

THAKUR PANCHANAN MAHILA MAHAVIDYALAYA

COOCH BEHAR

OFFICE OF THE PRINCIPAL

[A Govt. Aided Degree College permanently affiliated to the Cooch Behar Panchanan Barma University and enlisted under Sec. 2(F) and 12(B) of the UGC Act]



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2.6.1 Programme Outcomes (POs) and Course Outcomes (COs) for All Programmes Offered by the Institution are Stated and Displayed on Website

Documents: POs and COs of all UG Courses

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PROGRAMME OUTCOMES AND COURSE OUTCOMES

DEPARTMENT OF BENGALI

For UG CBCS syllabus of Bengali in Cooch Behar Panchanan Barma University click link below:
[https://cbpbu.ac.in/userfiles/file/CBCS/REVISED%20SYLLABUS%20\(CBCS\)_Bengali.pdf](https://cbpbu.ac.in/userfiles/file/CBCS/REVISED%20SYLLABUS%20(CBCS)_Bengali.pdf)

PROGRAMME OUTCOMES

Sl no.	Programme Outcomes
1	Literary Sense
2	Language Skills
3	Historical Understanding
4	Understanding of Society and Culture
5	Analytical and Theoretical Understanding
6	Research Orientation
7	Philosophical Understanding
8	Art and Creativity
9	Ethics and Human Values
10	Interdisciplinary Prospect

COURSE OUTCOMES

Learning Outcome-based Framework for Undergraduate Studies (B.A. Honours) in Bengali Language and Literature

Introduction:

The purpose of the learning outcomes-based curricular framework for a B.A. degree in Bengali Language and Literature is to offer a wide framework within which different related programmes that address student requirements and the subject's dynamic character could be constructed. With a broad framework of agreed-upon expected graduate attributes, qualification descriptors, programme learning outcomes, and course-level learning outcomes, the framework is expected to support the maintenance of the standard of Bengali degrees/programs across the nation and periodic programme review. The framework, however, does not aim to standardise the teaching-learning process or methods for evaluating student learning or the syllabi for a Bengali B.A. programme of study. Instead, the framework is meant to support creativity and flexibility in the syllabi and design of programmes along with assessment of students' learning levels.

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Nature and Extent of the B.A. in Bengali degree Programme:

B.A. in Bengali Language and Literature is a vibrant course that opens up many doors for further researches and career opportunities. On the language part, it not only involves a systematic study of development of Bengali language

throughout the ages along with a careful focus on the different 'dialects' and local variations, it also involves discussions on different linguistic and stylistics discussions that touches relevant disciplines like linguistics. On the literature part, it ranges from the Middle Ages to the most contemporary times, discussing the development of Bengali literature in various sociocultural, political and religious contexts. It also involves comparative studies with other literatures such as English, Hindi and

Sanskrit. Students also continue postgraduate degrees on relevant disciplines such as Comparative Literature and Culture Studies.

Aims of the Bachelors' Degree programme in Bengali Language and Literature

1. To give students learning opportunities that foster a passion for learning and getting involved into the world of literature with a focus on Bengali, along with broadening and balance their knowledge and understanding of important literary principles, concepts of analysing and understanding literature as a social response to historical situations, along with providing them knowledge of tools, frameworks and theories that would help them understand the literary phenomenon critically.
2. The broader aim of any humanities discipline is to make the students ware of the human condition, which will kindle compassion, introspective intelligence and critical observation power in them, which is needed more than ever at this world of machine and systems. B.A. in Bengali wholly fulfils this commitment.
3. To provide students the knowledge and foundation they need to pursue further studies in multidisciplinary fields of humanities and social sciences. The course also aids in the development of a variety of generic skills that are important for wage employment, self-employment, and entrepreneurship.

Characteristic attributes of a B.A. Honours student in Bengali:

Some of the characteristic attributes of a B.A. Honours in Bengali may include the following:

1. In pursuit of the foundational taught degree in Bengali language and literature, the students acquire fundamental knowledge of the literature discipline along with a specific knowledge of selected papers(s) to proceed with their further postgraduate interests. They learn about different technological tools that could be used in their further academic endeavours.

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2. Students demonstrate skills in writing analytical essays and are equipped with tools to conduct critical investigations into the matters of Language, literature and society.
3. Students are able to use critical thinking and effective problem-solving techniques in different areas of the discipline such as History of Literature; Critical Analysis of Literary texts; Linguistics and studies in grammatical development of the language; contemporary critical theories and theoretical frameworks.
1. Students possess the ability to organise, carry out, and report the results of an experiment or investigation. They demonstrate capacity to ask pertinent/appropriate questions on difficulties and challenges in the study of Literature and Language.
2. Students are capable of locating, retrieving, and evaluating subject-related material utilising contemporary library search techniques, online resources and digital repositories other technologies.
3. Students refrain from using unethical actions, such as fabricating, falsifying, or misrepresenting facts, or plagiarising, and appreciating environmental and sustainability issues.
4. Students possess ability to learn independently and at their own pace with the goal of boosting knowledge acquisition, skill development, and re-skilling.

Qualification Descriptors for a Undergraduate (B.A. Honours) Degree Programme in Bengali

The qualification descriptors for a B.A. Honours Degree programme in Bengali may include the following:

1. (i) A fundamental/systematic or coherent understanding of the academic field of Bengali language and literature, its various learning areas and applications, and its connections with related disciplinary areas/subjects; (ii) Procedural knowledge that creates various types of professionals related to the area of study, including research and development, teaching, and government and public service; and (iii) Skills in areas related to specialisation area and sub fields associated to Bengali Language, Literature and Culture.
2. Utilise the knowledge, understanding, and skills necessary to recognise subject-related problems and issues, collect pertinent materials, resources and data from a variety of sources, and apply, analyse, and evaluate that data using methodologies that are appropriate to the discipline in order to create solutions and arguments that are supported by evidence as well as rational arguments.
3. Use the key ideas, constructs, and methods of the subject(s) to accurately communicate the findings of studies conducted in a variety of situations.
4. Employ one's specialised knowledge and transferrable abilities to novel or unfamiliar situations in order to recognise problems, examine them, and come up with well-defined solutions.
5. Showcase knowledge of the subject and transferable abilities that are pertinent to careers in academic as well as media and administrative job and higher education prospects related to Bengali language and literature.

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Programme learning outcomes relating to B.A. Honours Degree programme in Bengali Language and Literature:

Certain expected learning outcomes (subject-specific skills, generic/global skills and attributes) that a Honours student of B.A. in Bengali should be able to demonstrate for the award of the qualification may include the following:

1. The students will be able to demonstrate a coherent understanding of the academic and creative field of Bengali Language and Literature, its various learning areas and applications, and its connections with related disciplinary areas/subjects (such as other literary studies, linguistics, philosophy, political and cultural studies, critical social thought and so on). They will possess procedural knowledge that creates various types of professionals related to the disciplinary/subject area of Bengali, including professionals engaged in research and development, teaching, and government/public service; and (iii) skills in areas related to one's specialisation.
2. They will possess the capacity to apply the knowledge of Bengali to a variety of language, literature and culture related problems by articulating and addressing them, as well as by recognising and using the proper concepts and procedures.
3. The students showcase pertinent generic skills and global competences, such as (i) problem-solving abilities needed to address various literature-related problems with clear solutions and handle open-ended challenges that may cross disciplinary boundaries; (ii) investigative skills, including the capacity to independently research Bengali language, literature and culture-related problems and issues; (iii) communication skills, including the capacity to pay close attention, read texts and research papers critically, and succinctly convey complex information to various groups/audiences; (iv) ability to build logical arguments using appropriate literature-related technical language, analytical skills that need close attention to detail; ICT proficiency (v); personal competency (vi), such as the capacity to work both independently and collaboratively.
4. The students will have a deep understanding of the methods and frameworks that literary studies as well as linguistics use to further disciplinary peripheries.
5. The students will have a foundational understanding of the history of Bengali language and literature, also in reference to that of English and other languages, which will help them contextualise the materials they encounter in their further studies.
6. Although the B.A. Honours course has been designed for students intending to pursue higher postgraduate degrees such as M.A., it eventually prepares students for academic jobs such as teaching in schools along with different administrative and corporate jobs.
7. The students show professionalism by acting in ways such as: (i) remaining impartial, truthful, and objective in all aspects of work; (ii) being able to spot ethical dilemmas in work-related situations; (iii) having an understanding of issues relating to intellectual property, the environment, and sustainability; and (iv) promoting a safe learning and working environment.

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Course Learning Outcomes relating to B.A. Honours Degree Programme in Bengali Language and Literature:

Some examples of course-level learning outcomes relating to courses within B.A. Honours degree programme in chemistry are indicated in the following sections. The students of the Bengali Honours discipline are required to study fourteen compulsory core paper spread across six semesters of their study. The papers are as listed below.

BENGALI (HONOURS) CORE COURSES

SEMESTER - 1

Core Paper C1: History of Bengali Literature (Ancient and Medieval period)

This course introduces to the students about the premodern Bengali literature and society. It helps students to understand the background of the development of Bengali language and literature through general introduction of Caryāpad and Śṛkṛṣṇakīrtan.

Core Paper C2: Bengali Literature of Medieval period

In this course, students will engage in thorough reading of some of the selected texts belonging to middle Bengali language. Students will learn to interpret and analyse some ancient texts like the Ramayana, the Mahabharata both in Bengali translation, selected devotional songs relating to Vishnu and Goddess Kali etc., which have deep rooted religious connections.

SEMESTER – 2

Core Paper C3: History of Sanskrit and English Literature, Languages of North Bengal

Through the study of Sanskrit and English literature students get acquainted with the vast treasure of both enriched literatures. This course also encourages students to develop their interest in literary translation and comparative analysis of literature. Besides, through the study of the languages of North Bengal such as Boro, Rava, Toto etc. students can not only understand the various languages of prescribed area but also get familiarized the indigenous culture of North Bengal.

Core Paper C4: History of Bengali Language

This course provides the students with working knowledge on the origin and development of Bengali language, segmental sounds, language and dialect, spelling rule and problems of orthography and technical terminology. In this course students will understand all the features of Bengali sound, syntactic structure of Bengali sentence, dialect geography and method of field investigation which is fundamental part of core linguistics. By achieving intense knowledge of this paper students can switch linguistics discipline in next higher study.

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SEMESTER-3

Core Paper C5: Maṅgal'kābya (Poem in praise of a deity), Hagiography and Royal Court Literature of Ārākān
This course focuses on genre-based medieval texts of Bengali literature. Students will learn to understand different literary genres that defined the middle Bengali literature. They can understand a synthesis of the Aryan and non-Aryan culture through Maṅgal'kābya, divine life of Śrī Caitanya through Hagiography and a romantic poetical works through Ārākān court literature. Students with research interest on Middle Bengali literature and religion find this course tremendously helpful.

Core Paper C6: Ancient Indian Poetics, Prosody and Rhetoric

The study of Sanskrit Poetics embraces all poetic arts and includes concepts like Alaṅkāra, Dhvani, Rasa, Rīti and so on. All these concepts develop the +6capacity for creative writing and literary appreciation. The course is also introducing the essential concepts of Stylistics of Poetry for the students. Practically prosody and rhetoric, both are the technical part of poetry. But the technical part of poetry converts into spontaneous part in the glorious creation of genius poet. Student can thoroughly understand these by using the theory of prosody and rhetoric. Besides, they can develop their poetical talent.

Core Paper C7: Prose and Poetry of Nineteenth Century

This paper offers an overview about the origin and history of Bengali prose literature of 19th century A.D. with the concept of contemporary socio-political-cultural issues of colonial Bengal. It also enlightens the students with the historical tenets of Bengal Renaissance through the 'Bīraṅganā', a magnum opus of poet Madhusudan Datta.

SEMESTER - 4

Core Paper C8: Folklore

The paper offers the cumulative overview of Indian folk tradition. Students can understand their own roots through some selected folktale, folksong and folk rhyme. Folklore studies can also be taken as a way to raise one's awareness of culture that one is coming from.

Core Paper C9: Theory of Drama and Bengali Drama

Through this paper students learn some selected Bengali plays like 'Ekei ki bole savyata?', 'Chera Tar', 'Sajano Bagan' and some relevant part of dramaturgy such as tragedy, comedy, melodrama, one-act play etc. It also offers students an overview about the history of Bengali drama as well as dramaturgy. The purpose of the paper is to develop the capacity of creative writing and creative thinking amongst the students for effectiveness at work and in life.

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Core Paper C10: Literature of Rabindranath Tagore

All interested students in Bengali literature must be aware of the thoughts and creations of literary genius and thinker Rabindranath Tagore. This course is dedicated to his poems, novels, short stories, dramas and essays. Students learn to read Tagore's writing both as finest literary texts written in any modern language, and as a literature that has vividly captures the culture, society, politics and lifeworld of colonial India.

SEMESTER – 5

Core Paper C11: Modern Bengali Poetry

This paper includes the forms of literature, theoretical aspects of poetry and some selected poems of modern Bengali literature. All these topics make student understand the different forms of poetry like lyrics, epics, sonnets etc. and the theoretical aspects such as romanticism, realism, expressionism etc. Besides, through the critical analysis of the modern Bengali poetry like 'Uṭpākhi' of Sudhindranath Datta, 'Padātik' of Subhash Mukhopadhyay etc. students can achieve a deep insight to think and write by their own.

Core Paper C12: Modern Bengali Novel

This paper is formed to provide learners the basic knowledge of Bengali novel which includes the classification like autobiographical novel, regional novel, stream of consciousness novel etc. It also includes some masterpiece of modern Bengali novel such as 'Padmānadīr Mājhi' of Manik Bandyopadhyay, 'Jāgarī' of Satinath Bhaduri. By enhancing the thought process of learners this paper also stimulates students into an understanding of the social, historical and literary trends of the twentieth century.

SEMESTER – 6

Core Paper C13: Modern Bengali Short Story

The purpose of the paper is to help the learner to understand the theoretical and historical aspects of Bengali short stories and provide the knowledge of the tradition of the great modern Bengali short stories through the immense study of some significant texts.

Core Paper C14: Essay and Literary Criticism

This paper offers an overview of the basic knowledge and classification of Bengali prose literature through texts composed by Bankimchandra Chattopadhyay, Mahitlal Majumder, Buddhadev Bose and Gopal Halder. It also designed to expose students to the basic principles of criticism of literature and its theoretical frameworks which has become a kind of literary genre itself.

BENGALI (HONOURS) DISCIPLINE SPECIFIC ELECTIVE

Discipline Specific Elective papers helps the students of Bengali Honours to further streamline their research skills by electing four optional papers in the fifth and sixth semester of the Bengali Honours course. According to interest all the students can concentrate such as in-depth analysis of Bengali novel, short story, essay, poetry, drama, fiction, child literature and travel literature.

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SEMESTER – 5

DSE-1: Origin and Development of the Bengali Novel or Origin and Development of the Bengali Short Story

DSE-2: Bengali Essay or Bengali Poetry of Twentieth Century

SEMESTER – 6

DSE-3: Bengali Drama of Twentieth Century or Bengali Science Fiction and detective novel

DSE-4: Bengali Child and Juvenile literature or Bengali Travel Literature

GENERIC ELECTIVE FOR OTHER HONOURS (GE)

SEMESTER – 1

Generic-1 (GE-1): History of Bengali Literature and Bengali Language

This course includes the basics of the modern Bengali literature. It provides a fundamental understanding of the shifting sociocultural scenario of colonial Bengal at the wake of modernism, which continues to independence and the development of post-independence contemporary Bengali literature. Besides, the linguistics part provides the students a working knowledge on the origin and development of Bengali language.

SEMESTER – 2

Generic-2 (GE-2): Prosody and Rhetoric

The course is an introduction to the essential concepts of Stylistics of Poetry for the students. Practically prosody and rhetoric, both are the technical part of poetry. But the technical part of poetry converts into spontaneous part in the glorious creation of genius poet. Student can thoroughly understand these subjects by using the theory of prosody and rhetoric. Besides, they can develop their poetical talent.

SEMESTER -3

Generic-3 (GE-3): Padābali (A Collection of Devotional Song of Medieval Period) and Modern Sonnet

The paper aims to help students to understand the theological tradition of Bengali poetry through 'Padābali' and western influence to Bengali literature through modern sonnet.

SEMESTER- 4

Generic-4 (GE-4): Poetry of Rabindranath Tagore and Modern Bengali Poetry

This paper involves close reading of select pieces of modern Bengali poetry. The students will understand the development of Bengali poetry in nineteenth century and the influence of modernism on Bengali poets.

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SKILL ENHANCEMENT COURSE (SEC)

SEMESTER – 3

SEC-1: Applied Bengali: Purpose, Method, Elements and Language of an Advertisement

SEMESTER – 4

SEC-2: Creative Writing: Interrelation between Film and Literature

The goal is to identify and discuss the techniques, meaning and message, and at large it should enable students to understand the communicative process of the literature and film. Film and literature are two distinct but nearest extraordinary works of art. Scripts and dialogues are most important part of filmmaking which is closely related to literature. In this course students are initially provided that how literary work transformed into script and what is the basic difference between script and literature. The objective is to make the students enhance their skill set for greater employability.

ABILITY ENHANCEMENT COMPULSORY COURSE (AECC)

SEMESTER – 2

AECC-2: Bengali Language, Pronunciation, Spelling Rules, Appreciate the flavor of Literature

This is an optional paper for all Honours students. The major objective of the paper is to enhance the communication skills which should be integral to personal, social and professional interaction. Besides, it will help the students to write idiomatic Bengali by practicing of grammar and to realize the eternal melody of literat

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DEPARTMENT OF ECONOMICS

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<https://cbpbu.ac.in/userfiles/file/CBCS/REVISED%20NEW%20%20CBCS%20SYLLABUS%20-ECONOMICS.pdf>

Sl No.	Programme Outcomes
1	Fundamental Concepts
2	Critical thinking skills
3	Analytical reasoning
4	Problem solving skills
5	Scientific reasoning
6	Application skills
7	Decision making skills
8	Employability options
9	Interdisciplinary learning
10	Moral and Ethical awareness
11	Learning Government policy and interventions
12	Market behaviour analysis
13	Research related skills
14	Communication skills

Generic Elective Courses in Economics for other Hons. Departments

GE III: Indian Economy-I

Course Objective

This course examines sector-specific policies and their impact in shaping trends in key economic indicators in India. It highlights major policy debates and evaluates the Indian empirical evidence.

Course Learning Outcomes

On successful completion of this course students would be able to

- develop ideas of the basic characteristics of Indian economy and its potential.
- understand agriculture as the foundation of economic growth and development; analyse the progress and changing nature of agricultural sector and its contribution to the economy as a whole.
- acquire knowledge about land reforms in India.

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GE IV: Indian Economy-II

Course Objective

This course will nurture students understanding Indian demographic composition, monetary systems and public finance. Students will be educated on the role of private sector, public sector, and external sector for India's growth and stability.

Course Learning Outcomes

On successful completion of this course students would be able to

- understand key issues related to the Indian economy.
- broaden their horizons and enable them to analyse current economic policy effectively.

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DEPARTMENT OF EDUCATION

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<https://www.cbpbu.ac.in/userfiles/file/CBCS/UG%20Prog.%20Education.pdf>

PROGRAMME OUTCOMES

Sl No.	Programme outcomes
1	Professional competency
2	Research and Higher education
3	Diverse leadership
4	Placement preparation
5	Creative learning environment
6	Value added and ethical skills

COURSE OUTCOMES

SEMESTER-I

The CBCS Education syllabus of the first semester provides two core courses/major papers. The first core paper (CE-1) is concerned with some Indian & Western School of Philosophy like Sankhya, Yoga, Jainism, Buddhism, Idealism, Naturalism, Pragmatism and realism. Also, Course Objectives: On completion of the course the students will be able to state and analyse the Meaning, Nature and Scope of Education, Know the aims of education and the report of International Commission on Education (1996), establish the relationship between Education and Philosophy, understand the various Factors of Education, comprehend Indian schools of philosophy and be aware of Western schools of Philosophy and be aware of the importance of freedom and discipline in education and realize the National values as enshrined in the Indian Constitution.

And the second core paper (CE-2) is concerned with the Psychological Foundation of Education-I. The study of these core course deals with understanding the concept, nature and scope of Educational Psychology, recognize the concept of growth and development of child, the characteristics of different stages of development in human life, the concept of cognitive structure and functions. Such study will help students to comprehend the application of Piaget's theory of cognitive development. The will be able to develop understanding the concept of constructivism in psychology and realize the psycho-physiological basis of human life and mechanism of sensation and perception.

The study of this two-core course altogether makes students aware about the philosophical concepts and psychological concepts.

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SEMESTER-II

The CBCS Education syllabus of the Second semester provides two core courses/major papers. The first core paper (CE-3) of this semester is concerned with Sociological Foundation of Education. Through this paper the students of this department make themselves aware about the meaning, nature and scope of Educational Sociology, understand the relationship between Education and Sociology, acquire knowledge and understand the concept and role of Social Groups, be familiar with the Meaning, Process and Factors of Socialization and the role of the family and school in Socialization. The study of these core course will help students comprehend the role of different social agencies in Education, understand the concept, types and agencies of social control, realize the meaning of social stratification and social mobility in Indian society, be acquainted with and understand the definition, characteristics, factors, constraints of Social Change and understand the interdependency between education and culture. The course will also help students to identify various social issues in Indian Scenario.

The second core paper (CE-4) of this semester is concerned with the Psychological Foundation of Education-II. In this paper students will study about some Learning theory of Pavlov, Skinner, Thorndike and Gestalt. This paper provides a wide overview on Personality, Memory and Forgetting. Such study helps the students to have an understanding about the process of learning and transfer of learning, appreciate the individual differences like intelligence, creativity etc. In learning, understand different aspects of personality and how to assess an individual's personality and grasp the process of memorization and causes of forgetting.

SEMESTER-III

The CBCS Education syllabus of the third semester provides three core papers and one skill Enhancement (SEC) paper. The **first core paper (CE-5)** of the third semester is concerned with the Development of Education in Ancient and Medieval India. This paper provides a wide overview on Educational Development of Ancient and Medieval India learning of which will help the students to have an understanding about the development of education in India historical perspective, development of education in India during Ancient period and the development of education in India during medieval period.

The **Second paper core (CE-6)** of this semester is concerned with the Development of Education in British India. The study of this paper will enable students to be aware of the development of Education in British period, understand the missionary educational activities in India during early 19th century, be acquainted with the Charter Act (1813) and its significance, understand the contributions of Raja Rammohan Roy, Vidyasagar, Derozio in education during Bengal Renaissance. The students will learn the causes of controversy between oriental and occidental, be acquainted with the recommendation given in Adam's Report, and understand the significance of recommendation of Indian Education Commission. They will be able to comprehend the National Education Movement and Gokhale's Bill on primary education and enumerate the recommendations of Sadler Commission in 1917 and will also be able to analyse the significance of Gandhiji's Basic Education and Sargent Report.

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The **third core paper (CE-7)** of this semester is concerned with the development of Education in Post Independence India. The study makes students aware about the Preamble and various Articles on Education in Indian Constitution, be acquainted with the RTE Act-2009, the Development of Education under Five Years. The course will enable students to describe major recommendations of different Education Commissions in Post Independent India and learn the various National Policies and committees on Education in Post Independent India.

The **Skill Enhancement paper (SEC-I)** is concerned with School Based Activities & Education. The study of this paper makes students aware about some practical work knowledge of School and also makes them aware about the responsibility of school. Learners also will be able to be familiar with the preparation of learning design and apply their knowledge of designing learning material in education. They will be able to learn to record different kinds of activities conducted in school.

The CBCS Education syllabus of the third semester honours also provides one **Generic Elective paper (GE-I)** for the students of other than Education Honours. This GE paper is concerned with the Adult and Continuing Education. This paper helps to make students aware about some concepts about the basics of adult education, continuing education, life-long education, non-formal approaches in adult education, understand the history of adult education in ancient times, Middle Ages and pre-independence India and be aware of the development of adult education in post-independence India. They will also be acquainted with the current trends of adult education and UNESCO's effort in relation to this.

SEMESTER-IV

The CBCS Education syllabus of the fourth semester provides **three core papers and one skill enhancement (SEC) paper**.

The first paper (**CE-8**) deals with Educational Management and Administration. This paper contains some notions of Educational Management and Administration, Supervision and Inspection, Educational Leadership, and Educational Planning, which helps students to become aware of the Meaning and Functions of Educational Administration. They will understand the meaning and scope of Educational Management, learn the Meaning and Purpose of Supervision, recognize the various Factors affecting Managerial behaviour of teachers, be familiar with the Meaning, Need and Significance of Educational Planning and recognize the Strategies and Steps in Educational Planning. They will be acquainted with the last Five-Year Plan in Primary and Secondary Education and understand the functions of various Agencies / Bodies of Administration and as well will be able to comprehend the differences between Inspection and supervision.

The second core paper (**CE-9**) of this semester is concerned with Curriculum Studies. After a successful study of this paper students will become aware of Curriculum, the nature and functions of Curriculum. They will be able to describe the various principles of Curriculum Construction, explain various types of curriculums, understand the bases of Curriculum, the process of curriculum development and also be able to realize the Concept, Characteristics and Utility of Curriculum Evaluation and Differentiate between Formative and Summative Evaluation. They will understand the curriculum recommended by Indian Education Commission (1964-66).

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The third core paper (**CE-10**) is concerned with the – Educational Technology. The knowledge about the Educational Technology makes students able to understand the Concept, Nature, Need and Scope of Educational Technology, Problems of Educational Technology, Approaches of Educational Technology, understand the Concept, Nature, Types, and Components of Communication. They will be acquainted with the concept of Barriers of Classroom communication and strategies of overcoming barriers in communication, know the various Media used in Education, recognize the Concept of Teaching, Learning and Instruction, understand the various Phases of Teaching such as Pre-active, Inter-active & post-active, appreciate the various Levels of Teaching, identify the families of Models of Teaching and be aware of the concept and principles of Programmed Learning and Computer Assisted Learning.

The **Skill Enhancement** paper of this semester (**SEC-II**) is concerned with Community Outreach Activities & Education. It helps students to get an idea about the community and its developmental process, learn to study the community and understand the importance of the study and comprehend the meaning of community outreach activity. They will be empowered to organize community outreach activity in society.

The CBCS Education syllabus of the fourth semester also provides one **Generic Elective paper (GE-II)** for the students of other than Education Honours. This paper is concerned with Yoga Education. Through this paper students will be able to understand the Concept of Yoga and Yoga Education, comprehend the Role of Yoga in Education, describe Yoga education with special reference to Aims, Curriculum, Role of Teacher and Educational Implications, be aware of the History of Yoga and the contributions of Sagacious Yogis for the development and promotion of Yoga. They will be able to explain the various Types of Yoga, identify and understand the various techniques or methods of practicing Yoga and appreciate the Asans / Mudras and their effects to promote a sound physical and mental health.

SEMESTER-V

The CBCS Education syllabus of the fifth semester provides two core papers and two **Discipline Specific Courses (DSE)**.

Among the two core courses the first one (**CE-11**) of these semesters is about– Comparative Education. The study of this paper makes students aware about Comparative Education, its Nature, Scope and Importance and Methods. The students will be acquainted with the various Factors of Comparative Education, the Aims and Objectives of Education at various levels in India, USA and UK and comprehend the Structure and Curriculum of Education at various levels in India, USA and UK. They will also recognize the Administration System of Education in India, USA and UK., and make comparison among the countries like India, USA and UK with respect to their Educational Aims, Objectives, Structure, Curriculum, Administration system of Education.

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The second core course (**CE-12**) of this semester is concerned with notion of - Measurement and Evaluation in Education. The successful study of this paper makes students aware about the concept of Measurement and Evaluation, understand the relationship between Measurement and Evaluation, be familiar with, understand and differentiate various scales of measurement from each other and understand the different tools and techniques of evaluation used in education and recognize the various important characteristics of a good test.

The first **DSE syllabus (DSE-I)** of the fifth semester provides Inclusive Education. After completion of the course the students shall be able to be acquainted with the concept, meaning and need of Inclusive Education, explain the causes of inequality in education and role of education to remove inequality in education and understand the importance of students' prior knowledge, life experiences, and interests in achieving learning goals. They will be aware of how to create and maintain effective environments in classroom as well as in school and understand how to plan instruction and design learning experiences for learners.

The second DSE syllabus (**DSE-II**) of the fifth semester provides Educational Guidance and Counselling. The study of this paper makes students aware about such analytical approaches like the concept, meaning, nature and importance of guidance and be familiar with the meaning, purposes and functions of different types of guidance. They will be able to explain the necessities of guidance at different stages of education and learn the concept, meaning, nature and importance of counselling and explain the meaning, purposes and functions of different types of counselling. They will recognize and appreciate the characteristics of a good Counsellor and will be able to identify and understand the different Tools and Techniques of Guidance and Counselling and as well can distinguish between guidance, counselling and teaching.

SEMESTER-VI

The CBCS Education syllabus of the sixth semester provides two core papers and two Discipline Specific Courses (DSE).

Among the two core courses the first one (**CE-13**) is about the Research Methodology in Education. This paper covers a wide concept of different research. The study of this paper helps students to be familiar with the Concept, Nature, Scope and Importance of Educational Research, identify the sources of Knowledge, and recognize the Need of Research in Education, recognize the various Methods and Types of Educational Research, identify the criteria of good Research Problem, be familiar with the Concept, Characteristics and Types of hypothesis, the concept of Population, Sample and Sampling Techniques and be acquainted with the Concept, Nature and Sources of Qualitative and Quantitative Data, the Research Tools and also be able to write and evaluate the Research Proposal.

The second core course (**CE-14**) of this semester is concerned with the Statistics in Education. This text provides certain intellectual frame work which helps students to interpret value and understand use of statistic in education. After completion of the course, the students will be able to be acquainted with the Concept Scope and Need of Educational statistics, make organization, tabulation and graphical representation of Data, measure Central Tendency, Variability, calculate the Percentile and Percentile Rank, compute Coefficient of Correlation by using various methods and recognize the Concept of Normal Distribution, its Properties and Uses and calculate the Skewness and Kurtosis and Derived Scores.

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The first DSE syllabus (**DSE-III**) of the sixth semester provides Teacher Education. After completion of the course the students shall be able to understand the Meaning, Nature and Scope of Teacher Education, its Need and importance and understand the Changing Context of Teacher Education in Indian Scenario. They will be able to explain Historical Development of Teacher Education in India, understand the problems of Teacher Education in India and give some suggestions to improve the conditions of Teacher Education in India. They will also be able to explain the role of various agencies of Teacher Education, know and understand the concept of profession and professionalism and justify teaching as a noblest profession and learn the characteristics of professional teaching.

The second **DSE (DSE-IV)** syllabus provides Distance Education. The study of this DSE course will help students to state the meaning and characteristic features of distance education in India, state the significance of distance education, are acquainted with the present status of distance education, understand the concept of information and communication technologies and their application in distance education. The students will also be able to describe the media for distance education-print and electronic, understand the management of student-support services and explain the distance mode for technical and vocational education programmes for rural development and appreciate the quality assurance of distance education.

Programme course

The CBCS Program Course in Education under Cooch Behar Panchanan Barma University provides scope of learning in Discipline Specific Courses (DSC) along with Discipline Specific Electives (DSE) in different semesters. It also includes courses in Generic Electives (GE) as well as Skill Enhancement Courses (SEC). All these courses in under graduate level and the possible outcomes in this regard may be stated as below:

SEMESTER-1

The students will study **DSC-1: Philosophical and Sociological Basis of Education**. After completion of the course the students shall be able to know the meaning, nature and scope of Educational Philosophy. They will understand and explain the relationship between Education & Philosophy and comprehend the different Individualistic and Socialistic aims of education. They will know and understand the different Western schools of philosophy and their contributions in various aspects of education and be aware of the different Indian schools of philosophy and their contributions in various aspects of education and as well understand the educational philosophy of great Indian and foreign educators, the meaning, nature and scope of Educational Sociology, classify social groups with their nature. They will recognize the definition, characteristics, factors and constraints of social change and explain the role of education in social change and social mobility.

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SEMESTER-2

The students will study **DSC-2: Psychological Basis of Education** wherein the students shall be able to know and understand Learning, its characteristics and influencing factors of learning and explain the different theories of learning and their educational implications, the relationship between Attention and Interest. They will understand the different Stages and aspects of human development and recognize of how Physical, Social, Emotional and Cognitive development of a child take place during different stages of development. Understand of how learning is related with the development of a learner. They will explain the various theories of human development and their educational implications.

SEMESTER-3

The students will learn **DSC-3: Development of Education in India-I** the system of Indian education during Vedic, Buddhist and Medieval periods and explain the different educational initiatives taken in 19th Century in India and their impacts on Indian education system.

In **SEC-1(PRG)** the learners will learn Life Skill Education in which they will acquire knowledge about the concept of life skill education, understand the concept, processes and various skills of communication. They will acquire knowledge about the language usage skill, understand the process of critical thinking and problem solving and recognize the process of team formation, team work and group activities. They will be familiar with how to manage team performance and team conflicts and identify and understand the concept and different types of leadership. Develop leadership skills.

SEMESTER-4

The learners will be able to learn in **DSC-4: Development of Education in India -II** about the development of education in India during British Period and understand the educational system after independence of India. They will be acquainted with the recommendations of different Education Commissions in Post-Independence India

After completion of the course in **SEC-2 (PRG): Yoga Education** the students shall be able to learn the Concept of Yoga and Yoga Education, be aware of the Role of Yoga in Education. They will be able to describe Yoga education with special reference to Aims, Curriculum, Role of Teacher and Educational Implications. Know and understand the various techniques or methods of practicing Yoga and be acquainted with and understand the Asans / Mudras and their effects to promote a sound physical and mental health.

SEMESTER-5

The students will learn **DSC-5: Educational Measurement and Evaluation** wherein they shall be able to acquire knowledge about the concept of Measurement and Evaluation, understand the relationship between Measurement and Evaluation, identify, understand and differentiate various scales of measurement from each other. They will be able to discern and understand the different tools and techniques of evaluation used in education and value the various important characteristics of a good test.

After completion of the course in **SEC-3: Statistics in Education**, the students will be able to learn the Concept, Scope and Need of Educational statistics, make organization, tabulation and graphical representation of Data and measure the Central Tendency, Measure the Variability and as well compute Coefficient of Correlation by using various methods.

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In **GE-1: Contemporary Issues in Indian Education**

The students will be able to recognize and understand the concept and objectives of Universalization of Elementary Education, Secondary Education and Higher Education and explain the role of RTE Act, DPEP, and SSA-SSM in Universalization of Elementary Education. They will be able to comprehend the role of RMSA in Universalization of Secondary Education and explain the role of RUSA in Higher Education. Know and understand the problems of Elementary Education, Secondary Education and Higher Education.

SEMESTER: 6

DSC-6: Educational Technology, after completion of the course, the students will be able to be acquainted with the Concept, Nature, Need and Scope of Educational Technology, learn the Problems of Educational Technology. Know the Approaches of Educational Technology, understand the Concept, Nature, Types, and Components of Communication. They will be familiar with the Barriers of Classroom communication and strategies of overcoming barriers in communication and learn the various Media used in Education.

In **SEC-4: Distance Education** the learners will be able to state the meaning and characteristic features of distance education in India, explain the significance of distance education, recognize the present status of distance education. They will be able to state the concept of information and communication technologies and their application in distance education, describe the media for distance education-print and electronic, and understand the management of student-support services; They will also be able to describe the distance mode for technical and vocational education programmes for rural development; and appreciate the quality assurance of distance education.

In **GE-2: Teacher Education**, after completion of the course the students shall be able to understand the Meaning, Nature and Scope of Teacher Education, comprehend the Need and Importance of Teacher Education. They will identify and understand the Changing Context of Teacher Education in Indian Scenario, explain Historical Development of Teacher Education in India, realize the problems of Teacher Education in India and give some suggestions to improve the conditions of Teacher Education in India. They will be able to explain the role of various agencies of Teacher Education and appreciate the concept of profession and professionalism. They will be able to justify and appreciate teaching as a noblest profession. The students will be acquainted with the characteristics of professional teaching.

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DEPARTMENT OF ENGLISH

PROGRAMME OUTCOMES

	PROGRAMME OUTCOMES
1	Values of life, literature and literary movements
2	Organized knowledge of the field
3	Knowledge of literary text, genres and stylistic variations
4	Critical aptitude and reflexive thinking
5	Creative and analytical application of subject knowledge to life
6	Career options on completion of course
7	Awareness of linguistic and cultural richness of India and beyond
8	Use and application of digital knowledge systems

COURSE OUTCOMES

B.A. HONOURS IN ENGLISH: 2nd SEMESTER

SYLLABUS: ENGLISH (HONOURS) SEMESTER 2CEH 3: BRITISH LITERATURE:

18th CENTURY

Course Level Learning Outcomes

Some of the course learning outcomes that students of this course are required to demonstrate thus:

- explain and analyze the rise of the critical mind
- trace the development of Restoration Comedy and anti-sentimental drama
- examine and analyze the form and function of satire in the eighteenth century

Course Content

1. Alexander Pope: *The Rape of the Lock*
2. Jonathan Swift: *Gulliver's Travels* (Books III and IV)
3. Thomas Gray: 'Elegy Written in a Country Churchyard'
4. Laurence Sterne: *The Life and Opinions of Tristram Shandy, Gentleman*

Suggested Topics and Background Prose Readings for Class Presentations Topics

- The Enlightenment and Neoclassicism
- Restoration Comedy
- The Country and the City
- The Novel and the Periodical Press
- The Self-Conscious Art Form

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Readings

Jeremy Collier, *A Short View of the Immorality and Profaneness of the English Stage*

(London: Routledge, 1996).

Daniel Defoe, 'The Complete English Tradesman' (Letter XXII), 'The Great Law of Subordination Considered' (Letter IV), and 'The Complete English Gentleman', in *Literature and Social Order in Eighteenth-Century England*, ed. Stephen Copley (London: Croom Helm, 1984).

Samuel Johnson, 'Essay 156', in *The Rambler*, in *Selected Writings: Samuel Johnson*, ed. Peter Martin (Cambridge, Mass.: Harvard University Press, 2009) pp. 194–7; *Rasselas* Chapter 10; 'Pope's Intellectual Character: Pope and Dryden Compared', from *The Life of Pope*, in *The Norton Anthology of English Literature*, vol. 1, ed. Stephen Greenblatt, 8th edn (New York: Norton, 2006) pp. 2693–4, 2774–7.

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- The Gothic
- The Romantic Lyric

Suggested Readings

William Wordsworth, 'Preface to Lyrical Ballads', in *Romantic Prose and Poetry*, ed. Harold Bloom and Lionel Trilling (New York: OUP, 1973) pp. 594–611.

John Keats, 'Letter to George and Thomas Keats, 21 December 1817', and 'Letter to Richard Woodhouse, 27 October, 1818', in *Romantic Prose and Poetry*, ed. Harold Bloom and Lionel Trilling (New York: OUP, 1973) pp. 766–68, 777–8.

Jean-Jacques Rousseau, 'Preface' to *Emile or Education*, tr. Allan Bloom (Harmondsworth: Penguin, 1991).

Samuel Taylor Coleridge, *Biographia Literaria*, ed. George Watson (London: Everyman, 1993) chap. XIII, pp. 161–66.

GEE 2: ACADEMIC WRITING AND COMPOSITION

[FOR HONOURS STUDENTS OTHER THAN ENGLISH HONOURS]

1. Basics of MLA Style sheet: How to frame citations and bibliography
2. How to write an Abstract of a long prose piece or an article
3. Critical Appreciation of a given prose passage
4. Paraphrase of an interdisciplinary passage

AECC 2: COMPULSORY ENGLISH

(FOR STUDENTS OTHER THAN BENGALI/HINDI AS MOTHER TONGUE)

- **This paper is skill-based, and practical contingencies of several types of workplaces are reflected in the questions.**

1. Précis Writing: 5X1=5
2. Application writing for a job/bank loan/FIR: 10X1=10
3. Report Writing: 15X1=15
4. Comprehension from a given unseen passage (prose/verse/dialogue): 1X10=10

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B.A. HONOURS IN ENGLISH: 4th SEMESTER

SYLLABUS: ENGLISH (HONOURS) SEMESTER 4CEH 8: EUROPEAN CLASSICAL LITERATURE

Course Level Learning Outcomes

Some of the course learning outcomes that students of this course are required to demonstrate thus:

- historically situate classical European, i.e., Greek and Latin literary cultures and their socio-political-cultural contexts
- engage with classical literary traditions of Europe from the beginning till the 5th century AD
- grasp the evolution of the concept of classic and classical in the European literary thinking and its reception over a period of time

Course Content

1. Homer: *The Iliad*, Bk – 1 & 2, tr. E.V. Rieu (Harmondsworth: Penguin, 1985).
2. Sophocles: *Oedipus the King*, tr. Robert Fagles in Sophocles: *The Three Theban Plays* (Harmondsworth: Penguin, 1984).
3. Plautus: *Pot of Gold*, tr. E.F. Watling (Harmondsworth: Penguin, 1965).
4. i) Ovid: *Selections from Metamorphoses*, 'Bacchus', (Book III), 'Philomela' (Book VI), tr. Mary M. Innes (Harmondsworth: Penguin, 1975)
Or
ii) Horace: Satires I: 4, in *Horace: Satires and Epistles and Persius: Satires*, tr. Niall Rudd (Harmondsworth: Penguin, 2005).

Suggested Readings

Homer, *The Illiad*. Tr. E.V. Rieu. Harmondsworth: Penguin, 1985.

Sophocles, *Oedipus the King*. Tr. Robert Fagles in *Sophocles: The Three Theban Plays*. Harmondsworth: Penguin, 1984.

Richard Rutherford, *Classical Literature: A Concise History*. Oxford: Blackwell Publishing, 2005.

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CEH 9: MODERN EUROPEAN DRAMA

Course Level Learning Outcomes

Some of the course learning outcomes that students of this course are required to demonstrate thus:

- understand the role of theatre and drama in the introduction and shaping of modernity
- understand and engage with concepts like realism, naturalism, symbolism, expressionism, the Avant Garde, the epic theatre, the theatre of the absurd, etc.

Course Content

1. Henrik Ibsen: *An Enemy of the People*
2. Bertolt Brecht: *The Good Woman of Szechuan*
3. Samuel Beckett: *Waiting for Godot*
4. Eugene Ionesco: *Rhinoceros*

Suggested Topics for Presentation

- Politics, Social Change and the Stage
- Text and Performance
- European Drama: Realism and Beyond
- Tragedy and Heroism in Modern European Drama
- The Theatre of the Absurd
- The Role of the Director
- The Role of the free theatres

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Suggested Readings

Constantin Stanislavski, chap. 8, 'Faith and the Sense of Truth', In *An Actor Prepares*, tr. Elizabeth Reynolds Hapgood (Hammondsworth: Penguin, 1967) sections 1, 2, 7, 8, 9, pp. 121–5, 137–46.

Bertolt Brecht, 'The Street Scene', 'Theatre for Pleasure or Theatre for Instruction', and 'Dramatic Theatre vs Epic Theatre', in *Brecht on Theatre: The Development of an Aesthetic*, ed. and tr. John Willet (London: Methuen, 1992) pp. 68–76, 121–8.

George Steiner, 'On Modern Tragedy', in *The Death of Tragedy* (London: Faber, 1995) pp. 303–24.

CEH 10: AMERICAN LITERATURE

Course Level Learning Outcomes

Some of the course learning outcomes that students of this course are required to demonstrate thus:

- understand the depth and diversity of American literature, keeping in mind the history and culture of the United States of America from the colonial period to the present (17th century to 21st century)
- understand the historical, religious and philosophical contexts of the American spirit in literature; social-cultural-ecological-political contexts may, for example, include the idea of democracy, Millennial Narratives, the Myth of Success, the American Adam, the Myth of the Old South, the Wild West, Melting pot, Multiculturalism, etc.
- appreciate the complexity of the origin and reception of American literature, given its European and non-European historical trajectories, particularly in relation to writers of European (Anglo-Saxon, French, Dutch and Hispanic) descent, as well as writers from black and non-European (African, American Indian, Hispanic-American and Asian) writing traditions

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- critically engage with the complex nature of American society, given its journey from specific religious obligations and their literary transformations (such as Puritanism, Unitarianism, Transcendentalism, etc.) to the growth of anti- or non-Christian sensibilities
- critically appreciate the diversity of American literature in the light of regional variations in climate, cultural traits, economic priorities
- explore and understand the nature of the relationships of human beings to other human beings and other life forms in relation to representative literary texts in various genres

Course Content

1. Tennessee Williams: *The Glass Menagerie*
2. i) Edgar Allan Poe: 'The Purloined Letter'
ii) Scott Fitzgerald: 'The Crack-up'
iii) William Faulkner: 'Dry September'
3. Anne Bradstreet: 'The Prologue'
4. Walt Whitman: Selections from *Leaves of Grass*: 'O Captain, My Captain', 'Passage to India' (lines 1–68)
5. Sherman Alexie: 'Crow Testament', 'Evolution'

Suggested Topics for Background Reading and Class Presentation

- The American Myths of Genesis/ The American Dream/ The American Adam
- American Romance and the American Novel
- Is *Huck Finn* the Prototypical American Novel?
- Multicultural Literature of the United States; Folklore and the American Novel
- Race and Gender in American Literature
- War and American Fiction
- Two Traditions of American Poetry; Emerson and Poe/
Typological and Tropological Traditions
- Social Realism and the American Novel
- The Questions of Form in American Poetry

Suggested Readings

Hector St John Devecouer, 'What is an American', (Letter III) in *Letters from an American Farmer* (Harmondsworth: Penguin, 1982) pp. 66–105.

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Frederick Douglass, *A Narrative of the life of Frederick Douglass* (Harmondsworth: Penguin, 1982) chaps. 1–7, pp. 47–87.

Henry David Thoreau, 'Battle of the Ants' excerpt from 'Brute Neighbours', in *Walden* (Oxford: OUP, 1997) chap. 12.

Ralph Waldo Emerson, 'Self Reliance', in *The Selected Writings of Ralph Waldo Emerson*, ed. with a biographical introduction by Brooks Atkinson (New York: The Modern Library, 1964).

Toni Morrison, 'Romancing the Shadow', in *Playing in the Dark: Whiteness and Literary Imagination* (London: Picador, 1993) pp. 29–39.

SECEH 2: CREATIVE WRITING

Course Content

1. The Art and Craft of Writing
2. Modes of Creative Writing
3. Writing a Story with the hints provided: 15 marks
4. Writing a creative Travelogue: 10 marks

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B.A. HONOURS IN ENGLISH: 6th SEMESTER

CE 13: POPULAR LITERATURE

Course Level Learning Outcomes

Some of the course learning outcomes that students of this course are required to demonstrate thus:

- trace the early history of print culture in England and the emergence of genre fiction and best sellers
- engage with debates on high and low culture, canonical and non-canonical literature
- articulate the characteristics of various genres of non-literary fiction
- investigate the role of popular fiction in the literary polysystem of various linguistic cultures
- demonstrate how popular literature belongs to its time

Course Content

1. Lewis Carroll: *Through the Looking Glass*
2. Agatha Christie: *The Murder of Roger Ackroyd*
3. Shyam Selvadurai: *Funny Boy*
4. Satyajit Ray: *The Golden Fortress*, tr. Gopa Mazumder (Puffin Books, New Delhi)

Suggested Topics for Background Reading and Class Presentation

- Coming of Age
- The Canonical and the Popular
- Ethics and Education in Children's Literature
- Sense and Nonsense
- The Graphic Novel
- The Popular and the Market

Suggested Readings

Leslie Fiedler, 'Towards a Definition of Popular Literature', in *Super Culture: American Popular Culture and Europe*, ed. C.W.E. Bigsby

Felicity Hughes, 'Children's Literature: Theory and Practice', *English Literary History*, vol.45, 1978,

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Christopher Pawling, 'Popular Fiction: Ideology or Utopia?' in *Popular Fiction and Social Change*, ed.

Christopher Pawling

Tzvetan Todorov, 'The Typology of Detective Fiction', in *The Poetics of Prose*

Darco Suvin, 'On Teaching SF Critically', in *Positions and Presuppositions in Science Fiction*

Janice Radway, 'The Institutional Matrix, Publishing Romantic Fiction', in *Reading the Romance: Women, Patriarchy, and Popular Literature*

Edmund Wilson, 'Who Cares Who Killed Roger Ackroyd?', *The New Yorker*, 20 June 1945. Hillary Chute

'Comics as Literature? Reading Graphic Narrative', *PMLA* 123(2)

CE 14: WOMEN'S WRITING

Course Level Learning Outcomes

Some of the course learning outcomes that students of this course are required to demonstrate thus:

- recognise the importance of gender specificity in literature
- understand and appreciate the representation of female experience in literature
- explain the difference between the feminine and the feminist as opposed to the female
- examine and appreciate the role played by socio-cultural-economic contexts in defining woman
- link the status of woman to social discrimination and social change

Course Content

1. Emily Dickinson: 'Because I could not Stop for Death', 'I'm wife; I've finished that'
Sylvia Plath: 'Daddy', 'Lady Lazarus'
Eunice De Souza: 'Advice to Women', 'Bequest'
2. Alice Walker: *The Color Purple*
3. Charlotte Perkins Gilman: 'The Yellow Wallpaper'
Katherine Mansfield: 'Bliss'
Mahashweta Devi: 'Draupadi', tr. Gayatri Chakravorty Spivak (Calcutta: Seagull, 2002)
4. Mary Wollstonecraft: *A Vindication of the Rights of Woman* (New York: Norton, 1988) Chap. 1, pp. 11–19; Chap. 2, pp. 19–38.

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- The 'Two Ways of Seeing'
- Lost or Gained in Adaptation?
- Adaptation as Interpretation
- Classics in Fiction and Film
- Location and Adaptation in Indian Cinema
- Indian Cinema based on Western Texts
- Indian Movies based on Western Movies

Suggested Readings

Linda Hutcheon, 'On the Art of Adaptation', *Daedalus*, vol. 133, (2004).

Thomas Leitch, 'Adaptation Studies at Crossroads', *Adaptation*, 2008, vol. 1, no. 1, pp. 63–77.

Poonam Trivedi, 'Filmi Shakespeare', *Litfilm Quarterly*, vol. 35, issue 2, 2007.

Tony Bennett and Janet Woollacott, 'Figures of Bond', in *Popular Fiction: Technology, Ideology, Production, Reading*, ed. Tony Bennet (London and New York: Routledge, 1990).

DSEEH 4: ANY ONE OF THE FOLLOWING: A) LITERATURE OF DIASPORA / B) PARTITION LITERATURE

Course Level Learning Outcomes

Some of the course learning outcomes that students of this course are required to demonstrate thus:

- understand the concept of 'diaspora' in its historical and cultural contexts
- identify different aspects of Indian diasporic consciousness and the literary features of diasporic texts
- develop a clear understanding of the formation of Indian diasporic movements within India and outside
- develop a critical understanding of the writings of the Indian diaspora within the discourse of postcoloniality, postmodernity, hybridity, globalization and transnationalism.
- develop the analytical ability to read diasporic texts and analyze key diasporic issues such as displacement, nostalgia, alienation, belonging, identity, gender, racism and assimilation

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Course Content

1. M. G. Vassanji: *The Book of Secrets* (Penguin, India)
2. Robinton Mistry: *A Fine Balance* (Alfred A Knopf)
3. a) Meera Syal: *Anita and Me* (Harper Collins)
Or
b) Jhumpa Lahiri: *The Namesake* (Houghton Mifflin Harcourt)

Suggested Topics

- The Diaspora
- Nostalgia
- New Medium
- Alienation
- Globalization
- Transnationalism

Suggested Readings

“Introduction: The diasporic imaginary” in Mishra, V. (2008). *Literature of the Indiandiaspora*. London: Routledge

“Cultural Configurations of Diaspora,” in Kalra, V. Kaur, R. and Hutynuk, J. (2005). *Diaspora & hybridity*. London: Sage Publications.

“The New Empire within Britain,” in Rushdie, S. (1991). *Imaginary Homelands*. London: Granta Books.

OR

B) PARTITION LITERATURE

Course Learning Outcomes

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Some of the learning outcomes that learners of this course are required to demonstrate are mentioned below:

- explain historical and socio-cultural factors responsible for the Partition of Indian Sub-continent.
- demonstrate critical understanding of manifestations of the experience of the partition in various art forms.
- link and analyze the eco-socio-historical-cultural contexts and dimensions related to the Partition of India e.g. nation, nationalism, communication, violence, exile, homelessness, refugee, rehabilitation, resettlement, border and border lands (colonialism and post colonialism), literary responses to the partition in different parts of Indian continent and interpret them.

Course Content

1. Intizar Husain, *Basti*, tr. Frances W. Pritchett (New Delhi: Rupa, 1995)
2. Amitav Ghosh: *The Shadow Lines*
3. a) (i) Dibyendu Palit: 'Alam's Own House', tr. Sarika Chaudhuri, *Bengal Partition Stories: An Unclosed Chapter*, ed. Bashabi Fraser (London: Anthem Press, 2008) pp. 453– 72.
OR
(ii) Manik Bandhopadhyaya: 'The Final Solution', tr. Rani Ray, *Mapmaking: Partition Stories from Two Bengals*, ed. Debjani Sengupta (New Delhi: Srishti, 2003) pp. 23–39.
- b). Sa'adat Hasan Manto, 'Toba Tek Singh', in *Black Margins: Manto*, tr. M. Asaduddin (New Delhi: Katha, 2003) pp. 212–20.
- b) (i) Jibananda Das, 'I Shall Return to This Bengal', tr. Sukanta Chaudhuri, in *Modern Indian Literature* (New Delhi: OUP, 2004) pp. 8–13. OR
(ii) Gulzar, 'Toba Tek Singh', tr. Anisur Rahman, in *Translating Partition*, ed. Tarun Saint et. al. (New Delhi: Katha, 2001)

Suggested Topics and Reading for Class Presentation Topics

- Nationalism, Colonialism, British Rule in India
- Post Colonialism in India
- Communalism and Violence
- Homelessness and Exile

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- Women and Children in Partition Literature

Background Reading and Screenings

1. Ritu Menon and Kamla Bhasin, 'Introduction' in *Borders and Boundaries*. New Delhi, Kali for Women. 1998
2. Sukrita P Kumar, *Narrating Partition*. Delhi, Indialog 2004
3. Urvashi Butalia, *The Other Side of Silence: Voices from the Partition of India*. New Delhi, Kali for Women 2000
4. Sigmund Freud, 'Mourning and Melancholia' in *The Complete Psychological Works of Sigmund Freud*, Tr James Strachey. London: Hogarth Press 1953 (pp 3041 – 53)

Films

- a. *Garam Hawa* (Dir. M S Sathyu, 1974))
- b. *Khamosh Paani: Silent Waters* (Dir. Sabiha Sumar, 2003)
- c. *Subarnarekha* (Dir Ritwik Ghatak, 1965)

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B.A. HONOURS IN ENGLISH: 1ST SEMESTER

SYLLABUS: ENGLISH (HONOURS) SEMESTER 1

CEH 1: BRITISH POETRY AND DRAMA: FROM CHAUCER TO THE END OF 16TH CENTURY

Course Level Learning Outcomes

Some of the course learning outcomes that students of this course are required to demonstrate thus:

- understand the tradition of English literature from 14th to 16th centuries.
- develop a clear understanding of Renaissance Humanism
- engage with the major genres and forms of English literature and develop fundamental skills required for critical thinking of the texts and concepts
- appreciate and analyze the poems and plays in the larger socio-political and religious contexts of the time.

Course Content

1. Geoffrey Chaucer: *The Wife of Bath's Prologue*
2. Edmund Spenser: Sonnet LXXV ('One Day I Wrote Her Name...')
3. William Shakespeare: Sonnet 18, 73, 137 and 138
4. Christopher Marlowe: *Edward II*
5. William Shakespeare: *Macbeth / Twelfth Night*

Suggested Topics

- Renaissance Humanism
- The Stage, Court and City
- Religious and Political Thought

Suggested Readings

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Suggested Readings

Baldassare Castiglione, 'Longing for Beauty' and 'Invocation of Love', in Book 4 of *The Courtier*, 'Love and Beauty', tr. George Bull (Harmondsworth: Penguin, rpt. 1983) pp. 324–8, 330–5.

Philip Sidney, *An Apology for Poetry*, ed. Forrest G. Robinson (Indianapolis: Bobbs-Merrill, 1970) pp. 13

GEE 1: LANGUAGE, LITERATURE, CULTURE

1. Language: Regional, cultural, class-based, situation-based variations
2. The Classical influence on English Language and culture
3. The Scandinavian impact on English Language and culture
4. The French influences on English Language and culture
5. Media, technology and internet: How these affect the English language and culture

B.A. HONOURS IN ENGLISH: 3rd SEMESTER

SYLLABUS: ENGLISH (HONOURS) SEMESTER 3 CEH 5: BRITISH LITERATURE: LATE 19TH CENTURY

Course Level Learning Outcomes

Some of the course learning outcomes that students of this course are required to demonstrate thus:

- identify and analyze the socio-economic-political contexts
- comment on the historical and political awareness of literary texts as reflected in the transition from nature to culture across various genres
- understand the conflict between self and society in different literary genres of the period
- link the rise of the novel to the expansion of Colonialism and Capitalism
- understand the transition from Romantic to Victorian in literature and culture

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Course Content

1. a) Charlotte Bronte: *Jane Eyre*
Or
b) Charles Dickens: *Hard Times*
2. Alfred Tennyson: 'The Lady of Shalott', 'Ulysses', 'The Defence of Lucknow'
3. Robert Browning: 'My Last Duchess', 'The Last Ride Together', 'Fra Lippo Lippi'
4. Christina Rossetti: 'The Goblin Market'
5. a) Oscar Wilde: *The Importance of Being Earnest*
Or
b) G.B. Shaw: *Arms and the Man*

Suggested Topics for Background Reading and Class Presentation

- Utilitarianism
- Colonialism and nineteenth century literature
- The Death of the Village
- The 19th Century Novel
- Marriage and Sexuality
- The Writer and Society
- Faith and Doubt
- The Dramatic Monologue

Readings:

Karl Marx and Friedrich Engels, 'Mode of Production: The Basis of Social Life', 'The Social

Nature of Consciousness', and 'Classes and Ideology', in *A Reader in Marxist Philosophy*, ed. Howard Selsam and Harry Martel (New York: International Publishers, 1963) pp. 186–8, 190–1, 199–201.

Charles Darwin, 'Natural Selection and Sexual Selection', in *The Descent of Man in The Norton Anthology of English Literature*, 8th edn, vol. 2, ed. Stephen Greenblatt (New York: Norton, 2006) pp. 1545–9.

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John Stuart Mill, *The Subjection of Women* in *Norton Anthology of English Literature*, 8th edn, vol. 2, ed. Stephen Greenblatt (New York: Norton, 2006) chap. 1, pp. 1061–9.

CEH 6: BRITISH POETRY AND DRAMA: 20TH CENTURY

Course Level Learning Outcomes

Some of the course learning outcomes that students of this course are required to demonstrate thus:

- trace the history of modernism in the socio-cultural and intellectual contexts of late nineteenth century and early twentieth century Europe
 - link and distinguish between modernity and modernism
 - explain the links between developments in science and experiments in literature
 - explain the history of early twentieth-century modernism in the light of stream of consciousness, Jungian and Freudian ideas, Psychoanalysis, Imagism, Cubism, Vorticism
 - identify and analyze the use and modernist technique in different genres in early twentieth century British literature
 - trace the history of the self and subjectivity in literature in the light of colonial consciousness
- Course Content
 1. W.B. Yeats: 'Leda and the Swan', 'The Second Coming', 'No Second Troy', 'Sailing to Byzantium'
 2. T.S. Eliot: 'The Love Song of J. Alfred Prufrock', 'Sweeney among the Nightingales', 'The Hollow Men'
 3. John Osborne: *Look Back in Anger*
 4. J.M. Synge: *The Playboy of the Western World*

Suggested Topics for Background Reading and Presentation Topics

- Modernism, Post-modernism and non-European Cultures
- The Women's Movement in the Early 20th Century
- Psychoanalysis and the Stream of Consciousness
- Literature and the Fear of Disintegration

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- The Uses of Myth
- Nation and Narration in Early Twentieth Century Novel
- The Avant Garde

Suggested Readings

Sigmund Freud, 'Theory of Dreams', 'Oedipus Complex', and 'The Structure of the Unconscious', in *The Modern Tradition*, ed. Richard Ellman et. al. (Oxford: OUP, 1965) pp.571, 578–80, 559–63.

T.S. Eliot, 'Tradition and the Individual Talent', in *Norton Anthology of English Literature*, 8th edn, vol. 2, ed. Stephen Greenblatt (New York: Norton, 2006) pp. 2319–25.

Raymond Williams, 'Introduction', in *The English Novel from Dickens to Lawrence* (London: Hogarth Press, 1984) pp. 9–27.

CEH 7: BRITISH PROSE: 20TH CENTURY

Course Level Learning Outcomes

Some of the course learning outcomes that students of this course are required to demonstrate thus:

- trace the history of modernism in the socio-cultural and intellectual contexts of late nineteenth century and early twentieth century Europe
- link and distinguish between modernity and modernism
- explain the links between developments in science and experiments in literature
- explain the history of early twentieth-century modernism in the light of stream of consciousness, Jungian and Freudian ideas, Psychoanalysis, Imagism,
- identify and analyze the use and modernist technique in different genres in early twentieth century British literature
- trace the history of the self and subjectivity in literature in the light of colonial consciousness

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Course Content

1. Joseph Conrad: *Lord Jim*
2. E.M. Forster: *A Passage to India*
3. D.H. Lawrence: *Sons and Lovers*
4. Virginia Woolf: *Mrs Dalloway*

Suggested Topics for Background Reading and Presentation Topics

- Modernism, Post-modernism and non-European Cultures
- The Women's Movement in the Early 20th Century
- Psychoanalysis and the Stream of Consciousness
- Literature and the Fear of Disintegration
- The Uses of Myth
- Nation and Narration in Early Twentieth Century Novel

T.S. Eliot, 'Tradition and the Individual Talent', in *Norton Anthology of English Literature*, 8th edn, vol. 2, ed. Stephen Greenblatt (New York: Norton, 2006) pp. 2319–25.

Raymond Williams, 'Introduction', in *The English Novel from Dickens to Lawrence* (London: Hogarth Press, 1984) pp. 9–27.

SECEH 1: ANY ONE OF THE FOLLOWING: A) FILM STUDIES / B) BUSINESS COMMUNICATION

A) FILM STUDIES

Course Level Learning Outcomes

Some of the course learning outcomes that students of this course are required to demonstrate run thus:

- demonstrate a systematic and historically-grounded knowledge of literature and cinema as

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expressive arts

- identify and illustrate the distinction between literary and cinematic arts of storytelling
- identify and describe the difference between cinematic and literary images
- examine different theories of adaptation and link them to contexts of expression and reception
- organize different sets of activities to identify and make use of skills that distinguish the medium of cinema from that of literature
- present a coherent view of the relationship between written and cinematic texts
- communicate the role of location in adaptation

1. Basic Cinematic Techniques:

- Montage
- Jump cut
- [Mise en scène](#)
- Flashback
- Long shot
- Close-up
- Pan
- Voice over
- Backlighting
- Freezing
- Slow motion

2. Critical Appreciation of any 1 (one) film from below:

- La Dolce Vita*
- Bicycle Thief*
- Piyasa*
- Meghe Dhaka Tara*
- Gupi Gayen Bagha Bayen*
- Titanic*
- Sholay*

3. Short note on any 1 (one) film personality: [Any 4 (four) will be set]

- Mrinal Sen
- Gulzar
- Utpal Dutt
- Amitabh Bachchan
- Aparna Sen

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Course Content

1. James Monaco, 'The language of film: signs and syntax', in *How To Read a Film: The World of Movies, Media & Multimedia* (New York: OUP, 2009) chap. 3, pp. 170–249.
2. William Shakespeare, *Romeo and Juliet*, and its adaptations: *Romeo & Juliet* (1968; dir. Franco Zeffirelli, Paramount); and *Romeo + Juliet* (1996; dir. Baz Luhrmann, 20th Century Fox).
3. Bapsi Sidhwa, *Ice Candy Man* and its adaptation *Earth* (1998; dir. Deepa Mehta, Cracking the Earth Films Incorp.); and Amrita Pritam, *Pinjar: The Skeleton and Other Stories*, tr. Khushwant Singh (New Delhi: Tara Press, 2009) and its adaptation: *Pinjar* (2003; dir. C.P. Dwivedi, Lucky Star Entertainment).
4. Ian Fleming, *From Russia with Love*, and its adaptation: *From Russia with Love* (1963; dir. Terence Young, Eon Productions).

Suggested Topics and Background Prose Readings for Class Presentations

- Theories of Adaptation
- Transformation and Transposition
- Hollywood to 'Bollywood'
- The 'Two Ways of Seeing'
- Lost or Gained in Adaptation?
- Adaptation as Interpretation
- Classics in Fiction and Film
- Location and Adaptation in Indian Cinema
- Indian Cinema based on Western Texts
- Indian Movies based on Western Movies

Suggested Readings

Linda Hutcheon, 'On the Art of Adaptation', *Daedalus*, vol. 133, (2004).

Thomas Leitch, 'Adaptation Studies at Crossroads', *Adaptation*, 2008, vol. 1, no. 1, pp. 63–77.

Poonam Trivedi, 'Filmi Shakespeare', *Litfilm Quarterly*, vol. 35, issue 2, 2007.

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Tony Bennett and Janet Woollacott, 'Figures of Bond', in *Popular Fiction: Technology, Ideology, Production, Reading*, ed. Tony Bennet (London and New York: Routledge, 1990).

OR

B) BUSINESS COMMUNICATION

1. Any 1 (one) of the following have to be answered:
 - i. Writing (i) Notice Inviting Quotation/Tender (ii) Letter for submission of Quotation/Tender
 - ii. Writing Appointment/Joining Letter
 - iii. Drafting a Brochure

 2. Any 1 (one) of the following have to be answered:
 - i. Docketing
 - ii. File Tracking
 - iii. Legalities of Draft
 - iv. Drafting circulars
 - v. Minutes/Agenda keeping

 3. Any 1 (one) of the following have to be answered:
 - i. Types of Office Communication: (i) Lateral (ii) Down line
 - ii. Advertisement Writing (of a product)

 4. Any 10 (ten) of the following have to be answered:
 - i. Use of Internet and email in business communication
-

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DEPARTMENT OF GEOGRAPHY

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PROGRAMME OUTCOMES

Sl No.	PROGRAMME OUTCOMES
1	Understanding of basic concepts
2	Understanding of Physical/ Cultural Landscape
3	Understanding of Environment, Ecosystem structure and Potential
4	Understanding of Human Perception and Behaviour
5	Identification of Critical Problems and Issues
6	Development of Field Based Knowledge through innovative & experiential learning
7	Applied Dimensions: Spatial Data and Statistical Techniques
8	Approaches towards Case Studies
9	Public Policy management learning
10	Communication & Presentation Skills
11	Philosophical knowledge base
12	Interdisciplinary approach

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COURSE OUTCOMES

B.A. (Hons.) Geography Core Course (CC)

Semester-I

CC-I (Geomorphology)

(Credit:6, Theory- 6, Practical-0)

Learning Outcomes

- This course helps to nurture the basic concepts of Geomorphology and Physical Geography
- This module also helps to build a strong foundation especially about the classical theories related to diastrophism, mountain building and cycle of erosion
- The students develop an understanding about the underlying structures and their topographic expression which help them to gain practical knowledge related to availability of varied mineral resource
- This paper also gives ideas about the processes of land sculpturing by different exogenetic agents

Broad Content

- Basic ideas of Geomorphology
- The constitution of Earth's interior
- Concept of Earth's Movement: Diastrophism and Mountain Building
- Geomorphic Processes
- Evolution of Landforms

Semester-I

CC-II

(Cartographic Techniques and Identification of samples of Rocks and Minerals)

(Credit: 6, Theory- 0, Practical-6)

Learning Outcomes

- The topic 'Scale' helps the students to learn about the different types of scales and the ability to develop the skill of finer measurement. This also enables them to read maps.
- The topic 'Projection' deals with the drawing of graticules which help them to understand about the cardinal positions of places and conversion of 3-D spheres to 2-D planes.

The students use different statistical data and learn to represent them using proper cartographic

- Identification of the samples of rocks and minerals and their megascopic study enables the students to have a practical knowledge in this field. They will be able to identify the different rocks in the field and their process of formation.

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CC- III (Human Geography)

(Credit: 6, Theory- 6, Practical-0)

Learning Outcomes

- This paper contains topics like culture, Race, Religion, Language and different Societal processes which help students to understand the people, their cultural and ethnic diversity, society and their process of development in different parts of the world including India
- This unit focuses on population and its various characteristics like growth, distribution, composition and population resource relationship which help students to get a clear idea about the human resources of world as well as in India
- This unit helps students to understand the nature and type of rural and urban settlement in different parts of the world as well as the theory of the settlement development and function of different settlement units

Semester-II

CC- IV

(Statistics, Topographical Map Interpretation & Analysis of Geological Maps)

(Credit: 6, Theory- 0, Practical-6)

Learning Outcomes

- Students learn various statistical techniques in this paper which is used for analysis of spatial data
- Students develop the skill of analysis and interpretation of SOI Topographical Maps which help them to identify various physical and cultural features and to explore the relationship between them
- Drawing and interpretation of Geological Maps help students to understand about rock stratigraphy, geological time scale and the relationship of topography and underlying geological structure.

Semester-III

CC- V (Climatology)

(Credit: 6, Theory- 6, Practical-0)

Learning Outcomes

- This paper will give a broad idea about atmosphere and various atmospheric processes which are responsible for daily weather and average climate.
- Students will understand the latitudinal variation of temperature and its factors, greenhouse effect and global warming and mechanism of heat balance of the planet.
- Students will also be able to understand about high pressure and low pressure, circulation of wind, origin of monsoon, tropical and temperate cyclone and their areas of origin and affected areas.
- Students will understand different forms of precipitation and mechanism of rainfall in tropical and temperate region.

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Semester-III

CC- VI (Soil Geography and Biogeography)

(Credit: 6, Theory- 6, Practical-0)

Learning Outcomes

- This paper gives complete understanding of soil formation processes, factors, development of soil profiles, properties of soil as well as genetic classification of soil which help students to gain complete knowledge about this important natural resource.
- This paper also covers important topics like ecosystem, biogeochemical cycle, biome, and biodiversity which help students to understand about the natural habitat of the world, process of species formation and the importance of biodiversity conservation.

Semester-III

CC-VII (Statistical Methods in Geography and Meteorological Data Interpretation)

(Credit: 6, Theory- 0, Practical-6)

Learning Outcomes

- Applied statistical techniques help students to understand the relationship among the variables and to find out inequality in distribution
- Techniques of Thematic Mapping given in this paper help students to measure the functions of cities, to understand accessibility of road and zone of concentration
- Meteorological data interpretation helps students to gain knowledge about the daily weather and climatic elements as well as the methods of their representation. This also help students to find out various climatic types and their characteristics.

Semester IV

CC-VIII (Geographical Thought)

(Credit: 6, Theory- 6, Practical-0)

Learning Outcomes

- This paper helps students to understand the origin and evolution of the subject Geography as a spatial science
- This paper also focuses on the major themes of Geography like determinism and possibilism, positivism, pragmatism, regional and systematic approach, quantitative revolution and radicalism which are the philosophical bases of the discipline.

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Semester IV

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CC-IX (Economic and Environmental Geography)

(Credit: 6, Theory- 6, Practical-0)

Learning Outcomes

- The unit Economic Geography gives students proper understanding about various economic activities

Students also learn theories explaining real life situations for the location of agricultural and industrial units. Students also gain knowledge about some modern economic zones like SEZ, EEZ, TP and Industrial Regions.

- This paper also covers important topics like biome and biodiversity which help students to understand about the natural habitat of the world.
- Students understand about current Environmental problems of the world and the initiatives taken by various nations to solve these problems through international treaty.

Semester IV

CC-X (Remote Sensing and Surveying)

(Credit: 6, Theory- 0, Practical-6)

Learning Outcomes

- Remote Sensing is the modern technique to acquire geographical information in existing conditions which is also very much essential for development of spatial science.
- Students learn the theoretical background about the process of collection of Remotely Sensed data, its resolutions, sensors and applications in various sectors.
- Students learn the three types of data collections i.e. Satellite, Aerial and Ground based Remote Sensing.
- Students learn various techniques of surveying and levelling using instruments like Prismatic Compass and Dumpy Level which are used for preparation of contour plans and measurement of bearings.

Semester V

CC-XI (Regional Planning and Transport Geography)

(Credit: 6, Theory- 6, Practical-0)

Learning Outcomes

- Students learn about the concept of Region and regionalization, Hierarchy of Regions, Definition, Principles and types of Regional Planning.
- In Transport Geography, the students study the evolution of transport network, spatial analysis of transport network, different existing models and issues related to urban and rural transportation.

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Semester V

CC-XII (Computer Application in Geography, GIS and GPS)

(Credit: 6, Theory- 0, Practical-6)

Learning Outcomes

- In this paper, the students, learn representation of geographical data using MS-Excel software
- In Geographical Information System (GIS), the students learn theoretical aspects such as components, application of GIS, vector and raster data model, data base management systems as well as practical aspects like preparation of GIS data base, digital map making, etc by using QGIS software
- They also learn to prepare land use and landcover map using Remote Sensing data.
- In this paper students learn the basics of GPS as well as use of GPS instruments to record Geographical Coordinates

Semester VI

CC-XIII (Regional Geography of India)

(Credit: 6, Theory- 6, Practical-0)

Learning Outcomes

- Our country has rich and varied endowments in every respect, this paper facilitates the students to gain knowledge about the Physical, Cultural, Social, Economic, Political and Demographic aspects of our country.

Semester VI

CC-XIV (Field Work)

(Credit: 6, Theory- 0, Practical-6)

Learning Outcomes

- This paper is application oriented wherein it entails ground study of any rural or urban unit focusing on to its problems. This paper paves the foundation of Research work including collection of data, preparation of questionnaire, survey work, tabulation, presentation and analysis of data and finally report writing.

B.A. (Hons.) Geography Discipline Specific Elective Course (DSE)

Semester V

DSE I: A1 (Urban Geography)

(Credit: 6, Theory- 6, Practical-0)

Learning Outcomes

- Study of Urban Geography students complete understanding of patterns of urbanization in the world as well as in India
- Students learn to classify towns and cities and also get idea about the morphology of the cities as well as they get clear idea about concepts like Primate City, CBD, Rank Size Rule, Metropolis, Megalopolis, Ecumenopolis, etc.
- Students also get clear idea about various urban issues in this paper.

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Semester V

DSE 1: Group A2 (Population Geography)

(Credit: 6, Theory- 6, Practical-0)

Learning Outcomes

- Population Geography give students clear about the spatial and temporal changes in population size, composition, structure etc.
- The important concepts related to Fertility, Mortality and Migration throws light to the dynamic nature of demographic studies.
- Theories concerning population growth and migration are also taught in this section.

Semester V

DSE 2: Group A3 (Cartography)

(Credit: 6, Theory- 6, Practical-0)

Learning Outcomes

- Students learn the idea of generating map
- Learn to calculate distance and angular distance between two places on earth
- Learn about vertical levelling and surveying.

Semester V

DSE 2: Group A4 (Fluvial Geomorphology)

(Credit: 6, Theory- 6, Practical-0)

Learning Outcomes

- Students learn about the different types of fluvial landforms, their origin & their spatio-
- Geomorphic significance They also learn about morphometric techniques which help in better understanding of landforms
- Students also get the idea of different Channel patterns, their formations &Significance.

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Semester VI

DSE 3: Group B1 (Regional Planning)

(Credit: 6, Theory- 6, Practical-0)

Learning Outcomes

- Apart from the basic concept building regarding Regional Planning as Discipline Specific Elective Course the concepts like Urban Primacy, Rural-Urban Continuum, Megacity, Metropolis, Metropolitan Region, Metropolitan Area, Megalopolis, Conurbation, Ecumenopolis etc. are included here.
- Furthermore, they also learn theories of Perroux's Growth Pole, Myrdal's Cumulative Causation, Rostow's stages of economic growth.
- Rural Development Programmes are also studied whereby the students get to know about the process of development disseminated from the centre to the block levels.

Semester VI

DSE 3: Group B2 (Agricultural Geography)

(Credit: 6, Theory- 6, Practical-0)

Learning Outcomes

- This branch of study helps the students to develop a clear concept regarding Land use and Landcover. Since our subject has a spatial connotation, this is very relevant in the true sense.
- Agricultural regionalization and various theories related to the agricultural land use are also taught in this module.

Semester VI

DSE 4: Group B3 (Political Geography)

(Credit: 6, Theory- 6, Practical-0)

Learning Outcome

- The understanding regarding the key concepts like Nation, State, Frontiers, Boundaries, Sovereignty, Geopolitics, Electoral Geography, Gerrymandering etc. also helps to build a contemporary knowledge.

Semester VI

DSE 4: Group B4 (Hydrology and Oceanography)

(Credit: 6, Theory- 6, Practical-0)

Learning Outcome

- The concepts of Hydrology and Oceanography is very relevant in the present time specially as we are very much concerned about environment, global hydrological cycle, recharge and discharge of the groundwater, watershed management, conservation of water etc.
- The nature of submarine reliefs, oceanic circulation, and marine deposits helps to build knowledge about the utilization, conservation and management of the marine resources with sustainability.

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B.A. (Hons.) Geography Skill Enhancement Course (SEC)

Semester III

SEC1: (Environmental Impact Assessment)

(Credit: 2, Theory- 0, Practical-2)

Learning Outcome

- Study of Environmental Impact Assessment helps students to understand the importance as well as processes of evaluation of environmental impacts of a proposed project or development.
- The students will be able to understand the hazardous impacts of natural events and human developmental projects as well as the possible solution of those events
- Preparation of project report helps students to gain practical knowledge about the causes and solutions of natural and man-made hazards.

Semester III

SEC2: (Research Methodology)

(Credit: 2, Theory- 0, Practical-2)

Learning Outcome

- This paper focuses on Research Methodology and facilitates to gain knowledge about Research design covering identification of research problems, surfing through the available literature, framing of research objectives, preparation of questionnaire schedule and methods of data collection, hypothesis testing, Summary & conclusion, presentation & analysis of data, Report Writing, etc.

B.A. (Hons.) Geography General Elective (GE)

Semester III

GE-3: Disaster Management

(Credit: 6, Theory- 6, Practical-0)

Learning Outcome

- This paper focuses on concepts and classification of hazards, disasters, risks and vulnerability
- In this paper students also learn about various disasters in India along with response and mitigation of disasters, disaster management.

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Semester III

GE-4: Industrial Geography

(Credit: 6, Theory- 6, Practical-0)

Learning Outcome

- Industrial Geography helps students to get ideas about types and characteristics of industries, location of industries, etc.
- In this paper pupils also get knowledge about mega industrial complexes located in India,
- Students also learn about impact of industrialization on environment, society and economy of India.

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DEPARTMENT OF HISTORY

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<https://cbpbu.ac.in/userfiles/file/CBCS/History%20CBCSUG.pdf>

PROGRAMME OUTCOMES

SL NO	PROGRAMME OUTCOMES
1	Understanding Historical Methodology
2	Understanding of Physical/Cultural Landscape
3	Philosophical thinking and Ethical Values
4	Understanding of Social, Political and Economic Development
5	Interdisciplinary approach
6	Notion about Nation State and Nationalism
7	Ability to conduct independent research
8	Critical Analysis
9	Understanding Regional Contexts
10	Liberal Mindset

COURSE OUTCOME: HISTORY

B.A. HONOURS IN HISTORY: 1st SEMESTER

Learning Outcome:

Students will acquire knowledge regarding the primitive life and cultural status of the people of ancient India. They can gather knowledge about the society, culture, religion and political history of ancient India. Besides as a student of history he/she will learn about the historiographical trends, interpretation of the historical sources of ancient India as well. They can acquire knowledge about the Vedic Period and the rise of Jainism and Buddhism in ancient times of India

CORE COURSE -1: HISTORY OF INDIA UP to 650 A.D. (Pre-history to Mahajanapadas)

Unit 1: Reconstructing Ancient Indian history.

- Geographical background; physiographic; major routes of communication and environment.
- Sources and tools of historical reconstruction; literature; archaeology; epigraphy and numismatics.

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c. Historical interpretations with special reference to gender, technology, environment and religion.

Unit 2 : Pre-historic Age.

a. Paleolithic culture-sequence and geographical distribution; topographic and climatic changes; evolution and uses of stone industries and other technological developments.

b. Mesolithic culture-regional and chronological distribution; new developments in technology and economy; rock art.

c. food production-concept of the Neolithic; understanding the complexities of its beginnings.

Unit 3: Proto-historic Age.

a. Growth of Chalcolithic cultures and its distribution.

b. the Harappan civilization-origin, distribution, major sites (Mahenjodaro, Harappa, Kalibangan, Lothal, Dholavira, Rugar); agrarian base; craft production and trade; social and political organization; religious beliefs and practices; art and architecture; the problem of urban decline and the post-Harappan cultures.

c. Neolithic and Chalcolithic cultures in non-Harappan India.

Unit 4: Vedic Civilisation.

a. The Aryans; The Aryan problem; original homeland; spread of the Aryans and Vedic literature; epics-Ramayana and Mahabharata.

b. Society, economy, polity, religion and military techniques of the Aryans.

c. Varna system and position of women; Iron Age.

Unit 5: Religion and Philosophy.

a. Material and ideological background.

b. Jainism, Buddhism, Ajivikas and other systems.

c. Settlements and urbanization.

Unit 6: Mahajanapadas to Magadhan Empire.

a. Sixteen Mahajanapadas and its location; polity.

b. growth of Magadhan Empire; Its dynasties.

c. Social Structure; trade and commerce and economy.

Learning outcome:

Students will learn the reconstruction of early medieval Indian History. They'll be able to acquire knowledge regarding the changes in the realm of polity and culture, economy and society of the early medieval period. They will gather the knowledge of different trends of Indian philosophy, art and culture.

Rupa Bhawmick

Principal

*T.P.M. Mahavidyalaya
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CORE COURSE-2 : HISTORY OF INDIA A.D. 650-A.D. 1526 (Up to 1206 A.D.)

Unit 1: Reconstructing of Early Medieval Indian History.

- Historical sources and their interpretation- literature, epigraphy and numismatics.
- Polity- the political conditions of India and Northern India; Early Arab contact with India; Arab conquest and its impact; Hindu resistance to the Muslims and its failure.
- Political developments; nature of the regional politics with special reference to the Pratiharas, Palas, Senas, Rastrakutas, Cholas, Pallavas and other contemporary dynasties.
- Early Turkish invasions; sultan Mahmud and Muhammad Ghuri; nature and impact.

Unit 2: Economy and Society.

- Land grants and agrarian expansion; changes in land tenure; peasants; intermediaries and landed magnates; their regional variations.
- Indian feudalism and debates.
- Social Stratification: class, varna, jati, untouchability, gender, marriage and slavery.

Unit 3: Trade and Commerce.

- Urban centre; trade and trade networks; internal trade; maritime trade.
- Forms of exchange; coinage and currencies.
- Guilds and industries.

Unit 4: Culture

- Literature-rise and growth of regional languages.
- Schools of Indian Philosophy; Bhakti; Tantrism; Puranic traditions; Buddhism and Jainism; popular religious cults.
- Science and technology.

Unit 5: Art and Architecture.

- Art and architecture.
- Painting; sculpture; arts and crafts.
- Evolution of regional styles.

B.A. HONOURS IN HISTORY: 2ND SEMESTER

Learning Outcome:

As a student of history he or she will learn about the political development of northern and southern India during Maurya period to post Gupta period. They will also learn about the social, economical and cultural developments of India for different span of time.

Core Course-3: History of India up to 650 A.D.(Age of Maurya to Post Gupta Period)

Unit 1: The Mauryan Empire

Empire - its nature and bases; political and cultural relations with special reference to Sri Lanka and West Asia; Ashoka's dhamma- its nature and propagation; society and economy; art and architecture are to be studied in detail.

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Unit 2: Post-Mauryan developments (c. 200 BC- c. 300 AD)

- a. Invasions and their impact: Bactrian Greeks; Scythians; Kushanas.
- b. Polity, Economy, Society, Religion and Culture.
 - i. Polity: Post Mauryan politics with special reference to the Kushanas and Satavahans; Tamil Chieftaincies - Chera, Chola, Pandya.
 - ii. Economy: Land grants and agricultural expansion; urban growth; craft production; trade and trade routes; coinage and currency; Indo-Roman trade.
 - iii. Society: paganization of tribes; assimilation of incoming people.
 - iv. Religion: spread of Jainism and Buddhism: emergence of Mahayana Buddhism; Vaisnava and Saiva forms of worship.
 - v. Culture : art and architecture; sculpture; literature;
 - vi. Sangam Age: Society, language and literature, Megaliths, Tamilagam.

Unit 3: Age of the Guptas

- a. State and administrative institutions.
- b. Social and economic change with special reference to urban patterns; Agrarian structure; land grants; coinage and currency system; trade.
- c. Cultural developments: art; architecture; sculpture; painting; literature; religion; Sanskrit theatre
- d. Culture Contracts with Central Asia.
- e. Maukharis, Vakatakas, Sasanka and later Guptas.

Unit 4: Post-Gupta period

- a. Harshavardhana: political system and administrative institutions.
- b. Peninsular India: Chalukyas, Pallavas; polity, society and economy. Culture developments with special reference to art and religion.

Learning outcome:

Students will learn and analyse about the transition from historic centuries to the early medieval period. They'll be able to delineate changes in the realm of polity and culture; religion; the growth of vernacular languages and newer forms of art and architecture

Students will also be able to identify the major political developments in the History of India during the period between the seventh to sixteenth centuries. They will be capable to outline the changes and continuities in the field of culture, especially with regard to art, architecture, and different religious movements. They can perceive the development of trade and urban complexities during this period.

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Core Course-4: History of India A.D.650 to 1526A.D. (Sultanate Period-1206-1526)

Full Marks-50

Unit 1: Sultanate

i. Historiography and Sources.

ii. Political Structure: 1206-1290, 1290-1450, and 1450-1526.

Ruling elites; central structure and military organization; iqta; territorial changes; Mongol Threat; relations with rural intermediaries; legitimation of political authority; theories of Kingship; symbols and rituals of sovereignty; relations with autonomous chieftains; Sufis, Bhaktas and political authority.

b. Society and economy in north India

i. Environmental context; agricultural production; technology.

ii. Rural society: revenue system.

iii. Urbanization, technology and agricultural production.

iv. Monetization, market regulations; and trade.

c. Religion and Culture:

i. Sufism: doctrines Silsilas; and practices.

ii. Bhakti movements: Nathpanthis; Kabir; Nanak; and the Sant tradition.

iii. Sultanate architecture.

iv. Literature: Persian and indigenous.

Unit 2: Regions

a. Historiographical issues: sources: regional chronicles; bardic narratives; Sufi and Bhakti texts; and travelogues.

b. Societies and Political Formations: A Regional Perspective: -

i. Bengal: Bengal under the Delhi Sultans -- emergence as an independent Kingdom - the rule of the Illius Sahi dynasty and the Hussain Sahi dynasty with special reference to society, economic and culture of the region.

ii. Vijayanagar & Bahamani.

iii. Warfare and Society.

c. Society and Economy; a regional Perspective: -

i. Vijayanagar.

ii. Vaisnavism in Bengal and its impact on the Bengal society- the nature of the Hindu-Muslim understanding during the Sultanate period- an assessment. ii.

iii. Trade and urbanization with special reference to South India.

iv. Indian Ocean Trade.

d. Religion, Culture and Regional Identities: -

i. Religious Cults.: Vaishnavite movements in eastern India

ii. Regional art and architectural forms; regional literature. (Eastern India).

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B.A. HONOURS IN HISTORY: 3RD SEMESTER

Learning outcome:

Students will be able to identify the major political developments in the History of India during the period between the sixteenth to the eighteenth century. They will be able to outline the changes and continuities in the field of polity, economy and culture. They will acquire the knowledge about how the Mughals built an empire through their military campaigns and conquest and how they had given the people of India a good administrative and revenue system.

Core Course 05: History of India 1526-1757A.D. (Historiography, Sources And Polity)

I. Sources and Historiography (In the time of the Mughals):

- a) Historiography; Different approaches
- b) An overview of sources including: Abul Fazal, Badauni, Abdul Hamid Lahori, Bernier
- c) Biography as Sources: Tuzuk-i-Babari; Humayunnama; Tuzuk –i- Jahangiri

II. Establishment of Mughal rule:

- (a) India on the eve of Babur's invasion
 - (b) Fire arms, military technology and warfare
 - (c) Humayun's struggle for empire
 - (d) Sher Shah and his administrative and revenue reforms
- ##### **III. Consolidation of Mughal rule under Akbar, Zahangir, Shahjahan & Aurangzeb:**
- (a) Campaigns and conquests;

(b) Evolution of administrative institutions: mansab, jagir, madad-i-maash, Zaminders;

(c) Formation and evolution of the Mughal ruling class,

IV. Expansion and Integration:

- (a) Incorporation of Rajputs and other indigenous groups in Mughal nobility
- (b) Policy of North-West frontier, Central Asian policy and the Deccan Policy

V. Patterns of Regional Polity: a) Bengal, b) Maharastra

VI. Decline of the Mughal Empire:

- (a) Crisis of the Mughal Empire,
- (b) Parties and Politics at the Mughal Court,
- (c) Administrative and economic causes of the Mughal decline.

Learning outcome:

Students will be able to identify the major political developments in the History of India during Mughal period. They will acquire the knowledge the changes and continuities in the field of rural society, changes in the urban development, about trade and traders and trade routes during the Mughal period. They will also gather the ideas about the agricultural technologies, markets, monetary system of Mughals.

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Core Course 06: History of India 1526-1757A.D.

(Society, Economy, Culture and Regional Development)

I. Society in Mughal India- structure and growth

1.1. Rural society and agrarian relations: i) land ownership and nature of land rights,

ii) zamindars and peasantry; iii) rural tensions

1.2. Urban society: i) towns and town life, ii) Urban Social Structure, merchant communities, artisans, bankers, craftsman and labourers.

II. Rural and Urban Economy

(a) Environmental context, forests and agricultural zones;

(b) Extension of agriculture; agricultural production; crop patterns, agricultural technology; growth of cash nexus and rural credits

(c) Water resources and water management

(c) Trade routes and patterns of internal commerce; overseas trade;

(d) Markets; monetary system

(e) Urban economy, industries, organisation of production, imperial karkhanas

III. Political and religious ideals:

(a) Inclusive political ideas: theory and practice

(b) Religious tolerance and sulh-i-kul; Sufi mystical and intellectual interventions

(c) Formation of religious identities, Sikh; Kabirpathis and Dadupanthis

IV. Cultural Developments:

a. Languages and Literatures with special reference to the Bengali Literature.

b. Architectures

c. Visual and Performing arts

Learning outcome:

The students will be able to trace the British colonial expansion in the political contexts of eighteenth-century India. They will learn about the changes in society, politics, religion and economy during this period. They'll also acquire knowledge about the different popular struggle against the British Raj.

Core Course 07: History of India 1757-1857A.D.

I. Sources and Historiography

II. India in the mid-18th Century; Society, Economy, Polity; Different views and interpretations

III. Ideology of the British Raj

IV. Expansion and Consolidation of colonial Power: [a] Mercantilism, foreign trade and early forms of exactions from Bengal. [b] Dynamics of expansion, with special reference to Bengal, Mysore, Western India, Awadh, Punjab, and Sindh.

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V. Colonial State and Ideology: [a] Arms of the colonial state: army, police, law.

[b] Ideologies of the Raj and racial attitudes.

[c] Orientalism, Utilitarianism, Evangelicalism,

[d] Education: indigenous and modern.

VI. Rural Economy and Society: [a] Land revenue systems and forest policy.

[b] Commercialization of agriculture and rural

indebtedness.

[c] Rural society: change and continuity.

[d] Famines.

[e] Pastoral economy and shifting cultivation.

VII. Trade and Industry [a] De industrialization

[b] Trade and fiscal policy

[c] Drain of Wealth

[d] Growth of modern industry – Cotton, Jute, Steel

VIII. Popular Resistance: [a] Santhal uprising (1857); Indigo rebellion (1860); Pabna agrarian

Leagues (1873); Deccan riots (1875). [b] Uprising of 1857

Learning outcome:

The purpose of this course is to introduce students to Indian art and architecture from ancient to contemporary times, in order to understand and appreciate its diversity and its aesthetic richness. The course will equip students with the abilities to understand art as a medium of cultural expression.

Skill Enhancement Courses (SEC)-1: Art, Architecture & Culture of India

(From Delhi Sultanate to Mughal Period)

I. Indian Art in Early Medieval Period: Early medieval sculpture: style and

iconography Indian bronzes or metal icons

II. Indian Art and Architecture in the Delhi Sultanate:

a. Architecture,

b. Fine arts,

c. Literature- Sanskrit, Arabic, Persian and Regional Language,

d. Music

III. Indian art and architecture in the Mughal Period:

a. Architecture

b. Painting: Early Mughal painting, New Tradition under Jahangir, Regional Centres

c. Music and major Musicians at Mughal Court

d. Literature: - Arabic, Bengali, Persian, Hindi, Sanskrit, regional

Learning outcome:

The students will be able to trace the British colonial expansion in the political contexts of eighteenth-century India. They will learn about the changes in society, politics, religion and economy during this period. They'll also acquire knowledge about the different popular struggle against the British Raj till independence.

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COURSE: Generic Elective (GE)- 3: Modern History of Bengal (Colonial and Post- Colonial)

I. The making of the colonial expansion in Bengal: Plassey to Dewani

II. Impact of Western Ideas and the new Intelligentsia:

[a] Impact of Western Education and its Response

[b] Renaissance and Reformation.

(i) Raja Rammohan Roy

(ii) Iswar Chandra Vidyasagar

(iii) Derozio

III. Political Scenario of Colonial Bengal: Nationalism and National Movements in Colonial Bengal; Muslim Politics and question of Nationalism; Rise of Left Parties; Caste Identity and Politics – Namasudra and Rajbanshi 'Kshatriya' Identity Movements; Partition of Bengal (1947)

IV. Bengal after Partition: Migration Problem and rehabilitation Process; Workers' and Peasants' Movements – Tebhaga movement and its impact; Naxalbari Movement.

B.A. HONOURS IN HISTORY: 4TH SEMESTER

Learning outcome:

The students will be able to trace the British colonial expansion and exploitation in the political contexts of eighteenth-century India. They will learn about the changes in society, politics, religion and economy during this period. They'll also acquire knowledge about the constitutional development and social reforms in terms of renaissance.

CORE COURSE-8: History of India (1757-1857 A.D): Society, Culture and Constitutional Development.

I Constitutional Development up to 1857: Regulating Act 1772, Pitt's India Act 1793, Charter Act 1813, Wood's Despatch, 1854.

II Society: Change and Continuity- Caste and class, position of women,

III Education, Press and its Impact on society and culture: Indigenous education, Western education, Role of the Missionaries, Anglicists Vs Orientalists.

IV Religion and culture: Different religions organizations and their activities.

V Social reform movements: Raja Rammohan Roy, Iswar Chandra Vidyasagar, Derozio

VI Renaissance: Its impact and debates.

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Learning outcome:

The contents of the syllabus are designed to cover core issues pertaining to vast canvass of nationalist history so that the student at the under graduate level is equipped to focus upon the core ideas of national movement in its conceptuality. India's quest for independence and nation building are interwoven script of history, debated most widely at global level with various angles. Indeed, India's national movement has vast and divergent ideological base with inner contradictions.

CORE COURSE-9: History of India (1858-1950 A.D)

I. Cultural changes and Social and Religious Reform Movements:

[a] The advent of printing and its implications

[b] Reform and Revival: Brahmo Samaj, Prarthna Samaj, and Ramakrishna and Vivekananda, Arya Samaj, Wahabi, Deoband, Aligarh and Singh Sabha Movements.

[c] Debates around gender

[d] Making of religious and linguistic identities

[e] Caste: sanskritising and anti Brahminical trends **II. Nationalism: Trends up to 1919:**

[f] Political ideology and organizations, formation of INC

[g] Moderates and extremists.

[h] Swedish movement

[i] Revolutionaries

III. Gandhian nationalism after 1919: Ideas and Movements:

[a] Mahatma Gandhi: his Perspectives and Methods

[b] (i) Impact of the First World War

(ii) Rowlett Satyagraha and Jallianwala Bagh

(iii) Non- Cooperative and Civil Disobedience (iv) Provincial Autonomy, Quit India and INA

[c] Left Wing Movements

[d] Princely India: States' People Movements

[e] Nationalism and Culture: literature and art

Learning outcome:

The purpose of this course is to introduce students with the emergence of different groups and classes which developed during British period in India and the interfaces among different groups. The students will gather the knowledge of different ideologies which emerged before and after India got independence.

CORE COURSE-10: History of India (1858-1950 A.D)

I Nationalism and Social Groups: Interfaces:

[a] Landlords, Professionals and Middle Classes

[b] Peasants, [c] Tribal, [d] Labour, [e] Dalits, [f] Women, [g] Business groups

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II Communalism: Ideologies and practices, Muslim League, Hindu Maha Sabha, RSS

III Independence and Partition

[a] Negotiations for independence, and partition, [b] popular movements

[c] Partition riots

VII. Emergence of a New State:

[a] Making of the Constitution [b] Integration of princely states

[c] Land reform and beginnings of planning

Learning Outcome:

The course prepares the students for their careers as leaders in understanding and addressing complex environmental issues from a problem-oriented, interdisciplinary perspective. They will learn to appreciate the ethical, cross-cultural, and historical context of environmental issues and the links between human and natural systems. They will also understand the transnational character of environmental problems and ways of addressing them, including interactions across local to global scales.

COURSE: GENERIC ELECTIVE (GE)-4: Environmental Issues in India

1. The importance of Environment.

2. Geography, Ecology and Cultures in Pre-Colonial India

-Land, Forests, Dams, Water, Pastures, Ecology of Hills and Mountains

3. Colonialism and developments in the Environment

-New Regimes of land, Forests, Water and Irrigation

-Resistance: Peasants, Tribals and Pastoralists.

4. Environmental Issues in Independent India

-Forests, Dams, Displacement, Pollution, Degradation.

5.Environmental Movements in Independent India

-Forests, Dams, Displacement, Pollution.

6.Environmental concerns in a Globalizing World.

Learning outcome:

The aim of the course is to provide students with an introduction to research methods and report writing. After successful completion of the course students are expected to develop understanding on various kinds of research problems, objectives of doing research, research process, research designs and sampling. They will improve the basic knowledge on qualitative research techniques through this course.

COURSE: SKILL ENHANCEMENT COURSE(SEC)-2: Research Methodology in History (Theory and Practices)

I [a] Meaning and Nature of History, Time and space

[b] Sources as authority and sources in context: written, oral, visual, archaeological, Primary and Secondary

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[c] Facts and historical facts; interpretation and meaning

[d] Hypothesis, and argumentation

[e] Objectivity, Subjectivity, historical imagination

[f] Narrative and history

II History as interdisciplinary practice: [a] History and Archaeology [b] History and Anthropology [c] History and Psychology [d] History and Literature

III Historians at work:

Representative writings of any two major historians are to be critically evaluated on the parameters of the research methodology with an emphasis on the use of the sources, methodology, arguments and conclusion.

(a) Western Historians: Leopold von Ranke, Karl Marx, George Macauley Trevelyan, R.G.Collingwood, George Lefebvre, E.H.Carr, Marc Bloch, Edward Said, E.H. Hobsbawm;

(b) Indian Historians: Sir J. N. Sarkar, Ramesh Chandra Majumder, D.D.

B.A. HONOURS IN HISTORY: 5TH SEMESTER

Learning outcome:

The course is designed to develop the understanding of Europe from a theocratic society to modern Nation state system. The students will acquire the knowledge about European Renaissance and its aftermaths on European Society leading to subsequent development of Nation State and emergence of new ideologies culminating in the form of French Revolution.

Core Course- 11: Renaissance and Reformation in Europe

Unit –I: Renaissance: its social roots, city-states of Italy; spread of humanism in Europe; Art and Literature

Unit- II: Origins, course and results of the European Reformation in the 16th century

Unit-III: Economic developments of the sixteenth century: Shift of economic balance from the Mediterranean to the Atlantic; the Price Revolution, Transition Debate- Feudalism to Capitalism.

Unit-IV: Rise of modern science in relation to European society from the Renaissance to the 17th Century

Learning outcome:

The objective of this course is to develop the understanding among students about the European ideology of mercantilism and European economy of 17th and 18th century. The students will gather the knowledge about Napoleonic reform and different phases of restoration and revolution indifferent European states.

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Core Course -12: Mid 18th Century to 1871 Europe

Unit-I: Mercantilism and European economics; 17th and 18th

Unit-II: Political and economic issues in the American Revolution.

Unit-III: The Industrial Revolution and its Impact.

Unit-IV: The French Revolution and its European repercussions, Intellectual currents, Social classes and emerging gender relations, Phases of the French Revolution 1789 – 99

Unit-V: Napoleonic consolidation - reform and empire.

Unit-VI: Restoration and Revolution: c. 1815 - 1848:

Unit-VII: Varieties of Nationalism and the Remaking of States in the 19th National identities in Germany, Italy

Learning outcome:

Students will learn from this course about the nature and structure of the traditional Chinese and Japanese society and how both of them transformed from the traditional to modern cultures. They will be aware how the Chinese were united towards the foreign colonial powers and defeated them and ultimately gain to freedom. They will also know about the emergence of Japan from a tiny state to world power.

Discipline Specific Elective (DSE)-1: Modern China & Modern Japan

China

Unit-I: Pre-modern Social Structure of China and the Canton commercial system.

Unit-II: The transformation of China into an informal colony; the Opium Wars; the Unequal

Treaties; the Open-Door policy.

Unit-III: Agrarian and Popular Movements: Taiping and Boxer Movement

Attempts at Self-Strengthening (Tzu-chiang): Reforms of 1860- 95; 1898

Unit-IV: The Revolution of 1911: Sun Yat-sen and his contribution; the formation of the Republic; Yuan Shih Kai; Warlordism.

Unit-V: May Fourth Movement of 1919: Nature and significance Formation of CCP; and the Kuomintang (National Party of KMT)

Unit-VI: The Communist Movement (1938-1949) and the rise of Mao Tse Tung

Japan

Unit-I: Meiji Restoration: Its nature and Significance

Unit-II: Meiji Constitution

Unit-III: Japanese Imperialism and Second World War

Learning outcome:

The course is designed to develop the understanding of North Bengal in colonial period. The students will gather the knowledge about the emergence of northern part of Bengal as North Bengal and about the princely state of Cooch Behar. They will also know about the land system of Northern part of Bengal and different protest movements of North Bengal.

Rupa Bhawmick

Principal
T.P.M. Mahavidyalaya
Cooch Behar

THAKUR PANCHANAN MAHILA MAHAVIDYALAYA

COOCH BEHAR

OFFICE OF THE PRINCIPAL

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COOCH BEHAR (WB) INDIA

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Discipline Specific Elective (DSE)-- 2: History of North Bengal (Colonial Period)

1. Pre-colonial North Bengal; North Bengal and Sub-Himalayan Region, adjoining areas; Ethno, Socio-Religious confluence.
2. Colonial penetration; Colonial administration; Re-organisation of North Bengal.
3. History of the Cooch Behar Raj since 1772: Cultural Response and Reaction.
4. Introduction of colonial Economy: Land Revenue Settlement; Plantation Economy; Forestry; Commercialization of Agriculture
5. Saga of National Movement and North Bengal
6. Protest Movement: Peasant movement; Plantation worker movement
7. Social Movement with special reference to Rai Saheb Panchanan Barma

B.A. HONOURS IN HISTORY: 6TH SEMESTER

Learning outcome:

The students will be able to analyse the historical developments in Europe between 1871-1919, as it focuses on the democratic & socialist foundations of modern Europe. They will be able to situate historical developments of socialist upsurge & the economic forces of the wars, other ideological shifts.

CORE COURSE-13: Europe from 1871 to 1919 A.D.

Unit-I: Early socialist thought; Marxian Socialism

Unit-II: Revolutions of 1905; the Bolshevik Revolution of 1917.

Unit-III: Theories and mechanisms of imperialism; growth of Militarism; Power blocks and alliances: expansion of European empires – War of 1914 – 1918,

Unit-IV: Peace Settlement of 1919

Learning outcome:

This course aims to provide an understanding of an era of shifting history from Euro centric to World. It discusses the turbulent times when totalitarianism rose as an alternative to democratic and liberal ideal and also the growing desire for peace through formation of organizations such as United Nations.

CORE COURSE -14: Europe from 1919 up to Cold War

Unit-I: League of Nations and Collective Security

Unit-II: The post 1919 World Order: economic crisis, the Great Depression and Recovery.

Unit-III: Fascism and Nazism.

Unit-IV: The Spanish Civil War.

Unit-V: Origins of the Second World War.

Unit-VI: Process of Decolonization

Unit-VII: UNO (Formation and its Objectives)

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Learning outcome:

The course enables the students to identify the contemporary challenges like social transformation, liberalization, privatization and globalization in perspective of contemporary world.

Discipline Specific Elective (DSE)-3: Contemporary World after Cold War

Unit-I: Origin of Cold war, Power Blocks NATO, SEATO, Warsaw Pact, Bipolarism

Unit-II: De-stalinisation and its effects

Unit-III: NAM and Third World

Unit-IV: Korean Crisis, Vietnam Issue, Suez Crisis, Cuban crisis

Unit-V: Détente, Glasnost and Perestroika

Unit-VI: Apartheid

Unit-VII: Globalization and its impact

Unit-VIII: Human Rights

Learning outcome:

The course is designed to develop the understanding of North Bengal in post-colonial period. The students will gather the knowledge about the re organization of northern part of Bengal, demographic changes and different ethno-political movement of North Bengal. The objective of this course is also to highlight the regional history of North Bengal and make the students aware about the facts and figures of different places such as Hill, Tarai and Plain land of North Bengal.

Discipline Specific Elective (DSE)- 4: History of North Bengal (Post- Colonial Period)

Unit-I: History of Migration: Demographic Changes: New Social Structure

Unit-II: Post Colonial Re-organisation of North Bengal.

Unit-III: Post Colonial Ethno-Political Movements in North Bengal

Unit-IV: Political Scenario of the Hill area of North Bengal: The All-India Gorkha League, The Gorkha National Liberation Front, The foundation of the Gorkha Autonomous District Hill Council.

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DEPARTMENT OF PHILOSOPHY

For UG CBCS syllabus of Philosophy in Cooch Behar Panchanan Barma University click the following link:

[https://www.cbpbu.ac.in/userfiles/file/CBCS/CBPBU%20CBCS%20UG%20Philosophy%20Syllabus-EDITED%20\(24092021\),100122%20\(1\).pdf](https://www.cbpbu.ac.in/userfiles/file/CBCS/CBPBU%20CBCS%20UG%20Philosophy%20Syllabus-EDITED%20(24092021),100122%20(1).pdf)

https://www.cbpbu.ac.in/userfiles/file/CBCS/GE%202_Philosophy.pdf

PROGRAMME OUTCOMES

SL NO	PROGRAMME OUTCOMES
1	Critical Thinking
2	Logical thinking
3	Practical Reasoning
4	Thinking Analytically
5	Psycho-analysis
6	Basics of counselling
7	Understanding of key ethical theories and their application

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COURSE OUTCOMES

SEMESTER-I

The CBCS Philosophy syllabus of the first semester provides two core courses/major papers. The first core paper (CE-1) is concerned with some Indian Philosophical schools like Carvaka, Jainism and Buddhism.

And the second core paper (CE-2) is concerned with the History of Western Philosophical Thoughts. The study of these two-core course altogether makes students aware about the philosophical concepts of both Indian and Western philosophical traditions.

The CBCS Philosophy syllabus of the first semester honours also provides one Generic Elective paper (GE-I) for the students of other than philosophy honours. This GE paper is concerned with the Philosophy, Society and Ethics. This paper makes students aware about some concepts about society, community, custom and law, morality and the theories of punishment.

SEMESTER-II

The CBCS Philosophy syllabus of the second semester provides two core courses/major papers. The first core paper (CE-3) of this semester is concerned with some Indian Philosophical Traditions like Vaisesika, Samkhya, Yoga, Mimamsa and Vedanta. Through this paper the students of this department make themselves aware about the thoughts of ancient India.

The second core paper (CE-4) of this semester is concerned with the History of Western Philosophical Thoughts-II. In this paper students studied about some thoughts of Locke, Berkeley and Hume. This paper provides a wide overview on Philosophical issues of medieval and modern western arena. Such study also helps the students to have an understanding about the meaning of life and reality. The CBCS Philosophy syllabus of the second semester also provides one Generic Elective paper (GE-II) for the students of other than Philosophy honours. This paper is concerned with Philosophy of Religion. Through this paper students will be able to understand the notion of religion and also the role of religion.

SEMESTER-III

The CBCS Philosophy syllabus of the third semester provides three core papers and one skill Enhancement (SEC) paper. The first core paper (i.e. C E-5) of the third semester is concerned with the notion of Indian Ethics. The Study of ethics makes students aware about the meaning and purpose of ethical principles which ultimately helps students to live a sound life

The Second paper core (i.e. CE-6) of this semester is concerned with the notion of Western Ethics. The study of this paper makes student aware about some ethical doctrines, the question regarding morality etc. This paper will help a student to build a moral character.

The third core paper (CE-7) of this semester is concerned about one of the most fundamental text of Nyaya Philosophy namely, *Tarkasamgrah*. The study of *Tarkasamgrah* makes students aware about some certain epistemological concern of Nyaya Philosophy.

The skill enhancement paper (SEC-I) is concerned is concerned with some Basics of Counselling. The study of this paper makes students aware about some methods of counselling and also makes them aware about the phenomena of mental health.

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SEMESTER-IV

The CBCS Philosophy syllabus of the fourth semester provides three core papers and one skill enhancement (SEC) paper. Among the three core papers the first one (CE-8) of this semester deals with the western logic. This paper contains some notions of western logic like Aristotelian logic, propositional logic etc. which helps students to become aware the developments into the field of logic.

The second core paper (CE-9) of this semester is concerned with Psychology. After a successful study of this paper students become aware many of psychological ideas or notion.

The third core paper (CE-10) is concerned with the Philosophy of Religion. The understanding about the nature of religion makes students able to understand the role of religion in human life. The skill enhancement paper of this semester (SEC-II) is concerned with Critical Thinking. It helps students to develop the ability of critical understanding, analysing etc.

SEMESTER-V

The CBCS Philosophy syllabus of the fifth semester provides two core papers and two Discipline Specific Courses (DSE). Among the two core courses the first one (CE-11) of this semester is about Socio-Political Philosophy. The study of this paper makes students aware about the social and political relationship, notion, ideas etc.

The second core course (CE-12) of this semester is concerned with notion of Western Logic-II. This paper contains some advance notions of western logic like quantification logic, Stroke Function etc. The successful study of this paper makes students aware about some advanced logical changes in the field of western logic.

The first DSE syllabus (DSE-I) of the fifth semester provides two philosophical texts namely, *Philosophy of Mind* and *Kathopanisad*. Among these two texts the students have to choose any one of them. Both texts provide certain intellectual frame work to see things in different manners

The second DSE syllabus (DSE-II) of the fifth semester provides one philosophical text which is *Nyayabindu* and one paper which is Feminist Philosophy. Students had to choose one of them. This paper contains certain analytical approaches towards some philosophical problems in the field of epistemology. The study of this paper makes students aware about such analytical approaches.

SEMESTER-VI

The CBCS Philosophy syllabus of the sixth semester provides two core papers and two Discipline Specific Courses (DSE). Among the two core courses the first one (CE-13) is about the Philosophy in 20th century: Indian. This paper covers a number of renowned Indian Thinkers like Swami Vivekananda, Rabindranath Tagore, Mahatma Gandhiji etc. The study of this paper helps students to be acquainted with the minds of such great Indian thinkers.

The second core course (CE-14) of this semester is concerned with the Philosophy of 20th century: Western. This paper provides one text namely Problems of Philosophy by B. Russell. This text provides certain intellectual frame work which helps students to interpret and understand philosophical issues and their solutions.

The first DSE syllabus (DSE-III) of the sixth semester provides two philosophical texts namely, *Practical Ethics* and *Samkhyakarika*. Students had to choose one of them.

The second DSE (DSE-IV) syllabus provides two texts among which students have to choose one. These two books are *Introduction to Logic* and *An Enquiry Concerning Human Understanding*. Study of this DSE course makes students acquainted with the changing histories and their impacts in the human life and society.

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COURSE OUTCOMES: PHILOSOPHY (PROGRAM COURSE)

The CBCS Program Course in Philosophy under Cooch Behar Panchanan Barma University provides scope of learning in Discipline Specific Courses (DSC) along with Discipline Specific Electives (DSE) in different semesters. It also includes courses in Generic Electives (GE) as well as Skill Enhancement Courses (SEC). All these courses are under graduate level and the possible outcomes in this regard may be stated as below:

SEMESTER-I

The syllabus of the first semester program course provides one Discipline Specific Course under the heading DSC - 1A which deals with one part of Indian Philosophy (Part-A) that includes the basic introduction to Indian Philosophy and the important concepts and approaches of the three heterodox or non-Vedic philosophical schools of traditional India, namely, Carvaka, Jaina and Buddha.

The purpose and the possible outcome of this paper are to introduce the basic outline of Indian philosophical thoughts along with a systematic understanding of the same with the deal of the heterodox schools and their approaches to Indian Philosophy. The focus on the heterodox schools here in this paper prepares the new learner in philosophy in a way that may help them analyse and interpret the traditional philosophical systems clearly, distinctly and systematically.

SEMESTER-II

There is a Discipline Specific Course for the students of second semester program in Philosophy that offers another part of Indian Philosophy (Part-B) under the heading DSC -1B which widens the knowledge of the students with regard to Indian Philosophical schools by understanding some of the important orthodox schools of Indian Philosophy like, Nyaya, Vaisesika, and Samkhya.

The outcome of this course is planned to acquaint the budding learners of philosophy with those orthodox or the Vedic systems of India that do not directly emerge from the Vedic traditions, although they are not in confront with the Vedas. This paper helps the students of philosophy to understand the originality as well as the variety of Philosophical systems of ancient India.

SEMESTER-III

The third semester program course in philosophy offers one Discipline Specific Course (DSC -1C) under the heading Western Metaphysics and Epistemology in which the basic and important metaphysical as well as epistemological traditions and principles of the West like Rationalism, Empiricism, Realism, Idealism, Causality, Mind-body relations and etc. are taught. There is also a Skill Enhancement Course in this semester, namely, SEC-1 which offers the study of the social and practical role of religion.

The outcome of the DSC syllabus is designed to make the students aware of the fundamental issues of Western metaphysics and epistemology so as to let them advance in knowledge in the significant philosophical issues of the West. The design of this course at this level also provides scope for understanding the comparative points of Indians well as Western metaphysical and the epistemological trends.

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The SEC-1 syllabus is aimed at building a philosophical outline of religious knowledge so as to let the students know the significance of religion and its role in social phenomena apart from enhancing the skill of comparing methodically the study, need and relevance of religious philosophy. Thus, this SEC syllabus would ensure not only the acquisition of knowledge in the religious field but also practice of the same in order to fulfil the need of the society in general and the individual in particular.

SEMESTER-IV

In its Discipline Specific Course (DSC -1D) under the heading Social and Political Philosophy the program course in Philosophy fourth semester gives the students another scope of knowing and learning different social and political concepts and principles from the philosophical perspectives.

This semester, further, offers a Skill Enhancement Course (SEC-2) in Value Education where starting from the concept of Values to the components of Value education through the teachings of the Upanishads, Gita, Jaina, Buddha, Sufism as well as the role, relevance and practice of Value education in present age comprise the significant concerns of this paper.

Now, so far the DSC syllabus is concerned, it offers a philosophical platform to the learners where important concepts and issues of social and political philosophy are analysed. Hence, the course in this regard is developed to successfully provide the students clear concepts and points of differentiations between many basic issues like society, community, association, institution, class and caste, social groups, political ideals of equality, justice, liberty, Democracy, Socialism, Marxism etc. by understanding which the students would, on the one hand, be aware of the significance or the appropriate relevance of these terms as well as principles within their social and political structures, and would use these in their real life situations appropriately, on the other.

The SEC syllabus on Value education, again, aims to teach the students the role and relevance of values in our everyday life. It, in fact, seems to be a very significant area of study to balance the spiritual aspects of our lives and the present-day mechanistic world order. For, education with regard to the necessary values for sustainable living is prescribed in this course in such a way that not only assures the physical, mental and the spiritual upgrading of an individual but also the health and hygiene of the surrounding environment at a larger scale.

SEMESTER-V

The fifth semester program course in Philosophy offers one Discipline Specific Elective (DSE -1A) course under the title Western Logic in which some important concepts of traditional logic of the West like Quality, Quantity, Square of Opposition, Immediate as well as Mediate Deductive Inferences, Figure, Mood, etc. along with some basic concepts of modern Symbolic logic like Variables, Truth-functions, Argument and Argument Forms etc. are introduced. There is also scope for testing the validity of arguments here by following some rules and also by following some diagrammatic representations. This paper, further, gives a basic outline of the Inductive inferences and the various methods of Induction too.

There is also a Generic Elective (GE-1) in this semester under the title Practical Ethics which provides the scope of studying different ethical issues related to our practical lives like the issues of suicide, abortion, euthanasia and etc. Besides these, this paper also aims to highlight many other areas and concerns of ethics of practice like human rights, environmental ethics, feminism, Gandhi's ethics of ends and means etc.

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In this semester, there is further a provision for Skill Enhancement Course (SEC-3) under the title Basics of Counselling. This course introduces before the students the role, relevance and potentials of counselling in the life of a healthy individual, where 'healthy' stands for not only physical fitness but also mental wellbeing.

Of these three different course designs in this semester the possible outcome of the DSE course is to develop logical reasoning skills in the students in such a way so that they can form valid arguments and can avoid possible fallacies not only in their daily life of potential reasoning but also in many of their professional fields, for instance, in the practice of law as a lawyer in a court of justice.

Again, the course outcome of the Generic Elective course is to offer an understanding of the multiple issues of applied ethics as relevant to our practical lives. It, further, awakens the students on their human rights as well as responsibilities. The study of this course brings much confidence to the students in choosing their course of actions under different situations with carefulness such that they may avoid any contradictory acts that may affect themselves, their surrounding natural environment, or even the society at large. This course, actually, aims to make the students morally aware of the different situations of their surroundings and develops in them the ability to act responsibly as a member of the society.

The outcome of the SEC syllabus is to deal with the psychological issues of the students who are in their adolescent period of life such that they may develop the appropriate attitude towards sorting out their psychological problems as much common to their ages. This may, in fact, solve different psychological problems of the students concerned as well as that of any other persons living in societies. This course, moreover, offers an alternative prospect of carrier opportunity of a counsellor to the students with their approaches towards understanding and practice of counselling in their higher studies and researches.

SEMESTER-VI

The semester six designs the syllabus of Philosophy with a Discipline Specific Elective (DSE-1B), a Generic Elective (GE-2) and a Skill Enhancement Course (SEC-4).

The Discipline Specific Elective under the title Theoretical Ethics deals with some basic concepts and issues of ethics like the nature of ethics, moral and non-moral actions, problem of freedom of will, Utilitarianism of Bentham and Mill, Kant's deontological ethics, the ethics of Niskama karma, issues of crime and punishment etc.

The Generic Elective under the title Psychology offers a preliminary understanding of the issues of psychology like sensation, perception, attention, memory, learning, emotion, consciousness and its different levels, intelligence and its measurement and etc.

The extension of the Skill Enhancement Course under the title Critical Thinking may be seen here to introduce various approaches to develop our ordinary thinking to the level of systematic logical / critical thinking. This includes the method of analysis, deductions, inductions, and the like. It suggests the norms as well as criteria of critical thinking and offers before the students the wide possible range of logical fallacies of practical forms that may occur in our everyday situations.

Now, the outcome of the Discipline Specific Elective course is to build moral insights among the students of philosophy with the understanding of the important theoretical aspects of ethics as leading to the moral living of them in an enlightened, conscious and careful way.

The Generic Elective aims at approaching the students with more or less an empirical understanding of their psyche so as to satisfy different unanswered queries of their ages along with the culture and possible control of their psychological states. In other words, this paper gives an exposure to understand different psychological phenomena of the teenaged students, apart from a scope to look forward the career options of psychologists.

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The SEC syllabus, on the other hand, develops the attitude of critical thinking in the undergraduate students of philosophy in a way so as to grow in them the power of analysis of facts and theorems such that they may be aware of the notable flaws involved in reasoning or argumentation and may apply their critical thinking in different phases of their lives like decision-making and etc. This is precious for any budding students of philosophy to present or represent their points of view before the world in a precise way that would display their worthy living as humans or rational beings.

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DEPARTMENT OF POLITICAL SCIENCE

PROGRAMME OUTCOME

Sl No.	Programme Outcomes
1.	In-depth knowledge of Indian political system , political thinkers administrative system
2.	Take informed actions after identifying the assumptions that frame our thinking and actions, checking out the degree to which these assumptions are valid and looking at our ideas and decisions (intellectual,organizational and personal) from different perspectives .
3.	Skills of working collaboratively in terms and plans as well as managing their work roll.
4.	Awareness of personal strength and weaknesses. Will have self reflection and discipline.
5.	Elicit views of others, mediate disagreements and help reach conclusions in-groups settings.
6.	Demonstrate empathetic social concerns and equity centered national development, and the ability to act with an informed awareness of issues and participate in civic life through volunteering.
7.	Recognize different value systems including your own, understand the moral dimensions of your decisions, and accept responsibility for them.
8.	In-depth knowledge of international relations with other countries, international issues and also Global politics.
9.	Ability to discuss Indian Constitutions and Political Process.
10.	Ability to discuss political thinking in western world .
11.	Ability to describe Public administrative process and thinking in perspective of Indian as well as western context.

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COURSE OUTCOMES

B.A. Honors

SEMESTER I

CORE-1 UNDERSTANDING POLITICAL THEORY

Understanding the meaning, Nature and Scope of Political science , Nature of Politics. Understanding Political Science as Social Science, Politics as a Process. Understanding the theories, ideologies and Approaches to the study of politics like Liberalism, socialism , Marxism, Neoliberalism, Behaviouralism, Post-Behaviouralism etc.

CORE 2- CONSTITUTIONAL GOVERNMENT & DEMOCRACY IN INDIA

Understanding the Composition and objectives of Constituent Assembly, Making of Indian Constitution, significance of the Preamble, understanding the Fundamental Rights and Fundamental Duties of Indian citizens. Knowledge about Directive Principles of State Policy. Critically analyzing the Center- State relations , Union and State executive, Union and State legislature and integrated judicial system of India.

SEMESTER II

CORE 3- POLITICAL THEORY- CONCEPTS AND DEBATES

Understanding the meaning and definition of State, Understanding the theories of the State like Idealist Marxist and Gandhian. Understanding the importance,significance, meaning and theories of liberty, equality, justice, rights, sovereignty, socialism and democracy.

CORE 4- COMPARATIVE POLITICAL SYSTEM

Understanding comparative Politics definition nature and scope. Understanding colonialism and the process of de-colonialism and eurocentrism. Comparative analyzing the constitutional system of the U.K. ,U.S.A and China. Understanding forms of Government (Parliamentary and Presidential System), comparative study of Cabinet system, speaker, committee and party system across Britain , U.S.A., and China.

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SEMESTER III

CORE 5- PUBLIC ADMINISTRATION

Explaining the meaning, nature and scope of Public Administration, evolution of Public Administration, relations of private and public administration, analyzing the theories of Public Administration(Classical theory of Administration, Neo classical theories and also Contemporary theories of administration) . Discussing the New Public administration, New public Management and Good Governance.

CORE 6- INTERNATIONAL SYSTEM

Understanding the meaning, nature and scope of International Relations, International Relations as an autonomous discipline. Discuss the Evolution of the International State System and Nation State System . Discuss the meaning of Realism, Morgenthau's and E.H. Carr's idea of Classical Realism, Liberalism, Neo-Liberalism and Marxist approach. Discussing the causes, phases and features of the Second World war, Cold war. Detente. In this core paper discussed other centers of powers like the Third World and Its nature , features and also its relevance.

CORE 7- POLITICAL SOCIOLOGY

In the core paper of Political sociology, where societal aspects of politics are also included such as Social basis of politics, interrelation between society, state and politics. Social stratification and Politics , Class- Caste, Social Mobility, Political socialized agencies with special reference to Education and Media. Political Participation , Non- participation, Political Culture, Political Development , Political Parties, Interest Groups, Pressure Groups are included in this paper.

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Genesis and charter, objectives and principles of the United Nations are taught in this Generic Paper. Its six organs are the General Assembly; Security Council, Economic and Social Council; the specialized agencies-- (International Labour Organisation [ILO], United Nations Educational, Scientific and Cultural Organisation [UNESCO], World Health Organisation [WHO]). Understanding Peace- making and peacekeeping role of UN. Understanding Major Global Conflicts: Vietnam War, Afghanistan War.

SEC I DEMOCRATIC AWARENESS AND LEGAL LITERACY

Understanding the Rights and their enforcement with Right to Remedy (Art 32, 226) , Understanding Public Interest Litigation. Discussing about Courts and their jurisdiction in India , criminal and civil courts, Alternate dispute mechanisms (Lok Adalats). Discussing some Laws relating to: (a) Environment (b) Dowry prohibition, (c) and domestic violence [provisions and their evaluation]

SEMESTER IV

Core 8 GOVERNMENT AND POLITICS IN WEST BENGAL SINCE 1947

The paper is based on Politics in West Bengal Since partition in 1947 to the present. Its impact on society & Politics . Parties and Politics in West Bengal like The Indian National Congress; Coalition politics; the Left front, rule of Trinamul Congress are discussed in this paper. The Naxalite Movement is part of this paper. Students can learn evolution, composition, functions and role of Urban and Rural Local Self Government.

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Core 9 INDIAN POLITICAL THOUGHT -I

The ancient Indian scholar Ved Vyasa in his epic Mahabharata's Shanti Parva (Rajdharm) is included in the beginning of this core paper. Kautilya's Arthashastra, Zia-Uddin-Barani's Kingship and State concept are taught here. Nature and Features of Bengal Renaissance. Raja Rammohan Roy's Freedom of Press; Liberalism, J. Phule's Anti-caste Movement, Vivekananda's Socialism, R.N. Tagore's Nationalism and Internationalism are discussed in this paper.

Core 10 MARXIAN POLITICAL THOUGHT

The paper focused on Karl Marx and his Ideology. Understanding his Dialectical and Historical Materialism, Marx's Conceptualization of Capitalist Society and Socialist Society, Theory of Class and Class Struggle, Marx and the Concepts of Freedom and Democracy, Marxian Theory of Revolution. Besides Marx, Lenin and Mao Ze Dong also taught in this paper. Lenin's Dictatorship of the Proletariat, and Mao-Ze-Dong's New Democracy are part of the syllabus.

GE CONSTITUTION OF INDIA

Understanding the Composition and objectives of Constituent Assembly, Making of Indian Constitution, significance of the Preamble, understanding the Fundamental Rights and Fundamental Duties of Indian citizens. Knowledge about Directive Principles of State Policy. Federalism, Critically analyzing Union and State executive, Union and State legislature and integrated judicial system, Election Commission of India.

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SEMESTER V

Core 11 WESTERN POLITICAL THOUGHT -I

All interested students in Political Science must be aware of the western Political Thought. This course is dedicated to Plato's Ideal State, Justice, Education, Communism, Aristotle's Method, Notion of State, Justice, Slavery and Revolution. Cicero's Natural Law, and State. Students also learn Medieval Political Thought, Theory of Two Swords, Thomas Aquinas's Theory of Law, Marsiglio of Padua's Conception of State and Conciliar Movement.

Core 12 INDIAN POLITICAL THOUGHT II

Through this paper students learn some selected Indian political thinkers and their thoughts like Aurobindo's Nationalism, M.N. Roy's New Humanism, M.K. Gandhi's Sarvodaya, S.C. Bose's Doctrine of Samya, J.L. Nehru's Secularism, J.P. Narayan's Partyless Democracy, Moulana Abul Kalam Azad's Nationalism, B.R. Ambedkar's Democracy and Constitutionalism.

DSE I SOCIAL MOVEMENTS IN CONTEMPORARY INDIA

This paper is formed to provide learners the basic knowledge of Movements which are included in this paper. Meaning, Types and Causes Of Social Movements. Environment Movements, Anti-corruption Movement, Women Movements focused on Self-Employed Women's Association (SEWA), and Dalit Movements in India are part of this course.

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DSE II INDIAN FOREIGN POLICY

Knowledge gained about Indian foreign Policy on evolution basic principles and determinants. The paper focused on what is India's Policy of Nonalignment, Competence gained to apply the knowledge to predict the trends and the foreign policy decisions on the major powers like Indo- Pak, Indo-China, Indo-US Relations.

SEMESTER VI

Core 13 WESTERN POLITICAL THOUGHT II

Through this paper students learn some selected Western Political thinkers like Machiavelli's Ethics and Politics, Machiavelli as a 'Child of Renaissance', Hobbes's Theory of Social Contract, Locke's Natural Law and Rights, Social Contract, Rousseau's General Will, Bentham's Utilitarianism, Liberty, J.S.Mill's Liberty, Representative Government, Hegel's idea on Dialectic, State.

Core 14 UNITED NATION : AN OVERVIEW

Genesis and charter, objectives and principles of the United nations are taught in this Generic Paper. Its six organs General Assembly; Security Council, Economic and Social Council; the specialized agencies-- (International Labour Organisation [ILO], United Nations Educational, Scientific and Cultural Organisation [UNESCO], World Health Organisation [WHO], UNO's role in conflict management and arms control.

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DSE 3 UNDERSTANDING SOUTH ASIA

Understanding the relations and constitutional features of Pakistan srilanka Bangladesh Nepal Bhutan Maldives. Knowledge gained about regional organizations ASEAN and SAARC. Also taught Terrorism in South Asia, security challenges and Nuclear Policy on the basis of South Asian countries.

DSE 4 WOMEN IN MODERN INDIA : POWER AND POLITICS

This paper offers an overview on the women modern in India. Women's Participation in Indian Freedom Movement, Women in Post Independence (Indian) Politics (Parliament & Assembly). Empowerment of Indian Women's, Concept and Trends, 73rd & 74th Constitution Amendment Act are taught. The paper focus on Legal Provisions for Protection of Women, Sexual Harassment of Women at Workplace Act (2013); National Commission for Women its Composition and Role in India.

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DEPARTMENT OF SANSKRIT

For UG CBCS syllabus of Sanskrit in Cooch Behar Panchanan Barma University click the following link:
<https://www.cbpbu.ac.in/userfiles/file/CBCS/UG%20CBCS%20Sanskrit%20Syllabus.pdf>

PROGRAMME OUTCOMES

Sl no	PROGRAMME OUTCOMES
1	Reasoning
2	Liberal Mindset
3	Ethics
4	Social Development
5	Philosophical Thinking
6	Aesthetic Sense
7	Critical Thinking

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COURSE OUTCOMES

1ST SEMESTER COURSE OUTCOMES (CO)

COURSE CODE	COURSE TITLE	COURSE OUTCOMES
C1	Sanskrit Grammar and Composition	Students will earn knowledge of Paniniya's Vyakarana, knowledge of Maheshwara Sutras, Sandhi and Samjna based on Laghusiddhantakaumudi. Students will have capacity to understand fundamentals of Panini Grammar etc. They will earn knowledge of different types of voices (Active voice, Passive voice and Impersonal Voice). They will have translation ability of simple sentences from English to Sanskrit and Sanskrit to English.
C2	Classical Sanskrit Literature (Prose & Ethics)	Students will earn knowledge of Sanskrit Literature's 'Śukonasopadeśah'(Prose mode) special in the context of MahakaviBanbhata's Poetic style, Comprehensive understanding of the popular prose portion from Kadambari, appreciation of basic poetic and linguistic aspects of Sanskrit Literature etc. Through Nitishatakam they will earn knowledge of moral values and thoughts, inspiration to assimilation.
GE1	Ethical and Moral Issues in Sanskrit Literature	Students will understand that the truth always prevails, plant seeds of faith, unity in diversity in possible and necessary etc. Lord Rama is the epitome of kindness, compassion, and love. His wisdom and patience made it possible for him to follow his inner good without worrying about the loss of luxuries and kingship. The Mahabharata, an epic Indian poem detailing the struggle between two rival families for control of the throne, stands as one of the great treasures of world literature. Throughout all of the adventures, an underlying theme runs through the tale. Through Nitishatakam they will earn knowledge of moral values and thoughts, inspiration to assimilation.

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2ND SEMESTER COURSE OUTCOMES (CO)

COURSE CODE	COURSE TITLE	COURSE OUTCOMES
C3	Classical Sanskrit Literature (Drama) & Metre	This course aims to acquaint the students with most famous dramas of Sanskrit Literature, which not only reflect poetic excellence but also depict contemporary society and highlight human values and morality. It also intends to give an understanding of Sanskrit metres. The course also seeks to help the students negotiate the text independently with the help of Proficiency of Sanskrit.
C4	Classical Sanskrit Literature (Poetry) & Dramaturgy	This course aims to get the students acquainted with the text of classical Sanskrit Poetry. They also learn the ideas of Kavyasastric angle as well as Aesthetics of Kavyas.
GE2	Nationalistic Thought in Sanskrit Literature	This Course aims to acquaint students with relevant and much debated issues of Ramayana and Mahabharata. They will also know our Nation from Vedic India to Modern India through Vedic Literature as well as Classical Literature. They also know and realise the real picture of Nationalism in that period of time from this course.

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3RD SEMESTER COURSE OUTCOMES (CO)

COURSE CODE	COURSE TITLE	COURSE OUTCOMES
C5	History of Classical Sanskrit Literature	This course aims to introducing notable features of History of Classical Sanskrit Literature. It will enable students to understand and construct the structure of Classical Sanskrit. The students can take the knowledge about the History of Rāmāyaṇam, Mahābhāratam, Purāṇam, Mahākāvyaṃ, Gītikāvyaṃ, Gadyakāvyaṃ, Kathāsāhityam, Aitihāsikasāhityam, Nāṭyasāhityam & Campūkāvyaṃ.
C7	Sanskrit Grammar	This course introduces the scientific study of Laghusiddhāntakaumudī - Subantaprakaraṇam and Laghusiddhāntakaumudī - Kṛt-Taddhita-pratyayāḥ. Students would be able to understand Grammar structure of Sanskrit language and status of it in the field of comparative studies.
GE3	OTHER THAN SANSKRIT [H] STUDENTS	-----NA-----
SEC1	Communicative Sanskrit	This course aims to introducing Communicative Sanskrit. Students would be able to writing of dialogue in sanskrit, usage of sanskrit words in day-to-day life (words related to educational institution, human body, occupation, fruits, vegetables, birds and animals), time calculation and knowledge of numbers (1-100) in sanskrit and writing of letter in sanskrit.

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4TH SEMESTER COURSE OUTCOMES (CO)

COURSE CODE	COURSE TITLE	COURSE OUTCOMES
C8	History of Vedic, Scientific & Technical literature in Sanskrit	This course on Vedic literature aims to introduce various types of Vedic Text. The Students can take the knowledge about classifications of Veda, Brāhmaṇam, Āraṇyakam, Upanisad, Vedāngāni. Students must know how Indian education system Gurukul System was overtaken by convert school culture under a well drafted plan to produce Indians who thinks and behave like Englishman. It will also facilitate the students to know about philosophical, moral and scientific principles including the course of Indian Intellectual traditions of Vedic period.
C9	Ancient Indian Polity & General Survey of Dharma, Artha and Nitiśāstra	In this course the students would know about the Texts of Dharmasāstra, Arthasāstra and Nitiśāstra. This course gives holistic and comprehensive understanding of the subject. It builds a comprehensive outlook of ancient Indian polity.
C10	Vedic Hymns & Grammar	The students would know about the Vedic Mantras and Vedic Grammar also. The students would also know the differences between Classical and Vedic Grammar. The students can take the knowledge about socio-economic life in the age of Rigveda, different hymns of Rigveda and its philosophical importance.
GE4	OTHER THAN SANSKRIT [H] STUDENTS	-----NA-----
SEC 2	Self-Management in Bhagabad Gita	The objective of this course is to study the philosophy of self-management in Bhagabad Gita. The course seeks to help students negotiate the text independently without referring to the traditional commentaries so as to enable them to experience the richness of the text. This course also develops self-control, moral values and initiates harmony in Society.

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5TH SEMESTER COURSE OUTCOMES (CO)

COURSE CODE	COURSE TITLE	COURSE OUTCOMES
C11	Indian Philosophy	This course introduces the scientific study of Indian Philosophy. The students would know about the Tarkasaṃgrahaḥ and History of Indian Philosophy.
C12	Sanskrit Poetics & Literary Criticism	The objective of this course is to study the Sanskrit Poetics & Literary Criticism This course aims to introducing Kāvyaadarśaḥ (Prathamaparicchedaḥ) and Sāhityadarpaṇaḥ 10 th Paricchedaḥ – Yamakam, Anuprāsaḥ, Śleṣaḥ, Upamā, Rūpakam, Utprekṣā, Atiśayoktiḥ, Tulyayogitā, Prativastūpamā, Nidarśanā, Dīpakam, Dṛṣṭāntaḥ, Samāsoktiḥ, Aprastutaprasāmsā, Arthāntaranyāsaḥ, Kāvyaṅgam, Vibhāvanā, Viśeṣoktiḥ, Bhrāntimān, Apahnutiḥ, Vyatirekaḥ, Svabhāvoktiḥ.
DSE1	Modern Sanskrit Literature	This course aims to introducing notable features of Modern Sanskrit Literature. It will enable students to understand and construct the structure of Modern Sanskrit Literature. The students can take the knowledge about the Modern Sanskrit Literature in Bengal (Haridas Siddhanta Vagish, Chandrakanta Tarkalamkar, Panchanan Tarkaratna, Kalipada Tarkacharya, Srijib Nyayatirtha, Nityananda Smrititirtha, Jatindra Bimal Chowdhury, Roma Chowdhury, Birendra Kumar Bhattacharya, Sitanath Acharya) And Modern Sanskrit Literature in Outer Bengal (Rewa Prasad Dwivedi, Ramkaran Sharma, Kshma Rao, G. B. Palsule, S.B. Vernekar, Satyavrat Sastri, Radhavallabh Tripathy, Abhiraj Rajendra Mishra, Haridutta Sharma).
DSE2	Art of Balanced Living	The objective of this course is to study the philosophy of Art of Balanced Living in Bhagabad Gita. This course also develops Self-presentation, Concentration and and Refinement of Behaviour (Methods of Improving Behaviour)

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6TH SEMESTER COURSE OUTCOMES (CO)

COURSE CODE	COURSE TITLE	COURSE OUTCOMES
C-13	Paninian Grammer	This course aims to introducing two notable features of Sanskrit grammar. It will enable students to understand and construct the structure of Sanskrit language in an accurate manner through the system of traditional <i>Paninian</i> Grammar.
C-14	Linguistics	This course introduces the scientific study of human languages. Students would be able to understand linguistic structure of Sanskrit language and status of it in the field of comparative linguistics.
DSE3	Indian Epigraphy & Palaeography	This course will enable students to understand the different facets of ancient Indian history embedded in
DSE4	Environmental Awareness in Sanskrit Literature	This course introduces the environmental awareness reflected in Vedic and Classical Sanskrit literature. It will be helpful to understand the significance of ancient Indian thoughts in the field of environmental studies.

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B.A. PROGRAMME COURSE IN SANSKRIT COURSE OUTCOMES (CO) 1ST SEMESTER COURSE OUTCOMES (CO)

COURSE CODE	COURSE TITLE	COURSE OUTCOMES
DSC A1	Sanskrit Drama and Paniniyan Grammar	Students will know MahakaviKalidasa's poetic style and geographical environmental surroundings. They will understand the role of Nature in AbhijnanShakuntalam by Kalidasa. They will make out what is Abhijnan in this play AbhijnanShakuntalam. Students will earn knowledge of Paniniya'sVyakarana, knowledge of Sandhi, Pratyahara, Samjna and Krit based on Laghusiddhantakaumudi. Students will have capacity to understand fundamentals of Panini Grammar etc.

2ND SEMESTER COURSE OUTCOMES (CO)

COURSE CODE	COURSE TITLE	COURSE OUTCOMES
DSC A2	Sanskrit Poetry and Metre	This course aims to acquaint the students with most famous poetry of Sanskrit Literature, which not only reflect poetic excellence but also depict contemporary society and highlight human values and morality. It also intends to give an understanding of Sanskrit metres.

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3RD SEMESTER COURSE OUTCOMES (CO)

COURSE CODE	COURSE TITLE	COURSE OUTCOMES
DSC – A3	History of Classical Sanskrit Literature & Translation	This course aims to introducing notable features of History of Classical Sanskrit Literature. It will enable students to understand and construct the structure of Classical Sanskrit. The students can take the knowledge about the History of Rāmāyaṇam, Mahābhāratam, Purāṇam, Mahākāvyaṃ, Gītikāvyaṃ, Gadyakāvyaṃ, Kathāsāhityam, Aitihāsikasāhityam, Nāṭyasāhityam & Campūkāvyaṃ. They will have translation ability of simple sentences from English to Sanskrit and Sanskrit to English.
SEC 1	Basic Sanskrit Learning	This course aims to introducing of Declensions (Nara, Latā, Fala, Asmad, Nadī, Muni, Sādhu, Piṭṛ, Ātman, Mātṛ, Madhu, Yuṣmad, Tad, Guṇin, Idam, Eka to Aṣṭan), Conjugations, Indeclinables & Kāraka-vibhaktiḥ

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4TH SEMESTER COURSE OUTCOMES (CO)

COURSE CODE	COURSE TITLE	COURSE OUTCOMES
DSC A4	Smṛtiśāstra & Upaniśad	In this course students will learn about the Indian Rituals, Religion and Culture in Sanskrit tradition. They will be able to know the Theology, their concept etc.
SEC 2	Communicative Sanskrit	This course enhances the ability of the students to express the thoughts and ideas effectively orally in Sanskrit. Students acquire the ability to communicate in Sanskrit with others through proper media and confidently share one's views in Sanskrit.

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5TH SEMESTER COURSE OUTCOMES (CO)

COURSE CODE	COURSE TITLE	COURSE OUTCOMES
DSE A1	Sanskrit Prose & Indian Philosophy	This course introduces the scientific study of Indian Philosophy. Students will earn knowledge of Sanskrit Literature's 'Śukonasopadeśaḥ' (Prose mode) special in the context of MahakaviBanbhatta's Poetic style, Comprehensive understanding of the popular prose portion from Kadambari, appreciation of basic poetic and linguistic aspects of Sanskrit Literature etc.
GE – A1	Ethical and Moral Issues in Sanskrit Literature	Students will understand that the truth always prevails, plant seeds of faith, unity in diversity in possible and necessary etc. Lord Rama is the epitome of kindness, compassion, and love. His wisdom and patience made it possible for him to follow his inner good without worrying about the loss of luxuries and kingship. The Mahabharata, an epic Indian poem detailing the struggle between two rival families for control of the throne, stands as one of the great treasures of world literature. Throughout all of the adventures, an underlying theme runs through the tale. Through Nitishatakam they will earn knowledge of moral values and thoughts, inspiration to assimilation.
SEC 3	Indian Theatre	This course introduces the scientific study of Indian Abhinayaḥ, Arthaprakṛtiḥ, Avasthā, Pañcasandhiḥ, Nāṭyasamlāpāḥ (Sāhityadarpaṇaḥ: 6th) & Mañcasajjā (Nāṭyaśāstram: 2nd)

Rupa Bhawmick
Principal
T.P.M. Mahavidyalaya
Cooch Behar

THAKUR PANCHANAN MAHILA MAHAVIDYALAYA

COOCH BEHAR

OFFICE OF THE PRINCIPAL

[A Govt. Aided Degree College permanently affiliated to the Cooch Behar Panchanan Barma University and enlisted under Sec. 2(F) and 12(B) of the UGC Act]



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6TH SEMESTER COURSE OUTCOMES (CO)

COURSE CODE	COURSE TITLE	COURSE OUTCOMES
DSE A2	Fables Literature & Gita	Students would be able to learn the moral values and life skills from the stories from fable literature. They would also be able to think about spiritual power of action as depicted in Gita.
SEC 4	Scientific & Technical Literature in Sanskrit	Students would be able to explore different streams of ancient Indian sciences and different methods of scientific thinking.

Rupa Bhawmik

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