



CRITERION-2

Key Indicator 2.6 - Student Performance and Learning Outcomes

2.6.1 Programme Outcomes (POs) and Course Outcomes (COs) for all Programmes offered by the institution are stated and displayed on the website.

The real test of the extent to which teaching learning has been effective in a HEI is reflected in the student performance in the examinations. Student performance is seen as the realization of learning outcomes which are specifications of what a student should be capable of doing on successful completion of a course and/or a programme.

2.6.1 Evaluation of CO-PO-PSO

Academic Year: 2022-23

Table of Contents	
Serial no.	Subject/ Programme
	Supporting Documents for Attainment of Outcomes (CO, PO & PSO)
B.A. Honours Programmes	
1	B.A. Bengali Honours
2	B.A. English Honours
3	B.A. History Honours
4	B.A. Philosophy Honours
5	B.A. Political Science Honours
6	B.A. Sanskrit Honours
7	B.A. Sociology Honours
B.Sc. Bio Science General Programmes	
8	B.Sc. Physiology General
9	B.Sc. Zoology General
10	Environmental Science

Jhargram Raj College (Girls' Wing)
Department of Bengali
Reference: Vidyasagar University, Syllabus for Bengali (Hons)

(CBCS pattern with effect from 2018-19)

PROGRAMME OUTCOME	
Enhancement of Knowledge	<ul style="list-style-type: none"> • Literature is a fantastic way to convey deep feelings. Through literature, human ideals and a philosophy of life are established. Undergraduate students will learn about the history and foundations of Bengali literature and language. Honours courses provide a comprehensive understanding of the diverse areas of language and literature. They can discover the relationships existing between the Bengali, Indian, and other language families throughout the world. It is possible to contrast and compare various literary works using Bengali literature. Students will get an understanding of the distinctions between East and West literary critique styles and how they differ from one another.
Development of Skills	<ul style="list-style-type: none"> ➤ Basic thinking and imagination will develop through the Bengali language and practice. ➤ Different types of literary writing techniques and writing skills will increase. ➤ Speaking skills will be improved through recitation, extempore, debate etc. ➤ To gain an understanding of the application and method of field survey through the practice of Folklore and Dialectology. ➤ With the help of different literary criticism and theories, the ability to analyse and compare different literature will be strengthened.
Future Prospects	<ul style="list-style-type: none"> • Through reading Bengali literature, a student can develop good humanistic sensibilities for the future, which is most desirable in the present world. As future career prospects, students have a wide range of available choices like the education sector, administrative services, media and mass communication, the teaching profession, book publishing and book editing, social work, and environmental activism. They can be future researchers and be part of various think tanks. They can also be part of NGOs and engage in active social work.

PROGRAMME NAME	BA HONOURS: BENGALI
PROGRAMME SPECIFIC OUTCOME	<ol style="list-style-type: none"> 1. Enhancement of creative thinking & writing skills. 2. Exploring the relationship between literature and culture with history. 3. Development of speaking skills. 4. Understanding the human psychology through the literature. 5. Gaining a basic understanding of different languages and cultures of the world. 6. Development of research skills. 7. Ethical conduct. 8. Effective communication.

Programme Specific Outcome for CBCS Semester-wise Courses in Bengali Honours 2018-19 under Vidyasagar University

TABLE I

COURSE DURATION	COURSE DETAIL	COURSE OUTCOME
		After completing this course students are expected to /be:
SEMESTER-I Honours: CC- 1 (July- December)	Origin and Identity of Bengali Language	<ul style="list-style-type: none"> • Students will be able to gain a clear understanding of the origins and development of the Bengali language in the light of Historical & Comparative Linguistics. • Possible to trace the connection of the Bengali language with the other language families of the world. • Acquire skills in phonological and morphological analysis of modern Bengali language according to the concept of descriptive linguistics.

CC- 2	History of Ancient & Medieval Bengali literature	<ul style="list-style-type: none"> Gain knowledge about thousands of years of ancient Bengali language and literature. In particular, a proper understanding of the evolution of the content and form of Bengali poetry is created.
GE 1	Origin and Identity of Bengali Language	<ul style="list-style-type: none"> Students will be able to gain a clear understanding of the origins and development of the Bengali language in the light of Historical & Comparative Linguistics & trace a connection between Bengali with other languages. Acquire skills in phonological and morphological analysis of modern Bengali language according to the concept of descriptive linguistics.
AECC (ELECTIVE): MIL1-BENGALI	Context of Bengali Language, Translation & Speaking skill	<ul style="list-style-type: none"> Concepts related to socio-linguistics and knowledge of language dynamics are acquired from this paper. Also, speaking skills and translation skills are enhanced.

TABLE II

COURSE DURATION	COURSE DETAIL	COURSE OUTCOME
		After completing this course students are expected to /be:
SEMESTER-II Honours: CC- 3 (January- June)	Ancient and medieval verses	<ul style="list-style-type: none"> Several verses have been placed in three categories (Charyapada, Baishnabpodaboli, Shaktapadabali) to acquire a thorough knowledge of ancient and medieval literature. As the verses are lyrical, one can also gain insight into the style of

		<p>music in Old and Middle Bengal music in Old and Middle Bengal.</p> <ul style="list-style-type: none"> • Students would benefit from reading Charyapad, the first literary depiction of Bengali, which will help them understand the language's historical origins. Knowing Sahajiya Buddhism and Sahajiya Dharma philosophy as well. • This paper intends to give an overview of the Vaishnava Padavali, which is centred on Radha Krishna's milan-viraha. The Shakta-poets revere Mahamaya in the Shaktpadavali as a mother and daughter. The main objective is to show that religious literature is gradually being enriched with human essence.
CC- 4	Chaitanya Biography and Mangal Kavya	<ul style="list-style-type: none"> • An understanding of the influence of Chaitanya in the socio-political and spiritual light of Bengal will be developed by reading Chaitya Bhagavat. • Understand the context of socio-economic, religious & political history of 16th and 18th century Bengal from Chandimangal and Annadamangal.
GE 2	Genres of poetic literature and Vaishnava Padabali	<ul style="list-style-type: none"> • The main objective of this paper is to understand ancient, mediaeval, and modern poetic literary genres.

TABLE III

COURSE DURATION	COURSE DETAIL	COURSE OUTCOME
		After completing this course students are expected to be:

SEMESTER-III Honours: CC- 5 (July- December)	Essays and History of Poetry (19th-20th Century) and Narrative Literary Texts	<ul style="list-style-type: none"> • 19th and 20th-century essays and poetry create a clear or profound understanding of the dynamics and nature of Essays and Poetry literature. • Analyzing narrative literature can inform about the writer's point of view just as one can learn about the genre of nineteenth-century narrative.
CC- 6	Reading & analysis of rhythms & metaphors with selected poems	<ul style="list-style-type: none"> • Students of literature need to have theoretical knowledge of rhythm and rhetoric. So that knowledge can be gained from this course. • This course deepens students' reading of poetry.
CC-7	Essay reading	<ul style="list-style-type: none"> • In the 19th century Bengali essay literature, prominent essayists expressed thoughtful thoughts on various issues of society and literature. • This course enriches students' knowledge of various aspects of society and literature.
SEC-1	Bengali grammar and translation theory	<ul style="list-style-type: none"> • In this course it is possible to gain knowledge about the rules and aspects of Bengali grammar and the rules of translation.

TABLE IV

COURSE DURATION	COURSE DETAIL	COURSE OUTCOME
		After completing this course students are expected to /be:
SEMESTER-IV (January -June) Honours: CC- 8	History of drama and fiction of 19th-20th Century & Short story	<ul style="list-style-type: none"> • Provides insight into 19th and 20th-century plays and playwrights, novels and novelists, and short stories and storytellers.
CC- 9	Poetry reading	<ul style="list-style-type: none"> • This course helps to understand the various phases of modernity or new era that took place in Bengali poetry due to contact with the West.

CC-10	Novels reading	<ul style="list-style-type: none"> In this unit, students will gain an understanding of the content, form, and features of romance and historical novels, poetic novels, and regional novels.
SEC-2	Project writing and paper presentation (Based on Bengali language and literature)	<ul style="list-style-type: none"> Develop an understanding of research methodology. Creates a research mindset.

TABLE V

COURSE DURATION	COURSE DETAIL	COURSE OUTCOME
		After completing this course students are expected to /be:
SEMESTER-V (July- December) Honours: CC- 11	Drama reading	<ul style="list-style-type: none"> Drama is an important medium of literature which conveys literature to the reader and audience through audio-visual mode. The purpose of this paper is to teach about various techniques of drama and acting. Also, develop an understanding of various types and structures of plays. Learn how to interact with others, develop empathy and foster understanding towards different cultures and perspectives by exploring various themes through plays.
CC-12	Poetics & Esthetics, Western Literary Criticism and Literary Genre	<ul style="list-style-type: none"> The main focus of this paper is Western Literary Criticism & various types of literary forms, from which the students can analyze the Western influence in Bengali literature. Able to compare between Bengali & Western Literary form & content.
DSE 1	Ancient literary theory & theorists	<ul style="list-style-type: none"> Understand the various departures of Indian poetic literature in the study of ancient literary theory.
DSE-2	Bengali short stories, travelogues and detective stories	<ul style="list-style-type: none"> The main purpose of this paper is to comprehend the differences in the short story's substance as well as the travel literature & detective novel's structure and style.

TABLE VI

COURSE DURATION	COURSE DETAIL	COURSE OUTCOME
		After completing this course students are expected to /be:
SEMESTER-VI (January - June) Honours: CC- 13	Folk Literature	<ul style="list-style-type: none">• The main objective of this paper is to inform students about folk literature and culture that have long been passed down orally from generation to generation. As well, they can understand the form and content of the oral traditions of Bengal.
CC- 14	History of Sanskrit, English and neighbouring literature	<ul style="list-style-type: none">• This paper aims to provide an understanding of the development of ancient Sanskrit literature and its diverse poets. In addition, know English & among our neighbouring literary history, such as Hindi, Oriya, and Assamese.
DSE-3	Prose reading	<ul style="list-style-type: none">• Acquiring a precise understanding of the development and diversity of Bengali prose and essay literature is the main objective of this paper.
DSE-4	Literature of Rabindranath Tagore	<ul style="list-style-type: none">• The main purpose of this paper is to learn about Rabindranath Tagore's various periods of poetic thought by reading Rabindranath's poems and to acquire knowledge about Rabindranath's depth of thought and writing style.

Jhargram Raj College (Girls' Wing)

Department of Bengali

Reference: Vidyasagar University, Syllabus for Bengali (Hons) 3-Tier Annual Pattern Syllabus

2018

PROGRAMME OUTCOME	
Enhancement of Knowledge	<ul style="list-style-type: none">• Literature is a fantastic way to convey deep feelings. Through literature, human ideals and a philosophy of life are established. Undergraduate students will learn about the history and foundations of Bengali literature and language. Honours courses provide a comprehensive understanding of the diverse areas of language and literature. They can discover the relationships existing between the Bengali, Indian, and other language families throughout the world. It is possible to contrast and compare various literary works using Bengali literature. Students will get an understanding of the distinctions between East and West literary critique styles and how they differ from one another.
Development of Skills	<ul style="list-style-type: none">➤ Basic thinking and imagination will develop through Bengali language and practice.➤ Different types of literary writing techniques and writing skills will increase.➤ Speaking skill will be improved through recitation, extempore, debate etc.➤ To gain an understanding of the application and method of field survey through the practice of Folklore and Dialectology.➤ With the help of different literary criticism and theories, the ability to analyse and compare different literature will be strengthened.
Future Prospects	<ul style="list-style-type: none">• Through reading Bengali literature, a student can develop good humanistic sensibilities for the future, which is most desirable in the present world. As future career prospects students have a wide range of available choices like education sector, administrative services, media and mass communication, teaching profession, book publishing and book editing, social worker, environmental activist. They can be

	future researchers and be part of various think tanks. They can also be part of NGOs and engage in active social work.
--	--

PROGRAMME NAME	BA HONOURS: BENGALI
PROGRAMME SPECIFIC OUTCOME	<ol style="list-style-type: none"> 1. Enhancement of creative thinking & writing skills. 2. Exploring the relationship between literature and culture with history. 3. Development of speaking skill. 4. Understanding the human psychology through the literature. 5. Gaining basic understanding about different languages and cultures of the world. 6. Development of research skill. 7. Ethical conduct. 8. Effective communication.

**Programme Specific Outcome: Bengali Honours
under Vidyasagar University**

TABLE I:PART1

COURSE DURATION	COURSE DETAIL	COURSE OUTCOME
		After completing this course students are expected to /be:
HONOURS PAPER:1	HISTORY OF BENGALI LITERATURE	<ul style="list-style-type: none"> ● Gain knowledge about thousands of years of ancient Bengali language and literature. In particular, a proper understanding of the evolution of the content and form of Bengali poetry is created. ● Several verses have been placed in various categories like Charyapada, Baishnabpodaboli, Shaktapadabali, Mangal kavya, Nathsahtya with the aim of acquiring a thorough knowledge of ancient and medieval literature. ● As the verses are lyrical, one can also gain insight into the style of music in Old and Middle Bengal music in Old and Middle Bengal. ● Students would benefit from reading Charyapad, the first literary depiction of Bengali, which will help them understand the language's historical origins. knowing Sahajiya Buddhism and Sahajiya Dharma philosophy as well. ● The intent of this paper is to give an overview of the Vaishnava Padavali, which is centred on Radha Krishna's milan-viraha. The Shakta-poets revere Mahamaya in the Shaktpadaavali as a mother and daughter. The main objective is to show that religious literature is gradually being enriched with human essence. ● Understand the context of socio-economic, religious & political history of 16th and 18th century Bengal from old & medieval literature.

		<ul style="list-style-type: none"> ● 19th and 20th century essays and poetry create a clear or profound understanding of the dynamics and nature of Essays literature. ● Analyzing narrative literature can inform about the writer's point of view just as one can learn about the genre of nineteenth century narrative. ● Provides insight into 19th and 20th century plays and playwrights, novels and novelists, and short stories and storytellers.
HONOURS PAPER:2	LINGUSTICS	<ul style="list-style-type: none"> ● Students will be able to gain a clear understanding of the origins and development of Bengali language in the light of Historical & Comparative Linguistics. ● Possible to trace the connection of Bengali language with the other language families of the world. ● Acquire skills in phonological and morphological analysis of modern Bengali language according to the concept of descriptive linguistics.
		<ul style="list-style-type: none"> ● Students will be able to gain a clear understanding of the origins and development of Bengali language in the light of Historical & Comparative Linguistics & trace a connection between Bengali with other language. ● Acquire skills in phonological and morphological analysis of modern Bengali language according to the concept of descriptive linguistics.

TABLE II: PART II

COURSE DURATION	COURSE DETAIL	COURSE OUTCOME
		After completing this course students are expected to be:
HONOURS PAPER-3	POETRY	<ul style="list-style-type: none">• As the verses are lyrical, one can also gain insight into the style of music in Medieval Bengal.• The intent of this paper is to give an overview of the Vaishnava Padavali, which is centred on Radha Krishna's milan-viraha.
HONOURS PAPER-4	FICTION	<ul style="list-style-type: none">• In this unit, students will gain an understanding of the content, form, and features of romance and historical novels.• Historical novels help readers understand the mindset, etiquette, and social circumstances of the past.
HONOURS PAPER-5	DRAMA	<ul style="list-style-type: none">• Drama is an important medium of literature which conveys literature to the reader and audience through audio-visual mode. The purpose of this paper is to teach about various techniques of drama and acting. Also develop an understanding about various type and structure of plays.• Learn how to interact with others, develop empathy and foster understanding towards different cultures and perspectives by exploring various themes through plays.

TABLE III: PART III

COURSE DURATION	COURSE DETAIL	COURSE OUTCOME
		After completing this course students are expected to /be:
HONOURS-6	ESSAYS	<ul style="list-style-type: none">● This paper contains the socio-economic conditions of the 19th century. Develop an understand about Bankim's perspective on the form and structure of Indian poetic genre.● Eastern and Western drama, and Bankim's viewpoint.● A comparative discussion of western and eastern dramas can be understood.● Rabindranath Tagore's philosophical thought & contemporary socio-political aspects can be understood through the 'Chinnapatra'
HONOURS-7	LITERAY CRICISM & LITERAY MOVEMENT	<ul style="list-style-type: none">● The main focus of this paper is Western & Eastern Literary Criticism & various type of literary form, from which the students are able to analyze the western influence in Bengali literature.● Able to compare between Bengali & Western Literary form & content.● Understand about the various departures of Indian poetic literature in the study of ancient literary theory.
HONOURS-8	FOLK LITERATURE	<ul style="list-style-type: none">● The main objective of this paper is to inform students about folk literature and culture that have long been passed down orally from generation to generation. As well, they are able to understand the form and content of oral traditions of Bengal.● Rabindranath Tagore and Abanindranath Tagore, who collected and analyzed folklore rhymes, songs, and hymns, will be enriched by reading their works such as 'Chelebhulano Chhora', 'Banglar Broto'.

JHARGRAM RAJ COLLEGE (GIRLS' WING)
UNDERGRADUATE DEPARTMENT OF ENGLISH
B.A. ENGLISH (HONOURS) CBCS SYLLABUS

Model Preference- Vidyasagar University

(With effect from 2018-19)

PROGRAM OUTCOME (PO)	
PO A	Acquire in-depth knowledge in the field and domain of social sciences, literature and Humanities which make them sensitive and sensible.
PO B	Develop acquaintance with the Social, Historical, Geographical, Philosophical, Economic and Political thinking and traditions.
PO C	Develop knowledge of theories, concepts, and research methods in humanities and social sciences of ancient, medieval and modern thinkers.
PO D	Improve logical and critical thinking skills of the students.
PO E	Development of multicultural aptitude to grow human values and deal with various problems in life with courage and humanity.
PO F	Empower the graduates to appear for various competitive examinations, placement interviews or choose Post Graduate programs of their choice and develop the students into mature and responsible citizen of the country.

JHARGRAM RAJ COLLEGE (GIRLS' WING)
UNDERGRADUATE DEPARTMENT OF ENGLISH
B.A. English (Hons) CBCS Syllabus
Model Preference- Vidyasagar University
(With effect from 2018-19)

PROGRAMME SPECIFIC OUTCOME (PSO)	
PSO 1	➤ To cultivate a basic understanding of English language and literature through a wide selection of literary texts.
PSO 2	➤ To develop reading, comprehension and writing skills through acquaintance with the forms, structures and techniques of literary works.
PSO 3	➤ To provide an understanding of a variety of cultures through literature and to create awareness regarding the importance of being tolerant to perspectives different from their own.
PSO 4	➤ To help students develop social and psychological awareness, clarity of vision, balance and empathy.
PSO 5	➤ To empower the students to make valuable contributions to their respective communities and the broader society by re-framing their thought-process.

JHARGRAM RAJ COLLEGE (GIRLS' WING)
UNDERGRADUATE DEPARTMENT OF ENGLISH

B.A. English (Hons) CBCS Syllabus
Model Preference- Vidyasagar University
(With effect from 2018-19)

COURSE OUTCOME (CO)

TABLE I

SEMESTER	COURSE CODE	COURSE TITLE	COURSE OUTCOME
I	CC-1	British Poetry and Drama: Beginning to 14th Century and History of English Language	<ul style="list-style-type: none"> • Helps identify aspects of the history of the English language, and its evolution over the ages through interaction with other languages. • Explores key texts of Old and Middle English literature for in-depth study of the origin of the culture and language.
	CC- 2	British Poetry and Drama: Renaissance to 17th and 18th Centuries	<ul style="list-style-type: none"> • Explores key writers and texts within their historical, social, political, and intellectual contexts. • Develops a thorough understanding of the political, social, philosophical, and cultural background of the various ages in the history of English literature, i.e., from the Renaissance, through the English Civil War, and Neoclassical period. • Enables the students to examine the themes and structures of Elizabethan drama and poetry and get acquainted with relevant literary terms. • Traces the emergence and development of the sonnet form in the Early Modern period through a selection of sonnets of Spenser and Shakespeare. • Helps gain insight into Elizabethan Theatre and appreciate Shakespeare's great ideas and Marlowe's uniquely

			<p>academic creative output through selected plays.</p> <ul style="list-style-type: none"> • Acquaints students with the stylistic aspects of Metaphysical poetry, Epic poetry and Mock-heroic poetry which is quintessential for comprehending the works of Donne, Milton, and Pope.
	AECC	English Communication	<ul style="list-style-type: none"> • Inculcates effective communication as an essential skill in a systematic manner through the art of persuasive speaking and writing to achieve success in any sphere. • Introduces fundamentals of communication to develop inter-personal relations and public speaking skills, imbibe values of teamwork through group discussions, conduct successful interviews and presentations. • Develops critical thinking skills through established principles of academic reading and writing, learn usage of appropriate vocabulary through practical written exercises such as reports, letters, notices etc.

TABLE II

SEMESTER	COURSE CODE	COURSE TITLE	COURSE OUTCOME
	CC-3	British Literature (fiction and non-fiction): 18th Century	<ul style="list-style-type: none"> • Demonstrates a thorough understanding of the evolution of British literature from Restoration Comedy, the emergence of the periodical essays to the rise of the Novel. • Identifies key historical events, societal changes, and philosophical movements that influenced literature during this period such as the Enlightenment and Neoclassicism. • Conducts critical analysis of major works of fiction and non-fiction from the eighteenth century, understanding

II			<p>their themes, structures, and stylistic features.</p> <ul style="list-style-type: none"> • Interprets the significance of literary forms such as the novel, satire, and periodical essays. • Engages with major authors of eighteenth-century British literature such as William Congreve, Jonathan Swift, Laurence Sterne, Joseph Addison while appreciating the literary techniques and narrative strategies employed by them, including irony, wit, realism, and character development.
	CC- 4	British Romantic Literature (1798-1832)	<ul style="list-style-type: none"> • Introduces the Romantic period in English literature as a link between the Enlightenment and Modern literature through a comprehensive study of canonical poems, essays and novels that constitute the core texts of the Romantic period. • Recognizes the importance of Romanticism as an aesthetic movement across Europe, alongside French and German philosophers who influence the British Romantic writers. • Studies the centrality of imagination over fancy, the primacy of Nature and the importance of revolutions in the writings of that time. • Studies the Romantic ‘lyric’ in its varied forms as employed by writers from both the generations of Romantic poets. • Gains insight into the development of the Romantic Gothic novel and the social novels of Jane Austen through prescribed texts.
	AECC-2	ENVS	<ul style="list-style-type: none"> • Refer to ENVS syllabus.

TABLE III

SEMESTER	COURSE CODE	COURSE TITLE	COURSE OUTCOME
III	CC- 5	British Literature: 19th Century (1832-1900)	<ul style="list-style-type: none"> • Introduces the students to the Victorian period of English literature • Highlights the main intellectual currents of the period • Uses a selection of poems and prose that exemplify some of the central thematic concerns of the age.
	CC- 6	British Literature: The Early 20th Century	<ul style="list-style-type: none"> • Provides a broad view of twentieth-century British literature. • Helps in shedding light on the numerous ways in which modernity was critiqued during this time in Europe. • Shows the experimental and avant garde forms of literary and cultural expression and their departure from existing traditions.
	CC-7	American Literature	<ul style="list-style-type: none"> • Introduces American literary tradition as distinct from those in England. • Introduces students to the African American experience both ante-bellum and postbellum reflected in the diversity of literary texts, from narratives of slavery and political speeches delivered by founders and activists. • Gains insight into various concepts like The American Dream, Puritanism; Transcendentalism; The American Romantics and American Frontier. • Perusal of texts by key poets, novelists and playwrights provides the glimpse of American Literature, Culture, Theory, and the Renaissance.

	SEC-1	Soft Skills	<ul style="list-style-type: none"> • Enables discussion on the link between the Humanities and soft skills. • Encourages students to apply critical thinking and problem-solving skills to personal, social, and professional situations. • Enhances their teamwork skills by working in groups and to understand the processes of leadership and mentoring.
--	--------------	--------------------	---

TABLE IV

SEMESTER	COURSE CODE	COURSE TITLE	COURSE OUTCOME
IV	CC-8	European Classical Literature	<ul style="list-style-type: none"> • Enables students to explore classical Greek and Roman literature in English translation • Traces the impact and influence of such literature on English literature • Explores the historical, cultural and philosophical origins of tragedy and comedy.
	CC- 9	Modern European Drama	<ul style="list-style-type: none"> • Analyses key concepts and theatrical practices along with technological innovation of Modern European Drama i.e., Epic Theatre and Theatre of the Absurd. • Engages with the evolution of modern drama, featuring masters such as Ibsen, Beckett and Brecht. • Studies the impact of modernist literary aesthetics on the stage such as naturalism, realism, alienation and the absurd.

	CC-10	Popular Literature	<ul style="list-style-type: none"> • Introduces students to the idea of ‘popular literature,’ its place within modern culture, and the reasons behind its appeal. • Engages with debates such as ‘high’ vs ‘low’ culture, ‘non-canonical’ texts vs ‘canonical’ ones, ‘literary’ vs ‘non-literary’ fiction. • Traces the emergence of mass printing culture from nineteenth century onwards, and the rise of bestsellers and diverse genre fiction such as Literature for Children, Detective Fiction, Science Fiction, and Graphic Fiction.
	SEC-2	Creative Writing	<ul style="list-style-type: none"> • Introduces students to general idea of ‘creativity’ and the art and craft of creative writing. • Builds a foundation in the theoretical aspects of writing for the media, both print and digital. • Encourages active reading and writing, engagement with contemporary issues in a compact manner. • Familiarizes with nuances of language varieties and its use, inculcates proofreading skills and critical thinking.

TABLE V

SEMESTER	COURSE CODE	COURSE TITLE	COURSE OUTCOME
V	CC-11	Postcolonial Literatures	<ul style="list-style-type: none"> • Critically engages with postcolonial studies and seeks to uncover silenced voices suppressed by majoritarian narratives. • Demonstrates an understanding of the historical, social, and political contexts of postcolonial literature and to address issues of power, identity, and resistance. • Engages with key theoretical frameworks and concepts in postcolonial studies, such as colonialism, decolonization, postcolonial identity, hybridity, mimicry, and subalternity and apply these theoretical insights to the analysis of postcolonial texts. • Helps appreciate the diversity of postcolonial voices and literary perspectives from different regions, including Africa, Asia, the Caribbean, and the Pacific. • Introduces students to a variety of postcolonial literatures from Africa, Latin America and South Asia such as Achebe, Walcott, Neruda, et al, and trace their impact on global literature.
	CC-12	Women's Writing	<ul style="list-style-type: none"> • Helps students understand the situation of women in the society across races, countries, and cultures. • Highlights the role of patriarchy in the oppression of women through a selection of texts ranging from poems and short stories to novels and autobiographies. • Records the resistance of women to this kind of oppression.

	DSE-1	Nineteenth Century European Realism	<ul style="list-style-type: none"> • Demonstrates a comprehensive understanding of key socio-historical events, cultural contexts and philosophical movements that influenced realist literature and helped shape nineteenth-century European realism. • Conducts critical analysis of major works of nineteenth-century European realism, understanding their themes, structures, and stylistic features. • Helps appreciate the literary techniques and narrative strategies employed by realist writers, including detailed description, character development, and social commentary. • Engages with major works and authors of nineteenth-century European realism, including texts by authors such as Gustave Flaubert and Fyodor Dostoevsky and discuss their impact on European and world literature.
	DSE-2	World Literatures	<ul style="list-style-type: none"> • Introduces students to the idea of World Literature • Focuses on the intrinsic connection between literature and diaspora. • Encourages students to examine the works of diverse authors representing the world's major diasporic communities.

TABLE VI

SEMESTER	COURSE CODE	COURSE TITLE	COURSE OUTCOME
	CC-13	Indian Classical Literature	<ul style="list-style-type: none"> • Demonstrates a comprehensive understanding of the historical, cultural, and philosophical contexts of Indian classical literature. • Interprets the significance of themes and recensions of the Indian Epic Tradition such as the representations of class, caste, gender. • Introduces students to a thematic study of Sanskrit drama in relation to the Indian

VI			<p>Aesthetic Theory such as Alankar, Rasa, etc. from Natyashastra and appreciate connections between theory and practice in classical theatre.</p> <ul style="list-style-type: none"> Engages with major works and authors of Indian classical literature, including texts such as the Mahabharata, Abhijnana Shakuntalam, and Mrcchhakatika. Draws attention to the relevance of classical literature in modern times and its enduring legacy.
	CC-14	Indian Writing in English	<ul style="list-style-type: none"> Traces the emergence and development of Indian English Literature. Introduces students to its major movements and figures through a selection of literary texts across genres. Helps in situating these texts within their political and historical contexts.
	DSE-3	Science Fiction and Detective Literature	<ul style="list-style-type: none"> Demonstrates a comprehensive understanding of the historical and cultural contexts that led to the emergence of science/crime fiction and detective literature in the Victorian Age. Helps interpret the significance of genre conventions and innovations within science fiction and detective narratives and recognize their influence on contemporary literature and media. Helps to appreciate the literary techniques, narrative strategies and stylistic features, employed by science fiction and detective writers, including crime-solving, suspense-building, and plot twists. Delineates the contributions of major Victorian authors of science fiction and detective literature such as Arthur Conan Doyle and Wilkie Collins and their overall impact on literature. Cultivates a lifelong appreciation for the rich traditions of science fiction and detective literature while exploring future possibilities, ethical dilemmas, and the nature of truth and justice.

	DSE-4	Partition Literature	<ul style="list-style-type: none"> • Helps in shedding light on one of the most traumatic events of mass migration and violence in the world. • Analyses the literature from Punjab, West Bengal, Pakistan, and Bangladesh through a selection of texts that aid in grasping the reality in the Indian subcontinent. • Assesses the impact of the political decision on the lives of people, especially women and children. • Explores the nostalgia of homeland and the trauma of homelessness and exile.
--	--------------	-----------------------------	--

JHARGRAM RAJ COLLEGE (GIRLS' WING)
UNDERGRADUATE DEPARTMENT OF ENGLISH
B.A. English (Honours) 3-Tier Annual Pattern Syllabus
Model Preference- Vidyasagar University

PROGRAMME SPECIFIC OUTCOME (PSO)	
PSO 1	➤ To cultivate a basic understanding of English language and literature through a wide selection of literary texts
PSO 2	➤ To develop reading, comprehension and writing skills through acquaintance with the forms, structures and techniques of literary works.
PSO 3	➤ To provide an understanding of a variety of cultures through literature and to create awareness regarding the importance of being tolerant to perspectives different from their own.
PSO 4	➤ To help students develop social and psychological awareness, clarity of vision, balance and empathy.

PSO 5	➤ To empower the students to make valuable contributions to their respective communities and the broader society by re-framing their thought-process.
--------------	---

TABLE -I

PART	COURSE CODE	COURSE TITLE	COURSE OUTCOME
PART-1	Paper-I	History of the English Language; Old and Middle English Literature in Translation; Literary Terms & Types; Rhetoric & Prosody	<ul style="list-style-type: none"> • Helps identify aspects of the history of the English language, and its evolution over the ages through interaction with other languages. • Exploring the key texts of Old and Middle English literature for in-depth study of the origin of the culture and language. • Developing an understanding of the various literary terms and types essential for an in-depth understanding of core texts, movements, and theories. • Familiarizing students with the language component of poetry and prose, in the form of rhetoric and prosody, the various elements of poetry, such as diction, tone, form, genre, imagery, figures of speech, symbolism, theme and others.
	Paper-II	English Literature 1500-1630	<ul style="list-style-type: none"> • Explore the key writers and texts within their historical, social, political, and intellectual contexts. • Enabling the students to examine the themes and structures of Elizabethan drama, prose and poetry and get acquainted with relevant literary terms. • Tracing the emergence and development of the sonnet form in the Early Modern period through a selection of sonnets of Shakespeare, Wyatt, Sidney, and Spenser. • Gain insight into the Age of Shakespeare and appreciate Shakespeare's great ideas and unique

			<p>creative output regarding both his sonnets and plays.</p> <ul style="list-style-type: none"> • Acquaint students with the Metaphysical tradition of poetry through the poems of Donne, Herbert, and Bacon's prose style through his essays.
--	--	--	---

TABLE -II

PART	COURSE CODE	COURSE TITLE	COURSE OUTCOME
PART-II	Paper-III	English Literature 1630 – 1780	<ul style="list-style-type: none"> • Develop a thorough understanding of the political, social, philosophical, and cultural background of the various ages in the history of English literature, i.e., from the end of the Renaissance, through the English Civil War, the Restoration and Augustan period. • Helps students gain insights into the socio-political scenario that influenced the immense literary output of the ages through the perusal of contemporary poetry, drama, and prose texts. • Decodes the stylistic aspects of various contemporary literary genres such as epic poetry, Comedy of Manners, mock-heroic poetry, Periodical essays which is quintessential for comprehending the works of Milton, Dryden, Pope, included in the module.
	Paper-IV	English Literature: 1780-1840	<ul style="list-style-type: none"> • Introduces the Romantic period in English literature as a link between the Enlightenment and Modern literature through a comprehensive study of canonical poems, essays and novels that constitute the core texts of the Romantic period.

TABLE III

PART	COURSE CODE	COURSE TITLE	COURSE OUTCOME
III	Paper-V	English Literature: 1840-1900	<ul style="list-style-type: none"> • Provides students with an understanding of English Literature in the Victorian Age. • Helps in gaining knowledge on the central preoccupations of the period. • Introduces students to the Victorian Age in English literature through a selection of novels and poems that exemplify some of the central formal and thematic concerns of the period.
	Paper-VI	English Literature: 1900-2000	<ul style="list-style-type: none"> • Provides students with an understanding of English Literature in the twentieth century. • Helps understand the cultural, political, and stylistic protocols of modernism and its various literary movements. • Develops an understanding among students of the various critiques of modernity that evolved in England (and Europe) during the 20th century. • Assesses the impact of the two World Wars on literary expression and the various political or ideological positions of the European intelligentsia.
	Paper-VII	Indian Writing in English and Indian Writing in English Translation	<ul style="list-style-type: none"> • Traces the emergence and development of Indian English Literature. • Introduces students to its major movements and figures through a selection of literary texts across genres. • Help in situating these texts in their political and historical contexts.
	Paper-VIII (option-I)	Essay, Basic Phonetics (Half I) and American Literature (Half II)	<ul style="list-style-type: none"> • The first half of this paper helps in gaining knowledge on essay-writing skills and present arguments in a lucid manner and offers a basic idea of phonetics. • The second half emphasizes on understanding American Literature through a selection of texts from different genres • Helps deliver an overview of American history and culture.

JHARGRAM RAJ COLLEGE (GIRLS' WING)
UNDER GRADUATE DEPARTMENT OF HISTORY
B.A. History (Hons) CBCS Syllabus
Model Preference- Vidyasagar University
(With effect from 2018-19)

PROGRAM OUTCOME (PO)	
PO A	Acquire in-depth knowledge in the field and domain of social sciences, literature and Humanities which make them sensitive and sensible.
PO B	Develop acquaintance with the Social, Historical, Geographical, Philosophical, Economic and Political thinking and traditions.
PO C	Develop knowledge of theories, concepts, and research methods in humanities and social sciences of ancient, medieval and modern thinkers.
PO D	Improve logical and critical thinking skills of the students.
PO E	Development of multicultural aptitude to grow human values and deal with various problems in life with courage and humanity.
PO F	Empower the graduates to appear for various competitive examinations, placement interviews or choose Post Graduate programs of their choice and develop the students into mature and responsible citizen of the country.

JHARGRAM RAJ COLLEGE (GIRLS' WING)
UNDER GRADUATE DEPARTMENT OF HISTORY
B.A. History (Hons) CBCS Syllabus
Model Preference- Vidyasagar University
(With effect from 2018-19)

PROGRAMME SPECIFIC OUTCOME (PSO)	
PSO 1	<ul style="list-style-type: none"> ➤ Regarding the course's objectives and contents, it is anticipated that students will graduate with a solid understanding of the political, social, and cultural histories of the Indian subcontinent and the rest of the world, including those of Europe, the United States, East Asia, and South East Asia.
PSO 2	<ul style="list-style-type: none"> ➤ Attempts is made to develop an awareness among students that the study of history as a discipline is far more than the routine memorization of names and dates, rather prepare them to understand about the proper concept of time, space and society so that, they can travel through the course of human experiences and comprehend the relations of the present and past.
PSO 3	<ul style="list-style-type: none"> ➤ Students should be familiar with theoretical discourses and in-depth historical research using citations.
PSO 4	<ul style="list-style-type: none"> ➤ History has enormous significance in society and human existence as a field of study within social science. It facilitates the growth of the student's moral and social values. Improve their analytical and critical thinking abilities. ➤ Build in them the virtues of culture, morality, intellect, education, nationalism, and global.
PSO 5	<ul style="list-style-type: none"> ➤ Introduce students to the core courses in historical studies while also exposing them to the diverse opportunities for future research in the fields of archaeology, archive studies, and museology. ➤ There are numerous options available to history students for their future careers. Students of History can engage as teachers in primary schools, secondary schools and post-secondary. As a researcher, they will be associated in several fields like, museums and historical organizations etc. History is also helpful for those who are preparing for WBCS and SSC. A history student may choose his or her career in journalism or any other editorial board. They may directly engage in different ranks of the Archaeological Survey of India according to their performances like as heritage manager, historic buildings inspector or conservation officer, museum education officer etc.

JHARGRAM RAJ COLLEGE (GIRLS' WING)
UNDER GRADUATE DEPARTMENT OF HISTORY

B.A. History (Hons) CBCS Syllabus
Model Preference- Vidyasagar University
(With effect from 2018-19)

COURSE OUTCOME (CO)

TABLE I

SEMESTER	COURSE CODE	COURSE TITLE	COURSE OUTCOME
I	CC-1	Greek and Roman Historians	<p>After completing this course students are expected to:</p> <ul style="list-style-type: none"> • Acquainted with the process of the development of historical writing in ancient worlds. • Explore the different approaches that Greek and Roman historians brought to the discipline. • Will develop knowledge about the purpose and methodology of history more broadly including how we practice it today. • Acquire the knowledge of the scholarly techniques of presenting your written work.
	CC- 2	Early Historic India (proto history to 6th century B.C)	<ul style="list-style-type: none"> • Have a fair knowledge about the prehistory, proto-history and the sources of Ancient Indian History. • be able to understand the historiographical trends, interpretation of the historical sources of ancient India as well. • Acquire knowledge about the Vedic Period and the rise of Jainism and Buddhism culture in ancient times of India.
	GE-1	Theories of Modern State	<ul style="list-style-type: none"> • Have a fair knowledge about definition and concepts on state • Acquire knowledge about different model of state and its prospects.
	AECC	English/MIL	<ul style="list-style-type: none"> • Course outcome given in sheet containing English, Bengali.

TABLE II

SEMESTER	COURSE CODE	COURSE TITLE	COURSE OUTCOME
II	CC-3	Mauryan and Gupta Empire	<ul style="list-style-type: none"> • Enable the students to understand the political dynastic histories better. • Develop a critical understanding of the ancient polities. • Develop a thorough understanding of the developments of the era to assess how it was different from the previous and more importantly how it organically leads to the succeeding changes in Indian polity
	CC- 4	Political History of Early Medieval India (600 AD to 1200 AD)	<ul style="list-style-type: none"> • Learn and analyze about the transition from historic centuries to the early medieval. • Be able to delineate changes in the realm of polity and culture. • Aware of debates on feudalism, land-grants, occupational mobility,urbanization, political regionalization, regional culture, trade networks, and so on.
	GE-2	Science and Empire	<ul style="list-style-type: none"> • Learn the broader domain of the historical development of science and technology. • Familiarize with varied perspectives of the colonial government and Indian nationalists and their prolonged experiments in different field of science and technology.
	AECC-2	Compulsory ENVS	<ul style="list-style-type: none"> • Introduce the students to the fundamentals of environmental studies like ecology and related interdisciplinary subjects such as policy, law, Economics, pollution control, resources management etc.

TABLE III

SEMESTER	COURSE CODE	COURSE TITLE	COURSE OUTCOME
III	CC- 5	Delhi Sultanate	<ul style="list-style-type: none"> • Acquire knowledge about the sources for studying and Interpreting the Delhi Sultanate. • Can gather knowledge about the foundation, expansion and consolidation of the sultanate.
	CC- 6	The Feudal Society	<ul style="list-style-type: none"> • Enhance knowledge about medieval socio-economic structure in Europe. • To be able to understand a society around relationships derived from the holding of land. • To be able to make a comparative analysis between Indian and Europe medieval socio-economic structure.
	CC-7	Akbar and the Making of Mughal India	<p>The Mughal is a topic of controversy and attraction for their purse-proud to history lovers. Students acquire knowledge about</p> <ul style="list-style-type: none"> • Mughal polity, economy, trade, commerce, society, culture become so famous during the reign of Akbar.
	SEC-1-C	Art Appreciation an Introduction to Indian art	<ul style="list-style-type: none"> • It is intended to familiarize the student to with different phases of Indian art as well as various forms of art since the ancient times up to modern. • The student is prepared to identify the characters and features of Indian art from different regions of the given period. • Also help them to understand art as source for historical studies.
	GE3	Some Perspective on Women's Rights in India	<ul style="list-style-type: none"> • Acquainted with the historical development of women rights and its contemporary debates. • Learn about the various laws securing women rights in India.

TABLE IV

SEMESTER	COURSE CODE	COURSE TITLE	COURSE OUTCOME
IV	CC-8	Renaissance and Reformation	<ul style="list-style-type: none"> • Acquainted with the grate debates which explain the transition of feudalism to capitalism. • Learn about some significant events of Modern West. Such as Geographical Expansion, Renaissance, Humanism, Reformation, Scientific Revolution, Print Revolution etc.
	CC- 9	The French Revolution & Nepoleon Bonaparte	<ul style="list-style-type: none"> • Explain the origins and development of the French Revolution and Nepoleonic rule. • Demonstrate an appreciation of key historiographical and theoretical interpretations of revolutionary and Nepoleonic periods. • Locate and interpret primary sources to generate insights into the past. • Evaluate the political, social and cultural legacies of the past.
	CC-10	19th Century Revolutions in Europe	<ul style="list-style-type: none"> • Enable students to learn about important political revolutions, which had brought epochal social, economic and intellectual changes and which in turn had influenced the course of changes in the said spheres.
	SEC-2-B	The Making of Indian Foreign Policy	<ul style="list-style-type: none"> • Students will be able to comprehend wide ranging topics of compelling contemporary interest in the context of India from the 1950s to the 2000s. • To be acquaint with the major trends of politics and foreign relations, situating the debates and discourses on India's 'development' in a global context.
	GE-4	Gender & Education in India	<ul style="list-style-type: none"> • Comprehend the historical progress of women education in India during the early, medieval, colonial and present times.

TABLE V

SEMESTER	COURSE CODE	COURSE TITLE	COURSE OUTCOME
V	CC-11	Select Themes in the Colonial Impact on Indian Economy and Society	<ul style="list-style-type: none"> • Understand some key spheres and trends of India’s economy under colonial rule. • Demonstrate skill to critically engage with ideas of socio-economic changes in the 19th century.
	CC-12	Peasant and Tribal uprising in colonial India in the 19th Century	<ul style="list-style-type: none"> • Acquaint learners with the different aspects of India’s anti –colonial struggle. • Enable to understand the potentialities of these groups (peasants and tribal) in shaping modern Indian History.
	DSE-1-A	Modern Transformation of China (1839-1949)	<ul style="list-style-type: none"> • Able to understand to demonstrate a broad acquaintance with important historical, economic, political and cultural developments in transformative phase of china. • Situate historical moments and issues in local, regional and global contexts.
	DSE-2-A	Modern Transformation of Japan	<ul style="list-style-type: none"> • Familiar with the process of transition from quasi-feudalism to a modern industrialized capitalist nation. • Develop knowledge about the socio-political, economic and diplomatic policies that shape the nature of a country.

TABLE VI

SEMESTER	COURSE CODE	COURSE TITLE	COURSE OUTCOME
VI	CC-13	International Relations after the Second World War	<ul style="list-style-type: none">• Comprehend the world politics or international relations since 1945 as an integral part of contemporary history.• Become aware with the major trends, events, and processes of global politics.• Situate and understand contemporary local, national and international events and affairs in a proper historical perspective.
	CC-14	Modern Nationalism in India	<ul style="list-style-type: none">• Enable to explore the vast canvass of nationalist history.• Acquaint with the ideas and projections of nationalism and trends and shades of nationalist politics.• Understand the diverse interpretations about the legacies of freedom struggle in proper historical perspective.• Enable to assess the roles of various personalities, groups in the national movement.
	DSE-3-B	War and Diplomacy, 1914-1945	<ul style="list-style-type: none">• Develop an understanding of an era of shifting history from Euro centric to World.• Be acquaint with the turbulent times when totalitarianism rose as an alternative to democratic and liberal ideal and also the growing desire for peace through formation of organizations such as United nations.
	DSE-4-B	Environmental History of India (Early India and Medieval Period)	<ul style="list-style-type: none">• Understand an environmental history.• Describe the nature-human interface.• Know about the policies taken by the government in each era to protect our mother earth.

JHARGRAM RAJ COLLEGE (GIRLS' WING)
UNDER GRADUATE DEPARTMENT OF HISTORY
B.A. History (Hons) 3-Tier Annual Pattern Syllabus
Model Preference- Vidyasagar University

PROGRAMME SPECIFIC OUTCOME (PSO)	
PSO 1	<ul style="list-style-type: none"> ➤ Regarding the course's objectives and contents, it is anticipated that students will graduate with a solid understanding of the political, social, and cultural histories of the Indian subcontinent and the rest of the world, including those of Europe, the United States, East Asia, and South East Asia.
PSO 2	<ul style="list-style-type: none"> ➤ Attempts is made to develop an awareness among students that the study of history as a discipline is far more than the routine memorization of names and dates, rather prepare them to understand about the proper concept of time, space and society so that, they can travel through the course of human experiences and comprehend the relations of the present and past.
PSO 3	<ul style="list-style-type: none"> ➤ Students should be familiar with theoretical discourses and in-depth historical research using citations.
PSO 4	<ul style="list-style-type: none"> ➤ History has enormous significance in society and human existence as a field of study within social science. It facilitates the growth of the student's moral and social values. Improve their analytical and critical thinking abilities. ➤ Build in them the virtues of culture, morality, intellect, education, nationalism, and global.
PSO 5	<ul style="list-style-type: none"> ➤ Introduce students to the core courses in historical studies while also exposing them to the diverse opportunities for future research in the fields of archaeology, archive studies, and museology. ➤ There are numerous options available to history students for their future careers. Students of History can engage as teachers in primary schools, secondary schools and post-secondary. As a researcher, they will be associated in several fields like, museums and historical organizations etc. History is also helpful for those who are preparing for WBCS and SSC. A history student may choose his or her career in journalism or any other editorial board. They may directly engage in different ranks of the Archaeological Survey of India according to their performances like as heritage manager, historic buildings inspector or conservation officer, museum education officer etc.

TABLE -I

PART	COURSE CODE	COURSE TITLE	COURSE OUTCOME
PART-1	Paper-I	History of India, from Earliest Times to the End of 12th century	<ul style="list-style-type: none"> • Students can achieve knowledge regarding geographical background and sources with approaches to Indian History. • Learn about pre and proto history of our country, emergence and growth of earlier dynasties like Maurya, Gupta as well as in Post Gupta period. • Acquire knowledge about the socio, political, economic, religious and cultural features of early medieval.
	Paper-II	History of India, c. 1200-c. 1765	<ul style="list-style-type: none"> • Acquire knowledge about the sources for studying and interpreting medieval era of Indian History. • Gather knowledge about the dynastic histories of Delhi Sultanate, Mughals and other regional kingdoms. • Acquainted with the various aspects of socio-cultural and political situations of said dynasties. • Develop knowledge about the contemporary religious and cultural movement with the special reference of Bhakti and Sufi movement.

TABLE -II

PART	COURSE CODE	COURSE TITLE	COURSE OUTCOME
PART-II	Paper-III	Greek History and Civilization, 510 BCE-356 BCE	<ul style="list-style-type: none"> • Familiarize with core features of classical Athenian and Roman cultural history. • To be able to evaluate the usefulness and relevance of different types of historical or textual evidence. • Develop an ability to construct a well-developed argument based on fragmentary historical and archaeological evidence.
	Paper-IV (Option-B)	Transformation of Europe, c.1300 – c.1700	<ul style="list-style-type: none"> • Aware about the processes that modernized Europe. Students will be aware about key concepts of the feudalism crisis, transition debate, renaissance, humanism and reformation movement. • Enable to comprehend the impact that Europe had on the world.

TABLE III

PART	COURSE CODE	COURSE TITLE	COURSE OUTCOME
III	Paper-V	History of India, 1765-1964	<p>To understand Modern India this paper is essential.</p> <ul style="list-style-type: none"> • Get knowledge about the colonial penetration in India and its different facets. • Become familiar with various popular uprising against the British rule. • Acquire knowledge about history of Indian Nationalist Movements. • Gain knowledge about communal politics, partition in India and also post-independence era under Nehru.
	Paper-VI	History of Europe, 1789-1945	<ul style="list-style-type: none"> • Acquainted with the various theoretical discourses and in-depth studies on modern Europe. • Enable to understand the key features of European History in the said period. • Prepared to understand the later development of European History.
	Paper-VII	The Making of the Contemporary World (1945-c.2000)	<ul style="list-style-type: none"> • Gather knowledge about the impact of the Second World War on the International System like Cold War, emergence of third world, non-alignment, bipolar world through this paper. • Acquainted with the system of military and economic alliances, decline of European Imperialism, decolonization. • Develop an understanding about globalisation and its effects.
	Paper-VIII (option-A)	History of East Asia, 1839-1949	<ul style="list-style-type: none"> • Acquire knowledge about the process of transition from quasi-feudalism to modern nation. • Develop knowledge about the socio-political, economic and diplomatic policies that shape the nature of a country.

Jhargram Raj College (Girls' Wing)
Department of Philosophy
Program Outcome

- PO-A: Acquire knowledge in the field and domain of Social Sciences, Literature and Humanities which make them sensitive and sensible.
- PO-B: Develop acquaintance with the Social, Historical, Geographical, Philosophical, Economic and Political thinking and traditions.
- PO-C: Develop knowledge of theories, concepts, and research methods in humanities, social sciences and political philosophies of ancient, medieval and modern thinkers.
- PO-D: Improve logical and critical thinking skills of the students.
- PO-E: Grow human values to deal with various problems in life with courage and humanity.
- PO-F: Empower the graduates to appear for various competitive examinations, placement interviews or choose Post Graduate programs of their choice and develop the students into mature and responsible citizens of the country.

PROGRAMME NAME	B.A HONOURS IN PHILOSOPHY
PROGRAMME SPECIFIC OUTCOME	<ul style="list-style-type: none">• To empower the students with critical thinking and analysis.• To make the students capable of ethical reasoning.• To acquaint the students with the major philosophical traditions.• To empower the students to develop effective communication and research skills.• To develop interdisciplinary perspectives, global awareness and ethical conduct.• To enhance problem solving abilities.• To impart the students with life-long learning.

TABLE I

PART I

PAPER	COURSE DETAIL	COURSE OUTCOME
<p>Paper 1</p>	<p>Indian Philosophy</p>	<ul style="list-style-type: none"> • Acquaint the students with Indian concepts of Materialism, Spiritualism, Monism, Pluralism, Realism and Idealism. • The students acquire the concepts of Logic, Epistemology, Metaphysics, Ethics, Religion etc. • The students are enlightened regarding Advaitavada, Dvaitavada, Metaphysics, theory of knowledge, concepts of bondage and liberation, Truth and Falsity of knowledge etc.
<p>Paper 2</p>	<p>History of Western Philosophy</p>	<ul style="list-style-type: none"> • Acquire, acquaint and develop the concepts of epistemology and metaphysics of Classical Western thinkers (pre-Socratic Philosophers to Plato-Aristotle) and Modern Rationalist thinkers (Descartes Spinoza and Leibnitz). • The students are introduced to the areas of epistemological and metaphysical thoughts of Modern Empiricist thinkers (Locke, Barkeley and Hume) along with that of Kant and Hegel. • The students are motivated to dig deeper into the basics of the subject.

TABLE II

PART II

PAPER	COURSEDETAIL	COURSE OUTCOME
Paper 3	Psychology & Philosophy of Mind and Social & Political Philosophy	<ul style="list-style-type: none"> • Understand, analyze and critically evaluate the basic issues in Psychology, methodology, neuroscience, sensation and perception, consciousness, learning, memory, thinking, language, intelligence, motivation and emotion, development of personality, stress and health, disorders, treatments, and social considerations. • By understanding, analyzing and developing critical insight in socio-political ideas of governance and ideals, the students understand the present day situation of society and politics.
Paper 4	Western Logic	<ul style="list-style-type: none"> • Students are introduced to the proper reasoning method through traditional and Boolean method, various aspects of quantification. • Understanding and analyzing the foundational concepts, principals of inductive reasoning, difference between inductive and deductive reasoning, causal inference and statistical reasoning. • Exploring the strengths and limitations of inductive reasoning.
Paper 5	Indian Epistemology, Logic and Philosophy of Language	<ul style="list-style-type: none"> • Understand, Analyze and explore the foundational concepts of Nyaya Logic and Epistemology • Helps the students in developing the power of analyzing Nyaya Logic which in turn enhances their intelligence. • Enhances the skill of the students to analyze Shabda Pramana within the Indian heritage.

TABLE III

PART III

PAPER	COURSE DETAIL	COURSE OUTCOME
Paper 6	Ethics	<ul style="list-style-type: none"> • Understand the basics of Indian ethics which includes Hindu, Jaina and Buddhist ethics. • Understand and analyze the ethical theories. • Explore and evaluate dilemmas and debates. • Develop critical thinking to understand complex moral issues. • Acquaint the students with different debates involving abortion, euthanasia, environmental ethics etc.
Paper 7	Philosophy of Language, Epistemology, Metaphysics (Western)	<ul style="list-style-type: none"> • Understanding and developing fundamental philosophical questions, critical thinking skills, analytical abilities and the capacity for thoughtful reflection on complex philosophical issues. • Synthesize the concepts and apply in practical cases.
Paper 8 (Option A)	Philosophy of Religion and Philosophical Classics	<ul style="list-style-type: none"> • Develop, understand and analyze the importance of religion, relation between magic and religion, comparison between different religions, proof in favor of existence of God, proof against the existence of God, Religious language.

Jhargram Raj College (Girls' Wing)

Department of Philosophy (CBCS)

HONOURSCOURSEOUTCOMES

SEMESTER	COURSECODE	COURSE TITLE	COURSE OUTCOME
<i>I</i>	CC-1	Outlines of Indian Philosophy-I	<ul style="list-style-type: none">• Acquaint the students with Indian concepts of Materialism, Spiritualism, Monism, Pluralism, Realism and Idealism.• The students acquire the concepts of Logic, Epistemology, Metaphysics, Ethics, Religion etc.
<i>I</i>	CC-2	Outlines of Western Philosophy-I	<ul style="list-style-type: none">• Acquire, acquaint and develop the concepts of epistemology and metaphysics of Classical Western thinkers (pre-Socratic Philosopher to Plato-Aristotle) and Modern Rationalist thinkers (Descartes Spinoza and Leibnitz).
<i>I</i>	AECC-1	English/MIL	<ul style="list-style-type: none">• Course outcome given in sheet containing English, Bengali.
<i>II</i>	CC-3	Outlines of Indian Philosophy-II	<ul style="list-style-type: none">• The students are enlightened regarding Advaitavada, Dvaitavada, Metaphysics, theory of knowledge, concepts of bondage and liberation, Truth and Falsity of knowledge etc.
<i>II</i>	CC-4	Outlines of Western Philosophy-II	<ul style="list-style-type: none">• The students are introduced to the areas of epistemological and metaphysical thoughts of Modern Empiricist thinkers (Locke, Berkeley and Hume) along with that of Kant and Hegel.• The students are motivated to dig deeper into the basics of the subject.

<i>II</i>	AECC-2	COMPULSORYENVS	<ul style="list-style-type: none"> • Introduce the students to the fundamentals of environmental studies like ecology and related interdisciplinary subjects such as policy, law, Economics, pollution control, resource management etc.
<i>III</i>	CC-5	Philosophy of Mind	<ul style="list-style-type: none"> • Understand, analyze and critically evaluate the basic issues in Psychology, methodology, neuroscience, sensation and perception, consciousness, learning, memory, thinking, language, intelligence, motivation and emotion, development of personality, stress and health, disorders, treatments, and social considerations.
<i>III</i>	CC-6	Social and Political philosophy	<ul style="list-style-type: none"> • By understanding, analyzing and developing critical insight in socio-political ideas of governance and ideals, the students understand the present day situation of society and politics.
<i>III</i>	CC-7	Philosophy of Religion	<ul style="list-style-type: none"> • Develop, understand and analyze the importance of religion, relation between magic and religion, comparison between different religions, proof in favor of existence of God, proof against the existence of God, Religious language.
<i>III</i>	SEC-1	Philosophy of Human Rights	<ul style="list-style-type: none"> • Identify issues and problems relating to the realization of human rights. • Ability to strengthen and contribute to the resolution of human rights issues and problems • Develop investigative and analytical skills.
<i>III</i>	GE 3	Theory of Inference in Nyaya	<ul style="list-style-type: none"> • Understand the foundational concepts of Nyaya epistemology. • Grasp the structures and types of inference as discussed by Nyaya thinkers. • Analyze the Nyaya theory of perception and its relation to inference.

<i>IV</i>	CC-8	Western Logic -1	<ul style="list-style-type: none"> • Students are introduced to the proper reasoning method through traditional and boolean method, various aspects of quantification.
<i>IV</i>	CC-9	WesternLogic-II	<ul style="list-style-type: none"> • Understanding and analyzing the foundational concepts, principals of inductive reasoning, difference between inductive and deductive reasoning, causal inference and statistical reasoning. • Exploring the strengths and limitations of inductive reasoning.
<i>IV</i>	CC-10	Epistemology and Metaphysics (Western)	<ul style="list-style-type: none"> • Understanding and developing fundamental philosophical questions, critical thinking skills, analytical abilities and the capacity for thoughtful reflection on complex philosophical issues. • Synthesize the concepts and apply in practical cases.
<i>IV</i>	SEC 2	Man and Environment	<ul style="list-style-type: none"> • Equip students with a broad understanding of philosophical perspectives on environmental issues, critical thinking skills, ethical awareness and a sense of personal and collective responsibility for safeguarding the environment.
<i>IV</i>	GE4	Termination of life and Ethics	<ul style="list-style-type: none"> • Understanding and exploring the historical and philosophical foundations of Ethics related to the termination of life, debates on Euthanasia, suicide, capital punishment etc. • Developing critical thinking and analytical skills to access moral dilemmas relating to the termination of life.
<i>V</i>	CC-11	Nyaya Logic and Epistemology - I	<ul style="list-style-type: none"> • Understand, Analyze and explore the foundational concepts of Nyaya Logic and Epistemology

V	CC-12	Ethics (Indian)	<ul style="list-style-type: none"> Understand the basics of Indian ethics which includes Hindu, Jaina and Buddhist ethics.
V	DSE-1	Philosophy of Language (Indian)	<ul style="list-style-type: none"> Enhances the skill of the students to analyze Shabda Pramana within the Indian heritage.
V	DSE-2	Applied Ethics	<ul style="list-style-type: none"> Acquaint the students with different debates involving abortion, euthanasia, environmental ethics etc.
VI	CC-13	Nyaya Logic and Epistemology - II	<ul style="list-style-type: none"> Helps the students in developing the power of analyzing Nyaya Logic which in turn enhances their intelligence.
VI	CC-14	Ethics (Western)	<ul style="list-style-type: none"> Understand and analyze the ethical theories. Explore and evaluate dilemmas and debates. Develop critical thinking to understand complex moral issues.
VI	DSE-3	Srimadbhagavadgita	<ul style="list-style-type: none"> Understand, analyze and explore the teachings of Gita on ethical dilemmas, moral conduct and path to spiritual realization. Develop critical thinking and analytical skills to interpret the complex philosophical arguments and dialogues within the Gita.
VI	DSE-4	M.K Gandhi	<ul style="list-style-type: none"> Understand, analyze and evaluate the historical, cultural, philosophical and ethical principles advocated by M.K Gandhi. Develop critical thinking to access Gandhi's idea in relation to other philosophical and ethical perspectives.

Department of Political Science
Jhargram Raj College (Girls' Wing)

Program Outcome

PO-A: Acquire in-depth knowledge in the field and domain of Social Sciences, Literature and Humanities which make them sensitive and sensible.

PO-B: Develop acquaintance with the Social, Historical, Geographical, Philosophical, Economic and Political thinking and traditions.

PO-C: Develop knowledge of theories, concepts, and research methods in humanities and social sciences of ancient, medieval and modern thinkers.

PO-D: Improve logical and critical thinking skills of the students.

PO-E: Development of multicultural aptitude to grow human values and deal with various problems in life with courage and humanity.

PO-F: Empower the graduates to appear for various competitive examinations, placement interviews or choose Post Graduate programs of their choice and develop the students into mature and responsible citizens of the country.

Model Reference: Vidyasagar University, Syllabus for Political Science (Hons)

(CBCS & 3 TIER PATTERN)

PROGRAMME SPECIFIC OUTCOME	
Enhancement of Knowledge	<ul style="list-style-type: none">➤ Being political is the primary essence of being human as evident from Aristotle's famous quote, 'Man is by nature a political animal'. Keeping this in mind along with the course content created by the University, attempt has been made in this institute to disseminate a comprehensive understanding of politics, both as an academic area of enquiry and understanding as well as an activity both in public and private spaces.➤ It can be anticipated that students after completion of this course will become aware of the arena and dynamics of politics ranging from the art of government and governance across countries to phenomena like power politics, globalization, war and strategy, state -society-culture -economy and other such interfaces and their interactions as well as thoughts and theoretical frameworks essential for understanding and analyzing events surrounding them
Development of Skills	<ul style="list-style-type: none">➤ Political Science or more broadly Politics is a discipline of praxis and given the fact that India is a democratic country, where people have a say in what and who constitutes government, political awareness is the cornerstone to ensure transparency and efficiency.➤ Learning this discipline will enable the students to become aware citizens and also spread awareness in the broader society that they interact with. Analytical and critical thinking abilities is expected to increase.➤ Increase in rational thinking capabilities to judge surrounding events and situations is expected to help the students in their core life choices as well, given the fact that majority of them are first generation learners hailing from rural background.
Future Prospects	<p>As future career prospects students have a wide range of available choices like education sector, administrative services, media and mass communication. They can be future researchers and be part of various think tanks. They can also be part of NGOs and engage in active social work. They can also be educated and aware career politicians and be harbingers of positive change themselves.</p>

Course Outcome for CBCS Semester wise Courses in Political Science Honours with effect from 2018-19 under Vidyasagar University

TABLE I

COURSE DURATION	COURSE DETAIL	COURSE OUTCOME
SEMESTER-I (July- December)		After completing this course students are expected to /be:
Hons, CC- 1	Understanding Political Theory	<ul style="list-style-type: none"> • Acquainted with the basic concept of ‘politics’, various traditions, approaches and perspectives of political theory like liberal, Marxist, anarchist, feminist, post-modern etc. • Develop knowledge about the concept and types of democracy, models of representation and dynamics of participation
CC- 2	Constitutional Government and Democracy in India	<ul style="list-style-type: none"> • Gain understanding on the structure of the Government of India • History and philosophy of the Indian Constitution • Understand how the country is governed enabling them to know their status and importance as citizens of a democratic, federal, secular country.
GE 1 (option provided only to other Hons. Subjects of 2018-2019 batch)	Nationalism in India	<ul style="list-style-type: none"> • Enable exploration of the vast canvas of nationalist history. • Acquaint with the ideas and projections of nationalism and trends and shades of nationalist politics. • Learn the various phases of the nationalist movement till partition • Understand the women’s question, the caste question and the movements of the tribals , peasants and workers

TABLE II

COURSE DURATION	COURSE DETAIL	COURSE OUTCOME
SEMESTER-II (January- June)		After completing this course students are expected to /be:
Hons, CC- 3	Political Theory: Concepts and Debates	<ul style="list-style-type: none"> • Understand the core concepts of politics like liberty, equality, justice, rights • Learn to debate major questions on political obligation, universalism or cultural relativism of the concept of human rights and issue of diversity in plural societies • Know the debates surrounding affirmation action and capital punishment • Learn in detail the rights of a girl child which is very crucial given the nature of the society the students hail from.
CC- 4	Political Process in India	<ul style="list-style-type: none"> • Enable students to grasp the real nature of the political arena in India helping them to analyze the practical application of constitutional ideals as they learnt in CC2 (Semester 1) • Acquaint themselves with political parties of India, importance of socio-economic cleavages like caste, class, gender and religion in determining voting behavior and their overall influence on politics
GE 2 (option provided only to other Hons. Subjects of 2018-2019 batch)	Governance: Issues and Challenges	<ul style="list-style-type: none"> • Understand the concepts of government and governance • Inculcate ideas of interlinkages between development, environment with governance highlighting concepts of good governance, green governance etc. and knowing the best practices governance in India • Learn about various avenues of people's participation in governance

TABLE III

COURSE DURATION	COURSE DETAIL	COURSE OUTCOME
SEMESTER-III (July- December)		After completing this course students are expected to /be:
Hons, CC- 5	Introduction to Comparative Government and Politics	<ul style="list-style-type: none"> • Understand the nature and scope of comparative politics • Learn the historical context of capitalism, socialism, colonialism and decolonization • Comparatively analyse the political systems of Britain, Brazil, Nigeria and China thereby enabling the students to understand their own countries better.
CC- 6	Perspectives on Public Administration	<ul style="list-style-type: none"> • Understand the administrative side of the Indian political system • Learn about the various theoretical perspectives of organization and management and their applicability in public administration • Know about the evolution of public administration as an independent academic pursuit • Learn about public policy making
CC-7	Perspectives on International Relations and World History	<ul style="list-style-type: none"> • Comprehend the nature of international relations from World War I till the end of the Cold War • Understand the evolution of international relations as an independent academic discipline with focus on the dominant theoretical schools • Know about the concept of Third World and nature of the post – Cold War world order.
SEC-1	(a)Democratic Awareness with Legal Literacy Or (b) Public Opinion and Survey Research (only for 2018-2019 & 2019-2020 batches after which students opted in majority for Democratic Awareness)	<p>(a) Democratic Awareness</p> <ul style="list-style-type: none"> • Understand the legal system of India, constitution and fundamental rights, and various laws related to criminal jurisdiction like FIR, Burden of Proof etc. • Acquaint themselves with various types of laws like property, dowry, sexual harassment , consumer rights, cyber crimes etc <p>(b) Survey Research</p> <ul style="list-style-type: none"> • Learn about survey tactics like sampling, interviewing and analyzing data • Understand interpretation of polls like opinion polls, mood of the nation polls and brainstorm the politics behind tem
GE 3 (Option provided to other Hons. Subjects from 2019-2020 batches till date)	Gandhi and the Contemporary World	<ul style="list-style-type: none"> • Learn Gandhian critique or modern civilization, his ideas of satyagraha, swaraj, swadeshi • Comprehend the practical application of Gandhian ideals in India and abroad like Narmada Bachao movement, Anti-Apartheid and other anti-racist movements. • Watch and analyze perceptions of Gandhian ideals in popular cultures and movies like <i>Lage Raho Munna Bhai</i> and the concept of <i>Gandhigiri</i>

TABLE IV

COURSE DURATION	COURSE DETAIL	COURSE OUTCOME
SEMESTER-IV (January - June)		After completing this course students are expected to /be:
Hons, CC- 8	Political Processes and Institutions in Comparative Perspective	<ul style="list-style-type: none"> • Acquaint themselves with the sub -discipline of political sociology with focus on concepts like political culture and new institutionalism • Know the various types of electoral systems, evolution of various party systems and party types • Learn the concept of nation state and related debates • Familiarize with the ideas of democratization, federation and confederation
CC- 9	Public Policy and Administration in India	<ul style="list-style-type: none"> • Know the concept of public policy and the policy process in India including budget cycle • Learn the notion of decentralization of power in the context of rural and urban local self-government • Familiarize with the citizen-administration interface and redressal of grievances like RTI, Lokpal as well as various social welfare politics like Right to Education, National Health Mission, MNREGA etc
CC-10	Global Politics	<ul style="list-style-type: none"> • Understand the concept, issues and dimensions of globalization • Inculcate the spirit of reasoning in analyzing various theoretical approaches to globalization • Know about inter – nation politics on various issues of global scale like environment, economy, nuclear weapons, terrorism, migration and human security
SEC-2	Legislative Practices and Procedures	<ul style="list-style-type: none"> • Know the power and functions of people’s representatives • Inculcate the ideas of the reading budget documents and the procedure of passage of bills to Acts in legislatures • Analyze and brainstorm the role of media acting as checks and balances on the activities of representatives.
GE 4	United Nations and Global Conflicts	<ul style="list-style-type: none"> • Know the historical overview of United Nations, principles and objectives, structure and function of its various organs and specialized agencies • Understand peacekeeping, peacemaking and peace building measures • Know the politics and trajectory of various global conflicts like Korean war, Vietnam war, Afghanistan wars and war in the Balkans enabling a critical understanding of the functioning of the United Nations.

TABLE V

COURSE DURATION	COURSE DETAIL	COURSE OUTCOME
SEMESTER-V (July- December)		After completing this course students are expected to /be:
Hons, CC- 11	Classical Political Philosophy	<ul style="list-style-type: none">• Understand the context and thoughts of various political thinkers like Plato, Aristotle, Machiavelli, Hobbes and Locke• Learn to analyse such ideas and explore their relevance and connections in the contemporary times
CC-12	Modern Indian Political Thought I	<ul style="list-style-type: none">• Learn pre-colonial traditions in Indian political thought• Understand in context the thoughts of Ved Vyasa (Santiparva), Manu, Kautilya, Barani, Abul Fazal and Kabir
DSE 1	Indian Foreign Policy in a Globalizing World	<ul style="list-style-type: none">• Understand the critical issues of India's foreign policy and analysing factors affecting India's policy along with an emphasis on institutions and leadership• Look into the continuity and changes in India's foreign policy across decades focusing on economic, social and political issues• Brainstorm regarding various global issues that influence India's policies and her relations with other major powers as well as those in South Asia.
DSE-2	United Nations and Global Conflicts	<ul style="list-style-type: none">• Know the historical overview of United Nations, principles and objectives, structure and function of its various organs and specialized agencies• Understand peacekeeping, peacemaking and peace building measures• Know the politics and trajectory of various global conflicts like Korean war, Vietnam war, Afghanistan wars and war in the Balkans enabling a critical understanding of the functioning of the United Nations.

TABLE VI

COURSE DURATION	COURSE DETAIL	COURSE OUTCOME
SEMESTER- VI (January - June)		After completing this course students are expected to /be:
Hons, CC- 13	Modern Political Philosophy	<ul style="list-style-type: none"> • Understand in context the thoughts of Rousseau, John Stuart Mill and Karl Marx • Internalize, analyse the thoughts and activities of liberal feminists like Mary Wollstonecraft and Marxist feminists like Alexandra Kollontai and realize how without them the worth of women and their rights would not have been recognized
CC- 14	Indian Political Thought -II	<ul style="list-style-type: none"> • Learn the contributions of various thinkers and activists of modern India with reference to specific ideas of Rammohan Roy, Vivekananda, Gandhi, Ambedkar, Tagore, Iqbal, Savarkar, Nehru, Lohia • Internalize analyse and understand the condition of Indian women, patriarchal practices through the eyes of Pandita Ramabai
DSE-3	Women, Power and Politics	<ul style="list-style-type: none"> • Know the concept of patriarchy and associated debates like sex-gender, public-private, power • Learn about feminism and its trajectory along with the history of women's movement in India • Develop understanding on various issues like sex work, reproductive and care work, visible and invisible work • Become aware of violence against women and measures to deal with them
DSE-4	Human Rights in a Comparative Perspective	<ul style="list-style-type: none"> • Understand the concept of human rights and the Universal Declaration of Human rights • Comparatively analyze various issues like torture (USA & India), Censoring (China & India), Terrorism and minority insecurity (USA & India), Caste & Race (South Africa & India), Gender & violence (Pakistan and India), Aboriginals/Adivasis and the Land Question (Australia & India)

**Course Outcome for 3 Tier Annual Courses in Political Science Honours
in effect till 2017-2018 Admission under Vidyasagar University**

TABLE I

COURSE DURATION	COURSE DETAIL	COURSE OUTCOME
		After completing this course students are expected to:
PART I		
Hons, Paper I	History of Political Thought	<ul style="list-style-type: none"> • Understand the context and thoughts of various political thinkers – Western and Indian • Learn evolution and various facets of Indian and Western political thought of various thinkers from classical antiquity to modern like from Kautilya to Ambedkar and from Plato to Marx • Learn to analyse such ideas and explore their relevance and connections in the contemporary times
Hons, Paper II	Government and Politics in India	<ul style="list-style-type: none"> • Gain understanding on the structure of the Government of India, its various organs and respective functions • History and philosophy of the Indian Constitution • Enable students to grasp the real nature of the political arena in India helping them to analyze the practical application of constitutional ideals • Acquaint themselves with political parties of India, electoral system, importance of socio-economic cleavages like caste, class, gender and religion and their overall influence on politics • Know about various social movements in India

TABLE II

COURSE DURATION	COURSE DETAIL	COURSE OUTCOME
		After completing this course students are expected to/be
PART II		
Hons, Paper III	Political Theory	<ul style="list-style-type: none"> • Acquainted with the basic concept of ‘politics’, various traditions, approaches and perspectives of political theory • Understand and analyse concepts like liberty, equality, rights, justice, sovereignty, power , authority etc. • Develop knowledge about the concept and types of democracy, models of representation and dynamics of participation • Develop a deep understanding of Marxian approach and various concepts, debates associated with it
Hons, Paper IV	Comparative Government and Politics	<ul style="list-style-type: none"> • Understand the nature and scope of comparative politics and comparative government • Comparatively analyse the political systems of UK, USA, China, Switzerland thereby enabling the students to understand their own countries better.
Hons, Paper V	International Relations	<ul style="list-style-type: none"> • Comprehend the nature of international relations from World War I till the end of the Cold War • Understand the evolution of international relations as an independent academic discipline with focus on the dominant theoretical schools • Understand issues like terrorism, environment, human rights • Understand the critical issues of India’s foreign policy and analysing factors affecting India’s policy • Brainstorm regarding various global issues that influence India’s policies and her relations with other major powers as well as those in South Asia. • Acquaint themselves with foreign policies of USA, Russia, China • Know the historical overview of United Nations, principles and objectives, structure and function of its various organs and specialized agencies.

TABLE III

COURSE DURATION	COURSE DETAIL	COURSE OUTCOME
		After completing this course students are expected to/be
PART III		
Hons, Paper VI	Society, State and Politics	<ul style="list-style-type: none">• Acquaint themselves with the sub -discipline of political sociology• Understand the social bases of politics• Learn concepts like political culture , political socialization, political systems, political modernization. Political parties etc• Analyse social cleavages like caste , class and issues like identity politics• Understand gender question and women empowerment.
Hons, Paper VII	Public Administration	<ul style="list-style-type: none">• Understand the administrative side of the political system• Learn about the various theoretical perspectives of organization and management and their applicability in public administration• Know about the evolution of public administration as an independent academic pursuit• Learn about Indian administration and its structure till the grassroot level
Hons, Paper VIII	Colonialism and Nationalism in India	<ul style="list-style-type: none">• Enable exploration of the vast canvas of nationalist history.• Acquaint with the ideas and projections of nationalism and trends and shades of nationalist politics.• Learn the various phases of the nationalist movement till partition

Department of Political Science
Jhargram Raj College (Girls' Wing)

Program Outcome

PO-A: Acquire in-depth knowledge in the field and domain of Social Sciences, Literature and Humanities which make them sensitive and sensible.

PO-B: Develop acquaintance with the Social, Historical, Geographical, Philosophical, Economic and Political thinking and traditions.

PO-C: Develop knowledge of theories, concepts, and research methods in humanities and social sciences of ancient, medieval and modern thinkers.

PO-D: Improve logical and critical thinking skills of the students.

PO-E: Development of multicultural aptitude to grow human values and deal with various problems in life with courage and humanity.

PO-F: Empower the graduates to appear for various competitive examinations, placement interviews or choose Post Graduate programs of their choice and develop the students into mature and responsible citizens of the country.

Model Reference: Vidyasagar University, Syllabus for Political Science (Hons)

(CBCS & 3 TIER PATTERN)

PROGRAMME SPECIFIC OUTCOME	
Enhancement of Knowledge	<ul style="list-style-type: none">➤ Being political is the primary essence of being human as evident from Aristotle's famous quote, 'Man is by nature a political animal'. Keeping this in mind along with the course content created by the University, attempt has been made in this institute to disseminate a comprehensive understanding of politics, both as an academic area of enquiry and understanding as well as an activity both in public and private spaces.➤ It can be anticipated that students after completion of this course will become aware of the arena and dynamics of politics ranging from the art of government and governance across countries to phenomena like power politics, globalization, war and strategy, state -society-culture -economy and other such interfaces and their interactions as well as thoughts and theoretical frameworks essential for understanding and analyzing events surrounding them
Development of Skills	<ul style="list-style-type: none">➤ Political Science or more broadly Politics is a discipline of praxis and given the fact that India is a democratic country, where people have a say in what and who constitutes government, political awareness is the cornerstone to ensure transparency and efficiency.➤ Learning this discipline will enable the students to become aware citizens and also spread awareness in the broader society that they interact with. Analytical and critical thinking abilities is expected to increase.➤ Increase in rational thinking capabilities to judge surrounding events and situations is expected to help the students in their core life choices as well, given the fact that majority of them are first generation learners hailing from rural background.
Future Prospects	<p>As future career prospects students have a wide range of available choices like education sector, administrative services, media and mass communication. They can be future researchers and be part of various think tanks. They can also be part of NGOs and engage in active social work. They can also be educated and aware career politicians and be harbingers of positive change themselves.</p>

Course Outcome for CBCS Semester wise Courses in Political Science Honours with effect from 2018-19 under Vidyasagar University

TABLE I

COURSE DURATION	COURSE DETAIL	COURSE OUTCOME
SEMESTER-I (July- December)		After completing this course students are expected to /be:
Hons, CC- 1	Understanding Political Theory	<ul style="list-style-type: none"> • Acquainted with the basic concept of ‘politics’, various traditions, approaches and perspectives of political theory like liberal, Marxist, anarchist, feminist, post-modern etc. • Develop knowledge about the concept and types of democracy, models of representation and dynamics of participation
CC- 2	Constitutional Government and Democracy in India	<ul style="list-style-type: none"> • Gain understanding on the structure of the Government of India • History and philosophy of the Indian Constitution • Understand how the country is governed enabling them to know their status and importance as citizens of a democratic, federal, secular country.
GE 1 (option provided only to other Hons. Subjects of 2018-2019 batch)	Nationalism in India	<ul style="list-style-type: none"> • Enable exploration of the vast canvas of nationalist history. • Acquaint with the ideas and projections of nationalism and trends and shades of nationalist politics. • Learn the various phases of the nationalist movement till partition • Understand the women’s question, the caste question and the movements of the tribals , peasants and workers

TABLE II

COURSE DURATION	COURSE DETAIL	COURSE OUTCOME
SEMESTER-II (January- June)		After completing this course students are expected to /be:
Hons, CC- 3	Political Theory: Concepts and Debates	<ul style="list-style-type: none"> • Understand the core concepts of politics like liberty, equality, justice, rights • Learn to debate major questions on political obligation, universalism or cultural relativism of the concept of human rights and issue of diversity in plural societies • Know the debates surrounding affirmation action and capital punishment • Learn in detail the rights of a girl child which is very crucial given the nature of the society the students hail from.
CC- 4	Political Process in India	<ul style="list-style-type: none"> • Enable students to grasp the real nature of the political arena in India helping them to analyze the practical application of constitutional ideals as they learnt in CC2 (Semester 1) • Acquaint themselves with political parties of India, importance of socio-economic cleavages like caste, class, gender and religion in determining voting behavior and their overall influence on politics
GE 2 (option provided only to other Hons. Subjects of 2018-2019 batch)	Governance: Issues and Challenges	<ul style="list-style-type: none"> • Understand the concepts of government and governance • Inculcate ideas of interlinkages between development, environment with governance highlighting concepts of good governance, green governance etc. and knowing the best practices governance in India • Learn about various avenues of people's participation in governance

TABLE III

COURSE DURATION	COURSE DETAIL	COURSE OUTCOME
SEMESTER-III (July- December)		After completing this course students are expected to /be:
Hons, CC- 5	Introduction to Comparative Government and Politics	<ul style="list-style-type: none"> • Understand the nature and scope of comparative politics • Learn the historical context of capitalism, socialism, colonialism and decolonization • Comparatively analyse the political systems of Britain, Brazil, Nigeria and China thereby enabling the students to understand their own countries better.
CC- 6	Perspectives on Public Administration	<ul style="list-style-type: none"> • Understand the administrative side of the Indian political system • Learn about the various theoretical perspectives of organization and management and their applicability in public administration • Know about the evolution of public administration as an independent academic pursuit • Learn about public policy making
CC-7	Perspectives on International Relations and World History	<ul style="list-style-type: none"> • Comprehend the nature of international relations from World War I till the end of the Cold War • Understand the evolution of international relations as an independent academic discipline with focus on the dominant theoretical schools • Know about the concept of Third World and nature of the post – Cold War world order.
SEC-1	(a) Democratic Awareness with Legal Literacy Or (b) Public Opinion and Survey Research (only for 2018-2019 & 2019-2020 batches after which students opted in majority for Democratic Awareness)	<p>(a) Democratic Awareness</p> <ul style="list-style-type: none"> • Understand the legal system of India, constitution and fundamental rights, and various laws related to criminal jurisdiction like FIR, Burden of Proof etc. • Acquaint themselves with various types of laws like property, dowry, sexual harassment , consumer rights, cyber crimes etc <p>(b) Survey Research</p> <ul style="list-style-type: none"> • Learn about survey tactics like sampling, interviewing and analyzing data • Understand interpretation of polls like opinion polls, mood of the nation polls and brainstorm the politics behind them
GE 3 (Option provided to other Hons. Subjects from 2019-2020 batches till date)	Gandhi and the Contemporary World	<ul style="list-style-type: none"> • Learn Gandhian critique of modern civilization, his ideas of satyagraha, swaraj, swadeshi • Comprehend the practical application of Gandhian ideals in India and abroad like Narmada Bachao movement, Anti-Apartheid and other anti-racist movements. • Watch and analyze perceptions of Gandhian ideals in popular cultures and movies like <i>Lage Raho Munna Bhai</i> and the concept of <i>Gandhigiri</i>

TABLE IV

COURSE DURATION	COURSE DETAIL	COURSE OUTCOME
SEMESTER-IV (January - June)		After completing this course students are expected to /be:
Hons, CC- 8	Political Processes and Institutions in Comparative Perspective	<ul style="list-style-type: none"> • Acquaint themselves with the sub -discipline of political sociology with focus on concepts like political culture and new institutionalism • Know the various types of electoral systems, evolution of various party systems and party types • Learn the concept of nation state and related debates • Familiarize with the ideas of democratization, federation and confederation
CC- 9	Public Policy and Administration in India	<ul style="list-style-type: none"> • Know the concept of public policy and the policy process in India including budget cycle • Learn the notion of decentralization of power in the context of rural and urban local self-government • Familiarize with the citizen-administration interface and redressal of grievances like RTI, Lokpal as well as various social welfare politics like Right to Education, National Health Mission, MNREGA etc
CC-10	Global Politics	<ul style="list-style-type: none"> • Understand the concept, issues and dimensions of globalization • Inculcate the spirit of reasoning in analyzing various theoretical approaches to globalization • Know about inter – nation politics on various issues of global scale like environment, economy, nuclear weapons, terrorism, migration and human security
SEC-2	Legislative Practices and Procedures	<ul style="list-style-type: none"> • Know the power and functions of people’s representatives • Inculcate the ideas of the reading budget documents and the procedure of passage of bills to Acts in legislatures • Analyze and brainstorm the role of media acting as checks and balances on the activities of representatives.
GE 4	United Nations and Global Conflicts	<ul style="list-style-type: none"> • Know the historical overview of United Nations, principles and objectives, structure and function of its various organs and specialized agencies • Understand peacekeeping, peacemaking and peace building measures • Know the politics and trajectory of various global conflicts like Korean war, Vietnam war, Afghanistan wars and war in the Balkans enabling a critical understanding of the functioning of the United Nations.

TABLE V

COURSE DURATION	COURSE DETAIL	COURSE OUTCOME
SEMESTER-V (July- December)		After completing this course students are expected to /be:
Hons, CC- 11	Classical Political Philosophy	<ul style="list-style-type: none">• Understand the context and thoughts of various political thinkers like Plato, Aristotle, Machiavelli, Hobbes and Locke• Learn to analyse such ideas and explore their relevance and connections in the contemporary times
CC-12	Modern Indian Political Thought I	<ul style="list-style-type: none">• Learn pre-colonial traditions in Indian political thought• Understand in context the thoughts of Ved Vyasa (Santiparva), Manu, Kautilya, Barani, Abul Fazal and Kabir
DSE 1	Indian Foreign Policy in a Globalizing World	<ul style="list-style-type: none">• Understand the critical issues of India's foreign policy and analysing factors affecting India's policy along with an emphasis on institutions and leadership• Look into the continuity and changes in India's foreign policy across decades focusing on economic, social and political issues• Brainstorm regarding various global issues that influence India's policies and her relations with other major powers as well as those in South Asia.
DSE-2	United Nations and Global Conflicts	<ul style="list-style-type: none">• Know the historical overview of United Nations, principles and objectives, structure and function of its various organs and specialized agencies• Understand peacekeeping, peacemaking and peace building measures• Know the politics and trajectory of various global conflicts like Korean war, Vietnam war, Afghanistan wars and war in the Balkans enabling a critical understanding of the functioning of the United Nations.

TABLE VI

COURSE DURATION	COURSE DETAIL	COURSE OUTCOME
SEMESTER- VI (January - June)		After completing this course students are expected to /be:
Hons, CC- 13	Modern Political Philosophy	<ul style="list-style-type: none"> • Understand in context the thoughts of Rousseau, John Stuart Mill and Karl Marx • Internalize, analyse the thoughts and activities of liberal feminists like Mary Wollstonecraft and Marxist feminists like Alexandra Kollontai and realize how without them the worth of women and their rights would not have been recognized
CC- 14	Indian Political Thought -II	<ul style="list-style-type: none"> • Learn the contributions of various thinkers and activists of modern India with reference to specific ideas of Rammohan Roy, Vivekananda, Gandhi, Ambedkar, Tagore, Iqbal, Savarkar, Nehru, Lohia • Internalize analyse and understand the condition of Indian women, patriarchal practices through the eyes of Pandita Ramabai
DSE-3	Women, Power and Politics	<ul style="list-style-type: none"> • Know the concept of patriarchy and associated debates like sex-gender, public-private, power • Learn about feminism and its trajectory along with the history of women's movement in India • Develop understanding on various issues like sex work, reproductive and care work, visible and invisible work • Become aware of violence against women and measures to deal with them
DSE-4	Human Rights in a Comparative Perspective	<ul style="list-style-type: none"> • Understand the concept of human rights and the Universal Declaration of Human rights • Comparatively analyze various issues like torture (USA & India), Censoring (China & India), Terrorism and minority insecurity (USA & India), Caste & Race (South Africa & India), Gender & violence (Pakistan and India), Aboriginals/Adivasis and the Land Question (Australia & India)

**Course Outcome for 3 Tier Annual Courses in Political Science Honours
in effect till 2017-2018 Admission under Vidyasagar University**

TABLE I

COURSE DURATION	COURSE DETAIL	COURSE OUTCOME
		After completing this course students are expected to:
PART I		
Hons, Paper I	History of Political Thought	<ul style="list-style-type: none"> • Understand the context and thoughts of various political thinkers – Western and Indian • Learn evolution and various facets of Indian and Western political thought of various thinkers from classical antiquity to modern like from Kautilya to Ambedkar and from Plato to Marx • Learn to analyse such ideas and explore their relevance and connections in the contemporary times
Hons, Paper II	Government and Politics in India	<ul style="list-style-type: none"> • Gain understanding on the structure of the Government of India, its various organs and respective functions • History and philosophy of the Indian Constitution • Enable students to grasp the real nature of the political arena in India helping them to analyze the practical application of constitutional ideals • Acquaint themselves with political parties of India, electoral system, importance of socio-economic cleavages like caste, class, gender and religion and their overall influence on politics • Know about various social movements in India

TABLE II

COURSE DURATION	COURSE DETAIL	COURSE OUTCOME
		After completing this course students are expected to/be
PART II		
Hons, Paper III	Political Theory	<ul style="list-style-type: none"> • Acquainted with the basic concept of ‘politics’, various traditions, approaches and perspectives of political theory • Understand and analyse concepts like liberty, equality, rights, justice, sovereignty, power , authority etc. • Develop knowledge about the concept and types of democracy, models of representation and dynamics of participation • Develop a deep understanding of Marxian approach and various concepts, debates associated with it
Hons, Paper IV	Comparative Government and Politics	<ul style="list-style-type: none"> • Understand the nature and scope of comparative politics and comparative government • Comparatively analyse the political systems of UK, USA, China, Switzerland thereby enabling the students to understand their own countries better.
Hons, Paper V	International Relations	<ul style="list-style-type: none"> • Comprehend the nature of international relations from World War I till the end of the Cold War • Understand the evolution of international relations as an independent academic discipline with focus on the dominant theoretical schools • Understand issues like terrorism, environment, human rights • Understand the critical issues of India’s foreign policy and analysing factors affecting India’s policy • Brainstorm regarding various global issues that influence India’s policies and her relations with other major powers as well as those in South Asia. • Acquaint themselves with foreign policies of USA, Russia, China • Know the historical overview of United Nations, principles and objectives, structure and function of its various organs and specialized agencies.

TABLE III

COURSE DURATION	COURSE DETAIL	COURSE OUTCOME
		After completing this course students are expected to/be
PART III		
Hons, Paper VI	Society, State and Politics	<ul style="list-style-type: none">• Acquaint themselves with the sub -discipline of political sociology• Understand the social bases of politics• Learn concepts like political culture , political socialization, political systems, political modernization. Political parties etc• Analyse social cleavages like caste , class and issues like identity politics• Understand gender question and women empowerment.
Hons, Paper VII	Public Administration	<ul style="list-style-type: none">• Understand the administrative side of the political system• Learn about the various theoretical perspectives of organization and management and their applicability in public administration• Know about the evolution of public administration as an independent academic pursuit• Learn about Indian administration and its structure till the grassroot level
Hons, Paper VIII	Colonialism and Nationalism in India	<ul style="list-style-type: none">• Enable exploration of the vast canvas of nationalist history.• Acquaint with the ideas and projections of nationalism and trends and shades of nationalist politics.• Learn the various phases of the nationalist movement till partition

JHARGRAM RAJ COLLEGE (GIRLS' WING)
UNDERGRADUATE DEPARTMENT OF SANSKRIT
B.A. SANSKRIT (HONOURS) CBCS SYLLABUS
Model Preference- Vidyasagar University
(With effect from 2018-19)

- PO-A: This programme makes it learners accomplished to judgementally appreciate and academic demonstration of any sort.
- PO-B: This programme further motivates the students to commence systematic and structured research in several and unexplored arena of knowledge.
- PO-C: This Programme also inspires the students from to actively participate in different socio-economic-cultural activities of which they have been theoretically taught in classroom situation.
- PO-D: Students of this programme become capable to ask questions, critically appreciate a scholarly presentation of any form and debate upon the issues which invite cross discussions.
- PO-E: Interactive aptitude is boosted up as an outcome of this programme and a student becomes competent enough to present his own views independently.
- PO-F: The most significant outcome of the programme is that the students imbibe greater values of life when the pass out from here.

B.A Honours in Sanskrit

Programme Specific Outcomes

- Students will also learn the comparative approaches to get broader view of literature.
- Students are expected to learn the higher level of Sanskrit Language and Literature.
- Students are expected to learn the reading ability of old Manuscripts.
- Students will also learn the diverse culture and philosophical doctrines that are manifested through Sanskrit Language.
- Students are expected to learn the relation between other Indian literatures and Sanskrit.

SEMESTER	COURSE CODE	COURSE NAME	COURSE OUTCOME
SEMESTER I	SANHCC01	Classical Sanskrit Literature (Poetry)	<ul style="list-style-type: none"> Acquaint the students with some selected parts of fascinating poetry such as Raghuvamśam and Kumārasambhavam by Kalidāsa, Kirātārjunīyam by Bhāravi and Nītiśatakam by Bhatrīhari.
SEMESTER I	SANHCC02	Classical Sanskrit Literature (Prose)	<ul style="list-style-type: none"> Make the students aware of some distinct parts of interesting prose such as Sukanāśopadeśa by Bānabhatta, and Viśrutacaritam by Dandin.
SEMESTER I	SANHGE01	Basic Sanskrit	<ul style="list-style-type: none"> Enable the students to construct Sanskrit sentences with Declensions, verbs, conjunctions, Suffixes, Participles and Visarga sandhi.
SEMESTER II	SANHCC03	Critical Survey of Sanskrit Literature	<ul style="list-style-type: none"> Help the students understand Sanskrit literature, critically analyse ancient Indian literature and form ideas about the origin and development of various genres of Sanskrit literature.
SEMESTER II	SANHCC04	Self-management in the Gita	<ul style="list-style-type: none"> Aid the students to understand the Gita vividly and learn about the sacred path of salvation, peace, devotion and self-control.
SEMESTER II	SANHGE02:	Sanskrit and other Modern Indian Languages	<ul style="list-style-type: none"> Assist the Students in understanding Sanskrit as an Indo-European language and compare it with modern Indian languages.
SEMESTER III	SANHCC05	Classical Sanskrit Literature (Drama)	<ul style="list-style-type: none"> Acquaint the students with some selected act of drama such as Svapnavāśavadattam by Bhāsa, Abhijñāśakuntalam by Kalidāsa and Mudrārākṣasam by Viśākhadatta. Enlighten the students with the wisdom of Chanakya, the qualities of Duśyanta, the sacred advice of Kanva, and the dignity of Vāśavadatta.

SEMESTER III	SANHCC06	Poetics and literary criticism	Aid the students to learn about the definitions, forms and structures of poems, stories, dramas, figures of speech and meter.
SEMESTER III	SANHCC07	Indian Social Institution	<ul style="list-style-type: none"> • Make the students aware of the basic functions of social institutions including the science of polity, known by several names like Rājadharmā, Rājyasastra, and Dandanīti. • Acquaint the students with the Varna-System and Caste System, positions of women in the society, initial stages of Indian polity, parliamentary institution, the Republic state in the Buddhist period as well as Cardinal theories and thinkers of Indian Polity.
SEMESTER III	SANHSEC01	Acting and Script Writing	<ul style="list-style-type: none"> • Enable the students to understand and appreciate the different forms of ancient Indian drama and dance. • Prepare the students to compose creative scripts in Sanskrit.
SEMESTER IV	SANHCC08	Indian Epigraphy, Paleography and Chronology	<ul style="list-style-type: none"> • Help the students to have a rudimentary knowledge of Indian epigraphy. • Prepare the students to learn the process of the decipherment of ancient scripts so that they form ideas about the social, cultural, economic and political aspects of ancient India as gleaned from the inscriptions.
SEMESTER IV	SANHCC09	Modern Sanskrit Literature	<ul style="list-style-type: none"> • Enable the students to compare the ancient works of Sanskrit literature with the latest publications and realize the relevance of Sanskrit in the modern context.

SEMESTER IV	SANHCC10	Sanskrit and World Literature	<ul style="list-style-type: none"> • Prepare the students to acknowledge the significance of the Gita, Upanishads, Ramayana, and Mahabharata written in Indian and other international languages.
SEMESTER IV	SANHSEC02	Sanskrit Metre and Music	<ul style="list-style-type: none"> • Aid the Students to learn the chanting rhythm of the Vedic Mantras and other Sanskrit shlokas. • Enrich the students' understanding of various metres as well as conceptualization in classical music.
SEMESTER V	SANHCC11	Vedic literature	<ul style="list-style-type: none"> • Acquaint the students with Vedic Samhita, Brahmana, Vedic Grammar and Mundaka Upanishad.
SEMESTER V	SANHCC12	Sanskrit Grammar	<ul style="list-style-type: none"> • Enable the students to develop the concepts of the Sajñā sutra, Paribhāṣā sutra, Sandhi Prakaraṇa and Vibhakti Prakaraṇa with special reference to Laghusidhāntakaumudi.
SEMESTER V	SANHDSE02	Theatre and Dramaturgy	<ul style="list-style-type: none"> • Make the students aware of the types of theatre, types and the qualities of Heroism • Help the students to acknowledge and appreciate matters of drama and various types of Rasas.
SEMESTER VI	SANHCC13	Ontology & Epistemology	<ul style="list-style-type: none"> • Acquaint the students with the metaphysical aspects of ancient Indian traditional knowledge. • Assist the students in understanding the multi-dimensional aspects of Pramāṇas.
SEMESTER VI	SANHCC14	Sanskrit Composition & Communication	<ul style="list-style-type: none"> • Enable the students to construct Sanskrit sentences with Declension, Conjunction, Suffix, voice and other genres.

SEMESTER VI	SANHDSE03	Sanskrit Linguistics	<ul style="list-style-type: none"> • Acquaint the students with the history and process of development of Sanskrit as an Indo-Iranian branch of the language in the family of Indo-European languages. • Enable the students to make an understanding of the differences and similarities between Vedic and Classical Sanskrit. • Make the students aware of the various types of phonetic laws.
SEMESTER VI	SANHDSE04	Fundamentals of Ayurveda	<ul style="list-style-type: none"> • Enable the students to make an understanding of the differences and similarities between Vedic and Classical Sanskrit
SEMESTER VI	SANHGE03	Fundamentals of Indian Philosophy	<ul style="list-style-type: none"> • Facilitate the students to develop concepts about ancient Indian philosophy and its six schools

JHARGRAM RAJ COLLEGE (GIRLS' WING)
UNDERGRADUATE DEPARTMENT OF SANSKRIT
B.A. SANSKRIT (Honours) 3-Tier Annual Pattern Syllabus
Model Preference- Vidyasagar University

PART I

PAPER	COURSE DETAIL	COURSE OUTCOME
Paper 1	General Grammar, Composition & Metrics	<ul style="list-style-type: none"> • Acquire, acquaint and develop the concepts of general grammar with special emphasis on sandhi & samāsa, kārakavibhakti, Ātmanepada, parasmaipada, nāmadhatu, sanpratyaya, yanpratyaya, apatyapratyaya and matarthiya taddhitapratyayas. • The students are enlightened regarding Bhaṭṭikāvyaṃ of Bhaṭṭi.

		<ul style="list-style-type: none"> The students acquire the concepts to the Chandomañjarī of Gangādāsa.
Paper 2	Drama And Dramaturgy	<ul style="list-style-type: none"> The students are introduced to the drama Svapnavāsavadattam of Bhāsa & Abhijñānaśakuntalam of kālidāsa. Understand, analyze and critically evaluate the Sāhityadarpaṇam of Viśvanātha(Chapter-VI).

PART II

PAPER	COURSE DETAIL	COURSE OUTCOME
Paper 3	Prose and Poetry	<ul style="list-style-type: none"> Understand and critically analyze the text part Mahāśvetāvṛttānta from the prose Kādamvarī of Bāṇabhaṭṭa. Students are introduced to the famous poetry Raghuvamśam of Kālidāsa(canto-I). Students are also exploring the poetry Kirātārjunīyam of Bhāravi (Canto-I). Students are introduced to the poetry Śīsupāllavadham of Māgha(Canto-I).
Paper 4	Poetics and History of Sanskrit Litetature	<ul style="list-style-type: none"> The students are enlightened regarding Kāvyaḷaṃkārasūtravṛtti of Vāmana. Acquire, acquaint and develop the concepts of selected Alaṃkāras like Anusprāsa, Yamka, Ślesa, Upama, Rūpaka etc. from the text Sāhityadarpaṇam of Viśvanātha (Chapter-X). The students are enlightened regarding the History of Sanskrit Literature(Epic, Puran & Classical). The students are introduced to a brief outline of Post-Indipendence Sanskrit Literature with special reference to Bengal (Mahākāvya, Gītikāvya & Dṛśyakāvya)
Paper 5	Veda	<ul style="list-style-type: none"> Understand, analyze and critically evaluate the vedic texts: saṃhitā. Selected hymns of ṛg veda like agni, surya, indra etc. Are elaborately described. The students are enlightened regarding Manumatsakathā of Śatapathabrāhmaṇa from the text of Brāhmaṇa.

		<ul style="list-style-type: none"> • Understand and critically analyze the text Īsopaniṣada. • Acquire, acquaint and develop the concepts of Vedic Grammar. • Acquire, acquaint and develop the History of Vedic Literature.
--	--	---

PART III

PAPER	COURSE DETAIL	COURSE OUTCOME
Paper 6	Grammar and Linguistics	<ul style="list-style-type: none"> • Understand and critically analyze the grammatical text from Siddhāntakaumudī of Dīkṣita: Kāraṅgaprakaraṇa, Samāsaprakaraṇa excluding Samāsāntavidhāna. • The students are enlightened regarding Linguistics: primitive Indo-European, Division of Indo-European, Indo-Iranian and its emergence, Non-Aryan influence on Sanskrit, Phonetic Laws, Vedic and Classical Sanskrit, Epic Sanskrit etc.
Paper 7	Dharmaśāstra and Arthaśāstra	<ul style="list-style-type: none"> • The students acquire the concepts of Selected text from the Manusamhitā (Chapt. - VII) and the Yājñavalkyaśāstra (Vyavahārādhyāy). • Students are introduced to the Kautilya's Arthaśāstra: Adhikaraṇa – I. • Acquire, acquaint and develop the History of Dharmaśāstra upto Raghunandana.
Paper 8	Indian Philosophy	<ul style="list-style-type: none"> • Acquire, acquaint and develop the concepts of Tarkasaṃgraha of Annambhaṭṭa. • Understand and critically analyze the text Bṛhadāraṇyakopaniṣada (Brāhmaṇa –IV = Chapter IV & V). • The students are introduced to a brief outline of the Śrīmadbhagavadgītā (Chapter - IV). • Understand, analyze and critically evaluate general acquaintance with the main system of the Indian Philosophy.

**UNDERGRADUATE DEPARTMENT OF
SOCIOLOGY**

B.A. Sociology (Hons) CBCS

Syllabus Model Preference-

Vidyasagar University

(With effect from 2018-19)

PROGRAMME OUTCOME (PO)	
PO A	Acquire in-depth knowledge in the field and domain of social sciences, literature and Humanities which make them sensitive and sensible.
PO B	Develop acquaintance with the Social, Historical, Geographical, Philosophical, Economic and Political thinking and traditions.
PO C	Develop knowledge of theories, concepts, and research methods in humanities and social sciences of ancient, medieval and modern thinkers.
PO D	Improve logical and critical thinking skills of the students.
PO E	Development of multicultural aptitude to grow human values and deal with various problems in life with courage and humanity.
PO F	Empower the graduates to appear for various competitive examinations, placement interviews or choose Post Graduate programs of their choice and develop the students into mature and responsible citizen of the country.

**UNDERGRADUATE DEPARTMENT OF
SOCIOLOGY**

Jhargram Raj College (Girls' Wing)

Model Reference: Vidyasagar University, Syllabus for Sociology (Hons)

(Three Tier Examination Pattern)

PROGRAMME SPECIFIC OUTCOME (PSO)	
PSO A	➤ To acquire a thorough grasp of the different aspects of social stratification and how it affects social inequality and mobility.
PSO B	➤ To develop proficiency in sociological research methodologies, to effectively design and implement robust social research projects.
PSO C	➤ To attain expertise in utilizing social statistics to analyze and interpret social data effectively, thus aiding in formulating evidence-based conclusions.
PSO D	➤ To examine the societal constructs of gender and their impact on personal and collective experiences. It aims to develop a profound understanding of gender dynamics.
PSO E	➤ Enable students with the competencies to thoughtfully analyze and propose remedies to present-day societal challenges, with an emphasis on advancing social justice and parity.

**Course Outcome (CO) for Year wise Courses in Sociology Honours 2018-19 under
Vidyasagar University**

Course Outcome (CO)

TABLE I

YEAR	COURSE CODE & TITLE	PROGRAMME SPECIFIC OUTCOME
I	<p align="center">Group A</p> <p align="center">Paper VI</p> <p align="center">Social Stratification</p>	<p>Having completed the course, students are:</p> <ul style="list-style-type: none"> • Students will understand different types of social stratification, like class, caste, race, and gender, and comprehend how they have been historically and currently demonstrated. • Students were taught how to employ various theoretical approaches to examine social stratification, such as functionalism, conflict theory, and symbolic interactionism. This enabled them to analyze the formation and perpetuation of social hierarchies and understand the reasons behind them. • This course aims to provide a comprehensive understanding of the intricate processes of social inclusion and exclusion. Students were able to discern how certain groups are marginalized or integrated within society and appreciate the far-reaching impact of these processes on social cohesion and individual well-being. • Students have been able to acquire the capacity to conduct critical analysis of the factors that either facilitate or impede social mobility, encompassing educational, economic, and societal policy dimensions. Furthermore, they will comprehend the repercussions of mobility on social equity.

		<ul style="list-style-type: none"> • Students were equipped with the resources necessary to leverage their understanding of current societal challenges, thereby cultivating the capacity to propose well-considered and viable solutions aimed at reducing inequality and advancing social justice.
	<p>Group B</p>	<ul style="list-style-type: none"> • Students gained a comprehensive understanding of social stratification, delving into the different levels of society such as class, status, and power dynamics. They started grasping as how these components influence social frameworks and the opportunities available to individuals. • It has helped develop the ability to thoroughly analyze the concepts of status and power, exploring their influence on social relationships and institutions. Students have effectively learnt to investigate the mechanisms by which power is distributed and upheld within various social contexts, thereby refining their critical thinking skills. • Students have acquired a comprehensive comprehension of the caste system in India, encompassing its historical origins, current expressions, and its influence on social mobility and disparity. It has helped develop the capability to critically assess the significance of caste in molding social identities and relationships. • Students will be able to explore India's agrarian structure, emphasizing land ownership, agricultural practices, and rural livelihoods. They will understand the socio-economic challenges faced by rural communities and the impact of agrarian policies on social stratification and development.

		<ul style="list-style-type: none"> • It will help them to analyze the rural political structure, including the roles of local governance, political participation, and power dynamics in rural areas. They will be able to examine how rural politics affects social relations, resource distribution, and community development.
--	--	--

TABLE II

SEMESTER	COURSE CODE & TITLE	PROGRAMME SPECIFIC OUTCOME
	<p style="text-align: center;">Group A</p> <p style="text-align: center;">Paper VII</p> <p style="text-align: center;">Research Methods and Social Statistics</p>	<p>Having completed the course, students are:</p> <ul style="list-style-type: none"> • Students have gained a thorough grasp of the main theoretical frameworks in sociology and how they are used in practical research. They will be able to assess and use these theories thoughtfully to examine social occurrences and create research inquiries. • Students will be able to actively practice constructing robust research designs, aligning research questions with appropriate methodologies. This hands-on approach will help them formulate hypotheses, operationalize variables, and structure research projects effectively. • The course will help develop practical skills in various research methods, including qualitative and quantitative techniques. They have learnt to collect, analyze, and interpret data using methods such as surveys, interviews, ethnography, and content analysis. • Students have learnt about sampling principles, including probability and non-probability methods, and how to design effective sampling strategies for reliable research findings.

		<ul style="list-style-type: none"> Students will be able to enhance their research by integrating sociological theories with methodological approaches and conducting comprehensive literature reviews to contribute to sociological knowledge through empirical studies.
	Group B	<ul style="list-style-type: none"> Students have gained a strong grasp of fundamental statistical concepts and how they are used in sociological research. Students have received instructions on discerning and applying diverse levels of measurement (nominal, ordinal, interval, and ratio). Students will have the capacity to construct and comprehend frequency distributions, improving their skill in summarizing and displaying data in a more effective manner. Students have acquired the proficiency in applying different graphic methods (like histograms, bar charts, and pie charts) to visually portray and convey sociological data. Students will have the ability to use statistical methods and strategies to examine social occurrences and provide research conclusions based on evidence.

TABLE III

SEMESTER	COURSE CODE & TITLE	PROGRAMME SPECIFIC OUTCOME
	Group A Paper VIII Sociology of Gender and Social Issues	Having completed the course, students are: <ul style="list-style-type: none"> Students have understood how gender perspectives can be incorporated into sociological analysis to gain a deeper insight into societal structures and relationships.

		<ul style="list-style-type: none"> • It has helped students to examine how societal mechanisms shape gender norms and identities, and how these norms and identities influence both individuals and communities. • Students will be able to assess primary theoretical perspectives on sexuality and subjectivity and acknowledge their influence on the formation of individual and group identities. • Students will be able to investigate how development policies and gender intersect within the Indian nation state, and grasp the resulting effects on gender equality. • Students will have the ability to evaluate how women's employment is affected by globalization and explore the obstacles and prospects in the worldwide economy.
	<p>Group B</p>	<ul style="list-style-type: none"> • Students will understand key social issues in India and their sociological implications to analyze and address these challenges. • Students will have the ability to investigate the underlying reasons and impacts of poverty, unemployment, and illiteracy, and assess the policies designed to reduce them. • Students will be able to explore how society and the environment are connected, gaining insights into the societal aspects of ecological concerns and methods for sustainable practices. • Analysing the ideas of secularism, communalism, and regionalism in India will be carried out by students, with a focus on evaluating their effect on social unity and national cohesion. • Students will explore the sociological factors of family and domestic life, with a special

		emphasis on the interactions within households and their wider social significance.
--	--	---

Department of Sociology
Jhargram Raj College (Girls' Wing)
Model Reference: Vidyasagar University, Syllabus for Sociology (Hons)

(With effect from 2018-19)
CBCS

PROGRAMME OUTCOME	
PSO A	➤ To familiarize learners with the fundamental concepts and perspectives in Sociology.
PSO B	➤ To train the students to think sociologically. To understand the differences between the Sociological perspective and Common sense.
PSO C	➤ To inform and educate the learners about the contribution of different Indian thinkers toward understanding Indian society and social change. Simultaneously students are taught the philosophy of the western thinkers and their contributions to the discipline.
PSO D	➤ To engage with and interpret abstract concepts and analyze them sociologically to develop a comprehensive understanding of society.
PSO E	➤ To acquaint students with the social order and the different theoretical standpoints to develop a comprehensive understanding of society.
PSO F	➤ To impart lessons on methodology so that students can implement the lessons learned in doing their research.
PSO G	➤ To expose students to fieldwork, help them attain hands-on research training, and develop some understanding of the challenges of doing research.
PSO H	➤ To shape students moral and social values and improve their analytical and critical thinking abilities.

**Programme Specific Outcome for CBCS Semester wise Courses in Sociology Honours
2018-19 under Vidyasagar University**

COURSE OUTCOME (CO)

TABLE I

SEMESTER	COURSE CODE & TITLE	PROGRAMME SPECIFIC OUTCOME
SEMESTER-I 2018 (July - December)	CC1 Introduction to Sociology-I	<p>Having completed the course, students are:</p> <ul style="list-style-type: none"> • Acquainted with the discipline and perspectives in Sociology. Students became initiated in the process of thinking sociologically. • Students acquired a comprehensive understanding of Sociology as a discipline compared with other social science disciplines like Social Anthropology, History, and Psychology. • The course introduced the students to the fundamental concepts such as individual and group, associations and institutions, and culture and society. • Students understood the role of culture as a key ingredient to making sense of society. They drew an understanding of the sociological factors and the processes that contribute to social change.
	CC-2 Sociology of India-I	<ul style="list-style-type: none"> • The students learnt the major perspectives that have dominated Indian sociology like the colonial discourse, nationalist discourse, and a subaltern critique of Indian society. • The students became familiar with the fundamental concepts and institutions in Sociology as caste, class, tribe, village, kinship, and religion.

--	--	--

TABLE II

SEMESTER	COURSE CODE & TITLE	PROGRAMME SPECIFIC OUTCOME
SEMESTER-II 2019 (January - June) Hons	CC-3 Introduction to Sociology II	<ul style="list-style-type: none"> • The course educated the students about the plural perspectives in Sociology. • The course particularly dwelled on the relevance of the different philosophical schools of thought to make a sociological sense of facts in the everyday context.
	CC-4 Sociology of India- I	<ul style="list-style-type: none"> • The course informed the budding sociologists about the contribution of Indian thinkers such as Gandhi and Ambedkar. • It also mapped a history of resistance, mobilisation and change of the social movements in Indian society. • The paper gave a detailed understanding of the perspectives of secularism and nationalism.

TABLE III

SEMESTER	COURSE CODE & TITLE	PROGRAMME SPECIFIC OUTCOME
SEMESTER-III 2019 (July - December)	CC-5 Political Sociology	<ul style="list-style-type: none"> • The students were trained to sociologically understand the abstract concepts as politics by looking at it in context. • The students were familiarized with the fundamental concepts in politics as power and authority, state, governance and citizenship, elites, and the ruling classes.

		<ul style="list-style-type: none"> • The students learnt about the different political systems, particularly their structure and functioning. The students also learnt how state and its structures of power are perceived and reacted to by local people in an everyday context.
	<p style="text-align: center;">CC-6 Sociology of Religion</p>	<ul style="list-style-type: none"> • The students developed a comprehensive understanding religion as a social institution and its interplay with the state and the other world. • The course familiarized students with the essential constituents of religion as sacred, myth and ritual. • The students acquired an understanding of the techniques by which people engage with religion in society.
	<p style="text-align: center;">CC-7 Sociology of Gender</p>	<ul style="list-style-type: none"> • The paper provides a detailed understanding of gendering as a sociological process. • The students learned to conceive gender as a social construct, to differentiate between gender, sex, and sexuality, and drew an understanding of the production of masculinity and femininity as a social process. • Students learnt to comprehend an interplay between class and caste and drew a situated understanding of gender in the familial and place of work. • Students got the training to understand gender as a force for social change by building on the gender based dissent and mobilizing the resistance as part of a movement.
<p style="text-align: center;">SEMESTER-IV (January - June)</p>	<p style="text-align: center;">CC- 8 Economic Sociology</p>	<ul style="list-style-type: none"> • This paper introduces some basic perspectives and contemporary issues in economic sociology. • The course tries to disseminate information on economic

		<p>phenomena, consumption patterns and globalization, market behavior, and the interaction of economies with politics and culture.</p> <ul style="list-style-type: none"> • Students are taught the changing systems of production, circulation, and consumption and how they are relevant to the changing needs of the society.
--	--	---

TABLE IV

SEMESTER	COURSE CODE & TITLE	PROGRAMME SPECIFIC OUTCOME
SEMESTER-V 2020 (January - June)	CC-9 Sociology of Kinship	<ul style="list-style-type: none"> • The course aims to introduce basic concepts in the study of kinship like lineage, clan, decent, inheritance, etc. • The course helped students to learn about the evolution of the kinship system and study the various approaches to kinship like culture, and gender. • Students learned about the changing kinship ties the significance of new reproductive technologies and how it has altered traditional notions of family, gender roles, marriage, and kinship.
	CC-10 Social Stratification	<ul style="list-style-type: none"> • The students were introduced to the basic concepts of social stratification. • Various theories of stratification were taught. • Students got familiar with different aspects of inequalities existing in our society like class, gender, caste, and ethnicity.

TABLE V

SEMESTER	COURSE CODE & TITLE	PROGRAMME SPECIFIC OUTCOME
<p align="center">SEMESTER-V (January-July)</p>	<p align="center">CC-11 Sociological Thinkers -1</p>	<p>In this course, students have gained insights into the theoretical positions of the founding fathers of sociology.</p> <ul style="list-style-type: none"> • First, they have learnt the two basic tenets of Marxist sociology, namely historical materialism and capitalism as a distinct mode of production. • Second, they have been acquainted with the ideal types of social action postulated by Max Weber. Moreover, they have also been familiarized with Weber's ideas on religion and economy. • Finally, Emile Durkheim's methodological postulates on the idea of social fact have been introduced to the students. They have learnt the ways in which the relationship between individuals and society have been conceptualized by Durkheim.
	<p align="center">CC-12 Sociological Research Methods-2</p>	<p>This course is an introduction to the methodological aspects of sociology as a discipline. By the end of this course, the students are expected to have learnt the following:</p> <ul style="list-style-type: none"> • First, they have been acquainted with the three most important concepts in sociological methodology, namely, the idea of sociological imagination given by C Wright Mills, Objectivity as conceptualized by Max Weber and Karl Marx, and Alan Gouldner's idea of reflexivity in sociology. • They have also gained valuable insights into the comparative method and the feminist method as two distinctive methodological traditions. • Finally, students have learnt how theory and methods are

		<p>interrelated. They have also learnt to analyze both qualitative and quantitative data. This course is designed to help students understand the concepts that are methodologically important so that they can implement the lessons learnt from it while doing their own research in the sixth semester.</p>
	<p>DSE2 A Environmental Sociology</p>	<p>The Purpose of this course is to introduce students to the basic debates within the field of environmental sociology.</p> <ul style="list-style-type: none"> • First, the students have learnt what environmental sociology is and gained insights into the relativist vs. constructionist debate within environmental sociology. • Second, they have been introduced to various approaches the study of environment in sociology. • Finally, students have learnt about the various environmental movements such as Chipko, a forest-based movement, Narmada Bachao, a water based movement, and Antimining movement, a land based movement.
	<p>DSE-1 Urban Sociology</p>	<p>The students who completed the course should were familiarized and initiated to the following topics:</p> <ul style="list-style-type: none"> • Students were introduced to the fundamental concepts and perspectives in Urban Sociology. • Students learnt about the social phenomena such as Migration and Settlement. • The course dealt with the complex topics like Politics of Urban Space and Culture and Leisure. • Students learnt about the interplay of caste, class, and gender.

<p>Semester VI (July-December)</p>	<p>CC13: Sociological Thinkers-II</p>	<p>The students are introduced to the contemporary sociological thinkers in this module.</p> <ul style="list-style-type: none"> • First, they have been introduced to the theory of Action Systems postulated by Talcott Parsons, the founder of structural functionalism. • Second, structuralism as an epistemological position has been introduced to the students by teaching some of the important essays by Claude Levi-Strauss. • Students have also been acquainted with social interactionism as a perspective. They have learnt about the theoretical postulates provided by George Herbert Mead and Erving Goffman • They have also been introduced to the school of social constructionism represented by Berger and Luckmann • Then, the students have also learnt about the three main theorists of the Frankfurt School, namely Horkheimer, Adorno and Marcuse. • Finally, they have been acquainted with the theory of practice provided by French sociologist Pierre Bourdieu.
	<p>CC-14 Research Methods-II</p>	<p>While CC12 was intended to introduce the methodological concepts of sociology to the students, CC14 is intended to acquaint them with the methods of doing research.</p> <ul style="list-style-type: none"> • They have been introduced to the definitions and types of concepts and hypothesis. They have gained important insights into the idea of field in sociological research. • They have been taught how to do survey research and have

		<p>been introduced to the different types of sampling, how to frame questionnaire, and conduct interviews.</p> <ul style="list-style-type: none"> • They have also been introduced to the methods of observation. • Finally, they have been introduced to the quantitative or statistical methods of doing research. As a part of this, they have learnt the ways of representing data, measures of central tendency (Mean, Median, and Mode), and measures of dispersion (Standard deviation, Variance, and Co-variance).
	<p>DSE 3 Indian Sociological Traditions</p>	<p>In this module, the students have been introduced to the sociological traditions of India represented by Indian sociologists.</p> <ul style="list-style-type: none"> • First, the ideas of caste, race, and civilization introduced by G. S. Ghurye have been taught. • Secondly, the students have been introduced to the sociological ideas on personality, society, values, and social ecology provided by Radhakamal Mukherjee. • D.P. Mukherjee's ideas on the relation between tradition and modernity and middle-class have been taught. • Students have also gained insights into Verrier Elwin's idea of tribes in India. • Students have also learnt about the process of social change through Sanskritization as discussed by M. N. Srinivas. • The complex interrelationship between gender and kinship

		<p>as discussed by Irawati Karve has also been introduced.</p> <ul style="list-style-type: none"> • Finally, students have gained insights into Leela Dube's work on the way caste and gender interact in the context of India.
	<p>DSE 4 Project: Fieldwork and Dissertation</p>	<ul style="list-style-type: none"> • For this module, students embark on independent research projects. • During their exposure to fieldwork, students get a hands-on training in research. They get acquainted with the process of doing research and develop some understanding about the challenges of doing research. • Sometimes, the ideas conceived and developed in the dissertations they do are developed into full-fledged research projects later.

TABLE VI

SEMESTER	COURSE CODE & TITLE	PROGRAMME SPECIFIC OUTCOME
Sem -I	<p>GE-1 Indian Society: Images and Realities.</p>	<p>After the completion of the course the students have gained knowledge about the following:</p> <ul style="list-style-type: none"> • The juxtaposition of India as an Idea and India as a real nation state with focus on the evolution of India from the early epochs to the modern 21st century. • Understood Villages as 'little republics' and transformation of the nation with the rise of macro socio-economic processes like Industrialization and Urbanization. • Students have developed a comprehensive understanding of caste, religion, and ethnicity. India, being a multi-faceted entity, understanding the ineluctable concepts like caste and its dynamics is expected to greatly benefit the students.

		<ul style="list-style-type: none"> • Students have learnt the construction and functioning of family but mainly as a patriarchal structure. The way gender has been constructed in India has always been a fascinating read. Diverting from the overarching unilinear gender theories propagated in the West, understanding intersectionality in the Indian Context has greatly benefitted the students.
Sem-II	GE-2 Gender and Violence	<ul style="list-style-type: none"> • The students have specifically gained information about the construction of gender when the biological sex has been determined and also how the rise of post-modern feminism have debunked the idea of sex being biological • The students have gained in-depth understanding of gender based violence, the working of power dynamics within the domestic setting and the other nuances of gender relationships. • Navigating gender violence in the workplace has been a major take away for the students which is going to benefit them in real life situations • The students are also made aware of the intersection of caste, class and gender and the various laws trends and shades of nationalist politics. The students are also made aware of the intersection of caste, class and gender and the various laws available to take recourse to in case of victimisation.
Sem-III	GE-3 Sociology of Education	<ul style="list-style-type: none"> - The course has been designed to learn, unlearn, and relearn the education in the ever-dynamic social context. - The students have been introduced to the various theories of education. - The students have learnt to connect the education and other social processes like capitalism and have

		<p>understood how the latter reinforces and shapes the former.</p> <ul style="list-style-type: none"> - Sociology of education has also informed the students of how pedagogy has been actively involved in the construction of the idea of self and citizenship, gender, and family values. • The students have learnt to develop a critical understanding of the same.
Sem-IV	GE-4 Population and Society	<ul style="list-style-type: none"> • Given the over explosive population of India, the course has been really beneficial to understand the causes of population explosion in India and the ways to control it. - The students are informed about the various theories guiding the population studies like the Malthusian theory, Marxist theory and the Demographic Transition Theory - The students are introduced to the various family planning programmes introduced by the Government to minimise the effect of population explosion on the resources of India.
Sem-III	SEC 1 Framing Questionnaire and Conducting Interview	<p>This course is intended to introduce two most widely used methods of sociology, namely questionnaire and interview to enhance their research skills.</p> <ul style="list-style-type: none"> • First they have been acquainted with the types of questionnaire, how to frame it, how to record, process and interpret data in questionnaire methods. • Secondly, they have been taught how to conduct interviews, the types of it, the ways of recording, tabulating and analysing data, and how to build rapport while conducting an interview. • Finally, they have also been acquainted with the limitations of both the methods.

Jhargram Raj College (Girls' Wing)

Department of Physiology

Program offered: B.Sc. general with Physiology as a subject

PROGRAMME OUTCOME

- PO-A: This programme makes learners accomplished to appreciate judgementally and academic demonstration of any sort.
- PO-B: This programme further motivates the students to commence systematic and structured research in several unexplored areas of knowledge.
- PO-C: This Programme also inspires the students to actively participate in different socio-economic-cultural activities of which they have been theoretically taught in classroom situations.
- PO-D: Students of this programme become capable of asking questions, critically appreciating a scholarly presentation of any form and debating upon the issues which invite cross-discussions.
- PO-E: Interactive aptitude is boosted up as an outcome of this programme and a student becomes competent enough to present his views independently.
- PO-F: The most significant outcome of the programme is that the students imbibe greater values of life when they pass out from here.

PROGRAMME SPECIFIC OUTCOMES

- Students are expected to gain detailed knowledge of different physiological processes in humans.
- Students are expected to learn about the structural and functional coordination between different cells, tissues, organs and systems.
- Students are expected to explore the impact of microbes on the human system as well as to understand the principles of immunology
- Students are expected to understand the fundamental concepts of food and nutrition
- Students are expected to get insights into pharmacology, exercise physiology, stress physiology and epidemiology
- Students are expected to develop practical skills in laboratory techniques, including microscopy, staining, haematology and human experiments
- Students are expected to be prepared for further studies or careers in physiology and related fields through internships, networking, and professional experiences.

Overall, physiology as a subject in the B.Sc. general course equips students with a deep understanding of the physiological processes, practical research skills, and the ability to apply their knowledge to real-world challenges in diagnosing diseases and developing treatment procedures.

COURSE OUTCOME OF PHYSIOLOGY (GENERAL) IN UNDERGRADUATE SYLLABUS (CREDIT-BASED CHOICE SYSTEM)

SEMESTER	COURSE CODE	COURSE NAME	COURSE OUTCOME
SEMESTER I	DSC-1A (CC-1)	Cellular Physiology, Biophysical Principles, Biochemistry, Digestive system & Metabolism	<ul style="list-style-type: none"> • Acquaint the students with the structural and functional basis of the cells and subcellular compartments • Make the students aware of major biochemical and metabolic processes of the physiological system • Prepare the students to grasp the concepts of the digestion process and digestive enzymes • Enable the students to identify permanent slides and perform fresh tissue experiments through hands-on training.
SEMESTER II	DSC-1B (CC-2)	Blood, body fluid and immune System, Cardiovascular System and Respiratory System	<ul style="list-style-type: none"> • Acquaint the students with the composition of blood and body fluid • Make the students aware of the overview and properties of the immune system • Prepare the students to grasp the concepts of the cardiovascular system and respiratory system. • Enable the students to explore haematology and perform human experiments through hands-on training.
SEMESTER III	DSC-1C (CC-3)	Nerve –Muscle Physiology, Nervous system, Skin and Body Temperature Regulation	<ul style="list-style-type: none"> • Acquaint the students with the structure, function and classification of nerve and muscle • Make the students aware of the structural organisation and basic functions of the nervous system • Prepare the students to grasp the concepts of skin and body-temperature regulation. • Enable the students to perform neurological experiments along with demonstration
SEMESTER III	SEC-1	Public Health and Epidemiology	<ul style="list-style-type: none"> • Acquaint the students with the principles of epidemiology in public health • Make the students aware of the Statistical Methods for Health Science Analysis and interpretation of data

			<ul style="list-style-type: none"> • Prepare the students to understand the concepts of environmental health and public health • Enable the students to grasp the concept of epidemiology of disease and Management of Health Care Program
		OR	
		Environmental Epidemiology	<ul style="list-style-type: none"> • Make the students aware of the principles and ingredients of an epidemic • Prepare the students to understand the types of sampling • Enable the students to grasp the concept of environmental hazards and public health management • Acquaint the students with the man-environment relation
SEMESTER IV	DSC-1D (CC-4)	Sensory Physiology, Endocrinology and Reproductive Physiology, Renal Physiology	<ul style="list-style-type: none"> • Acquaint the students with the Classification of general and special senses and their receptors. • Make the students aware of the anatomy and physiology of the reproductive and renal systems. • Prepare the students to understand the basic concept of endocrinology. • Enable the students to perform practical experiments along with demonstration.
SEMESTER IV	SEC-2	Biochemical Techniques	<ul style="list-style-type: none"> • Acquaint the students with spectroscopic techniques, chromatography, electrophoresis and centrifugation
		OR	
		Medical Diagnostics	<ul style="list-style-type: none"> • Acquaint the students with the biomedical basis of diseases, analytical technology and diagnostic methods
		OR	
		Instrumentation Techniques in Biology	<ul style="list-style-type: none"> • Acquaint the students with the basics of microscopy, staining methods, optical methods, chromatography methods, biotechnology and immunological techniques
SEMESTER V	DSE-1A	Sports Physiology, Work Physiology and Ergonomics	<ul style="list-style-type: none"> • Mmake the students aware of sports and work physiology • Prepare the students to understand the basic concepts and application of ergonomics in industry

			<ul style="list-style-type: none"> • Enable the students to grasp the concept of Anthropometry and its implications in general • Acquaint the students with practical experiments and hands-on training
	OR		
		Environmental Physiology	<ul style="list-style-type: none"> • Make the students aware of the structure, function and types of ecosystem • Prepare the students to understand the physical and biological aspects of the environment • Enable the students to grasp the idea of environmental pollution and health hazards <p>Acquaint the students with practical experiments and hands-on training</p>
	OR		
		Community Nutrition and Public Health	<ul style="list-style-type: none"> • Make the students aware of the structure, function and types of ecosystem • Prepare the students to understand the physical and biological aspects of the environment • Enable the students to grasp the idea of environmental pollution and health hazards • Acquaint the students with practical experiments and field survey
	OR		
		Biostatistics	<ul style="list-style-type: none"> • Make the students aware of the principles of statistical analysis of biological data • Prepare the students to understand the scope of statistics • Enable the students to compute the mean, median, mode, standard deviation and standard error of the mean with physiological data • Acquaint the students with Statistical analysis and graphical representation of biological data with the computer application program
SEMESTER V	SEC-3	Maternal and Child Nutrition	<ul style="list-style-type: none"> • Make the students aware of the Nutritional needs of pregnant mothers, nursing mothers and infants. • Acquaint the students with Infant and young child feeding and care

			<ul style="list-style-type: none"> • Enable the students to grasp an Overview of maternal and child nutrition policies and programmes • Prepare the students to understand the assessment and management of malnutrition among children
		OR	
		Nutrition and Fitness	<ul style="list-style-type: none"> • Make the students aware of the fitness and importance of nutrition in fitness • Acquaint the students with the importance of physical activity • Prepare the students to understand the process of weight management
SEMESTER VI	DSE-1B	Microbiology, Immunity and Biotechnology	<ul style="list-style-type: none"> • Make the students aware of virology, bacteriology and mycology. • Prepare the students to understand the concept of immunity and vaccination. • Acquaint the students with the elementary knowledge of biotechnology • Enable the students to perform practical experiments and hands-on-training
		OR	
		Developmental aspects of embryo	<ul style="list-style-type: none"> • Prepare the students to understand the concept of reproductive biology • Acquaint the students with the developmental stages of the embryo • Enable the students to prepare testicular, and ovarian tissue sections in practical classes
		OR	
		Clinical Biochemistry	<ul style="list-style-type: none"> • Prepare the students to understand the evaluation of biochemical changes in disease • Acquaint the students with the assessment of glucose metabolism in blood • Make the students aware of lipid profile, liver function tests, renal function tests, tests for cardiovascular diseases • Enable the students to perform practical experiments and hands-on-training
OR			
		Clinical Haematology	<ul style="list-style-type: none"> • Prepare the students to understand anaemia and its classification

			<ul style="list-style-type: none"> • Acquaint the students with the elementary knowledge of haemoglobin, blast cells, hemostasis and coagulation • Make the students aware of blood groups and different blood parameters • Enable the students to perform practical experiments and hands-on-training
SEMESTER VI	SEC-4	Environmental Surveillance	<ul style="list-style-type: none"> • Acquaint the students with a rudimentary knowledge of environmental surveillance monitoring and types of environmental surveillance • Make the students aware of the biological surveillance programme for the monitoring of crop pests • Enable the students to understand disease surveillance (of pathogens)
		OR	
		Health Psychology, Physiology of stress and Stress Management	<ul style="list-style-type: none"> • Acquaint the students with a rudimentary knowledge of health psychology • Make the students aware of the physiology of stress and stress management
		OR	
		Pharmacology and Toxicology	<ul style="list-style-type: none"> • Acquaint the students with an elementary knowledge of general pharmacology and toxicology • Make the students aware of the mechanism of toxicity, pharmacokinetics and pharmacodynamics • Enable the students to understand the introduction and classification of different types of drugs acting on.

COURSE OUTCOME OF PHYSIOLOGY (GENERAL) IN UNDERGRADUATE SYLLABUS (THREE-TIER EXAMINATION PATTERN)

YEAR	PAPER NAME	UNIT NAME	COURSE OUTCOME
PART-I	PAPER-I	UNIT-01	<ul style="list-style-type: none"> • Acquaint the students with the units of the human system • Make the students aware of biophysical and biochemical principles involved in the human system • Enable the students to understand physiology as a science of excellence • Prepare the students to grasp the concepts of conservation of matter and energy in the human system
		UNIT-02	<ul style="list-style-type: none"> • Acquaint the students with blood and body fluids • Make the students aware of the cardiovascular and respiratory system • Enable the students to understand renal physiology
PART-II	PAPER-II	UNIT-03	<ul style="list-style-type: none"> • Acquaint the students with the nervous system • Enable the students to understand nerve-muscle physiology • Prepare the students to grasp the concepts of skin and body-temperature regulation
		UNIT-04	<ul style="list-style-type: none"> • Acquaint the students with the special senses such as olfaction, gustation, audition and vision • Make the students aware of the endocrine system • Enable the students to understand reproductive physiology
PART-III	PAPER-III		<ul style="list-style-type: none"> • Acquaint the students with histology through haematological experiments, fresh tissue experiments, Identification of permanent slides and demonstration

			<ul style="list-style-type: none"> • Make the students aware of biochemistry through qualitative experiments and quantitative analysis • Enable the students to learn experimental physiology and human experiments through hands-on training • Prepare the students to perform a diet survey through fieldwork
	PAPER-IV A		<ul style="list-style-type: none"> • Enable the students to understand the application of physiology • Acquaint the students with clinical biochemistry, molecular biology, microbiology and immunology • Make the students aware of environmental physiology, biostatistics, work and sports physiology • Prepare the students to understand community health management
	PAPER-IV B		<ul style="list-style-type: none"> • Acquaint the students with haematological tests • Make the students aware of clinical pathology • Enable the students to learn human experiments

Jhargram Raj College (Girls' Wing)

Department of Zoology

Program offered: B.Sc. General in Zoology

A zoology course aims to provide students with a comprehensive understanding of animal biology, behavior, evolution, and ecology. Some typical programme outcomes that students can expect from a zoology course:

1. Fundamental Knowledge:

Understanding of Animal Classification: Students will learn about the classification and taxonomy of animals, including the major phyla and classes.

Anatomy and Physiology: Gain detailed knowledge of the anatomy and physiological processes of various animal groups.

Evolutionary Biology: Understand the principles of evolution and how they explain the diversity and adaptation of animal species.

2. Skills in Scientific Research:

Laboratory Techniques: Develop practical skills in laboratory techniques, including dissection, microscopy, and molecular biology methods.

Fieldwork Skills: Learn how to conduct field studies, collect specimens, and observe animal behavior in natural habitats.

Data Analysis: Gain proficiency in analyzing biological data, using statistical tools, and interpreting results.

3. Applied Zoology:

Wildlife Conservation: Understand the principles of wildlife conservation and the role of zoologists in protecting endangered species and habitats.

Ecology and Ecosystems: Learn about the interactions between animals and their environments, including ecological relationships and energy flow within ecosystems.

Environmental Impact: Study the impact of human activities on animal populations and ecosystems, and learn strategies for mitigation and sustainable management.

4. Behavioral Studies:

Animal Behavior: Explore the mechanisms, development, and evolution of animal behavior, including mating systems, foraging, and social structures.

Ethology: Understand the scientific study of animal behavior in natural conditions.

8. Career Preparation:

Career Awareness: Gain insights into various career paths in zoology, including research, conservation, education, and applied sciences.

Professional Development: Prepare for further studies or careers in zoology and related fields through internships, networking, and professional experiences.

Overall, a zoology course equips students with a deep understanding of animal life, practical research skills, and the ability to apply their knowledge to real-world challenges in biodiversity and conservation.

Course outcome

TABLE 1

Year	SEMESTER	COURSE TYPE	COURSE TITLE	COURSE OUTCOME
1st	1	DSC 1A	Animal diversity	<p>The outcomes of Animal Diversity course include:</p> <p>Understanding Classification Systems: Students will learn how animals are classified into different taxonomic groups based on evolutionary relationships and characteristics.</p> <p>Knowledge of Major Animal Phyla: Students will gain detailed knowledge of the major phyla of animals, including their unique features, evolutionary history, and ecological roles.</p> <p>Morphological and Anatomical Insights: Students will be able to describe the morphology and anatomy of representative species from various animal groups.</p> <p>Evolutionary Relationships: Students will understand the evolutionary relationships among different animal groups and how these relationships are determined.</p> <p>Ecological and Behavioral Aspects: Students will learn about the ecological roles and behaviors of different animals in their natural habitats.</p> <p>Adaptations and Survival Strategies: Students will understand the adaptations that allow animals to survive in various environments.</p> <p>Conservation Awareness: Students will become aware of the conservation issues facing different animal species and the importance of biodiversity conservation.</p> <p>Practical Laboratory Skills: Through lab work, students will gain hands-on experience in dissecting, identifying, and studying different animals.</p> <p>These outcomes help students appreciate the vast diversity of the animal kingdom and prepare them for further studies or careers in biology, ecology, conservation, and related fields.</p>

TABLE 2

Year	SEMESTER	COURSE TYPE	COURSE TITLE	COURSE OUTCOME
1st	II	DSC 1B	Comparative Anatomy and Developmental Biology of Vertebrates	<p>The outcomes of Comparative Anatomy and Developmental Biology of Vertebrates course include:</p> <p>Understanding Structural Diversity: Students will learn about the structural diversity of animals by comparing anatomical features across different species.</p> <p>Evolutionary Adaptations: Students will understand how anatomical structures have evolved to adapt to different environments and functions.</p> <p>Comparative Analysis Skills: Students will develop skills in comparing and contrasting the anatomy of various organisms to identify similarities and differences.</p> <p>Functional Morphology: Students will understand the relationship between structure and function in different organisms.</p> <p>Developmental Biology Insights: Students will gain insights into how anatomical structures develop and change over an organism's life cycle.</p> <p>Laboratory Skills: Through dissections and other hands-on activities, students will acquire practical skills in identifying and analyzing anatomical structures.</p> <p>Understanding Developmental Processes: Students will learn about the fundamental processes of vertebrate development, including fertilization, cleavage, gastrulation, neurulation, and organogenesis.</p> <p>Developmental Stages and Structures: Students will gain detailed knowledge of the stages of development and the formation of key structures such as the nervous system, cardiovascular system, limbs, and sensory organs.</p> <p>These outcomes prepare students for advanced studies or careers in fields such as veterinary medicine, zoology, paleontology, and evolutionary biology.</p>

TABLE 3

Year	SEMESTER	COURSE TYPE	COURSE TITLE	COURSE OUTCOME
2nd	III	DSC 1C	Physiology and Biochemistry	<p>Physiology and Biochemistry course aims to provide students with a comprehensive understanding of the functions and biochemical processes of living organisms. common course outcomes include:</p> <p>Understanding of Basic Concepts: Students will grasp fundamental principles of physiology and biochemistry, including cell structure, metabolism, and the regulation of physiological processes.</p> <p>Knowledge of Body Systems: Students will learn about the major organ systems (e.g., nervous, cardiovascular, respiratory, digestive, and endocrine systems) and how they function and interact.</p> <p>Biochemical Pathways: Students will understand key biochemical pathways, such as glycolysis, the citric acid cycle, and oxidative phosphorylation, and their roles in energy production and cellular function.</p> <p>Homeostasis and Regulation: Students will comprehend the mechanisms of homeostasis and the regulatory processes that maintain internal stability in organisms.</p> <p>Practical Skills: Students will develop laboratory skills, including the ability to conduct experiments, analyze data, and interpret results in the context of physiological and biochemical research.</p> <p>Application of Knowledge: Students will apply their understanding to solve problems related to human health, disease, and medical conditions.</p> <p>Critical Thinking and Analysis: Students will enhance their critical thinking and analytical skills through the study of scientific literature and the evaluation of experimental data.</p> <p>These outcomes help prepare students for careers in healthcare, research, biotechnology, and other fields that require a deep understanding of the biological sciences.</p>

TABLE 4

Year	SEMESTER	COURSE TYPE	COURSE TITLE	COURSE OUTCOME
2nd	IV	DSC 1D	Genetics and Evolutionary Biology	<p>Generics and evolutionary biology typically aims to provide students with a comprehensive understanding of the principles and mechanisms that govern genetic variation and evolution. Some common course outcomes include:</p> <p>Understanding Genetic Material: Comprehend the structure and function of DNA, RNA, and proteins. Understand the principles of Mendelian inheritance and non-Mendelian inheritance patterns.</p> <p>Molecular Genetics: Describe the processes of DNA replication, transcription, and translation. Understand gene regulation and expression.</p> <p>Genetic Variation: Explore the sources and significance of genetic variation. Understand mutation, recombination, and genetic drift.</p> <p>Evolutionary Theory: Understand the foundational principles of evolutionary theory, including natural selection, adaptation, and speciation. Explore the history of evolutionary thought and the contributions of key scientists like Charles Darwin.</p> <p>Evolution of Complex Traits: Explore the genetic basis of complex traits and behaviors. Understand the interplay between genetics and environment in shaping phenotypes.</p> <p>Evolutionary Developmental Biology: Study the genetic and developmental processes that contribute to the diversity of life forms. Understand the concept of evo-devo (evolutionary developmental biology).</p> <p>Research Techniques: Gain hands-on experience with laboratory techniques in genetics and evolutionary biology. Learn to use bioinformatics tools for genetic and evolutionary analyses.</p> <p>By the end of such a course, students should have a solid understanding of the genetic mechanisms underlying evolution and the evolutionary processes that shape the diversity of life on Earth.</p>

TABLE 5

Year	SEMESTER	COURSE TYPE	COURSE TITLE	COURSE OUTCOME
3rd	V	DSE 1A	Applied Zoology	<p>Applied zoology course aims to equip students with practical knowledge and skills related to the study of animals and their applications in various fields. Some common course outcomes include:</p> <p>Understanding of Animal Biology: Gain in-depth knowledge of animal anatomy, physiology, behavior, and ecology.</p> <p>Practical Skills: Develop hands-on skills in animal handling, breeding, conservation techniques, and laboratory procedures.</p> <p>Applied Research Techniques: Learn research methods used in zoology, including fieldwork, data collection, and analysis.</p> <p>Conservation and Management: Understand principles of wildlife conservation, habitat management, and sustainable use of animal resources.</p> <p>Economic Importance of Animals: Study the roles of animals in agriculture, medicine, and other industries, including pest control and bioprospecting.</p> <p>Ethical and Environmental Awareness: Cultivate a sense of responsibility regarding animal welfare and the environmental impact of human activities on animal populations.</p> <p>Problem-Solving Abilities: Develop critical thinking and problem-solving skills to address real-world issues related to animal health, conservation, and management.</p> <p>Communication Skills: Improve abilities to communicate scientific findings and concepts effectively to both scientific and non-scientific audiences.</p> <p>Career Preparation: Prepare for careers in fields such as wildlife conservation, veterinary sciences, research, environmental consultancy, and education.</p>

TABLE 6

Year	SEMESTER	COURSE TYPE	COURSE TITLE	COURSE OUTCOME
3rd	V	DSE 1A	Aquatic biology	<p>Aquatic biology course focuses on the study of life in aquatic environments, including freshwater, marine, and brackish ecosystems. The expected outcomes of course include:</p> <p>Understanding Aquatic Ecosystems: Gain comprehensive knowledge of the physical, chemical, and biological characteristics of various aquatic ecosystems.</p> <p>Species Identification: Develop skills in identifying and classifying aquatic organisms, including plants, invertebrates, and vertebrates.</p> <p>Ecological Interactions: Understand the interactions between different species and their environments, including food webs, nutrient cycles, and energy flow in aquatic systems.</p> <p>Conservation and Management: Gain insights into the conservation and management of aquatic resources, including the protection of endangered species and habitats, and the sustainable use of aquatic ecosystems.</p> <p>Impact of Human Activities: Understand the impact of human activities on aquatic environments, such as pollution, climate change, habitat destruction, and overfishing.</p> <p>Practical Experience: Obtain hands-on experience through fieldwork, laboratory experiments, and possibly internships or research projects.</p> <p>Career Preparation: Prepare for careers in fields such as environmental consultancy, wildlife management, marine biology, freshwater biology, and academic research.</p> <p>These outcomes ensure that students are well-equipped with the knowledge and skills necessary to understand, manage, and conserve aquatic ecosystems and their biodiversity.</p>

TABLE 7

Year	SEMESTER	COURSE TYPE	COURSE TITLE	COURSE OUTCOME
3rd	V	DSE 1A	Immunology	<p>An immunology course typically aims to achieve several key outcomes for students. These may include:</p> <p>Understanding Basic Immunological Concepts: Students should understand the fundamental principles of the immune system, including the roles and functions of various immune cells and organs.</p> <p>Knowledge of Immune Responses: Students should be able to explain both innate and adaptive immune responses, including how the body detects and responds to pathogens.</p> <p>Mechanisms of Immunity: Students should understand the molecular and cellular mechanisms that underpin the immune response, such as antigen presentation, cytokine signaling, and the development and activation of B and T lymphocytes.</p> <p>Clinical Applications: Students should be able to relate immunological principles to clinical contexts, such as vaccine development, autoimmune diseases, allergies, and immunotherapy.</p> <p>Laboratory Skills: If the course includes a practical component, students should develop skills in immunological techniques, such as ELISA, flow cytometry, and immunohistochemistry.</p> <p>Critical Thinking and Problem-Solving: Students should be able to apply their knowledge to solve problems and think critically about immunological issues, both in theoretical and practical contexts.</p> <p>Current Research and Developments: Students should be aware of recent advances and ongoing research in the field of immunology.</p> <p>These outcomes help ensure that students have a comprehensive understanding of immunology and are prepared for further study or careers in related fields.</p>

TABLE 8

Year	SEMESTER	COURSE TYPE	COURSE TITLE	COURSE OUTCOME
3rd	VI	DSE 1B	Animal Biotechnology	<p>An animal biotechnology course typically aims to provide students with a comprehensive understanding of the techniques and applications of biotechnology in animal science. Common outcomes includes:</p> <p>Foundational Knowledge: Gain a solid understanding of the basic principles of animal biotechnology, including molecular biology, genetics, and biochemistry as they pertain to animal science.</p> <p>Techniques and Tools: Learn various biotechnological techniques used in animal research and production, such as genetic engineering, cloning, gene editing (e.g., CRISPR), and recombinant DNA technology.</p> <p>Application: Understand the practical applications of biotechnology in areas such as animal breeding, disease resistance, and production of pharmaceuticals.</p> <p>Ethical and Regulatory Issues: Explore the ethical, legal, and social implications of animal biotechnology, including animal welfare, biosafety, and regulatory frameworks.</p> <p>Problem-Solving Skills: Develop the ability to design and conduct experiments, analyze data, and solve complex problems in animal biotechnology.</p> <p>Research and Development: Gain experience in current research methodologies and trends in animal biotechnology, including laboratory techniques and fieldwork.</p> <p>Critical Thinking: Enhance critical thinking and analytical skills through case studies, research projects, and discussions on the future of animal biotechnology.</p> <p>Career Preparation: Prepare for careers in academia, industry, or government related to animal science, veterinary medicine, biotechnology, and related fields.</p>

TABLE 9

Year	SEMESTER	COURSE TYPE	COURSE TITLE	COURSE OUTCOME
3rd	VI	DSE 1B	Reproductive Biology	<p>Animal biotechnology course typically aims to provide students with a comprehensive understanding of the techniques and applications of biotechnology in animal science. Here are some common outcomes you might expect from such a course:</p> <p>Foundational Knowledge: Gain a solid understanding of the basic principles of animal biotechnology, including molecular biology, genetics, and biochemistry as they pertain to animal science.</p> <p>Application: Understand the practical applications of biotechnology in areas such as animal breeding, disease resistance, and production of pharmaceuticals.</p> <p>Ethical and Regulatory Issues: Explore the ethical, legal, and social implications of animal biotechnology, including animal welfare, biosafety, and regulatory frameworks.</p> <p>Problem-Solving Skills: Develop the ability to design and conduct experiments, analyze data, and solve complex problems in animal biotechnology.</p> <p>Research and Development: Gain experience in current research methodologies and trends in animal biotechnology, including laboratory techniques and fieldwork.</p> <p>Communication Skills: Improve scientific communication skills, including writing research papers, presenting findings, and collaborating with peers.</p> <p>Career Preparation: Prepare for careers in academia, industry, or government related to animal science, veterinary medicine, biotechnology, and related fields.</p>

TABLE 10

Year	SEMESTER	COURSE TYPE	COURSE TITLE	COURSE OUTCOME
3rd	VI	DSE 1B	Insect, Vector and Diseases	<p>Insects, vectors, and disease course outcomes includes:</p> <p>Students will be able to understand about diseases transmitted by these vectors include malaria, dengue fever, Lyme disease, and plague. The pathogen (virus, bacteria, or parasite) often undergoes part of its life cycle within the vector.</p> <p>Understanding the dynamics between these factors is crucial for public health initiatives aimed at controlling and preventing vector-borne diseases. Studying vector-borne diseases offers numerous benefits, both in terms of public health and scientific knowledge.</p> <p>Improved Disease Control and Prevention</p> <p>Research helps in the development of diagnostic tools that can detect diseases early, allowing for prompt treatment and reducing transmission.</p> <p>Understanding the biology and epidemiology of vector-borne diseases can lead to the creation of effective vaccines, as seen with yellow fever and Japanese encephalitis.</p> <p>Studies on vectors (like mosquitoes, ticks, and fleas) help in developing strategies to control their populations and reduce disease transmission. This includes methods like insecticide-treated bed nets and environmental management.</p> <p>Enhanced Treatment Options</p> <p>Understanding how pathogens develop resistance to current treatments can help in formulating new drugs and treatment protocols to combat resistant strains.</p> <p>Public Health Policy and Education</p> <p>Education and Awareness</p>