

Department of Bengali
Syllabus and Course Outcome of Bengali
CCFUP-NEP- 4YEAR COURSE & 3YEAR COURSE

Programme Specific Outcomes (PSO):

After successful completion of a B.A four-year degree course in Bengali, a student is expected to achieve the following outcomes:

By the end of the UG Programme in Bengali, the students will be able to-

- Have an in-depth understanding of different genres of Bengali Literature,
- Solve the grammatical problems.
- Develop the skills of creative writing.
- Develop an interest in journalism
- Seek a career in govt. and business sectors requiring the skills of Bengali translators and interpreters.
- Seek a career in publishing houses as proofreaders, editors and readers
- Course Object:
- Students will learn about the definition and characteristic of the language.
- Students will learn the historical classification of the language.
- Students will be able to find the origin, history and periodization of the language.

Course Content:

MJ-1: বাংলা ভূখণ্ড, বাঙালি জাতি ও বাংলা ভাষার পরিচয়:

১ বাংলা ভূখণ্ডের পরিচয় ও বাঙালি জাতির উৎপত্তির ইতিহাস

২ বাংলা ভাষার উদ্ভব ও তার বিভিন্ন স্তর, বাংলা লোকভাষা-উপভাষা

৩ বাংলা স্বরধ্বনি, ব্যঞ্জনধ্বনি, ধ্বনি পরিবর্তনের কারণ ও সূত্র, অধিধ্বনি, আন্তর্জাতিক ধ্বনিমূলক বর্ণমালা (IPL)

৪ বাংলা শব্দভাণ্ডার, শব্দার্থ পরিবর্তনের কারণ ও ধারা, বাংলা পদ পরিচয়, ধাতু ও প্রত্যয়, কারক ও বিভক্তি, লিঙ্গ, বচন, সমাস

Course outcome:

- Students will learn Bengali vocabulary, Semantics and the change of meanings.
- Students will be able to differentiate between language and dialects. They also learn the classification of dialect and the characteristics of various dialects.

Course Object:

- Students will learn the periodization of Bengali literature.
- Students will be able to find the character of medieval literature.
- Students find the difference between the Pre-Chaitanya period and the post-Chaitanya period
- Students will learn about 'Vaishnav'and 'Shakta' cultures in the period.
- Students will learn the classification of medieval literature.

- Students will be able to find the origin and history of 'charyagiti'.

Course Content:

MJ-2: বাঙালির ধর্ম ও সংস্কৃতি এবং বাংলা সাহিত্যের সাধারণ পরিচয়

১. বাংলার ধর্ম ও সংস্কৃতির ইতিহাস-

(i) ধর্মের ইতিহাস: বৌদ্ধ-বৈষ্ণব-নাথ-শাক্ত-সুফী-বাউল

(ii) সংস্কৃতির ইতিহাস: খাদ্যাভাস, পোশাক-পরিচ্ছদ, উৎসব-পার্বণ, সামাজিক রীতি অনুষ্ঠানের সাধারণ পরিচয়।

২. প্রাচীন যুগ: সৃজ্যমান বাংলার প্রকীর্তন নিদর্শন, চর্যাপদ।

৩. মধ্যযুগ: শ্রীকৃষ্ণকীর্তন, চৈতন্যচরিত সাহিত্য (চৈতন্যভাগবত- বৃন্দাবন দাস, চৈতন্যচরিতামৃত- কৃষ্ণদাস কবিরাজ), অনুবাদ সাহিত্য (কৃষ্ণিবাস ওঝা, কাশীরাম দাস, মালাধর বসু), বৈষ্ণবপদাবলী সাহিত্য (বিদ্যাপতি, চণ্ডীদাস, গোবিন্দদাস, জ্ঞানদাস), মঙ্গলকাব্যের ধারা (মঙ্গলকাব্যের উৎপত্তি, নামকরণ, মনসামঙ্গল কাব্য, চণ্ডীমঙ্গল কাব্য, ধর্মমঙ্গল কাব্য, শিবায়ন কাব্য- সাধারণ পরিচয় ও উল্লেখযোগ্য কবিদের কাব্যকৃতির সাধারণ আলোচনা), আরাকান রাজসভার সাহিত্য (সৈয়দ আলাওল, দৌলত কাজী), শাক্ত পদাবলী (রামপ্রসাদ সেন, কমলাকান্ত ভট্টাচার্য), নাথ সাহিত্য।

৪. আধুনিক যুগ:

- উনিশ ও বিশ শতকের গদ্য ও প্রবন্ধ সাহিত্যের ইতিহাস: (ফোর্ট উইলিয়াম কলেজ, রামমোহন রায়, ঈশ্বরচন্দ্র বিদ্যাসাগর, কালীপ্রসন্ন সিংহ, প্যারীচাঁদ মিত্র, বঙ্কিমচন্দ্র চট্টোপাধ্যায়, স্বামী বিবেকানন্দ, রবীন্দ্রনাথ ঠাকুর, প্রমথ চৌধুরী, অন্নদাশঙ্কর রায়, সৈয়দ মুজতবা আলী, বুদ্ধদেব বসু।)
- উনিশ ও বিশ শতকের কাব্য সাহিত্যের ইতিহাস: ঈশ্বর গুপ্ত, মধুসূদন দত্ত, হেমচন্দ্র বন্দ্যোপাধ্যায়, নবীনচন্দ্র সেন, বিহারীলাল চক্রবর্তী, রবীন্দ্রনাথ ঠাকুর, সত্যেন্দ্রনাথ দত্ত, কাজী নজরুল ইসলাম, সুকান্ত ভট্টাচার্য, জীবনানন্দ দাশ, শঙ্কর ঘোষ।
- উনিশ ও বিশ শতকের নাট্য সাহিত্যের ইতিহাস: রামনারায়ণ তর্করত্ন, মধুসূদন দত্ত, দীনবন্ধু মিত্র, গিরিশচন্দ্র ঘোষ, রবীন্দ্রনাথ ঠাকুর, দ্বিজেন্দ্রলাল রায়, মন্মথ রায়, বিজন ভট্টাচার্য, তুলসী লাহিড়ী, বাদল সরকার, মনোজ মিত্র।
- উনিশ ও বিশ শতকের উপন্যাস ও ছোটগল্পের ইতিহাস:
উপন্যাস-বঙ্কিমচন্দ্র চট্টোপাধ্যায়, রবীন্দ্রনাথ ঠাকুর, শরৎচন্দ্র চট্টোপাধ্যায়, তারাশঙ্কর বন্দ্যোপাধ্যায়, বিভূতিভূষণ বন্দ্যোপাধ্যায়, মানিক বন্দ্যোপাধ্যায়, বনফুল, শরদিন্দু বন্দ্যোপাধ্যায়, মহাশ্বেতা দেবী।
ছোটগল্প-রবীন্দ্রনাথ ঠাকুর, শরৎচন্দ্র চট্টোপাধ্যায়, বিভূতিভূষণ বন্দ্যোপাধ্যায়, তারাশঙ্কর বন্দ্যোপাধ্যায়, মানিক বন্দ্যোপাধ্যায়, বনফুল, পরশুরাম, প্রেমেন্দ্র মিত্র, জগদীশ গুপ্ত, সুবোধ ঘোষ, নরেন্দ্রনাথ মিত্র, নারায়ণ গঙ্গোপাধ্যায়, সমরেশ বসু, বিমল কর, আশাপূর্ণা দেবী।

Course outcome:

- Students will know about the role of essays in Bengali literature.
- Students learn about essays and increase their creativeness
- Students will know the social impact of Dharma and theatre in Bengali literature.
- Students will learn the classification of poems.
- Students will be able to know the origin and history of the novel.
- Students will learn about the origin of the short story.
- Students will learn the classification of Drama.
- Students will learn the structure of Drama.
- Students will be able to know the origin and history of Drama.
- Students will learn about the evolution of the Bengali novel.
- Students will be able to know the origin and history of the novel.

- Students will learn about various aspects of the short stories.

Course Object:

- Students will learn about definition and characteristic language.
- Students will learn Historical classification of language.
- Students will be able to find the origin, history and periodization of the language.
- Students will learn Bengali vocabulary, Semantics and the change of meanings.
- Students will be able to different between language and dialects. They also learn the classification of dialect and the characteristics of various dialects.
- Students will learn periodization of Bengali literature.
- Students able to find the character of medieval literature.
- Students find the different between 'pre- chaitanya' period and the 'post-chaitanya' period.

MINOR (MI):

MI-1: বাংলা ভাষার উদ্ভব, বিকাশ ও ভাষাতাত্ত্বিক পরিচয়

Course Content:

- i) বাংলা ভাষার উদ্ভব ও বিকাশ
- ii) বাংলা লোকভাষা-উপভাষা ও সমাজভাষার সাধারণ ধারণা
- iii) বাংলা স্বরধ্বনি, ব্যঞ্জনধ্বনি, অধিধ্বনি, ধ্বনি পরিবর্তনের সূত্র, আন্তর্জাতিক ধ্বনিমূলক বর্ণমালা (IPA)
- iv) বাংলা শব্দভাণ্ডার ও শব্দার্থ পরিবর্তনের ধারা

Course outcome:

- Students will learn 'Vaishnav' and 'shakta' culture in the period.
- Students will learn the classification of Mediaval literature.
- Students will be able to find the origin and history of 'charyagiti'.

Course Object:

- Students will learn the definition of 'Dharma'.
- Students will learn the philosophical idea of Buddhism.
- Students will learn how much 'Vaishnav Bhakti Dharma' influenced Bengali literature in the medieval period.
- Students will be able to find the difference between pre-chaitanya Vaishnavpadabali and post-chaitanya Vaishnavpadabali.
- Students learn the characture of 'Vaishnav dharma', 'Shakta dharma' and it's influence on Bengali literature.

- students will learn about the life of Chaitana dev.
- Students will learn how to spread Vaishnav dharma in Bengal and its influence on Bengali literature.
- Students will learn the periodization of Bengali literature.
- Students will be able to find the character of medieval literature.
- Students find the difference between the Pre-Chaitanya period and the post-Chaitanya period
- Students will learn about 'Vaishnav' and 'Shakta' cultures in the period.
- Students will learn the classification of medieval literature.
- Students will be able to find the origin and history of 'charyagiti'.

Course Content:

MI-2: বাঙালির ধর্ম ও সংস্কৃতি এবং বাংলা সাহিত্যের সাধারণ পরিচয়:

১। বাঙালার ধর্ম ও সংস্কৃতির ইতিহাস-

(i) ধর্মের ইতিহাস: বৌদ্ধ-বৈষ্ণব-নাথ-শাক্ত।

(ii) সংস্কৃতির ইতিহাস: খাদ্যাভাস, পোশাক-পরিচ্ছদ, উৎসব-পার্বণ, সামাজিক রীতি অনুষ্ঠানের সাধারণ পরিচয়।

২। প্রাচীন যুগ: চর্যাপদ।

৩। মধ্যযুগ: শ্রীকৃষ্ণকীর্তন, চৈতন্যচরিত সাহিত্য (চৈতন্যচরিতামৃত- কৃষ্ণদাস কবিরাজ), অনুবাদ সাহিত্য (কৃত্তিবাস ওঝা, কাশীরাম দাস), বৈষ্ণবপদাবলী সাহিত্য (বিদ্যাপতি, চণ্ডীদাস, গোবিন্দদাস, জ্ঞানদাস), মঙ্গলকাব্যের ধারা (মঙ্গলকাব্যের উৎপত্তি, নামকরণ, চণ্ডীমঙ্গল কাব্য, অন্নদামঙ্গল কাব্য-সাধারণ পরিচয় ও উল্লেখযোগ্য কবিদের কাব্যকৃতির সাধারণ আলোচনা), আরাকান রাজসভার সাহিত্য (সৈয়দ আলাওল, দৌলত কাজী), শাক্ত পদাবলী (রামপ্রসাদ সেন, কমলাকান্ত ভট্টাচার্য)।

৪। আধুনিক যুগ:

i) উনিশ ও বিশ শতকের প্রবন্ধ সাহিত্যের ইতিহাস: (ফোর্ট উইলিয়াম কলেজ, রামমোহন রায়, ঈশ্বরচন্দ্র বিদ্যাসাগর, বঙ্কিমচন্দ্র চট্টোপাধ্যায়, প্রমথ চৌধুরী, সৈয়দ মুজতবা আলি।)

ii) উনিশ ও বিশ শতকের কাব্য সাহিত্যের ইতিহাস: ঈশ্বর গুপ্ত, মধুসূদন দত্ত, বিহারীলাল চক্রবর্তী, রবীন্দ্রনাথ ঠাকুর, সত্যেন্দ্রনাথ দত্ত, কাজী নজরুল ইসলাম, সুকান্ত ভট্টাচার্য, জীবনানন্দ দাশ, শক্তি চট্টোপাধ্যায়, শঙ্খ ঘোষ।

iii) উনিশ ও বিশ শতকের নাট্য সাহিত্যের ইতিহাস: মধুসূদন দত্ত, দীনবন্ধু মিত্র, গিরিশচন্দ্র ঘোষ, রবীন্দ্রনাথ ঠাকুর, দ্বিজেন্দ্রলাল রায়, বিজন ভট্টাচার্য, তুলসী লাহিড়ী, বাদল সরকার।

iv) উনিশ ও বিশ শতকের উপন্যাস ও ছোটগল্পের ইতিহাস:

v) উপন্যাস: বঙ্কিমচন্দ্র চট্টোপাধ্যায়, রবীন্দ্রনাথ ঠাকুর, শরৎচন্দ্র চট্টোপাধ্যায়, তারাশঙ্কর বন্দ্যোপাধ্যায়, বিভূতিভূষণ বন্দ্যোপাধ্যায়, মানিক বন্দ্যোপাধ্যায়।

vi) ছোটগল্প- রবীন্দ্রনাথ ঠাকুর, শরৎচন্দ্র চট্টোপাধ্যায়, বিভূতিভূষণ বন্দ্যোপাধ্যায়, তারাশঙ্কর বন্দ্যোপাধ্যায়, মানিক বন্দ্যোপাধ্যায়, বনফুল, পরশুরাম, জগদীশ গুপ্ত, আশাপূর্ণা দেবী।

Course outcome:

- Students will learn about the structure and classification of Mangalkavya.
- Students will be able to find the social impact to Chandimangal and Annadamangal
- Students will learn about various aspects of the short stories.

- Students will know about the history of the Bengali novel.
 - Students will know the various type of novel and their characteristics.
 - Students will be able to know the philosophy of poems.
 - Students will relate to poems and prose.
 - Students will learn about various poetry in Bengali literature.
 - Students will learn the classification of Novels.
 - Students will be able to know the philosophy of the author.
 - Students will relate between novels and short stories.
 - Students will learn about various Novels in Bengali literature.
 - Students will learn about the evolution of the Bengali novel.
 - Students will learn various Dramas in Bengali literature.
 - Students will be able to sketch the history of Drama from the beginning point to 2nd half of the 20th century.
 - Students will learn the classification of novels.
 - Students will be able to know the philosophy of the author.
 - Students will relate between 'Novels' and 'Shortstories'.
- Students will learn about Various Novels in Bengali literature.

*By the end of the UG Programme in Bengali, the students will be able to:

- Have an in-depth understanding of different genres of Bengali Literature
- Solve the grammatical problems.
- Develop the skills of creative writing.
- Develop an interest in journalism
- Seek a career in govt. and business sectors requiring the skills of Bengali translators and interpreters.
- Seek a career in publishing houses as proofreaders, editors and readers.

SEC -1 & 2

Course Content:

SEC-1: বাংলা ডিটিপি ও গ্রন্থ রিডিং

SEC-2: প্রতিবেদন রচনা

*By the end of the UG Programme in Bengali, the students will be able to:

- Have an in-depth understanding of different genres of Bengali Literature
- Solve the grammatical problems.
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- Develop an interest in journalism
- Seek a career in govt. and business sectors requiring the skills of Bengali translators and interpreters.

- Seek a career in publishing houses as proofreaders, editors and readers.

Course Object:

- ❖ This course aims to educate student on how the creative writing of 'report'.
- ❖ 'Pratibedan' is a Nepali word that can be translated to 'report' or 'announcement' in English. In Nepali, 'Pratibedan' is commonly used to refer to a written or oral statement that provides information about a particular event, situation, or issue. Pratibedan can be of different types, such as academic, official, journalistic, or personal.
- ❖ Pratibedan is an essential aspect of communication, especially in the government, corporate and media sectors.
- ❖ It plays a crucial role in keeping people informed about the latest developments, policies and decisions made by various organizations.
- ❖ Pratibedan is not only limited to the official communication channels but also used in everyday life. For instance, if we are organizing a party, we might make a pratibedan to inform your guests about the date, time and location of the event.

Course Outcome:

- From this course, Students can understand how pratibedan serves as an announcement. Journalists use pratibedan to provide factual information to the public about significant events, such as natural disasters, political developments, or social issues. Pratibedan also helps in holding people accountable and shedding light on corruption and other wrongdoings.
- Students will develop their creativite writing .
- Student can write research related articles in various journals.
- Students can develop their skill of individual publication and group publication.
- They can develop their skill of project writing.

**Course Outcome for the Bachelor of Arts (Honours) Single
Major in English, a 4-year undergraduate program**

(Complete Syllabus not available yet)

Programme Outcome: This programme aims to provide students with a comprehensive understanding of English literature, language, and cultural studies. The program is designed to develop critical thinking, analytical skills, and a deep appreciation for literary texts from various periods and cultures.

The program outcomes include:

1. **Literary Analysis:** Students will be able to critically analyze and interpret a wide range of literary texts, understanding their historical, cultural, and philosophical contexts.
2. **Language Proficiency:** Graduates will develop strong command over the English language, enhancing both written and verbal communication skills.
3. **Cultural Awareness:** The curriculum fosters an understanding of diverse cultural perspectives through the study of literature, language, and cultural studies.
4. **Research Skills:** The program encourages independent research, enabling students to explore specialized areas of interest within English studies.
5. **Interdisciplinary Approach:** There is a strong emphasis on connecting literature with other disciplines, encouraging students to engage with texts through various critical lenses.

This program equips students with the skills necessary for careers in education, publishing, media, and other fields where strong analytical and communication skills are essential.

Course Outcome for Major Courses

The major courses in the proposed curriculum for the Bachelor of Arts (Honours) Major in English at Vidyasagar University are designed to provide students with a deep and comprehensive understanding of English literature and language, as well as the historical and cultural contexts that have shaped the literary landscape. The course outcomes for the major courses are as follows:

MJ-1: History of English Literature and English Language

- Students will be able to trace the historical development of English literature from its beginnings to the 20th century, identifying key periods and movements.
- They will understand the linguistic influences on the English language, such as Greek, Latin, Scandinavian, and French, and their impact on literary expression.
- Students will analyze and interpret Chaucer's "The Wife of Bath's Prologue" as a significant text in the development of English literature.
- They will demonstrate critical reading and analytical skills through the study of primary texts and secondary sources.
- Students will develop the ability to write coherent and well-structured essays that demonstrate their understanding of literary history and linguistic evolution.

MJ-2: British Poetry (Renaissance to 18th Century)

- Students will acquire a detailed knowledge of British poetry from the Renaissance to the 18th century, recognizing the diverse poetic voices and forms of the period.
- They will critically engage with poets such as Sir Philip Sidney, Edmund Spenser, William Shakespeare, John Donne, and Alexander Pope.
- Students will analyze the use of rhetoric and prosody in poetry, understanding how these elements contribute to the meaning and impact of the verse.
- They will demonstrate the ability to write critically about poetry, employing close reading and interpretative skills.
- Students will develop an appreciation for the historical and cultural contexts that informed the poetry of this era.

These outcomes are aligned with the Curriculum & Credit Framework for Undergraduate Programmes (CCFUP), 2023, and the National Education Policy (NEP), 2020, ensuring that graduates of the program are well-equipped with the knowledge, skills, and critical thinking abilities necessary for further academic pursuit or professional engagement in the field of English literature and language.

Course Outcome for SEC Courses

The Skill Enhancement Courses (SEC) in the proposed curriculum for the Bachelor of Arts (Honours) Major in English at Vidyasagar University are designed to complement the major courses by equipping students with practical skills that are essential for academic and professional success. The course outcomes for the SEC courses are as follows:

SEC 1: Soft Skills

- Students will understand the importance of soft skills in personal and professional development and be able to differentiate between soft and hard skills.
- They will demonstrate improved interpersonal communication skills, including the ability to express themselves clearly and listen effectively.
- Students will develop emotional intelligence, recognizing and managing their own emotions as well as understanding the emotions of others.
- They will exhibit leadership qualities and understand the dynamics of team building, including the stages of team development and the characteristics of high-performance teams.
- Students will learn stress management techniques and problem-solving strategies, enhancing their ability to cope with challenges and make effective decisions.

SEC 2: Basic Phonetics

- Students will acquire a foundational knowledge of phonetics, including the study of phonemes, phonology, and the organs of speech involved in producing sounds.
- They will be able to identify and transcribe English vowel and consonant sounds, as well as understand the principles of syllable formation and word accent.
- Students will familiarize themselves with the varieties of English pronunciation, particularly Received Pronunciation (RP), and will be able to use the International Phonetic Alphabet (IPA) to represent sounds.
- They will develop an awareness of rhythm and intonation patterns in English, which will enhance their pronunciation and overall communication skills.
- Students will demonstrate the ability to apply phonetic principles to improve their spoken English and to understand different accents and pronunciations.

Course Outcome for Minor Courses

The Minor courses in the proposed curriculum for the Bachelor of Arts (Honours) Major in English at Vidyasagar University are intended to provide students with a broad perspective on academic writing and composition, as well as an introduction to gender and human rights issues through literature. The course outcomes for the Minor courses are as follows:

MI-1: Academic Writing and Composition

- Students will develop a clear understanding of the writing process and the conventions of academic writing, distinguishing it from non-academic writing.
- They will acquire study skills such as effective note-taking and note-making, which are essential for academic success.
- Students will learn to write in their own words, mastering the techniques of summarizing, paraphrasing, and writing coherent paragraphs.
- They will be able to structure arguments effectively, creating well-organized essays with clear introductions, interjections, and conclusions.
- Students will demonstrate proficiency in remedial grammar, including the construction of basic sentences, the use of verbs and nouns, and the avoidance of common grammatical errors.
- They will understand the importance of citing resources and the ethical use of information in academic writing.

MI-2: Gender & Human Rights

- Students will explore the representation of gender and human rights issues in literature, gaining an understanding of how these themes are addressed through various literary genres.
- They will analyze poetry, short stories, and essays by authors such as Eunice D'Souza, Meena Kandasamy, Temsula Ao, and Mahasweta Devi, among others, to understand the diverse experiences and perspectives on gender and human rights.
- Students will critically engage with texts that challenge and question societal norms and expectations related to gender, fostering a deeper understanding of feminism and social justice.
- They will develop the ability to write critically about literature, connecting textual analysis with broader discussions of gender and human rights.
- Students will become familiar with the United Nations' framework on women's human rights and understand the global implications of gender-based discrimination and violence.

Course Outcome for AEC Courses

The Ability Enhancement Courses (AEC) in the proposed curriculum for the Bachelor of Arts (Honours) Major in English at Vidyasagar University are designed to enhance students' abilities in areas that are not directly related to their major but are essential for their overall academic and professional development. The course outcomes for the AEC courses are as follows:

AEC 01: Communicative English - 1

- Students will improve their ability to communicate effectively in English, both orally and in writing.
- They will develop a better understanding of the English language, including its nuances, idiomatic expressions, and cultural contexts.
- Students will enhance their listening skills, enabling them to understand a variety of accents and speech patterns.
- They will become more proficient in public speaking, presenting information clearly and confidently in front of an audience.
- Students will learn to write clear and concise messages, reports, and emails, suitable for professional communication.

Course Outcome for a Bachelor of Arts with English **(Multidisciplinary Studies)**

Courses specific to MDS programme only are mentioned here.
Complete syllabus not yet available.

Programme Outcomes:

1. **Interdisciplinary Knowledge:** Students will develop a broad understanding of multiple disciplines, with English being the primary focus, alongside other chosen subjects.
2. **Enhanced Communication Skills:** The program aims to improve proficiency in English, particularly in written and verbal communication, which is essential across various fields.
3. **Critical and Analytical Thinking:** Students will learn to analyze and critically engage with texts and ideas from different disciplines, applying English studies' analytical tools.
4. **Research and Problem-Solving Skills:** The program encourages students to develop research skills and the ability to approach problems from multiple perspectives.
5. **Cultural and Ethical Awareness:** Through the integration of different disciplines, students gain a well-rounded understanding of cultural and ethical issues, which is crucial in a globalized world.
6. **Career Versatility:** Graduates will be equipped with the skills necessary for a wide range of careers, including teaching, content creation, media, public relations, and more.

Course Outcome for Major A1/B1: Poetry & Short Story

Upon successful completion of this course, students will be able to:

1. Demonstrate a deep understanding of the formal and thematic elements of poetry and short stories, including rhyme, meter, imagery, plot, characterization, and setting, as exemplified by the selected literary works.
2. Analyze and interpret the major themes, symbols, and motifs present in the poems and short stories by authors such as William Shakespeare, William Wordsworth, John Keats, Wilfred Owen, Katherine Mansfield, and H. E. Bates.
3. Develop advanced skills in critical reading and close textual analysis, enabling them to discern nuances and subtleties within the literary works studied.
4. Write insightful and well-supported essays that articulate their understanding of the literary texts, employing appropriate academic conventions and literary terminology.
5. Engage in informed discussions and presentations, demonstrating their ability to contribute to scholarly dialogue about the selected literary works.
6. Apply various critical and theoretical perspectives to the study of poetry and short stories, enhancing their appreciation of the complexity and diversity of interpretations.
7. Conduct independent research to contextualize the literary works within their historical, cultural, and social backgrounds, showing an understanding of how these factors influence literary production and reception.
8. Develop an appreciation for the enduring relevance and universal appeal of poetry and short stories, recognizing their role in reflecting and shaping human experience.
9. Prepare for advanced studies in literature or related fields by acquiring a solid foundation in the analysis and interpretation of literary texts.

Department of Sanskrit

Programme Outcome and Course Outcome

NEP COURSE: 1st SEM (H)

Programme Specific Outcome (PSO)

By the end of the program UG in Sanskrit, the student will be:

- Expected to know Sanskrit verse, prose and application of Sanskrit Language.
- Expected to appreciate ancient Indian traditions and culture.
- Expected to know about the pedagogical aspects of Sanskrit Teaching.
- Expected to connect Sanskrit to other subjects and disciplines.
- Expected to use the Sanskrit Language in a real-life context.

Major – 1: Critical Survey of Sanskrit Literature

Learners will be able to appreciate Sanskrit literature critically and also develop an analytical outlook on ancient Indian literature. They will form ideas about the origin and development of various genres of Sanskrit literature. They will learn about Scientific thought of Vedas.

SEC 1 : Reading & Writing Skills in Devanāgarī & Brāhmī scripts

Students will have a rudimentary knowledge of Indian epigraphy. They will learn the process of the decipherment of ancient scripts. Learners will form ideas about the social, cultural, economic and political aspects of ancient India as gleaned from the inscriptions. They will learn about different types of ancient script and Manuscript.

Minor – 1 : History of Sanskrit Literature

Learners will be able to appreciate Sanskrit literature critically and also develop an analytical outlook on ancient Indian literature. They will form ideas about the origin and development of various genres of Sanskrit literature. They will learn about Scientific thought of Vedas.

NEP Course : 2nd Sem (Hons)

Mejor 2: Sanskrit Composition and Communication

Learners will be able to get hold of the concepts of the Sajna sutra and Paribhasha sutra. They will be able to differentiate between the Sajna and Paribhasa sutras with special reference to Laghusidhhantakoumudi.

The course will enable the students to construct Sanskrit sentences with Declension, Conjunction, Suffix, and other genres.

SEC 2: Computer Applications for Sanskrit

In this age of technology , it is necessary to know how to operate computer for Sanskrit. They will be able to know and apply also different types of Sanskrit tools, Fronts, Apps, text processing and Preservation tools. They will learn about typing of Devnagari script.

Minor: 2 - General Grammar and Composition

This course is for the students of different stream. The course will enable the students to construct Sanskrit sentences with Declension, Conjunction, Suffix, and other genres. They will be able to know case- ending , Samasas etc.

MULTI DISCIPLINARY STUDIES (1ST SEM)

Programme Specific Outcome (PSO)

After the completion of the UG programme in Sanskrit, the students will be:

- Expected to know Sanskrit verse, prose and application of Sanskrit Language.
- Expected to appreciate ancient Indian traditions and culture.
- Expected to know about the pedagogical aspects of Sanskrit Teaching,
- Expected to use the Sanskrit Language in a real-life context.
- Expected to know about different types of ancient scripts.

Mejor 1: History of Sanskrit Literature

Learners will be able to appreciate Sanskrit literature critically and also develop an analytical outlook on ancient Indian literature. They will form ideas about the origin and development of various genres of Sanskrit literature. They will learn about Scientific thought of Vedas.

SEC 1 : Reading & Writing Skills in Devanāgarī & Brāhmī scripts

Students will have a rudimentary knowledge of Indian epigraphy. They will learn the process of the decipherment of ancient scripts. Learners will form ideas about the social, cultural, economic and political aspects of ancient India as gleaned from the inscriptions. They will learn about different types of ancient script and Manuscript.

Minor – 1 : History of Sanskrit Literature

Learners will be able to appreciate Sanskrit literature critically and also develop an analytical outlook on ancient Indian literature. They will form ideas about the origin and development of various genres of Sanskrit literature. They will learn about Scientific thought of Vedas.

MULTI DISCIPLINARY STUDIES (2ND SEM)

Mejor 2 : History of Sanskrit Literature

Learners will be able to appreciate Sanskrit literature critically and also develop an analytical outlook on ancient Indian literature. They will form ideas about the origin and development of various genres of Sanskrit literature. They will learn about Scientific thought of Vedas.

SEC: 2 Computer Applications for Sanskrit

In this age of technology , it is necessary to know how to operate computer for Sanskrit. They will be able to know and apply also different types of Sanskrit tools, Fronts, Apps, text processing and Preservation tools. They will learn about typing of Devnagari script.

Minor: 2 - General Grammar and Composition

This course is for the students of different stream. The course will enable the students to construct Sanskrit sentences with Declension, Conjunction, Suffix, and other genres. They will be able to know case- ending , Samasas etc.

Department of Santali

Syllabus and Course Outcome of Santali

CCFUP-NEP-4 YEAR COURSE & 3 YEAR COURSE

Programme Specific Outcomes (PSO)

After successful Completion of a B.A four – year degree Course in Santali, a student is expected to achieve the following outcomes :

The end of UG Hons programme in Santali students will be able to -

- Santali in an old language quality so it may be learn by all.
- It is a new Subject or new service gaining.
- U.G. qualified candidate may able to teach the Santali subject other people in formal non formal education policies.
- Santali qualified person may be the Santali subject Expert and Subject resourse person.
- After completion U.G. study and their performance in competitive exams such as SSC, NET, SET .
- Devlop the skill of creative writing.
- Students will learn about the definition and characteristic of the Santali language.
- Students will be able to find the origin, history, and periodization of the Santali language.
- Students will learn the historical classification of the Santali language.

Course Content :

MJ-1 : History of Santali Literature (Adikal – Before 1845 A.D.)

- i) Origin of Santali Literature.
- ii) Classification of Santali Literature.
- iii) Song, Rhyme.
- iv) Folk Song : Baha, Sahray, Karam, Danshay, Dong, Langre, Pata, etc.

Course Outcomes :

- Students will difine which is related to lok Sahitya.
- Students will learn Historical classification of language.
- Students will be able to find the origin, history and periodization before 1845.
- Student will be able to find the Folk Song, Song, and Rhyme.

MJ-2: Santals Myths

Course Contents:

- i) Jomsim Binti
- ii) Chhatyar Binti
- iii) Bapla Binti

- iv) Bhandan Binti
- v) Karam Binti
- vi) Patkar Binti

Course Outcomes :

- Santali Students learn about the mythological study .
- Students will be able to know the philosophy.
- To know about the original totemic symbol of the santal.
- To knowledge about their origin and development of santals.

MINOR (MI)

MI-1 :History of Santali Language

Course Contents :

- i) Origin of Santali Language.
- ii) Santali Language Movement
- iii) Olchiki Movement

Course Outcomes :

- Students learn about the Folk literature and Morden literature.
- Students learn the contribution of the forcing British people, Why British people are attracted towards santal society.
- Students will be able to find the origin of the language.
- Students learn the Origin of Olchiki Script .
- Devlop the Olchiki Script writing.

MJ-2 : Santali Folk Song and Folktales

Course Contents :

Folk Songs:

- i) Baha
- ii) Sohray
- iii) Dasay

Folktales :

- i) Kul ar Bana, Papi Kuri, Lelha Jaway, Kisku Raj, Hora r Kul .

Course Outcomes :

- Students learn to know about santals primitive oldest folk literature and folk songs.
- Students learn to know about the santals oldest historical knowledge through folk literature.
- To know about the santals Religions ritual ceremony are Baha, Sohray, Dasay etc.
- Santali folk songs has richest number among the folk literature.

SKILL ENHANCEMENT COURSE (SEC)

SEC 1- : Translation & Transcreation

Course Outline :

1. Definition of Translation.
2. Exercises in different type/models of translation, Such as:
 - a) Semantic/Literal translation.
 - b) Free/Sense/Literary translation
 - c) Functional / Communicative translation.
 - d) Technical / Official.
3. Transcreation.
4. Audio – Visual Translation

Course Outcomes :

- Students will learn definition of Translation and Different type of Translation.
- Students will be able to differentiate between language and wordpower.
- Develop the skills of creative writing.

SEC 2 : Translation Theory and Practice

Course Outline :

1. Definition of Translation
2. Theory of Translation
3. Kind of Translation
4. Purpose of Translation
5. History of Translation in Santali Language & Literature

Course Outcomes :

- Students will develop their creative writing.
- Student will learn the theories of translation.
- Students will learn definition of Translation.
- Student can develop their skill of Translation literature. Translation literature.

Syllabus and Course Outcome of History

Under Curriculum and Credit Framework for Undergraduate Programmes (CCFUP) as per NEP, 2020 (Hons.)

4-YEAR UNDERGRADUATE PROGRAMME

With effect from 2023-24

Programme Specific Outcomes (PSO) (for the students of the History Department)

1. Recognise the history of our ancient Indian religion, customs, institutions, and administration.
2. Study the social, political, religious, and economic situations of the Indian subcontinent through the ages.
3. Students must be able to recognise and describe the social hierarchies and organisational systems of numerous historical civilisations, such as those in Mesopotamia, Egypt, Greece, Rome, and China.
4. Students must be able to study the Iron Age in depth, improve their research and analytical skills, and be able to contextualise and articulate historical developments from this time period.
5. Develop practical skills helpful in the study and understanding of historical events.
6. Develop interests in the study of history and activities relating to history. They:
 - (a) Collect ancient arts, old coins and other historical materials;
 - (b) Participate in historical drama and historical occasions;
 - (c) Visit places of historical interest, archaeological sites, museums and archives;
 - (d) Read historical documents, maps, charts etc.
 - (e) Play active roles in activities of the historical organizations and associations; and
 - (f) Write articles on historical topics.

Syllabus and Course Outcome of History

Major Papers

Semester-I

MJ1: Ancient India from the Earliest Times to 600 BCE

Course Objective: This course is an introductory paper intending to introduce prehistory, proto history and important political events till 600 BCE of India to the students. The goal is to offer a consciousness of the thriving ancient Indian culture. The course also intends to give a brief idea about the different sources and the changing interpretations of ancient Indian history.

Course Content

Detail Course Structure
Unit:- 1- Module- I: Understanding early India 1.1 : Historical theories and interpretations about the Indian past 1.2 The idea of Bharatavarsha: Indian subcontinent with all its diversity and cultural traditions 1.3 An overview of literary and archaeological sources
Module-II: Neolithic to Chalcolithic settlements 2.1 The earliest village farming community in India—transition from pastoral life to the practice of agriculture: Mehrgarh and its various cultural phases 2.2 The first urbanization in the Indian subcontinent—Indus civilization: contemporary perspectives through a historiography 2.3 The early Harappan, Harappan and late Harappan phases: technology, architecture, religion and maritime trade. 2.4 End/transformation of the Indus civilization: different theories.
Module-III: The Aryans in India: Vedic Age 3.1 The historiography of the concept ‘Aryan’ 3.2 The spread of Aryan settlements in India 3.3 The period of the Vedas, Brahmanas and Upanishads: pastoralism, agriculture and other occupations 3.4 Political development, culture and rituals
Unit:- II Module- I: Ideas and institutions in early India 1.1 Varna and Jati: the issue of upward mobility among the Shudras 1.2 Slavery: ancient forms and modern debates 1.3 Untouchables 1.4 Women 1.5 Forms of marriage

<p>Module-II: Cults, doctrines and metaphysics</p> <p>2.1 The religion of the Vedas</p> <p>2.2 The unorthodox sects – Buddhism, Jainism and the doctrine of the Ajivikas</p> <p>2.3 Scepticism and materialism</p>
<p>Module-III: Aspects of economy in the age of Buddha</p> <p>3.1 Economic changes: use iron, rural economy, trade and crafts, guilds</p> <p>3.2 Taxation</p> <p>3.3 The second urbanization</p>
<p>Module-IV: The cultural milieu</p> <p>4.1 Education</p> <p>4.2 Language and literature</p> <p>4.3 Science and technology</p>

Course Outcome: - Through this course, students will get to know about the lifestyle, culture, religion and language of ancient India. They will be able to find various types of events in the past life of ancient India. They will also acquire knowledge of the changing socio-cultural scenarios of India.

Semester-II

MJ-2: Social Formations and the Cultural Patterns of the Ancient World

Course Objective: The objective of the course is to gain insight into ancient cultures and their social and cultural trends. Students will become acquainted with many civilizations in the ancient world, particularly the Bronze Age. The course also aims to help students comprehend the history of nomadic communities in Central and West Asia. It also aims to educate them about the emergence of iron, its implications, and the related discussions. Students will learn about ancient Greece's slave society, as well as its agrarian economy, urbanisation, and trade.

Course Content

Detail Course Structure
I. Evolution of humankind; Paleolithic and Mesolithic cultures.
II. Food production: Beginnings of agriculture and animal husbandry
III. Bronze Age Civilizations, with reference to any one of the following: i) Egypt (Old Kingdom); ii) Mesopotamia (up to the Akkadian Empire); iii) China (Shang); IV) Eastern Mediterranean (Minoan) economy, social stratification, state structure, religion.
IV. Nomadic groups in Central and West Asia; Debate on the advent of iron and its implications
V. Slave society in ancient Greece: Agrarian economy, urbanization, trade.

VI. Polis in ancient Greece: Athens and Sparta; Greek Culture.
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Course Outcome: - This course will educate students about the evolution of human society and the transition of ancient civilizations such as Mesopotamia, Egypt, China and Greece. They learn about the origins, characteristics, nature, and class structure of diverse societies. They can compare different societies across the world.

MINOR PAPERS

SEM I

MI – 1: Ancient India

Course Objective: The goal is to offer a consciousness of the thriving ancient Indian civilization to students. The objective was also to impart knowledge about the two great empires of ancient India, covering their political, administrative, economic, and cultural exercises. It also aims to provide an outline of the early formation the regional state during early medieval India.

Course Content:

Detail Course Structure
1. Harappan Civilisation: Features & Town Planning, Decline
2. Vedic Age: Corpus of Vedic Literature, Society, Economy and Polity in Early & Later Vedic Period
3. State Formation in Early India: Mahajanapadas
4. Mauryan Empire: Chandragupta Maurya to Asoka: Polity, Administration, Society, Culture and Mauryan decline
4. Gupta Empire: Chandragupta I to Skandagupta: Polity, Administration, Society, Culture and Downfall
5. Overview of the Early Medieval India: Formation of Regional States

Course Outcome: - The course will provide a fundamental knowledge of different aspects of Ancient Indian History start from Harappan civilization to Gupta Empire. Students will learn more about the emergence and fall of the Mauryan Empire as well as the several Maurayan emperors, especially Asoka, and the Mauryan political, religious, and governmental structures. Students will gain knowledge about post-Mauryan developments, the rise and fall of the Gupta Empire, and various political, administrative, social, and economic developments as well as religious, artistic, and architectural developments related to the various stages from the Mauryan to Gupta periods.

After completing this course students will get a detailed understanding of various dynasties of North and South India, their polity.

SEM-II

MI-2: Medieval India

Course Objective: This course aims to acquaint the students with the history of early Medieval India that laid the foundation of the Sultanate in India. The objective also is to make them aware of the development and rise of the Delhi Sultanate. It explains the growth of the Mughal Empire. It intends to provide information about the Mughal rulers and compare their achievements. It also aims to illustrate the development in the fields of polity, economy, and culture.

Course Content:

Detail Course Structure
1. Arab Conquest of Sindh: Nature and Impact
2. Causes and Consequences of Early Turkish invasion
3. Mahmud of Ghazni and Shihab-ud-din of Ghur
4. Establishment and consolidation of the Sultanate: Qutb-ud-din Aibak to Firuz Shah Tughluqs, polity, economy, culture
5. Emergence of regional powers: Vijaynagar and Bahamani Kingdoms, Hussain Shahi and Illiyas Shahi Dynasties.
6. Mughal Imperialism: Establishment and consolidation - Greater Mughals; Polity, economy, culture
7. Socio-cultural syncretism, Bhakti & Sufi movements.

Course Outcome: - After completion of this course, students will acquire knowledge about the foundation and consolidation of the Delhi Sultanate from Mameluk to the Lodis. Besides, they will also learn about the theory of Kingship of different rulers of the Delhi Sultanate, ruling elites, Sufis, ulema, political authority, imperial monuments and coinage. This will also provide ample knowledge to the students about regional identity formations of various provincial dynasties like Bahamanis, Vijayanagar and Bengal, their regional art, architecture and literature. It will give knowledge about the social and economic development during the sultanate period, especially about the evolution of the Iqta system. It will further enhance about students' knowledge about the society and economy during the Sultanate period with special references to rural society, revenue

system, monetization, market regulations, growth of urban centres, inland and overseas trade and commerce. After completion of this course, students will get adequate knowledge about the Bhakti and Sufi movements. This will also give knowledge to the students about the consolidation of Mughal rule under various Mughal rulers. Students will also know about the society, economy, religion and culture of the Mughal rule.

SKILL ENHANCEMENT COURSE (SEC)

SEM I

SEC 1: Art Appreciation: An Introduction to Indian Art

Course Objective: This course aims to familiarise students with Indian art, spanning from ancient to modern times, so they can recognise and value its vast visual diversity.

Course Content:

Detail Course Structure
I. Prehistoric and protohistoric art: Rock art; Harappan arts and crafts
II. Indian art (c. 600 BCE – 600 CE): World Heritage Site Managers, UNESCO World Heritage Manuals [can be downloaded/ accessed at www.unesco.org] Notions of art and craft Canons of Indian paintings. Major developments in stupa, cave, and temple art and architecture. Early Indian sculpture: style and iconography. Numismatic
III. Indian Art (c. 600 CE – 1200 CE): Temple forms and their architectural features. Early illustrated manuscripts and mural painting traditions. Early medieval sculpture: style and iconography Indian bronzes or metal icons
IV. Indian art and architecture (c. 1200 CE – 1800 CE): Sultanate and Mughal architecture. Miniature painting traditions: Mughal, Rajasthani, Pahari Introduction to fort, palace and haveli Architecture
V. Modern and Contemporary Indian art and Architecture: The Colonial Period_ Art movements: Bengal School of Art, Progressive Artists Group, etc. Major artists and their artworks. Popular art forms (folk art traditions)

Course Outcome: - The course will prepare students to comprehend art as a form of cultural expression. This course teaches students about India's rich artistic legacy. They always endeavour to protect the various sites that still hold the emblem of Indian art. They are able to do tourism business and guide.

SEM II

SEC 2: Archives and Museums in India

Course Objective: The objective of this course is to educate students on the significance of museums in preserving heritage. Its goal is to teach students about the importance of archival science in the study of history, as well as to inspire students to pursue careers in museums and archives in India and abroad.

Course Content:

Detail Course Structure
I. Definition and history of development (with special reference to India)
II. Types of archives and museums: Understanding the traditions of preservation in India Collection policies, ethics and procedures Collection: field exploration, excavation, purchase, gift and bequests, loans and deposits, exchanges, treasure trove confiscation and others. Documentation: accessioning, indexing, cataloguing, digital documentation and de-accessioning Preservation: curatorial care, preventive conservation, chemical preservation and restoration
III. Museum Presentation and Exhibition
IV. Museums, Archives and Society: (Education and communication Outreach activities)

Course Outcome: - Students will acquire knowledge on how to preserve historical artefacts, documentation, and images in homes and institutions. Students will be encouraged to gather, document, and display such materials in their communities and colleges. It helps them understand the role of such institutions in shaping India's history.

Syllabus and Course Outcome of History

Under Curriculum and Credit Framework for Undergraduate Programmes (CCFUP) as per NEP, 2020

BACHELOR OF ARTS WITH HISTORY

(MULTIDISCIPLINARY STUDIES)

3-YEAR UNDERGRADUATE PROGRAMME

With effect from 2023-24

Programme Specific Outcomes (PSO) (for the students of the History Department)

1. Recognise the history of our ancient Indian religion, customs, institutions, and administration.
2. Study the social, political, religious, and economic situations of the Indian subcontinent through the ages.
3. Students must be able to recognise and describe the social hierarchies and organisational systems of numerous historical civilisations, such as those in Mesopotamia, Egypt, Greece, Rome, and China.
4. Students must be able to study the Iron Age in depth, improve their research and analytical skills, and be able to contextualise and articulate historical developments from this period.
5. Develop practical skills helpful in the study and understanding of historical events.
6. Develop interests in the study of history and activities relating to history. They:
 - (a) Collect ancient arts, old coins and other historical materials;
 - (b) Participate in historical drama and historical occasions;
 - (c) Visit places of historical interest, archaeological sites, museums and archives;
 - (d) Read historical documents, maps, charts etc.
 - (e) Play active roles in activities of the historical organizations and associations; and
 - (f) Write articles on historical topics.

Major Papers

Semester-I

MJ A1/B1: Ancient India Up to C. 1200 CE

Course Objective: This course is an introductory paper intending to introduce prehistory, proto-history, and important political events till 1200 CE of India to the students. The goal is to offer a consciousness of the thriving ancient Indian culture. The objective was to impart knowledge about the two great empires of ancient India, covering their political, administrative, economic, and cultural exercises. Its goal is to provide a full understanding of the post-Gupta era in terms of what forces shaped the polity at the time, as well as an understanding of the social, economic, and cultural aspects in a region-specific manner, which was also a phenomenon throughout the subcontinent.

Course Content

Detail Course Structure
Unit- 1 Harappan Civilisation: Features & Town Planning, Decline
Unit-2 Vedic Age: Corpus of Vedic Literature, Society, Economy and Polity in Early & Later Vedic Period
Unit-3 State Formation in Early India: Mahajanapadas
Unit- 4 Mauryan Empire: Chandragupta Maurya to Asoka: Polity, Administration, Society, Culture and the decline of the Mauryas
Unit- 5 Gupta Empire: Chandragupta I to Skandagupta: Polity, Administration, Society, Culture and Downfall
Unit- 6 The Early Medieval India: Shashanka and Harsha, the Chalukyas, the Palas and the Senas of Bengal, Tripartite Struggle, the Rashtrakutas and the Gurjara-Pratiharas, the Pallavas and the Cholas. The Economy, Society and Culture of Early Medieval India.

Course Outcome: - Through this course, students will get to know about the lifestyle, culture, religion and language of ancient India. They will be able to find various types of events in the past life of ancient India. They will also acquire knowledge of the changing socio-cultural scenarios of India. This course will give a hint to the students about various sources available to construct the

history of Early Medieval India. They will also have an understanding of the debate concerning Indian feudalism and the rise of the Rajputs. After completing this course students will get a detailed understanding of various dynasties of North and South India, their polity, culture, society, economy, and religion during the Early Medieval period

Semester-II

MJ-2: Social Formations and the Cultural Patterns of the Ancient World

Course Objective: The objective of the course is to gain insight into ancient cultures and their social and cultural trends. Students will become acquainted with many civilizations in the ancient world, particularly the Bronze Age. The course also aims to help students comprehend the history of nomadic communities in Central and West Asia. It also aims to educate them about the emergence of iron, its implications, and the related discussions. Students will learn about ancient Greece's slave society, as well as its agrarian economy, urbanisation, and trade.

Course Content

Detail Course Structure
I. Evolution of humankind; Paleolithic and Mesolithic cultures.
II. Food production: Beginnings of agriculture and animal husbandry
III. Bronze Age Civilizations, with reference to any one of the following: i) Egypt (Old Kingdom); ii) Mesopotamia (up to the Akkadian Empire); iii) China (Shang); IV) Eastern Mediterranean (Minoan) economy, social stratification, state structure, religion.
IV. Nomadic groups in Central and West Asia; Debate on the advent of iron and its implications
V. Slave society in ancient Greece: Agrarian economy, urbanization, trade.
VI. Polis in ancient Greece: Athens and Sparta; Greek Culture.

Course Outcome: - This course will educate students about the evolution of human society and the transition of ancient civilizations such as Mesopotamia, Egypt, China and Greece. They learn about the origins, characteristics, nature, and class structure of diverse societies. They can compare different societies across the world.

MINOR PAPERS

SEM I

MI – 1: Ancient India

Course Objective: The goal is to offer a consciousness of the thriving ancient Indian civilization to students. The objective was also to impart knowledge about the two great empires of ancient India, covering their political, administrative, economic, and cultural exercises. It also aims to provide an outline of the early formation the regional state during early medieval India.

Course Content:

Detail Course Structure
1. Harappan Civilisation: Features & Town Planning, Decline
2. Vedic Age: Corpus of Vedic Literature, Society, Economy and Polity in Early & Later Vedic Period
3. State Formation in Early India: Mahajanapadas
4. Mauryan Empire: Chandragupta Maurya to Asoka: Polity, Administration, Society, Culture and Mauryan decline
4. Gupta Empire: Chandragupta I to Skandagupta: Polity, Administration, Society, Culture and Downfall
5. Overview of the Early Medieval India: Formation of Regional States

Course Outcome: - The course will provide a fundamental knowledge of different aspects of Ancient Indian History start from Harappan civilization to Gupta Empire. Students will learn more about the emergence and fall of the Mauryan Empire as well as the several Maurayan emperors, especially Asoka, and the Mauryan political, religious, and governmental structures. Students will gain knowledge about post-Mauryan developments, the rise and fall of the Gupta Empire, and various political, administrative, social, and economic developments as well as religious, artistic, and architectural developments related to the various stages from the Mauryan to Gupta periods. After completing this course students will get a detailed understanding of various dynasties of North and South India, their polity.

SEM-II

MI-2: Medieval India

Course Objective: This course aims to acquaint the students with the history of early Medieval India that laid the foundation of the Sultanate in India. The objective also is to make them aware of the development and rise of the Delhi Sultanate. It explains the growth of the Mughal Empire. It intends to provide information about the Mughal rulers and compare their achievements. It also aims to illustrate the development in the fields of polity, economy, and culture.

Course Content:

Detail Course Structure
1. Arab Conquest of Sindh: Nature and Impact
2. Causes and Consequences of Early Turkish invasion
3. Mahmud of Ghazni and Shihab-ud-din of Ghur
4. Establishment and consolidation of the Sultanate: Qutb-ud-din Aibak to Firuz Shah Tughluq, polity, economy, culture
5. Emergence of regional powers: Vijaynagar and Bahamani Kingdoms, Hussain Shahi and Illiyas Shahi Dynasties.
6. Mughal Imperialism: Establishment and consolidation - Greater Mughals; Polity, economy, culture
7. Socio-cultural syncretism, Bhakti & Sufi movements.

Course Outcome: - After completion of this course, students will acquire knowledge about the foundation and consolidation of the Delhi Sultanate from Mameluk to the Lodis. Besides, they will also learn about the theory of Kingship of different rulers of the Delhi Sultanate, ruling elites, Sufis, ulema, political authority, imperial monuments and coinage. This will also provide ample knowledge to the students about regional identity formations of various provincial dynasties like Bahamanis, Vijayanagar and Bengal, their regional art, architecture and literature. It will give knowledge about the social and economic development during the sultanate period, especially about the evolution of the Iqta system. It will further enhance about students' knowledge about the society and economy during the Sultanate period with special references to rural society, revenue system, monetization, market regulations, growth of urban centres, inland and overseas trade and commerce. After completion of this course, students will get adequate knowledge about the Bhakti

and Sufi movements. This will also give knowledge to the students about the consolidation of Mughal rule under various Mughal rulers. Students will also know about the society, economy, religion and culture of the Mughal rule.

SKILL ENHANCEMENT COURSE (SEC)

SEM I

SEC 1: Art Appreciation: An Introduction to Indian Art

Course Objective: This course aims to familiarise students with Indian art, spanning from ancient to modern times, so they can recognise and value its vast visual diversity.

Course Content:

Detail Course Structure
I. Prehistoric and protohistoric art: Rock art; Harappan arts and crafts
II. Indian art (c. 600 BCE – 600 CE): World Heritage Site Managers, UNESCO World Heritage Manuals [can be downloaded/ accessed at www.unesco.org] Notions of art and craft Canons of Indian paintings. Major developments in stupa, cave, and temple art and architecture. Early Indian sculpture: style and iconography. Numismatic
III. Indian Art (c. 600 CE – 1200 CE): Temple forms and their architectural features. Early illustrated manuscripts and mural painting traditions. Early medieval sculpture: style and iconography Indian bronzes or metal icons
IV. Indian art and architecture (c. 1200 CE – 1800 CE): Sultanate and Mughal architecture. Miniature painting traditions: Mughal, Rajasthani, Pahari Introduction to fort, palace and haveli Architecture
V. Modern and Contemporary Indian art and Architecture: The Colonial Period_Art movements: Bengal School of Art, Progressive Artists Group, etc. Major artists and their artworks. Popular art forms (folk art traditions)

Course Outcome: - The course will prepare students to comprehend art as a form of cultural expression. This course teaches students about India's rich artistic legacy. They always endeavour to protect the various sites that still hold the emblem of Indian art. They are able to do tourism business and guide.

SEM II

SEC 2: Archives and Museums in India

Course Objective: The objective of this course is to educate students on the significance of museums in preserving heritage. Its goal is to teach students about the importance of archival

science in the study of history, as well as to inspire students to pursue careers in museums and archives in India and abroad.

Course Content:

Detail Course Structure
I. Definition and history of development (with special reference to India)
II. Types of archives and museums: Understanding the traditions of preservation in India Collection policies, ethics and procedures Collection: field exploration, excavation, purchase, gift and bequests, loans and deposits, exchanges, treasure trove confiscation and others. Documentation: accessioning, indexing, cataloguing, digital documentation and de-accessioning Preservation: curatorial care, preventive conservation, chemical preservation and restoration
III. Museum Presentation and Exhibition
IV. Museums, Archives and Society: (Education and communication Outreach activities)

Course Outcome: - Students will acquire knowledge on how to preserve historical artefacts, documentation, and images in homes and institutions. Students will be encouraged to gather, document, and display such materials in their communities and colleges. It helps them understand the role of such institutions in shaping India's history.

Syllabus and Course Outcome of History (Santali Medium)
Under Curriculum and Credit Framework for Undergraduate Programmes
(CCFUP) as per NEP, 2020 (Hons.)
4-YEAR UNDERGRADUATE PROGRAMME
With effect from 2023-24

Programme Specific Outcomes (PSO) (for the students of the History Department),
(Santali Medium)

1. Recognise the history of our ancient Indian religion, customs, institutions, and administration.
2. Study the social, political, religious, and economic situations of the Indian subcontinent through the ages.
3. Students must be able to recognise and describe the social hierarchies and organisational systems of numerous historical civilisations, such as those in Mesopotamia, Egypt, Greece, Rome, and China.
4. Students must be able to study the Iron Age in depth, improve their research and analytical skills, and be able to contextualise and articulate historical developments from this time period.
5. Develop practical skills helpful in the study and understanding of historical events.
6. Develop interests in the study of history and activities relating to history. They:
 - (a) Collect ancient arts, old coins and other historical materials;
 - (b) Participate in historical drama and historical occasions;
 - (c) Visit places of historical interest, archaeological sites, museums and archives;
 - (d) Read historical documents, maps, charts etc.
 - (e) Play active roles in activities of the historical organizations and associations; and
 - (f) Write articles on historical topics.

Syllabus and Course Outcome of History

Major Papers

Semester-I

MJ1: Ancient India from the Earliest Times to 600 BCE

Course Objective: This course is an introductory paper intending to introduce prehistory, proto history and important political events till 600 BCE of India to the students. The goal is to offer a consciousness of the thriving ancient Indian culture. The course also intends to give a brief idea about the different sources and the changing interpretations of ancient Indian history.

Course Content

Detail Course Structure
Unit:- 1- Module- I: Understanding early India 1.1 : Historical theories and interpretations about the Indian past 1.2 The idea of Bharatavarsha: Indian subcontinent with all its diversity and cultural traditions 1.3 An overview of literary and archaeological sources
Module-II: Neolithic to Chalcolithic settlements 2.1 The earliest village farming community in India—transition from pastoral life to the practice of agriculture: Mehrgarh and its various cultural phases 2.2 The first urbanization in the Indian subcontinent—Indus civilization: contemporary perspectives through a historiography 2.3 The early Harappan, Harappan and late Harappan phases: technology, architecture, religion and maritime trade. 2.4 End/transformation of the Indus civilization: different theories.
Module-III: The Aryans in India: Vedic Age 3.1 The historiography of the concept ‘Aryan’ 3.2 The spread of Aryan settlements in India 3.3 The period of the Vedas, Brahmanas and Upanishads: pastoralism, agriculture and other occupations 3.4 Political development, culture and rituals
Unit:- II Module- I: Ideas and institutions in early India 1.1 Varna and Jati: the issue of upward mobility among the Shudras 1.2 Slavery: ancient forms and modern debates 1.3 Untouchables 1.4 Women 1.5 Forms of marriage

<p>Module-II: Cults, doctrines and metaphysics</p> <p>2.1 The religion of the Vedas</p> <p>2.2 The unorthodox sects – Buddhism, Jainism and the doctrine of the Ajivikas</p> <p>2.3 Scepticism and materialism</p>
<p>Module-III: Aspects of economy in the age of Buddha</p> <p>3.1 Economic changes: use iron, rural economy, trade and crafts, guilds</p> <p>3.2 Taxation</p> <p>3.3 The second urbanization</p>
<p>Module-IV: The cultural milieu</p> <p>4.1 Education</p> <p>4.2 Language and literature</p> <p>4.3 Science and technology</p>

Course Outcome: -Through this course, students will get to know about the lifestyle, culture, religion and language of ancient India. They will be able to find various types of events in the past life of ancient India. They will also acquire knowledge of the changing socio-cultural scenarios of India.

Semester-II

MJ-2: Social Formations and the Cultural Patterns of the Ancient World

Course Objective: The objective of the course is to gain insight into ancient cultures and their social and cultural trends. Students will become acquainted with many civilizations in the ancient world, particularly the Bronze Age. The course also aims to help students comprehend the history of nomadic communities in Central and West Asia. It also aims to educate them about the emergence of iron, its implications, and the related discussions. Students will learn about ancient Greece's slave society, as well as its agrarian economy, urbanisation, and trade.

Course Content

Detail Course Structure
I. Evolution of humankind; Paleolithic and Mesolithic cultures.
II. Food production: Beginnings of agriculture and animal husbandry
III. Bronze Age Civilizations, with reference to any one of the following: i) Egypt (Old Kingdom); ii) Mesopotamia (up to the Akkadian Empire); iii) China (Shang); IV) Eastern Mediterranean (Minoan) economy, social stratification, state structure, religion.
IV. Nomadic groups in Central and West Asia; Debate on the advent of iron and its implications
V. Slave society in ancient Greece: Agrarian economy, urbanization, trade.

VI. Polis in ancient Greece: Athens and Sparta; Greek Culture.

Course Outcome: -This course will educate students about the evolution of human society and the transition of ancient civilizations such as Mesopotamia, Egypt, China and Greece. They learn about the origins, characteristics, nature, and class structure of diverse societies. They can compare different societies across the world.

MINOR PAPERS

SEM I

MI – 1: Ancient India

Course Objective: The goal is to offer a consciousness of the thriving ancient Indian civilization to students. The objective was also to impart knowledge about the two great empires of ancient India, covering their political, administrative, economic, and cultural exercises. It also aims to provide an outline of the early formation of the regional state during early medieval India.

Course Content:

Detail Course Structure
1. Harappan Civilisation: Features & Town Planning, Decline
2. Vedic Age: Corpus of Vedic Literature, Society, Economy and Polity in Early & Later Vedic Period
3. State Formation in Early India: Mahajanapadas
4. Mauryan Empire: Chandragupta Maurya to Asoka: Polity, Administration, Society, Culture and Mauryan decline
4. Gupta Empire: Chandragupta I to Skandagupta: Polity, Administration, Society, Culture and Downfall
5. Overview of the Early Medieval India: Formation of Regional States

Course Outcome: -The course will provide a fundamental knowledge of different aspects of Ancient Indian History starting from Harappan civilization to Gupta Empire. Students will learn more about the emergence and fall of the Mauryan Empire as well as the several Mauryan emperors, especially Asoka, and the Mauryan political, religious, and governmental structures. Students will gain knowledge about post-Mauryan developments, the rise and fall of the Gupta Empire, and various political, administrative, social, and economic developments as well as religious, artistic, and architectural developments related to the various stages from the Mauryan

to Gupta periods. After completing this course students will get a detailed understanding of various dynasties of North and South India, their polity.

SEM-II

MI-2: Medieval India

Course Objective: This course aims to acquaint the students with the history of early Medieval India that laid the foundation of the Sultanate in India. The objective also is to make them aware of the development and rise of the Delhi Sultanate. It explains the growth of the Mughal Empire. It intends to provide information about the Mughal rulers and compare their achievements. It also aims to illustrate the development in the fields of polity, economy, and culture.

Course Content:

Detail Course Structure
1. Arab Conquest of Sindh: Nature and Impact
2. Causes and Consequences of Early Turkish invasion
3. Mahmud of Ghazni and Shihab-ud-din of Ghur
4. Establishment and consolidation of the Sultanate: Qutb-ud-din Aibak to Firuz Shah Tughluqs, polity, economy, culture
5. Emergence of regional powers: Vijaynagar and Bahamani Kingdoms, Hussain Shahi and Illiyas Shahi Dynasties.
6. Mughal Imperialism: Establishment and consolidation - Greater Mughals; Polity, economy, culture
7. Socio-cultural syncretism, Bhakti & Sufi movements.

Course Outcome: -After completion of this course, students will acquire knowledge about the foundation and consolidation of the Delhi Sultanate from Mameluk to the Lodis. Besides, they will also learn about the theory of Kingship of different rulers of the Delhi Sultanate, ruling elites, Sufis, ulema, political authority, imperial monuments and coinage. This will also provide ample knowledge to the students about regional identity formations of various provincial dynasties like Bahamanis, Vijayanagar and Bengal, their regional art, architecture and literature. It will give knowledge about the social and economic development during the sultanate period, especially about the evolution of the Iqta system. It will further enhance about students' knowledge about the society and economy during the Sultanate period with special references to

rural society, revenue system, monetization, market regulations, growth of urban centres, inland and overseas trade and commerce. After completion of this course, students will get adequate knowledge about the Bhakti and Sufi movements. This will also give knowledge to the students about the consolidation of Mughal rule under various Mughal rulers. Students will also know about the society, economy, religion and culture of the Mughal rule.

SKILL ENHANCEMENT COURSE (SEC)

SEM I

SEC 1: Art Appreciation: An Introduction to Indian Art

Course Objective: This course aims to familiarise students with Indian art, spanning from ancient to modern times, so they can recognise and value its vast visual diversity.

Course Content:

Detail Course Structure
I. Prehistoric and protohistoric art: Rock art; Harappan arts and crafts
II. Indian art (c. 600 BCE – 600 CE): World Heritage Site Managers, UNESCO World Heritage Manuals [can be downloaded/ accessed at www.unesco.org] Notions of art and craft Canons of Indian paintings. Major developments in stupa, cave, and temple art and architecture. Early Indian sculpture: style and iconography. Numismatic
III. Indian Art (c. 600 CE – 1200 CE): Temple forms and their architectural features. Early illustrated manuscripts and mural painting traditions. Early medieval sculpture: style and iconography Indian bronzes or metal icons
IV. Indian art and architecture (c. 1200 CE – 1800 CE): Sultanate and Mughal architecture. Miniature painting traditions: Mughal, Rajasthani, Pahari Introduction to fort, palace and haveli Architecture
V. Modern and Contemporary Indian art and Architecture: The Colonial Period_Art movements: Bengal School of Art, Progressive Artists Group, etc. Major artists and their artworks. Popular art forms (folk art traditions)

Course Outcome: -The course will prepare students to comprehend art as a form of cultural expression. This course teaches students about India's rich artistic legacy. They always endeavour to protect the various sites that still hold the emblem of Indian art. They are able to do tourism business and guide.

SEM II

SEC 2: Archives and Museums in India

Course Objective: The objective of this course is to educate students on the significance of museums in preserving heritage. Its goal is to teach students about the importance of archival science in the study of history, as well as to inspire students to pursue careers in museums and archives in India and abroad.

Course Content:

Detail Course Structure
I. Definition and history of development (with special reference to India)
II. Types of archives and museums: Understanding the traditions of preservation in India Collection policies, ethics and procedures Collection: field exploration, excavation, purchase, gift and bequests, loans and deposits, exchanges, treasure trove confiscation and others. Documentation: accessioning, indexing, cataloguing, digital documentation and de-accessioning Preservation: curatorial care, preventive conservation, chemical preservation and restoration
III. Museum Presentation and Exhibition
IV. Museums, Archives and Society: (Education and communication Outreach activities)

Course Outcome: -Students will acquire knowledge on how to preserve historical artefacts, documentation, and images in homes and institutions. Students will be encouraged to gather, document, and display such materials in their communities and colleges. It helps them understand the role of such institutions in shaping India's history.

Syllabus and Course Outcome of History (Santali Medium)
Under Curriculum and Credit Framework for Undergraduate Programmes
(CCFUP) as per NEP, 2020

BACHELOR OF ARTS WITH HISTORY (SANTALI MEDIUM)
(MULTIDISCIPLINARY STUDIES)

3-YEAR UNDERGRADUATE PROGRAMME

With effect from 2023-24

Programme Specific Outcomes (PSO) (for the students of the History Department)

1. Recognise the history of our ancient Indian religion, customs, institutions, and administration.
2. Study the social, political, religious, and economic situations of the Indian subcontinent through the ages.
3. Students must be able to recognise and describe the social hierarchies and organisational systems of numerous historical civilisations, such as those in Mesopotamia, Egypt, Greece, Rome, and China.
4. Students must be able to study the Iron Age in depth, improve their research and analytical skills, and be able to contextualise and articulate historical developments from this period.
5. Develop practical skills helpful in the study and understanding of historical events.
6. Develop interests in the study of history and activities relating to history. They:
 - (a) Collect ancient arts, old coins and other historical materials;
 - (b) Participate in historical drama and historical occasions;
 - (c) Visit places of historical interest, archaeological sites, museums and archives;
 - (d) Read historical documents, maps, charts etc.
 - (e) Play active roles in activities of the historical organizations and associations; and
 - (f) Write articles on historical topics.

Major Papers

Semester-I

MJ A1/B1: Ancient India Up to C. 1200 CE

Course Objective: This course is an introductory paper intending to introduce prehistory, proto-history, and important political events till 1200 CE of India to the students. The goal is to offer a consciousness of the thriving ancient Indian culture. The objective was to impart knowledge about the two great empires of ancient India, covering their political, administrative, economic, and cultural exercises. Its goal is to provide a full understanding of the post-Gupta era in terms of what forces shaped the polity at the time, as well as an understanding of the social, economic, and cultural aspects in a region-specific manner, which was also a phenomenon throughout the subcontinent.

Course Content

Detail Course Structure
Unit- 1 Harappan Civilisation: Features & Town Planning, Decline
Unit-2 Vedic Age: Corpus of Vedic Literature, Society, Economy and Polity in Early & Later Vedic Period
Unit-3 State Formation in Early India: Mahajanapadas
Unit- 4 Mauryan Empire: Chandragupta Maurya to Asoka: Polity, Administration, Society, Culture and the decline of the Mauryas
Unit- 5 Gupta Empire: Chandragupta I to Skandagupta: Polity, Administration, Society, Culture and Downfall
Unit- 6 The Early Medieval India: Shashanka and Harsha, the Chalukyas, the Palas and the Senas of Bengal, Tripartite Struggle, the Rashtrakutas and the Gurjara-Pratiharas, the Pallavas and the Cholas. The Economy, Society and Culture of Early Medieval India.

Course Outcome: -Through this course, students will get to know about the lifestyle, culture, religion and language of ancient India. They will be able to find various types of events in the past life of ancient India. They will also acquire knowledge of the changing socio-cultural scenarios of India. This course will give a hint to the students about various sources available to

construct the history of Early Medieval India. They will also have an understanding of the debate concerning Indian feudalism and the rise of the Rajputs. After completing this course students will get a detailed understanding of various dynasties of North and South India, their polity, culture, society, economy, and religion during the Early Medieval period

Semester-II

MJ-2: Social Formations and the Cultural Patterns of the Ancient World

Course Objective: The objective of the course is to gain insight into ancient cultures and their social and cultural trends. Students will become acquainted with many civilizations in the ancient world, particularly the Bronze Age. The course also aims to help students comprehend the history of nomadic communities in Central and West Asia. It also aims to educate them about the emergence of iron, its implications, and the related discussions. Students will learn about ancient Greece's slave society, as well as its agrarian economy, urbanisation, and trade.

Course Content

Detail Course Structure
I. Evolution of humankind; Paleolithic and Mesolithic cultures.
II. Food production: Beginnings of agriculture and animal husbandry
III. Bronze Age Civilizations, with reference to any one of the following: i) Egypt (Old Kingdom); ii) Mesopotamia (up to the Akkadian Empire); iii) China (Shang); IV) Eastern Mediterranean (Minoan) economy, social stratification, state structure, religion.
IV. Nomadic groups in Central and West Asia; Debate on the advent of iron and its implications
V. Slave society in ancient Greece: Agrarian economy, urbanization, trade.
VI. Polis in ancient Greece: Athens and Sparta; Greek Culture.

Course Outcome: -This course will educate students about the evolution of human society and the transition of ancient civilizations such as Mesopotamia, Egypt, China and Greece. They learn about the origins, characteristics, nature, and class structure of diverse societies. They can compare different societies across the world.

MINOR PAPERS

SEM I

MI – 1: Ancient India

Course Objective: The goal is to offer a consciousness of the thriving ancient Indian civilization to students. The objective was also to impart knowledge about the two great empires of ancient India, covering their political, administrative, economic, and cultural exercises. It also aims to provide an outline of the early formation the regional state during early medieval India.

Course Content:

Detail Course Structure
1. Harappan Civilisation: Features & Town Planning, Decline
2. Vedic Age: Corpus of Vedic Literature, Society, Economy and Polity in Early & Later Vedic Period
3. State Formation in Early India: Mahajanapadas
4. Mauryan Empire: Chandragupta Maurya to Asoka: Polity, Administration, Society, Culture and Mauryan decline
4. Gupta Empire: Chandragupta I to Skandagupta: Polity, Administration, Society, Culture and Downfall
5. Overview of the Early Medieval India: Formation of Regional States

Course Outcome: -The course will provide a fundamental knowledge of different aspects of Ancient Indian History start from Harappan civilization to Gupta Empire. Students will learn more about the emergence and fall of the Mauryan Empire as well as the several Mauryan emperors, especially Asoka, and the Mauryan political, religious, and governmental structures. Students will gain knowledge about post-Mauryan developments, the rise and fall of the Gupta Empire, and various political, administrative, social, and economic developments as well as religious, artistic, and architectural developments related to the various stages from the Mauryan to Gupta periods. After completing this course students will get a detailed understanding of various dynasties of North and South India, their polity.

SEM-II

MI-2: Medieval India

Course Objective: This course aims to acquaint the students with the history of early Medieval India that laid the foundation of the Sultanate in India. The objective also is to make them aware of the development and rise of the Delhi Sultanate. It explains the growth of the Mughal Empire. It intends to provide information about the Mughal rulers and compare their achievements. It also aims to illustrate the development in the fields of polity, economy, and culture.

Course Content:

Detail Course Structure
1. Arab Conquest of Sindh: Nature and Impact
2. Causes and Consequences of Early Turkish invasion
3. Mahmud of Ghazni and Shihab-ud-din of Ghur
4. Establishment and consolidation of the Sultanate: Qutb-ud-din Aibak to Firuz Shah Tughluqs, polity, economy, culture
5. Emergence of regional powers: Vijaynagar and Bahamani Kingdoms, Hussain Shahi and Illiyas Shahi Dynasties.
6. Mughal Imperialism: Establishment and consolidation - Greater Mughals; Polity, economy, culture
7. Socio-cultural syncretism, Bhakti & Sufi movements.

Course Outcome: -After completion of this course, students will acquire knowledge about the foundation and consolidation of the Delhi Sultanate from Mameluk to the Lodis. Besides, they will also learn about the theory of Kingship of different rulers of the Delhi Sultanate, ruling elites, Sufis, ulema, political authority, imperial monuments and coinage. This will also provide ample knowledge to the students about regional identity formations of various provincial dynasties like Bahamanis, Vijayanagar and Bengal, their regional art, architecture and literature. It will give knowledge about the social and economic development during the sultanate period, especially about the evolution of the Iqta system. It will further enhance about students' knowledge about the society and economy during the Sultanate period with special references to rural society, revenue system, monetization, market regulations, growth of urban centres, inland and overseas trade and commerce. After completion of this course, students will get adequate

knowledge about the Bhakti and Sufi movements. This will also give knowledge to the students about the consolidation of Mughal rule under various Mughal rulers. Students will also know about the society, economy, religion and culture of the Mughal rule.

SKILL ENHANCEMENT COURSE (SEC)

SEM I

SEC 1: Art Appreciation: An Introduction to Indian Art

Course Objective: This course aims to familiarise students with Indian art, spanning from ancient to modern times, so they can recognise and value its vast visual diversity.

Course Content:

Detail Course Structure
I. Prehistoric and protohistoric art: Rock art; Harappan arts and crafts
II. Indian art (c. 600 BCE – 600 CE): World Heritage Site Managers, UNESCO World Heritage Manuals [can be downloaded/ accessed at www.unesco.org] Notions of art and craft Canons of Indian paintings. Major developments in stupa, cave, and temple art and architecture. Early Indian sculpture: style and iconography. Numismatic
III. Indian Art (c. 600 CE – 1200 CE): Temple forms and their architectural features. Early illustrated manuscripts and mural painting traditions. Early medieval sculpture: style and iconography Indian bronzes or metal icons
IV. Indian art and architecture (c. 1200 CE – 1800 CE): Sultanate and Mughal architecture. Miniature painting traditions: Mughal, Rajasthani, Pahari Introduction to fort, palace and haveli Architecture
V. Modern and Contemporary Indian art and Architecture: The Colonial Period_ Art movements: Bengal School of Art, Progressive Artists Group, etc. Major artists and their artworks. Popular art forms (folk art traditions)

Course Outcome: -The course will prepare students to comprehend art as a form of cultural expression. This course teaches students about India's rich artistic legacy. They always endeavour to protect the various sites that still hold the emblem of Indian art. They are able to do tourism business and guide.

SEM II

SEC 2: Archives and Museums in India

Course Objective: The objective of this course is to educate students on the significance of museums in preserving heritage. Its goal is to teach students about the importance of archival science in the study of history, as well as to inspire students to pursue careers in museums and archives in India and abroad.

Course Content:

Detail Course Structure
I. Definition and history of development (with special reference to India)
II. Types of archives and museums: Understanding the traditions of preservation in India Collection policies, ethics and procedures Collection: field exploration, excavation, purchase, gift and bequests, loans and deposits, exchanges, treasure trove confiscation and others. Documentation: accessioning, indexing, cataloguing, digital documentation and de-accessioning Preservation: curatorial care, preventive conservation, chemical preservation and restoration
III. Museum Presentation and Exhibition
IV. Museums, Archives and Society: (Education and communication Outreach activities)

Course Outcome: -Students will acquire knowledge on how to preserve historical artefacts, documentation, and images in homes and institutions. Students will be encouraged to gather, document, and display such materials in their communities and colleges. It helps them understand the role of such institutions in shaping India's history.

Syllabus and Course Outcome of Political Science

Under Curriculum and Credit Framework for Undergraduate Programmes (CCFUP) as per NEP, 2020 (Hons.)

4-YEAR UNDERGRADUATE PROGRAMME

With effect from 2023-24

Programme Specific Outcomes (PSO) (for the students of the Political Science Department)

Programme Specific Outcome (PSO)

PSO1 Get knowledge about traditions, nature and scope of political theory and able to understand recent development in political theory.

PSO2 Be able to know about importance, utility and impact of Indian Constitution in political system in India and helps to understand the changing nature of Indian polity and society.

PSO3 To be able to explain the existing socio-political reality.

PSO4 Understand major political theories, methods and concepts.

PSO5 Synthesize, analyze, and critically evaluate major arguments in the discipline.

PSO6 Enrich students about the parliamentary procedure and constitutional position of the country.

PSO7 Students can know how to write article and project paper.

PSO 8 The students have opportunity to serve as Civil servants. They can go to teaching profession and media sector and also can get job in various NGOs.

Syllabus and Course Outcome of Political Science

Semester	Courses (MJ)	Content of Syllabus	Course Outcome
1 st SEM	MJ-1: Understanding Political Theory	1. Politics: Meaning(s) and Concept(s) 2. The Relevance of Political Theory 3. Democracy, Liberty and Equality 4. Citizenship: Rights and Duties 5. State and Political Theory: Core Issues 6. Civil Society and the State: Censorship and Surveillance; Privacy and Family 7. Development and Economic Growth: Major Themes 8. Issues of Justice: Gender, Fairness and Protective Discrimination/Affirmative Action	Through this course students can understand the idea of political theory, its history and various approaches, and evaluate critical and contemporary perspectives of political theory and understand the grammar and practical implementation of democratic values and ideas. They also know about major themes of development and economic growth. They also learn about various issues which are connected with justice.

	<p>SEC 1: Panchayati Raj Management System</p>	<p>•Planning, development and maintenance of local self-government at the village level is the aim of the Panchayat Raj system. The Panchayati Raj system helps to build the basis of Indian democracy. It gives women and members of Scheduled Tribes, Scheduled Castes, Other Backward Classes, and other marginalised groups in society representation. Even though the Panchayati Raj System runs on its own, the State Governments are the ones who create the norms and guidelines for how the local self-government should operate. Acquiring knowledge about Panchayati Raj Institutions (PRIs) also necessitates an understanding of the decentralisation and devolution of powers.</p> <p>• The course will enable the student to map the activities of the PRIs- development agencies and planning committees, workings of the Panchayati Raj Bureaucracy, gain insights into the implementation of various programmes and political linkages.</p>	<p>This is a practical Paper and its helps students to learn about our local self-government system from ground level. Students can know how the Panchayati Raj system helps to build the basis of Indian democracy. The course will help the student to know the activities of the Panchayati Raj System and its development agencies and planning committees, workings of the Panchayati Raj Bureaucracy.</p>
	<p>MI – 1: Nationalism and Anti- colonial Movements in India</p>	<ol style="list-style-type: none"> 1. Approaches to the Study of Nationalism in India: Imperialist and Nationalist 2. Marxist and Postcolonial interpretations of Indian Nationalism 3. Major Social and Religious Reform Movements in colonial India 4. Phases of Nationalist Politics in India: Liberal, Extremist, Swadeshi and Revolutionary 5. Gandhi and the phases of Mass Politics: Non-Cooperation, Civil Disobedience and Quit India Movements 6. Peasants, Tribals and Working Class movements in India 7. The Caste Question and Anti-Brahminical politics; Women and Nationalist Movements in India 8. The Communal Question: Two-nation Theory and the Partition of India 	<p>Understand the freedom struggle movement in India. Understand this through various approaches to the study of nationalism in India. They also understand the nationalist politics through various social movements. They can know the role of women, peasant, tribals and workers in Indian nationalist movement.</p>
	<p>MJ-1:</p>	<p>1. Politics: Meaning(s) and Concept(s)</p>	<p>Through this course students</p>

	<p>Understanding Political Theory</p>	<ol style="list-style-type: none"> 2. The Relevance of Political Theory 3. Democracy, Liberty and Equality 4. Citizenship: Rights and Duties 5. State and Political Theory: Core Issues 6. Civil Society and the State: Censorship and Surveillance; Privacy and Family 7. Development and Economic Growth: Major Themes 8. Issues of Justice: Gender, Fairness and Protective Discrimination/Affirmative Action 	<p>can understand the idea of political theory, its history and various approaches, and evaluate critical and contemporary perspectives of political theory and understand the grammar and practical implementation of democratic values and ideas. They also know about major themes of development and economic growth. They also learn about various issues which are connected with justice.</p>
	<p>SEC 1: Panchayati Raj Management System</p>	<ul style="list-style-type: none"> • Planning, development and maintenance of local self-government at the village level is the aim of the Panchayat Raj system. The Panchayati Raj system helps to build the basis of Indian democracy. It gives women and members of Scheduled Tribes, Scheduled Castes, Other Backward Classes, and other marginalised groups in society representation. Even though the Panchayati Raj System runs on its own, the State Governments are the ones who create the norms and guidelines for how the local self-government should operate. Acquiring knowledge about Panchayati Raj Institutions (PRIs) also necessitates an understanding of the decentralisation and devolution of powers. • The course will enable the student to map the activities of the PRIs- development agencies and planning committees, workings of the Panchayati Raj Bureaucracy, gain insights into the implementation of various programmes and political linkages. 	<p>This is a practical Paper and its helps students to learn about our local self-government system from ground level. Students can know how the Panchayati Raj system helps to build the basis of Indian democracy. The course will help the student to know the activities of the Panchayati Raj System and its development agencies and planning committees, workings of the Panchayati Raj Bureaucracy.</p>
	<p>MI – 1: Nationalism and Anti-colonial Movements in India</p>	<ol style="list-style-type: none"> 1. Approaches to the Study of Nationalism in India: Imperialist and Nationalist 2. Marxist and Postcolonial interpretations of Indian Nationalism 3. Major Social and Religious Reform Movements in colonial India 4. Phases of Nationalist Politics in India: 	<p>Understand the freedom struggle movement in India. Understand this through various approaches to the study of nationalism in India. They also understand the nationalist politics through various social movements. They can know the role of</p>

		<p>Liberal, Extremist, Swadeshi and Revolutionary</p> <p>5. Gandhi and the phases of Mass Politics: Non-Cooperation, Civil Disobedience and Quit India Movements</p> <p>6. Peasants, Tribals and Working Class movements in India</p> <p>7. The Caste Question and Anti-Brahminical politics; Women and Nationalist Movements in India</p> <p>8. The Communal Question: Two-nation Theory and the Partition of India</p>	women, peasant, tribals and workers in Indian nationalist movement.
2 nd SEM	MJ-2: Constitutional Government in India	<p>1. Evolution of the Indian Constitution: The Role of Constituent Assembly; Development of Indian Constitution through Amendments and Reviews</p> <p>2. The Philosophy of Indian Constitution: Significance of the Preamble</p> <p>3. Basic features of the Indian Constitution</p> <p>4. Fundamental Rights and Duties; the Directive Principles of State Policy</p> <p>5. The Executive: President; Prime Minister; Governor and the Chief Minister</p> <p>6. Union and State Legislatures</p> <p>7. The Judiciary: Supreme Court and the High Courts</p> <p>8. Indian Federalism: Centre-State Relationship – The Recommendations of Sarkaria Commission</p>	This course introduces students with the Indian constitution. They can learn philosophy and features the constitution. They also know their Fundamental Rights. It also highlights the structure and character of Indian political system. They also learn about the structure of decentralized nature of our State.
	SEC 2: Media and Politics	<ul style="list-style-type: none"> The media landscape of today goes beyond conventional print and television journalism. Professional bloggers and vloggers, independent writers and editors, podcasters, those employed in the entertainment industry and television, radio, and film, those who make video games and interactive apps, and many others are included. 	Students can know about the inter relation between media and politics. They can know how politics are influenced the media and at the same time how politics is influenced by the media. Students also know about the role of media to develop

		<ul style="list-style-type: none"> • The course will explore the interdependent and symbiotic relationship between media and politics. Students will be able to understand the themes of propaganda, fake news, neutrality, corporatisation and moral panic along with making a sense of media theories, and its impact on democratic politics and formation of public opinion. 	<p>public opinion. Students will be able to understand the themes of propaganda, fake news, neutrality, corporatisation and moral panic along with making a sense of media theories, and its impact on democratic politics and formation of public opinion.</p>
	MI-2: Gender Studies	<ol style="list-style-type: none"> 1.The concept of Gender and the evolution of Gender Studies 2. Gender as a Political Construct: Sex and Gender; Power and Culture 3. Women as Political Actors: Representation and Participation 4. Emergence of Feminist Political Theories: Different Types and Waves 5. The Structures and Functions of Patriarchy 6. Women and Human Rights 7. Women and Economic Opportunities 8. Women and Political Participation in India – With special reference to 73rd and 74th Constitutional Amendments 	<p>This course will help students to know about academic jobs, legal professions, media, civil society organisations and various administrative jobs and sensitisation of gender related issues. This paper deals with the basic areas of feminism. It focuses on the sex/gender distinction, biologism versus social constructivism. Students can know about the three waves of feminism and the impact of patriarchy in our society. The exploitation of patriarchal system. They can learn about economic opportunities and hindrances of women and about the constitutional areas for political participation of women in Indian politics.</p>
	MJ-2: Constitutional Government in India	<ol style="list-style-type: none"> 1.Evolution of the Indian Constitution: The Role of Constituent Assembly; Development of Indian Constitution through Amendments and Reviews 2. The Philosophy of Indian Constitution: Significance of the Preamble 3. Basic features of the Indian Constitution 4. Fundamental Rights and Duties; the Directive Principles of State Policy 5. The Executive: President; Prime Minister; Governor and the Chief Minister 6. Union and State Legislatures 7. The Judiciary: Supreme Court and the High Courts 	<p>This course introduces students with the Indian constitution. They can learn philosophy and features the constitution. They also know their Fundamental Rights. It also highlights the structure and character of Indian political system. They also learn about the structure of decentralized nature of our State.</p>

		8. Indian Federalism: Centre-State Relationship – The Recommendations of Sarkaria Commission	
SEC 2: Media and Politics	<ul style="list-style-type: none"> • The media landscape of today goes beyond conventional print and television journalism. Professional bloggers and vloggers, independent writers and editors, podcasters, those employed in the entertainment industry and television, radio, and film, those who make video games and interactive apps, and many others are included. • The course will explore the interdependent and symbiotic relationship between media and politics. Students will be able to understand the themes of propaganda, fake news, neutrality, corporatisation and moral panic along with making a sense of media theories, and its impact on democratic politics and formation of public opinion. 	Students can know about the inter relation between media and politics. They can know how politics are influenced the media and at the same time how politics is influenced by the media. Students also know about the role of media to develop public opinion. Students will be able to understand the themes of propaganda, fake news, neutrality, corporatisation and moral panic along with making a sense of media theories, and its impact on democratic politics and formation of public opinion.	
MI-2: Gender Studies	<ol style="list-style-type: none"> 1.The concept of Gender and the evolution of Gender Studies 2. Gender as a Political Construct: Sex and Gender; Power and Culture 3. Women as Political Actors: Representation and Participation 4. Emergence of Feminist Political Theories: Different Types and Waves 5. The Structures and Functions of Patriarchy 6. Women and Human Rights 7. Women and Economic Opportunities 8. Women and Political Participation in India – With special reference to 73rd and 74th Constitutional Amendments 	<p>This course will help students to know about academic jobs, legal professions, media, civil society organisations and various administrative jobs and sensitisation of gender related issues. This paper deals with the basic areas of feminism. It focuses onthe sex/gender distinction, biologism versus social constructivism. Students can know about the three waves of feminism and the impact of patriarchy in our society. The exploitation of patriarchal system. They can learn about economic opportunities and hindrances of women and about the constitutional areas for political participation of women in Indian politics.</p>	

Syllabus and Course Outcome of Political Science

Under Curriculum and Credit Framework for Undergraduate Programmes (CCFUP) as per
NEP, 2020

BACHELOR OF ARTS WITH POLITICAL SCIENCE

(MULTIDISCIPLINARY STUDIES)

3-YEAR UNDERGRADUATE PROGRAMME

With effect from 2023-24

Programme Specific Outcomes (PSO) (for the students of the Political Science Department)

Programme Specific Outcome (PSO)

PSO1 Get knowledge about traditions, nature and scope of political theory and able to understand recent development in political theory.

PSO2 Be able to know about importance, utility and impact of Indian Constitution in political system in India and helps to understand the changing nature of Indian polity and society.

PSO3 To be able to explain the existing socio-political reality.

PSO4 Understand major political theories, methods and concepts.

PSO5 Synthesize, analyze, and critically evaluate major arguments in the discipline.

PSO6 Enrich students about the parliamentary procedure and constitutional position of the country.

PSO7 Students can know how to write article and project paper.

PSO 8 The students have opportunity to serve as Civil servants. They can go to teaching profession and media sector and also can get job in various NGOs.

Syllabus and Course Outcome of Political Science

Semester	Courses (MJ+MDS)	Content of Syllabus	Course Outcome
1 st SEM	MJ-1: Understanding Political Theory	1. Politics: Meaning(s) and Concept(s) 2. The Relevance of Political Theory 3. Democracy, Liberty and Equality 4. Citizenship: Rights and Duties	Through this course students can understand the idea of political theory, its history and various approaches, and evaluate critical and contemporary perspectives of political theory and

		<p>5. State and Political Theory: Core Issues</p> <p>6. Civil Society and the State: Censorship and Surveillance; Privacy and Family</p> <p>7. Development and Economic Growth: Major Themes</p> <p>8. Issues of Justice: Gender, Fairness and Protective Discrimination/Affirmative Action</p>	<p>understand the grammar and practical implementation of democratic values and ideas. They also know about major themes of development and economic growth. They also learn about various issues which are connected with justice.</p>
	<p>SEC 1: Panchayati Raj Management System</p>	<ul style="list-style-type: none"> • Planning, development and maintenance of local self-government at the village level is the aim of the Panchayat Raj system. The Panchayati Raj system helps to build the basis of Indian democracy. It gives women and members of Scheduled Tribes, Scheduled Castes, Other Backward Classes, and other marginalised groups in society representation. Even though the Panchayati Raj System runs on its own, the State Governments are the ones who create the norms and guidelines for how the local self-government should operate. Acquiring knowledge about Panchayati Raj Institutions (PRIs) also necessitates an understanding of the decentralisation and devolution of powers. • The course will enable the student to map the activities of the PRIs- development agencies and planning committees, workings of the Panchayati Raj Bureaucracy, gain insights into the implementation of various programmes and political linkages. 	<p>This is a practical Paper and its helps students to learn about our local self-government system from ground level. Students can know how the Panchayati Raj system helps to build the basis of Indian democracy. The course will help the student to know the activities of the Panchayati Raj System and its development agencies and planning committees, workings of the Panchayati Raj Bureaucracy.</p>
	<p>MI – 1: Nationalism and Anti- colonial Movements in India</p>	<p>1. Approaches to the Study of Nationalism in India: Imperialist and Nationalist</p> <p>2. Marxist and Postcolonial interpretations of Indian Nationalism</p> <p>3. Major Social and Religious Reform Movements in colonial India</p> <p>4. Phases of Nationalist Politics in India: Liberal, Extremist, Swadeshi and Revolutionary</p> <p>5. Gandhi and the phases of Mass Politics: Non-Cooperation, Civil Disobedience and Quit India Movements</p> <p>6. Peasants, Tribals and Working Class movements in India</p>	<p>Understand the freedom struggle movement in India. Understand this through various approaches to the study of nationalism in India. They also understand the nationalist politics through various social movements. They can know the role of women, peasant, tribals and workers in Indian nationalist movement.</p>

		<p>7. The Caste Question and Anti-Brahminical politics; Women and Nationalist Movements in India</p> <p>8. The Communal Question: Two-nation Theory and the Partition of India</p>	
	<p>MJ-1: Understanding Political Theory</p>	<ol style="list-style-type: none"> 1. Politics: Meaning(s) and Concept(s) 2. The Relevance of Political Theory 3. Democracy, Liberty and Equality 4. Citizenship: Rights and Duties 5. State and Political Theory: Core Issues 6. Civil Society and the State: Censorship and Surveillance; Privacy and Family 7. Development and Economic Growth: Major Themes 8. Issues of Justice: Gender, Fairness and Protective Discrimination/Affirmative Action 	<p>Through this course students can understand the idea of political theory, its history and various approaches, and evaluate critical and contemporary perspectives of political theory and understand the grammar and practical implementation of democratic values and ideas. They also know about major themes of development and economic growth. They also learn about various issues which are connected with justice.</p>
	<p>SEC 1: Panchayati Raj Management System</p>	<ul style="list-style-type: none"> • Planning, development and maintenance of local self-government at the village level is the aim of the Panchayat Raj system. The Panchayati Raj system helps to build the basis of Indian democracy. It gives women and members of Scheduled Tribes, Scheduled Castes, Other Backward Classes, and other marginalised groups in society representation. Even though the Panchayati Raj System runs on its own, the State Governments are the ones who create the norms and guidelines for how the local self-government should operate. Acquiring knowledge about Panchayati Raj Institutions (PRIs) also necessitates an understanding of the decentralisation and devolution of powers. • The course will enable the student to map the activities of the PRIs- development agencies and planning committees, workings of the Panchayati Raj Bureaucracy, gain insights into the implementation of various programmes and political linkages. 	<p>This is a practical Paper and its helps students to learn about our local self-government system from ground level. Students can know how the Panchayati Raj system helps to build the basis of Indian democracy. The course will help the student to know the activities of the Panchayati Raj System and its development agencies and planning committees, workings of the Panchayati Raj Bureaucracy.</p>

	<p>MI – 1: Nationalism and Anti- colonial Movements in India</p>	<ol style="list-style-type: none"> 1. Approaches to the Study of Nationalism in India: Imperialist and Nationalist 2. Marxist and Postcolonial interpretations of Indian Nationalism 3. Major Social and Religious Reform Movements in colonial India 4. Phases of Nationalist Politics in India: Liberal, Extremist, Swadeshi and Revolutionary 5. Gandhi and the phases of Mass Politics: Non-Cooperation, Civil Disobedience and Quit India Movements 6. Peasants, Tribals and Working Class movements in India 7. The Caste Question and Anti-Brahminical politics; Women and Nationalist Movements in India 8. The Communal Question: Two-nation Theory and the Partition of India 	<p>Understand the freedom struggle movement in India. Understand this through various approaches to the study of nationalism in India. They also understand the nationalist politics through various social movements. They can know the role of women, peasant, tribals and workers in Indian nationalist movement.</p>
<p>2nd SEM</p>	<p>MJ-2: Constitutional Government in India</p>	<ol style="list-style-type: none"> 1. Evolution of the Indian Constitution: The Role of Constituent Assembly; Development of Indian Constitution through Amendments and Reviews 2. The Philosophy of Indian Constitution: Significance of the Preamble 3. Basic features of the Indian Constitution 4. Fundamental Rights and Duties; the Directive Principles of State Policy 5. The Executive: President; Prime Minister; Governor and the Chief Minister 6. Union and State Legislatures 7. The Judiciary: Supreme Court and the High Courts 8. Indian Federalism: Centre-State Relationship – The Recommendations of Sarkaria Commission 	<p>This course introduces students with the Indian constitution. They can learn philosophy and features the constitution. They also know their Fundamental Rights. It also highlights the structure and character of Indian political system. They also learn about the structure of decentralized nature of our State.</p>

SEC 2: Media and Politics	<ul style="list-style-type: none"> • The media landscape of today goes beyond conventional print and television journalism. Professional bloggers and vloggers, independent writers and editors, podcasters, those employed in the entertainment industry and television, radio, and film, those who make video games and interactive apps, and many others are included. • The course will explore the interdependent and symbiotic relationship between media and politics. Students will be able to understand the themes of propaganda, fake news, neutrality, corporatisation and moral panic along with making a sense of media theories, and its impact on democratic politics and formation of public opinion. 	<p>Students can know about the inter relation between media and politics. They can know how politics are influenced the media and at the same time how politics is influenced by the media. Students also know about the role of media to develop public opinion. Students will be able to understand the themes of propaganda, fake news, neutrality, corporatisation and moral panic along with making a sense of media theories, and its impact on democratic politics and formation of public opinion.</p>
MI-2: Gender Studies	<ol style="list-style-type: none"> 1.The concept of Gender and the evolution of Gender Studies 2. Gender as a Political Construct: Sex and Gender; Power and Culture 3. Women as Political Actors: Representation and Participation 4. Emergence of Feminist Political Theories: Different Types and Waves 5. The Structures and Functions of Patriarchy 6. Women and Human Rights 7. Women and Economic Opportunities 8. Women and Political Participation in India – With special reference to 73rd and 74th Constitutional Amendments 	<p>This course will help students to know about academic jobs, legal professions, media, civil society organisations and various administrative jobs and sensitisation of gender related issues. This paper deals with the basic areas of feminism. It focuses onthe sex/gender distinction, biologism versus social constructivism. Students can know about the three waves of feminism and the impact of patriarchy in our society. The exploitation of patriarchal system. They can learn about economic opportunities and hindrances of women and about the constitutional areas for political participation of women in Indian politics.</p>
MJ-2: Constitutional Government in India	<ol style="list-style-type: none"> 1.Evolution of the Indian Constitution: The Role of Constituent Assembly; Development of Indian Constitution through Amendments and Reviews 2. The Philosophy of Indian Constitution: Significance of the Preamble 3. Basic features of the Indian Constitution 	<p>This course introduces students with the Indian constitution. They can learn philosophy and features the constitution. They also know their Fundamental Rights. It also highlights the structure and character of Indian political system. They also</p>

		<p>4. Fundamental Rights and Duties; the Directive Principles of State Policy</p> <p>5. The Executive: President; Prime Minister; Governor and the Chief Minister</p> <p>6. Union and State Legislatures</p> <p>7. The Judiciary: Supreme Court and the High Courts</p> <p>8. Indian Federalism: Centre-State Relationship – The Recommendations of Sarkaria Commission</p>	<p>learn about the structure of decentralized nature of our State.</p>
	<p>SEC 2: Media and Politics</p>	<ul style="list-style-type: none"> • The media landscape of today goes beyond conventional print and television journalism. Professional bloggers and vloggers, independent writers and editors, podcasters, those employed in the entertainment industry and television, radio, and film, those who make video games and interactive apps, and many others are included. • The course will explore the interdependent and symbiotic relationship between media and politics. Students will be able to understand the themes of propaganda, fake news, neutrality, corporatisation and moral panic along with making a sense of media theories, and its impact on democratic politics and formation of public opinion. 	<p>Students can know about the inter relation between media and politics. They can know how politics are influenced the media and at the same time how politics is influenced by the media. Students also know about the role of media to develop public opinion. Students will be able to understand the themes of propaganda, fake news, neutrality, corporatisation and moral panic along with making a sense of media theories, and its impact on democratic politics and formation of public opinion.</p>
	<p>MI-2: Gender Studies</p>	<ol style="list-style-type: none"> 1.The concept of Gender and the evolution of Gender Studies 2. Gender as a Political Construct: Sex and Gender; Power and Culture 3. Women as Political Actors: Representation and Participation 4. Emergence of Feminist Political Theories: Different Types and Waves 5. The Structures and Functions of Patriarchy 6. Women and Human Rights 7. Women and Economic Opportunities 	<p>This course will help students to know about academic jobs, legal professions, media, civil society organisations and various administrative jobs and sensitisation of gender related issues. This paper deals with the basic areas of feminism. It focuses on the sex/gender distinction, biologism versus social constructivism. Students can know about the three waves of feminism and the impact of patriarchy in our society. The exploitation of</p>

8. Women and Political Participation in India
– With special reference to 73rd and 74th
Constitutional Amendments

patriarchal system. They can learn about economic opportunities and hindrances of women and about the constitutional areas for political participation of women in Indian politics.

Syllabus and Course Outcome of Political Science (Santali Medium)

Under Curriculum and Credit Framework for Undergraduate Programmes (CCFUP) as per NEP, 2020 (Hons.)

4-YEAR UNDERGRADUATE PROGRAMME

With effect from 2023-24

Programme Specific Outcomes (PSO) (for the students of the Political Science Department, Santali Medium)

Programme Specific Outcome (PSO)

PSO1 Get knowledge about traditions, nature and scope of political theory and able to understand recent development in political theory.

PSO2 Be able to know about importance, utility and impact of Indian Constitution in political system in India and helps to understand the changing nature of Indian polity and society.

PSO3 To be able to explain the existing socio-political reality.

PSO4 Understand major political theories, methods and concepts.

PSO5 Synthesize, analyze, and critically evaluate major arguments in the discipline.

PSO6 Enrich students about the parliamentary procedure and constitutional position of the country.

PSO7 Students can know how to write article and project paper.

PSO 8 The students have opportunity to serve as Civil servants. They can go to teaching profession and media sector and also can get job in various NGOs.

Course Outcome

Semester	Courses (MJ)	Content of Syllabus	Course Outcome
1 st SEM	MJ-1: Understanding Political Theory	1. Politics: Meaning(s) and Concept(s) 2. The Relevance of Political Theory 3. Democracy, Liberty and Equality 4. Citizenship: Rights and Duties 5. State and Political Theory: Core Issues 6. Civil Society and the State: Censorship and Surveillance; Privacy and Family 7. Development and Economic Growth: Major Themes 8. Issues of Justice: Gender, Fairness and Protective Discrimination/Affirmative Action	Through this course students can understand the idea of political theory, its history and various approaches, and evaluate critical and contemporary perspectives of political theory and understand the grammar and practical implementation of democratic values and ideas. They also know about major themes of development and economic growth. They also learn about various issues which are connected with justice.

	<p>SEC 1: Panchayati Raj Management System</p>	<p>•Planning, development and maintenance of local self-government at the village level is the aim of the Panchayat Raj system. The Panchayati Raj system helps to build the basis of Indian democracy. It gives women and members of Scheduled Tribes, Scheduled Castes, Other Backward Classes, and other marginalised groups in society representation. Even though the Panchayati Raj System runs on its own, the State Governments are the ones who create the norms and guidelines for how the local self-government should operate. Acquiring knowledge about Panchayati Raj Institutions (PRIs) also necessitates an understanding of the decentralisation and devolution of powers.</p> <p>• The course will enable the student to map the activities of the PRIs- development agencies and planning committees, workings of the Panchayati Raj Bureaucracy, gain insights into the implementation of various programmes and political linkages.</p>	<p>This is a practical Paper and its helps students to learn about our local self-government system from ground level. Students can know how the Panchayati Raj system helps to build the basis of Indian democracy. The course will help the student to know the activities of the Panchayati Raj System and its development agencies and planning committees, workings of the Panchayati Raj Bureaucracy.</p>
	<p>MI – 1: Nationalism and Anti- colonial Movements in India</p>	<ol style="list-style-type: none"> 1. Approaches to the Study of Nationalism in India: Imperialist and Nationalist 2. Marxist and Postcolonial interpretations of Indian Nationalism 3. Major Social and Religious Reform Movements in colonial India 4. Phases of Nationalist Politics in India: Liberal, Extremist, Swadeshi and Revolutionary 5. Gandhi and the phases of Mass Politics: Non-Cooperation, Civil Disobedience and Quit India Movements 6. Peasants, Tribals and Working Class movements in India 7. The Caste Question and Anti-Brahminical politics; Women and Nationalist Movements in India 8. The Communal Question: Two-nation Theory and the Partition of India 	<p>Understand the freedom struggle movement in India. Understand this through various approaches to the study of nationalism in India. They also understand the nationalist politics through various social movements. They can know the role of women, peasant, tribals and workers in Indian nationalist movement.</p>
	<p>MJ-1:</p>	<p>1. Politics: Meaning(s) and Concept(s)</p>	<p>Through this course students</p>

	<p>Understanding Political Theory</p>	<ol style="list-style-type: none"> 2. The Relevance of Political Theory 3. Democracy, Liberty and Equality 4. Citizenship: Rights and Duties 5. State and Political Theory: Core Issues 6. Civil Society and the State: Censorship and Surveillance; Privacy and Family 7. Development and Economic Growth: Major Themes 8. Issues of Justice: Gender, Fairness and Protective Discrimination/Affirmative Action 	<p>can understand the idea of political theory, its history and various approaches, and evaluate critical and contemporary perspectives of political theory and understand the grammar and practical implementation of democratic values and ideas. They also know about major themes of development and economic growth. They also learn about various issues which are connected with justice.</p>
	<p>SEC 1: Panchayati Raj Management System</p>	<ul style="list-style-type: none"> • Planning, development and maintenance of local self-government at the village level is the aim of the Panchayat Raj system. The Panchayati Raj system helps to build the basis of Indian democracy. It gives women and members of Scheduled Tribes, Scheduled Castes, Other Backward Classes, and other marginalised groups in society representation. Even though the Panchayati Raj System runs on its own, the State Governments are the ones who create the norms and guidelines for how the local self-government should operate. Acquiring knowledge about Panchayati Raj Institutions (PRIs) also necessitates an understanding of the decentralisation and devolution of powers. • The course will enable the student to map the activities of the PRIs- development agencies and planning committees, workings of the Panchayati Raj Bureaucracy, gain insights into the implementation of various programmes and political linkages. 	<p>This is a practical Paper and its helps students to learn about our local self-government system from ground level. Students can know how the Panchayati Raj system helps to build the basis of Indian democracy. The course will help the student to know the activities of the Panchayati Raj System and its development agencies and planning committees, workings of the Panchayati Raj Bureaucracy.</p>
	<p>MI – 1: Nationalism and Anti-colonial Movements in India</p>	<ol style="list-style-type: none"> 1. Approaches to the Study of Nationalism in India: Imperialist and Nationalist 2. Marxist and Postcolonial interpretations of Indian Nationalism 3. Major Social and Religious Reform Movements in colonial India 4. Phases of Nationalist Politics in India: 	<p>Understand the freedom struggle movement in India. Understand this through various approaches to the study of nationalism in India. They also understand the nationalist politics through various social movements. They can know the role of</p>

		<p>Liberal, Extremist, Swadeshi and Revolutionary</p> <p>5. Gandhi and the phases of Mass Politics: Non-Cooperation, Civil Disobedience and Quit India Movements</p> <p>6. Peasants, Tribals and Working Class movements in India</p> <p>7. The Caste Question and Anti-Brahminical politics; Women and Nationalist Movements in India</p> <p>8. The Communal Question: Two-nation Theory and the Partition of India</p>	women, peasant, tribals and workers in Indian nationalist movement.
2 nd SEM	MJ-2: Constitutional Government in India	<p>1. Evolution of the Indian Constitution: The Role of Constituent Assembly; Development of Indian Constitution through Amendments and Reviews</p> <p>2. The Philosophy of Indian Constitution: Significance of the Preamble</p> <p>3. Basic features of the Indian Constitution</p> <p>4. Fundamental Rights and Duties; the Directive Principles of State Policy</p> <p>5. The Executive: President; Prime Minister; Governor and the Chief Minister</p> <p>6. Union and State Legislatures</p> <p>7. The Judiciary: Supreme Court and the High Courts</p> <p>8. Indian Federalism: Centre-State Relationship – The Recommendations of Sarkaria Commission</p>	This course introduces students with the Indian constitution. They can learn philosophy and features the constitution. They also know their Fundamental Rights. It also highlights the structure and character of Indian political system. They also learn about the structure of decentralized nature of our State.
	SEC 2: Media and Politics	<ul style="list-style-type: none"> The media landscape of today goes beyond conventional print and television journalism. Professional bloggers and vloggers, independent writers and editors, podcasters, those employed in the entertainment industry and television, radio, and film, those who make video games and interactive apps, and many others are included. 	Students can know about the inter relation between media and politics. They can know how politics are influenced the media and at the same time how politics is influenced by the media. Students also know about the role of media to develop

		<ul style="list-style-type: none"> • The course will explore the interdependent and symbiotic relationship between media and politics. Students will be able to understand the themes of propaganda, fake news, neutrality, corporatisation and moral panic along with making a sense of media theories, and its impact on democratic politics and formation of public opinion. 	<p>public opinion. Students will be able to understand the themes of propaganda, fake news, neutrality, corporatisation and moral panic along with making a sense of media theories, and its impact on democratic politics and formation of public opinion.</p>
	MI-2: Gender Studies	<ol style="list-style-type: none"> 1.The concept of Gender and the evolution of Gender Studies 2. Gender as a Political Construct: Sex and Gender; Power and Culture 3. Women as Political Actors: Representation and Participation 4. Emergence of Feminist Political Theories: Different Types and Waves 5. The Structures and Functions of Patriarchy 6. Women and Human Rights 7. Women and Economic Opportunities 8. Women and Political Participation in India – With special reference to 73rd and 74th Constitutional Amendments 	<p>This course will help students to know about academic jobs, legal professions, media, civil society organisations and various administrative jobs and sensitisation of gender related issues. This paper deals with the basic areas of feminism. It focuses on the sex/gender distinction, biologism versus social constructivism. Students can know about the three waves of feminism and the impact of patriarchy in our society. The exploitation of patriarchal system. They can learn about economic opportunities and hindrances of women and about the constitutional areas for political participation of women in Indian politics.</p>
	MJ-2: Constitutional Government in India	<ol style="list-style-type: none"> 1.Evolution of the Indian Constitution: The Role of Constituent Assembly; Development of Indian Constitution through Amendments and Reviews 2. The Philosophy of Indian Constitution: Significance of the Preamble 3. Basic features of the Indian Constitution 4. Fundamental Rights and Duties; the Directive Principles of State Policy 5. The Executive: President; Prime Minister; Governor and the Chief Minister 6. Union and State Legislatures 7. The Judiciary: Supreme Court and the High Courts 	<p>This course introduces students with the Indian constitution. They can learn philosophy and features the constitution. They also know their Fundamental Rights. It also highlights the structure and character of Indian political system. They also learn about the structure of decentralized nature of our State.</p>

		8. Indian Federalism: Centre-State Relationship – The Recommendations of Sarkaria Commission	
SEC 2: Media and Politics	<ul style="list-style-type: none"> • The media landscape of today goes beyond conventional print and television journalism. Professional bloggers and vloggers, independent writers and editors, podcasters, those employed in the entertainment industry and television, radio, and film, those who make video games and interactive apps, and many others are included. • The course will explore the interdependent and symbiotic relationship between media and politics. Students will be able to understand the themes of propaganda, fake news, neutrality, corporatisation and moral panic along with making a sense of media theories, and its impact on democratic politics and formation of public opinion. 	Students can know about the inter relation between media and politics. They can know how politics are influenced the media and at the same time how politics is influenced by the media. Students also know about the role of media to develop public opinion. Students will be able to understand the themes of propaganda, fake news, neutrality, corporatisation and moral panic along with making a sense of media theories, and its impact on democratic politics and formation of public opinion.	
MI-2: Gender Studies	<ol style="list-style-type: none"> 1.The concept of Gender and the evolution of Gender Studies 2. Gender as a Political Construct: Sex and Gender; Power and Culture 3. Women as Political Actors: Representation and Participation 4. Emergence of Feminist Political Theories: Different Types and Waves 5. The Structures and Functions of Patriarchy 6. Women and Human Rights 7. Women and Economic Opportunities 8. Women and Political Participation in India – With special reference to 73rd and 74th Constitutional Amendments 	<p>This course will help students to know about academic jobs, legal professions, media, civil society organisations and various administrative jobs and sensitisation of gender related issues. This paper deals with the basic areas of feminism. It focuses onthe sex/gender distinction, biologism versus social constructivism. Students can know about the three waves of feminism and the impact of patriarchy in our society. The exploitation of patriarchal system. They can learn about economic opportunities and hindrances of women and about the constitutional areas for political participation of women in Indian politics.</p>	

Syllabus and Course Outcome of Political Science (Santali Medium)

**Under Curriculum and Credit Framework for Undergraduate Programmes (CCFUP) as per
NEP, 2020**

BACHELOR OF ARTS WITH POLITICAL SCIENCE (Santali Medium)

(MULTIDISCIPLINARY STUDIES)

3-YEAR UNDERGRADUATE PROGRAMME

With effect from 2023-24

**Programme Specific Outcomes (PSO) (for the students of the Political Science Department, Santali
Medium)**

Programme Specific Outcome (PSO)

PSO1 Get knowledge about traditions, nature and scope of political theory and able to understand recent development in political theory.

PSO2 Be able to know about importance, utility and impact of Indian Constitution in political system in India and helps to understand the changing nature of Indian polity and society.

PSO3 To be able to explain the existing socio-political reality.

PSO4 Understand major political theories, methods and concepts.

PSO5 Synthesize, analyze, and critically evaluate major arguments in the discipline.

PSO6 Enrich students about the parliamentary procedure and constitutional position of the country.

PSO7 Students can know how to write article and project paper.

PSO 8 The students have opportunity to serve as Civil servants. They can go to teaching profession and media sector and also can get job in various NGOs.

Course Outcome

Semester	Courses (MJ+MDS)	Content of Syllabus	Course Outcome
1 st SEM	MJ-1: Understanding Political Theory	<ol style="list-style-type: none"> 1. Politics: Meaning(s) and Concept(s) 2. The Relevance of Political Theory 3. Democracy, Liberty and Equality 4. Citizenship: Rights and Duties 5. State and Political Theory: Core Issues 6. Civil Society and the State: Censorship and Surveillance; Privacy and Family 7. Development and Economic Growth: Major Themes 8. Issues of Justice: Gender, Fairness and Protective Discrimination/Affirmative Action 	Through this course students can understand the idea of political theory, its history and various approaches, and evaluate critical and contemporary perspectives of political theory and understand the grammar and practical implementation of democratic values and ideas. They also know about major themes of development and economic growth. They also learn about various issues which are connected with justice.
	SEC 1: Panchayati Raj Management System	<ul style="list-style-type: none"> • Planning, development and maintenance of local self-government at the village level is the aim of the Panchayat Raj system. The Panchayati Raj system helps to build the basis of Indian democracy. It gives women and members of Scheduled Tribes, Scheduled Castes, Other Backward Classes, and other marginalised groups in society representation. Even though the Panchayati Raj System runs on its own, the State Governments are the ones who create the norms and guidelines for how the local self-government should operate. Acquiring knowledge about Panchayati Raj Institutions (PRIs) also necessitates an understanding of the decentralisation and devolution of powers. • The course will enable the student to map the activities of the PRIs- development agencies and planning committees, workings of the Panchayati Raj Bureaucracy, gain insights into the implementation of various programmes and political linkages. 	This is a practical Paper and its helps students to learn about our local self-government system from ground level. Students can know how the Panchayati Raj system helps to build the basis of Indian democracy. The course will help the student to know the activities of the Panchayati Raj System and its development agencies and planning committees, workings of the Panchayati Raj Bureaucracy.

	<p>MI – 1: Nationalism and Anti- colonial Movements in India</p>	<ol style="list-style-type: none"> 1. Approaches to the Study of Nationalism in India: Imperialist and Nationalist 2. Marxist and Postcolonial interpretations of Indian Nationalism 3. Major Social and Religious Reform Movements in colonial India 4. Phases of Nationalist Politics in India: Liberal, Extremist, Swadeshi and Revolutionary 5. Gandhi and the phases of Mass Politics: Non-Cooperation, Civil Disobedience and Quit India Movements 6. Peasants, Tribals and Working Class movements in India 7. The Caste Question and Anti-Brahminical politics; Women and Nationalist Movements in India 8. The Communal Question: Two-nation Theory and the Partition of India 	<p>Understand the freedom struggle movement in India. Understand this through various approaches to the study of nationalism in India. They also understand the nationalist politics through various social movements. They can know the role of women, peasant, tribals and workers in Indian nationalist movement.</p>
	<p>MJ-1: Understanding Political Theory</p>	<ol style="list-style-type: none"> 1. Politics: Meaning(s) and Concept(s) 2. The Relevance of Political Theory 3. Democracy, Liberty and Equality 4. Citizenship: Rights and Duties 5. State and Political Theory: Core Issues 6. Civil Society and the State: Censorship and Surveillance; Privacy and Family 7. Development and Economic Growth: Major Themes 8. Issues of Justice: Gender, Fairness and Protective Discrimination/Affirmative Action 	<p>Through this course students can understand the idea of political theory, its history and various approaches, and evaluate critical and contemporary perspectives of political theory and understand the grammar and practical implementation of democratic values and ideas. They also know about major themes of development and economic growth. They also learn about various issues which are connected with justice.</p>
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		<p>and other marginalised groups in society representation. Even though the Panchayati Raj System runs on its own, the State Governments are the ones who create the norms and guidelines for how the local self-government should operate. Acquiring knowledge about Panchayati Raj Institutions (PRIs) also necessitates an understanding of the decentralisation and devolution of powers.</p> <ul style="list-style-type: none"> • The course will enable the student to map the activities of the PRIs- development agencies and planning committees, workings of the Panchayati Raj Bureaucracy, gain insights into the implementation of various programmes and political linkages. 	<p>basis of Indian democracy. The course will help the student to know the activities of the Panchayati Raj System and its development agencies and planning committees, workings of the Panchayati Raj Bureaucracy.</p>
	<p>MI – 1: Nationalism and Anti- colonial Movements in India</p>	<ol style="list-style-type: none"> 1. Approaches to the Study of Nationalism in India: Imperialist and Nationalist 2. Marxist and Postcolonial interpretations of Indian Nationalism 3. Major Social and Religious Reform Movements in colonial India 4. Phases of Nationalist Politics in India: Liberal, Extremist, Swadeshi and Revolutionary 5. Gandhi and the phases of Mass Politics: Non-Cooperation, Civil Disobedience and Quit India Movements 6. Peasants, Tribals and Working Class movements in India 7. The Caste Question and Anti-Brahminical politics; Women and Nationalist Movements in India 8. The Communal Question: Two-nation Theory and the Partition of India 	<p>Understand the freedom struggle movement in India. Understand this through various approaches to the study of nationalism in India. They also understand the nationalist politics through various social movements. They can know the role of women, peasant, tribals and workers in Indian nationalist movement.</p>
<p>2nd SEM</p>	<p>MJ-2: Constitutional Government in India</p>	<ol style="list-style-type: none"> 1. Evolution of the Indian Constitution: The Role of Constituent Assembly; Development of Indian Constitution through Amendments and Reviews 2. The Philosophy of Indian Constitution: Significance of the Preamble 	<p>This course introduces students with the Indian constitution. They can learn philosophy and features the constitution. They also know their Fundamental Rights. It also highlights the structure and character of Indian</p>

		<p>3. Basic features of the Indian Constitution</p> <p>4. Fundamental Rights and Duties; the Directive Principles of State Policy</p> <p>5. The Executive: President; Prime Minister; Governor and the Chief Minister</p> <p>6. Union and State Legislatures</p> <p>7. The Judiciary: Supreme Court and the High Courts</p> <p>8. Indian Federalism: Centre-State Relationship – The Recommendations of Sarkaria Commission</p>	<p>political system. They also learn about the structure of decentralized nature of our State.</p>
	<p>SEC 2: Media and Politics</p>	<ul style="list-style-type: none"> • The media landscape of today goes beyond conventional print and television journalism. Professional bloggers and vloggers, independent writers and editors, podcasters, those employed in the entertainment industry and television, radio, and film, those who make video games and interactive apps, and many others are included. • The course will explore the interdependent and symbiotic relationship between media and politics. Students will be able to understand the themes of propaganda, fake news, neutrality, corporatisation and moral panic along with making a sense of media theories, and its impact on democratic politics and formation of public opinion. 	<p>Students can know about the inter relation between media and politics. They can know how politics are influenced the media and at the same time how politics is influenced by the media. Students also know about the role of media to develop public opinion. Students will be able to understand the themes of propaganda, fake news, neutrality, corporatisation and moral panic along with making a sense of media theories, and its impact on democratic politics and formation of public opinion.</p>
	<p>MI-2: Gender Studies</p>	<p>1.The concept of Gender and the evolution of Gender Studies</p> <p>2. Gender as a Political Construct: Sex and Gender; Power and Culture</p> <p>3. Women as Political Actors: Representation and Participation</p> <p>4. Emergence of Feminist Political Theories: Different Types and Waves</p> <p>5. The Structures and Functions of Patriarchy</p> <p>6. Women and Human Rights</p>	<p>This course will help students to know about academic jobs, legal professions, media, civil society organisations and various administrative jobs and sensitisation of gender related issues. This paper deals with the basic areas of feminism. It focuses onthe sex/gender distinction, biologism versus social constructivism. Students can know about the three waves of feminism and the impact of patriarchy in our society. The</p>

		<p>7. Women and Economic Opportunities</p> <p>8. Women and Political Participation in India – With special reference to 73rd and 74th Constitutional Amendments</p>	<p>exploitation of patriarchal system. They can learn about economic opportunities and hindrances of women and about the constitutional areas for political participation of women in Indian politics.</p>
	<p>MJ-2: Constitutional Government in India</p>	<p>1. Evolution of the Indian Constitution: The Role of Constituent Assembly; Development of Indian Constitution through Amendments and Reviews</p> <p>2. The Philosophy of Indian Constitution: Significance of the Preamble</p> <p>3. Basic features of the Indian Constitution</p> <p>4. Fundamental Rights and Duties; the Directive Principles of State Policy</p> <p>5. The Executive: President; Prime Minister; Governor and the Chief Minister</p> <p>6. Union and State Legislatures</p> <p>7. The Judiciary: Supreme Court and the High Courts</p> <p>8. Indian Federalism: Centre-State Relationship – The Recommendations of Sarkaria Commission</p>	<p>This course introduces students with the Indian constitution. They can learn philosophy and features the constitution. They also know their Fundamental Rights. It also highlights the structure and character of Indian political system. They also learn about the structure of decentralized nature of our State.</p>
	<p>SEC 2: Media and Politics</p>	<ul style="list-style-type: none"> • The media landscape of today goes beyond conventional print and television journalism. Professional bloggers and vloggers, independent writers and editors, podcasters, those employed in the entertainment industry and television, radio, and film, those who make video games and interactive apps, and many others are included. • The course will explore the interdependent and symbiotic relationship between media and politics. Students will be able to understand the themes of propaganda, fake news, neutrality, corporatisation and moral panic along with making a sense of media theories, and its impact on democratic politics and formation of public opinion. 	<p>Students can know about the inter relation between media and politics. They can know how politics are influenced the media and at the same time how politics is influenced by the media. Students also know about the role of media to develop public opinion. Students will be able to understand the themes of propaganda, fake news, neutrality, corporatisation and moral panic along with making a sense of media theories, and its impact on democratic politics and formation of public opinion.</p>

	<p>MI-2: Gender Studies</p>	<ol style="list-style-type: none"> 1. The concept of Gender and the evolution of Gender Studies 2. Gender as a Political Construct: Sex and Gender; Power and Culture 3. Women as Political Actors: Representation and Participation 4. Emergence of Feminist Political Theories: Different Types and Waves 5. The Structures and Functions of Patriarchy 6. Women and Human Rights 7. Women and Economic Opportunities 8. Women and Political Participation in India – With special reference to 73rd and 74th Constitutional Amendments 	<p>This course will help students to know about academic jobs, legal professions, media, civil society organisations and various administrative jobs and sensitisation of gender related issues. This paper deals with the basic areas of feminism. It focuses on the sex/gender distinction, biologism versus social constructivism. Students can know about the three waves of feminism and the impact of patriarchy in our society. The exploitation of patriarchal system. They can learn about economic opportunities and hindrances of women and about the constitutional areas for political participation of women in Indian politics.</p>
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BACHELOR OF ARTS (HONOURS) MAJOR IN PHILOSOPHY
4-YEAR UNDERGRADUATE PROGRAMME (Academic Year 2023-2024)

Based on

**Curriculum & Credit Framework for Undergraduate Programmes (CCFUP), 2023 & NEP,
2020**

 **Programme Specific Outcome (PSO)**

After completion of the Bachelor of Arts (honours) major in Philosophy 4year undergraduate programme, students will be able to:

- ❖ Students will develop argumentative skills as they study various theories and their critiques in the areas of metaphysics, epistemology, logic, philosophy of religion, social and political philosophy. The development of argumentative skills is a fundamental outcome of learning philosophy.
- ❖ Examine and critically analyze the thought of a particular figure in historical philosophy from ancient to modern times, identifying movements and philosophy.
- ❖ Understand the nature and basic concepts of philosophy in relation to the field of metaphysics, epidemiology, logic, ethics, etc.
- ❖ Students will acquire critical thinking skills that will enable them to formulate persuasive arguments in speech and writing. This skill will be honed through the study of logic.
- ❖ Students will acquire skills to understand the nature of the human mind. They will explore learning abilities, personality traits of the mind, and levels of consciousness.
- ❖ To have an overview of the current state of knowledge in a given field and to find the solution to philosophical problems in the contemporary era.
- ❖ To develop the expressive and communicative ability to argue logically and consistently.
- ❖ In-depth understanding of key issues and problems in the fields of epistemology, I and ethics.
- ❖ The ability to think analytically and critically
- ❖ **Reasoning and Argumentation Skills:** Through rigorous study, students will develop evaluative reasoning abilities and systematic argument formation skills. These competencies will enable them to construct well-reasoned viewpoints and engage in critical discussions.
- ❖ **Critical Thinking and Communication:** The program emphasizes enhancing critical thinking skills. Students will learn to articulate and defend their perspectives using reasoned arguments. Effective communication is a key outcome, enabling them to express complex ideas clearly and persuasively.

BACHELOR OF ARTS (HONOURS) MAJOR IN PHILOSOPHY
4-YEAR UNDERGRADUATE PROGRAMME (Academic Year 2023-2024)

Based on

**Curriculum & Credit Framework for Undergraduate Programmes (CCFUP), 2023 & NEP,
2020**

 **Course Outcome (CO)**

 **PHIHMJ101: Indian Philosophy**

- ❖ Students will gain a detailed knowledge of the history of Indian philosophy and the two main distinct schools of Indian Philosophy - *āstika* & *nāstika*.
- ❖ They acquire detailed knowledge of the various epistemological, metaphysical, ethical and logical theories, beliefs and opinions of Carvaka, Buddhism, Jainism, *Naiyāyika* and *Vaiśeṣika* with critical understanding from both epistemological and metaphysical perspectives.
- ❖ Description of *Cārvāka* philosophy and acquisition of knowledge about the epistemology, metaphysics and ethics of *Cārvāka* philosophy.
- ❖ This course also deals with Jaina philosophy and Jaina epistemology, metaphysics etc.
- ❖ Knowledge of the four noble truths, the theory of the moment and various theories related to Buddhist philosophy.
- ❖ Description, analysis of various concepts of the *Nyāya* school, knowledge of the instruments, methodology and classification of perception. Definition and description of *Anumiti*, *Anumāna*, *Vyāpti*. Students will be able to know the classification of *Anumāna*, *Upamāna* and *śavda*.
- ❖ They can acquire knowledge about the *Vaiśeṣika* view of the seven *padārtha*, *Guna* and *Karma*. Know the detailed description of the *Vaiśeṣika* view of the *padārtha* or seven categories and the atomistic pluralism of this school.
- ❖ Describe the concept of cause, which is defined as the unconditioned and unchanging precursor of an effect, and the concept of *asatkāryavāda*.

 **PHIHCC02: PHIHMJ102: History of Western Philosophy-I**

- ❖ Students will learn about the historical development of western philosophy.
- ❖ Students will learn about Pre-Socratic Philosophers, the pre-Socratic philosophers were free thinkers and tried to recognise reality on the basis of natural things such as water, fire, air, the atom, number, etc. We can therefore say that they showed us the scientific way of thinking about the world.

- ❖ Students learn about Socrates', Plato's and Aristotle's concepts of knowledge and metaphysics. The Socratic-dialectical method is one of the best conceptual methods in the history of the West. This method teaches us how to reach the ultimate truth through this way. Plato's two-world theory on reality and four-stage division of knowledge are a kind of speculation, but effective and teach us how to think differently about the world. Aristotle's Theory of Forms and his Theory of Causation is a kind of scientific theory and in this way, we learn how to proceed to find out the truth.
- ❖ Students will gain a critical comprehension of the concepts of well-known Western philosophers, including Thomas Aquinas, Descartes, Spinoza, and Leibnitz (pioneers of the Modern Rationalist school). Descartes' method of doubt exposes us how to successfully reach at a certain knowledge or truth about the world. His dualistic approach to the world shows us that there is not only something material, but also something conscious (the mind). Spinoza's doctrine of substance, attributes and modes leads us to pantheism and determinism.

PHISEC01: Yoga for Stress Management

- ❖ Students will have a thorough understanding of yoga principles and strategies for stress management.
- ❖ They will learn various yoga postures, breathing exercises, and meditation techniques to reduce stress and improve overall wellness.
- ❖ The course will educate students how to apply these principles on a daily basis, leading to a healthier lifestyle and improved mental health. Additionally, students will learn how to identify stressors and manage them effectively through yoga-based therapies.
- ❖ Students can increase their physical flexibility, mental clarity, and emotional stability through practical activities and theoretical concepts.

PHIMI01: Ethics: Indian and Western (To be taken by students of other Disciplines)

- ❖ Students will gain in-depth knowledge and critical understanding of Western ethics.
- ❖ Western ethics covers the object of moral judgment, different philosophers' moral theories, and standards of morality such as Hedonism, Deontological Ethics, and Punishment Theory.
- ❖ Students can understand ethical concepts like right and wrong, virtue or vice, and good or bad.
- ❖ After reading the paper, students will be able to establish ethical understanding and duties to society in their lives.
- ❖ Studying ethics empowers students to become responsible members of society.

- ❖ This course aims to familiarize students with ethical methods that include underlying principles that can be used to determine whether actions are right or wrong.
- ❖ The course explores philosophical ideas such as actions and consequences, moral obligations, character, and duty.
- ❖ Students learn about Indian moral principles such as *Dharma*, *Adharma*, Liberation, *Purusārtha*, *Niskāma*, and *Sakāma karma*.
- ❖ Students will develop a fundamental understanding of Indian ethics. Indian ethics includes *Gita* ethics such as *Karmayoga*, Buddhist ethics such as Pancasila and *Brahmavihārabhāvna*, *Jaina* ethics such as *Anubrata* and *Mahābrata*, and *Mimāṃsa* ethics such as *nitya*, *naimittika karma*, and *kāmya karma*.

PHISEC02: Environmental Issues in India

- ❖ Students will get a broad understanding of India's major environmental issues, such as air and water pollution, deforestation, climate change, and waste management.
- ❖ They will learn about the socioeconomic and political factors that impact environmental challenges.
- ❖ Students will learn to analyze environmental data, assess the impact of human activities, and evaluate current laws and regulations.
- ❖ Students will learn about sustainable practices and technology that address environmental concerns.
- ❖ By the end of the course, students will be able to provide informed solutions to environmental issues and advocate for sustainable development.

PHIMI02: Western Logic (To be taken by students of other Disciplines)

- ❖ This paper covers basic logic and argumentation, including both deductive and inductive approaches.
- ❖ Students can learn basic logic ideas and use them in daily life.
- ❖ Students will be able to think critically and rationally.
- ❖ They gain reasoning skills and are able to detect and generate sound arguments and correct derivations as a means of determining language structure.
- ❖ This course covers classical and Aristotelian logic.
- ❖ Identify premises and conclusions in both formal and informal proofs, and show an understanding of the limitations of deductive procedures and linguistic difficulties.
- ❖ Students will learn how to use truth tables to validate arguments and statements. It promotes a critical and logical mental approach.

BACHELOR OF ARTS WITH PHILOSOPHY (MULTIDISCIPLINARY STUDIES)

3-YEAR UNDERGRADUATE PROGRAMME (Academic Year 2023-2024)

Based on

Curriculum & Credit Framework for Undergraduate Programmes (CCFUP), 2023 & NEP, 2020

Programme Specific Outcome (PSO)

After completion of the Bachelor of Arts with Philosophy (multidisciplinary studies) 3-year undergraduate programme (academic year 2023-2024), students will be able to:

- ❖ **Argumentative Skills:** Students will develop argumentative skills while studying different theories and their criticisms within the field of metaphysics, epistemology, logic, philosophy of religion, social, and political philosophy. The cultivation of reasoning abilities is a fundamental outcome of learning philosophy.
- ❖ **Critical Ability:** Students will acquire critical abilities, enabling them to construct cogent arguments both in speech and writing. This skill will be honed through the study of logic.
- ❖ **Understanding of Human Mind:** Students will attain skills to understand the nature of the human mind. They will explore learning skills, personality traits of the mind, and levels of consciousness.
- ❖ **Values Enrichment:** Students will be enriched with different life values and will be able to practice those values in real-life situations.
- ❖ **Comparative Study:** Students will be familiar with both Indian and Western philosophical theories, allowing them to make comparative analyses between these two traditions.
- ❖ **Creative Thinking:** Students will develop creative thinking regarding new possibilities beyond prevalent philosophical theories.
- ❖ **Holistic Knowledge:** Students will learn to distinguish between appearance and reality, gaining holistic knowledge of humanity and the world.
- ❖ **Comprehensive Knowledge:** Students pursuing Philosophy General course will acquire in-depth knowledge of various branches of philosophy, including Classical Indian Philosophy, Metaphysics, Epistemology, Logic, Ethics, Religion, Social and Political Philosophy, Philosophy of Mind, and Contemporary Indian and Western Philosophy.

BACHELOR OF ARTS WITH PHILOSOPHY (MULTIDISCIPLINARY STUDIES)

3-YEAR UNDERGRADUATE PROGRAMME (Academic Year 2023-2024)

Based on

Curriculum & Credit Framework for Undergraduate Programmes (CCFUP), 2023 & NEP, 2020

❖ Course Outcome

PHUPMJ101 T: Ethics and Morality: Indian and Western Approach

- ❖ Students will learn about the historical development of western philosophy.
- ❖ Students will learn about Pre-Socratic Philosophers, the pre-Socratic philosophers were free thinkers and tried to recognise reality on the basis of natural things such as water, fire, air, the atom, number, etc. We can therefore say that they showed us the scientific way of thinking about the world.
- ❖ Students learn about Socrates', Plato's and Aristotle's concepts of knowledge and metaphysics. The Socratic-dialectical method is one of the best conceptual methods in the history of the West. This method teaches us how to reach the ultimate truth through this way. Plato's two-world theory on reality and four-stage division of knowledge are a kind of speculation, but effective and teach us how to think differently about the world. Aristotle's Theory of Forms and his Theory of Causation is a kind of scientific theory and in this way, we learn how to proceed to find out the truth.
- ❖ Students will gain a critical comprehension of the concepts of well-known Western philosophers, including Thomas Aquinas, Descartes, Spinoza, and Leibnitz (pioneers of the Modern Rationalist school). Descartes' method of doubt exposes us how to successfully reach at a certain knowledge or truth about the world. His dualistic approach to the world shows us that there is not only something material, but also something conscious (the mind). Spinoza's doctrine of substance, attributes and modes leads us to pantheism and determinism.

📖 PHIMI02: Western Logic (To be taken by students of other Disciplines)

- ❖ This paper covers basic logic and argumentation, including both deductive and inductive approaches.
- ❖ Students can learn basic logic ideas and use them in daily life.
- ❖ Students will be able to think critically and rationally.
- ❖ They gain reasoning skills and are able to detect and generate sound arguments and correct derivations as a means of determining language structure.

- ❖ This course covers classical and Aristotelian logic.
- ❖ Identify premises and conclusions in both formal and informal proofs, and show an understanding of the limitations of deductive procedures and linguistic difficulties.
- ❖ Students will learn how to use truth tables to validate arguments and statements. It promotes a critical and logical mental approach.

PHISEC02: Environmental Issues in India

- ❖ Students will get a broad understanding of India's major environmental issues, such as air and water pollution, deforestation, climate change, and waste management.
- ❖ They will learn about the socioeconomic and political factors that impact environmental challenges.
- ❖ Students will learn to analyze environmental data, assess the impact of human activities, and evaluate current laws and regulations.
- ❖ Students will learn about sustainable practices and technology that address environmental concerns.
- ❖ By the end of the course, students will be able to provide informed solutions to environmental issues and advocate for sustainable development.

BACHELOR OF ARTS (HONOURS) MAJOR IN PHILOSOPHY (SANTALI MEDIUM)
4-YEAR UNDERGRADUATE PROGRAMME (Academic Year 2023-2024)

Based on

Curriculum & Credit Framework for Undergraduate Programmes (CCFUP), 2023 & NEP, 2020

 **Programme Specific Outcome (PSO)**

After completion of the Bachelor of Arts (honours) major in Philosophy 4year undergraduate programme, students will be able to:

- ❖ Students will develop argumentative skills as they study various theories and their critiques in the areas of metaphysics, epistemology, logic, philosophy of religion, social and political philosophy. The development of argumentative skills is a fundamental outcome of learning philosophy.
- ❖ Examine and critically analyze the thought of a particular figure in historical philosophy from ancient to modern times, identifying movements and philosophy.
- ❖ Understand the nature and basic concepts of philosophy in relation to the field of metaphysics, epidemiology, logic, ethics, etc.
- ❖ Students will acquire critical thinking skills that will enable them to formulate persuasive arguments in speech and writing. This skill will be honed through the study of logic.
- ❖ Students will acquire skills to understand the nature of the human mind. They will explore learning abilities, personality traits of the mind, and levels of consciousness.
- ❖ To have an overview of the current state of knowledge in a given field and to find the solution to philosophical problems in the contemporary era.
- ❖ To develop the expressive and communicative ability to argue logically and consistently.
- ❖ In-depth understanding of key issues and problems in the fields of epistemology, I and ethics.
- ❖ The ability to think analytically and critically
- ❖ **Reasoning and Argumentation Skills:** Through rigorous study, students will develop evaluative reasoning abilities and systematic argument formation skills. These competencies will enable them to construct well-reasoned viewpoints and engage in critical discussions.
- ❖ **Critical Thinking and Communication:** The program emphasizes enhancing critical thinking skills. Students will learn to articulate and defend their perspectives using reasoned arguments. Effective communication is a key outcome, enabling them to express complex ideas clearly and persuasively.

**BACHELOR OF ARTS (HONOURS) MAJOR IN PHILOSOPHY ((SANTALI MEDIUM)
4-YEAR UNDERGRADUATE PROGRAMME (Academic Year 2023-2024)**

Based on

**Curriculum & Credit Framework for Undergraduate Programmes (CCFUP), 2023 & NEP,
2020**

 **Course Outcome (CO)**

 **PHIHMJ101: Indian Philosophy**

- ❖ Students will gain a detailed knowledge of the history of Indian philosophy and the two main distinct schools of Indian Philosophy - *āstika & nāstika*.
- ❖ They acquire detailed knowledge of the various epistemological, metaphysical, ethical and logical theories, beliefs and opinions of Carvaka, Buddhism, Jainism, *Naiyāyika* and *Vaiśeṣika* with critical understanding from both epistemological and metaphysical perspectives.
- ❖ Description of *Cārvāka* philosophy and acquisition of knowledge about the epistemology, metaphysics and ethics of *Cārvāka* philosophy.
- ❖ This course also deals with Jaina philosophy and Jaina epistemology, metaphysics etc.
- ❖ Knowledge of the four noble truths, the theory of the moment and various theories related to Buddhist philosophy.
- ❖ Description, analysis of various concepts of the *Nyāya* school, knowledge of the instruments, methodology and classification of perception. Definition and description of *Anumiti*, *Anumāna*, *Vyāpti*. Students will be able to know the classification of *Anumāna*, *Upamāna* and *śavda*.
- ❖ They can acquire knowledge about the *Vaiśeṣika* view of the seven *padārtha*, *Guna* and *Karma*. Know the detailed description of the *Vaiśeṣika* view of the *padārtha* or seven categories and the atomistic pluralism of this school.
- ❖ Describe the concept of cause, which is defined as the unconditioned and unchanging precursor of an effect, and the concept of *asatkāryavāda*.

 **PHIHCC02: PHIHMJ102: History of Western Philosophy-I**

- ❖ Students will learn about the historical development of western philosophy.
- ❖ Students will learn about Pre-Socratic Philosophers, the pre-Socratic philosophers were free thinkers and tried to recognise reality on the basis of natural things such as water, fire, air, the atom, number, etc. We can therefore say that they showed us the scientific way of thinking about the world.

- ❖ Students learn about Socrates', Plato's and Aristotle's concepts of knowledge and metaphysics. The Socratic-dialectical method is one of the best conceptual methods in the history of the West. This method teaches us how to reach the ultimate truth through this way. Plato's two-world theory on reality and four-stage division of knowledge are a kind of speculation, but effective and teach us how to think differently about the world. Aristotle's Theory of Forms and his Theory of Causation is a kind of scientific theory and in this way, we learn how to proceed to find out the truth.
- ❖ Students will gain a critical comprehension of the concepts of well-known Western philosophers, including Thomas Aquinas, Descartes, Spinoza, and Leibnitz (pioneers of the Modern Rationalist school). Descartes' method of doubt exposes us how to successfully reach at a certain knowledge or truth about the world. His dualistic approach to the world shows us that there is not only something material, but also something conscious (the mind). Spinoza's doctrine of substance, attributes and modes leads us to pantheism and determinism.

PHISEC01: Yoga for Stress Management

- ❖ Students will have a thorough understanding of yoga principles and strategies for stress management.
- ❖ They will learn various yoga postures, breathing exercises, and meditation techniques to reduce stress and improve overall wellness.
- ❖ The course will educate students how to apply these principles on a daily basis, leading to a healthier lifestyle and improved mental health. Additionally, students will learn how to identify stressors and manage them effectively through yoga-based therapies.
- ❖ Students can increase their physical flexibility, mental clarity, and emotional stability through practical activities and theoretical concepts.

PHIMI01: Ethics: Indian and Western (To be taken by students of other Disciplines)

- ❖ Students will gain in-depth knowledge and critical understanding of Western ethics.
- ❖ Western ethics covers the object of moral judgment, different philosophers' moral theories, and standards of morality such as Hedonism, Deontological Ethics, and Punishment Theory.
- ❖ Students can understand ethical concepts like right and wrong, virtue or vice, and good or bad.
- ❖ After reading the paper, students will be able to establish ethical understanding and duties to society in their lives.
- ❖ Studying ethics empowers students to become responsible members of society.

- ❖ This course aims to familiarize students with ethical methods that include underlying principles that can be used to determine whether actions are right or wrong.
- ❖ The course explores philosophical ideas such as actions and consequences, moral obligations, character, and duty.
- ❖ Students learn about Indian moral principles such as *Dharma*, *Adharma*, Liberation, *Purusārtha*, *Niskāma*, and *Sakāma karma*.
- ❖ Students will develop a fundamental understanding of Indian ethics. Indian ethics includes *Gita* ethics such as *Karmayoga*, Buddhist ethics such as *Pancasila* and *Brahmavihārabhāvna*, *Jaina* ethics such as *Anubrata* and *Mahābrata*, and *Mimāṃsa* ethics such as *nitya*, *naimittika karma*, and *kāmya karma*.

PHISEC02: Environmental Issues in India

- ❖ Students will get a broad understanding of India's major environmental issues, such as air and water pollution, deforestation, climate change, and waste management.
- ❖ They will learn about the socioeconomic and political factors that impact environmental challenges.
- ❖ Students will learn to analyze environmental data, assess the impact of human activities, and evaluate current laws and regulations.
- ❖ Students will learn about sustainable practices and technology that address environmental concerns.
- ❖ By the end of the course, students will be able to provide informed solutions to environmental issues and advocate for sustainable development.

PHIMI02: Western Logic (To be taken by students of other Disciplines)

- ❖ This paper covers basic logic and argumentation, including both deductive and inductive approaches.
- ❖ Students can learn basic logic ideas and use them in daily life.
- ❖ Students will be able to think critically and rationally.
- ❖ They gain reasoning skills and are able to detect and generate sound arguments and correct derivations as a means of determining language structure.
- ❖ This course covers classical and Aristotelian logic.
- ❖ Identify premises and conclusions in both formal and informal proofs, and show an understanding of the limitations of deductive procedures and linguistic difficulties.
- ❖ Students will learn how to use truth tables to validate arguments and statements. It promotes a critical and logical mental approach.

BACHELOR OF ARTS WITH PHILOSOPHY (MULTIDISCIPLINARY STUDIES)

(Santali Medium)

3-YEAR UNDERGRADUATE PROGRAMME (Academic Year 2023-2024)

Based on

Curriculum & Credit Framework for Undergraduate Programmes (CCFUP), 2023 & NEP, 2020

Programme Specific Outcome (PSO)

After completion of the Bachelor of Arts with Philosophy (multidisciplinary studies) 3-year undergraduate programme (academic year 2023-2024), students will be able to:

- ❖ **Argumentative Skills:** Students will develop argumentative skills while studying different theories and their criticisms within the field of metaphysics, epistemology, logic, philosophy of religion, social, and political philosophy. The cultivation of reasoning abilities is a fundamental outcome of learning philosophy.
- ❖ **Critical Ability:** Students will acquire critical abilities, enabling them to construct cogent arguments both in speech and writing. This skill will be honed through the study of logic.
- ❖ **Understanding of Human Mind:** Students will attain skills to understand the nature of the human mind. They will explore learning skills, personality traits of the mind, and levels of consciousness.
- ❖ **Values Enrichment:** Students will be enriched with different life values and will be able to practice those values in real-life situations.
- ❖ **Comparative Study:** Students will be familiar with both Indian and Western philosophical theories, allowing them to make comparative analyses between these two traditions.
- ❖ **Creative Thinking:** Students will develop creative thinking regarding new possibilities beyond prevalent philosophical theories.
- ❖ **Holistic Knowledge:** Students will learn to distinguish between appearance and reality, gaining holistic knowledge of humanity and the world.
- ❖ **Comprehensive Knowledge:** Students pursuing Philosophy General course will acquire in-depth knowledge of various branches of philosophy, including Classical Indian Philosophy, Metaphysics, Epistemology, Logic, Ethics, Religion, Social and Political Philosophy, Philosophy of Mind, and Contemporary Indian and Western Philosophy.

BACHELOR OF ARTS WITH PHILOSOPHY (MULTIDISCIPLINARY STUDIES)

(Santali Medium)

3-YEAR UNDERGRADUATE PROGRAMME (Academic Year 2023-2024)

Based on

Curriculum & Credit Framework for Undergraduate Programmes (CCFUP), 2023 & NEP, 2020

❖ Course Outcome

PHUPMJ101 T: Ethics and Morality: Indian and Western Approach

- ❖ Students will learn about the historical development of western philosophy.
- ❖ Students will learn about Pre-Socratic Philosophers, the pre-Socratic philosophers were free thinkers and tried to recognise reality on the basis of natural things such as water, fire, air, the atom, number, etc. We can therefore say that they showed us the scientific way of thinking about the world.
- ❖ Students learn about Socrates', Plato's and Aristotle's concepts of knowledge and metaphysics. The Socratic-dialectical method is one of the best conceptual methods in the history of the West. This method teaches us how to reach the ultimate truth through this way. Plato's two-world theory on reality and four-stage division of knowledge are a kind of speculation, but effective and teach us how to think differently about the world. Aristotle's Theory of Forms and his Theory of Causation is a kind of scientific theory and in this way, we learn how to proceed to find out the truth.
- ❖ Students will gain a critical comprehension of the concepts of well-known Western philosophers, including Thomas Aquinas, Descartes, Spinoza, and Leibnitz (pioneers of the Modern Rationalist school). Descartes' method of doubt exposes us how to successfully reach at a certain knowledge or truth about the world. His dualistic approach to the world shows us that there is not only something material, but also something conscious (the mind). Spinoza's doctrine of substance, attributes and modes leads us to pantheism and determinism.

📖 PHIMI02: Western Logic (To be taken by students of other Disciplines)

- ❖ This paper covers basic logic and argumentation, including both deductive and inductive approaches.
- ❖ Students can learn basic logic ideas and use them in daily life.

- ❖ Students will be able to think critically and rationally.
- ❖ They gain reasoning skills and are able to detect and generate sound arguments and correct derivations as a means of determining language structure.
- ❖ This course covers classical and Aristotelian logic.
- ❖ Identify premises and conclusions in both formal and informal proofs, and show an understanding of the limitations of deductive procedures and linguistic difficulties.
- ❖ Students will learn how to use truth tables to validate arguments and statements. It promotes a critical and logical mental approach.

PHISEC02: Environmental Issues in India

- ❖ Students will get a broad understanding of India's major environmental issues, such as air and water pollution, deforestation, climate change, and waste management.
- ❖ They will learn about the socioeconomic and political factors that impact environmental challenges.
- ❖ Students will learn to analyze environmental data, assess the impact of human activities, and evaluate current laws and regulations.
- ❖ Students will learn about sustainable practices and technology that address environmental concerns.
- ❖ By the end of the course, students will be able to provide informed solutions to environmental issues and advocate for sustainable development.

C. Program Outcome and Course Outcome of Syllabus of Sociology (4- year B. A Honours, Major in Sociology) in CCFUP (Curriculum and Credit Framework for Undergraduates Programmes) 2023 & NEP, 2020

Programme Outcomes (PO)

Program Outcomes (POs): Program outcomes refer to the knowledge that students are expected to know at the end of the course as well as the application-based skills that they will learn. The students will acquire these outcomes as they progress through the course.

Programme Specific Outcomes (PSO) (for the students of the Department of Sociology)

After successful completion of a B.A. four-year degree course (honours/Major) in Sociology, a student is expected to achieve the following outcomes.

PO-1	Origins and Development: Gain knowledge about the origins, intellectual foundations, history, and evolution of sociology.
PO-2:	Theories and Concepts: Study key sociological theories, concepts, methodologies, and understand social institutions, structures, and processes.
PO-3	Thinkers and Schools: Develop an understanding of various classical and contemporary sociological thinkers, different schools of thought, and Indian sociological perspectives.
PO-4	Research Skills: Acquire skills in designing and conducting sociological research, including methods for data collection, analysis, and interpretation.
PO-5	Critical Engagement: Learn to critically address emerging social issues using sociological perspectives and improve skills in interpreting and critiquing sociological viewpoints.
PO-6	Social Diversity and Inequality: Explore and understand issues related to social diversity, inequality, and power across various social contexts, and gain a comparative view of global societies and their local impacts.
PO-7	Lifelong Learning and Application: Cultivate lifelong learning abilities and apply sociological theories and concepts to address real-world social issues and challenges.
PO-8	Communication Skills: Develop the ability to clearly present sociological ideas and research findings through effective written and oral communication.
PO-9	Professional Preparation: Prepare for careers in diverse fields such as social services, education, policy analysis, civil services, and development sectors.

SEM I

MJ-1: Introduction to Sociology – I

Course Objective: To introduce Sociology as a social science, enumerating its nature, scope and subject matter

Course Structure	Course Outcome
1. Sociology: Discipline and Perspective 1.1 Sociological Perspective: Sociological Imagination, Sociology & Common Sense 1.2 Emergence of Sociology in Europe, North America and India 1.3 Sociology as a Science 1.4 Sociology and other social sciences (Social Anthropology, Psychology, History, Political Science)	CO-1: To develop an understanding of sociological perspective. CO-2: To make students familiar with the intellectual and historical roots of the discipline sociology CO-3: To make student familiar with relation between sociology and other social science.
2. Some Basic Concepts: 2.1 Meaning and Types: Groups, Community, Association, Institution, Organization 2.2 Culture, Norms and Values, Status and Role, Folkways and more 2.3 Social Structure: Definition and Elements 2.4 Social Change: Definition and Factors	CO-4: To develop an understanding of the structure of society, social institutions and processes CO-5: To learn about determining role of culture and society. CO-6: To develop an understanding of changing pattern of society.
3. Interaction and Socialization 3.1 Social Interaction: Meaning and Types 3.2 Socialization: Concept and Agencies 3.3 Social Construction of Reality: Berger and Luckman	CO-7: To learn about process of socialization and social interaction CO-8: To understand the theoretical implication of Social Construction theory
Credit	04
Lecture/Tutorial/Practical	Lecture-06; Tutorial- 02

Skill Enhancement Course

SEC 1: Application of Statistics in Sociology: Using MS Excel and SPSS

Course Objective: To equip students with the skills to effectively apply statistical methods to real-world data using Microsoft Excel for analysis and visualization.

Course Structure	Course Outcome
1. Definition, History of Social Statistics and Use of Statistics in Social Research	CO-1: To learn about various statistical reasoning
2. Basic concepts 2.1 Concept, Variable, Data, Population, Sample, Parameter, Statistic	CO-2: To learn about basic statistical concepts
3. Sampling 3.1 Types and Use	CO-3: To learn about sampling process

4. Frequency Distribution and Graphical Techniques Using MS Excel	CO-4: To learn the skills of using MS Excel constructing Frequency Distribution and Graphs
5. Central Tendency Using MS Excel 5.1 Mean, Median and Mode	CO-5: To learn about statistical computing using MS Excel
6. Coding & Tabulation Using MS Excel	CO-6: To learn coding and tabulation using MS Excel
Credit	03
Lecture/Tutorial/Practical	Practical

SEM II

MJ-2: Sociology of India – I

Course Objective: To introduce learners to Indological Approaches, Indian social movements and to understand state and society in India

Course Structure	Course Outcome
1. Approaches to the Study of Indian Society 1.1 The Colonial Discourse 1.2 The Nationalist Discourse 1.3 The Subaltern Critique	CO-1: To develop understanding of the foundation of Indian knowledge system. CO-2: To Introduce the concept of Subaltern understanding society and history.
2. Indian Society: Concepts and Institutions 2.1 Caste: Origin, Definition, Features, Varna and Jati, Dominant Caste, Jajmani System, Sanskritization 2.2 Agrarian Classes: Structure and Features 2.3 Industry and Labour: Factory and Industry System, Changing Nature of labour relations in Contemporary India 2.4 Tribe: Definition, Features, Issues and Problems Contemporary India 2.5 Village: Features, Structures, Internal Relations, Village Solidarity and Change 2.6 Family: Meaning, Definition, Features and Changing Nature	CO-3. To develop understanding of Indian Caste system its origin, function and its critique. CO-4. To develop understanding of Indian agrarian system and its class formation and labour supply on the basis of caste context. CO-5. To develop understanding of Indian Industrialization and Labour market. CO-6. To develop understanding of Tribal culture, their profile and location in India. CO-7. To learn about Indian village society and its structure and changing pattern. CO-8 To learn about family and its changing facets in India
Credit	04
Lecture/Tutorial/Practical	Lecture-06; Tutorial- 02

SEC 2: Framing Questionnaire and Conducting Interview

Course Objective: To equip students with the skills of conducting social research in field through questionnaire administration and with the skill of interviewing respondents.

Course Structure	Course Outcome
1. Questionnaire and Interview Method 1.1 Application 1.2 Preparation before using these methods	CO-1: To learn the skills of data collection in social research
2. Questionnaire 2.1 Types 2.2 Framing a questionnaire	CO-2: To learn the skills of preparing questionnaire and administering the same
3. Interview 3.1 Types 3.2 Preparing interview schedule	CO-3: To learn the skills of preparing interview schedule and the art of interviewing
4. Data Recording, Processing and Interpretation	CO-4: To learn the processes of data recording, processing and interpretation.
5. Limitations of Questionnaire and Interview Method	CO-5: To critically evaluate the limitations of data collection methods
Credit	03
Lecture/Tutorial/Practical	Practical

SEM I

MINOR I (To be taken by students of other disciplines)

MI – 1: Indian Society: Images and Realities

Course Objective: To equip students with understanding of India as civilization and nation and to enable them to critically analyze the various structures and processes of Indian society.

Course Structure	Course Outcome
1. Ideas of India 1.1 Civilization and Culture 1.2 India as a Colony 1.3 Nation, State, and Society in Contemporary India	CO-1: To learn about the fundamental ideas of India as a civilization, colony and as a nation state
2. Institutions and Processes 2.1 Village: Meaning, Structure and Changing Nature of Indian Village 2.2 Caste: Definition, Features and Sanskritization 2.3 Family: Definition, Types of Family, Functions 2.4 Gender: Gender as a Category, Gender Discrimination	CO-2. To develop understanding of Indian Caste system its origin, function and its critique. CO-3. To learn about Indian village society and its structure and changing pattern. CO-4 To learn about family and its organization in India CO-5: To learn about gender structure of Indian Society
3. Critiques 3.1 Criticism of the Caste System (B.R. Ambedkar, Dipankar Gupta) 3.2 Criticism of Gender Roles	CO-6: To learn and critically evaluate the foundational ideas of Indological perspective and gender roles.
Credit	04
Lecture/Tutorial/Practical	Lecture-06; Tutorial- 02

SEM II

MINOR II (To be taken by students of other disciplines)

MI-2: Gender, Violence and Politics

Course Objective: To critically examine the intersections of gender and violence, understand various forms of gender-based violence, and analyze the sociocultural, legal, and policy responses to address and prevent such violence.

Course Structure	Course Outcome
1. Gendered Violence: Meaning and Concept	CO-1: To understand gender-based violence
2. Structural and Situated Violence 2.1 Caste, Gender, and Violence 2.2 Domestic Violence 2.3 Violence, Harassment at the Workplace	CO-2: To learn how gender-based violence is structurally situated within society.
3. Sexual Violence: Meaning and types	CO-3: To understand sexual violence
4. Addressing Gender Violence: Power, Politics and Public Policy	CO-4: To learn about various policies in relation to gender activism.
Credit	04
Lecture/Tutorial/Practical	Lecture-05; Tutorial- 02

Department of Botany

Govt. General Degree College, Lalgarh, Jhargram

B.Sc. NEP (General Botany)

PROGRAM OUTCOME (PO):-

PO1. Understand the nature and basic concepts of biodiversity (Viruses, bacteria, algae, fungi, bryophytes, pteridophytes, lichens, mycorrhizae and gymnosperms), cell biology, genetics, molecular biology, anatomy, morphology, biochemistry, plant physiology, taxonomy and ecology of plants.

PO2. Students learn to carry out practical work in the field as well as in the laboratories, sometimes at other institutes' laboratories, gain skills and proficiency in Interpreting plant morphology and anatomy, Plant identification etc.

PO3. Identify the taxonomic position of plants, formulate the research literature and analyses the plants with substantiated conclusions using first principles and methods of nomenclature and classification in Botany. Sometimes directly related to research methodology and applied aspects like floriculture, bioinformatics and nursery and gardening.

PO4. Identify problems and independently propose solutions using creative approaches, acquired through interdisciplinary experiences, and a depth and breadth of knowledge/expertise in the field of Plant Identification.

PO5. Demonstrate hands on skill in the experimental techniques and methods of analysis in various fields of Botany like ethno botany, economic botany, bioinformatics, herbal technology, mushroom culture, biodiversity and human welfare, medicinal botany etc.

Course Outcomes (CO):-

NEP, 2020 (CCFUP, 2023)-

B.Sc. in Life Science with Botany (Multidisciplinary Studies) w.e.f. Academic Year 2023-2024 : Sem-I

Paper- Major (MJ) and Minor (MI) : Plant Groups and Taxa

MJ A1/B1T & B1P (Theory and Practical) & MI A1/B1T & B1P (Theory and Practical): Plant Science-I

On completion of the course, students are able to-

CO1. To know the Whittaker's 5 kingdom system of classification, Monera, Protista, animalia, fungi and plantae, understanding the groups and examples in the living kingdom.

CO2. To study on Virus-Baltimore's system of classification, general characteristics, economic importance etc.

CO3. To understand about Bacteria, Bergey's classification, general characteristics and economic importance.

CO4. To know about Algae: General Characteristics, habitat, classification (Van Den Hoek, 1995), Life cycle pattern of some genera like *Volvox*, *Batrachospermum* etc. and Economic importance.

CO5. To know about the Fungi, general characteristics, classification (Ainsworth upto Order), life cycle pattern of *Rhizopus* and *Agaricus*, economic importance etc.

CO6. To know about the lichen, mycorrhizae etc.

CO7. Understand the species diversity and distribution on some specific plants and microbes. To know the micrograph and models of T-Phage and Sars CoV2.

CO8. Understand the gram staining techniques on curd.

CO9. TO Know the vegetative and reproductive structures of *Volvox* and *Batrachospermum*.

CO10. Understand the idea on morphology and reproductive structures of *Rhizopus* and *Agaricus*.

CO11. Know the idea on morphology of thallus and reproductive structures of *Riccia*, *Anthoceros* and *Funaria*.

CO12. To know the morphology, vegetative and reproductive structures of *Lycopodium*, *Adiantum* and *Marsilea*.

CO13. To know the morphology and vegetative structures of *Cycas* and *Pinus*.

CO14. To know the types of fossils (impression, compression and petrification), its role in global economy & geological time scale. Understand the various fossil genera representing different fossil groups.

SEC 1P: Biofertilizers (CCFUP, 2023, under NEP 2020)

B.Sc in Life Science with Botany (Multidisciplinary Studies) w.e.f. Academic Year 2023-2024 : Sem-I

Paper- SEC for Major (MJ) Practical only

On completion of the course, students are able to understand -

CO1. To know about the microbes and microbes in the use of Biofertilizers. Isolation of bacterial biofertilizer producing organisms i.e. *Rhizobium*, identification, mass multiplication, carrierbased inoculants.

CO2. To know about the actinorhizal symbiosis.

CO3, To know about the *Azospirillum*, isolation and mass multiplication, associative effects of different micro organisms.

CO4. To know the *Azotobacter*. Isolation technique and mass multiplication, manipulation, classification and crop response study to *Azotobacter* inoculum.

CO5. To know about blue green algae, Study on *Azolla*, *Anabaena azollae* isolation, nitrogen fixation, factors affecting growth, applications of *Azolla* and BGA in rice field.

CO6. To know the mycorrhizae, types of mycorrhizae, association, taxonomy, occurrence and distribution, phosphorus nutrition, growth and yield, colonization of VAM.

CO7. To understand the response of plants in association with VAM, VAM spore isolation, mass culture and inoculation.

CO8. To know about organic farming, green manuring and organic fertilizers.

CO9. Understand about different wastes, biodegradable municipal waste, agriculture and industrial waste, bio compost making methods.

CO10. To know about Vermiculture, vermicompost, methods and types, field application.

NEP, 2020 (CCFUP, 2023)-

B.Sc in Life Science with Botany (Multidisciplinary Studies) w.e.f. Academic Year 2023-2024 : Sem-II

Paper- Major (MJ) and Minor (MI) : Plant Groups and Taxa

MJ -2T (Theory and Practical) & MI-2T (Theory and Practical): Plant Science -II

On completion of the course, students are able to understand -

CO1. To know about the Introduction on Plant Morphology, general account on roots, stems, and leaves of monocot and dicot. Phyllotaxy of leaves.

CO2. To know about Flowers: different types of inflorescences, aestivation, placentation types, floral formula and floral diagram.

CO3. To know about fruits and seed dispersals.

CO4. Understand about the structure and development of plant body: tissue systems, primary structure of roots, stem and leaves; stomata types, vascular bundles, secondary growth, secondary growth in roots and stems.

CO5. Know about the sapwood and heartwood, ring and diffuse porous wood, early and late wood, annual ring, lenticels, peridermal lenticels.

CO6. Idea on significance of plant systematics: Herbaria, functions, important herbaria and botanic gardens, flora, monographs, keys-Single access and multiple access.

CO7. To know about taxa concept, family, genus, species, taxonomic, biological and evolutionary species concept.

CO8. Idea on Taxonomic hierarchy: Plant Classification-Natural, artificial and phylogenetic, system of classification by Bentha and Hooker (up to series), brief knowledge on APG classification.

CO9. To understand about family of plants- Malvaceae, Papilionaceae, Acanthaceae, Verbenaceae, Asteraceae and Poaceae.

CO10. Study of fruits like Berry, drupe, hesperidium and nut.

CO11. Study on vegetative and floral characters of *Sida*, *Abutilon*, *Ruellia*, *Barleria*, *Tephrosia*, *Crotalaria*, *Lantana* and *Duranta*.

SEC 2P: Floriculture (CCFUP, 2023, under NEP 2020) for SEM II

B.Sc in Life Science with Botany (Multidisciplinary Studies) w.e.f. Academic Year 2023-2024 : Sem-I

Paper- SEC 2 for Major (MJ) Practical only (Floriculture)

On completion of the course, students are able to understand -

CO1. To know about the Introduction and brief history of gardening, importance and scope, floriculture and landscaping.

CO2. To know the nursery management and routine garden operations- sexual and vegetative methods, propagation, soil sterilization, seed sowing, pricking etc.

CO3. To know about planting and transplanting, shading, stopping or pinching, defoliation, wintering, mulching, topiary, use of plant growth regulations for various purposes.

CO4. To know the handling of ornamental plants, flowering annuals, herbaceous perennials, divine vines, shade and ornamental trees, ornamental bulbous and foliage plants, cacti and succulents, palms and cycads.

CO5. To care and handling of Ferns and Selaginellas, cultivation of plants in pots, indoor gardening and bonsai.

CO6. Study on principles of garden design: English, French, Persian, Italian, Mughal and Japanese garden, features of the garden, garden wall, fencing, steps, hedge, edging, lawn, flower beds, shrubbery, border, water garden, study on some famous gardens of India.

CO7. Study on Landscaping places of Public Importance: to understand on highway landscaping and landscaping in the educational institutes.

CO8. Understand about Commercial floriculture: Factors affecting flower production, production and packaging of cut flowers, flower arrangements, methods to prolong vas life, cultivation of important cut flowers.

CO9. Idea on Cut flowers- *Carnation, Aster, Chrysanthemum, Dahlia, Gerbera, Gladiolus*, Marigold, Rose, *Lilium*, Orchids.

CO10. To know and handling of diseases and pests associated with ornamental plants.

PO -CO Mapping /Correlation in Botany (CBCS) and NEP 2020, GGDC Lalgah, Jhargam, W.B.

Semester wise subject	PO1	PO2	PO3	PO4	PO5
SEM-I (CC) (Biodiversity)	CO1 to CO9	CO1 to CO3	CO3	CO1	CO3, CO6, CO9
SEM-II (CC); (Plant Ecol. &Taxo.)	CO1 to CO17	CO7, CO13 to CO15	CO1 to CO5, & CO7	CO6, CO7	CO13, CO16
SEM-III (CC);	CO1 to	CO7 to CO9	CO6, CO7,	CO1, CO7-	-

(Plant Anatomy & Embryo.)	CO11		CO10 & CO11	CO9	
SEM-IV (CC); (Plant Physiology & Metabolism)	CO1 to CO14	-	-	-	CO7 to CO12, CO14
SEM-V (DSE I) (Economic Botany & biotechnology)	CO1-CO6	CO5 to CO6	CO2 to CO4	-	CO1 to CO5
SEM-V (DSE I) Or, Bioinformatics	-	-	CO1 to CO3, CO6, CO7, CO11	CO4, CO5, CO8	CO1, CO3, CO5, CO9, CO10, CO12 to CO14
SEM-VI (DSE-II) (Research Methodology)	CO1 to CO8	CO2	-	CO3, CO5, CO6 & CO8	CO1 to CO2
SEM III SEC-I (Biofertilizers)	CO1 to CO5	CO5	-	CO5	CO2, CO5
SEM IV SEC-II (Mushroom Culture)	CO1 to CO5	CO2 & CO5	-	CO5	CO2 to CO5
SEM V SEC III (Ethnobotany)	CO1 to CO6	CO1	CO2	CO2	CO3, CO5 & CO6
SEM VI SEC-IV (Plant Diversity and Human Welfare)	CO1 to CO4	-	-	CO5 to CO6	CO7
NEP-2020 Plant Science Semester I Paper 1 (Plant Groups)	CO1 to CO7, CO14	CO8 to CO9	CO10 to CO13	-	-
SEC-1 (NEP 2020) Biofertilizers for Major	CO1	CO2 to CO5, CO8	-	CO10	CO2, CO3, CO6 to CO10

Note: SEM V & SEM VI papers used to teach at different batches in the different years to taught at different batches.

NEP 2020 SEM 1 has been prepared as per the academic Calander of the University

**INSTITUTION WISE COURSE AND PROGRAM OUTCOMES CONSIDERED
BY DEPARTMENT OF PHYSIOLOGY BY GOVERNMENT GENERAL
DEGREE COLLEGE, LALGARH FOR UNDRGRADUATE (B.Sc.) GENERAL
COURSE ON PHYSIOLOGY OF VIIDYASAGAR UNIVERSITY**

3-YEAR UG PROGRAMME (CCFUP, 2023 & NEP, 2020) B.Sc. with PHYSIOLOGY (MULTIDISCIPLINARY STUDIES)

PROGRAMME SPECIFIC OUTCOMES:

Programme specific outcomes of Physiology are designed to ensure that students gain a comprehensive understanding of the subject matter and develop the necessary skills and competencies for their future careers or further studies. Some common program-specific outcomes for the study of physiology are:

- ✦ **Understanding of physiological principles:** Students should demonstrate a thorough understanding of the fundamental principles and concepts in physiology, including cellular physiology, organ systems, and the integration of physiological processes.
- ✦ **Knowledge of anatomy and function of human systems:** Students should be able to identify and describe the structure and function of the major organs and systems in the human body like cardio-respiratory, neural, renal, endocrine, reproductive, endocrine system etc. with particular emphasis on human, to understand how these separate systems interact to yield integrated physiological responses and maintain internal stability. i.e., homeostasis.
- ✦ **Application of physiological concepts:** Students should be able to apply physiological knowledge to explain and analyze biological phenomena, disease processes, and responses to various stimuli.
- ✦ **Laboratory and research skills:** Students should be proficient in conducting laboratory experiments, data collection, and data analysis relevant to physiology. They should understand research methodologies and be able to critically evaluate scientific literature.
- ✦ **Concept of instrumentation:** To develop the ability to use the principles of the scientific method and have concepts of microscopy, separation techniques, principle of spectrometry, principle of ECG, imaging techniques used in modern medical sciences –CT scan, MRI, PET scan, WBGT techniques, principle of sound level meter, digital pH meter, Spectro colorimeter etc.
- ✦ **Problem-solving abilities:** Students should develop the capacity to analyze and solve physiological problems, both theoretical and practical, using appropriate scientific reasoning and evidence-based approaches.
- ✦ **Communication skills:** Students should be able to effectively communicate physiological concepts and research findings through oral presentations, written reports, and scientific publications.
- ✦ **Integration of interdisciplinary knowledge:** Physiology is closely related to other fields of science, such as anatomy, biochemistry, biophysics, pharmacology, and neuroscience, biostatistics, chronobiology, ergonomics etc . Students should be capable of integrating knowledge from these disciplines to gain a holistic understanding of physiological processes.

COURSE OUTCOMES:

Semester	Course	Course Code	Course Outcomes
Semester-1	Major/Minor	PHYPMJ101/PHY MI01: Fundamentals of body fluids, Immunity, Circulation and Respiration	<p>1. Describe and illustrate the main anatomical structures of the respiratory system and the mechanics of inspiration and expiration. 2. Discuss the factors that affect pulmonary ventilation 3. Outline the mechanisms of O₂ and CO₂ transport in the blood 4. Describe diseases resulting from mutations in haemoglobin 5. Demonstrate an understanding of the control of the respiration rate and its alterations 6. Describe the gross anatomy, histology and functioning of the lymphoid organs. 7. Understand the basic principles of physical biochemistry, blood buffering systems, and energy transformations. 8. Describe the gross anatomy, histology, functional organization and characteristics of the haemopoietic system, blood, and other body fluids.</p> <p>9. Describe the basic components of the immune system and their formation. 10. Explain the formation and functions of blood constituents and body fluids. 11. Describe how hematological tests are performed and interpret the findings. 12. Describe the blood groups and illustrate their relevance in blood transfusion. 13. Students can learn about the cardiac cycle, cardiac conduction system, and the process and purpose of an electrocardiogram. They can also learn how the cardiovascular system responds to stress, such as exercise and hemorrhage. 14. Students can learn about the pathophysiology of the cardiovascular system, and how to describe major diseases of the system. 15. They can also learn about the signs and symptoms of these diseases, and the rationale for current physiological interventions.</p>

		MI – 1P: Hematology and Human Experiment (Practical)	Analyze and identify Blood group Abnormalities in cardiac conduction and contraction Assess blood pressure
Semester-II	Minor	PHY MI 02: Cellular Physiology, Biophysical Principles, Basic concept of Biochemistry, Overview of digestive system and metabolism	1. Students will understand the structures and purposes of basic components of prokaryotic and eukaryotic cells, especially macromolecules, membranes, and organelles 2. Students will understand how these cellular components are used to generate and utilize energy in cells 3. Students will understand the cellular components underlying mitotic cell division. 4. Students will apply their knowledge of cell biology to selected examples of changes or losses in cell function. These can include responses to environmental or physiological changes, or alterations of cell function brought about by mutation. Students will also recognize the biophysical principles and laws governing physiological processes
		MI-2P: Introduction to Physiology-II (Practical)	Distinguish the organization and structure of cells, tissues, and organs. □ Identify the major epithelia (simple squamous, simple cuboidal, simple columnar, and stratified squamous), and know their locations and functions within the body. □ Describe and identify the major forms of the connective tissue.

Government General Degree College, Lalgarh

Department of Zoology

Programme Outcomes (POs),

Programme Specific Outcomes (PSOs)

&

Course Outcomes (COs) Under NEP 2020

for

Bachelor of Science General in Zoology

Programme Outcomes (POs) of B.Sc General in Zoology

After successful completion of a B.Sc. three-year-degree course (General) in Zoology, a student is expected to achieve the following outcomes.

1. A student having Zoology as a general subject will be able to understand the vastness of the diversity of animals.
2. They will understand the utility of classification through study of systematics.
3. They will be able to understand the origin & evolution of life and can identify and classify different chordate and non-chordate animals.
4. Understand the fundamentals of animal biology, parasitology, immunology, vector biology, economic perspectives like apiary, aquarium fish culture etc. and medical diagnostic techniques.

Programme Specific Outcomes (PSOs) of B.Sc General in Zoology

Semester	PSOs
I Or II	PSO 1
	The course guides Bachelor's applicants through the incredible diversity of living forms, from simple to complex. It explains how each group of organisms originated and how they established themselves in the environment with their unique traits. In addition, it addresses the differences and similarities between organisms based on their morphology and anatomy, which led to their classification into taxa and clades.
I	PSO 2
	<p>The course has been framed for the Bachelor's entrant through the amazing diversity of animal world with a germ towards living form's complexity. It enlightens how each group of organisms evolved and how did they establish themselves in the environment with their special characteristic features. It also deals with the similarities and dissimilarities between organisms on the basis of their morphology and anatomy which led to their proper placement into taxa and clades.</p> <p>The products from Apiary have huge demand in the market. So, the students will get acquainted with this and start apiary and develop entrepreneurship. Also it can generate employment.</p>
II	PSO 3
	<p>Discuss about common vector-borne diseases, their transmission, host- parasite relationship, management strategies to control them.</p> <p>Gain practical knowledge of handling ornamental fish and can guide to establish a large-scale aquarium fish farm as a cottage industry and to develop entrepreneurship.</p>
III	PSO 4
IV	PSO 5
V	PSO 6
VI	PSO 7

Course Outcomes (COs) of B.Sc General in Zoology

Semester	Course		COs
I Or II	MJ-A1/ MJ-B1 Diversity of animal world	CO 1	Develop understanding on the diversity of life with regard to protists, non-chordates and chordates. Group animals on the basis of their morphological characteristics/ structures. Develop critical understanding how animals changed from a primitive cell to a collection of simple cells to form a complex body plan. Examine the diversity and evolutionary history of a taxon through the construction of a basic phylogenetic cladistics tree. Understand how morphological change due to change in environment helps drive evolution over a long period of time. In addition to improving their writing skills, the project assignment will provide them with a taste of research so they can discover the process involved in studying biodiversity and taxonomy. Students will be able to think and interpret independently due to the selection of various animal species.
I	MI-01/C1-01 Animal Diversity	CO 2	Develop understanding on the diversity of life with regard to protists, non-chordates and chordates. Group animals on the basis of their morphological characteristics/ structures. Develop critical understanding how animals changed from a primitive cell to a collection of simple cells to form a complex body plan. Examine the diversity and evolutionary history of a taxon through the construction of a basic phylogenetic cladistics tree. Understand how morphological change due to change in environment helps drive evolution over a long period of time. In addition to improving their writing skills, the project assignment will provide them with a taste of research so they can discover the process involved in studying biodiversity and taxonomy. Students will be able to think and interpret independently due to the selection of various animal species.
	SEC -1 Apiculture	CO 3	Get to know the importance and application of beekeeping. Detailed understanding of the requisites to start beekeeping. Learn the management technique and control of diseases. Gain knowledge about use of honey and other byproducts and its medicinal importance.
II	MI-02/C1-02 Insect vector & disease	CO 4	Help to generate awareness about causative agents and control measures of vector borne diseases. Understand about the favourable breeding sites and host specific relationship of the vectors. Devise strategies for managing vector population. Create awareness among the people regarding various local vectors, their biology and control mechanisms to keep people healthy and safe.
	SEC -2 Aquarium fish		Distinguish indigenous and exotic ornamental fish species. Learn the prerequisites to develop modern aquarium. Learn to

	keeping	CO 5	formulation fish feed live or dead for fish growth. Knowledge on fish favourable breeding environment. Concept on aquarium fish health and disease management.
III			
IV			
V			
VI			