Programme Outcomes and Course Outcomes of Bachelor of Arts

B.A. Honours in Bengali

Programme Specific Outcomes (PSOs):

This programme will enable to have a comprehensive understanding of the history of Bengali literature, its socio-political background, important movements, genres and authors, concepts and practices of literary studies, and basic skill for research writing. It is expected that the course will form the knowledge and skill-base for the students to take up various teaching assignments and pursue further research in the field.

Course Outcomes

AHBNG-101C-1 (বাংলা সাহিত্যের ইতিহাস – প্রাচীন ও মধ্যযুগ)

This course will enable students to get familiar with old and medieval Bengali texts along with an understanding of the literary genres, contribution of individual authors and the philosophical-aesthetic paradigm of the time.

AHBNG-102C-2 (মধ্যযুগের বাংলা সাহিত্য)

This course will give scope enough to the students to get familiar with old and medieval Bengali texts along with an understanding of the literary genres, contribution of individual authors and the philosophical-aesthetic paradigm of the time.

AHBNG-201C-3 (বাংলা সাহিত্যের ইতিহাস উনিশ বিশ শতক)

This course will enable students to understand the emergence of new genres and new aesthetics in 19th Bengal along with an understanding of the contribution of respective authors.

AHBNG-301C-5 (ভাষাবিজ্ঞান)

It is strongly believed that the course will help the students to understand features of Bengali language in linguistic terms.

AHBNG-303C-7 (উনিশ শতকের কাব্য ও নাটক)

This course will enable students to understand the emergence of new genres and new aesthetics in 19th century Bengal along with understanding the contribution of respective authors.

AHBNG-305SEC-1 (ব্যবহারিক বাংলা গবেষণা পদ্ধতি বিজ্ঞান ও অনুবাদ চর্চা)

It is strongly believed that the course will help the students to understand features of Bengali language in linguistic terms

AHBNG-403C-10 (বিশ শতকের কাব্য ও নাটক)

This course will enable students to understand the emergence of new genres and new aesthetics in 20th century Bengal along with an understanding of the contribution of respective authors.

AHBNG-404-GE-4 (রবীন্দ্রসাহিত্য)

This course will enable students to understand Tagore's contribution in various genres along with an understanding of the themes and styles of selected texts.

AHBNG-501C-11 (সাহিত্য তত্ত্ব)

The students will be able to understand the changing couture of the conceptualization of literature from classical time to modern era.

AHBNG-502C-12 (উনিশ ও বিশ শতকের বাংলা কথাসাহিত্য)

This course will enable students to understand the emergence of new genres and new aesthetics in 19th & 20th century Bengal along with an understanding of the contribution of respective authors.

AHBNG-503-DSE-I (মধ্যযুগের বাংলা সাহিত্য)

This course will enable students to get familiar with old and medieval Bengali texts along with an understanding of the literary genres, contribution of individual authors and the philosophical aesthetic paradigm of that time.

AHBNG-503-DSE-I (কথাসাহিত্য উপন্যাস)

This course will enable students to understand the contribution of selected authors along with an understanding of the sociopolitical and aesthetic trends at fiction & story.

AHBNG-503-DSE-I (নাট্যসাহিত্য)

This course will enable students to understand the contribution of selected authors in their respective genres along with an understanding of the socio-political and aesthetic trends at play.

AHBNG-504-DSE-I (রবীন্দ্রসাহিত্য)

This course will enable students to understand Tagore's contribution in various genres along with an understanding of the themes and styles of selected texts.

AHBNG-603-DSE-3 (মধ্যযুগের বাংলা সাহিত্য)

This course will enable students to get familiar with old and medieval Bengali texts along with an understanding of the literary genres, contribution of individual authors and the philosophical aesthetic paradigm of that time.

AHBNG-603-DSE-3 (কথাসাহিত্য ছোটগল্প)

This course will enable students to understand the contribution of selected authors along with an understanding of the socio-political and aesthetic trends at fiction & story.

AHBNG-603-DSE-3 (নাট্যসাহিত্য)

This course will enable students to understand the contribution of selected authors in their respective genres along with an understanding of the socio-political and aesthetic trends at play.

B.A. General in Bengali

Programme Specific Outcomes (PSOs):

This programme will enable to have a comprehensive understanding of the history of Bengali literature, its socio-political background, important movements, genres and authors, concepts and practices of literary studies, and basic skill for research writing. It is expected that the course will form the knowledge and skill-base for the students to take up various teaching assignments and pursue further research in the field.

Course Outcomes

APBNG-101C-1A (বাংলা সাহিত্যের ইতিহাস প্রাচীন ও মধ্যযুগ) course will enable students to get familiar with old and medieval Bengali texts along with an understanding of the literary genres, contribution of individual authors and the philosophical-aesthetic paradigm of the time.

AP-103-MIL-1: (বাংলা সাহিত্যের সাধারণ পরিচয়)

This course will enable students to understand the emergence of new genres and new aesthetics in 19th Bengal along with an understanding of the contribution of respective authors.

APBNG-201C-1B : (বাংলা সাহিত্যের ইতিহাস ও উনিশ ও বিশ শতক)

This course will enable students to understand the emergence of new genres and new aesthetics in 19th Bengal along with an understanding of the contribution of respective authors.

ACSHP-204AECC-2 : (আবশ্যিক বাংলা)

It is strongly believed that the course will help the students to understand features of Bengali language in linguistic terms

APBNG-303C-MIL-2 (সংস্কৃত ও ইংরেজি সাহিত্যের ইতিহাস ছন্দ ও অলংকার)

304C-SEC-1 : (বাংলা ব্যাকরণ)

APBNG-401C-1D (রবীন্দ্রসাহিত্য)

This course will enable students to understand Tagore's contribution in various genres along with an understanding of the themes and styles of selected texts.

APBNG-501-DSE-1 (মধ্যযুগের বাংলা সাহিত্য)

This course will enable students to get familiar with old and medieval Bengali texts along with an understanding of the literary genres, contribution of individual authors and the philosophical aesthetic paradigm of that time.

This course will enable students to understand the contribution of selected authors along with an understanding of the socio-political and aesthetic trends at fiction & story.

রবীন্দ্রসাহিত্য

This course will enable students to understand Tagore's contribution in various genres along with an understanding of the themes and styles of selected texts.

নাট্যসাহিত্য

This course will enable students to understand the contribution of selected authors in their respective genres along with an understanding of the socio-political and aesthetic trends at play

APBNG-503-GE-1 আধুনিক কবিতা

This course will enable students to understand the contribution of selected authors in their respective genres along with an understanding of the socio-political and aesthetic trends at play.

APBNG-601-DSE-2 (মধ্যযুগের বাংলা সাহিত্য)

This course will enable students to get familiar with old and medieval Bengali texts along with an understanding of the literary genres, contribution of individual authors and the philosophical aesthetic paradigm of that time.

This course will enable students to understand Tagore's contribution in various genres along with an understanding of the themes and styles of selected texts.

B.A. (Hons.) in English

Programme Specific Outcomes:

1. In-depth and specialized disciplinary knowledge of English Studies – its canons and emergent possibilities –and a critical, historical understanding of the development of the discipline, with the ability to identify, speakand write about different literary genres, forms, periods and movements

2. Ability to read, analyze texts and traditions closely and critically when mapped against their socio-historical, economic, political and cultural contexts, with focus on themes, generic conventions, literary history and linguistic and stylistic variations, innovations

3. Ability to come up with situated readings and creative-critical thinking around texts in terms of one's location in the immediate and global contexts, along with the ability to share the results of one's academic and disciplinary learning in formats such as essays, notes, presentations etc. across varied platforms of communication, including the classroom and the internet.

4. Skills to identify, systematically analyze and engage with extant scholarship and diverse resources and tools, including digital knowledge platforms, in order to explore a domain and present one's critical position and informed views in the area.

 5. Inculcate effective communication skills i.e., the ability to speak and write clearly and present one's contentions in standard, academic English.

 6. Ability to problematize, formulate hypothesis and research questions.

 7. To inculcate values – moral, ethical, literary and humane – and the ability for self-questioning, as also to decode/interpret values represented in literary texts and criticism vis-à-vis the environment, religion and spirituality, and structures of power.

8. Development of problem-solving skills and analytical reasoning 9. Ability to understand, appreciate, analyze and apply various literary-critical concepts and categories within a theoretical framework.

10. To ensure global competitiveness as also professional mobility among students, with a penchant for engagement with pluralities.

11. To understand the world, be able to think and articulate critically and clearly on the local and the global through a reading of literatures in translation and in the original, as a located Indian citizen of the world

Course Outcomes:

AH/ENG/101/C-1 Indian Classical Literature:

- ❖ The course makes students familiar with Indian aesthetic, ethical and literary-critical traditions, and the tools of cross-cultural aesthetics. It helps them understand, analyze and appreciate various texts with a comparative perspective.
- ❖ Students of English literature in Indian classrooms gain a first-hand acquaintance of classical Indic texts like Kalidasa's Abhijnanasakuntalam, the Mahabharata and the Indian
- ❖ Epic Tradition in translation. It roots them in an awareness of the Indic aesthetic and critical prisms while connecting to global literaturesin English/ English translation, thereby enabling them to unlearn the processes of epistemic colonization.
- ❖ This opening course in the English (Hons.) syllabus enables students to trace the evolution of diverse literary cultures in India in their contexts and explore issues of genres, themes and critical debates, thereby grounding the students in the ethics of translation, comparison and an India-perfumed glocal (global-local) prism. It could kindle research interest in a comparative perspective on Indian classical literature among students of English literature in Indian classrooms.

AH/ENG/102/C-2 British Poetry and Drama: From Old English Period to 17th Century

- ❖ Familiarity with the early stages of the literary history of England from the Old English up to the Elizabethan Period.
- ❖ Students learn tools and skills required to undertake a close literary-critical exegesis of the prescribed poems, plays and related concepts of the Renaissance and Elizabethan England, when mapped against their historical and socio-political contexts.
- ❖ The course would kindle research interest among interested students regarding the resonance and adaptive possibilities of those texts in the present day and age.

AH/ENG/103/GE-1 Academic Writing and Composition:

- ❖ The different units of the syllabus introduce studentsto the writing process, several aspects of English grammar and composition, syntax, summarizing and paraphrasing and the concepts of critical thinking.
- ❖ This course is designed to develop the ability to write clearly in standard, acceptable, academic English.
- ❖ Learners become familiar with the different stages and components of academic writing.
- ❖ Summarizing and paraphrasing are very important components which help the learners to write independently in their own words. Both are necessary to write a good review, whether of a book or a movie.

The course intends to enable students to write a report on an academic or cultural event that takes place in a college or university for a journal or newspaper

- ❖ The course enhances students' skills to critically appreciate a piece of writing and it cultivatesthe critical aptitude and reflexive thinking needed to systematically analyze a text.
- ❖ This course broadens the spectrum of employability options for an English Studies course by honing the students' skills in drafting various kinds of texts and thus opens career avenues for graduates in today's global world.

AH/ENG/201/C-3 European Classical Literature:

- ❖ The course on European Classical Literature prepares students to understand and explore many of the ideological and aesthetic assumptions of British literature and situates the British canon and new literatures in English within and between the European linguistic/cultural traditions.
- ❖ The course also trains students in appreciating European aesthetic, epistemological, literary legacies, and enables them to appreciate cross-cultural aesthetics, developing thereby a comparative perspective.
- ❖ The course makes students familiar with different literary genres such as epic, comedy and tragedy cultivated in classical Greece and trans-created in other ages and spaces.
- ❖ Exploring the European classical texts composed across diverse genres and periods, when mapped against their contemporary contexts, could kindle research interests in the fields of classics among interested students

AH/ENG/202/C-4 British Poetry and Drama: 17th and 18th Centuries:

- ❖ To familiarize students with the Restoration and Jacobean periods and their global legacies and afterlives
- ❖ To train students in close literary-textual exegesis of British literary texts composed during the Restoration and Jacobean periods against their socio-cultural, historical and economic contexts
- ❖ To cultivate a comparative transnational perspective in the analysis of 17th and 18th century British texts as a located Indian student of the British canon

AH/ENG/203/GE-2 Nation, Culture and India:

- ❖ Through a literary-critical reading of the prescribed texts in this paper, students acquire a close familiarity with reflections on the idea and realities of India – as nation and civilization –as represented by seminal thinkers from the land.
- ❖ The course enables them to develop a cross-cultural, comparative perspective on debates around nation, renaissance, revolution and exclusion across space and tense.
- ❖ It introduces students to the possibilities of Indian writing in English and Indian writing in English Translation, a domain seething with fresh emergence.

AH/ENG/301/C-5 British Literature: 18th Century:

- ❖ Students are trained to explore the emergence of new genres such as the novel, the periodical essay, gothic narratives, children's writing, sentimental and anti-sentimental literature, travel narratives, life narratives etc. during the period. They learn to map the relationship between the formal and the political in the literature of this period.
- ❖ The course sensitizes students to the afterlives, legacies and continuing global resonance of politics, literature and science as cultivated and institutionalised during the eighteenth century, the age of Enlightenment and Empire across Europe including England.

- ❖ The emergent literary genres in eighteenth century British literature were composed at a cusp, in engagement with technological innovations, the oral-literate dynamic, and cross-cultural concerns (as a result of imperial expansions). The course cultivates in students the cross-cultural, comparative perspective needed for newer and more complex modes of reader response in revisiting the eighteenth century in British literature today.

AH/ENG/302/C-6 British Romantic Literature:

- ❖ The poems and prose pieces included in the course enable the learners to appreciate and analyze the literary and socio-cultural sensibilities of the time focussed on themes of the common man, equality, freedom, sense of community and fraternity while being in complex engagement with the global phenomena of European imperialism and industrialisation.
- ❖ Students are trained to critically analyse and interpret the prescribed poems with reference to the theme, language, style and elements of prosody, as also read Romantic literary texts using contemporaneously created art across multiple media, e.g. painting, as crucial co-texts.
- ❖ Students are sentisized to the legacies, afterlives and contemporary resonances of the Romantic movement as reflected in British romantic literature, especially for a student in an Indian English classroom. They are encouraged to explore the Romantic texts from post-colonial, comparative and feminist perspectives to gather fresh readings and research interests tailored to our age and space.

AH/ENG/303/C-7 British Literature: 19th Century:

- ❖ To understand and analyse the transition from Romantic to Victorian in terms of literature, culture and historical and socio-political contexts
- ❖ Different units of the course comprise novels by Jane Austen and Charles Dickens, poems by Tennyson, Browning, Rossetti and the history of English Literature of the Victorian Period. The literary texts prescribed in the syllabus engage with concerns as diverse as industrial conflict, urbanization crime, detection and horror, life-writing, scientific and technological speculation, women's issues, children's issues, experimentsin education, spiritual and paranormal research, fantasy and nonsense. As an outcome, the course enables students to explore the complex churn of literary and political cross-currents of this complex age.

- ❖ To link the Victorian temper, issues and debates to political and economic contexts in English colonies
- ❖ The course aims to kindle research interest in the period, especially when viewed from a comparative, cross-cultural perspective by a consciously located Indian student of British literature
- ❖ To understand the legacies and thriving resonance of the Victorian period and literature across spaces and tenses, especially in the context of the neo-/colonial contemporary. The learners will develop analytical and creative skills to come up with fresh insightful articles comparing the literary canon and contexts of 19th century British literature with the literary, formal and socio-political movements and experiments it inspired in post-/colonial spaces, especially India during the colonial and post-colonial periods.

AH/ENG/304/GE-3 Contemporary India: Women and Empowerment:

- ❖ To read, understand and examine closely narratives that seek to represent women, femininities and, by extension, the very process and politics of gendering
- ❖ To identify how gendered practices influence and shape knowledge production and circulation of knowledges thus produced in creating legal, sociological, cultural, religious and scientific discourses
- ❖ To participate in questioning and revisiting gendered practices that reinforce sociopolitical discrimination and thereby demonstrate a gender-sensitised approach
- ❖ To kindle research interest in this interdisciplinary domain seething with emergent possibilities among students who have not majored in English literature
- ❖ To prepare students to act and transform at the cusp of fresh perspectives in literary critique, new research, policy intervention and fieldwork-based social action undertaken from the perch of gender, exclusion and disaster studies

AH/ENG/305/SEC-1 English Language Teaching Course Code:

- ❖ The different units of the syllabus include different aspects of the structure of the English language, methods of teaching the language and assessment of writing ability. Exposure to the grammar of English cultivates confidence in students and inculcates the skill to speak, write and communicate effectively in personal and professional spaces.
- ❖ Students will know different methods of English language Teaching in India and acquire skills in ELT. They will study principles and procedures of communicative language teaching and articulate the reasons for different types of tests the teacher administers.

- ❖ The learners will be able to develop writing skills through exercises in letter writing, paragraph writing, report writing, précis writing, etc. The course will develop the ability to verbalise and compose their thoughts logically, clearly and coherently in English.
- ❖ Students will develop communicative skills for multiple spheres enhancing their employability and opportunities across sectors, such as in academia or hospitality and service industries or such places where mass communication in English is essential. The scope remains enormous and expanding in a linguistically diverse, developing economy such as India.

AH/ENG/401/C-8 Indian Writing in English

- ❖ The course introduces the students to canonical authors in the genre like R.K. Narayan, H.L.V. Derozio, Kamala Das, Nissim Ezekiel, Mulk Raj Anand and Salman Rushdie, among others. Students will learn to read the cross-cultural transfusions – both regional and international – in Indian writings in English.
- ❖ On completing the course learners will grow familiar with the growth, development and emerging trends of this vibrant domain of Indian Literature.
- ❖ They will have the ability to appreciate and trace diverse influences in the growth and development of various genres of Indian Writing in English from colonial times till the present.
- ❖ After completing the course learners will learn to explore Indian Writing in English from postcolonial, locationally aware perspectives.
- ❖ The course will kindle research interest among interested students in reading Indian Writing in English from a comparative, cross-cultural perspective, both in collusion-collision with bhasha literatures and transatlantic literary-political movements.

AH/ENG/402/C-9 : American Literature

- ❖ To make the students explore the historical, religious and philosophical contexts of the American spirit in literature; social-cultural-ecological-political contexts may include, for example, the idea of democracy, Millennial Narratives, the Myth of Success, the American Adam, the Myth of the Old South, the Wild West, Melting pot, Multiculturalism, etc.
- ❖ To be able to critically appreciate the diversity of American literature in the light of regional variations in climate, histories of racial tensions, and economic priorities.
- ❖ To be sensitized to the complexity of the origin and reception of American literature, given its European and non-European historical trajectories, particularly in relation to

writers from European, Hispanic, African, Afro-American, American-Indian, Hispanic-American and Asian backgrounds

❖ To be able to relate the Afro-American experience in the USA to issues of exclusion relevant to their locations and learning

❖ To analyse the American mind from global and Indian perspectives and situate the American in the contemporary world

AH/ENG/403/C-10: Modern European:

❖ To enable the students understand the role of theatre and drama in the introduction and architecture of mainstream modernity in metropolitan centres of thought and economy

❖ To be able to understand and engage with concepts like realism, naturalism, symbolism, expressionism, the Avant Garde, the epic theatre, theatre of the absurd, etc.

❖ To understand how meaning is created in the performance space in theatre and be able to write about innovations introduced into the theatrical practice to reflect and reflect on realities and tendencies through the late nineteenth and twentieth century Europe.

AH/ENG/404/GE-4   Language and Linguistics OR Media and Communication Skills:

I Language and Linguistics:

❖ This course introduces students to the various definitions of language as provided by linguists and scholars, the unique features of human language, the relation between language and communication, language varieties and language change. They will learn to understand and explore the many features and functions of language.

❖ Students will learn to engage with the use of language as a mechanism of communication. By using language in different forms, they will develop the ability to communicate in diverse social spaces with diverse sets of people.

❖ Students will be trained in the speech mechanism and sound system of English language. They will be able to identify and use sound symbols for consonant and vowel sounds and develop the skill to transcribe these in words for the purpose of correct pronunciation. They will get rudimentary training in English phonetics and be able to consult a dictionary for correct pronunciation.

❖ Students will understand how languages exist in a matrix of continuum, how they shift and grow in conversing, influencing and borrowing from each other, through translations in many formats, and thus cultivate a curiosity and openness to other languages.

❖ Having cultivated skills in communication, students will gain confidence in their enhanced capacity to use the English language in different setups and become eligible for jobs that require communicative proficiency in English, an ever expanding sector in India.

II Media and Communication Skills:

❖ The course enables students to demonstrate practical skills in various types of media writing, as also participate with clarity, communicative skill and confidence in media-related programmes and group discussions
❖ It skills students in technologies, aesthetics and ethics of the new media, familiarising them with practices of social media and the hypermedia
❖ The course trains students to critically analyse the ways in which the media in its multiple modes reflect, represent, mediate, influence and shape the contemporary world
❖ Prepares students for careers in print and electronic media
❖ Hopes to hone students' entrepreneurial skills in the ever-burgeoning world of media, as content-creators of blogs/vlogs and social influencers

AH/ENG/405/SEC-2 Creative Writing & Business Communication:

❖ To be capable of various forms of creative writing or to at least learn to closely read and respond as a connoisseur of literary writing, having gained an understanding and appreciation of different aspects of language such as the figures of speech, language codes and language registers.
❖ To be able to appreciate and analyse creative writing as much as a craft as an art
❖ To be trained to copy-edit and proof-read as also prepare drafts for publication
❖ To develop both basic and advanced skills in business communication, from writing minutes of meetings to project reports.
❖ To have cultivated language skills necessary to communicate across diverse social and receptive domains
❖ To find employment as content creator, social influencer and/or as entrepreneur across print, electronic and new media, and also be skilled to be employed as business personnel in different locations across a wide spectrum of industries

AH/ENG/501/C-11 British Literature: The Early 20th Century: AH/ENG/501/C-11

- ❖ To trace the history of modernism in the socio-cultural and intellectual contexts of the late nineteenth and early twentieth century Europe.
- ❖ To be able to link and distinguish between modernity and modernism
- ❖ To be able to compare, connect and comment on the links between developments in science including medicine and psychoanalysis, and co-eval experiments in literature
- ❖ To explain the history of early twentieth century modernism in the light of the stream of consciousness technique, Jungian and Freudian ideas, psychoanalysis, imagism, cubism etc.
- ❖ To identify and analyze the use of modernist techniques and forms in different genres in early twentieth century British literature and their transdisciplinary tendings
- ❖ To trace the history of the self and subjectivity in modernist literature in the light of colonial consciousness
- ❖ To be able to cultivate a trans-cultural, transnational perspective on the legacies of modernism in a post-colonial world, in the context of the rise of alternative modernities

AH/ENG/502/C-12 Women's Writing:

- ❖ To cultivate an understanding of the complexity and contestations around social and biological constructions of manhood and womanhood
- ❖ To examine the relationship of women to work and production
- ❖ To explain the difference between the feminine and the feminist vis-à-vis the female
- ❖ To be able to explore women's writings across time and space and their confluences-conversations from a cross-cultural, comparative perspective
- ❖ To kindle research interest in women's writing aimed at creating a discursive framework for imagining alternative modernities, re-fashioned social relations premised on gender symmetries and equity, and a matrix of collaboration, solidarity and female-enabling social change through the processes of inclusion, visibilisation

AH/ENG/503/DSE-1 Literature of the Indian Diaspora OR British Literature: Post World War II:

I Literature of the Indian Diaspora:

- ❖ To develop a creative-critical understanding of the writings of the Indian diaspora within the discourse of postcolonialism, postmodernity, hybridity, globalization and transnationalism
- ❖ To explore Indian diasporic texts as markers of Indian diasporic lives, cultural practices, experiences, religion and the proliferation of new media

❖ To be able to identify the main currents of Indian diasporic narratives, their links to other diasporas and fringes and present and argue cogently on one's contentions and findings in the area
❖ To kindle research interest in the Indian diaspora and diasporic narratives, and the tensions/transfusions they perform between history, homes, memory, belonging and unhomedness

II British Literature: Post World War II:

❖ To be able to grasp the changing role of England and the English language with its many postcolonial and translational mutants in the new world order
❖ To be able to critically analyse and link the changes in social norms to new literary forms emergent in post-1950s British literature within the post-colonial, post-imperial theoretical framework
❖ To engage with the idea of the postmodern and the rise of the postmodernist aesthetics
❖ To analyse and appreciate the importance of location in understanding self and the other

AH/ENG/504/DSE-2 Science Fiction and Detective Literature
OR Literature and Cinema

I Science Fiction and Detective Literature

❖ To make students engage with the socio-political, philosophical and psychological issues and debates pivotal to both the formats
❖ To train students to think through the concept of progress, the role of technology in our life and the many unfolding implications of the smudged borderlines between technological applications and the human condition
❖ To be able to trace and engage with the social and historical construction of crime
❖ To kindle research interest in both these formats with increasing resonance in contemporary literature

II Literature and Cinema

❖ To provide a theoretical framework to sensitize students to the possibilities of collaboration, intertextuality and difference between the media of literature and cinema
❖ To highlight the interdisciplinarity of culture studies and humanities by training students in close located readings and interpretations of literary texts and their cinematic adaptations, and to introduce them to related critical vocabularies and perspectives

❖ To examine different theories of adaptation and link them to contexts of cinematic expression and reception/interpretation, taking classics in fiction and film as case studies

❖ To identify and illustrate the distinction between the literary and cinematic crafts of seeing.

❖ To demonstrate a systematic and historically-grounded knowledge of literature and cinema as expressive arts, and their transformation, transposition and transfusion in the in-between land of adaptation.

AH/ENG/601/C-13 Popular Literature

❖ To enable students to trace the early history of print culture in England and explore the economic and socio-historical contexts that led to the emergence of genre fiction and bestsellers, while training them in a comparative analytical perspective on the phenomenon of the rise of popular literature in English in contemporary India

❖ To make students engage in debates on the categories of "high" and "low" culture, "canonical" and "non-canonical" literature, resonant with the domain of popular literature

❖ To explore the social, historical, economic and political relevance of popular texts and bestsellers as products of their time and age that refract and reflect the aspirations and anxieties of the society and the socio-economic classes of their intended readership

❖ To train students in close reading and various methods of literary-critical analysis so as to interpret popular literature as mapped against their time and place of production, promotion and sales

AH/ENG/602/C-14 Postcolonial Literatures

❖ To appreciate and analyse the spectre of growing inequality arising out of colonial occupation and the role played by postcolonial literatures to resist it in India and other postcolonial locations across the world

❖ To critically engage with issues of racism, imperialism and exploitation along gender lines during and after colonial occupation

❖ To understand the legacies of colonialism in shaping contemporary realities both post-colonial and post-imperial, including the matrix of neo-colonial conglomerates and the movements of resistance

❖ To explore the changing role and status of English in postcolonial literatures and its myriad links through translation-transmission to the global as also bhasha literatures, the latter in the context of India

❖ To kindle research interest among students in exploring the postcolonial phenomenon as refracted through literatures across Asia, Africa and South America from a comparative perspective, highlighting conversations and possibilities of collaboration-collusion between extra-metropolitan parts of the erstwhile empire

AH/ENG/603/DSE-3 World Literatures
Or Partition Literature

I World Literatures

❖ To be able to explore the connectedness and diversity of human experiences and literary representations and receptions in different parts of the world, especially within the theoretical architectures provided by concepts and categories that feature in refrain, e.g. Memory, Displacement and Diaspora, Hybridity, Race and Culture, Gender and its bendings etc
❖ To enable students to analyze and appreciate literary texts from different parts of the world and receive and respond to them in the light of one's own literary traditions, location
❖ To make students aware of the role of literary translation in the production and circulation of "World Literatures"
❖ To kindle research interest in cultivating a comparative, transnational perspective on world literature, with focus on the characteristics and politics of its production, election, omissions, promotion, translation and transmission

II Partition Literature

❖ The texts selected focus on partition and its multidimensional issues, tremors and aftermaths, thereby nudging the learners to enter and explore the lives of the people as represented before and after the partition.
❖ The course aims to sensitize students to the legacies and afterlives of partition and cultivate an empathetic understanding of their contemporary resonances in the Indian subcontinent
❖ The course could kindle research interest among a set of students regarding multi-medial representations of the partition and the ethics and politics of such representations, including the preservation of memory-archives and oral narratives surrounding the issue, and also at the same time, the forgiving and tenderness sometimes embedded in the contrapuntal right to forget

AH/ENG/604/DSE-4 Modern Indian Writing in English Translation
Or
Philology and Phonetics

I Modern Indian Writing in English Translation

❖ To cultivate in students an understanding of the historical trajectories of Indian literature and the interconnections historically forged through translation between themes, forms and debates in bhasha literatures and Indian Writing in English

❖ To appreciate the impact of transnational and regional literary movements on various Indian literatures through translation

❖ To kindle research interest in translation as an indispensable tool, epistemology and trope in the production, transmission and outreach of modern Indian literature, in English and the bhashas

II Philology and Phonetics

❖ This course introduces students to the historical trajectory in shaping the English language, its origin and growth and the major influences. The learners will know about the linguistic family, different phases in the history of the English language including Old English language, Middle English language, the English language since Renaissance, etc.

❖ Students will gain a critical understanding of the Consonant Shift, the Great Vowel Shift, Grimm's Law and Verner's law.

❖ Students will gain exposure to the rise of new registers like Postcolonial Englishes /New Englishes that have gained currency as both literary and colloquial languages in postcolonial spaces including India. This will enable learners of the English language from a particular location to recognize and open up to the existence of other varieties of the same language, and literatures being composed in those new linguistic variations.

❖ Students will be acquainted with the speech mechanism and sound system of the English language. They will be able to use sound symbols for consonant and vowel sounds and develop the requisite skills to transcribe them in words for the purpose of correct pronunciation.

❖ Upon successful completion, learners will get rudimentary training in English phonetics and will be able to consult the dictionary for correct pronunciation.

❖ The course is designed to develop overall skill in communication with clarity and confidence in diverse locations and social-professional setups, and will enhance the employability of students across diverse sectors in the industry, wherever the use of English as a medium of speech, presentation and written communication is needed – an expanding field in India.

B.A. Programme (English)

Programme Specific Outcomes:

1. To acquire skills in different kinds of academic writing and compositions
2. To acquire the knowledge of different aspects of English grammar and syntax
3. To attain skills of critical thinking, clarity of articulation and learn principles of analysis, synthesis and evaluation
4. To be familiar with texts dealing with issues and ideas related to Nation, Culture and India
5. To understand and creatively engage with the notions of nation, nationing and nationalism
6. To be acquainted with representative poets of different ages of British poetry
7. To know about the theories of effective communication
8. To be familiarised with the use of e-resources and learning tools, including digital knowledge platforms, in exploring and presenting on an area within a disciplinary domain
9. To develop the ability to communicate at different levels, ranging from basic to critical communication
10. To recognise the importance of gender in shaping literature and literary, socio-historical discourses
11. To understand, appreciate and analyze the representation of female experience in literature
12. To be familiariased with different approaches to English language Teaching in India
13. To be proficient in all the four skills of language learning : listening, speaking, reading, and writing.
14. To learn principles and procedures of communicative language teaching
15. To develop proficiency in speaking English with clarity through training in Phonetics
16. To understand the concept of 'diaspora' in its historical and cultural contexts
17. To be able to identify and analyze the historical and socio-cultural factors responsible for the
partition of the Indian subcontinent.
18. To develop a comprehensive understanding of the theoretical and practical aspects of business
communication
19. To acquire both basic and advanced skills in business communication from writing minutes of
meetings to project reports

Course Outcomes:

Academic Writing and Composition
Course Code: APENG – 101/C-1A

• The different units of the syllabus include introduction to the writing process, several aspects of English grammar and composition, syntax, summarizing and paraphrasing and concepts of critical thinking.
• The course is designed to develop in students the ability to write clearly in standard, acceptable, academic English.
• Learners become familiar with the different stages and components of academic writing.
• Summarizing and paraphrasing are very important components which help the learners to write independently in their own words. Both are necessary to write a good review, whether of a book or a movie.
• The course intends to enable students to write a report on an academic or cultural event that takes place in a college or university for a journal or newspaper
• To attain critical thinking skills and learn principles of analysis, synthesis and evaluation
• This course broadens the spectrum of employability options in English studies by honing students' skills in drafting various kinds of texts and opens career avenues in today's global world for graduates opting for the course

Nation, Culture and India
Course Code: APENG – 201/C-1B

Through a literary-critical reading of the prescribed texts in this paper, students are trained to engage in the debates on the idea and realities of India – as nation and civilization – as presented by representative thinkers from the land.
• The course enables them to develop a cross-cultural, comparative perspective on debates around nation, renaissance, revolution and exclusion across space and tense.
• It introduces students to the spectrum of Indian writing in English and Indian writing in English
Translation, a domain seething with possibilities.

British Poetry 1
Course Code: ACP 203/C-E-1

• To acquaint the students with some of the most canonical poets in British literature
• Skill them in close reading and intelligent critique of the prescribed poems

Communicative English
Course Code: ACSHP-204/AECC-ENG

• To enable students to interact in personal and professional environments with enhanced LSRW skills
• To enable them to communicate with confidence and clarity in all forms—oral and written
• To find employment across the job markets, including in service sectors and corporate houses that require fine-honed communication skills
• To be able to demonstrate positive group communication exchanges

Contemporary India: Women and Empowerment
Course Code: APENG – 301/C-1C

• To read, understand and examine closely narratives that seek to represent women, femininities and, by extension, the very process and politics of gendering.
• To participate in questioning and revisiting gendered practices that reinforce sociopolitical discrimination and thereby demonstrate a gender-sensitised approach.
• To prepare students to act and transform at the cusp of fresh perspectives in literary critique, policy intervention and fieldwork-based social action undertaken from the perch of gender, exclusion and disaster studies

English Language Teaching
Course Code: APENG – 304/SEC-1

• The different units of the syllabus include different aspects of the structure of the English language, methods of teaching the language and assessment of writing ability. Exposure to the grammar of English cultivates confidence in students and inculcates the skill to speak, write and communicate effectively in personal and professional spaces.
• Students will know different methods of English language Teaching in India and acquire skills in ELT. They will study principles and procedures of communicative language teaching.
• The learners will be able to develop writing skills through exercises in letter writing, paragraph writing, report writing, précis writing etc. The course will develop the ability to verbalise and compose their thoughts logically, clearly and coherently in English.
• Students will develop communicative skills for multiple spheres enhancing their employability and opportunities across sectors, such as in academia or hospitality and service industries or such places where mass communication in English is essential. The scope remains enormous and expanding in a linguistically diverse, developing economy such as India.

BIRSHA MUNDA MEMORIAL COLLEGE
Affiliated to the Bankura University
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Language and Linguistics Course Code: APENG-401/C-1D

• This course introduces students to the various definitions of language as provided by linguists and scholars, the unique features of human language, the relation between language and communication, language varieties and language change. They will learn to understand and explore the many features and functions of language.

• Students will learn to engage with the use of language as a mechanism of communication. By using language in different forms, they will develop the ability to communicate in various social spaces with diverse sets of people.

• Students will be trained in the speech mechanism and sound system of English language. They will be able to identify and use sound symbols for consonant and vowel sounds and develop the skill to transcribe these in words for the purpose of correct pronunciation. They will get rudimentary training in English phonetics and be able to consult a dictionary for correct pronunciation.

• Students will understand how languages exist in a matrix of continuum, how they shift and grow in conversing, influencing and borrowing from each other, through translations in many formats, and thus cultivate a curiosity and openness to other languages.

• Having cultivated skills in communication, students will gain confidence in their enhanced capacity to use the English language in different setups and become eligible for jobs that require communicative proficiency in English, an ever expanding sector in India.

British Poetry 2
Course Code: ACP - 403/C-E-2

• Students across disciplines shall develop an interest in British literature and poetry in general.
• They will learn to read texts closely and critically.
• They gain language proficiency by learning to engage with the rhetorical and prosodic features of poetic language.

Soft Skills
Course Code: APENG-404/SEC-2

• To cultivate self-esteem and confidence building strategies in students
• To develop communicative competence, clarity which will enhance the students' confidence and ability to articulate, represent and motivate, increasing their career opportunities across sectors ranging from media and hospitality industries to public services and the academia
• To enhance the students' skills of entrepreneurship and content creation, including in emergent roles as social influencers on blogs/vlogs and personal channels
• To hone professional awareness, problem solving skills, self-reflection and leadership readiness as also the ability to listen to and engage with various viewpoints, crucial for the students to interact and impact in any institutional setup

• To help inculcate ethical and moral responsibility and the emotional intelligence needed to operate and contribute constructively as a located, dynamic and creative human being in connect with his neighbours and peers.

Literature of the Indian Diaspora
Course Code: AP/ENG/501/DSE-1A

• To develop a creative-critical understanding of the writings of the Indian diaspora within the discourse of postcolonialism, postmodernity, hybridity, globalization and transnationalism
• To explore Indian diasporic texts as markers of Indian diasporic lives, cultural practices, experiences, religion and the proliferation of new media
• To be able to identify the main currents of Indian diasporic narratives, their links to other diasporas and fringes and present and argue cogently on one's contentions in the area

Novel and Prose
Course Code: APENG-503/GE-1

• To inculcate aesthetic and critical insights in students
• To cultivate the ability to explore and appreciate literature, its alternative use of language and reflections on society
• To enhance the ability to write creatively, critically

Creative Writing
Course Code: APENG-504/ SEC-3

• To cultivate in students the knowledge of different modes of creative writing
• To train in writing across formats, including book reviews, film reviews, literary pieces and media content
• To enhance creative skills as also employability of students across sectors e.g. in advertising, contentwriting etc.
• To prepare students for entrepreneurial ventures in the new media, as content-creators, bloggers/ vloggers, social influencers etc.

Partition Literature
Course Code: APENG-601/DSE-1B

• The texts selected focus on partition and its multidimensional issues, tremors and aftermaths, thereby nudging the learners to enter and explore the lives of the people as represented before and after the partition.
• The course aims to sensitize students to the legacies and afterlives of partition and cultivate an understanding of their continuing relevance in the Indian subcontinent

• The course could kindle research interest among a set of students regarding multi-medial representations of the partition and the ethics and politics of such representations, including the preservation of memory-archives and oral narratives surrounding the issue, and also at the same time, the forgiving and tenderness sometimes embedded in the contrapuntal right to forget

Drama
Course Code: APENG-603/GE-2

• Students are familiarised with three different plays produced across diverse socioeconomic and historical contexts apparently removed from and yet resonant with their immediate location, thus opening doors to analysing globally produced drama from a located perch
• The course helps cultivate an analytical and comparative perspective and kindles curiosity around dramatic techniques, forms and content adopted in different times.
• Develops a literary-critical insight and taste in students which could further nudge their interest in literary and performance texts, and adaptations trans-created in the local context.

Business Communication
Course Code: APENG-604/SEC-4

• To develop in students both basic and advanced skills in business communication from writing minutes of meetings to project reports
• To cultivate interpersonal communications skills including clarity and confidence that are required for social and business interaction.
• To be able to communicate effectively in the online environment.
• To be able to demonstrate through speech and writing, verbal and non-verbal gestures, appropriate business communication such asthe ability to negotiate and skills of presentation
• To be able to draft effective business correspondence including e-correspondence with brevity and clarity.
• Enhanced employability as business personnel in different locations across a wide spectrum of industries

B.A. (Hons.) in Education

AH/EDN/101/C-1 Philosophical Foundations of Education:

After completion the course the learners will be able to:

1. Answer all the questions related to meaning, nature, scope and aims of education.

2. Answer all the questions related to meaning and scope of educational philosophy.

3. Answer all the questions related to factors of education and their relationships.

4. Answer all the questions related to different Indian schools of philosophy namely

Sankhya, Yoga and Buddhism.

5. Answer all the questions related to different Western schools of philosophy namely

Idealism, Naturalism, and Pragmatism.

6. Answer all the questions related to the concept of Democracy, Socialism and Secularism.

AH/EDN/102/C-2 Sociological Foundations of Education:

After end of the course the learners will be able to:
1. Answer all the questions related to the meaning of sociology and Education and
realize its pertinence to education.
2. Answer all the questions related to different social factors that influence education.
3. Answer all the questions related to social groups that influence education.
4. Answer all the questions related to the processes of social change and their impact on
education.
5. Answer all the questions related to the different contemporary social issues.

AH/EDN/103/GE-1A Principles of Education

After end of the course the learners will be able to:
1. Answer all the questions related to the meaning, nature, scope and aims of education.
2. Answer all the questions related to the factors of education and their relationships.
3. Answer all the questions related to the different types of agencies involved in
education.
4. Answer all the questions related to the different forms of education and their role in
education.

AH/EDN/103/GE-1B Educational Technology

After end of the course the learners will be able to:
1. Answer all the questions related to the concept and system approach of educational technology.
2. Answer all the questions related to the different teaching cycles and teaching aids
3. Answer all the questions related to the different instructional techniques.
4. Answer all the questions related to the classroom communication

ACSHP/104/AECC-1 Environmental Studies

After end of the course the learners will be able to:
1. Answer all the questions related to the concept, nature, scope and uses of Psychology in education.
2. Answer all the questions related to the influence of growth and development in education.
3. Answer all the questions related to the meaning and concept of learning, its theories and factors.
4. Answer all the questions related to the application of learning theories in classroom situation.

AH/EDN/202/C-4 Pedagogy

After end of the course the learners will be able to:
1. Answer all the questions related to the concept, of Pedagogy, levels of teaching, Stages of teaching, and methods of teaching.
2. Answer all the questions related to the Flander's Interactional analysis and Characteristics of good teacher.
3. Answer all the questions related to the Nature of classroom teaching and Function of a teacher.
4. Answer all the Factors affecting Perception, Attention and Attitude and Teaching Methods.

AH/EDN/203/GE-2A
 Educational Sociology

After end of the course the learners will be able to:
1. Answer all the questions related to the concept of culture and human resource development
2. Answer all the questions related to the concept of socialization and about different social agencies
3. Answer all the questions related to the different social disadvantaged sections of society

4. Answer all the questions related to the concept of value education.

AH/EDN/203/GE-2B Educational Organization

After end of the course the learners will be able to:
1. Answer all the questions related to educational Management & Administration at different levels of education.
2. Answer all the questions related to the modern aspects of school organization.
3. Answer all the questions related to the meaning, types and need for educational management.
4. Answer all the questions related to the the meaning, types, need and strategies of educational planning.

ACSHP/EDN/204/AECC-2 English/Hindi/MIL

After end of the course the learners will be able to:
1. Answer all the questions related to the development of education in India in historical perspectives.
2. Answer all the questions related to the salience features of education in India: Brahamanic and Buddhist system of Education.
3. Answer all the questions related to the Medieval and British Indian education system.
4. Answer all the questions related to the the significant points of selected educational documents and report of ancient, medieval and British India.

AH/EDN/302/C-6 Education in Post-Independence India:

After end of the course the learners will be able to:
1. Answer all the questions related to the Constitutional Provision of Education.
2. Answer all the questions related to the contributions of Education Commission in post Independent India.
3. Answer all the questions related to the National Policy on Education and National Education System.

AH/EDN/303/C-7 Contemporary Issues in Education

After end of the course the learners will be able to:
1. Answer all the questions related to the Meaning, aims and Objectives, and Importance of Universalization of Elementary Education (UEE) Constitutional Provision with special reference to RTE Act. DPEP, SSA-SSM of UEE.
2. Answer all the questions related to the Meaning, aims & objectives, significance of Universalization of Secondary Education and Role of RMSA.
3. Answer all the questions related to the concept, role of Higher Education and Knowledge Commission and RUSA.

4. Answer all the questions related to the concept, role of Higher Education and Knowledge Commission and RUSA.
5. Answer all the questions related to the modern issues in Indian Education.

AH/EDN/304/GE-3A
Educational Psychology

After end of the course the learners will be able to:
1. Answer all the questions related to the definition of education, psychology, and educational psychology and explain their relationship.
2. Answer all the questions related to the development of the child with respect to physical, social, emotional, and cognitive
3. Answer all the questions related to learning, memory, and forgetting.
4. Answer all the questions related to the intelligence, attention, and interest and their educational implication
5. Answer all the questions related to the personality, emotion, and habits and their educational value.

Evaluation in Education
Course Code: AH/EDN/304/GE-3B

After end of the course the learners will be able to:
1. Answer all the questions related to Measurement and Evaluation.
2. Answer all the questions related to the criteria of a Good Test
3. Answer all the questions related to the tool and techniques of evaluation.
4. Answer all the questions related to the different data with the help of descriptive statistics and graph

Computer Application in Education
Course Code: AH/EDN/305/SEC-1A

After end of the course the learners will be able to:
1. Answer all the questions related to the Computer.
2. Answer all the questions related to the Word, Excel, and Power Point.

Presentation of Term Paper with Power Point
Course Code: AH/EDN/305/SEC-1B

After end of the course the learners will be able to:
1. Write the term paper.
2. Present the term paper.
3. Solve different types of research oriented problem.

Educational Research
Course Code: AH/EDN/401/C-8

After end of the course the learners will be able to:
1. Answer all the questions related to the meaning and nature of research.
2. Answer all the questions related to the meaning and nature of Educational research.
3. Answer all the questions related to Research problem, Review of Related Literature.
4. Answer all the questions related to the Hypothesis, Variables, and Research data.
5. Answer all the questions related to the Qualitative and Quantitative data.
6. Answer all the questions related to the process of collecting data.

Evaluation in Education
Course Code: AH/EDN/402/C-9

After end of the course the learners will be able to:
1. Answer all the questions related to the concepts of measurement and evaluation in the field of education.
2. Answer all the questions related to different types of measuring instruments and their uses.
3. Answer all the questions related to the principles of test construction – both educational and psychological.
4. Answer all the questions related to the concepts of validity and reliability and their importance in education measurement.
5. Answer all the questions related to the different types of current trends in evaluation.

Statistics in Education
Course Code: AH/EDN/403/C-10

After end of the course the learners will be able to:
1. Answer all the questions related to the concept of statistics and its use in education
2. Answer all the questions related to represent educational data through graphs.
3. Answer all the questions related to use various statistical measures in analysis and interpretation of educational data.
4. Answer all the questions related to the Normal Probability Curve and its uses in education.
5. Answer all the questions related to various inferential statistics in analysis and interpretation of educational data.

Development of Education in India
Course Code: AH/EDN/404/GE-4A

After end of the course the learners will be able to:
1. Answer all the questions related to the development of education in India in historical perspectives.
2. Answer all the questions related to the Medieval and British Indian education system.
3. Answer all the questions related to the Constitutional Provision of Education.
4. Answer all the questions related to the contributions of Education Commission in post Independent India.
5. Answer all the questions related to the National Policy on Education and National Education System.

Guidance and Counseling
Course Code: AH/EDN/404/GE-4B

After end of the course the learners will be able to:
1. Answer all the questions related to the concept of Guidance and the types of guidance.
2. Answer all the questions related to the concept of Counseling and the types of counseling.

Psychological Testing
Course Code: AH/EDN/405/SEC-2A

After end of the course the learners will be able to:
1. Apply different types of psychological test and report on this.

Project Work related to Local Art, Environment, History, Culture and Language etc.
Course Code: AH/EDN/405/SEC-2B

After end of the course the learners will be able to:
1. Conduct projects and make report on this.
2. know the history, heritage of'local art, culture and language'
3. know the history of local environment and language.

Educational Technology
Course Code: AH/EDN/501/C-11

After end of the course the learners will be able to:
1. Answer all the questions related to the nature and scope of educational technology and also about the various forms of technology
2. Answer all the questions related to the systems approach to Education and communication theories and modes of communication
3. Answer all the questions related to the basic skills in the production of different types of instructional material,
4. Answer all the questions related to the different models of teaching and about the modification of teaching behaviors.

Educational Management
Course Code: AH/EDN/502/C-12

After end of the course the learners will be able to:
1. Answer all the questions related to the meaning scope process and types of management.
2. Answer all the questions related to the roles of participating members (individual or collective) and to plan various institutionalized managerial activities.
3. Develop the ability of making objective decisions in educational management.

Teacher Education
Course Code: AH/EDN/503/DSE-1A

After end of the course the learners will be able to:
1. Answer all the questions related to the concept and development of teacher education in India
2. Answer all the questions related to general and specific objectives of teacher education;
3. Answer all the questions related to different types of teacher education programme;
4. Answer all the questions related to the teaching as a profession.

Environmental Education
Course Code: AH/EDN/503/DSE-1B

After end of the course the learners will be able to:
1. Answer all the questions related to the concept, nature, components and importance of environmental education and develop sensitivity towards environmental issues.
2. Answer all the questions related to the relationship between man and environment and

understand the need for a sustainable development.

3. Answer all the questions related to the importance and scope of environmental education.

4. Answer all the questions related to the possible environmental hazard and enabling them to combat with those negative effects of the environmental degradation.

Special Education
Course Code: AH/EDN/504/DSE-2A

After end of the course the learners will be able to:

1. Answer all the questions related to the characteristic of special child.

2. Answer all the questions related to different types of special child their needs and problems

3.Organize educational programme

Mental Health and Hygiene
Course Code: AH/EDN/504/DSE-2B

After end of the course the learners will be able to:

1. Answer all the questions related to the concepts of mental health, adjustment and maladjustment.

2. Identify the students with behavioral problems along with etiologies and remedial measures.

3. To make the students aware about the role of home, society educational institutions in promoting mental health and adjustment.

4. To educate the students for good mental health and adjustment in life.

Guidance and Counselling
Course Code: AH/EDN/601/C-13

After the end of the course, the learners will be able to:

1. Answer all the questions related to the concept of Guidance and Counselling

2. Answer all the questions related to different types of Guidance and Counselling

3. Describe the role of counselor.

4. Maintain good mental health.

Curriculum Development
Course Code: AH/EDN/602/C-14

After end of the course the learners will be able to:

1. Answer all the questions related to the Meaning, Nature, Scope, types, determinants,

and functions of Curriculum.
2. Answer all the questions related to the Bases of Curriculum.
3. Answer all the questions related to the concept of curriculum Framework and NCF-2005.
4. Discuss the basis of curriculum construction, evaluation and innovation.
5. Describe the definition and types of curriculum theories.

Contribution of Great Educators
Course Code: AH/EDN/603/DSE-3A

After end of the course the learners will be able to:
1. Develop an understanding of the attempts of some great educators for the evolution of sound philosophy of education.

Comparative Education
Course Code: AH/EDN/603/DSE-3B

After end of the course the learners will be able to:
1. Answer all the questions related to the concept of Comparative Education in respect to India, UK, andUSA
2. Answer all the questions related to different methods of Comparative Education
3. Answer all the questions related to different factors of Comparative Education.
4.Answer all the questions related to the Elementary Education and Secondary Education with UK and USA.

Distance Education
Course Code: AH/EDN/604/DSE-4A

After end of the course the learners will be able to:
1. Understand the Concept, Features, Objectives and Scope of Distance Education.
2. Critically analyze the growth of distance education and explain the socio-economic relevance and philosophical basis of Distance Education
3. Apply the implications of Theories of Learning and Communication for Course Designing to Distance Learners.
4. Understand the process of Designing and Development of Self-Learning Print Material.
5. Analyze the qualities of various media used in education and their relative merits and demerits
6. Apply New Technologies in the Preparation of Print Material for Distance Learners.
7. Understand the mechanism for Learner Support Services in Distance Education.
8. Understand the Role of Different forms of Communication Media in Distance Education.

Value Education
Course Code: AH/EDN/604/DSE-4B

After end of the course the learners will be able to:
1. Answer all the questions related to the concept, importance, and types of value.
2. Answer all the questions related to different sources of value.
3. Answer all the questions related to traditional value and contemporary value
4. Answer all the questions related to value erosion and inculcation.

EDUCATION (PROGRAMME)

Course Outcomes

Course Title: Principles and Practices of Education
Course Code: AP/EDN/101/C-1A

After end of the course the learners will be able to:
1. Answer all the questions related to the meaning nature, scope and aims of education.
2. Answer all the questions related to the factors of education and their relationships.
3. Answer all the questions related to the different types of agencies involved in education.
4. Answer all the questions related to the different forms of education and their role in education.

Course Title: Sociological Bases of Education
Course Code: AP/EDN/201/C-1B

After end of the course the learners will be able to:
1.Answer all the questions related to the meaning of sociology and Education.
 2.Answer all the questions related to different social factors that influence education.
3.Answer all the questions related to social groups that influence education.
 4.Answer all the questions related to the processes of social change and their impact on education.
5. Answer all the questions related to the different contemporary social issues.

Course Title: Introduction to Educational Psychology
Course Code: AP/EDN/301/C-1C

After end of the course the learners will be able to:
1. To define the definition of education, psychology, and educational psychology and explain their relationship.

2. To explain the development of the child with respect to physical, social, emotional, and cognitive
3. To describe intelligence, attention, and interest and their educational implication
4. To discuss personality, emotion, and habits and their educational value 5. To explain learning, memory, and forgetting.

Course Title: Elementary Computer Application in Education
Course Code: AP/EDN/304/SEC-1

1. To understand the basic knowledge of computer
2. To apply Word, Excel, and Power Point

Course Title: Development of Education in India
Course Code: AP/EDN/401C-1D

After end of the course the learners will be able to:
1. Discuss the development of education in India in historical perspectives.
2. Discuss the Medieval and British Indian education system.
3. Explain the significant points of selected educational documents and report of ancient, medieval and British India.
4. Describe the Constitutional Provision of Education.
5. Discuss the contributions of Education Commission in post Independent India.
6. Elaborate the National Policy on Education and National Education System.
7. Describe the Constitutional Provision of Education.

Course Title: Project Work
Course Code: AP/EDN/404/SEC-2

After completion the course the learners will be able to:
   1. Conduct Tour and report on this.

Course Title: Measurement and Evaluation in Education
Course Code: AP/EDN/501/DSE-1A (a)

After end of the course the learners will be able to:
1. To understand Measurement and Evaluation
2. To discuss the criteria of a Good Test
3. To explain the tool and techniques of evaluation
4. To analyze different data with the help of descriptive statistics and graph

Course Title: Introduction to Educational Technology
Course Code: AP/EDN/501/DSE-1A (b)

After end of the course the learners will be able to:
1. To enable the student to understand the concept and system approach of educational technology.
2. To acquaints students with different instructional techniques.
3. To understand different teaching cycles and teaching aids
4. To understand classroom communication.

Course Title: Mental Health Education
Course Code: AP/EDN/503/GE-1(a)

After end of the course the learners will be able to:
1. To understand the concepts of mental health, adjustment and maladjustment.
2. To acquaint the students with behavioral problems along with etiologies and remedial measures.
3. To make the students aware about the role of home, society educational institutions in promoting mental health and adjustment.
4. To educate the students for good mental health and adjustment in life.

Course Title: Foundations of Education
Course Code: AP/EDN/503/GE-1(b)

After end of the course the learners will be able to:
1. Discuss the meaning, nature, scope and aims of education.
2. Discuss the meaning and scope of educational philosophy.
3. To understand the meaning of sociology and Educational Sociology and realize its pertinence to education.
4. Discuss the concept, nature, scope and uses of Psychology in education.
5. Explain the influence of growth and development in education.
6. Describe the Constitutional Provision of Education.
7. Explain the Meaning, aims and Objectives, and Importance of Universalization of Elementary Education (UEE).
Explain the concept, role of Higher Education and Knowledge Commission and RUSA

Course Title: Introduction to Guidance and Counseling
Course Code: AP/EDN/601/DSE-1B (a)

After end of the course the learners will be able to:
1. Understand the concept of Guidance
2. Explain the concept of Counseling
3. Describe different techniques used in Guidance and Counseling
4. Explain the concept of Adjustment.

Course Title: Introduction to Inclusive Education
Course Code: AP/EDN/601/DSE-1B (b)

After end of the course the learners will be able to:
1. Understand the meaning, principles, and barriers of inclusive education
2. Understand the characteristic of special child
3. Explain different types of special child their needs and problems
4. Organize educational programme

Course Title: Environmental Education
Course Code: AP/EDN/603/GE-2(a)

After end of the course the learners will be able to:
1. Understand the concept, nature, components and importance of environmental education and develop sensitivity towards environmental issues.
2. Know the relationship between man and environment and understand the need for a sustainable development.
3. Understand the importance and scope of environmental education.
4. Acquaint with possible environmental hazard and enabling them to combat with those negative effects of the environmental degradation.
5. Develop various methods and strategies for realizing the objective of environmental education.

Course Title: Value Based Education
Course Code: AP/EDN/603/GE-2(b)

After end of the course the learners will be able to:
1. Understand the concept, importance, and types of value
2. Explain different sources of value
3. Describe traditional value and contemporary value
4. Discuss value erosion and inculcation.

B.A. Honours in History

Programme Outcome:
- ❖ The Course equips students with all the relevant tools/ knowledge based on historical principles including archaeological survey and projects, keeping in mind the needs of modern historical practice.
- ❖ Though the syllabi do not contain research methodology, students are taught the techniques to collect and disseminate information like primary and secondary data and preparation of questionnaire.
- ❖ Graduates from our department are effectively taught and explained causes and effects of historical developments with the help of visual aids like white boards and Power Point presentation. They would, therefore, be able to visualize real-world situations.

Course Outcomes:

UG/HIST/101C-1:

History of India (Prehistoric Times – 600 BC.):

This course will help students in having a clear notion of how the historical domain has gradually come to include what had long been considered pre-history, and to critically examine the historical turns of this period.

UG/HIST/102C- 2:
History of Classical Greece:

The course helps students to analyze the contributions of Greece to the world of philosophy, literature, theatre, polity, mathematics, astronomy, medicine, architecture and sports.

UG/HIST/201C-3: History of India (600 BC. to 650 A.D.):

The course will prepare students to get employment in various fields like Archaeology and Anthropology; in museums and archives.

UG/HIST/202 C-4:
Medieval World (Fall of the Roman Empire, Medieval Europe, Coming of Islam)

This course will help students to understand - (i) Economic developments in Europe from 5th century to 15th century, (ii) Religion & culture of Medieval world.

UG/HIST/301 C- 5: Early Medieval India (c. 650 A.D. – c. 1206A.D.)

The course will help students know about the regional dynasties and the feudal character of Indian politics.

UG/HIST/302 C-6: Transformation of Europe (From Decline of Feudalism to 17th Century).

The course will help the students to get the idea about the major areas of European history from the 5th to the 17th centuries – (i)Social, cultural as well as religious transformation of Europe, (ii)Political and economic transformation of Europe.

UG/HIST/303 C-7: History of Medieval India (c. 1206 A.D. to c. 1526 A.D.)

The course will help the students to come to terms with the rise of different regional powers and changes in the socio-economic and cultural domains.

UG/HIST/401 C-8: History of Europe (c. 1789 -- c. 1919)

It will help students learn about long and short term trends in politics and society of that period.

UG/HIST/402 C-9: History of Medieval India (c. 1526 -- c. 1757)

The course will give an idea about the cultural and religious assimilation of the period along with the political changes.

UG/HIST/403 C-10: History of Modern India (1757 to 1885)

It will provide the students with the idea of the Company's attainment of Diwani of Bengal, Bihar and Orissa, the involvement of the British in governance, the defeat of the Marathas and finally the outburst of indigenous national sentiments that led to the foundation of Indian National Congress.

UG/HIST/501 C-11: History of Modern Europe (c. 1919 to c. 2001)

The course will help students to know the process under which the modern world has been shaped.

UG/HIST/502 C-12: History of Modern India (1885 to 1947)

It sheds light on the development of various forms of struggles for freedom, rise of nationalism resulting in attainment of independence.

UG/HIST/601 C-13: History of Postcolonial India (1947 to 1992)

The course gives a comprehensive understanding of the political, economic and social developments of post-independent India during the period between 1947 and 1992. It familiarizes students with the challenges and achievements of the Nehruvian period. It gives them a decadal approach towards the history of post-independent India and helps them appreciate the nature and stages of the socio-economic transformations to give a better understanding of the fundamental structures and ideologies of post-independent India such as democracy, secularism, caste, culture etc.

UG/HIST/602 C-14: History of South-West Bengal (1740-1947)

The course gives a vivid idea of the political and social changes that South West Bengal witnessed during this period. It awakens in the readers a clear sense of the gradual yet impressive changes that the shaped this region.

UG/HIST/305 SEC- 1: Archives and Museum

It will help the students to comprehend the study and practice of organizing, preserving and utilizing the objects preserved in archives and museums in a methodical manner.

UG/HIST/405 SEC-2: Understanding Popular Culture

The course shows the connection between popular culture and other parts of our cultural domain; improves communication skills by reading about, writing about, and discussing popular culture. It helps in understanding the role of popular culture and the way it reflects and influences society.

UG/HIST/ 503 DSE-1: History of the USA (1776-1864)

In this course, students learn about the aboriginal settlements in the USA, about early colonial society and politics and indentured labour. They learn about how the patterns of European settlements and also about the evolution of American democracy.

UG/HIST/504 DSE- 2: History of Modern China (1840-1949)

Upon successful completion of this course, students will have the skills and knowledge to understand the important events and themes of China's modern history. The course critically summarizes and examines scholarly perspectives on China's modern history and society

UG/HIST/ 603 DSE-3: HISTORY OF THE USA (1865 to 2009)

This course teaches students about the socio-political and economic status of the USA after consolidation of colonial power. They acquire knowledge about the growth of capitalism which helped the USA to become a World power. They will gather knowledge how the USA introduced the New Deal and ultimately turned as controller country of World politics.

UG/HIST/ 604 DSE- 4: History of Modern Japan (1840-1949)

Students will understand the history of Japan and its relevance in regional and global context, Draw comparative analysis in historical study,Engage critically with literary and historical traditions of Japan and demonstrate skills to present thoughts and ideas coherently orally and in written form

Elective: Generic (GE)
UG/HIST/ 103 GE-1: History of Ancient India (Prehistoric Times to the fall of Gupta Empire)

After completing this course students are expected to have a fair understanding of the political history of ancient India and they will be able to comprehend the changes in social, political, economic and cultural scenario during this chronological span.

UG/HIST/ 203 GE-2: History of Medieval India 1206-1707

The course will help students to come to terms with the history of Turko-Afghan rule and that of the Mughal Empire along with the developments of different regional powers and the changes in the political, socio-economic and cultural domains.

UG/HIST/ 304 GE-3- Modern India (1757-1947)

The course presents the complex history of the Company's attainment of the Diwani of Bengal, Bihar and Orissa, the involvement of the Company in governance, the defeat of the Marathas, and the outburst of national sentiments that led to the foundation of Indian National Congress. It sheds light on the development of various forms of struggles for freedom resulting in attainment of independence.

UG/HIST/ 404 GE-4: Making of Postcolonial India (1947-1992)

The course will enable a comprehensive understanding of the political, economic and social developments in India since independence. It will familiarize students with the challenges and achievements of the Nehruvian period. It takes a decadal approach towards the history of this period and helps students to appreciate the nature and stages of the socio-economic transformation to create a better understanding of the fundamental structures and ideologies of independent India like democracy, equality and secularism.

B.A IN HISTORY (PROGRAMME)

Programme Outcome:
The students who complete three years of full-time study of an undergraduate programme in History will be awarded a Bachelor's degree. Some of the desirable learning outcomes which they should be able to demonstrate on completion of a Bachelor's degree will include the following: The students will acquire knowledge in the fields of social sciences, literature and humanities which will make them sensitive and sensible human beings. They will be acquainted with the social, economic, historical, geographical, political, ideological and philosophical traditions and thinking. The program also empowers the graduates to appear for various competitive examinations. With a clear understanding of the past, they will evolve as responsible citizens.

Course Outcomes

DSC IA- History of Ancient India (Prehistoric Times to Fall of the Gupta Empire)

After completing this course students are expected to have a fair understanding of the sources for studying ancient Indian history. They will be able to comprehend the changes in social, political, economic and cultural scenario during this period.

DSC IB- History of Medieval India, 1206-1707

The course will help the students to come to terms with the major developments during the Turko-Afghan and Mughal periods and will also focus on the growth of the regional powers during this time.

DSC IC- History of Modern India (1757-1947)

The course gives students a comprehensive idea about the history the Company's attainment of the Diwani of Bengal, Bihar and Orissa, the involvement of the British in governance, the defeat of the Marathas and the crystallization of nationalist sentiments that led to the foundation of Indian National Congress. It sheds light on the development of various forms of struggles for freedom, resulting in the attainment of independence.

Skill Enhancement Course I-
Historical Tourism: Theory & Practice:

After completing this course students should be able to comprehend the importance of cultural heritage and tourism in national development. They would be able to evaluate the culture and heritage of the country.

DSC ID- Making of Postcolonial India 1947-1977

Students will be able to comprehend wide ranging topics of compelling contemporary interest in the context of India from the 1950s to the 1970s since various themes and debates of the period have been adequately covered.

DSE IA (Discipline Specific Elective)- History of Modern Europe (c. 1870 to c. 1945)

Students will understand how ideas and historical events and processes are reciprocal. Students will get a good idea of history of the twentieth century Europe and world and develop a knowledge how the modern world has shaped up.

Generic Elective I (Inter-Disciplinary):- Women's Studies in India

The course historicizes the concepts of gender to better understand changes in the given social, political, legal and cultural paradigms in India over the years.

Skill Enhancement Course III
Documentation & Visual Culture

After completion of this course, students will be able to: Comprehend and apply a critical vocabulary for visual literacy; Describe, discuss, and analyze a variety of visual forms and media from different cultural and historical contexts; Describe, discuss, and apply selected

theoretical approaches to visual cultures; Apply analytic thinking, critical vocabulary, and creative observation to projects.

DSE IB (Discipline Specific Elective)-
History of South-West Bengal (1740-1947)

The course gives a vivid idea of the regional changes evolving the identity of South West Bengal, focusing on a distinct pattern of urbanization and settlement.

Generic Elective II (Inter-Disciplinary)
Gender and Education in India

On successful completion of this course students should be able to: Explain key concepts related to gender and different feminist perspectives on education; Demonstrate familiarity with key policies, issues and debates around gender and education in contemporary India; Examine gendered nature of school curriculum, textbooks, school processes, classrooms, teacher attitudes and peer conversation.

Skill Enhancement Course IV
An Introduction to Archaeology

This paper will help the students understand the important role that archaeology plays in the reconstruction of the past. They will be able to grasp the importance of ancient sites and monuments and human landscapes in a better way.

B.A. in Sanskrit (Honours)

Programme Specific Outcome:

This programme will enable students to have a comprehensive idea of Sanskrit literature. It is expected that the course would form the knowledge and basic skills for the students to pursue masters in Sanskrit literature.

Course Outcomes:

AHSNS101C-1

The selected portion of the texts will show glimpses of Sanskrit poetries along with the knowledge of Sanskrit meter. As it is necessary to understand the meter properly, while understanding the poetry.

AHSNS102C-2

Here students will learn first time about the richness of Sanskrit prose, as writings of Bāṇabhaṭṭa is not an easy one. Svapnavāsavadattam would give them to enter in a different world, where the world is full of love, responsibilities, politics through a wonderful simple, poetic language.

AHSNS 103GE-1

Here students will learn about Sanskrit literature and also language.

AHSNS201C-3

Here students will learn about rich heritage of Sanskrit poetics. They will also learn about technical details of Sanskrit drama other poetic genres. They will also learn about different figure of speeches.

AHSNS202C-4

Here students will learn about one of the finest piece of Sanskrit literature. The language , handling the plot, dramatic moments give Abhijñānaśakuntalam an unique place in world literature. Daśakumārcaritam is unique it its own way. The magic world takes the reader into a different world itself. In this text there are place of everyone , from kings to thieves. This very text gives an entire different picture of ancient India.

AHSNS203GE-2

Here students will learn about another gem of Sanskrit literature. Along with that they will also learn about Sanskrit meter. * ekhane kato percent Sanskrit e likhte habe seta jure dio.

ASCHP204AECC-2

Here the selected portion of Hitopodeśa of Nārāyaṇa armā is included. The age old tradition of storytelling and teaching thorough it to the young minds, reflected here. Students will also know about morality from Nītiśatakam of Bhartṛhari.

AHSNS301C-5

This course is designed to aware the students with Vedic hymes, along with that they will also learn about the language of Veda.

AHSNS302C-6

Student will learn about the ancient notion of ideal king, ancient taxation system, ancient law, ancient way of running a kingdom.

AHSNS303C-7

Here students will learn about very basic concept of *vedānta* and basic technical terms of *vedānta*. They will also have a experience of studying one of the ancient philosophical text of the world.

AHSNS304GE-3

This paper will give students an overview of Sanskrit literature. They will also learn to translate in Sanskrit literature from Bengali language. As writing in Sanskrit language will empower them to have a command over Sanskrit language.

AHSNS305SEC—1

This paper tries to enable students in speaking Sanskrit and also they would learn some basics of computer application. In this age of technology it is necessary to know how to operate computer.

AHSNS401C-8

Here students will get to know about a brief history of Vedic Literature. They will also know about Classical Sanskrit literature. Sanskrit is not only the language of literature and philosophy.

AHSNS402C-9

Here students will get a brief overview of rich history of Indian philosophy.

AHSNS403C-10

Here students will know about language families, especially about Indo-European language family. They would also learn about phonetic changes, semantic changes etc.

AHSNS404GE-4

The selected portion of Manusaṁhitā will speak about the ideal king, taxation system, warfare etc. The Iśopaniṣad is the principal text among upaniṣads. Saṅkarabhāṣya is one of the most erudite prose of Sanskrit literature.

AHSNS405SEC-2

Spoken Sanskrit –This course removes all misnomers and fears related to Sanskrit conversation and help students speaking Sanskrit confidently.

AHSNS501C-11

Here students will know about some selected rules of Pāṇini along with the commentary of Bhaṭṭoji Dikṣita. The students will learn about how sentence are constructed in Sanskrit language through *kāraka* theory. The samāsa rules will teach about the word making in Sanskrit language.

AHSNS502C-12

Students will learn Brāhmī script. They will study selected Prākṛt inscriptions and Sanskrit inscription in Brāhmi script, except Bilāsdev's inscription.

AHSNS503DSE-1

The different hymns from Vedas, will speak about preservation of nature, beauty of nature and the power of woman and language. The selected portion from Sāhityadarpaṇa will teach about ideal poetry and the soul of poetry. The Tarkabhāṣa will empower students with the sheer knowledge of logic. Selected portions of Laghusidhāntakaumudī will introduce students to the technical terms and meta language of Pāṇinian grammar, and morphophonemics phenomenon of Sanskrit language.

AHSNS504DSE-2

Here in Veda students will learn about philosophy of two selected upaniṣadas. The selected portion of Sidhāntakaumudī will explain them how different suffixes are added after base words (selected). After this addition the base words are ready to be used in the sentence. Thus students will be introduced to word (selected) making episode of Sanskrit language. The Saptapadārthī would enable the students to understand the concept of Padartha, Dharma, moksa etc. It would create an awareness about cognition and means of valid knowledge and impart an awareness about cause and effect theory among students. Students would understand the main theories about generality and particularity. It would create an awareness about the concept of inference in Vaiseṣika philosophy. The Prahasana Daridradurdaivam reflects the selfishness

and foolishness of the modern society, while Bhāratavivekam focuses on Swami Vivekananda's important life events and Teachings.

AHSNS601C-13

Here students will learn about Indian Logic. This text will tell students about basics of Nyāya-Vaiśeṣika philosophy. They will get to know about technical term of Indian logic.

AHSNS602C-14

Sanskrit literature is read and translated since ancient age not only in Indian subcontinent but outside also, such as in south east Asia, China, Tibet , central Asia and also in Europe. These appreciations, translations, and influences are found throughout the ages. Students will get to know about these topics here.

AHSNS603DSE-3

The selected portion of Sidhāntakaumudī will explain them how different suffixes are added after base words (selected). After this addition the base words are ready to be used in the sentence. Thus students will be introduced to noun (selected) making episode of Sanskrit language.
By studying the Ṛgvedādibhāṣyabhūmikā, the student can get knowledge of the continuity of the Vedas and the subject matter of the Vedas. Frome the study of the Second part one can gain knowledge of Vedic culture and the history of the study of Vedas in Bengal. Selected portions from Sarvadarśanasaṁgraha of Mādhavachārya helps to understand the students the opinion of Nyaya-Vaiseṣika philosophy. It would enable the students to understand the basic principles, logic and epistemology of those systems of Indian philosophy. The selected portion of Vamana's Kavyalankara-sutra-vṛtti explains the soul of Kavya, the need or prayojana of Kavya, Pada Dosa and Vakya Dosa etc.

AHSNS604DSE-4

Students will get to know about first prose literature of Sanskrit. They will also learn about different kinds of interpretation of Veda, both Indian and Western.Also one can get the knowledge of many narratives from the study of Brahman texts.The Nyāya portion will introduce them in the world of Navya Nyāya. The text will teach them the Meta language and the technical terms of Navya-Nyāya. This Course aims to introduce the basic and fundamental concepts of Indian philosophical systems, particularly of Nyaya system; Indian Model of Philosophical Analysis, Indian Model of Cognitive analysis, theory of verbal communication etc. The aim of Nyaya studies in Bengal is to produce general awareness about Origin and development of Nyaya Studies in Bengal and to familiarise students with the main teachers of Bengal of Nyaya system. The portion of Vyākaraṇa will introduce students about selected secondary suffixes (*taddhita*) of Sanskrit language. These suffixes are added after base word in some special meaning. Students will also know about different grammatical operation in the

journey from adding the suffixes and up to making the new word. The technical name of this process is *prakriyā*. Bhattikvya focuses on two deeply rooted Sanskrit traditions, the Ramayana and Panini's grammar, while incorporating numerous other traditions, in a rich mix of science and art, poetically retelling the adventures of Rama and a compendium of examples of grammar and rhetoric.

B.A. Sanskrit (Programme)

Programme Learning Outcomes:

The completion of the learning activity associated with a study program ensures the qualification attributes are attained. To be awarded a specific degree the students have to demonstrate skills and competencies which are both subject specific as well as generic. The learning outcomes are so designed that they prepare the students either for further study, employment and also to be a good citizen. The course design helps in comparison of academic standards across collages / universities.

The leaning at the end of the course enables the students to have the academic behavioral and social competencies as given below –

☐ Basic communication skill in understanding Sanskrit with listening, speaking, reading, writing and translating.

☐ Articulation of ideas literary writing innovations, and effective presentation skill in Sanskrit and language (Indian language and English)

☐ Being technically sound to utilize various e-resources, social media network etc.

☐ Self confidence in executing and planning of tasks.

☐ Development of positive attributes.

☐ Development of patriotism with a sense of responsibilities.

☐ Ability to explore ancient Indian Sanskrit literature, history, philosophy and religion.

☐ Ability to attain greater understanding of different areas of Sanskrit language, literature and Śāstras.

☐ Ability to understand the advanced and the scientific structure of Sanskrit Grammar.

☐ Ability to gain knowledge of Sanskrit literature based on values of ethics and morality.

☐ Ability to acquire knowledge of comparative linguistic methodology.

Course Outcomes

SANSKRIT DRAMA AND LANGUAGE

• Language learning will assist in comprehending ancient Indian scriptures and texts.
• Language learning facilitates the study of other language.
• Language learning helps in building better language skill and helps to increase ability to read and understand Sanskrit text.
• Upon successful completion, students will have the knowledge and skill to read extracts from dreams smoothly and accurately and students will able to know historical context of ancient India.

MODERN INDIAN LANGUAGE -1 (Bengali/Sanskrit/Santali)

• This course intends to give an understanding of grammar through which students will be able to appreciate the development of Sanskrit language learning

SANSKRIT POETRY AND METRE

• This course develops a fair idea of the works of great Sanskrit poets. Students will be able to appreciate the style and thoughts of poets focusing on the poetical, artistic, cultural and historical aspects of their works.

HISTORY OF LITERATURE

• Students are expected to learn the history of Sanskrit literature and develop complete knowledge of ancient Sanskrit literature which will help them later on their research.
• Students are expected to learn the skill of translation which will help to brighter their academic career and professional skill in future.

MODERN INDIAN LANGUAGE -2 (Bengali/Sanskrit/Santali)

• Being expert in Sanskrit, students can understand and master every other language easily.
• Students are expected to learn the lesson about how to behave in the world.

SPOKEN SANSKRIT & COMMUNICATIVE ENGLISH

• Spoken Sanskrit – This course removes all misnomers and fears related to Sanskrit conversation and helps students speaking Sanskrit confidently.

RĀJDHARMA AND BRAHMATATTWAM

• Enhance the scope of character building and inculcate moral, social, political, spiritual values that contribute to personality development.

SPOKEN SANSKRIT & COMMUNICATIVE ENGLISH

• Spoken Sanskrit – This course removes all misnomers and fears related to Sanskrit conversation and helps students speaking Sanskrit confidently.

KĀVYA & PHILOSOPHY

• The students will observe here the literary as well as critical value of the mentioned work in Sanskrit literature.
• It is expected that the students will be introduced to the great poet and learn so many things about his work.

HISTORY OF INDIAN PHILOSOPHY

• The students will be expected to have attained and demonstrated a satisfactory level of competence in understanding.

SANSKRIT AND COMPUTER APPLICATION

• Spoken Sanskrit: It removes all misnomers and fears related to Sanskrit conversation and helps students speaking Sanskrit confidently.
• Computer Application: It will beneficial definitely for students to enhance their academic and professional performance.

KĀVYA AND PHILOSOPHY

• Students will be aware of ancient dramatist as well as modern scholars (dramatists)

• Students are expected to learn the oldest Indian writing.

• Drama helps them to attain a tranquil mind to get out of trammels of living.

• Learning mention chapters of Gītā – students are expected to achieve pure and elevated essence of being referred to in Sanskrit 'ātman' – the path of self realization.

• Students are expected to know 'karmayoga' or the yoga of action.

• This course (learning of chapters 2 & 3 of Gītā) with equip students with the practical skills to negotiate conflicts and emotional disturbance and define and pursue their goals with clarity and dedication.

COMPREHENSION AND WRITING SKILL

• Students are expected to become purposeful, active readers, generate main ides from what they read.

• This course is both interactive and strategic, therefore students will receive benefits.

• Students are expected be skilful.

SPOKEN SANSKRIT AND COMPUTER APPLICATION

• Spoken Sanskrit: It removes all misnomers and fears related to Sanskrit conversation and helps students speaking Sanskrit confidently.

• Computer Application: It will beneficial definitely for students to enhance their academic and professional performance.

B.A. in Santali (Honours)

Programme Specific Outcomes (PSOs):

This programme will enable to have a comprehensive understanding of the history of Santali literature, its socio-political background, important movements, genres and authors, concepts and practices of literary studies, and basic skill for research writing. It is expected that the course will form the knowledge and skill-base for the students to take up various teaching assignments and pursue further research in the field.

Course Outcomes:

AHSNT-101C

The course will enable to know the students about different culture and social activity of Santal, Ho, Munda, Birhor, Mahali, Bhumij, Mainly Austric Group. Further it helps to understand their different kinds of life style and economical status.

AHSNT-102C

The course will help the students to understand feature of Santali language in Grammatical terms.

AHSNT-103GE

The course will help the students to understand feature of Santali language in Grammatical terms.

AHSNT-201C

This course will enable students to understand various theoretical aspects of Santali Literature studies and will introduce them to the history of Santali Literature.

AHSNT-202C

The students will be able to have a broad overview of the development of critical theories and their impact on Santali literature.

AHSNT-203GE

This course will enable students to understand various theoretical aspects Santali Literature studies and will introduce them to the History of Santali Literature.

ACSHP-204AECC

At the end of the course the students will be able to have a basic knowledge of Santali Language and Literature.

AHSNT-301C

This course will enable students to understand various theoretical aspects of folk Literature studies and will introduce them to the history of folk Literature.

AHSNT-302C

At the completion of the course, the student will be able to have indepth knowledge of the major movements, trends of Post Independence Santali Literature and different genres of their representative writers of the same period.

AHSNT-303C

At the completion of the course the students will be able to have an in-depth knowledge of the history and development of Santali Magazine.

AHSNT-304GE

At the completion of the course the students will be able to have an in-depth knowledge of the history and development of Santali Magazine And Students are taught basics essay withing method in later life.

AHSNT-305SEC

At the completion of this course this will help student develop the ability to speak, the ability to discuss and the ability to present themselves.

AHSNT-401C

It makes students acquainted with various schools and trends prevailing in the period. And it makes them familiar with new genres of Santali poetry.

AHSNT-402C

It makes the students aware of different trends in Short Story writings development in the Whole period. Further it helps to understand salient features of Santali writings in Whole period.

AHSNT-403C

At the completion of this course the students will be able to have in-depth knowledge of the history and major text of Santali Novel.

AHSNT-404GE

It makes the students aware of different trends in Sanatli Poetry & Fiction writings development in whole period. Further it helps to understand salient features of Santali writings in whole period.

AHSNT-405SEC

At the completion of this course this will help student develop the ability to speak, the ability to Writing skills and the ability to present & future plan in own life.

AHSNT-501C

It makes the students aware of different trends in Prose writings development in the Whole period. Further it helps to understand salient features of Santali Ona act play writings.

AHSNT-502C

At the completion of this course the students will be able to have in-depth knowledge of the history and major text of Santali Essay.

AHSNT-503DSE-1
SPECIAL PAPER (P-I)

At the completion of this course the students will be able to have in-depth knowledge of the history and major text of Folk Literature, Linguistic &m Philosophy.

AHSNT-504DSE-2
SPECIAL PAPER (P-I)

At the completion of this course the students will be able to have in-depth knowledge of the history and major text of Santali Poetry, Prose,& Drama.

AHSNT -601C

It makes the students aware of different trends in Prose writings development in the Whole period. Further it helps to understand salient features of Santali Drama writings.

AHSNT-602C

At the completion of this course the students will be able to have in-depth knowledge of the history and major text of Santali Santali Child & Toursim Literature.

AHSNT-603DSE-3
SPECIAL PAPER (P-II)

At the completion of this course the students will be able to have in-depth knowledge of the history and major text of Folk Literature, Linguistic,& Philosophy.

AHSNT-604DSE-4
SPECIAL PAPER (P-II)

At the completion of this course the students will be able to have in-depth knowledge of the history and major text of Poetry, Prose Literature,& Drama.

B.A (Programme) Course in Santali

Programme Specific Outcomes (PSOs):
This programme will enable to have a comprehensive understanding of the history of Santali literature, its socio-political background, important movements, genres and authors, concepts and practices of literary studies, and basic skill for research writing. It is expected that the course will form the knowledge and skill-base for the students to take up various teaching assignments and pursue further research in the field.

Course Outcomes

APSNT-101C
(History of Santali Language)

The course will help the students to understand feature of Santali language in Grammatical terms.

APSNT- 103AECC
(Hind/MIL-Introduction of Santali Language)

At the end of the course the students will be able to have a basic knowledge Introduction of Santali Language.

APSNT-201C
(Santali Literature)

This course will enable students to understand various theoretical aspects Santali Literature studies and will introduce them to the history of Santali Literature.

APSNT-204AECC
English/Hind/MIL-Introduction of Santali Literature

At the end of the course the students will be able to have a basic knowledge of Santali Language and Literature.

APSNT-301C
(Santali Magazine and Literary Essay)

At the completion of the course the students will be able to have an in-depth knowledge of the history and development of Santali Magazine And Students are taught basics essay withing method in later life.

APSNT-303AECC
(HINDI/MIL-Pre-Independence Santali Literature)

At the completion of this course, the students will be able to understand and appreciate the classical Song and prose in the context of early Santali literary traditions.

APSNT 304SEC
(Group discussion and debate competition)

At the completion of this course this will help student develop the ability to speak, the ability to discuss and the ability to present themselves.

APSNT-401C
(SANTALI POETRY AND FICTION)

It makes the students aware of different trends in Sanatli Poetry & Fiction writings development in whole period. Further it helps to understand salient features of Santali writings in whole period.

APSNT-501DSE-1
SPECIAL PAPER (P-I)

At the completion of this course the students will be able to have in-depth knowledge of the history and major text of Folk Literature, Poetry, Prose Literature & Drama.

APSNT-503GE
(History of Santali Language)

At the completion of this course the students will be able to have in-depth knowledge of the history and major text of History of Santali Language.

APSNT-504SEC
TRASLATION

Emphases has been given to make the course job oriented and students may become capable of translating different text on political and economic topics.

APSNT-603DSE
SPECIAL PAPER (P-II)

At the completion of this course the students will be able to have in-depth knowledge of the history and major text of Folk Literature, Poetry, Prose Literature & Drama.

APSNT- 603GE
(HISTORY OF SANTALI LITERATURE)

This course will enable students to understand various theoretical aspects of Santali Literature studies and will introduce them to the history of Santali Literature.

UGSNT- 604SEC
SEMINAR/WORKSHOP

At the completion of this course this will help student develop the ability to speak, the ability to Writing skills and the ability to present & future plan in own life.