প্রবন্ধের বিচিত্র ধারা ও লেখক সম্পর্কে জানবে। আরও জানবে প্রবন্ধ লেখার কৌশল।

GE - 2

ঊনিশ শতকের বাংলা ভ্রমণসাহিত্য ও চিঠিপত্র

সাহিত্য ও ভ্রমণ সাহিত্যের স্বরূপ ও পার্থক্য সম্পর্কে অবগত হবে। বাংলায় লেখা বিভিন্ন ভ্রমণ সাহিত্য পাঠ করে কল্পনা ও দেশ ভ্রমণের আকাঙ্ক্ষা সৃষ্টি হবে। দেবেন্দ্রনাথ ঠাকুর, সঞ্জীবচন্দ্র চট্টোপাধ্যায় প্রমুখের সমৃদ্ধ ভ্রমণ সাহিত্য পাঠ করবে। স্বামীজীর চিঠিপত্রের সংকলন থেকে নতুন জীবনবোধের ধারণা তৈরি হবে। বিভিন্ন ব্যক্তির চিঠিপত্রে লেখা সমাজ, দেশ-কাল ও মানবতার পরিচয় লাভ করবে।

TEHATTA SADANANDA MAHAVIDYALAYA



Course Outcome and Program Outcome Of Political Science Department

Tehatta Sadananda Mahavidyalaya

Department of Political Science

Programs Offered By The Department Of Political Science

B.A. General Course In Political Science

Political Science is the scientific study of politics. It is a social science dealing with systems of governance and power, and the analysis of political activities, political thought, political behavior, and associated constitutions and laws.

Course Outcome :

1 . Western Political Thought (CC- 1 A)

- Providing an insight into the dominant features of Ancient Western Political Thought: Ancient Greek political thought
- Examining the features of Medieval Political Thought
- Evaluating the Renaissance ; political thought of Machiavelli
- Critically examining Hobbes as the founder of legal sovereignty, Locke as the founder of Liberalism with focus on his views on natural rights and Rousseau's view on popular sovereignty
- Examining the views on Karl Marx and Engels on revolution, and Lenin's view on Imperialism
- J. S. Mill 's views on liberty

2. Political Theory (CC – 1 B)

- Analysing what is politics and explaining the approaches to the study of Political Science – Normative, Behavioral, post Behavioral and Marxist
- Explaining the concept of state sovereignty : Monistic and Pluralistic Theories
- Understanding the basic concept of Liberty and Equality
- Assessing the theories of state : Idealism , Liberalism , New Liberalism , Marxism and Gandhian
- Role of Political Parties and Pressure Groups

3. Indian Political Thought (CC -1 C)

- Tracing the evolution of Indian Political Thought from ancient India to modern India
- Analysing the Role of Raja Rammohan Roy as a Modernizers
- Discussing the Nationalism of Bankimchandra and Vivekananda

- Explaining the thought of Gandhi on Satyagraha and Trusteeship
- Analysing the idea of State , Society , And nation of R . N . Tagore
- Explaining the contribution of B . R . Ambedkar on Social Justice

4 . Indian Government And Politics (CC -1 D)

- Outlining the basic values and philosophy of Indian Constitution as expressed in the preamble
- Studying Fundamental rights , duties and Directive Principles of state policy
- Examining Indian federalism through Centre – State relations
- Evaluating the Structures and functions of Union Legislature , Union Executive and Judiciary
- Explaining the Party System In India

5 . Select Comparative Political Theories (DSE – 1 A)

- Analysing the distinctive features of Indian and Western Political Thought
- Explaining the concept of Aristotle on Citizenship , Locke on rights , Rousseau on inequality , J . S . Mill on liberty and Democracy
- Examining the thought of Kautilya on state , Tilak and Gandhi on Swaraj , Nehru and J .P . Narayan on Democracy

OR Democracy And Decentralized Governance (DSE – 1 A)

- Discussing the evolution of state system
- Explaining the Global Economy
- Discussing the role of MNCs and NGOs
- Discussing the Global Poverty

6.Public Policy : Concept and Implications in India (DSE – 1 B)

- Explaining the meaning of Public Policy and its implications in India
- Discussing the Constraints of Public Policy
- Discussing the various Health and Educational policy in India

OR Understanding Globalization (DSE – 1B)

- Explaining the Meaning of Globalization
- Discussing the impact of Globalization on Indian economy
- Explaining the relations between Globalization and Terrorism
- Explaining certain basic issues like New International Order and Localization

Department Of Political Science

Program Outcome

- Understanding the inter relationship between policy decisions and its effects on society.
- The ability to analyse and predict socio political phenomena based on the study of existing socio economic determinants and past experiences.
- The course curriculum inculcates among students a basic understandings of the rights and duties of citizenship and thereby to act as responsible citizens through the observations of important days such as Independence Day , Republic Day and also spreading awareness in society.
- Establishment of linkages between academics and civil society at large so as to successfully address socio political problems.
- Function effectively is an individual and as a member in different social settings.
- Understandings the nature and developments in national and international politics
- Analysing the Indian constitutional provisions , major legislations and reforms
- Critical evaluation of social , economic and political variables for a proper understandings of the Indian Society.
- Building overall consciousness regarding national political history ,international relations and present Indian and Western political thinkers

TEHATTA SADANANDA MAHAVIDYALAYA



**Course Outcome and Program Outcome Of Philosophy
Department**

TEHATTA SADANANDA MAHAVIDYALAYA

DEPARTMENT OF PHILOSOPHY

(UNDERGRADUATE DEPARTMENT)

PROGRAMS OFFERED BY THE DEPARTMENT OF PHILOSOPHY

B.A. HONS IN PHILOSOPHY

The syllabus of Philosophy Honours comprises of 14 Core Courses , 2 SEC and 4 DSE papers .

PROGRAM LEARNING OUTCOMES OF B.A.HONS IN PHILOSOPHY

- 1. Knowledge of Indian Tradition and Culture along with a training in Western thoughts :** Students after completing their graduation in Philosophy as their HONS subject would acquire knowledge of the Indian traditional philosophic thoughts as well as have a strong foothold in the Western lineage of Philosophical speculations.
- 2. Knowledge on improving interpersonal relationship and being aware of the intrinsic value of an action:** Students would be able to unfold their creative consciousness and improve their mental health. They would also be able to restrain stress levels
- 3. Acquiring of Basic Competency/Skill:** Students would acquire the basic competency of framing a Philosophical question. They would be able to recognize a Philosophical problem.
- 4. Acquiring the Habit to Enquire:** Students would come across; the Epistemological, Ontological, Metaphysical, Ethical and Aesthetical perceptions and hence develop a sense of enquiring into any such issues or categorizing any question into these broad themes.
- 5. Skill of Logical Thinking:** Students would acquire a rigorous training of the mind in understanding logical derivations. It would be possible both in case of understanding the logical framework of thoughts that a particular Philosopher must have projected in his theory and also in case of verifying an argument as valid or invalid.
- 6. Skills of Ethical Analysis:** Students would for sure acquire skills in ethically judging any social issue. Here is the case where Students become specially oriented in adopting interdisciplinary study; like in

the field of Law or Political Science or Medicine (medical ethics) or in business studies (business ethics) and so on and so forth

7. Knowledge of History: Students pursuing Philosophy actually have to (as a prerequisite which flourishes while they undergo the whole orientation) and do have a strong sense of history/historical events. It becomes very essential that to understand the Philosophical theory well Students need to delve into the chronological events (actual life events or incidents which are recorded as historical facts). For example Rene Descartes was actually a senior scholar to Newton. Newton's many theories or writings are based on the Descartes Philosophical theories.

8. Knowledge of Psychology as a major tool: Students acquire the skill of explaining the Biological, Cognitive, Behavioral and Socio-cultural perspectives of Psychology

9. Knowledge behind the Philosophy of Religion: Students would develop a better sense of tolerance and peaceful co-existence with fellow beings adding value to living habits.

10. Knowledge of blending Philosophy with Science: It is a well known fact that Philosophers for most part were scientist either social scientist or a practitioner and scholar in animal and plant science; for example Plato (social scientist) or Aristotle (was an expert in Biology). So to understand a Philosopher well in terms of his Philosophy Students have to understand the particular field of science he was interested in; of which the output may be his Philosophical thinking.

11. Acquiring Language skill: Students pursuing Philosophy must have a strong hold on Language. Students undergo a continuous training of both abstract thinking and how to put these thoughts in words. Putting or choosing the right word/expression (philosophical) becomes almost a true habit of students.

12. Research Skills: Innovative thinking and learning leading to the tuning of the student in their Graduation level itself needed for Research is well acquired by students. The Love for wisdom truly, makes a deep mark on the learning habits of students.

PROGRAM OUTCOME FOR CC/DSE/SEC COURSES FOR BOTH B.A. HONS AND GENERAL IN PHILOSOPHY

PROGRAM OUTCOMES FOR CORE COURSES :

PO1: KNOWLEDGE SEEKER; A LOVER OF WISDOM

PO2: LOGICAL THINKER (METHODOLOGICAL REASONING)

PO3: SPECIAL AWARENESS ON ENVIRONMENT/ ENVIRONMENTAL ETHICS

PO4: SOCIALLY AND POLITICALLY AWARE WITH SPECIAL ORIENTATION IN POLITICAL PHILOSOPHY

PO5: THOUGHT NAVIGATER WITH SPECIAL COMPETENCY IN LOGICAL REASONING

PO6: AWARENESS OF CONTEMPORARY INDIAN PHILOSOPHY

PO7: AWARENESS ON FINDING THE SUITABLE LEARNING ENVIRONMENT WITHIN.

PO8: RESAERCH ORIENTATION

PROGRAM OUTCOMES FOR DECIPLINE SPECIFIC ELECTIVE COURSES :

PO1: KNOWLEDGE OF SPECIFIC AND AUTHENTIC TEXT (BOTH OF INDIAN AND WESTERN THINKERS)

PO2: ABSTRACT THINKING

PO3: INDENTIFICATION OF A PHILOSOPHICAL PROBLEM

PO4: COMPETENCY IN SOLVING A PHILOSOPHICAL PROBLEM

PO5: KNOWLEDGE OF SPECIFIC LOKAYAT/ BUDDHIST TEXT

PO6: AWARENESS OF THE VIRTUE OF TOLERANCE AND THE SPIRIT OF PEACEFUL COEXISTENCE.

PROGRAM OUTCOMES FOR SKILL ENHANCEMENT COURSES :

PO1: SKILLS ON INDENTIFYING FALLACIOUS DERIVATIONS AND ARGUMENTS

PO2: SKILLS IN LOGICAL RULES

PO3: MORALLY ORIENTED WITH ADDITIONAL REASONING CAPACITY ON EMERGING SITUATIONS

PO4: AWARENESS OF MORAL RESPONSIBILITIES AND OBLIGATIONS.

PO5: KNOWLEDGE ON METHODS OF PHILOSOPHICAL ENQUIRY (BOTH INDIAN AND WESTERN TRADITION)

PO6: APTITUDE ON DECODING OF PROBLEMS AND FORMULATION OF PROBLEMS IS ACQUIRED.

TEHATTA SADANANDA MAHAVIDYALAYA

DEPARTMENT OF PHILOSOPHY

(UNDERGRADUATE DEPARTMENT)

COURSE OUTCOMES FOR B.A.(HONOURS) IN PHILOSOPHY : 1ST SEMESTER

Course Title	Course Type	Course Code
Outlines of Indian Philosophy-1	Core Course	CC - 1

A candidate who has passed the course is expected to have the following knowledge and skills:-

CO1: Knowledge of the General features of Indian Philosophy

CO2: Detailed Knowledge of the Epistemological/Metaphysical theories of the different system of Indian Philosophy

CO3: Knowledge of the concept of self as stated by the Indian Philosophical system

CO4: Knowledge of the theory of Causation as stated by the Indian Philosophical system

CO5: Knowledge of the Purusartha as stated by the Indian Philosophical system

CO6: Knowledge of the concept that everything in this world is temporary.

CO7: Knowledge of the concept that the Sanskara of previous life is brought forward to the present life; despite the fact that there is no permanent self. The meaning of Sanskara being that which has been put together or that which puts together.

Course Title	Course Type	Course Code
Outlines of Western Philosophy -1	Core Course	CC - 2

A candidate who has passed the course is expected to have the following knowledge and skills:-

CO1: Knowledge of the Philosophical beliefs of the Pre-Socratic period

CO2: Knowledge of the Epistemology and Metaphysical theories of Classical Realism represented by Plato and Aristotle

CO3: Knowledge of arguments in favor of the Problem of Evil or the Existence in God as advocated by the eminent Medieval Philosophers

CO4: Detailed knowledge of the Rationalist Philosophy as advocated by the Rationalists

CO5: Knowledge of the foundation of the Classical, Medieval and Modern Western Philosophical systems

CO6: Knowledge of the difference in meaning of faith and Reason. Knowing the fact that from the medieval ages down to modern times faith at many a times may have overpowered or empowered reason. The Dilemmas of life are guarded by faith and disturbed by reason.

CO7: Knowledge of the meaning of essence and existence. Knowledge of the fact that human essence demands existence in all relations which life unfolds or takes away.

COURSE OUTCOMES FOR B.A.(HONOURS) IN PHILOSOPHY : 2ND SEMESTER

Course Title	Course Type	Course CODE
Outlines of Indian Philosophy-II	Core Course	CC - 3

A candidate who has passed the course is expected to have the following knowledge and skills:-

CO1: Knowledge of Self, Self restraintment and ways or paths that lead to self restraintment

CO2: Knowledge of the theories of pramanas (or sources of valid knowledge)

CO3: Knowledge of the Theory of errors in terms of perception or recognition. This enables one to decode the several misgivings that our understanding may cause leading to serious misunderstandings.

CO4: Knowledge of Jiva, Jagat and Iswar as acclaimed by the Vedanta Darsana

CO5: Apprehension of the knowledge of Maya as acclaimed by the Vedanta Darsana

Course Title	Course Type	Course CODE
Outlines of Western Philosophy-II	Core Course	CC - 4

A candidate who has passed the course is expected to have the following knowledge and skills:-

CO1: Knowledge of the Theory of Ideas, Distinction between Qualities and theory of substance

CO2: Knowledge of the external world and the validity of the objects thereof. Explanation which bridges the gap between what is it to know an object? and what is it to perceive an object?.

CO3: Knowledge of the process of how we actually associate our ideas which are born out of some impression or the other.

CO4: Apprehension of the Theory of knowledge and the extension of the validity of knowledge

CO5: Knowledge of the Problem of Personal Identity

CO6: Knowledge of the Possibility of Metaphysics and the Elimination of Metaphysics

CO7: Knowledge of the Dialectical Method as advocated by Hegel

COURSE OUTCOMES FOR B.A.(HONOURS) IN PHILOSOPHY : 3RD SEMESTER

Course Title	Course Type	Course CODE
Indian Ethics	Core Course	CC - 5

A candidate who has passed the course is expected to have the following knowledge and skills:-

CO1: Knowledge of the puruṣārtha (Cārvāka, Bauddha and āstika views)

CO2: Knowledge of the Fundamental Vedic Concepts like vidhi and nisedha

CO3: Knowledge of the theory of Niskamakarma. Karma or action of an individual is done with the expectation of result but the knowledge of selfless and unconditioned karmic effect is important.

CO4: Knowledge of Buddhist Ethics, Jaina Ethics and Yoga Ethics

Course Title	Course Type	Course CODE
Western Ethics	Core Course	CC - 6

A candidate who has passed the course is expected to have the following knowledge and skills:-

CO1: Knowledge of the Nature and Scope of Ethics

CO2: Knowledge of basic concepts like Morality, Values and Moral Judgment

CO2: Apprehension of the distinction between and classification of Moral and Non-Moral actions

CO3: Apprehension of the Moral responsibilities and Moral obligations acting as a Moral agent.

CO4: Knowledge of the Growth and Development of Morality based on Psychological/social/religious factors

CO5: Knowledge of the Dilemma between Freedom of Will and Determinism

CO6: Mapping of the Foundations of Deontological Ethics

CO7: Knowledge of Environmental Ethics: Anthropocentrism and Non-anthropocentrism

CO8: Knowledge of some normative theories like Ethical Egoism and Utilitarianism

CO9: Knowing the validity of the theories of Punishment

Course Title	Course Type	Course CODE
Indian Logic	Core Course	CC - 7

A candidate who has passed the course is expected to have the following knowledge and skills:-

CO1: Help Students to penetrate into the arena of Indian logic and gather the concepts of pramana, prama, jnana, buddhi, smirti.

CO2: Knowing the significance of mangalacara, anubandha catustaya, sapta padartha, dravya laksana and guna laksana.

CO3: Students acquire the knowledge of epistemological concepts such as of sannikarsa, anupalabdhi, samanyalaksana, jnanalaksana, jogaja pratyaksa.

CO4: Knowledge that thereby helps in the non-comprehensibility of a concept

CO5: Knowing the Logic behind the different classification of Anumana like the anvayvytireki, kevalanvayi and kevalvytireki.

CO6: Knowing the causes of invalidity of an argument due to false hetus; as hetvabhasas.

Course Title	Course Type	Course Code
Philosophy in Practice	Skill Enhancement Course	SEC - 1

A candidate who has passed the course is expected to have the following knowledge and skills:-

CO1: Common and differentiating characteristics of Philosophy and Darsana

CO2: Nature of inquiry in Philosophy and Darsana

CO3: Outlines of the types of Inquiry i.e- EPISTEMIC and METAPHYSICAL inquiry in Philosophy and Darsana

CO4: A few Model World-views (PLATO , KANT , SAMKHYA and ADVAITA VENDATA) and Corresponding Paths Leading to Perfection

CO5: Methods of Philosophical DisCourse (Katha) – VADA , JALPA , VITANDA , CHHALA , JATI and NIGRAHASTHANA

COURSE OUTCOMES FOR B.A.(HONOURS) IN PHILOSOPHY : 4TH SEMESTER

Course Title	Course Type	Course CODE
Western Logic-I	Core Course	CC - 8

A candidate who has passed the course is expected to have the following knowledge and skills:-

CO1: Students would be acquainted with the significance of Logic as a science of reasoning

CO2: Students would be acquainted with various kinds of Inferences and their applications.

CO3: Knowledge of Enthymeme is acquired; which is a tacit form of an argument.

CO4: Learners would find help in recognizing the difference as well as relation between Truth and Validity in the context of deductive argument

CO5: Acquire the skill of using the Venn Diagram Technique to assess the validity of categorical syllogisms

CO6: Students would acquire the aptitude of symbolizing a proposition and use the 19 Rules of Symbolic Logic.

CO7: Students acquire the aptitude of how to frame a hypothesis as a part of Inductive Logic which in its turn would help them in framing a Research question or a problem latter if they pursue Research and Higher Studies.

Course Title	Course Type	Course CODE
Psychology	Core Course	CC - 9

A candidate who has passed the course is expected to have the following knowledge and skills:-

CO1: Awareness on nature and scope of Psychology as a subject

CO2: Knowledge of different Psychological Research Methods

CO3: Awareness of the relation between Psychological process and Biological process

CO4: Knowledge of the various theories of Learning

CO5: Knowledge of the different learning levels would be clear.

CO6: Learners would be able to recognize the cognitive perspective of Psychology

CO7: Learners would be able to discern the different states of consciousness

Course Title	Course Type	Course CODE
Philosophy of Religion	Core Course	CC - 10

A candidate who has passed the course is expected to have the following knowledge and skills:-

CO1: Awareness on the Nature and scope of Philosophy of Religion

CO2: Knowledge of the origin and development of Religion

CO3: Knowledge of the relation between Dharma and Dhamma

CO4: Awareness of the importance of the concept of Tolerance and Humanism

CO5: Learners would be able to elucidate proofs for and against the existence of God

CO6: Knowledge of some basic expressions like transcendence and Immanent in terms of divinity

CO7: Acquire skills which are moral, psychological, socio-religio and cultural regarding the Problem of Evil.

Course Title	Course Type	Course CODE
Philosophy of Human Rights	Skill Enhancement Course	SEC - 2

A candidate who has passed the course is expected to have the following knowledge and skills:-

CO1: Defination and nature of Human Rights

CO2: Origins and Historical Developments of the Idea of Human Rights during Ancient period , Modern period and Contemporary period

CO3: The Idea of Natural law and Natural Rights by THOMAS HOBBS and JOHN LOCKE

CO4: Aquiring of The knowledge of Natural Rights , Fundamental Rights and Human Rights

CO5: One can get a brief knowledge of INDIAN CONSTITUTION i.e – Preamble , Fundamental Rights and Duties

COURSE OUTCOMES FOR B.A.(HONOURS) IN PHILOSOPHY : 5TH SEMESTER

Course Title	Course Type	Course CODE
Socio-Political Philosophy	Core Course	CC - 11

A candidate who has passed the course is expected to have the following knowledge and skills:-

CO1: Knowledge of the scope of Social and Political Philosophy

CO2: Knowledge of Basic sociological concepts like Social Group, Community, Association, Institution, Customs, Folkways and Mores.

CO3: Knowledge of the basic tenants of Marxian Theory of Class and Caste System in India and B. R .Ambedkar’s views on Dalit Movement

CO4: Awareness on Tolerance for all and the need for the availability of equal Opportunity

CO5: Awareness of Socio-political ideas like Democracy, Socialism and Secularism

CO6: Acquaintance with Rabindranath Tagore’s view on Nation, Nationalism and Internationalism

CO7: Acquaintance and Knowledge of theories related to Social upliftment and Nation building like Swaraj and Sarvodaya

CO8: Awareness of theories (Humanism) propogated by Socialist thinkers like Manabendranath Roy

Course Title	Course Type	Course CODE
Western Logic-II	Core Course	CC - 12

A candidate who has passed the course is expected to have the following knowledge and skills:-

CO1: Acquire functional knowledge of Set Theory and Relations

CO2: Skill in transforming Categorical propositions in to sets

CO3: Acquire the aptitude of using Reasoning as a tool of calculating Probability.

CO4: Skills in demonstrating knowledge relating to sub-sets, empty sets, Proper set , Identical set and set builder from sets

CO5: Knowledge on Relations between Sets like Intersection and Union

CO6: Knowledge of relations like, Symmetrical, Asymmetrical and Non-symmetrical

Course Title	Course Type	Course CODE
Kathoponishod	Discipline Specific Elective	DSE - 1

A candidate who has passed the course is expected to have the following knowledge and skills:-

CO1: Knowledge of the Upanishad concepts of Self, Nature and Physicality

CO2: Building of concepts of the Samhitās, Brahamanas and Aranyakas

CO3: Realization of the Virtues of being a pupil

CO4: Realization of the duties of being a pupil.

Course Title	Course Type	Course CODE
Betrand Russell: The Problems of Philosophy	Discipline Specific Elective	DSE - 2

A candidate who has passed the course is expected to have the following knowledge and skills:-

CO1: Acquaintance with the Text written by an eminent Philosopher like Bertrand Russell

CO2: Skills to address the most sort after issues like Appearance and Reality in Philosophy on Physical Object

CO3: Rationalizing the coveted question that we have sense data of the appearances of objects.

CO4: Verifying some of the most intense discussions on Sense and sense data

CO5: Reasoning on issues like the existence of matter

CO6: Assessing the significance of newly framed categories like Knowledge by acquaintance and Knowledge by Description

CO7: Analyzing the prime question of How Apriori Knowledge is possible

CO8: Philosophizing on the scope of the discourse on Universals and Idealism

COURSE OUTCOMES FOR B.A.(HONOURS) IN PHILOSOPHY : 6TH SEMESTER

Course Title	Course Type	Course CODE
Philosophy in the Twentieth Century: Indian	Core Course	CC - 13

A candidate who has passed the course is expected to have the following knowledge and skills:-

CO1: Knowledge of the 20th Century movements in Indian Philosophy

CO2: Knowledge of the Philosophical Thoughts of Contemporary Indian thinkers and Philosophers like; Rabindranath Tagore, Swami Vivekananda, Sri Aurobindo's, S. Radhakrishnan, Md. Iqbal and Mahatma Gandhi

CO3: Knowledge of the fact that it is impossible for a calculative self to give us explanations on an unanalyzable unity.

CO4: Gain knowledge on reevaluating the finite-infinite concept of man and the nature of religion

CO5: Acquiring contemporary Philosophical ideas of Integral Yoga; Practical Vedanta and Intuitive apprehension

CO6: Acquiring the knowledge and the wisdom of intertwining literature and Philosophy through the writings of a poet-philosopher like Iqbal. Having both the literary knowledge of Iqbal's verses and his philosophical perceptions on life, world and God

CO7: Acquiring the skill of blending philosophical thoughts with a socio-political impact through the concept of Trusteeship advocated by Mahatma Gandhi.

Course Title	Course Type	Course CODE
Philosophy in the Twentieth Century: Western	Core Course	CC - 14

A candidate who has passed the course is expected to have the following knowledge and skills:-

CO1: The learner would acquire the insight into Western Analytic Philosophy via the philosophical thoughts of G.E. Moore, B. Russell, Quine, M. Heidegger and J.P. Sartre

CO2: The Learner would come to know the neo western approach of redefining philosophical ideas by way of philosophical analysis of meaning and language

CO3: The learner would be able bring in his practice of blending existentialism and phenomenology

CO4: Realization that a free and responsible agent may determine his development through acts of the will

CO5: The whole range of existential thoughts from the concept of Sartre's freedom and nothingness to the refutation of Idealism by Moore would be open to the learner for more philosophical speculation

Course Title	Course Type	Course CODE
Special Text : Rabindranath Tagore : Saadhana	Discipline Specific Elective	DSE - 3

A candidate who has passed the course is expected to have the following knowledge and skills:-

Learners after studying Saadhana would acquire basically 8 powerful lessons to focus their mind

CO1: Relation between man and universe

CO2: Realization of Conquering oneself is the hardest battle

CO3: Problems of evil thoughts

CO4: Problems of personal matters

CO5: Realization of love

CO6: Realization of proper action and practice

CO7: Realization of beauty

CO8: Realization of infinity

Course Title	Course Type	Course Code
David Hume: An Enquiry Concerning Human Understanding	Discipline Specific Elective	DSE - 4

A candidate who has passed the course is expected to have the following knowledge and skills:-

CO1: Learners would be able to understand the philosophical arguments and views presented by Edinburgh's leading philosopher; David Hume in his definitive work 'An Enquiry Concerning Human Understanding'.

CO2: Learners would have the chance of Philosophizing on the Universal Law of Causation and come to the conclusion that it is actually derived from custom and habit

CO2: Learners would be able to appreciate the reasons from the place of Hume and the Enquiry in the philosophical canon.

CO3: Learners would be able to read and critically assess one of the major works in the philosophical canon.

CO4: Learners would be able to write intelligibly on a topic covered in the work and relate it to the whole.

B.A. GENERAL IN PHILOSOPHY

The syllabus of Philosophy General comprises of Generic Elective (GE), Skill Enhancement Course (SEC), Discipline Specific Elective(DSE) papers .

PROGRAM LEARNING OUTCOMES OF B.A. GENERAL IN PHILOSOPHY

1. Knowing one's Tradition: Students after completing their graduation in Philosophy as their Program subject would acquire a full review of the Indian Philosophical systems which would in its turn help them know Indian Metaphysics, Indian Logic, Indian Epistemological theories so on and so forth. Students

come to know the Vedic system of Education and its transmission. They also come to know that a person may be considered as an institution himself and the preserver of the knowledge of one's tradition and Culture.

2. Knowing how to or where to make an Inter cultural study possible: Students would also acquire skills in understanding a foreign culture; since Western Philosophical thoughts provide the Historical backdrop, culture and Philosophical thinking habits of some distant lands. Students have the privilege thereby to understand the orientation of the east and the west. The Western thoughts being more abstract and seemingly estranged from life practices whereas the Indian system being closer to living habits and ways of living making the ordinary soar to an extraordinary meaning of well being.

3. Problem solving Skills: Students learn to solve an argument both with the help of basic Aristotelian logic; while they undergo a skill enhancement program which includes Indian logic.

4. Decision making Skill: Students acquire the skill of judgment making and solving a problem in terms of arriving to a complete determined decision responsibly taken on the basis of ethically measuring an issue.

5. Knowledge of Local or provincial Philosophy: Students have the opportunity of acquiring and enquiring into local practices and thus the Philosophy therein. Lokayat Darsana keeps them in touch with the soil to which they belong. This is by far the best thing that education may render since if we are severed from our own province then Nation feeling and we feeling would perhaps not grow.

6. Basic Language Skill: Students acquire basic communication skills and Language skills In expressing the connotation and denotation of Philosophical terminologies. Moreover expressing an abstract Philosophical thought always demand the correct choice of words which may not match with the common parlance words.

COURSE OUTCOMES FOR B.A. (GENERAL) IN PHILOSOPHY : 1ST SEMESTER

Course Title	Course Type	Course Code
Indian Philosophy	Core Course	CC – 1A

A candidate who has passed the course is expected to have the following knowledge and skills:-

CO1: Knowledge of the General features of Indian Philosophy

CO2: Detailed Knowledge of the Epistemological/Metaphysical theories of the different system of Indian Philosophy

CO3: Knowledge of the valid sources of Knowledge as admitted by the Indian Philosophical system

CO4: Knowledge of the theory of Evolution and Causation as stated by the Indian Philosophical system

CO5: Knowledge of the theory of self and liberation as stated by the Indian Philosophical system

CO6: Knowledge of the fact that everything is impermanent in this world.

CO7: Knowledge of World, Life and God as related with the knowledge of the highest good

COURSE OUTCOMES FOR B.A. (GENERAL) IN PHILOSOPHY : 2ND SEMESTER

Course Title	Course Type	Course CODE
Western Philosophy	Core Course	CC-1B

A candidate who has passed the course is expected to have the following knowledge and skills:-

CO1: Detailed knowledge of the Rationalist Philosophy as advocated by the Rationalists

CO2: Knowledge of the relation between the Mind and the Body

CO3: Knowledge of Arguments in favor of the existence of substance

CO4: Knowledge of the Theory of Ideas and Distinction between Qualities

CO5: Apprehension of the Theory of Substance and of Abstract Idea

CO6: Knowledge of the theory that Substance or the substrata of an object is where properties which mutually exclude each other may inhere. This is one of the peculiar thoughts expressed by the theory of substance.

CO7: Knowledge of the Problem of Personal Identity.

COURSE OUTCOMES FOR B.A. (GENERAL) IN PHILOSOPHY : 3RD SEMESTER

Course Title	Course Type	Course CODE
Logic	Core Course	CC – 1C

A candidate who has passed the course is expected to have the following knowledge and skills:-

CO1: Students would be acquainted with the significance of Logic as a science of reasoning

CO2: Students would be acquainted with various kinds of Inferences and their application

CO3: Learners would find help in recognizing the difference as well as relation between Truth and Validity in the context of deductive argument

CO4: Acquire the skill of using the Venn Diagram Technique to assess the validity of categorical syllogisms

CO5: Students would acquire the aptitude of symbolizing a proposition and use the 19 Rules of Symbolic Logic.

CO6: Students acquire the aptitude of how to frame a hypothesis as a part of Inductive Logic which in its turn would help them in framing a Research question or a problem latter if they pursue Research and Higher Studies.

CO7: Acquire the aptitude of using Resoning as a tool of calculating Probability.

Course Title	Course Type	Course Code
Philosophy in Practice	SKILL ENHANCEMENT COURSE	SEC-1

A candidate who has passed the course is expected to have the following knowledge and skills:-

CO1: Common and differentiating characteristics of Philosophy and Darsana

CO2: Nature of inquiry in Philosophy and Darsana

CO3: Outlines of the types of Inquiry i.e- EPISTEMIC and METAPHYSICAL inquiry in Philosophy and Darsana

CO4: A few Model World-views (PLATO , KANT , SAMKHYA and ADVAITA VENDATA) and Corresponding Paths Leading to Perfection

CO5: Methods of Philosophical DisCourse (Katha) – VADA , JALPA , VITANDA , CHHALA , JATI and NIGRAHASTHANA

COURSE OUTCOMES FOR B.A. (GENERAL) IN PHILOSOPHY : 4TH SEMESTER

Course Title	Course Type	Course CODE
Contemporary Indian Philosophy	Core Course	CC-1D

A candidate who has passed the course is expected to have the following knowledge and skills:-

CO1: Knowledge of the 20th Century movements in Indian Philosophy

CO2: Knowledge of the Philosophical Thoughts of Contemporary Indian thinkers and Philosophers like; Rabindranath Tagore, Swami Vivekananda, Sri Aurobindo's, S. Radhakrishnan, Md. Iqbal and Mahatma Gandhi

CO3: Knowledge of the fact that it is impossible for a calculative self to give us explanations on an unanalyzable unity.

CO4: Gain knowledge on reevaluating the finite-infinite concept of man and the nature of religion

CO5: Acquiring contemporary Philosophical ideas of Integral Yoga; Practical Vedanta and Intuitive apprehension

CO6: Acquiring the knowledge and the wisdom of intertwining literature and Philosophy through the writings of a poet-philosopher like Iqbal. Having both the literary knowledge of Iqbal's verses and his philosophical perceptions on life, world and God

CO7: Acquiring the skill of blending philosophical thoughts with a socio-political impact through the concept of Trusteeship advocated by Mahatma Gandhi.

Course Title	Course Type	Course CODE
Philosophy of Human Rights	Skill Enhancement Course	SEC-2

A candidate who has passed the course is expected to have the following knowledge and skills:-

CO1: Definition and nature of Human Rights

CO2: Origins and Historical Developments of the Idea of Human Rights during Ancient period , Modern period and Contemporary period

CO3: The Idea of Natural law and Natural Rights by THOMAS HOBBS and JOHN LOCKE

CO4: Acquiring of The knowledge of Natural Rights , Fundamental Rights and Human Rights

CO5: One can get a brief knowledge of INDIAN CONSTITUTION i.e – Preamble , Fundamental Rights and Duties

COURSE OUTCOMES FOR B.A. (GENERAL) IN PHILOSOPHY : 5TH SEMESTER

Course Title	Course Type	Course CODE
Philosophy of Religion	Discipline Specific Elective	DSE-1A

A candidate who has passed the course is expected to have the following knowledge and skills:-

CO1: Awareness on the Nature and scope of Philosophy of Religion

CO2: Knowledge of the origin and development of Religion

CO3: Knowledge of the relation between Dharma and Dhamma

CO4: Awareness of the importance of the concept of Tolerance and Humanism

CO5: Learners would be able to elucidate proofs for and against the existence of God

CO6: Knowledge of some basic expressions like transcendence and Immanent in terms of divinity

CO7: Acquire skills which are moral, psychological, socio-religious and cultural regarding the Problem of Evil.

Course Title	Course Type	Course Code
Indian Philosophy	Interdisciplinary (Generic Elective)	GE-1

A candidate who has passed the course is expected to have the following knowledge and skills:-

CO1: Knowledge of the General features of Indian Philosophy

CO2: Detailed Knowledge of the Epistemological/Metaphysical theories of the different systems of Indian Philosophy

CO3: Knowledge of the valid sources of Knowledge as admitted by the Indian Philosophical system

CO4: Knowledge of the theory of Evolution and Causation as stated by the Indian Philosophical system

CO5: Knowledge of the theory of self and liberation as stated by the Indian Philosophical system

CO6: Knowledge of the fact that everything is impermanent in this world.

CO7: Knowledge of World, Life and God as related with the knowledge of the highest good

Course Title	Course Type	Course Code
Philosophical Analysis	Skill Enhancement Course	SEC-3

A candidate who has passed the course is expected to have the following knowledge and skills:-

CO1: Epistemology and metaphysics is analytic philosophy by Jhon Hospers.

CO2: Knowledge of philosophy done in the analytic tradition aims at truth and knowledge , as opposed to moral and spiritual improvement.

CO3: The goal in analytic philosophy is to discover what is true , not to provide a useful guidelines for living one's life.

CO4: To analyze means to break something down into its constituent parts.

CO5: Analytic philosophy attempts to clarify by the meaning of statement and concepts by resource to analysis.

CO6: Analytic philosophy helps the students to cope well in the competitive exams as many of the questions are analytical.

COURSE OUTCOMES FOR B.A. (GENERAL) IN PHILOSOPHY : 6TH SEMESTER

Course Title	Course Type	Course CODE
Tarkasangraha with Dipika (saptapadatha)	Discipline Specific Elective	DSE-1B

A candidate who has passed the course is expected to have the following knowledge and skills:-

CO1: Tarkasangraha has been illustrated in the colophon of the effort as a book arranged for children or students for their expertise in doctrines of the Nyaya and the Vaisesika schools of Philosophy

CO2: Tarkasangraha deals with mainly epistemological and logical concepts of Nyaya and Vaisesika

CO3: Detailed knowlwdgw of saptapadartha i.e – DRABYA , GUNA , KARMA , SAMANYA , VISHES , SAMOBAYA , ABHAVA

Course Title	Course Type	Course Code
Western Philosophy	Interdisciplinary (Generic Elective)	GE-2

A candidate who has passed the course is expected to have the following knowledge and skills:-

CO1: Detailed knowledge of the Rationalist and the Empiricist Philosophy

CO2: Knowledge of the Method of Doubt and that of the Criterion of Truth

CO3: Knowledge of the relation between the Mind and the Body

CO4: Knowledge of Arguments in favor of the existence of substance

CO5: Knowledge of the theory that Substance or the substrata of an object is where properties which mutually exclude each other may inhere. This is one of the peculiar thought expressed by the theory of substance.

CO6: Knowledge of the Theory of Ideas and Distinction between Qualities

CO7: Apprehension of the Theory of Substance and of Abstract Idea

CO8: Knowledge of the Problem of Personal Identity

Course Title	Course Type	Course Code
Ethics in Practice	Skill Enhancement Course	SEC-4

A candidate who has passed the course is expected to have the following knowledge and skills:-

CO1: Knowledge of the puruṣārtha (Cārvāka, Bauddha and āstika views)

CO2: Knowledge of the Fundamental Vedic Concepts like vidhi and nisedha

CO3: Knowledge of the theory of Niskamakarma. Karma or action of an individual is done with the expectation of result but the knowledge of selfless and unconditioned karmic effect is important.

CO4: Knowledge of Buddhist Ethics, Jaina Ethics and Yoga Ethics

CO5: Knowledge of the Nature and Scope of Ethics

CO6: Knowledge of basic concepts like Morality, Values and Moral Judgment

CO7: Apprehension of the distinction between and classification of Moral and Non-Moral actions

CO8: Knowledge of the Growth and Development of Morality based on Psychological/social/religious factors

CO9: Knowledge of some normative theories like Ethical Egoism and Utilitarianism
