

Santal Bidroha Sardha Satabarshiki Mahavidyalaya

ESTD - 2005



Government Aided, NAAC Accredited College

Affiliated to Vidyasagar University & Recognized by UGC (under 2(f) & 12(B))

P.O: Goaltore, Dist: Paschim Medinipur, PIN - 721128

Phone & Fax: 03227-288063, Email: sbssm_goaltore@rediffmail.com, Website: www.sbssmahavidyalaya.ac.in

Ref:

Date:

Bengali General 3 Tier

Programme Specific Outcome (PSO)

After completion of UG General Programme in Bengali, the students will be able to

- Study and realise Bengali Literature in depth.
- Learn to solve grammatical problems.
- Amplify the skills of creative writing.
- Have knowledge in the field survey.
- Have knowledge in proof reading and correction.
- Write research articles in various journals.
- Enhance the skill of publication and editing.
- Increase an interest in journalism and theatre.
- Elevate their achievement in several competitive exams such as SSC, WBCS, NET, etc.

Course Outcome (CO)

BNGG01: Sahityer Itihas, Vasatattwa, Chando O Alankar

- * Students will learn the origin, development and periodization of Bengali Literature.
- * Students will be able to know the background and characteristics of Ancient and Medieval Bengali Literature.
- * Students will be able to find the diversity of Modern Bengali Literature.
- * Students will learn about the definition and features of language.
- * Students will learn the Historical background of languages.
- * Students will be able to know the history of origin, development and periodization of Bengali Language.
- * Students will learn Bengali vocabulary, semantics, and the changes of meanings.
- * Students will be able to differentiate between language and dialect.

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- * Students also learn the alignment and features of various dialects.
- * Students will know about the common features and classification of Rhetoric and Prosody.
- * Students will learn the significance of Rhetoric and Prosody in Bengali Literature.
- * Students will be able to solve the Rhetoric and Prosody.

BNGG02: Baishnav Podabali, Sakta Podabali, Meghnad bodh (1&2nd sarga), Goray Golod

- * Students will learn about the background and features of Medieval Literature.
- * Students will be able to find out the differentiation between the pre-Chaitanya periods and post Chaitanya period.
- * Students will be able to define 'Baishnav' and 'Sakta' and their cultures in the period.
- * Students will learn the eminent poets of Baishnav Padabali and Sakta Padabali.
- * Students will learn the differentiation between Primary Epic and Literary Epic.
- * Students will learn about the Literary Epic. 'Meghnadbad Kabya.'
- * Students will realise Madhusudan Dutta as a multi-talented poet.
- * Students will learn about the 'Amitrakshar Chhando'.

BNGG03: Gadya Sanchayan, Golpo Sanchayan, Upanays Path

- * Students will learn about the origin and development of the Modern Bengali Prose.
- * Students will learn the importance of essays in Bengali Literature.
- * Students will be able to know the correlation and differentiation between Novels and Short stories.
- * Students will learn about the multidimensional Novels in Bengali Literature.
- * Students will realise the evolution of Bengali Novels according to the needs of the time.
- * Students will be able to know the philosophy of life of the narrator.

BNGG004: Mansamongol, Chele Vulano Chora, Moymonsingho Gitika, Anubad Charcha, Srijanshil Rachana

- * Students will be able to find the characteristics of Medieval Literature.
- * Students will learn about the 'Mansamongol' Kabya and the goddess of Mansa
- * Students will learn the definition and classification of 'Lok Sahitya'.

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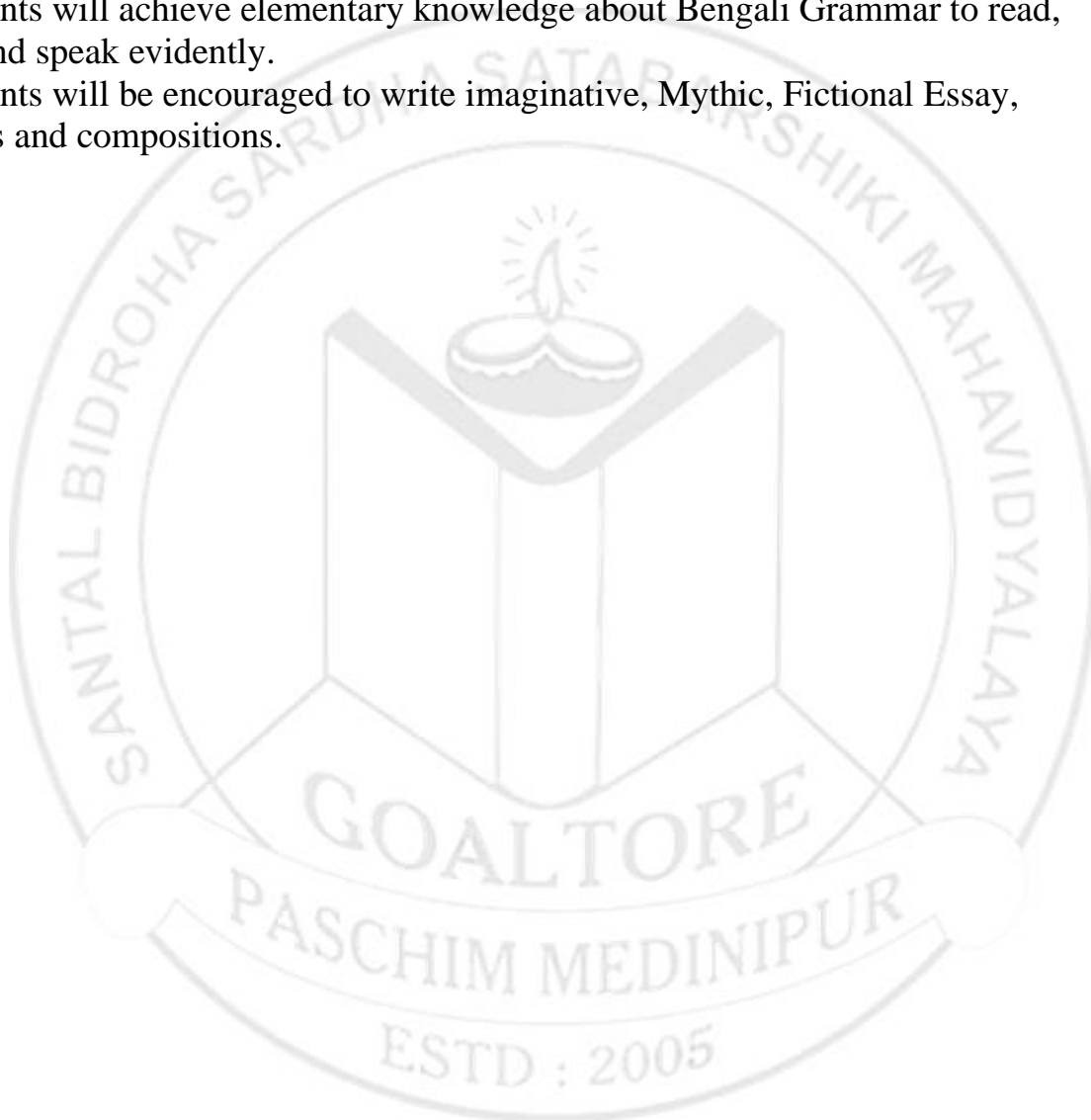
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Date:

- * Students will be able to define 'Bangla Chora' and 'Gitika'.
- * Students will learn about the theory and technique of translation.
- * Students will be able to enhance their knowledge of creative writing.

BNGC: Compulsory Bengali

- * Students will be able to enhance their skill of writing in Bengali.
- * Students will achieve elementary knowledge about Bengali Grammar to read, write and speak evidently.
- * Students will be encouraged to write imaginative, Mythic, Fictional Essay, Articles and compositions.



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Bengali Honours 3 Tier

Programme Specific Outcome (PSO)

After completion of UG Honours programme in Bengali, the students will be able to

- * Study and realise Bengali Literature in depth.
- * Learn to solve grammatical problems.
- * Amplify the skills of creative writing.
- * Have knowledge in the field survey.
- * Write research articles in various journals.
- * Enhance the skill of publication and editing.
- * Increase an interest in journalism and theatre.
- * Elevate their achievement in several competitive exams such as SSC, WBCS, SET, NET, etc.

Course Outcome (CO)

BNGH01: Bangla Sahityer Itihas, Engreji Sahityer Itihas, Sanskrit Sahityer Itihas

- * Students will learn the origin, development and periodization of Bengali Literature.
- * Students will be able to know the background and characteristics of Ancient and Medieval Bengali Literature.
- * Students will be able to find the diversity of Modern Bengali Literature.
- * Students will learn about the history of Sanskrit Literature.
- * Students will learn about the history of English Literature
- * Students will be able to know the specific concepts of several poets and authors of English and Sanskrit Literature.

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BNGH02: Vasatattwa, Sahityer Rupriti, Chhondo O Alonkar

- * Students will learn about the definition and features of language.
- * Students will learn the Historical background of languages.
- * Students will be able to know the history of origin, development and periodization of Bengali language.
- * Students will learn various literary forms and genres of Bengali Literature.
- * Students will learn Bengali vocabulary, semantics, and the changes of meanings.
- * Students will be able to differentiate between language and dialect.
- * Students also learn the alignment and features of various dialects.
- * Students will know about the common features and classification of Rhetoric and Prosody.
- * Students will learn the significance of Rhetoric and Prosody in Bengali Literature.
- * Students will be able to solve the Rhetoric and Prosody.

BNGH03: Kabyakabita

- * Students will be able to know the essence of poems.
- * Students will learn the classification of Bengali poems.
- * Students will be able to anticipate poems and poetry.
- * Students will be able to know the philosophy of life of the creator.
- * Students will learn about the evolution of Bengali Poetry.

BNGH04: Katha-Sahitya

- * Students will be able to know the differentiation between Novel and Short Story.
- * Students will learn about the origin and development of the Novel and Short Story.
- * Students will learn about the classification of Novel .
- * Students will be able to know the philosophy of life of the narrator.
- * Students will define Novels and Short Stories.
- * Students will realise the evolution of Bengali Novels and Short Stories according to the needs of the time.

BNGH05: Natya Sahitya

- * Students will be able to know what is Drama.
- * Students will learn the elements of Drama.

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- * Students will be able to know how Bengali Drama was originated.
- * Students will learn about various types of Bengali Drama.
- * Students will be able to sketch the history of Drama from the beginning To 2nd half of Twenty Century.
- * Students will be able to know the correlation between Theatre and Drama.

BNGH06: Prabandha Sahitya

- * Students will know about the significance of essays in Bengali Literature.
- * Students will realise how essay reading boosts their creativity.
- * Students will know about the role of eminent essayist in Bengali Literature.
- * Students will be able to define the characteristics of essay.

BNGH07: Sahitya, Kavyajiggasa, Bageswari Shilpo Prabandhabali, Sahitya Andolon

- * Students will learn about Aristotle and his 'Poetics'.
- * Students will be able to know what is essay?
- * Students will realise the role of 'Dhani' and 'Ros' in Bengali Literature.
- * Students will be able to know the aims, objectives and requirements of the Literary Movements.
- * Students will be able to know about the contribution of Abanindranath Tagore in the field of Bengali Literature.

BNGH08: Loksahitya O Loksanskriti

- * Students will acquire a general idea of 'Lok'.
- * Students will be able to define what is Lok Sahitya.
- * Students will identify which is related to Lok Sahitya.
- * Students will understand the classification of Lok Sahitya.
- * Students will go to field survey to collect the components of Folkculture and Folk Literature.
- * Students will differentiate between Folk Literature and Urban Literature.

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Education General 3 Tier

Programme Specific Outcome (PSO)

By the end of the programme of B.A general in Education, the student will be able to

- * Able to recognize that education as a subject of arts as well as science.
- * Identify and introduce about the concept of education, and its factor and different approaches of education.
- * Understand psychological effect in education and also able to apply its knowledge in teaching learning process.
- * Comprehend the development history of India education from ancient to modern era.
- * Compare about measurement and evaluation, list about various tools and technique of evaluation, select the characteristics of good test.
- * Define various types and guidance and counselling; generalise the role of guidance and counselling, difference between ARC and CRC.

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Course Outcome (CO)

By the end of the UG General programme in Education, the student will be able to:

PART-I

PAPER-I Principals of Education:

- * To develop an understanding of the meaning, aims, objectives, and functions of education.

PART-II

PAPER-II Educational Psychology

- * To develop understanding of the process of learning and teaching and problems of learning.

PAPER-III Development of Education in Modern India

- * To be acquainted with the salient features of education in India in Ancient, Medieval times, & British India or Acquainted with current issues and trends in Education.

PART-III

PAPER-IV Evaluation and Guidance in Education

- * Develop understanding of the concepts of measurement and evaluation in the field of education
- * Understanding the meaning and importance of guidance and counselling.

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English Honours

Programme Specific Outcome (PSO)

By the end of the program UG in English, the student will be able to:

In this course students will cover the curriculum designed by the faculty of the Department of English of Santal bidroha Sardha Satabarshiki Mahavidyalaya, based on the syllabus for this course as prescribed by Vidyasagar University.

P01. Critical Thinking: The undergraduate students will be able to process information, discern patterns, identify problems and provide solutions

P02. Effective Communication: The capability of expressing their ideas clearly and respond appropriately to the communications of others in speech and writing would be one of the key outcomes of this course.

P03. Social Interaction: The students will interact effectively with peers, faculty and management and effectively develop themselves in holistic cognizance of their surroundings and appreciate aesthetics in everyday life.

P04. Effective Citizenship: The students will be able to exercise their rights correctly, and carry out their duties as responsible citizens of their country

P05. Ethics: The students will be able to discern the moral conundrums that are present in everyday life and be able to identify the right path based on the value system inculcated in them by the institution

P06. Environment and Sustainability: The capability of making sensible choices based on their knowledge of the environment and the factors that threaten it, is a critical outcome from this course.

P07. Self-directed and Lifelong Learning: The course will facilitate access to sources of information and students will be able to process information on a need to use basis, and constantly upgrade their knowledge and skills.

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Course Outcome (CO)

Subject-English Honours

Course Title: Paper I Group A: History of the English Language, Group B: Old and Middle English Literature in Translation, Group C: Literary Terms & Types & Group D: Rhetoric & Prosody

Full Marks: 100 marks

Internal Assessment: 10 marks

Year-End University Examination: 90 Marks

Lecture: 100 Hrs. Tutorial: 20 Hrs.

Course Contents:

Group A: History of the English Language

- i) Influences: Greek, Latin, Scandinavian, French, American
- ii) Influences of the Bible, Shakespeare and Milton on the English
- iii) Native Resources in the Development of the English

Group B: Old and Middle English Literature in Translation

- i) Social, Cultural & Literary History
 - ii) 'The Seafarer', 'Deor's Lament'
- Or

Chaucer's 'The Nun's Priest's tale'

Group C: Literary Terms & Types

Terms : 25 terms

Affective Fallacy, Allegory, Ambiguity, Author, Ballad, Bildungsroman, Burlesque, *Carpe diem*, Dissociation of Sensibility, Epic, Epiphany, Imagery, Impressionism, Intentional Fallacy, Irony, Ideology, Marginality, Myth, Negative Capability, Objective Correlative, Plot-construction, Post-colonialism, Symbolism, Text, Three Unities.

Types : Tragedy, Comedy, Lyric, Novel

Group D : Rhetoric & Prosody

After the successful completion of the course the students will be able to----

- Analyze the contributions and influences of Greek, Latin, Scandinavian, French, and American languages on the development of English.
- Examine the impact of the Bible, Shakespeare, and Milton on the English language.
- Identify and understand the role of native resources in the development of English, such as Anglo-

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Saxon and indigenous Celtic elements.

- Gain knowledge of the social, cultural, and historical contexts in which Old and Middle English literature was produced.
- Analyze key Old English poems such as 'The Seafarer' and 'Deor's Lament,' or Chaucer's 'The Nun's Priest's Tale' from Middle English literature.
- Learn and accurately use essential literary terms such as Allegory, Irony, Myth, and Post-colonialism.
- Understand and apply these terms in literary analysis and criticism.
- Distinguish between major literary types, including Tragedy, Comedy, Lyric, and Novel.
- Study key rhetorical devices and strategies used in literary texts to persuade and impact readers.
- Understand the elements of prosody, including meter, rhyme, rhythm, and stanza forms.

Course Title: Paper II (English Literature 1500-1630)

Full Marks: 100 marks

Internal Assessment: 10 marks

Year-End University Examination: 90 Marks

Lecture: 100 Hrs. Tutorial: 20 Hrs.

Course Contents:

Gr.A : *Social, Cultural & Literary History*

Gr.B. : *Drama*

Shakespeare: Macbeth (Arden/New Cambridge Shakespeare)

Shakespeare: Twelfth Night (Arden/New Cambridge Shakespeare)

Marlowe: Edward II (Edited by Tancock/Roma Gill)

Philip Weller Annotated Shakespeare Series: Macbeth and Twelfth Night (Orient Blackswan)

Gr.C : *Poetry & Prose*

Poetry : Wyatt : Renouncing of Love

Sidney : Loving in Truth

Spenser: One day I wrote Her Name

Shakespeare: Sonnet no 18, 60 & 130 (Arden/New Cambridge Shakespeare)

Lady Mary Wroth: Sonnet 21 from *Pamphilia to Amphilanthus*

Donne: The Sun-rising

Herbert: The Pulley

Prose: Bacon: of Death, of Friendship (Editions by Sukanta Choudhuri / Selby)

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After the successful completion of the course the students will be able to----

- Trace the development of English literature from its origins to the Renaissance.
- Understand how historical and cultural shifts shaped literary themes, genres, and styles.
- Analyze the themes, characters, and plot of "Macbeth".
- Understand Shakespeare's use of language, imagery, and dramatic techniques in "Macbeth".
- Understand the comedic elements and use of disguise, gender, and identity in "Twelfth Night".
- Analyze Shakespeare's use of language and dramatic techniques in the play. Analyze the themes, characters, and plot of "Edward II".
- Understand Marlowe's historical and political commentary in the play.
- Analyze "Renouncing of Love" to understand its themes and poetic structure.
- Study "Loving in Truth" to explore themes of love and poetic techniques.
- Examine "One day I wrote Her Name" for its themes and use of the sonnet form.
- Analyze Sonnets 18, 60, and 130 to understand Shakespeare's use of language, imagery, and themes.
- Study Sonnet 21 from "Pamphilia to Amphilanthus" to explore themes of love and female voice in poetry.
- Analyze "The Sun-rising" for its metaphysical themes and poetic techniques.
- Examine "The Pulley" to understand its religious themes and use of metaphysical conceits.
- Analyze "Of Death" and "Of Friendship" to understand Bacon's use of essay form, rhetorical techniques, and philosophical ideas.

Course Title: Paper III (English Literature 1630 – 1780)

Full Marks: 100 marks

Internal Assessment: 10 marks

Year-End University Examination: 90 Marks

Lecture: 100 Hrs. Tutorial: 20 Hrs.

Course Contents:

Gr. A: Social, Cultural & Literary History

Gr. B: Drama & Prose

Drama Sheridan: The Rivals (CULT Edition)

Or

Dryden: All for Love

Prose Novel: Swift: Gulliver's Travels, Bk 1 (Norton Critical Edition)

Gulliver's Travels (Ed. Pramod Nayar)-Orient Blackswan-Critical

Edition

OR

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Aphra Behn: Oroonoko

Essay: Addison: Sir Roger at Home

Steele: The Spectator Club

Gr. C: Poetry

Milton: Paradise Lost. Bk.1 (Edited by

A.W. Verity/F.T. Prince/B. Rajan)

Pope: The Rape of the Lock (First three cantos)

(CULT Edition)

Vaughan: The Retreat

Marvell: To His Coy Mistress

Gray: Elegy Written in a Country Churchyard

After the successful completion of the course the students will be able to----

- Develop a thorough understanding of the various eras in the history of English literature including the Renaissance, Restoration and Neoclassical periods through the perusal of representative works of the time.
- Know the main characteristics of the 18th century British literature; identify the clear distinction of its literary characteristics from the literary trends of preceding restoration era and Pre-Romantic literary era.
- Engage analytically with existing criticism and interpretations of pre-Romantic poetry, and work independently on practical as well as theoretical problems of literary analysis and interpretation.
- Learn why 18th Century is also known as Neoclassical Age or Augustan Age or Age of Reason in British Literature.
- Develop their reading skill adopting a close reading of these selected texts. Analyze and interpret the textual aspects critically.
- Gain deeper insight into the 18th century comedy of manners
- Understand that satire as literary genre through novels.
- Know about development of novels.
- Study epic by Milton and learn the concepts of virtues and vices.
- Gain knowledge of Metaphysical poetry.

Paper IV: English Literature: 1780-1840

Full Marks: 100 marks

Internal Assessment: 10 marks

Year-End University Examination: 90 Marks

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Lecture: 100 Hrs. Tutorial: 20 Hrs.

Course Contents:

Gr. A: Social, Cultural & Literary History

Gr. B.: Prose (Fiction & Non-fiction)

Novel: Jane Austen: Pride and Prejudice (Norton Critical Edition/
Worldview Edition)

Mary Shelley: Frankenstein

W. Scott: The Heart of Midlothian

Essay: Lamb: Dream Children

Hazlitt: On a Sun Dial

Gr. C: Poetry

Wordsworth: Tintern Abbey, To the Skylark

Coleridge: Dejection – an Ode

Shelley: Ode to the West Wind, To a Skylark

Keats: Ode to a Nightingale & Ode on a Grecian Urn

Blake: Chimney Sweeper poems

Poe:

The

Raven

After the successful completion of the course the students will be able to----

- Have a deeper understanding of British Romantic period and its pivotal literary features.
- Develop taste and necessary skills to enjoy Romantic poetry and other literary works of this era.
- Understand the central ideas, themes, verse forms, poetic phraseologies, and terminologies of the works.
- Analyse the intellectual, historical, political and social background relevant to the works of English Romanticism.
- Recognize the poetic theories of different Romantic poets.
- Appreciate the representative poems and prose of the writers of the period.
- Relate Romantic literary texts to other forms of expressions such as painting, for instance.
- Appreciate and analyse the sensibility of the British Romantic period.
- Express their critical ideas in seminars, workshop or any other fields of research.

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Paper V: English Literature: 1840-1900

Full Marks: 100 marks

Internal Assessment: 10 marks

Year-End University Examination: 90 Marks

Lecture: 100 Hrs. Tutorial: 20 Hrs.

Course Contents:

Gr. A: Social, Cultural & Literary History

Gr. B: Prose (Fiction & Non-fiction)

Novel: Dickens: Oliver Twist (Orient Blackswan)

Hardy: The Mayor of Casterbridge (Orient Blackswan)

Bronte: Jane Eyre

Essay: Carlyle: Hero as Poet (Selections)

Arnold: On the Modern Element in Literature (Several Essays:
G.F.J. Cumberlege)

Gr. C: Poetry

Tennyson: Ulysses, The Lotos Eaters

Browning: My Last Duchess, The Last Ride Together

Arnold: Dover Beach

D.G. Rossetti: The Blessed Damozel

C. Rossetti: An Apple Gathering

Hardy: The Darkling Thrush

Hopkins: Pied Beauty

E. Dickinson: I Heard a Fly Buzz

After the successful completion of the course the students will be able to----

- Develop a detailed understanding of the Victorian Age, its culture, ideologies, ways of living etc.
- Develop a keen sense of the pros and cons of the Industrial Revolution as portrayed in the literature of the age.
- Understand key concepts of 18th and 19th century fictional and non-fictional prose writings included in the syllabus.
- Have a critical understanding of the notion of marriage and sexuality in the nineteenth century England.

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- Become acquainted with the spirit of the Victorian age as reflected through certain poetic texts.
- Engage analytically with existing criticism and interpretations of 18th and 19th century poetry, and work independently on practical as well as theoretical problems of literary analysis and interpretation.
- Possess knowledge about the literary artists and their unique ways of involvement with the age.
- Develop a taste for the literary techniques like the Dramatic Monologue, Bildungsroman etc.
- Critically understand and comment on the subjugation of women as reflected in the literature of the age.
- Find out the elements of the colonisation of the masses in the literary works of the era.
- Link the Victorian tempo to political contexts in English colonies.
- Understand the transition from Romantic to Victorian in literature and culture.

Course Title: Paper VI: English Literature: 1900-2000

Full Marks: 100 marks

Internal Assessment: 10 marks

Year-End University Examination: 90 Marks

Lecture: 100 Hrs. Tutorial: 20 Hrs.

Course Contents:

Gr. A: Social, Cultural & Literary History

Gr. B: Fiction

Novel: Conrad: Lord Jim (Norton Edition) OR

Golding: Lord of the Flies

Short Story: Mansfield: The Fly

S. Maugham: The Lotos Eater

Lawrence: The White Stocking

Joyce: Araby

Gr. C: Poetry

Yeats: The Wild Swans at Coole

Eliot: The Love Song of J. Alfred Prufrock

Santal Bidroha Sardha Satabarshiki Mahavidyalaya

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Date:

Auden: Look Stranger

D. Thomas: Poem in October

Owen: Strange Meeting

After the successful completion of the course the students will be able to----

- Introducing students to the seminal practitioners of English Literature and laying the foundation for contextualising specific texts against definite historical backdrops.
- Develop an understanding of the various forms of critique of modernity that evolved in England (and Europe) in the course of the 20th century.
- Gain awareness of new disciplines/areas of inquiry that decisively influenced European art and literature in the 20th century.
- Analysing the art of story-telling and the various structural elements of a short story.
- Interpreting specific poems as prescribed in the university course structure against the backdrop of the socio-political currents and counter-currents of the age.
- Introducing the students to the seminal Modern literary practitioners by comparing and contrasting works from their oeuvre.

Course Title: Paper VII: Indian Writing in English and Indian Writing in English Translation

Full Marks: 100 marks

Internal Assessment: 10 marks

Year-End University Examination: 90 Marks

Lecture: 100 Hrs. Tutorial: 20 Hrs.

Course Contents:

Gr. A: Social, Cultural & Literary History

Gr. B.: Poetry & Drama

Poetry: Derozio: The Harp of India

Toru Dutt: Our Casuarina Tree

Ezekiel: Night of the Scorpion

J. Mahapatra: Hunger

A. K. Ramanujan: A River

K. Das: An Introduction

V Seth: A Little Distance

Jibanananda Das (Tr.): Banalata Sen

Drama: Karnad: Tughlaq (OUP) OR

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Tendulkar: Silence! The Court is in Session (OUP)

Gr. C: Fiction

Novel: Narayan: Man Eater of Malgudi (Penguin)

Anita Desai: Clear Light of Day (Vintage/ Random House India)

Khushwant Singh: Train to Pakistan

Short Story: Tagore: The Wife's Letter

Ruskin Bond: Delhi is not Too Far

J. Lahiri: Interpreter of Maladies

Gobinda Shouondo: Jaley-Dangay (On Land and On Water) from Survival and Other Stories (Orient Blackswan)

Gr. D: Critical Appreciation of Unseen Prose/Verse Passage: 20 (In keeping with the title of the paper the passages may be set from Indian English texts)

After the successful completion of the course the students will be able to----

- Acquaint themselves with the cultural & political developments in India's colonial & Post-colonial history.
- Familiarising students with the trajectory of Indian writing in English.
- Analyse Indian English texts with a critical awareness of the said history.
- Map the broad spectrum of Indian writings, including those written in native languages (translated into English).
- Understand key concepts of Indian writing in English, with a focus on poetry.
- Understand the significance of business communication in any organized job sector or even how to write any formal letter to bank, post office or editor of a newspaper for our daily existence.
- Comprehend how business communication is only relevant for a working professional but for anyone interacting with any governmental services necessary for our quotidian lives.
- Write their curriculum vitae for applying to any jobs or even the letters of acceptance or rejection afterwards.
- Navigate through e-correspondence. In today's time and age, it is absolutely mandatory to know how one should write any emails and the professional etiquettes of writing one.
- Develop an understanding of the narrative styles and the literary techniques characterizing Indian postcolonial literature.
- Compare and contrast various aspects of different authors who have contributed to Indian English Literature.
- Identify and discuss the ways Indian texts speak about and are influenced by history, gender, religion, sexuality and culture.

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Course Title: Paper VIII

Full Marks: 100 marks

Internal Assessment: 10 marks

Year-End University Examination: 90 Marks

Lecture: 100 Hrs. Tutorial: 20 Hrs.

Course Contents: Compulsory Section: 40 Marks

Optional Section: 50 Marks

Students are to write the answers of Two Halves in two separate answer books

Half I: Compulsory Section

A.: Essay: 20 x 1

Literary & Non-Literary (One out of Four topics)

B.: Basic Phonetics: 20

Speech Organs

Vowel sound and Consonant sound

Stress & Intonation

Transcription

Question Pattern: Speech Organs: 8 x 1 (one out of three)

Vowel/Consonant description: 6 x 1 (one out of three)

Phonetic Transcription: 6 x 1 (one out of two passages)

Half II: Optional Section

Option I: American Literature

Group A. Fiction: Mark Twain: The Adventures of Tom Sawyer

OR

Hemingway: For Whom the Bell Tolls

Group B. Drama: Tennessee Williams: A Street Car Named Desire

OR

Arthur Miller: The Crucible (Penguin Classics)

Group C. Short Story: Edgar Allan Poe: The Fall of the House of Usher

O' Henry: The Last Leaf

John Steinbeck: The Chrysanthemums

Group D. Poetry: Walt Whitman: When Lilacs Last in the Dooryard Bloomed

Robert Frost: The Road Not Taken

Langston Hughes: Harlem

Option II: New Literatures including Writing from the Margins

Group A. Fiction: T. Morrison: Tar Baby (Random House)

Baby Kamble: Our Wretched Life

Naipaul: The Mimic Men

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(Random House-Paperback)

Group B. Drama: W. Soyinka: The Strong Breed (OUP)

OR

Jack Davis: No Sugar

Group C. Short Story: Baburao Bagul: Mother

Temsula Ao: Laburnum for My Head

Shyamal Kumar Pramanik: Survival

Group D. Poetry A.D. Hope: Australia

Derek Walcott: A Far Cry from Africa

G. Okara: Piano and Drums

After the successful completion of the course the students will be able to----

- Understand the sounds of English Language.
- Acquaint themselves with the structures of the English Language.
- Acquaint themselves with the modes of assessing the language skills of a learner.
- Acquaint themselves with the materials used for English language teaching.
- Acquaint themselves with the scopes and career opportunities relating to English language teaching as well as learning.
- Acquaint themselves with the historical background of the English language teaching in India as well as its future.
- Identify major theories related to literature and apply those theoretical approaches to a wide range of texts within American Literature.
- Locate, analyse and collate available secondary resources for researching a scholarly topic within American Literature.
- Display a working knowledge of the cultural and historical context of American Literature.
- Identify and describe distinct characteristics of American Literature.
- Grasp the meaning of the American Dream and its pitfalls.
- Understand the plight of the Native Americans who represent a marginalised voice in American Literature.
- Acquaint themselves with the feminist voices and their resistance to patriarchal domination in American Literature.

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Course Outcomes Subject-Elective English

Course Title: Paper-I

Full Marks: 100 marks

Internal Assessment: 10 marks

Year-End University Examination: 90 Marks

Course Contents:

Section 1 (Poetry)

Shakespeare : Let me not to the Marriage of True Minds

Donne : Batter My Heart

Milton : On his Blindness

Wordsworth : To the Skylark, Strange fit of Passion

Coleridge : Kubla Khan

P.B. Shelley : To a Skylark

Keats : Ode to Autumn

Browning : The Last Right Together

Tennyson : Crossing the Bar

Arnold : Shakespeare

Hardy : The Darkling Thrush

Section II (Unseen)

a) Precis Writing: One to be attempted out of 2 unseen passages

b) Identifying Figures of Speech (Three out of five alternatives)

After the successful completion of the course the students will be able to----

- Understand the theme of steadfast and ideal love as presented in Shakespeare's sonnet.
- Explore the themes of spiritual struggle and divine intervention in Donne's holy sonnet.
- Analyze Donne's use of paradox, imagery, and religious symbolism.
- Understand Milton's reflections on personal loss and faith.
- Analyze Wordsworth's representation of nature and emotional depth.
- Understand the themes of imagination and the sublime in Coleridge's poem.
- Explore Shelley's celebration of the skylark and its symbolic representation of artistic inspiration.
- Understand Keats' meditation on the season of autumn and the passage of time.
- Explore Browning's themes of unfulfilled love and acceptance.
- Analyze the dramatic monologue form and Browning's use of narrative techniques.
- Understand Tennyson's contemplation of death and the afterlife.
- Analyze Arnold's admiration for Shakespeare's genius and timeless relevance.
- Explore Hardy's themes of despair and hope amidst a bleak landscape.
- Develop the ability to condense lengthy passages into concise and coherent summaries.
- Enhance skills in identifying key ideas and main points in texts.
- Practice clarity, brevity, and accuracy in writing summaries.

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- Gain proficiency in recognizing and understanding various figures of speech such as metaphor, simile, personification, alliteration, and others.
- Enhance analytical skills by identifying the rhetorical devices used in different passages.
- Apply knowledge of figures of speech to enhance interpretation and appreciation of literary texts.

Course Title: Paper-II

Full Marks: 100 marks

Internal Assessment: 10 marks

Year-End University Examination: 90 Marks

Course Contents:

Novels:

Dickens: Hard Times

Hardy: The Return of the Native

Essays:

Lamb: The Superannuated Man

J. Neheru: Discovery of India

H. Nicolson: The Art of Living

S.C. Bose: Bose Rolland Interview

Short Stories:

O. Henry: The Last Leaf

James Joyce: Araby

K. Mansfield: The Fly

H.E. Bates: The Ox

After the successful completion of the course the students will be able to----

- Understand the genre of essays in Romantic period and how Charles Lamb has cultivated this genre in Romantic period and the philosophy of that era through a detailed study of *Dream Children: A Reverie*.
- Dissecting the genre of essay and that changes in a symbolic overtly political postcolonial context.
- Analysing the significance of fate, destiny and coincidence in Thomas Hardy's craft of storytelling.
- Get familiar with different genres like novel, poetry and short story.

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Course Title: Paper-III

Full Marks: 100 marks

Internal Assessment: 10 marks

Year-End University Examination: 90 Marks

Course Contents:

Section: I

(Drama)

Shakespeare: *Julius Caesar*

Galsworthy: *Justice*

Section: II

Unseen Essay: One to be attempted out of Four Topics (literary & non-literary): 20×1=20

Literary Terms: Four to be attempted out of Six: 4×5 = 20

Allegory, Ballad, Comedy, Dramatic Monologue, Elegy, Image, Ode, Round and Flat Character, Soliloquy, Stream-of-consciousness, Symbol, Tragedy

After the successful completion of the course the students will be able to----

- Distinguish between the different types of English language used in Renaissance drama and poetry.
- Acquaint themselves with different terms and concepts relating to Renaissance drama and poetry.
- Develop an understanding of the rise and growth of English drama, culminating in Shakespeare.
- Acquaint themselves with the culture and politics of the Renaissance Europe.
- Take special interest in key concepts of literary terms.

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Course Title: Paper: IV

Full Marks: 100 marks

Internal Assessment: 10 marks

Year-End University Examination: 90 Marks

Course Contents:

Section 1

Poetry

Yeats: An Acre of Green Grass

Owen: Anthem for Damned Youth

Auden: The Unknown Citizen

De la Mare: Farewell

R. Tagore: Where the Mind is without Fear

R. Parthasarathy: Delhi

Pritish Nandy: Calcutta, If you Must Exile Me

Kamala Das: Summer in Calcutta

Drama - J.M. Synge: Riders to the Sea

Section II (Unseen) Candidates are expected to learn the use of English in different Formal/Informal Communications. This section is intended to test their skill in using English Language.

A. English in Situations:

a) Exchange of greetings

b) In the Post Office

c) Buying dresses

d) At the bank

e) At the travel agency

f) At the International Airport etc.

B. Writing Reports on

Local fairs, important meetings, Holding of Seminars, Still Processions, Film

Reviews

C. Letters

Personal/Minutes of Meeting/Telegram/Writing Applications etc.

D. Copy-editing and proof reading of a given passage.

E. Translation into English from a given passage in Bengali/Hindi or

Amplification.

Upon successful completion of this course the students will be able to-

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- Acquaint themselves with the cultural & political developments in India's colonial & Post-colonial history.
- Familiarising students with the trajectory of Indian writing in English.
- Analyse Indian English texts with a critical awareness of the said history.
- Map the broad spectrum of Indian writings, including those written in native languages (translated into English).
- Understand key concepts of Indian writing in English, with a focus on poetry.
- Understand the significance of business communication in any organized job sector or even how to write any formal letter to bank, post office or editor of a newspaper for our daily existence.
- Comprehend how business communication is only relevant for a working professional but for anyone interacting with any governmental services necessary for our quotidian lives.
- Write their curriculum vitae for applying to any jobs or even the letters of acceptance or rejection afterwards.
- Navigate through e-correspondence. In today's time and age, it is absolutely mandatory to know how one should write any emails and the professional etiquettes of writing one.
- Develop an understanding of the narrative styles and the literary techniques characterizing Indian postcolonial literature.
- Compare and contrast various aspects of different authors who have contributed to Indian English Literature.
- Identify and discuss the ways Indian texts speak about and are influenced by history, gender, religion, sexuality and culture.

Course Outcomes Subject- Compulsory English

Full Marks: 50 marks

Year-End University Examination: 50 Marks

Course Title: Compulsory English

Section I: Unseen

1. i) Formal letter and writing a curriculum vitae
or, ii) Report writing
or, iii) paragraph writing (description and narration)
2. Common Errors: Subject-verb agreement, tenses, active and passive voice, modal Auxiliaries (can, could, shall, will, would, may, might, must, ought),

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article, preposition, adverbs, adjectives, conjunction

3. English in Situation: Starting a conversation, introducing one self, describing past events, objects, people, places, message writing etc.

Section II : Seen

Poetry: 1. The Seven Ages of Man- William Shakespeare

2. The Education of Nature- W. Wordsworth

3. On Fame- John Keats

4. The Last of the Princess- A. K. Ramanujan

5. Virtue- George Herbert

6. Break, Break, Break- Tennyson

Prose: 1. The Town Week- E. V. Lucas

2. Knowledge and Wisdom- B. Russell

3. Father's; Help- R. K. Narayan

4. The Rocking Horse Winner- D. H. Lawrence

5. The Ghost in the Garden- Ruskin

After the successful completion of the course the students will be able to----

- Write formal letters, CVs, reports, and descriptive/narrative paragraphs with clarity and correctness.
- Identify and correct common grammatical errors, enhancing both written and spoken English.
- Engage effectively in various conversational situations and write messages appropriately.
- Understand Shakespeare's use of language, imagery, and structure.
- Explore Wordsworth's themes of nature and education.
- Analyze Keats' contemplation of fame and its implications.
- Understand Ramanujan's exploration of cultural themes and personal identity.
- Examine Herbert's religious themes and moral reflections.
- Explore Tennyson's themes of loss and longing.
- Examine Russell's distinction between knowledge and wisdom.
- Explore Narayan's themes of childhood, family, and morality..
- Examine Lawrence's exploration of materialism and familial relationships.
- Explore Bond's themes of memory, loss, and supernatural elements.

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History General 3 Tier

Programme Specific Outcome (PSO)

After the completion of the UG General programme in History, the students will be able to

- * Understand various perspectives on civilizations.
- * Appreciate the notions of liberty, equality and fraternity as a civilizational basis for modern democratic order.
- * Analyse the political, social, economic and cultural aspects of a historical phenomenon.
- * Understand and appreciate the forces of change and the forces of continuity in a given society.
- * To pursue his higher study in the field of Journalism, Mass Communication, Public Relations etc.
- * Go for MA, B.Ed. or MBA etc.
- * Compete in Government Services like, IAS, IPS, IFS, WBCS, PSC, SSC etc. or seek a career in the Travel and Tour sector.

Course Outcome (CO)

HISG01: History of India, Prehistoric Times to the End of the 15th Century

- * Students will learn about the prehistoric times in the Indian sub-continent.
- * They will learn about the Ancient and Medieval Indian political, social, economic, and cultural history.
- * They will understand that pre-modern Indian society was not static.
- * They will be able to appreciate the high culture of the classical age of ancient India.
- * They will understand that India was a multireligious country even before the advent of Islam in the subcontinent.
- * They will learn about the political, social, economic, and cultural history of the Sultanate in India.
- * They will be able to appreciate the Persianate culture of medieval times.

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HISG02: History of India, 1526-1914

- * Students will learn about the political, social, economic and cultural history of the Mughal rule in India.
- * They will be able to appreciate the high Persianate culture of the medieval times.
- * They will be able to analyze the economic and socio-cultural character of the pre-modern states that rose on the pillars of agricultural growth.
- * They will be able to discern the areas of conflict and the areas of the confluence of Indian and Perso-Islamic culture.
- * They will learn about the political, economic, social, and cultural history of modern India.
- * They will learn how India came to be subjugated by the British.
- * They will realize how India was economically drained by the British empire.
- * They will analyze how the Indians reacted to British rule and their ideology at various levels.
- * They will learn about different phases and trends of the freedom movement in India till 1914.

HISG03: History of Europe, 1789-1945

- * Students will come to know the meaning and impact of the Enlightenment.
- * They will learn about the great Bourgeois Revolution in France in 1789.
- * They will learn about the rise and fall of Napoleon.
- * They will be able to analyze the interplay of forces of change and forces of continuity in 19th Century Europe and the resultant liberal revolutions.
- * They will learn about the causes and process of industrialization in England and its differences from those in Europe.
- * They will be able to analyze the failure of diplomacy and the causes of the 1st and 2nd World Wars.
- * They will realize the dangers the totalitarian powers posed to the civilization.

HISG04: India and the World, 1914-1964

- * Students will learn about the rise of M.K. Gandhi in Indian politics.
- * They will come to understand the importance of mass movements.
- * They will be able to see in perspective many voices from Indian society.
- * They will be able to analyze how India was partitioned.
- * They will analyze the foundations of democracy in India.
- * They will be able to appreciate India's role as a Nonaligned Movement power.
- * They will analyze the origins and impact of Bipolarism on International relations.

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History Honours 3 Tier

Programme Specific Outcome (PSO)

1. Learners will acquire knowledge about the significance of time, space & human agency. They will learn how to use and sift information from the primary and secondary sources of Indian and foreign history. The syllabus of the Honours course will help the students to develop their analyzing power and thoughts about civil and enduring society.
2. Students will be able to know the highlights of the early civilization of the Indian subcontinent and the Mediterranean. Learners will be able to grasp the essence of human civilization and the creating spirit of the human species.
3. Students will be able to realize that the making of blended culture in India and abroad were made by different religious sects and followers, ethnic groups and linguistic communities with heterolithic layers of penetration from the earliest times till now. They will be able to respect all cultures and religions and yet maintain a rational modernist outlook toward society.
4. Learners will be aware of the contributions of the peasant and labour movements towards the making of the modern world and the gender politics towards the changing role of women in the public sphere.
5. Moreover, students will be able to view society, polity and economy from different perspectives and angles and face the social, political and economic problems with an openness of mind and a grain of scientific doubt.
6. Students can pursue higher studies in History, Archaeology, Museology, and Journalism or they can go for MA, B.Ed. degree or an MBA etc.
7. Students will be employable in the sphjournalism, and tour and travel management. They can aspire to become civil servants in the IAS, WBCS, IRS, IFS, etc.

Course Outcome (CO)

HISH01: History of India, From Earliest Times to the End of the 12th century

- ☐ Students will learn about the prehistoric times in the Indian sub-continent.
- ☐ They will learn about the ancient Indian political, social, economic cultural history.
- ☐ They will understand that ancient Indian society was not static.
- ☐ They will be able to appreciate the high culture of the classical age of ancient India.
- ☐ They will understand that India was a multireligious country even before the advent of Islam in the subcontinent.

HISH02: History of India, c. 1200

- ☐ Students will learn about the political, social, economic and cultural history of the Sultanate and Mughal rule in India.
- ☐ They will be able to appreciate the high Persianate culture of the medieval times.
- ☐ They will be able to analyze the economic and socio-economic character of the pre-modern states that

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rose on the pillars of agricultural growth..

☐ They will be able to discern the areas of conflict and the areas of the confluence of Indian and Perso-Islamic cultures.

HISH03: Greek History and Civilization, 510 BCE

- ☐ Students will learn about the great civilization of ancient Greece.
- ☐ They will learn about the ancient roots of democracy as well as an oligarchy.
- ☐ They will be able to appreciate the analytical history writing by Thucydides.
- ☐ They will learn about the Peloponnesian wars as told by Thucydides.

HISH04: Transformation of Europe, c.1300

- ☐ Students will learn about the history of pre-modern Europe.
- ☐ They will be able to analyze how feudalism crumbled and capitalism came to replace it.
- ☐ They will learn about the renewed interest in the work Antiquity in Europe.
- ☐ They will learn about the religious reformation in Europe.
- ☐ They will become aware of the dangers of the persecuting spirit of religious enthusiasm.
- ☐ They will learn about the development of national monarchies and modern states.
- ☐ They will be able to trace the origins of the scientific revolution.

HISH05: History of India, 1765-1964

- ☐ Students will learn about the political, economic, social, and cultural history of modern India.
- ☐ They will learn how India came to be subjugated by the British.
- ☐ They will realize how India was economically drained by the British empire.
- ☐ They will analyze how the Indians reacted to British rule and their ideology.
- ☐ They will learn about the freedom movement.
- ☐ They will be able to see in perspective many voices from Indian society.
- ☐ They will be able to analyze how India was partitioned.
- ☐ They will analyze the foundations of democracy in India.

HISH06: History of Europe, 1789-1945

- ☐ Students will come to know the meaning and impact of the Enlightenment.
- ☐ They will learn about the great Bourgeois Revolution in France in 1789.
- ☐ They will learn about the rise and fall of Napoleon.
- ☐ They will be able to analyze the interplay of forces of change and forces of continuity in 19th Century Europe and the resultant liberal revolutions.
- ☐ They will learn about the causes and process of industrialization in England and its differences from those in Europe.
- ☐ They will be able to analyze the failure of diplomacy and the causes of the 1st and 2nd World Wars.
- ☐ They will realize the dangers the totalitarian powers posed to the civilization.

HISH07: The Making of the Contemporary World (1945-c.2000)

- ☐ Students will learn about the origins and different phases of the cold war.
- ☐ They will realize the character of the 3rd World.
- ☐ They will analyze the impact of Bipolarism on International relations.
- ☐ They will be able to analyze the end of Bipolarism and the development of

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the Unipolar world.

☐ They will be able to grasp the meaning and process of globalization and its impact on the 3rd world countries.

HISH08: History of East Asia, 1839-1949

☐ Students will learn about the modern transformation of China.

☐ They will know about China's Movements and Reforms

☐ They will gain knowledge about China's Rebellion and Restoration.

☐ Students will learn about the modern transformation of Japan.

☐ They will know about Pre-Meiji Japan and Meiji Restoration.

☐ They will gain knowledge about emergence of Japan as an Imperial Power and the two World Wars.



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Philosophy General 3 Tier

Philosophy is the love of wisdom - is an activity of attempting to understand the world and life in all its aspects. Philosophy is the study of fundamental questions about the nature of reality, knowledge, and value. These are questions that everyone asks:

- Who am I?
- Do I have free will?
- How can we distinguish good from bad or right from wrong?
- Can we be sure that any of our beliefs are true?

Philosophers examine answers to these questions systematically and critically. Philosophers enter into dialogue with traditions of wisdom on these questions, challenging and deepening understanding of beliefs we often take for granted.

There are four pillars i.e. theoretical philosophy (metaphysics and epistemology), practical philosophy (ethics, social and political philosophy, aesthetics), logic, and history of philosophy. Theoretical philosophy asks questions about knowledge such as “Is anything absolutely certain?” and “What grounds our belief that the past is a good indicator of the future?” and questions about the world such as “What is the world like independently of human perception?” and “Does God exist?” Studying Practical Philosophy exposes us to such questions as: How ought we to live our lives? Which social and political arrangements are just or legitimate? The study of Logic teaches us what distinguishes good from bad reasoning and thereby enables us to think critically. In History of Philosophy we learn how the greatest thinkers in the history of humankind answered these and similar questions.

Philosophy is also very effective in developing the student's ability to reason clearly, to distinguish good from bad arguments, to navigate through a complicated maze of questions, and to use intelligence and logic in situations often ruled by emotions. Philosophy also teaches students to think creatively and to question conventional wisdom. It encourages students both to seek new and better answers to old problems and to consider how existing techniques might be adapted to solve new problems. The department is proud to be associated with excellent students and faculty members. Our department is progressing well through a good relationship between teachers and students.

Programme Specific Outcome (PSO)

1. Philosophy helps the students to get knowledge with different schools of Indian philosophy like Cārvāka, Jainism and Buddhism as Nāstika schools and on the other hand Sāṅkhya, Yoga, Nyāya, Vaiśeṣika, Mimāṃsā and Vedānta as Āstika school.
2. Philosophy helps the students to be ethical and idealistic human being.

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3. Students will develop their own philosophical areas of interest such as ethics, metaphysics, epistemology, logic and investigate them from various perspectives.
4. Students will develop their intellectual skills to write various papers and project.
5. Philosophy helps the students inculcate values which are very important in today's context.
6. Study of Logic enhance one's thinking skill and sharpens one's analytical abilities. It prepare students to grasp the different issues such as mathematics, computer science etc.
7. The study of Philosophy in general develops the faculty of understanding of the students. The study of Logic enriches one's thinking skill and sharpens one's analytical abilities. It equips students to grasp the different issues discussed in mathematics, computer science etc.
8. Students will able to understand and fulfill the moral, social and political responsibilities as a member of the society
9. Students will be familiar with both Indian and Western philosophical theories and so will be able to make a comparative study of these two kinds of theory.

Course Outcome (CO)

Part-1

Paper: I

Indian Philosophy

Course outcomes:

1. Students will learn and will develop critical assessment of the theories of Astika and Nasrtika Indian philosophers.
2. Students will gain knowledge about metaphysics and epistemology.
3. Students will gain an understanding of Indian Logic and Ethics.
4. Indian Philosophy will help the students to find truth.

Part 2

Paper: II

Western Epistemology and Metaphysics and Logic

Course Outcomes:

1. Students will be able to distinguish between rationalism and empiricism.
2. Students will be able to differentiate skepticism.
3. Students are introduced to philosophical analysis or analytic philosophy. Deep investigation into philosophical terms like Concepts, Truth, and Knowledge etc. is done for better comprehension and to remove ambiguity.
4. Students will be able to form about substance
5. Students will develop a critical understanding of various key concepts in philosophy such as 'appearance and reality', 'mind-body problem,' 'causal theory', 'evolution theory', and different

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views on metaphysical thought of the philosophers

6. Students will be comprehending distinction between argument and argument forms, statement and statement forms. They will gain knowledge of different kinds of statement forms
7. Students will be able to distinguish between deductive and inductive inference.
8. Students will learn how to structure arguments.
9. Students will try to determine the truth value of the propositions.

Paper III

PSYCHOLOGY AND SOCIAL & POLITICAL PHILOSOPHY

Course Outcomes:

1. Students will learn knowledge regarding the nature and scope of both Social and Political philosophy and will also learn the relation between Social and Political philosophy.
 2. Students will be able to apply their philosophical learning to important social and political issues and to articulate why philosophical understanding is valuable in such debates.
 3. Social values will be developed among the students.
- Students will be oriented about the definition, nature, scope and methods of Psychology.
4. Students will gain an insight into theories of Learning and theories regarding relation between mind and body.
 5. Students can learn about the behavior of others by knowing their own state of mind.
 6. By practicing psychology, students will be able to observe the minds of others.

Part 3

Paper IV

THEORETICAL AND APPLIED ETHICS

Course Outcomes:

1. Students will be distinguished between theoretical ethics and practical ethics.
2. Students will gain knowledge about suicide, euthanasia, abortion etc.
Students will gain knowledge about medical ethics, business ethics and environmental ethics
3. Students will be able to develop a sense of moral and non-moral action.
4. Students will be able to conceptualize hedonism, utilitarianism and dutifulness.
5. Students will develop an understanding of applied ethics and environmental ethics.

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Philosophy Honours 3 Tier

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- Do I have free will?
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There are four pillars i.e. theoretical philosophy (metaphysics and epistemology), practical philosophy (ethics, social and political philosophy, aesthetics), logic, and history of philosophy. Theoretical philosophy asks questions about knowledge such as “Is anything absolutely certain?” and “What grounds our belief that the past is a good indicator of the future?” and questions about the world such as “What is the world like independently of human perception?” and “Does God exist?” Studying Practical Philosophy exposes us to such questions as: How ought we to live our lives? Which social and political arrangements are just or legitimate? The study of Logic teaches us what distinguishes good from bad reasoning and thereby enables us to think critically. In History of Philosophy we learn how the greatest thinkers in the history of humankind answered these and similar questions.

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Programme Specific Outcome (PSO)

1. Philosophy helps the students to get knowledge with different schools of Indian philosophy like Cārvāka, Jainism and Buddhism as Nāstika schools and on the other hand Sāṅkhya, Yoga, Nyāya, Vaiśeṣika, Mimāṃsā and Vedānta as Āstika school.
2. Philosophy helps the students to be ethical and idealistic human being.

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3. Students will develop their own philosophical areas of interest such as ethics, metaphysics, epistemology, logic and investigate them from various perspectives.
4. Students will develop their intellectual skills to write various papers and project.
5. Philosophy helps the students inculcate values which are very important in today's context.
6. Study of Logic enhance one's thinking skill and sharpens one's analytical abilities. It prepare students to grasp the different issues such as mathematics, computer science etc.
7. The study of Philosophy in general develops the faculty of understanding of the students. The study of Logic enriches one's thinking skill and sharpens one's analytical abilities. It equips students to grasp the different issues discussed in mathematics, computer science etc.
8. Students will able to understand and fulfill the moral, social and political responsibilities as a member of the society
9. Students will be familiar with both Indian and Western philosophical theories and so will be able to make a comparative study of these two kinds of theory.

Course Outcome (CO)

Part-1

Paper: I

Indian Philosophy

Course outcomes:

1. Students will learn and will develop critical assessment of the theories of Astika and Nasrtika Indian philosophers.
2. Students will gain knowledge about metaphysics and epistemology.
3. Students will gain an understanding of Indian Logic and Ethics.
4. Indian Philosophy will help the students to find truth.

Paper: II

Ancient Greek Philosophy and Modern Rationalist Philosophy

Course outcomes:

1. Students will be able to distinguish between the ancient, medieval and modern philosophers of thought.
2. Students will gain knowledge about western metaphysics and epistemology
3. Students will learn how to apply methods to reach conclusions.
4. Western philosophy will help the students to think rationally.

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Date:

Part: 2

Paper: III

PSYCHOLOGY & PHILOSOPHY OF MIND AND SOCIAL & POLITICAL PHILOSOPHY

Course outcomes:

1. Students will be oriented about the definition, nature, scope and methods of Psychology.
2. Students will gain an insight into theories of Learning and theories regarding relation between mind and body
Students will learn knowledge regarding the nature and scope of both Social and Political philosophy and will also learn the relation between Social and Political philosophy.
3. Students will be able to apply their philosophical learning to important social and political issues and to articulate why philosophical understanding is valuable in such debates.
4. Social values will be developed among the students.
5. Students will develop knowledge about democracy, secularism and constitution.
6. Students will acquire reading skills necessary to understand and critically engage with historical and contemporary philosophical texts.

Paper IV

WESTERN LOGIC

Course outcomes

1. Students will be comprehending distinction between argument and argument forms, statement and statement forms. They will gain knowledge of different kinds of statement forms
2. Students will be able to distinguish between deductive and inductive inference.
3. Students will learn how to structure arguments.
4. Students will try to determine the truth value of the propositions.
5. Students will be able to test validity of arguments through different methods like Truth table, Formal Proof of Validity and Methods of ven diagram, methods of inference, symbolic logic, Test of Invalidity by method of assigning Truth value is also taught.
6. 2. Students will know the importance of Quantification Theory.
7. 3. Students will be able to distinguish between traditional logic and symbolic logic.

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Paper V

INDIAN EPISTEMOLOGY, LOGIC AND PHILOSOPHY OF LANGUAGE

Course outcomes:

1. Students will be able to distinguish between rationalism and empiricism.
2. Students will be able to differentiate skepticism.
3. Students are introduced to philosophical analysis or analytic philosophy. Deep investigation into philosophical terms like Concepts, Truth, and Knowledge etc. is done for better comprehension and to remove ambiguity.
4. Students will gain knowledge about sentence structure.
5. Students will gain knowledge about pada and padashakti.
6. Students will be able to know about ways of sentence meaning.

Part:3

Paper VI

ETHICS

Course outcomes:

1. Students will be distinguished between theoretical ethics and practical ethics.
 2. Students will gain knowledge about suicide, euthanasia, abortion etc.
- Students will gain knowledge about medical ethics, business ethics and environmental ethics.
3. Students will be able to develop a sense of moral and non-moral action.
 4. Students will be able to conceptualize hedonism, utilitarianism and dutifulness.
 5. Students will develop an understanding of applied ethics and environmental ethics

Paper VII

PHILOSOPHY OF LANGUAGE, EPISTEMOLOGY AND METAPHYSICS (WESTERN)

Course outcomes:

1. Students will be able to distinguish between rationalism and empiricism.
2. Students will be able to differentiate skepticism.
3. Students are introduced to philosophical analysis or analytic philosophy. Deep investigation into philosophical terms like Concepts, Truth, and Knowledge etc. is done for better comprehension and to remove ambiguity.
4. Students will be able to form about substance
5. Students will develop a critical understanding of various key concepts in philosophy such as 'appearance and reality', 'mind-body problem,' 'causal theory', 'evolution theory', and different views on metaphysical thought of the philosophers

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Paper VIII

PHILOSOPHY OF RELIGION AND PHILOSOPHICAL CLASSICS/ESSAY-WRITING

Course outcomes:

1. Students will develop detailed knowledge regarding various religious terms, concepts, and doctrines.
2. Students will know about the possibility of Universal Religion.
3. Students will learn about different types of religious humanism.
4. Students will learn about different religious practices.



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Political Science General 3 Tier

Programme Specific Outcome (PSO)

By the end of the program UG in Political Science General, the student will be able to:

- * They will be able to understand political theories developed by western political Thinkers.
- * They will be able to compare the Political systems of different countries like the UK, USA, Switzerland, and PRC.
- * They will have a thorough knowledge of the Indian constitution and practical Political process in India.
- * They will be able to understand the Political and Administrative Issues of Contemporary India.

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Course Outcome (CO)

PLSG01: Political Theory

Students will learn the nature of politics and Traditional, Marxist, Behavioural, Post-behavioural approaches to the study of politics.

- * They will learn idealist, individualist, socialist theories of the state.
- * They will learn the basic Concepts: Democracy and Dictatorship; Nationalism and Internationalism
- * They will be acquainted with Imperialism and Neo-Colonialism.
- * They will be acquainted with the State as sovereign: the Austinian theory, the pluralist viewpoint; sovereignty and international order.
- * They will be introduced to the concept of Municipal and International Law, the Rights, Liberty Equality and Justice.

PLSG02: Modern Governments

The U.K.

- * Students will learn the sources and salient features of the British constitution power, position and role of the Crown, the Cabinet, Minister, Parliament, Speaker, Committee System; Role of Opposition and Party System in Britain.

The U.S.A.

- * Students will learn the basic features of the constitution, U.S. Federalism: changing nature, The Bill of Rights, Executive: President, election, power and position; U.S. Cabinet, Legislature: U.S. Congress; Powers and functions of the Senate and the House of Representatives the relationship between the two Houses. Judiciary: functions and role. And the Party System in the USA.
- Switzerland

- * Students will learn Salient features of the constitution of Switzerland, Direct Democracy in Switzerland: devices, Swiss Federal Council: composition, functions and powers. Swiss Federalism Swiss Federal.

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* Assembly: composition, functions and powers and Federal Tribunal: organization and jurisdiction.

China.

* They will learn about Constitutional Developments in China, Rights and Duties of Chinese citizens.

* They will be taught on National Government i.e National People's Congress, Standing Committee; Executive: President, Premier State Council; and Judiciary - People's Procuratorate.

* They will learn about the Local People's Congress and Local People's Government.

PLSG03: Indian Government

* Students will learn the evolution of the Indian Constitution and the role of the Constituent Assembly.

* They will be acquainted with the Philosophy of the Constitution.

* They will acquire knowledge of the Fundamental Rights, Duties and Directive Principles of State Policy.

* They will understand the Nature of Indian Federalism and Union-State relations.

* They will acquire knowledge of the Powers, position and role of the President Vice-President Prime Minister and the Council of Ministers and Cabinet and their interrelations.

* They will acquire knowledge of the Union Legislature, Law-making procedure, relationship between the two Houses, Committee System, and the Speaker.

* They will acquire knowledge of the States Governments including the Powers, position and role of the Governor, Chief Minister and Council of Ministers

* They will acquire knowledge of the composition and functions of Supreme Court and the High Court and judicial activism.

* They will be introduced to Constitutional Amendment - Procedure.

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- * They will acquire knowledge of Official Language: Constitutional provisions, Election Commission and electoral Reforms in India.
- * They will learn about Amendment Procedure, provisions regarding Scheduled Castes, Scheduled Tribes and Other Backward Classes.
- * They will acquire knowledge of the Party System in India.

PLSG04: Contemporary India: Political and Administrative Issues

- * Students will learn about Secularism and Communalism, Caste and Politics, Women's Participation in Politics and Regional Movements They will learn about the Organization of the Government of India: PMO, Cabinet Secretary and Central Secretariat; Civil Service: Recruitment, training and accountability.
- * They will acquire knowledge of Legislative Procedure and Process: Presidents' Address, Questions, Calling Attention, Adjournments, No-Confidence Motion, Cut-Motions, Mention
- * They will learn about different Issues in Contemporary Indian Society: Judicial Activism, Human Rights, National, and State Human Rights Commission, Public Interest Litigations, Corruption, and Citizen's Charter
- * They will acquire knowledge of Local self-government in Rural and Urban, Rural Development Programmes, and Decentralised Planning.

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Date:

Political Science Honours 3 Tier

Programme Specific Outcome (PSO)

- * To be able to differentiate the political from non-political. And know what constitute the domain of political.
- * Be able to know the traditions of political theory and be able to build a sound knowledge of recent development in the field of political theory.
- * Be able to gather a profound knowledge of Indian Constitution and politics, which enable then to grasp the changing pattern of Indian polity and society as a whole.
- * Using the knowledge Indian politics they can analyze voting behavior and to some extent predict the trends of Indian politics in near future.
- * Be able to gather knowledge of government and politics of various countries of the world.
- * Be able to explain the existing socio-political reality.
- * Be able to realize the basic issues of society (freedom, rights, Justice etc.)

Course Outcome (CO)

Paper I: History of Political Thought

- * It provides an insight into domination of Ancient and Medieval Political thought and political thought of reformation to contemporary time.
- * It analyses the evolution of Indian political thought from ancient to modern India.

Paper II: Government and Politics in India

- * It introduces the Indian Constitution with a focus on the role of the Constituent Assembly and examines the essence of the Preamble, Fundamental Rights and Duties of Indian citizens, DPSP, Union- State Relations

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- * It critically analyses the institutions of India Union like the Executive, the Legislature and the Judiciary.
- * It critically evaluates the Indian party system and various forces of Indian politics.

Paper III: Political theory

- * It gives a primary knowledge about approaches to the study of Political Science.
- * It gives details knowledge of theories of state and democracy.
- * It describes the Marxist approach of politics and explains the Dialectical Materialism and Historical Materialism, Marxian theory of Revolution.

Paper IV: Comparative Government and Politics

- * It analysis the distinction between Comparative Politics and Comparative Government.
- * It gives detail about the features of liberal democratic and socialist political system with focus on the UK, USA, Switzerland and PRC (Peoples Republic of China).
- * It conducts an intensive comparative study of Executive, Legislature and Judiciary of these country.

Paper V: International Relations

- * It gives a clear idea about the scope and subject matter of International Relations as an autonomous academic discipline.
- * It gives details knowledge about theories of International Relations..
- * It analyses the foreign policy of major countries like USA, Russia, China and India's bilateral relation with the USA, China, Pakistan, and Bangladesh.

Paper VI: State Society and Politics

- * It gives a clear idea of political process of India- determinants of political process- social-political interaction- social bases of Indian politics.

Paper VII: Public Administration

- * It gives an preliminary idea of public administration (idea of how the state functionaries act)
- * Gives knowledge of bureaucracy, secretariat, Directorate, Functions of various departments, posts of the government of India.

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Paper VIII: Social Background of Indian Nationalism

- * Give an account of making of Indian nationalism.
- * Give knowledge of India's freedom struggle



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Sanskrit General 3 Tier

Introduction to the Program Outcome in Sanskrit

Sanskrit is an aboriginal language, which is called the "language of deities" (*Devabhāṣā*). Through this language all ancient **Indian Knowledge Systems** (IKS) are developed. India has its own indigenous intellectual tradition (IIT) from which we can know our ancient arts & culture, philosophy, science, technology, politics, values etc. In nutshell it can be said that IKS has focused on 4 types of **Puruṣārtha** through which a human being can achieve his/her fulfillment in life. Nowhere (except India) in this world has been able to discover **Humanism** (*Sanātana Dharma*) first time which stands on four values namely, *Dharma*, *Artha*, *Kāma* and *Mokṣa*. This is the first time, in the *Mahābhārata*, Vyāsadeva (400 BCE) has said:

*dharme cārthe ca kāmē ca mokṣe ca bharatarṣabha/
yadihāsti tadanyatra yannehāsti na tatkvacit//*

(*Svargārohaṇa Parvan 5/50*).

It means: "Whatever is there in the *Mahābhārata*, it's there everywhere, something which isn't there in *Mahābhārata*, it merely doesn't exist". The IKS, may it be Indian classical philosophy or linguistics of Panini, Bhartrihari etc. or social science of Manu, Kauṭilya, Yājñavalkya etc., or literature of Bhāsa-Kālidāsa etc. or pure knowledge system of Upanishads or health science of Charaka, Śuśruta etc. all aim at the four *Puruṣārtha*.

Fulfillment of *Puruṣārtha* is fulfillment of humanity. Rapidly growing of corporate world means rapidly deteriorating from humanity. *Sanātana Dharma* has to be understood in parallel manner with the present development of the society. It is not prescribed that only the IKS has to be understood, maintained and studied, not at all, but it is advisable that along with the IKS all worldwide knowledge system may it be modern science or technology has to be followed. **Einstein** (1879) has rightly said that: "Science without religion is lame and religion without science is blind." So, both are necessary. *Sanātana Dharma* is not only a *dharma* of human beings, it is also a kind of knowledge system that can be followed by all people of the globe.

Sanātana-dharma means: **Mānavatātvāda**. We have to find and learn the *Mānavatātvāda* from Upanishads, Indian classical philosophy, social science of Kauṭilya, Moral values of *Biduranīti*, *Gītā*, *Pañcatantra* etc. and classical literature of the *Rāmāyaṇa* and *Mahābhārata* etc. On the basis of this brief introduction the following outcomes of the subject can be laid down:

Santal Bidroha Sardha Satabarshiki Mahavidyalaya



ESTD - 2005

Government Aided, NAAC Accredited College

Affiliated to Vidyasagar University & Recognized by UGC (under 2(f) & 12(B))

P.O: Goaltore, Dist: Paschim Medinipur, PIN - 721128

Phone & Fax: 03227-288063, Email: sbssm_goaltore@rediffmail.com, Website: www.sbssmahavidyalaya.ac.in

Ref:

Date:

Programme Specific Outcome (PSO)

PSO (CC): Students will learn the discussions on Indian Dramaturgy which is very enriched and ahead of time. The lessons on the schools of Indian Poetics will grow a critical approach in the students while discussing and analyzing any literature form. Students will get introduced to the Indian Philosophical Schools both the Orthodox and Heterodox and will read a few canonical texts related to the schools. The courses on Paleography and Epigraphy will educate the students in Ancient Manuscripts, Inscriptions and Scripts which will create an expertise in discussion of Ancient Indian History.

PSO (SEC): Students will learn Pāṇinian Grammar following the authentic primary texts which will allow them to analyze the structure of Vedic and Classical Sanskrit Language. This structure will help a lot while creating translating software or while decoding the structure of any language.

PSO (DSE): Students will learn a lot about Indian approach on ethics, yoga, science and other practical aspects following the ancient texts. Self management in Gīta is a very important addition to the syllabus which will teach the students to manage the balance in their personal life and lead to a very creative and fruitful social life simultaneously.

Course Outcome (CO)

Paper I:

1. Textual analysis of Sanskrit prose literature and different composing styles (i.e. *Kādambarī* and *Daśakumāracarita*)
2. Textual and literary criticism of Kālidāsa's *Abhijñānaśakuntala* (act 1-4)

Paper II:

1. Study of Sanskrit Metres (i.e. *Chandomaṇjarī*)
2. Textual and literary analysis of drama from pre-kālidāsa era (i.e. *Svapnavāsavadatta*)
3. Textual and literary criticism of Kālidāsa's *Abhijñānaśakuntala* (act 4-7)
4. Textual and literary analysis of *Mahākāvya* from post-kālidāsa era (i.e. *Kirātārjunīya*)

Paper III:

Basic introduction to Sanskrit texts on *Dharmaśāstra* and *Arthaśāstra*.

1. Basic introduction to ancient Indian legal system,
2. Comparison with Modern Indian legal system (specially with Indian Penal Code) (*Yājñavalkya-saṃhitā* - Chapter 2, *Vyavahārādhyāya*),
3. Different perspectives on ancient Indian polity (i.e. *Rājadharmaprakaraṇā* of Manu and *Arthaśāstra* of Kautilya),
4. History of Indian *Dharmaśāstra*, *Arthaśāstra* and *Nītiśāstra*.

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Date:

Paper IV:

1. General Acquaintance with the Indian philosophical systems.
2. Elementary knowledge about the subject of Annambhaṭṭa's *Tarkasaṃgraha*.



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Ref:

Date:

Sanskrit Honours 3 Tier

Introduction to the Program Outcome in Sanskrit

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Sanātana-dharma means: **Mānavatāvāda**. We have to find and learn the *Mānavatāvāda* from Upanishads, Indian classical philosophy, social science of Kauṭilya, Moral values of *Biduranīti*, *Gītā*, *Pañcatantra* etc. and classical literature of the *Rāmāyaṇa* and *Mahābhārata* etc. On the basis of this brief introduction the following outcomes of the subject can be laid down:

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Date:

Programme Specific Outcome (PSO)

PSO (CC): After successful completion of Under Graduate Syllabus in Honours based on CBCS from the year 2018-2019, which cover a wide range of knowledge in Sanskrit a student can have a comprehensive idea of Indology. As CO in Sanskrit it can be said that there is a good opportunity in career building for such student, because it brings confidence in diversified knowledge about Indian's rich ancient knowledge tradition encompassing literature, poetics, dramaturgy, ancient science, philosophy, grammar, Smṛti-śāstra (Social Institutions and Polity), Epigraphy and Paleography, Mythology etc. Students will get introduced in all these fields and will read a few texts related to each field in a very scientific way.

PSO (SEC): Through the Skill Enhancement Courses (SEC) students can acquire practical knowledge about Sanskrit language and its applicability in day to day life as well as in Information and Communication Technology. Students become well equipped both in theoretical and practical aspects of Sanskrit Language and the texts related to the language. These courses enhance the writing and conversation skills of the students to make them free from being dependent from secondary sources.

PSO (DSE): Discipline Specific Courses (DSE) allow the students to dive deep into the theoretical parts of different fields of IKS like Philosophy, Poetics, Ancient and Modern Literature etc. These courses gradually improve the critical thought of the students and they will be expert in explanation and analysis of the ancient texts and find applicability of them in current context. Students will read Vedic, classical and modern Sanskrit literature and therefore, get the chance to critically perceive the evolution pattern being guided by the research works done by great scholars of East and West for a long time. Students will read the literary creations of the renowned poets of all time like Kālidāsa, Bāṇa, Bhāravi etc. and be able to appreciate them and compare their works with others of past and present. Students will learn the Indian Social Institutions and Indian Polity from the Mahābhārata, Rāmayaṇa, Arthaśāstra, Manusamhitā etc. They will learn the ideas of people like MK Gandhi, Aurobindo, Vivekananda and other modern thinkers regarding them as well.

Course Outcome (CO)

Paper I:

1. Basic introduction to Sanskrit syntax, Morphological generation, and Semantics.
2. Textual analysis of Sanskrit prose literature and different composing styles (i.e. *Kādambarī* and *Daśakumāracarita*)
3. Textual and literary criticism of Kālidāsa's *Abhijñānaśakuntala* (act 1-4)
4. Basic introduction to Sanskrit Poetics with the help of *Kāvyaṭīkārasūtravṛtti*

Paper II:

1. Study of Sanskrit Metres (i.e. *Chandomañjarī*)
2. Textual and literary analysis of drama from pre-kālidāsa era (i.e. *Svapnavāsavadatta*)

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3. Textual and literary criticism of Kālidāsa's *Abhijñānaśakuntala* (act 4-7)
4. Textual and literary analysis of *Mahākāvya* from post-kālidāsa era (i.e. *Kirātārjunīya*)

Paper III:

1. General Introduction of Indian Poetology (Poetological Text in Sanskrit: *Sāhityadarpaṇa* of Viśvanātha-Kavirāja; chapter 6-10)
2. Introduction and basics of Vedic, Scientific and Technical Sanskrit Literature

Paper IV:

1. Essay in Sanskrit; on topics of Indic culture, idols, ideals, social values, current sensibility and the like.
2. Post-Kālidāsa Sanskrit *Mahākāvya*: *Bhaṭṭikāvya* (or *Rāvaṇavadha*) of *Bhaṭṭi* (Canto 2)
3. History of classical Sanskrit Literature including Inscriptional and Historical Works.

Paper V:

1. Vedic texts and Vedic grammar (Vedic texts: Hymns of *Ṛgveda* — 1.1. *Agnisūkta*, 10.121. *Hiraṇyagarbhasūkta*, 10.125. *Devīsūkta*, 10.34. *Akṣasūkta*, 10.191. *Samjñānasūkta*)
2. Vedic Grammar: *Padapāṭha* and general outline of Vedic grammar.
3. Vedic texts; *Yajurveda*; *Atharvaveda* and *Brāhmaṇa*, *Upaniṣad* [*Rudrādhyāya* (*Śukla-Yajurveda*, 16.1-14), *Atharvaveda* (12.1.1-10), *Maumatsyakathā* (*Śatapathabrahmaṇam*), *Śunaḥśepopakhyānam* (*Aitareyabrāhmaṇam*, 3.3.3), *Brhadāranyakopaniṣad* (4.4. and 4.5.)]

Paper VI:

1. Texts on *Dharmaśāstra* and *Arthaśāstra*
 - a) Basic introduction to ancient Indian legal system
 - b) Comparison with Modern Indian legal system (specially with Indian Penal Code) (*Yājñavalkya-saṃhitā* - Chapter 2, *Vyavahārādhyāya*)
 - c) Different perspectives on ancient Indian polity (i.e. *Rājadharmaprakaraṇā* of Manu and *Arthaśāstra* of Kauṭilya)
 - d) History of Indian *Dharmaśāstra*, *Arthaśāstra* and *Nītiśāstra*.

Paper VII:

1. Sanskrit Grammatical text : *Siddhāntakaumudī* of Bhaṭṭojidīkṣita.
2. General Acquaintance with Phonetic Tendencies (The following topics — Assimilation, dissimilation, epenthesis, prosthesis, metathesis, anaptyxis, haplology, syncope, apocope, aphaeresis, cerebralisation, analogy).
3. *Siddhāntakaumudī* of Bhaṭṭojidīkṣita — *Samāsaprakaraṇa*; excluding *Samāsāntavidhāna*

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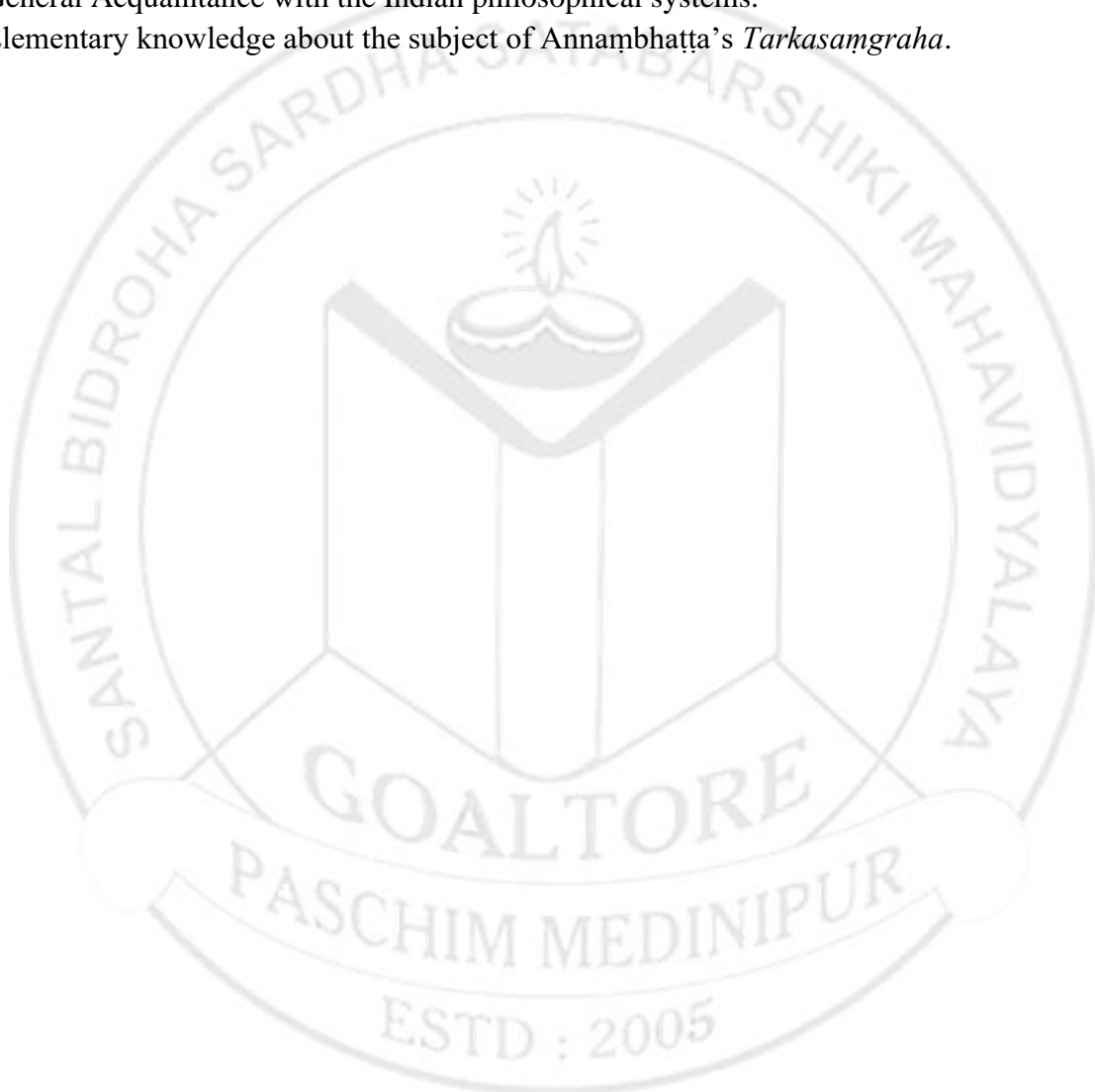
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Date:

4. Elementary knowledge about 'Science of Language', the IE family of language and the phonetic laws, history of the concept of IE language, divisions of IE. (Among phonetic laws the following are important — Grimm's law, Verner's law, Grassmann's law, Bartholomae's law, Collitz's law, Fortunatov's law)

Paper VIII:

1. General Acquaintance with the Indian philosophical systems.
2. Elementary knowledge about the subject of Annambhatta's *Tarkasamgraha*.



B.A. General in Santali (3-tier)

Programme Specific Outcome (PSO)	
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By the end of the program B.A. General in Santali, the student will be able to:

- [illegible]

Course Outcome (CO)

SNTG Paper 1 : Origin of Santali Language & Austric Language Family

Outcomes:

- උභෙදානුසාරී ප්‍රතිපත්ති සලකායන් ව්‍යවහාරයට නිසි ලෙසින්ම පත්වී සිටින බවට පරීක්ෂණය කිරීමට ප්‍රතිපත්තිමය කමිටුවක් පත් කළේය.
- ව්‍යවහාරයට ප්‍රතිපත්ති සලකායන් යොමුකිරීමේදී ප්‍රතිපත්තිමය කමිටුවක්, ව්‍යවහාරයට ප්‍රතිපත්ති සලකායන් යොමුකිරීමේදී යොමුකළේය.
- නිවැරදිව ප්‍රතිපත්ති සලකායන් සලකායන් ව්‍යවහාරයට පත්වී සිටින බවට පරීක්ෂණය කිරීමට ප්‍රතිපත්තිමය කමිටුවක් පත් කළේය.
- උභෙදානුසාරී ප්‍රතිපත්ති සලකායන් යොමුකිරීමේදී ප්‍රතිපත්තිමය කමිටුවක්, ව්‍යවහාරයට ප්‍රතිපත්ති සලකායන් යොමුකිරීමේදී යොමුකළේය.
- උභෙදානුසාරී ප්‍රතිපත්ති සලකායන් ව්‍යවහාරයට පත්වී සිටින බවට පරීක්ෂණය කිරීමට ප්‍රතිපත්තිමය කමිටුවක් පත් කළේය.
- උභෙදානුසාරී ප්‍රතිපත්ති සලකායන් යොමුකිරීමේදී ප්‍රතිපත්තිමය කමිටුවක්, ව්‍යවහාරයට ප්‍රතිපත්ති සලකායන් යොමුකිරීමේදී යොමුකළේය.
- ප්‍රතිපත්ති සලකායන් ව්‍යවහාරයට පත්වී සිටින බවට පරීක්ෂණය කිරීමට ප්‍රතිපත්තිමය කමිටුවක් පත් කළේය.

SNTG Paper 2 : Santali Folk Literature

Outcomes:

- [illegible]

- ଯେଉଁ ଫିକ୍ସଡ୍ ଉପାଦାନ ଶିକ୍ଷା ଉପରେ ଗୁରୁତ୍ୱ ଦିଆଯାଏ, ସେହି ଉପାଦାନ ଶିକ୍ଷା ଉପରେ ଗୁରୁତ୍ୱ ଦିଆଯାଏ।

SNTG Paper 3 : Santali Literature

Outcomes:

- ଫିକ୍ସଡ୍ ଉପାଦାନ ଶିକ୍ଷା ଉପରେ ଗୁରୁତ୍ୱ ଦିଆଯାଏ, ଯାହା ଉପାଦାନ ଶିକ୍ଷା ଉପରେ ଗୁରୁତ୍ୱ ଦିଆଯାଏ।
- ଫିକ୍ସଡ୍ ଉପାଦାନ ଶିକ୍ଷା ଉପରେ ଗୁରୁତ୍ୱ ଦିଆଯାଏ, ଯାହା ଉପାଦାନ ଶିକ୍ଷା ଉପରେ ଗୁରୁତ୍ୱ ଦିଆଯାଏ।
- ଫିକ୍ସଡ୍ ଉପାଦାନ ଶିକ୍ଷା ଉପରେ ଗୁରୁତ୍ୱ ଦିଆଯାଏ, ଯାହା ଉପାଦାନ ଶିକ୍ଷା ଉପରେ ଗୁରୁତ୍ୱ ଦିଆଯାଏ।
- ଫିକ୍ସଡ୍ ଉପାଦାନ ଶିକ୍ଷା ଉପରେ ଗୁରୁତ୍ୱ ଦିଆଯାଏ, ଯାହା ଉପାଦାନ ଶିକ୍ଷା ଉପରେ ଗୁରୁତ୍ୱ ଦିଆଯାଏ।

SNTG Paper 4 : Special Subject - Santali Prominent Writers

Outcomes:

- ଫିକ୍ସଡ୍ ଉପାଦାନ ଶିକ୍ଷା ଉପରେ ଗୁରୁତ୍ୱ ଦିଆଯାଏ, ଯାହା ଉପାଦାନ ଶିକ୍ଷା ଉପରେ ଗୁରୁତ୍ୱ ଦିଆଯାଏ।
- ଫିକ୍ସଡ୍ ଉପାଦାନ ଶିକ୍ଷା ଉପରେ ଗୁରୁତ୍ୱ ଦିଆଯାଏ, ଯାହା ଉପାଦାନ ଶିକ୍ଷା ଉପରେ ଗୁରୁତ୍ୱ ଦିଆଯାଏ।
- ଫିକ୍ସଡ୍ ଉପାଦାନ ଶିକ୍ଷା ଉପରେ ଗୁରୁତ୍ୱ ଦିଆଯାଏ, ଯାହା ଉପାଦାନ ଶିକ୍ଷା ଉପରେ ଗୁରୁତ୍ୱ ଦିଆଯାଏ।
- ଫିକ୍ସଡ୍ ଉପାଦାନ ଶିକ୍ଷା ଉପରେ ଗୁରୁତ୍ୱ ଦିଆଯାଏ, ଯାହା ଉପାଦାନ ଶିକ୍ଷା ଉପରେ ଗୁରୁତ୍ୱ ଦିଆଯାଏ।

B.A. Honours in Santali (3-tier)

Programme Specific Outcome (PSO)	
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By the end of the program B.A. Honours in Santali, the student will be able to:

- [illegible]

B.A. Honours in Santali Part – I

Paper – I: Origin of Santali Language & Austric Language Family

Outcomes:

- [illegible]

Paper – II: History of Santali Literature

Outcomes:

- [illegible]

- [illegible]

Paper – III: Santali Folk Literature.

- [illegible]

- [illegible]

- ଯେଉଁଠି ଏହି ପାଠ୍ୟପୁସ୍ତକରେ ଉଲ୍ଲେଖ କରାଯାଇଛି, ସେହିପରି ଏହି ପାଠ୍ୟପୁସ୍ତକରେ ଉଲ୍ଲେଖ କରାଯାଇଛି, ଏହି ପାଠ୍ୟପୁସ୍ତକରେ ଉଲ୍ଲେଖ କରାଯାଇଛି।
- ଏହିପରି ଏହି ପାଠ୍ୟପୁସ୍ତକରେ ଉଲ୍ଲେଖ କରାଯାଇଛି, ଏହିପରି ଏହି ପାଠ୍ୟପୁସ୍ତକରେ ଉଲ୍ଲେଖ କରାଯାଇଛି, ଏହିପରି ଏହି ପାଠ୍ୟପୁସ୍ତକରେ ଉଲ୍ଲେଖ କରାଯାଇଛି।

B.A. Honours in Santali Part – III

Paper – VI: Santali Drama – Short Drama & Long Drama

Outcomes:

- ଯେଉଁଠି ଏହି ପାଠ୍ୟପୁସ୍ତକରେ ଉଲ୍ଲେଖ କରାଯାଇଛି, ସେହିପରି ଏହି ପାଠ୍ୟପୁସ୍ତକରେ ଉଲ୍ଲେଖ କରାଯାଇଛି, ଏହିପରି ଏହି ପାଠ୍ୟପୁସ୍ତକରେ ଉଲ୍ଲେଖ କରାଯାଇଛି।
- ଯେଉଁଠି ଏହି ପାଠ୍ୟପୁସ୍ତକରେ ଉଲ୍ଲେଖ କରାଯାଇଛି, ସେହିପରି ଏହି ପାଠ୍ୟପୁସ୍ତକରେ ଉଲ୍ଲେଖ କରାଯାଇଛି, ଏହିପରି ଏହି ପାଠ୍ୟପୁସ୍ତକରେ ଉଲ୍ଲେଖ କରାଯାଇଛି।
- ଯେଉଁଠି ଏହି ପାଠ୍ୟପୁସ୍ତକରେ ଉଲ୍ଲେଖ କରାଯାଇଛି, ସେହିପରି ଏହି ପାଠ୍ୟପୁସ୍ତକରେ ଉଲ୍ଲେଖ କରାଯାଇଛି, ଏହିପରି ଏହି ପାଠ୍ୟପୁସ୍ତକରେ ଉଲ୍ଲେଖ କରାଯାଇଛି।
- ଏହିପରି ଏହି ପାଠ୍ୟପୁସ୍ତକରେ ଉଲ୍ଲେଖ କରାଯାଇଛି, ସେହିପରି ଏହି ପାଠ୍ୟପୁସ୍ତକରେ ଉଲ୍ଲେଖ କରାଯାଇଛି, ଏହିପରି ଏହି ପାଠ୍ୟପୁସ୍ତକରେ ଉଲ୍ଲେଖ କରାଯାଇଛି।
- ଯେଉଁଠି ଏହି ପାଠ୍ୟପୁସ୍ତକରେ ଉଲ୍ଲେଖ କରାଯାଇଛି, ସେହିପରି ଏହି ପାଠ୍ୟପୁସ୍ତକରେ ଉଲ୍ଲେଖ କରାଯାଇଛି, ଏହିପରି ଏହି ପାଠ୍ୟପୁସ୍ତକରେ ଉଲ୍ଲେଖ କରାଯାଇଛି।
- ଏହିପରି ଏହି ପାଠ୍ୟପୁସ୍ତକରେ ଉଲ୍ଲେଖ କରାଯାଇଛି, ସେହିପରି ଏହି ପାଠ୍ୟପୁସ୍ତକରେ ଉଲ୍ଲେଖ କରାଯାଇଛି, ଏହିପରି ଏହି ପାଠ୍ୟପୁସ୍ତକରେ ଉଲ୍ଲେଖ କରାଯାଇଛି।

Paper – VII: Santali Literary Essays

Outcomes:

- උච්ඡාන උනුච්ඡාන උනුච්ඡාන උනුච්ඡාන. උනුච්ඡාන උනුච්ඡාන උනුච්ඡාන උනුච්ඡාන උනුච්ඡාන උනුච්ඡාන.
- උනුච්ඡාන. උනුච්ඡාන උනුච්ඡාන උනුච්ඡාන උනුච්ඡාන උනුච්ඡාන උනුච්ඡාන.
- උනුච්ඡාන උනුච්ඡාන උනුච්ඡාන උනුච්ඡාන උනුච්ඡාන උනුච්ඡාන.
- උනුච්ඡාන උනුච්ඡාන උනුච්ඡාන උනුච්ඡාන උනුච්ඡාන උනුච්ඡාන.

Paper – VIII: Santali theory of Literature

Outcomes:

- උච්ඡාන උනුච්ඡාන උනුච්ඡාන උනුච්ඡාන උනුච්ඡාන උනුච්ඡාන.
- උච්ඡාන උනුච්ඡාන උනුච්ඡාන උනුච්ඡාන උනුච්ඡාන උනුච්ඡාන.
- උච්ඡාන උනුච්ඡාන උනුච්ඡාන උනුච්ඡාන උනුච්ඡාන උනුච්ඡාන.
- උච්ඡාන උනුච්ඡාන උනුච්ඡාන උනුච්ඡාන උනුච්ඡාන උනුච්ඡාන.
- උච්ඡාන උනුච්ඡාන උනුච්ඡාන උනුච්ඡාන උනුච්ඡාන උනුච්ඡාන.

Santal Bidroha Sardha Satabarshiki Mahavidyalaya



ESTD - 2005

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Phone & Fax: 03227-288063, Email: sbssm_goaltore@rediffmail.com, Website: www.sbssmahavidyalaya.ac.in

Ref:

Date:

Physical Education General

Programme Specific Outcome (PSO)

After the completion of the entire UG course in Physical Education will be able to:

- Pursue higher study and research in Physical Education
- Compete in Government Services like SSC.
- Go for a modern Sports Science subject.
- Go for a coaching certificate/diploma /NSNIS/ AFC coaching licence for District, State, National, as well as renowned club coaching profession in a specific game.
- Go for specific training and/or sports official.

Course Outcome (CO)

PART-1

(One year course)

Paper-1 (Theoretical)

Unit-01 (50 Marks, 50 Lectures):

i) Group - A: Principles and History of Physical Education

ii) Group B: Psycho-social Aspects of Physical Education and Sports

Unit-02 (50 Marks, Lectures):

iii) Group C: Anatomy & Physiology

iv) Group - D: Dietetics and Hygiene

PART -11

THEORETICAL

Paper-1 Full Marks-100

UNIT-03 (50 MARKS)

Group A: Management of Physical Education and Sports Marks): 30 Lectures

1. Management of Sports and Games in Schools, Colleges and Universities.

2. Types Tournaments. Merits and demerits of various tournaments.

3. Lay-out of Play-fields and Basic Rules:

(b) Kho-Kho

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Ref:

Date:

(c)kobaddi

(d) Volleyball

(e) Badminton

(f)Football (1) Hockey (g) Cricket (h) Basketball (1) Track and Field events.

4.Care and maintenance of Sports equipments. Various types of turis and Pitch preparation.

Group B: Sports. Training and Mechanics (20 Marks): 20 Lectures

5. Sports Training: Meaning, definition, principles. Conditioning. Warming-up and cooling down.

6. Physical Fitness: Meaning, definition, components, benefits. Health related physical fitness and performance related physical fitness components.

7. Load: Meaning, definition, types, sign and symptoms factors and principles. Over load- its causes and remedies.

UNIT-4 (50 MARKS)

Group-C: Health Education & First Aid. (30 Marks):

1. Health: Meaning, Definition, components.

2. Major Areas of Health Education:

(a) Health Service Daily health inspection, medical inspection and follow up, health records, clinic and health centre.

(b) Healthful Environment Healthful Environment in education institutions, offices, playground, auditorium.

3. Environment Hygiene Lighting, Ventilation, Water supply, waste disposal.

Group - D: Exercise Physiology (20 Marks):

8. Muscular System Various types of muscles, Structure of muscles, Effects of exercises on muscle, Muscular Contraction Isometric, Isotonic, Exercises, Motor unit.

9. Effect of exercises on Circulatory system, Blood pressure. 10. Effect of exercises on Respiratory system, Oxygen debt.

11. Measurement of Cardiovascular endurance and Muscular and Muscular endurance

Paper-III (Practical)

i) Track and Field

ii) Gymnastics

iii) Indian Games

iv) Major Games

v) Yogic Practice

vi) First Aid Practical and Management of Sports Injuries

PART-III (One year Course)

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Date:

Paper - IV A (Theoretical)

- i) Group - A: Therapeutic-Aspects of Physical Activity
- ii) Group - B: Physical Activity and Lifestyles

Paper -IV B (Practical)

- i) Laboratory Measurements
- ii) Game Situation
- iii) Officiating of Games and Sports
- iv) Administration of Fitness Testing Procedures
- v) Attending Bratachhari / First Aid Camp
- vi) Practical Note Book and Viva-voce

