

Program Outcomes, Program Specific Outcomes and Course Outcomes:-

One academic programmes are run by the college-

1) The Undergraduate programme - B. A The sequence of Higher education levels are - Undergraduate-Postgraduate-Research-Job oriented learning and its implementation in various jobs and inventions in the welfare of man and Nation.

The Undergraduate programmes aim towards the success of students in Research, Inventions, Industrial jobs and contributions in Nation building and in the interest of the Globe.

UG PROGRAMME IN HUMANITIES:

UG programme in Humanities enhances the students' ability in Cultural aspects, sense of Literature, History, Politics, Religious devotion and ethical qualities. It also upgrades the students to acclimatize in the changing scenario of the above fields with critical evaluation. Our college with its running programmes has been trying its best to deliver the above responsibility with its well skilled and experienced faculty members.

Department of Education:

Programme outcomes:-

- *Programme outcomes mean what the graduate students of a specific degree program should be able to do and course outcomes are the resultant knowledge & skill that the students acquire at the end of the course.*
- *The college has stated programme and (B.A 3rd year 4 Degree as per NEP-2020) course outcomes in its vision and mission statement of the college website. After completing the programme the students will be confident, physically fit, self-dependent, culturally sound, serially adjusted, productive, morally sound, economically efficient and globally competent.*
- *After completing the course the students will attain enough knowledge and skill. Achieving efficiency in knowledge and skill in specific subject the students become eligible and get admitted in further Higher Education courses like M.A, B.ED etc. They also get appointment in other profession courses training and get course related jobs. Some ex-students after completing M.A can get qualified in NET/SET AND Ph.D course.*
- *The students and staff are made aware of different courses training and jobs through different notices and circulars which are uploaded both in college website and notice boards.*

Course of outcomes:-

- *The college is running B.A degree (both 3 year under CBCS & 4 Years Programme as per NEP 2020). Under these Programme our college is conducting different courses (i.e, different subjects- Beng, Eng, Edu, Hist, Phil, Pol.sc, Arabic, Geo, Phy.Edu.). Different subjects 7 courses have different course outcomes which is given below.*
 1. *Education :- Education, Philosophy, Educational Psychology, Educational Sociology and Educational technology are soon areas which are included in CBCS system. Moreover in addition with the above areas, in terms of Major Minor value*

added course (Environmental studies) & MDS (Multi disciplinary course) are also included in 4 degree program. Each area has specific course outcomes.

- 2. Educational Philosophy: - After completing this course, the students will be able to acquire technology of this subject. Moreover by applying this knowledge they will be able to inculcate value, ideals and life Philosophy among them.*
- 3. Educational Psychology: - After completing this course the student will be able to acquire knowledge of educational Psychology. Moreover applying this knowledge the students will be mentally fit and can adjust with new situation and problems of mental health can be overcome.*
- 4. Value added course (VAC) :- With the introduction of 4 Year degree under NEP 2020, the course structure has been changed. Different course come under Major or Minor head. Major courses with outcomes have already been given above. Environmental studies come under VAC. After completing the course the students will be aware of our environment and its significance. The students will be able to create & maintain pollution free, plastic free green environment as well as they can inculcate values among them so that they can preserve & sustain their environment and can develop positive attitude towards green environment.*
- 5. Multidisciplinary Course (MDC) :- Foundation of education come under this course. Through this course students will be aware of all the foundations of education such as Philosophical, Psychological and Sociological basis, They will be competent on the areas as given above.*
- 6. Minor Course: - Educational sociological comes under Minor Course. After completing the course the students will be aware of social processes and its application. They will be socially sound and social performs and can solve problems and can adjust with social situation.*

PHILOSOPHY

Program specific Outcomes:

After successfully completing B.A. in Philosophy:

1. Students will be able to explain philosophical texts and positions accurately, to identify and apply philosophical research methods consistently, to articulate and defend precise philosophical positions.
2. Students will be able to apply their philosophical learning to important public issues and to articulate why philosophical understanding is valuable in such debates.
3. Students will develop their own philosophical areas of interest and investigate them from various perspectives.
4. Students will attain the research skills necessary for writing a research paper that engages with primary and, where applicable, secondary literature on a topic in philosophy.
5. Students will be able to describe the ways in which the formal techniques of logic are important to philosophical research.

6. Students will acquire reading skills necessary to understand and critically engage with historical and contemporary philosophical texts.

7. Students will be aware of the existence of multiple philosophical traditions, and will be able to reflect on the cultural specificity of some of their own concepts and values.

8. Students will be able to explain epistemological concepts such as the nature of knowledge, justification, evidence and skepticism, and to summarize and evaluate major philosophical positions in relation to each.

Course outcomes:

Indian Philosophy:

1. Students will read and critically assess the work of central thinkers in the history of Indian philosophy.

2. Students will explore and understand the historical development of major Indian philosophical ideas.

3. Students will develop a critical understanding of various key concepts in philosophy such as “Pramā”, “Pramāna”, “Prameya”, “Manas”, “ Jiva”, “Jagat”, “Ishwara” “Karma”, “Janmāntara”, and “Vedic Authority”.

Western Philosophy:

1. Students will read and critically assess the work of central thinkers in the history of western philosophy.

2. Students will explore and understand the historical development of major western philosophical ideas.

3. Students will develop a critical understanding of various key concepts in philosophy such as “substance”, “God”, “skepticism”, “mind-body problems”, “man and the god relation” and “Universal”.

Western Metaphysics:

1. Students will read and critically assess the work of central thinkers in the history of western metaphysics.

2. Students will explore and understand the historical development of major western metaphysical ideas.

3. Students will develop a critical understanding of various key concepts in philosophy such as “reality”, “mind”, “causal theory”, “evolution theory”, and different views on metaphysical thought of the philosophers.

Ethics:

1. Students will learn to identify and evaluate ethical principles, values and traditions of moral reasoning.

2. Students will learn to identify and evaluate critically the ethical foundations of key social institutions and professions with a view toward social justice.
3. Students will be able to explain and discriminate between major approaches to moral philosophy such as consequentialism, deontology and virtue ethics, and to summarize and evaluate the views of at least one philosopher associated with each.

Logic:

1. A solid understanding of the basic concepts of logic, and in particular what it means for an argument to be valid, and the related notion of what it means for a set of statements to be consistent.
2. The ability to apply formal techniques and systematically codify deductively valid arguments.
3. The ability to translate natural language sentences into precise symbolic form and rigorously evaluate standard inferences.
4. Acquire a firm foundation for the study of other disciplines where logic plays an important role (mathematics, computer science, and formal semantics in linguistics).
5. Generic analytical and critical thinking skills, including: the ability to identify the argument in a piece of prose and analyse its logical structure.

Psychology:

1. Application of knowledge with critical thinking skills: Students should be able to use critical thinking to evaluate and interpret evidence, and to apply psychological concepts, theories, and research findings to individual, social, and cultural issues.
2. Study of Psychology will help students to understand themselves and others better and to solve, to a great extent, their own problems. Mutual understanding and respect will produce a society where peace and harmony will prevail.

Social and Political Philosophy:

1. Students will be able to explain philosophical texts and positions accurately, to identify and apply philosophical research methods consistently, to articulate and defend precise philosophical positions, and to anticipate and rebut objections to those positions.
2. Students will be able to apply their philosophical learning to important public issues and to articulate why philosophical understanding is valuable in such debates.
3. Students will develop their own philosophical areas of interest and investigate them from various perspectives.
4. Students will attain the research skills necessary for writing a research paper that engages with primary and, where applicable, secondary literature on a topic in philosophy.
5. Students will acquire reading skills necessary to understand and critically engage with historical and contemporary philosophical texts.

6. Students will be aware of the existence of multiple philosophical traditions, and will be able to reflect on the cultural specificity of some of their own concepts and values.

7. Students will be able to explain and discriminate between major approaches to political philosophy such as Libertarianism, Marxism, Liberalism and Communitarians, and to summarize and evaluate the views of at least one philosopher associated with each.

Philosophy of Religion:

1. Students will be able to read complex texts from a variety of traditions

2. Students will understand and be able to apply the methodological tools used in the study of religion including textual analysis, sociology of religion, anthropology of religion and comparative religions

3. Students will understand the basic features of Western, Eastern and indigenous religious traditions, be able to recognize the foundations of traditions and be able to compare them.

DEPARTMENT OF POLITICAL SCIENCE

PROGRAM OUTCOMES

The BA Political Science program covers a comprehensive set of courses ranging from the study of political theories, thoughts, institutions and functions- international, national and local.

The following points are the expected outcomes of the three-year/four-year BA program:

- 1) Through the study of important philosophical, theoretical and ideological foundations in the study of political science, students are expected to develop critical thinking and arguments.
- 2) Study of political systems around the world will not only give knowledge but will also train students towards comparative approaches and methods.
- 3) Students will have an understanding on the international political system as it is and as it ought to be.
- 4) Learning the fundamentals of Indian government and politics is important for students and has a job-prospect particularly in civil services, academics, law, and other competitive examinations.
- 5) By studying organizational and administrative behaviour in public administration, students are expected to acquire leadership and management skills.
- 6) The study of human rights will empower students to stand for the protection and promotion of basic human rights and thus contribute to national and international peace.
- 7) Students will learn the principles of equality and think for the equal participation of women in the political system.
- 8) Students will have understanding of India's bilateral relationship with other countries as well as the country's role in global political regimes.
- 9) The study of political sociology will develop an inter-disciplinary approach particularly with sociology to seek and analyze the relationship between politics and sociology.
- 10) The study of research methodology/dissertation will motivate students to take up academic research in the field of Political science.

Class/ Paper / Semester	Title	Course Outcome (Co)
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Political Science UG (CBCS/NEP) Semester-I

Pol-H- Cc-T-1	Understanding Political Theory :Concepts	Co1- Analyzing what is politics and explaining the Meaning Of Political. Co2- Assessing the theories of state (Origin, Nature, Functions) :Contract, Idealist, Liberal and Neo-Liberal Theories. Co3- Explaining the concept of state sovereignty: Monistic and pluralistic theories. Analyzing The Changing concept of sovereignty in the context of globalization. Co4 - Understanding basic concepts of liberty, Equality, Rights, Law and Justice. Co5- Explaining the concept of Democracy with special reference to David Held. Co6-Understanding basic concepts of Citizenship.
		Co1 explaining the approaches to the study of political science— Normative, Behavioral, Post behavioral, Feminist. Co2- Assessing Empirical Political Theory: System's Analysis, Structural functionalism.

Pol-H-Cc-T-2	Understanding Political Theory: Approaches And Debates	<p>Co3- Explaining dialectical materialism and historical materialism with special reference to relationship between base and superstructure.</p> <p>Co4- Discussing Marx's theory of state with special reference to relative autonomy of the State.</p> <p>Co5- Analyzing the theory of class and class struggle, surplus Value and alienation.</p> <p>Co6- Analyzing Marx's concept of democratic centralism. Evaluating the major debates in Marxism: Lenin- Rosa Luxemburg debate on Political party.</p> <p>Co7- Explaining Marxian theory of revolution and concepts of Gramsci's Hegemony And Civil Society.</p>
Political Science UG(CBCS) Semester-II		
Pol-H-Cc-T-3	Politics In India	<p>Co1- Explaining the approaches to the study of Indian Politics—Marxian and Liberal.</p> <p>Co 2 - Understanding Indian Political Culture And Its Various Interpretations</p> <p>Co3- Critically evaluating the Indian party system— Its development and looking at the ideology of major national parties and regional Parties.</p> <p>Co4- Evaluating the role of various forces on Indian politics: Caste, Class and Religion.</p> <p>Co5- Evaluating the electoral process in India with focus on the election commission: Composition, Functions and role.</p> <p>Co6- Investigating the Major Challenges For Nation Building In India: Regionalism Vs Nationalism, Major Regional Movement In India.</p>
Pol-H-Cc-T-4	Indian Constitution	<p>Co1- Introducing the Indian Constitution with a focus on the role of the Constituent Assembly and Examining the essence of the preamble.</p> <p>Co2- Examining the fundamental rights and duties of Indian citizens with a study of the significance and Status of directive principles Of State Policy.</p> <p>Co3- Assessing the nature of Indian federalism with focus on union- State relations.</p> <p>Co4- Critically analyzing the important institutions of the Indian union: The Executive: President; Prime minister, Council of ministers. Co5- Analyzing the Union legislature: Composition And Functions Of Rajya sabha, Lok sabha, Speaker.</p> <p>Co5- Understanding The Importance of: Supreme Court and the high courts: Composition and functions- Judicial activism, PIL.</p>
Political Science UG(CBCS) Semester-III		

Pol-H- Cc-T-5	Indian Political Thought (Ancient And Medieval	Co1- Tracing The Evolution And Idea Of Bramhanic And Shramanic Tradition In. Co2-Explaining The Shantiparva With Special Reference ToRajdharma. Co3-Analysing Buddhist Political Thought With Special Reference ToKingship And The Relation Between Politics And Ethics.
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Pol-H-Cc-T-6	Indian Political Thought (Modern)	<p>Co1-Discussing The View Of Rammohan Roy's Rule Of Law , Rights , Freedom Of Thought And Social Justice.</p> <p>Co2-Explaining The Idea Of Cultural Nationalism, Society And Education.</p> <p>Co3-Analyzing The Views On Colonialism And Nationalism According To Syed Ahamed Khan And Iqbal.</p> <p>Co4-Analyzing The Critique Of Nationalism And View Of Internationalism According To Rabindranath Tagore.</p> <p>Co5-Explaining The Views Of M.N.Roy Are On National And Critical Question.</p> <p>Co6-Dicussing The Views Of B.R.Ambedkar On Social Justice And Constitutionalism.</p> <p>Co7- Explaining The View Of Pandita Ramabai's Gender And Social Justice.</p> <p>Co8- Analyzing Pt.Neheru's View On Socialism.</p> <p>Co9-Describing The Ram Manohar Lohia's Views On Socialism.</p>
Pol-H-Cc-T-7	Understanding International Relations: Theories And Concepts.	<p>Co 1- Explaining Scope And Subject Matter Of International Relations As An Autonomous Academic Discipline.</p> <p>Co2-Critically Analyzing Mainstream International Relations Theories: (A) Classical Realism And Neo-Realism (B) Liberalism And Neo-Liberalism (C) Marxian - Dependency & World Systems Theory (D) Feminist Approach (E) Eurocentricism And Perspectives From The Global South.</p> <p>Co4- Discussing the Idea Of National Power- Definition, Elements And Limitation – Balance Of Power- Devices Of Maintaining Balance Of Power- Collective Security.</p> <p>Co5- Studying The Role Of Diplomacy, Propaganda, Foreign Aid In The Making Of Foreign Policy.</p>
Political Science UG (CBCS) Semester-IV		

Pol-H-Cc-T-8	Public Administration(Theories & Concepts)	<p>Co1- Discussing The Public Administration: Definition, Nature And Scope; Difference Between Private And Describing Public Administration; Evolution Of The Discipline Of Public Administration.</p> <p>Co2: Critically Assessing The Classical Theories Of Administration: Classical Theory, (Fayol, Urwick And Gulick) Scientific Management Theory,(F.W.Taylor) Bureaucratic Theory, (Max Weber).</p> <p>Co3- Explaining Neo-Classical Theories Of Administration: Elton Mayo And Human Relations Theory; Decision-Making With Special Reference To H.Simon,</p> <p>Co4- Discussing Contemporary Theories Of Administration: Ecological Approach Of Fred Riggs; Innovation And Entrepreneurship Of Peter Drucker.</p> <p>Co5- Discussing Public Policy: Concept And Relevance – Approaches To The Study Of Public Policy;Public Policy Formulation, Implementation And Evaluation.</p> <p>Co6- Looking Into The Major Approaches In Public Administration: New Public Administration, New Public Management, New Public Service Approach And Good Governance.</p>
Pol-H-Cc-T-9	Public Policy And Indian Administration	<p>Co1-Understanding The Evolution Of Indian Administration – Ancient-Medieval And Modern Period: Brief Historical Overview -Continuity And Change In Indian Administration.</p> <p>Co2- Discussing Civil Service In India (Bureaucracy): Recruitment & Training- Role Of Upsc And Spsc- Minister - Civil Servant Relationship - Generalists And Specialists Debate.</p> <p>Co3- Describing Social Welfare Policies In India: Concept And Approaches Of Social Welfare – Social Welfare Policies – A) Education: Right To Education, B) Health: National Health Mission, C)Food: Right To Food Security And D)Employment: Mnrega.</p> <p>Co4- Look Into The Matter Of Citizen And Administration: Concept Of Accountability- Major Forms Of Administrative Accountability- Legislative- Executive & Judicial- Citizen’s Charter-Right To Information Act, 2005, E-Governance.</p> <p>Co5- Analyzing The Financial Administration And Budget: Concept And Significance Of Budget – Budget Cycles In India- Various Approaches.</p>

Pol-H- Cc- T-10	Global Politics & Issues Since 1945	Co1-Describing Contemporary Global Issues I: Proliferation Of Nuclear Weapons- Arms Race, Arms Control And Disarmament Policy: PTBT, NPT And CTBT; Ecological Issues – Historical Overview Of International Environmental Agreements – Climate Change- Global Commons
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		<p>Co2- Describing Contemporary Global Issues Ii: Understanding Globalization And Its Alternative Perspectives – Debates On Sovereignty And Territoriality – Cultural And Technological Dimensions Of Globalization; Political Economy Of International Relations: New International Economic Order- North-South Dialogue- South-South Cooperation- World Bank- IMF- WTO- TNCs- Global Trade & Finance- Neo-Colonialism And Dependency.</p> <p>Co3-Evaluating Contemporary Global Issues Iii: Terrorism & International System: Conceptual Framework – Challenges To Global Security – Post 9/11 Developments - Counter Terrorist Strategies And War On Terror; Human Rights: The Politics Of Human Rights Promotion – Un And Human Rights- Human Security- Migration.</p> <p>Co4- Look Into The Incident Of Cold War And Its Evolution: Different Phases- Collapse Of Ussr And End Of Cold War- Emergence Of Third World: Nam; Pan Africanism. Post-Cold War Developments: Overview. West Asia And The Palestine Question.</p> <p>Co5- Discussing The Matter Of Europe In Transition: European Union, Brexit (Overview).</p> <p>Co6- Discuss About Major Regional Organizations: ASEAN, OPEC, SAFTA, SAARC And BRICS.</p>
POL- H- SEC- T- 2(A)	Public Opinion and Survey Research	<p>Co1- Understanding Definition and characteristics of public opinion, conceptions and characteristics, debates about its role in a democratic political system, uses for opinion poll.</p> <p>Co2- Measuring and analyzing Public Opinion: What is sampling? Why do we need to sample? Sample design, Methods and Types of Sampling- Non-Random Sampling (Quota, Purposive and Snowball sampling) – Random Sampling (Simple and Stratified)), Sampling error and non-response.</p> <p>Co3- Discussing about Interviewing: Interview techniques pitfalls, different types of and forms of interview.</p> <p>Co4- Giving an Insight about Questionnaire: Question wording; fairness and clarity.</p> <p>Co5- Look into the matter of Quantitative Data Analysis: Introduction to quantitative data analysis, Basic concepts: correlation research, causation and prediction, descriptive and inferential Statistics.</p>
Political Science Ug (CBCS) Semester-V		

<p>Pol-H- Cc- T-11</p>	<p>Western Political Thought (Ancient &Medieval)</p>	<p>Co1- Look Into The Background Of Western Political Thought: A BriefOutline With Special Reference To Stoics And Sophists Of Ancient Greece. Co2- Assessing Plato – Philosophy And Politics- Theory Of Forms, Justice, Philosopher King/Queen, Communism-Women AndGuardianship- Critique Of Democracy - Censorship. Co3- Detailed View Of Aristotle – Theory Of State – Classification Of Governments- Man As A Zoon Politikon- Justice-Citizenship.</p>
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		<p>Co4- Providing A View On Medieval Theological Thought: Basic Features, Conflict Between Church And State- Contribution Of St. Augustine, St. Thomas Aquinas And Marsiglio Of Padua.</p> <p>Co5- Briefing Machiavelli: Virtue & Vice – Morality And Statecraft – Religion- Republicanism.</p>
Pol-H- Cc- T-12	Western Political Thought (Modern)	<p>Co1- Providing An Insight Into The Dominant Features Of Thomas Hobbes – Materialism, Human Nature & Sovereignty- John Locke – Natural Rights And Property- Jj Rousseau – Concept Of General Will, Local Or Direct Democracy, Origin Of Inequality.</p> <p>Co2- Critically Examining Immanuel Kant – Enlightenment And Moral Freedom - Hegel – Dialectics, Civil Society And State.</p> <p>Co3- Analyzing J.S. Mill- Liberty, Suffrage, Subjection Of Women, Right Of Minorities, Utility Principles.</p> <p>Co4- Briefly Discussing Mary Wollstonecraft: Women And Paternalism- Critique On Rousseau's Idea On Education- Legal Rights.</p> <p>Co5- Look Into The Theory Of Alexandra Kollontai: Winged And Wingless Eros, Proletarian Women, Socialization Of Housework, Disagreement With Lenin.</p>
Pol-H- Dse-T- 2(A)	Development Process And Social Movements In Contemporary India	<p>Co1- Giving An Insight Of Development Process In India Since Independence: State And Planning – Liberalization And Reforms.</p> <p>Co2- Briefly Discusses Industrial Development Strategy And Its Impact On The Social Structure : Mixed Economy, Privatization, The Impact On Organized And Unorganized Labour - Emergence Of The New Indian Middle Class.</p> <p>Co3- Evaluating Agrarian Development Strategy And Its Impact On The Social Structure: Land Reforms, Green Revolution, Agrarian Crisis Since The 1990s And Its Impact On Farmers.</p> <p>Co4- Assessing Social Movements In India: Tribal, Peasant, Dalit And Women's Movements - Maoist Challenges - Civil Rights Movements In India.</p>
B.A. Political Science (Honours) Semester-VI		
Pol-H- Cc- T-13	Introducing Political Sociology	<p>Co1- Understand The Nature, Scope And Emergence Of Political Sociology – Sociology Of Politics And Political Sociology- Theoretical Approaches To The Study Of Political Sociology.</p> <p>Co2- Understand The Concept Social Stratification And Politics: Caste, Class And Elite.</p> <p>Co3- Comprehend The Concepts Of Power, Influence, And Authority. Co4- Understand The Political Culture: Meaning,</p>

		<p>Nature And Types.</p> <p>Co5- Identify The Process Of Political Socialization: Meaning And Agencies.</p>
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		Co6-Discuss The Concepts Of Political Development And Political Modernization.
Pol-H-Cc-T-14	Comparative Government & Politics	<p>Co1- Discuss The Nature And Scope Of Comparative Government - Distinction Between Comparative Politics And Comparative Government- Going Beyond Euro Centrim.</p> <p>Co2-Discussing Major Approaches To The Study Of Comparative Politics ---Institutional Approach (Dominant Schools: Systems Approach And Structural Functional Approach)- Limitations; New Institutionalism, Political Economy--- Origin And Key Features.</p> <p>Co3- Discussing The Process Of Colonialism And Decolonization: Meaning, Context, Forms – Anti-Colonial Struggle And Process Of Decolonization.</p> <p>Co4- Gain Knowledge About Socialism: Meaning, Growth And Development.</p> <p>Co5: Identify And Comparative Study Of The Constitutional Developments And Political Economy Of: Britain, Brazil, Nigeria And China.</p>
Pol-H-Dse-T-3(B)	India's Foreign Policy In A Globalizing World	<p>Co1- Giving An Insight About India's Foreign Policy: From A Postcolonial State To An Aspiring Global Power.</p> <p>Co2- Discuss About India's Relations With The USA And USSR/Russia.Co3- Discussing The Types Of India's Engagements With China.</p> <p>Co4- Discussing About India In South Asia: Debating Regional Strategies.</p> <p>Co5- Discussing The Process Of India's Negotiating Style And Strategies: Trade, Environment, Energy And Security</p>
Pol-H-Dse-T-4(B)	Dissertation	After completion of the Course the Learners will be able to: apply the Knowledge gained through different courses in practical field, solve problems related to this Course Of Study. Document, Calculate, Analyze And Interpret Data. Deduce Findings From Different Studies. Write And Report In Standard Academic Formats.

B.A General Course Curriculum Consists Of Political Theory, Comparative Govt. And Politics, Indian Constitution and Politics, International relations. The course builds overall consciousness regarding national and international socio-Political phenomena.

Department of English:-

Programme Outcomes:

In general, exposure to literature prompts students to engage in reading, develop an understanding of new cultures and tackle advanced passages to enhance their intellectual growth. Literature provides students with exposure to new vocabulary words, familiarity with rhythms, literary patterns and beats and creative storytelling techniques that can aid with personal and academic writing projects. Literature opens up the culture of a time period that is long gone, and in a way can give wisdom to the modern society about life. Literature allows us to interpret our own lives and emotions and find ways to relate to the story so we in turn can reflect. It is the study of art and aesthetic form that allows people to use their imagination to visualize the story within their own mind. Literature is filled with irony, symbolism, conflicts and cathartic moments that can textually provide lessons about the structure of storytelling, writing and the use of description within prose, but in a broader manner, teaches one about lives, that a reader can live vicariously. We learn about history we didn't experience, customs we are not familiar with or that lead to what we do and perform now. Literary works prompt students to think critically about society, gender, race, culture and injustices.

Literature and Culture: There are aspects of any culture, be it ancient, medieval, Renaissance, colonial or post-colonial; that can be encapsulated and preserved by literature. Literature is not only about studying the timeless verses of the poets and authors but understanding socio-historical structure of the culture of a time period and how it has been represented.

Studying the Classics of Literature: Studying Literature does not confine the students to the traditions of England and canonical British literature, but it includes the possibility of introducing them to the techniques and strategies which formulate English Literature, such as the study of Ancient Greek and Latin literature and help them to study literature.

Literature and Social Justice: It is important to understand the trajectory of English literature, how the narrative style and techniques have evolved over the period of time. It is necessary to study the classics but it is also significant to read the literature produced at the margins. Literature that has been created at the fissures, at the hands of those who were not encouraged to write or published. Especially in a sub continental classroom, where students arrive at the intersection

of class, caste and religion, it is absolutely mandatory to understand the language of dissent, class struggle and non canonical forms of writing.

Literature and Inter disciplinarily: Studying literature makes one aware of what we understand to be literature. Is it just the poems, novels, plays and short stories or can other forms such as cinema and theatre be considered to be literature as well? It forces one to think about various post-modern literary mediums and their interpretations. It encourages students to look at the cinematic adaptations of any literary work as an independent work of literature.

Name of the Programme: English Honours
Semester-I

Course Code	Course Title	Course of nature	Credit	Full marks	Course out come
ENGH H- CC- T- 1	Indian Classical Literature	Core	6	75	This paper will help to make the students aware of the traditional Indian Classical Literature- the Mahabharata, the Tamil Literature and the ancient Sanskrit literature as well. Students will learn about the Indian epic tradition: themes and recensions and Classical Indian drama: theory and practice
ENGH H- CC- T- 2	European Classical Literature	Core	6	75	This paper will furnish knowledge about the great European Classic Literature of the Greeks and Romans. Students will become familiar with the classical
					masters like Aristotle, Sophocles, Ovid, Plautus etc.
ENGH H- GE- 1	Academic Writing and Composition	GE	6		This paper aims to improve the writing skill of the students. Students will gain the concept of academic writing, summarising and paraphrasing, critical thinking, citing resources etc.

ENGH HAECC T1	English Communication	AE CC	2		The purpose of this course is to introduce students to the theory, fundamentals and tools of communication and to develop in them vital communication skills which should be integral to personal, social and professional interactions.
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Semester-II

Course Code	Course Title	Course of nature	Credit	Full marks	Course out come
ENGH H-CC-3	Indian Writing in English	Core	6	75	This paper will make the students to gain knowledge about the Indian English Literature as well as they will get to know about writings of Indian authors in English like Amitava Ghosh, Sashi Deshpande, Salman Rushdie, Kamala Das etc. It will also help the students to learn about Indian English in postcolonial context, Themes and contexts of Indian English literature and Aesthetics of Indian English poetry
ENGH H-CC-4	British Poetry and Drama: 14th – 17th Centuries	Core	6	75	From this paper onwards students will learn about proper English literature and they get to know about the
					greatest masters of English literature like Chaucer, Donne, Bacon, Marlow and Shakespeare. Students will get clear concepts on Renaissance Humanism, The stage, the Court and the City, Religious and political thought of the period and the writer in society

ENGH H-GE-2	Text and Performance	GE (60 Th +15TU)	6 (5 Th+1TU)	75	This paper will help the students to know about various theories and practices on drama. Students will also know about theatrical production like direction, production, stage props, costume, lighting, backstage support
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Semester-III

Course Code	Course Title	Course of nature	Credit	Full marks	Course out come
ENGH-H-CC-T-5	American Literature	Core	6	75	By examining literary texts, their stories and their messages, the students can increase in their understanding of how to live life. They learn how to discern what is healthy and destructive in the world & they are challenged with injustice and its consequences.
ENGH-H-CC-T-6	Popular Literature	Core	6	75	Popular literature can be distinguished from artistic literature and it is designed primarily to entertain. It improves brain connectivity as well as vocabulary and comprehension & also empowers the students to empathize with other people.

<p>ENGH- H- CC- T-7</p>	<p>British poetry and Drama: 17th and 18th Centuries.</p>	<p>Core</p>	<p>6</p>	<p>75</p>	<p>The objective of this paper is to acquaint students with the Jacobean and the 18th century British poetry and drama, the first a period of the acid satire and the comedy of humours; and the second a period of supreme satiric poetry and the comedy of manners.</p>
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Course Code	Course Title	Course of nature	Credit	Full marks	Course out come
ENGH-H-GE-T-3	Language and Linguistics	GE	6	75	At the end of the course the students will be able to Identify the language faculty and functions of the brain. Understand the major issues found in acquisition and perception. Understand the processes involved in sentence formation. Describe the discourse structure. Classify the language disorder.
ENGH-H-SEC-T-1	English Language Teaching	SEC	2	50	This paper expand academic vocabulary. Develop confidence in speaking/listening and reading/writing, including formal and informal registers. Learn to monitor and self-correct their linguistic output. Develop fluency in the use of higher- level grammatical structures.

Semester-IV

Course Code	Course Title	Course of nature	Credit	Full marks	Course out come
ENGH-H-CC-T-8	British Literature: 18th Century	Core	6	75	Studying British Literature can allow students to develop a thorough knowledge of literary history, theory & criticism. Also enhances their understanding of a wide range of cultures & intellectual traditions.
ENGH-H-CC-T-9	British Literature Romantic	Core	6	75	By studying this particular paper the students get adequate knowledge on the romantic poets and authors who were inspired to write in their own individual and creative voices.
ENGH-H-CC-T-10	British Literature: 19th Century	Core	6	75	Students would have understood the prevailing controversy between science and religion in Victorian era. They also comprehended the concept of marriage and sexuality and its impact on the then society
ENGH-H-GE-T-4	Contemporary India: Women and Empowerment	GE	6	75	Students learn that higher literacy rates and equal pay for equal work, make women able to thrive economically and rise out of poverty. They learn to protect women and girls from violence and abuse create a

					much safer society
ENGH- H-SEC- T-2	Soft Skills	SEC	2	50	Students will learn translation, composition letter writing on the basis of grammar.

SEMESTER-V

Course Code	Course Title	Course Credit	Full Mark	Course Outcome
UG B.A.-H- CC-T-11	WOMEN'S WRITING	6	7 5	To help the students to acquire the conceptual knowledge of the confessional mode in women's writing and to learn the sexual politics; race, caste and gender; social reform and women's rights.
UG B.A.-H- CC-T-12	BRITISH LITERATURE : THE EARLY 20 TH CENTURY	6	7 5	To provide knowledge of auditing principles, procedures and techniques as well as relevant legal requirements and professional standards.
UG B.A.-H- DSE-T-01	MODERN INDIAN WRITING IN ENGLISH TRANSLATION	6	7 5	To equip students to acquire skills in reading, writing, comprehension and communication, as also to use electronic media for business communication and to orient the learner toward entrepreneurship as a career option and creative thinking and behaviour.
UG B.A.-H- DSE-T-02	BRITISH LITERATURE : POST WORLD WAR II	6	7 5	To provide an overview of the principles of Corporate Governance and Corporate Social Responsibility.
UG B.A.- H- DSE- T-03	LITERARY CRITICISM	6	7 5	To provide concepts, principles and application of Local Body's accounting, which the students of affiliated colleges of this University, having rural hinterland, should know.

Semester VI

Course Code	Course Title	Course of nature	Credits	Full marks	Course out come
ENGH H- CC- T- 13	Modern European Drama	Core	6	75	Students will be able to understand the range and development of modern European drama. They will be aware of post-modernism in literature and also will have a concept of absurdism and existential philosophy.
ENGH H- CC- T-14	Postcolonial Literatures	Core	6	75	Students will have a concept of Postcolonialism, its nature and impact on the colonised. Close reading of some important text will make the students to understand how did the colonised try to resist the colonisers through writings.
ENGH H- DSE- T4	Literary Theory	DSE	6		Students will know about various types of literary theory in brief. They will also understand how to approach the literary texts with different kinds of theory and its interpretation.

ENGH HDSE- T5	Partition Literature	DSE	6		Students will be aware of the partition and its impact on common people. Through various texts they will know about the nature of partition and socio-political condition of the time.
ENGH HDSE- T6	Research Methodology	DSE	6		Students will learn the way of conceptualising and drafting research proposal.

Name of the Programme: English General

Semester-I

Course Code	Course Title	Course of nature	Credit	Full marks	Course out come
ENHG-LCC-T-1	Indian Writing in English	Core	6	75	This paper will make the students to gain knowledge about the Indian English Literature as well as they will get to know about writings of Indian authors in English like JayantaMahapatra, Niradh C Choudhry, Toru Dutt, Kamala Das etc. It will also help the students to learn about Indian English in postcolonial context, Themes and contexts of Indian English literature and Aesthetics of Indian English poetry
ENHG-CC-T-1	Language and Literary History	Core	6	75	Students will gain knowledge about the poetry and drama written during this period. They will learn about Religious and secular thought in the 17th century, The Stage, the state and the market, the mock-epic and Satire and Women in the 17th century

<p>ENHG- G- AECC- T- 1</p>	<p>English Communication(L1)</p>	<p>AECC</p>	<p>2</p>		<p>The purpose of this course is to introduce students to the theory, fundamentals and tools of communication and to develop in them vital communication skills which should be integral to personal, social and professional interactions.</p>
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Semester-II

Course Code	Course Title	Course of nature	Credit	Full marks	Course out come
ENGH-G-CC-T-2	British Literature: 17th and 18th Centuries	Core	6	75	Students will learn about the greatest writers of the 17 th and 18 th centuries. Along with that they will get knowledge about the Enlightenment and Neoclassicism, Restoration Comedy and the novel and the periodical press.

SEMESTER- III

Course Code	Course Title	Course Credit	Full Mark	Course Outcome
ENGH-G-LCC-T-02	Literature of the British Isles	6	75	To help the students to acquire the conceptual knowledge of British Literature and to provide the awareness of freedom of Irish.
ENGH-G-CC-T-03	British Romantic Literature	6	75	To provide knowledge on reason and imagination and conception of nature and gothic.
ENGH.-G-SEC-T-01	English Language Teaching	2	50	To equip students to acquire knowledge on English Language and to aware the use of technology in English Language Teaching.

Semester-IV

Course Code	Course Title	Course Credit	Full Mark	Course Outcome
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ENGH-G- CC-T-04	British Literature: 19th Century	6	75	To help the students to acquire the conceptual knowledge of British Literature and to provide the awareness of marriage and sexuality, faith and doubt, and the writer and society. The students also will know about nineteenth century novel. The students also be provided the conceptual knowledge on dramatic monologue.
ENGH-G- SEC-T-02	Soft Skills	2	50	To equip students to acquire knowledge on team work, adaptability, leadership and problem solving.

SEMESTER-V

Course Code	Course Title	Course of nature	Credit	Full marks	Course out come
ENGH-G-DSE-T-1	Modern Indian Writing in English Translation	DS E	6	75	Students will learn about various Indian authors who wrote in regional language but their works had been translated in English. They will gain knowledge about modern Indian authors like Chughtai, Tagore, G Kalyan Rao etc
ENGH-G-GE-T-1	Academic Writing and Composition	GE	6	75	Students will learn about various aspects of academic writing. They gain knowledge about summary writing, paraphrase writing, synthesis, analysis and evaluation.

<p>ENGH -G- SEC- T-3</p>	<p>Business Communication</p>	<p>SE C</p>	<p>2</p>	<p>50</p>	<p>Students will learn about essentials of Business communication, project report, reports on field work, summarising annual reports of company, e- correspondence and minutes of meeting. These knowledge will enhance their capability of business mentality.</p>
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Semester VI

Course Code	Course Title	Course of nature	Credit	Full marks	Course out come
ENGH -G- DSE- T-2	Partition Literature	DS E	6	75	Students will be aware of the partition and its impact on common people. Through various texts they will know about the nature of partition and socio-political condition of the time.
ENGH-G- GE-T-2	Language and Linguistics	GE	6	75	Students will be able to Understand language structures and functioning of the language and classify ancient and traditional perspectives of language use in the society. It will enable students to analyse the Grammatical Theories of Western countries as well as India and thereby evaluate the relationship between language and society, understand the application of linguistics on other related disciplines adaptations of any literary work as an independent work of literature.
ENGH -G- SEC- T-4	Technical Writing	SE C	2	50	Students will learn about language and communication, difference between speech and writing, formal and informal writings etc.

PROGRAMME OUTCOMES & COURSE OUTCOMES

Department of Physical Education

Physical education as “an educational process that has it aim the improvement of human of physical activities selected to realize this out comes ”----- CA Bucher.

Physical education is misunderstood to mean physical activity or merely drill. It is necessary to provide knowledge regarding true meaning and scope of physical education. The aims and objectives of physical education are also being stated in detail so as to enable the students to understand the basic concept of the subject. It is also

Physical education and adapted physical education have a number of objectives which help to develop person who participate in them. The objectives are as follows.

Physical Development: The objective of physical education is physical development. It means development of organ systems in the body such as the circulatory system, nervous system, muscular system, digestive system etc. These activities develop the size, shape and efficiency of the organic systems due to the effects of the activities which are performed.

Mental Development: Mental development is also the objective of physical education. Various physical activities need alertness of mind, deep concentration and planned movement. Through participation in these activities, individual learn to draw certain conclusions. They are now able to understand similar situations in life so that they may have face in a game

Social Development: The other objective is social development. It is related to development of social traits, which are essential for a better adjustment in life. Players in a game come closer to each other in spite of different cultures, religions, beliefs, etc. They learn qualities such as fair play, co-operation , sympathy , sports man ships, courtesy etc.

Neuro-Muscular Coordination Development: An important objective of physical education is to development neuro-muscular coordination. This ensure a better relationship between the nervous system and the muscular system in the body. Physical activities provide enough opportunities for improving the neuro-muscular system.

Choice Based Credit System (CBCS): Syllabus in Physical Education

The University Grants Commission (UGC) has taken various measures by means of formulating regulations and guidelines and updating them, in order to improve the higher education system and maintain minimum standards and quality across the Higher Educational Institutions in India. The various steps that the UGC has initiated are all targeted towards bringing equity, efficiency and excellence in the Higher Education System of country. These steps include introduction of innovation and improvements in curriculum structure and content, the teaching-learning process, the examination and evaluation systems, along with governance and other matters. The introduction of Choice Based Credit System is one such attempt towards improvement and bringing in uniformity of system with diversity of courses across all higher education institutes in the country. The CBCS provides an opportunity for the students to choose courses from the prescribed courses comprising of core, elective, skill enhancement or ability enhancement courses. The courses shall be evaluated following the grading system, is considered to be better than conventional marks system. This will make it possible for the students to move across institutions within India to begin with and across countries for studying courses of their choice. The uniform grading system shall also prove to be helpful in assessment of the performance of the candidates in the context of employment.

Physical education was the progressive education movement of the early twentieth century, and physical education came to be considered a valuable school subject , integral to the education of children and youth . progressive education was the first to recognize and to understand the vital role that physical play, activity might have in normal ,healthy development. Education through the physical was the dominant curricular philosophy for the twentieth century, and fourfold objective of physical development – physical ,motor , mental, and social development had dominated thinking in physical education.

Outline of the Choice Based Credit System being introduced:

Core Course (CC): A course, which should compulsorily be studied by a candidate as a core requirement is termed as a Core course.

2. Elective Course: Generally a course which can be chosen from a pool of courses and which may be very specific or specialized or advanced or supportive to the discipline/ subject of study or which provides an extended scope or which enables an exposure to some other discipline/subject/domain or nurtures the student's proficiency/skill is termed as an Elective Course.

2.1 Discipline Specific Elective Course (DSEC): Elective courses that are offered by the main discipline/subject of study are referred to as Discipline Specific Elective. The University/Institute may also offer discipline related Elective courses of interdisciplinary nature (to be offered by main discipline/subject of study).

2.2 Generic Elective Course (GEC): An elective course chosen generally from an unrelated discipline/subject, with an intention to seek exposure is called a Generic Elective.

3. Ability Enhancement Courses/ Skill Enhancement Courses:

3.1 Ability Enhancement Compulsory Course (AECC): Ability enhancement courses are the courses based upon the content that leads to Knowledge enhancement. They (i) Environmental Science, (ii) English Communication) are mandatory for all disciplines.

3.2 Skill Enhancement Course (SEC): These courses may be chosen from a pool of courses designed to provide value-based and/or skill-based instruction.

Programme Specific Outcome

1. To build up a basic foundation of knowledge of Physical Education and Sports.
2. Help the students to develop their careers in Physical Education and sports arena.
3. To develop the concept of sports management among the students.
4. To know the human body and its functions during sports participation.
5. To impart knowledge of health, physical fitness and wellness among the students.
6. To develop the general and specific knowledge in connection to different games and sports events.

It also imparts a scientific outlook typically necessary for pursuing a career in Physical Education. The multiple career options open to the learner include careers in sports academy, health clubs and sports goods manufacturing companies. The learner also has the opportunity to pursue higher studies and opt for a career as a teacher.

COURSE CODE	COURSE TITLE	CREDITS	COURSE OUTCOMES
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COURSE OUTCOMES

SEMESTER - I

PEDG-CC-T1A	Foundation and History of Physical Education	6	Understand the basic concept of Physical Education and its historical foundation. Discuss about Biological and Sociological Foundations of Physical Education.
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SEMESTER - II

PEDG-CC-T1B	Management of Physical Education and Sports	6	Learn about the important managerial aspects require for physical Education, sports and event management.
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SEMESTER - III

PEDG-CC-T-1C	Anatomy, Physiology, and Exercise Physiology	6	Gain Knowledge about the anatomical structures and physiological functions of different systems of human body in Sports context.
PEDG-SEC-P-1	Track and Field	6	Gaining the knowledge about the rules regulations and techniques of different track & field events.

SEMESTER - IV

PEDG-CC-T-1D	Health Education, Physical Fitness, and Wellness	6	Imparting knowledge about general health, physical fitness and wellness. Discuss about the prevention and control of general health problem issues.
PEDG-SEC-P-2	Gymnastics and Yoga	6	To develop the basic knowledge of gymnastics and yoga, learn some basic fundamental skills of the specific events.

SEMESTER - V

PEDG-DSET-1/ T-2/T-3	Tests, Measurements and Evaluation in Physical Education.	6	To impart basic knowledge of test measurement and evaluation. Discuss about different testing methods require for physical fitness test and also for specific sports skill test.
PEDG-SECP-3	Indian Games: Kabaddi/Kho-kho and Racket Sports: Badminton/Table Tennis	6	Gain Knowledge about different indian games and racket sports . Learn about rules regulations of specific games along with its specific skills.
PEDG-DSET-1/ T-2/T-3	Sports Training	6	Know about the basis concept of sports training along with the principles, load adaptation process and different training methods.

SEMESTER - VI

PEDG-GET-3/T-4	Anatomy, Physiology and Exercise Physiology/Health Education, Physical Fitness and Measurements in Physical Education	6	Gain Knowledge about the anatomical structures and physiological functions of different systems of human body in Sports context.
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PEDG-SECP-4	Ball Games (any two): Football/Handball/Basketball/ Volleyball/Netball/ Throw ball	6	Learn about rules regulations of specific ball games along with its fundamental skills. Experience the practical implementation of the skill.
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Generic Elective Course (GEC)

The course outcomes of the different papers offered are presented below

COURSE CODE	COURSE TITLE	CREDITS	COURSE OUTCOMES
SEMESTER - I			
PEDG-GE-T1	Modern trends in Physical Education and Yoga	6	Understand the basic concept of physical education . Discuss about sport and fitness. To develop the basic knowledge of yoga.
SEMESTER - II			
PEDG-GE-T2	Management of Physical Education	6	Learn about the important managerial aspects require for physical Education, sports and event management.
SEMESTER - III			
PEDG-GET-3	Anatomy, Physiology and Exercise Physiology	6	Gain Knowledge about the anatomical structures and physiological functions of different systems of human body in Sports context.
SEMESTER - IV			
PEDG-GET-4	Health Education, Physical Fitness and Measurements in Physical Education	6	Imparting knowledge about general health, physical fitness and wellness. Discuss about the prevention and control of general health problem issues.
SEMESTER – V (DSE-T-2)			
PEDG - DSE-T-2	Methods of Training and Conditioning in Sports	6	Learning & Fitness Imparting knowledge about general health, physical fitness and wellness. Discuss about the prevention and control of general health problem issues.

Department of Bengali

Programme Specific Outcome of Bengali

1. Through this curriculum students learn to translate from English to Bengali
2. It will help them to acquire the skill in report writing, proof reading etc.
3. It will help them develop strong conception of linguistic, ancient, medieval and modern history of Bengali literature. Their fundamental knowledge will grow.
4. The acquired knowledge will help them to apply it in writing fictional / non-fictional stories, poems, journals etc.
5. It will help them to grow sound knowledge in philosophy along with linguistic development.
6. Their grammar and vocabulary will also improve.
7. It will help the students to get themselves acquainted with the Socio-economic aspects as well as the political issues of the country which will help them meet challenges of unemployment.

Programme Outcomes of Bengali

1. Provides scope to become a teacher in school at primary secondary level.
2. Gives them scope to join hands with any governmental or NGO, for providing education to the socially backward people.
3. This course has the potential to provide job opportunities like content writing.
4. A Student can also aspire to become a journalist in print and electronic media, blogger, script writer etc.
5. Novelist, dramatist, essayist, poet, columnists are some prominent career options that one can choose.

Course Outcome

The BA honours and general programme (CBCS) is organized in such a way that the programme provides knowledge not just of Bengali language but also deep thinking of Bengali Literature. The course are designed with the objective of past and present, letting them know the inter connected nature of literature. The programme consists of corepaper, discipline specific course, Generic elective course, skill enhancement course and ability enhancement course. Currently our college has also opted for NEP from 2023.

History of Literature

From this course the students will be able to learn the history of Bengali literature along with the social changes which were prevalent from 10th to 20th century. They will become aware of the cultural changes of that time. It will enable them to detect the textual differences between ancient, medieval and modern Bengali literature. Their concepts on Baishnab Padabali, Sakta Padabali and Annada Mongol will develop.

Linguistic

This topic provides concept about origin of Bengali language. It talks about evolution of Aryan language from time to time, IPA, phonology, dialect, syntax, Bengali vocabulary and its grammar.

Novel

This topic will enhance the knowledge and wisdom of students as it focuses and reflects the social and philosophical perceptions of eminent writers such as Rabindranath Tagore, Sarat Chandra Chattopadhyay, Bankim Chandra Chattopadhyay, Tarashankar Bandopadhyay, Bibhutibhusan Bandopadhyay etc.

Essary

Students while studying the essays of 19th and 20th century will get to become aware about the socio-cultural aspects problems of that time. They come across various writers and their writing style.

Short Story

It helps to build the critical thinking capacity of the students. It improves their reading, writing and narrating skill.

Rhetoric and Prosody

It will help the students to efficiently read a prose or poetry in correct manner. It will improve their vocabulary as well.

Poetry, Poetics, Bengali poem

Here students get to learn about style of poetry, rhyming, rhetoric, philosophy of the poet. The get to know the style of writing of the poets.

Drama, Theatre, Stage

Here students will get to learn about different **** of drama, theatre, concepts of presentation (****) theatre, comedy, satirical drama and its impact on social degradation.

Biography & Essay

By the end of the paper students will be able to develop concepts on different socio-economic aspects of society. The mindset of the writer is also portrayed through the biographies and essays.

Prose, periodicals

Through this topic students will become aware of how colonial modernity has touched and enriched modern prose and periodicals.

History of Sanskrit, English and Folk literature

The Sanskrit and Folk literature will help the students to carry on and culture the rich Indian traditions, wisdom and heritage whereas the history of English literature will enable them to understand, criticize knowledge of literary history of previous has. It will also broaden their overall understanding.

Children literature, detective literature

Studying these with improve the cognitive, social, emotional, logical perspective of the students. On reading children's literature they will become more empathetic whereas reading detective literature their observation skills, creative thinking and imagination power will improve.

Literature of Bangladesh and provincial literature

Through these topics students will learn the traditional customs followed in Bangladesh and in other provinces. They will get to know about the writing style of these places.

Reporting Advertisement, idea of research

These will enable the students to improve their writing skills along with grammar and vocabulary. It will also improve their decision making and logical capability. Researching will enrich their wisdom and promote their level of progress.

Challenges

To increase more number of students

To further minimize the dropout rate among students.

To help the rural students get rid of the superstitions and traditional mindset and help them cope up with rest of the modern world.

Collecting and preserving rare Bengali books and journals in the library.

Opportunities

Due to its location in a rural area, the department of our college provides quality education to the socially backward student.

Strengthening remedial / tutorial classes to improve the results.

To ensure more effective and active support of the alumnis.

Due to Covid-19 students got know how to properly use online study materials and resources.

Beginning regular P.h. Programs and job oriental courses.

DEPARTMENT OF GEOGRAPHY :-

Programme Specific Outcomes:-

- Student will gain the knowledge of physical geography. They will gather knowledge about the fundamental concepts of Geography and will have a general understanding about the geomorphologic and geotectonic process and formation. Imbibing knowledge, skills and holistic understanding of the Earth, atmosphere, oceans and the planet through analysis of landform development; crustal mobility and tectonics, climate change.
- Associating landforms with structure and process; establishing man-environment relationships; and exploring the place and role of Geography vis-a-sis other social and earth sciences. Students can easily correlate the knowledge of physical geography with the human geography. They will analyze the problems of physical as well as cultural environments of both rural and urban areas. Moreover they will try to find out the possible measures to solve those problems
- Developing a sustainable approach towards the ecosystem and the biosphere with a view to conserve natural systems and maintain ecological balance.
- The physical environment, human societies and local and/or global economic systems are integrated to the principles of sustainable development
- Inculcating a tolerant mindset and attitude towards the vast socio-cultural diversity of India by studying and discussing contemporary concepts of Human geography. Explaining and analyzing the regional diversity of India through interpretation of natural and planning regions.
- Analyzing the differential patterns of the human habitation of the Earth, through studies of human settlements and population dynamics.
- Sensitization and awareness about the hazards and disasters to which the subcontinent is vulnerable; and their management.
- As a student of the Course they will enrich their observation power through questionnaire preparation and in future this will be helpful for them for conducting any kind of survey
- Training in practical techniques of computer basics will help them to present any data in systematic format and expressions.
- Recognition and use of equipment and instruments.

- Improving research abilities.
- To make students competitive in pursuing higher studies.

Following are the course outcome of the different paper presented below:

Course code	Course Title	Credit	Course outcome
Geo/G/CC/T/01	Geo tectonics and Geomorphology	4	<ul style="list-style-type: none"> ● Understand the theories and fundamental concepts of Geotectonic and Geomorphology. Understand earth's tectonic and structural evolution. Gain knowledge about earth's interior. Develop an idea about concept of plate tectonics, and resultant landforms. ● Acquire knowledge about types of folds and faults and earthquakes, volcanoes and associated landforms. ● Understanding crustal mobility and tectonics; with special emphasis on their role in landform development. ● Overview and critical appraisal of landform development models. ● Study landforms and related processes from the traditional concept to the contemporary development in Geomorphology.
Geo/G/CC/P/01	Scale and Cartography	2	<ul style="list-style-type: none"> ● Understand and prepare different kinds of scales. ● Understand the map projection. ● Development of the skill to draw projection. ● Understand skill of drawing topographical maps. ● Understand the conventional symbol. ● Learning and interpretation of the topographical map
Geo/G/CC/T/02	Climatology, soil and Biogeography	4	<ul style="list-style-type: none"> ● Understand the elements of weather and climate, different atmospheric phenomena and climate change. ● Learn to associate climate with other environmental

			<p>and human issues. Approaches to climate classification.</p> <ul style="list-style-type: none"> ● To analyze the dynamics of the Earth's atmosphere and global climate. Assessing the role of man in global climate change. ● Have knowledge about the character and profile of different soil types. ● Understand the impact of man as an active agent of soil transformation, erosion and degradation. ● Recognize the significance of biogeochemical cycles and biodiversity.
Geo/G/CC/P/02	Surveying and Levelling	2	<ul style="list-style-type: none"> ● Gain knowledge about surveying ● Understand the uses of surveying Instruments
Geo/G/CC/T/03	Human Geography	4	<ul style="list-style-type: none"> ● Gain knowledge about major themes of human Geography. ● Acquire knowledge on the history and evolution of humans. ● Studies of races of man kinds. ● Evaluate the cultural realms. ● Understand the approaches and processes of Human Geography as well as the diverse patterns of habitat and adaptations.
Geo/G/CC/P/03	Map Projection and Map Interpretation	2	<ul style="list-style-type: none"> ● Understanding of map creation ● Knowledge of Topographical Map
Geo/G/SEC/P/01/A Or Geo/G/SEC/P/01/B	Computer Basics OR Remote Sensing	2	<ul style="list-style-type: none"> ● students will learn basic concept on computer ● Attainment of knowledge on numeric and binary number system in computer technology ● Microsoft excels, PowerPoint, Word etc of computer applications will be more helpful for representation of different

			<p>geographical concept.</p> <p>Or</p> <ul style="list-style-type: none"> • Have knowledge of the principles of remote sensing, sensor resolutions and image referencing schemes. • Interpret satellite imagery and understand the preparation of false color composites from them. • Training in the use Geographic Information System (GIS) software for contemporary mapping skills.
Geo/G/CC/T/04	Environmental Geography	4	<ul style="list-style-type: none"> • Understand the components of environment. • Evaluate the functions of ecosystem. • Know causes and effects of pollution. • Understand how to induced changes in environment. Understand
Geo/G/CC/P/04	Field Work	2	<ul style="list-style-type: none"> • Knowledge of questionnaire formation • Concept of different mapping
Geo/G/SEC/P/02/A Or Geo/G/SEC/P/02/B	Advance Spatial Statistical Techniques OR Field Work	2	<ul style="list-style-type: none"> • Understand the concept of different advance spatial statistical techniques to analyze geographical data. • Develop skills on application of different techniques for analyzing geographical data for better evaluation and decision making. • Computer based statistical software will be more helpful for computing, analyzing data and its interpretation also. • Students will be able to make out about different aspect of statistical techniques which will be more helpful for socio economic data analysis <p>OR</p> <ul style="list-style-type: none"> • Handle logistics and other

			<p>emergencies on field.</p> <ul style="list-style-type: none"> ● Develop skills in photography, mapping and video recording.
<p>Geo/G/DSE/T/01/A Or Geo/G/DSE/T/01/B</p>	<p>Geography of India Or Economic Geography</p>	6	<ul style="list-style-type: none"> ● Understand the location and physical features of India. ● Understand the diversity of population and distribution. ● Evaluate the economy and agricultural development in India. ● Learning the industrial development and industrial technology. <p>OR</p> <ul style="list-style-type: none"> ● Understand the concept of economic activity, factors affecting location of economic activity. Gain knowledge about different types of Economic activities ● Assess the significance of Economic Geography, the concept of economic man and theories of choice. ● Analyze the factors of location of agriculture and industries. ● Understand the evolution of varied types of economic activities.
Geo/G/GE/T/01	Disaster Management	6	<ul style="list-style-type: none"> ● Understand the nature of hazards and disasters. ● Assess risk, perception and vulnerability with respect to hazards. ● Prepare hazard zonation maps. ● Assessing the nature, impact and management of major natural and man-made hazards affecting the Indian subcontinent.
<p>Geo/G/SEC/P/03/A Or Geo/G/SEC/P/03/B</p>	<p>Field Technique and Survey Based Project Work Or Collection Mapping and Interpretation of Climatic Data</p>	2	<ul style="list-style-type: none"> ● Understanding of surveying ● Gain Skills to Analyse data <p>Or</p> <ul style="list-style-type: none"> ● Analyse the climatic data ● Climatic chart preparation
Geo/G/DSE/T/02/A	Disaster Management	6	<ul style="list-style-type: none"> ● Understand the nature of

Or Geo/G/DSE/T/02/B	Or Geography Tourism of		<p>hazards and disasters.</p> <ul style="list-style-type: none"> ● Assess risk, perception and vulnerability with respect to hazards. ● Prepare hazard zonation maps. ● Assessing the nature, impact and management of major natural and man-made hazards affecting the Indian subcontinent. <p>Or</p> <ul style="list-style-type: none"> ● Knowledge about tourism ● Gain the knowledge to Assess the tourism prospect of certain places ● Knowledge of tourism circuits of India
Geo/G/GE/T/02	Sustainable Development	6	<ul style="list-style-type: none"> ● Understand the Concept of sustainability. ● Know about Environmental sustainability measures.
Geo/G/SEC/P/04/A Or Geo/G/SEC/P/04/B	Collection, Mapping and Interpretation of Pedological Data Or Rocks and Minerals and Their Magascopic Identification	2	<ul style="list-style-type: none"> ● Understanding of Pedological data. ● Knowledge of soil mapping <p>Or</p> <ul style="list-style-type: none"> ● Identification of rock ● Understanding rock forming process.

DEPARTMENT OF HISTORY

Programme Outcomes of B.A.:

- After gra
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- duation with B.Ed. course, student can chose teaching career.
- Graduates can select Museum curator, Historians, Tourism, History Expert etc. As their career options.
- Eligible to appear for any competitive exams conducted by UPSC, WBCS, IndianRailway Board, etc., for entering into the government services.

Programme Specific Outcomes:

There are some specific outcomes of the course:

After successfully completion of B.A. Three Years/Four Years Degree Course (Honours) in History a students expected to achieve the following outcomes:

- 1) Critical approach of the studying of History as discipline by acquiring ability to distinguish between fact and fiction with the understanding that there is no more Historical truth.
- 2) Understanding the theories and history of historical writing.
- 3) Developing perspectives on historical enquiry to understand different values and beliefs that shaped and affected the lives of the multiple cultures in the past.
- 4) Recognition of continuity and change, sequence of historical events across every civilization and any given period of time.
- 5) Understanding the concept of cause and effect to identify chains of events and developments both in short term and long term. This concept aims to identify, examine and analyse the reasons why events have occurred and the resulting consequences or outcomes.
- 6) Developing a range of historical skills, essential for the process of historical enquiry.
- 7) Understanding the origin and purpose or usefulness of primary and secondary sources and production of well researched worked using both sources.

COURSE OUTCOMES:

S. No.	Semester	Course	Credits	Course Outcomes
1	I	<p>Paper -1History of Early India from remote past to the Vedic Polity</p> <p>Paper-2 Social Formation & Cultural Pattern of the Ancient & Early Medieval World</p>	5	<ul style="list-style-type: none"> ➤ It provides a base for understanding the Indian history. ➤ Helps the student to understand the history of early India from the prehistoric times to the age of the Mauryas. ➤ Emphasizes on the factors and forces behind the rise, growth and spread of civilization and culture of India along with the dynastic history. ➤ To help the students to understand the contribution of Early Indians to polity, philosophy, literature, art, religion and science and technology.
2	II	<p>Paper-3 Ancient India from the Mauriya to Late Gupta Period</p> <p>Paper -4 History of Early Medieval India</p>	5	<ul style="list-style-type: none"> ➤ Students will come to know consequences of the foreign invasions, particularly on the polity, society, economy and art and architecture. ➤ Students can acquire the knowledge on Arab Conquest, foundation of Delhi Sultanate and Growth of Education and Literature – and the decline of Delhi Sultanate.
3	III	<p>Paper-5 History of India (1250 - 1526CE)</p> <p>Paper-6 Rise of the Modern West</p> <p>Paper-7 Europe in Transition ***</p>	5	<p>It provides the knowledge to understand the following</p> <ul style="list-style-type: none"> ➤ Establishment of Mughal Dynasty ➤ Rise of Regional Powers - Marathas, Sikhs. ➤ Rise of Princeley States – Hyderabad – Avad - Junagarh – Mysore – Kashmir. ➤ Advent of European Powers ➤ Decline of Rural Cottage Industries and Urban Handicrafts ➤
4	IV	<p>Paper-8. History of Mughal India</p> <p>Paper-9 History of Late Medieval India (1526-1707 CE)</p>	5	<p>It provides the knowledge to understand the following</p> <ul style="list-style-type: none"> ➤ Queen’s Proclamation ➤ Socio-Religions Reform Movements ➤ Factors for the Rise of Nationalism ➤ Revolutionary Movement ➤ Emergence of Communal Politics ➤ Jawaharlal Nehru and His Policies

		Paper-10 Rise of Modern Europe		
5	V	<p>Paper-11 History of the Modern India from Beginig of the Colonial Rule to the Great Revolt</p> <p>Paper – 12 History of Modern India from Renaissance to Independence</p> <p>Paper- DSE-1 History of China from Tradition to Revolution</p> <p>Paper-DSE 2 History of Japan from Meiji Restoration to the Second World War</p>	5	<p>It provides the knowledge to understand the following</p> <ul style="list-style-type: none"> ➤ Decline of Medieval Socio-Political, Religious, Economic conditions ➤ Rise of Capitalism
6	VI	<p>Paper-13 Modern Europe from Nationalism to Socialism</p> <p>Paper-14 Trend in World Politics from the First to the Second World War</p> <p>Paper-DSE-3 History of Bangladesh</p> <p>Paper-DSE 4 History of Women</p>		

Department of Arabic

Programme Outcome:

Today the Arabic language is the 5th most spoken language in the world. Arabic is one of the official language among the six official languages of the United Nations Organisation (U.N.O.). It is spoken by well over 400 million people spread across more than 27 countries of the world.

The scope of learning the Arabic language programme put the students in a better light of interacting and blending positively into the Arabic culture, relating easily with millions of Arabs across the globe.

Students' abilities to understand and speak Arabic open doors to countless opportunities for students. Presently there is a lot of demand for Arabic language speakers. For instance many multinational companies are on the lookout for Arabic speakers in the KPO, BPO, Aviation, Tourism, sectors all over India and abroad. The reason is that most of the companies are involved in colossal business dealing with the Gulf region.

After learning Arabic Bachelor degree programme, Students can work as a professional faculty, Teacher, Professor, Researcher, Tutor, Trainer, Translator, Interpreter, Proof Readers, Content writer either on Government or at any non government organizations. Arabic was introduced in Indian Civil Service Examination in 1963 for the first time. And it became an optional subject to be taken at the preliminary stage of the test from there onwards.

Learning the Arabic language programme helps the students in their academic pursuits. By studying Arabic, students gain complete knowledge of reading formal classical as well as modern Arabic, which will undoubtedly assist students in their academic research and career. They can produce well written researched written works using appropriate evidence based arguments, logical structure, correct grammar and proper references. Our explicit objective is to promote higher education and learning in the field and with successive batches of students regularly attending the classes and completing the course, this target has been satisfactorily achieved by the department. Our students attend different universities and earn Master degrees in Arabic. Arabic is being taught in more than 50 universities like

JNU, University of Delhi, AMU, BHU, Jamia Millia Islamia, Calcutta University, Mumbai University, Madras University, Bangalore University, Osmania University, Allahabad University, Aliah University etc.

The Department is committed to the vision and mission of the college and takes care to teach students Arabic language and literature through Bachelor Degree Programme in Arabic language and literature at Lalgola College, Murshidabad, under University of Kalyani, West Bengal.

Course Outcome:

Corse Code	Course Name	Course Outcome
CC1	History of Arabic Literature Pre Islamic to Umayyad Period, Gram. & Trans.	Students gain knowledge about Arabic Literature in the period of ignorance and Pre Islamic & Umayyad period and as well as gaining knowledge in Grammar & Translation.
CC2	Arabic Prose Islamic and Medieval period.	Students gain knowledge about History of Arabic prose Literature in Islamic and Medieval period.
GE1	History of Arabic Literature Pre Islamic to Umayyad Period, Gram. & Trans.	Students gain knowledge about Arabic Literature in the period of ignorance and Pre Islamic & Umayyad as well as gaining knowledge in Grammar & Translation.
AECC1	Environmental Studies	Enhances the basic knowledge of Environmental Studies
CC3	History of Arabic Literature (Abbasid Period & Indian Arabic Litterateur), Gram.& Trans.	Students gain knowledge about History of Arabic Literature in Abbasid Period & in Indian Literature and as well as gaining knowledge in Grammar & Translation.
CC4	Arabic Prose, Islamic and Medieval period.	Students gain knowledge about History of Arabic prose Literature in Islamic and Medieval period.
GE2	History of Arabic Literature, Abbasid Period and Grammar & Translation.	Students from other disciplines obtain basic knowledge of History of Arabic Literature of Abbasid Period and as well as gaining knowledge in Grammar & Translation.
AECC2	MIL	Enhances the basic knowledge of Urdu,/Bengali/English and Communicative English.
CC5	Poetry	Students gain knowledge about History of Arabic poetry in Islamic and Ummayyad period.
CC6	History of Arabic Literature (Spain) and Grammar & Translation.	Students gain knowledge about History of Arabic Literature in Spain and as well as gaining knowledge in Grammar & Translation
CC7	History of Arabic Literature (Egypt)	Students gain knowledge about History of Arabic Literature in Egypt.
SEC1	Translation, Composition and Letter Writing.	This Course enhances the skills of language of Arabic.
GE3	Prose Islamic, Medieval and Modern Period	Students from other disciplines obtain basic knowledge of Arabic Prose in Islamic, Medieval and Modern Period.
CC8	Poetry Abbasid and Fatimid Period.	Students gain knowledge about History of Arabic poetry in Abbasid and Fatimid Period.
CC9	History of Arabic Literature (North and South America) and Grammar & Translation.	Students gain knowledge about History of Arabic Literature in North and South America and as well as gaining knowledge in Grammar & Translation.
CC10	Development of Modern Arabic Novel, Short Story, Drama, formation of Literary Groups	Students obtain clear idea and gain knowledge about Development of Modern Arabic Novel, Short Story, Drama, and formation of different Literary Groups both in Arabs and outside Arab countries specially North and South America.

SEC 2	Grammar, Translation & Essay Writing,	This course makes students employable in different Government and private sectors.
GE4	Poetry Islamic and Modern Period.	Students from other disciplines obtain knowledge of Arabic Poetry in Islamic and Modern Period.
CC11	Prose Modern Period	Students become well versed in Modern Period Prose
CC12	Poetry Modern Period	Students become well versed in Modern Period Poetry
DSE1	Rhetoric and Prosody	Knowledge of Rhetoric and Prosody will help students to know poetry better. Students gain complete knowledge about History of Islam.
DSE 2	History of Islam and Philology	Students gain complete knowledge about History of Islam and Philology.
CC13	Prose Modern Period	Students become well versed in Modern Period Prose.
CC14	Poetry Modern Period	Students become well versed in Modern Period Poetry
DSE3	History of Modern Arab World and Terminology & Vocabulary	Students gain complete knowledge about political and cultural history of modern Arab world and as well as Terminology & Vocabulary.
DSE 4	History of Modern Arab World and Terminology & Vocabulary	Students gain complete knowledge about political and cultural history of modern Arab world and as well as Terminology & Vocabulary.

2.6.2: Attainment of POs and COs are evaluated:-

The institution through its academic sub-committee and IQAC monitors the progress and performance of the students in the form of programme outcomes and course outcomes. The principal is well-informed of it and takes necessary measures through such sub-committee & IQAC in order to motivate the students for qualifying NET/SET exams. MA admission and for getting different course related jobs.

- A large no. of students (Specially in Education) of different subjects get first class (in higher grade) in University final exams.
- A large no. of students of different subjects get admission in MA or B.ED course every year.
- Few students can get different professional courses and training every year.
- Some students regularly get course related jobs
- Few ex-students every year get qualification in NET/SET (Specially in Education) and admitted in Ph.D course.
- Alumni association of social groups are formed comprising of qualified ex-students. Ex – students and teachers interact with each other through online and offline meetings and exchange valuable ideas.
- University results and performance of students in different course (MA), NET/SET exam and jobs are receiving and analysed in the meeting of academic ,IQAC committees and necessary remedial reassures are taken for the interest of our student.

2.6.2: Direct ways to evaluate course outcome:

In addition, Lalgola College to the regulating of the University of Kalyani apart from the semester end examination , Lalgola College conduct an internal examination consisting of attendance (5 marks) and internal assessment (10 marks).

In addition, Lalgola College also conducts continue internal evaluation things class lets and project based assignments which helps to gauge the course outcomes and provides the opportunities to students for improvement.

After identifying the academically weaker section students, department meetings are held to determine appropriate measure like arranging remedial classes for them.

The students who receives the highest marks in the university examinations are awarded so that it boosts their morale and motivates other to perform well.