

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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PROGRAMME OUTCOMES AND COURSE OUTCOMES

DEPARTMENT OF BENGALI

For UG NEP syllabus of Bengali in Cooch Behar Panchanan Barma University click links below:

https://www.cbpbu.ac.in/userfiles/file/2023/Syllabus_NEP2023/Bengali.pdf

https://www.cbpbu.ac.in/userfiles/file/2024/NCCF/Syllabus/Bengali/UG%20Bengali%20Syllabus%20for%203rd%20&%204th%20Semester_24_25.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.

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

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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. Major student in Bengali:

Some of the characteristic attributes of a B.A. Major 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.
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.

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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. Major) Degree Programme in Bengali

The qualification descriptors for a B.A. Major 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.

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

Certain expected learning outcomes (subject-specific skills, generic/global skills and attributes) that a Major 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 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.

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- 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.
- The students will have a deep understanding of the methods and frameworks that literary studies as well as linguistics use to further disciplinary peripheries.
- 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.
- Although the B.A. Major 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, colleges, university's along with different administrative and corporate jobs.
- 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.

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

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

BENGALI (MAJOR) CORE COURSES

SEMESTER - 1

Major-1: 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 Śṛṅṣṇakīrtan.

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

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Major-2: History of Bengali Literature (Modern Era)

The main objective of this syllabus is to create a brief idea about important Bengali Literature with respect to significant social, political, cultural events of the 19th-20th century.

SEMESTER-3

Major-3: 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.

Major-4: Literary Literature, Poetry, Biography

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 Voishnab Padabali, Shakta Padabali selected devotional songs relating to Vishnu and Goddess Kali etc., which have deep rooted religious connections.

SEMESTER-4

Major-5: Prosody, Rhetoric, Poetic

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.

Major-6: 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.

BENGALI (MINOR) CORE COURSES

SEMESTER - 1

Minor-1: 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.

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.

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SEMESTER – 2

Minor-2: History of Bengali Literature (Modern Era)

The main objective of this syllabus is to create a brief idea about important Bengali Literature with respect to significant social, political, cultural events of the 19th-20th century.

MDC: MULTI DISCIPLINARY COURSE

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 Śṛṅṣṇakīrtan.

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.

AEC: ABILITY ENHANCEMENT COURSE

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 literature.

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PROGRAMME OUTCOMES AND COURSE OUTCOMES

DEPARTMENT OF ENGLISH

COURSE OUTCOME OF UG ENGLISH MAJOR UNDER NEP

FIRST SEMESTER

MAJOR 1: HISTORY OF ENGLISH LITERATURE

Course Outcome:

1. Students will be aware of the characteristics of the various ages of English Literature.
2. Students will know the different factors responsible for the literary developments that have taken place over the centuries in English Literature.

SECOND SEMESTER

MAJOR 2: RHETORIC PROSODY & LITERARY TYPES

Course Outcome:

1. Students will be able to learn different Figures of Speech and metrical patterns used in English poetry.
2. Students will have a thorough understanding of the various genres of English literature.

THIRD SEMESTER

MAJOR 3: BRITISH POETRY

Course Outcome:

Students' poetic and stylistic creativity will increase by exposure to famous poems.

MAJOR 4: BRITISH DRAMA

Course Outcome:

Students' theatrical and performative creativity will increase by exposure to famous plays.

FOURTH SEMESTER

MAJOR 5: BRITISH PROSE

Course Outcome: Students will learn the diversity and development of prose narratives in different periods of British literature.

MAJOR 6: AMERICAN LITERATURE

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Course Outcome:

Students will attain knowledge in American literature by reading noteworthy poems, plays and novels in American literature.

FIFTH SEMESTER

MAJOR 7: POSTCOLONIAL LITERATURE IN ENGLISH

Course Outcome:

The Course will introduce to the students the hallmarks of literature in English other than the British.

MAJOR 8: INDIAN LITERATURE IN ENGLISH AND ENGLISH TRANSLATION

Course Outcome:

The students will find the main currents of Indian Writing in English and also know different perspectives on India, Indianness and Indian Writing in English.

MAJOR 9: INTRODUCTION TO LITERARY AND CRITICAL THEORIES

Course Outcome:

Critical and conceptual insights of the students will develop by exposure to different critical and literary theories from the ancient to the modern.

SIXTH SEMESTER

MAJOR 10: WOMEN'S WRITING IN ENGLISH AND TRANSLATION

Course Outcome: Students will attain an insightful understanding of the issues of Gender and femininity as reflected in writings in Women writers in English and Translation.

MAJOR 11: EUROPEAN LITERATURE IN ENGLISH OR TRANSLATION

Course Outcome:

Students will explore the diversities as well as the specificities of European literature by studying seminal texts from writers other than the British.

MAJOR 12: EUROPEAN CLASSICAL LITERATURE IN ENGLISH TRANSLATION

Course Outcome:

Students will get acquainted with the main currents in European Classical literature in English Translation by reading classical texts from different genres.

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PROGRAMME OUTCOMES AND COURSE OUTCOMES

DEPARTMENT OF HISTORY

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 approaches |
| 6. | Notions about Nation State and Nationalism |
| 7. | Ability to conduct independent research |
| 8. | Critical Analyses |
| 9. | Understanding Regional Contexts |
| 10. | Liberal Mindset |

1 st Semester

Major course-1

COURSE OUTCOMES

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. 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.

UNIT – I

Sources and Approaches of ancient Indian History

Concept of Bharatvarsh

- Sources and tools of historical reconstruction; literature; archaeology; epigraphy and numismatics.
- Approaches of ancient Indian History.
- Understanding of Bharatvarsha
- Impact of Geographical features on Indian History

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UNIT-II Pre-historic age

- Paleolithic culture-sequence and geographical distribution; topographic and climatic changes; evolution and uses of stone industries and other technological developments
- Mesolithic culture-regional and chronological distribution; new developments in technology and economy; rock art.
- Food production-concept of the Neolithic; technological and economic development.

UNIT-III

Proto-Historic age

- The Harappan civilization: origin, extant, major sites
- Social and political organization; religious beliefs and practices
- Harappan Trade, art and architecture
- Decline of Harappan cultures and its contribution.

UNIT-IV

Vedic Civilization

- The Aryans; The Aryan problem; original homeland; spread of the Aryans
- Vedic literature; Epics-Ramayana and Mahabharata.
- Society, economy, polity, religion and military techniques of the Aryans.
- Varna system and position of women.

UNIT-V

New Religious movement and Philosophy

- Material and ideological background.
- Jainism, Buddhism, Ajivikas, Bhagabatism and Saivism.
- Sada Darsharn

UNIT-VI

Mahajanapadas to Magadhan Empire

- Sixteen Mahajanapadas and its location; polity, non-monarchical states
- Growth of Magadhan Empire; Its dynasties
- Social Structure; trade and commerce and economy.
- Alexander's Invasion

UNIT-VII

Maurya Period

- Sources; Kautilya's Arthashastra, Megasthenes' Indica, Ashoka's Inscriptions and archaeological sources
- Chandragupta Maurya and his Expansion policy
- Kautilya's Saptanga theory of state, origin of kingship
- Ashoka the Great, Asoka's Dhamma
- Downfall of the Mauryan Empire;

UNIT-IX

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AGES OF GUPTAS

- Origin of the Guptas
- Polity, administrative institution
- Social and economic changes; Agrarian structure; land grants; coinage and currency system; trade and industry.
- Cultural developments: art; architecture; sculpture; painting; Sanskrit literature; religion
- Science and technology
- Maukharis, Vakatakas and later Guptas.

UNIT-X POST-GUPTA PERIOD

- Harshavardhana: political system and administrative institutions.
- Bengal under Sasanka, Pragjyotishpura
- Chalukyas, Pallavas; polity, society and economy. Culture developments

UNIT-XI

Social and Cultural condition in Ancient India.

- Caste system in ancient India
- Educational System ancient India
- Science and Technology in ancient India
- Marriage system and Coinage in ancient India
- Ethics of Indian value
- Health consciousness in ancient India; Ayurveda and Yoga

2nd Semester Major Course-2 Course Outcomes

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.

UNIT-I

Reconstructing of Early Medieval Indian History

- Historical sources and their interpretation- literature, epigraphy and numismatics.
- Polity- the political condition of India; Arab invasion 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 and other contemporary dynasties.
- Origin of Rajput clans.
- Kingdom Kashmir; Karkota, Utpala and Lohara dynasty, Muslim conquest in Kashmir

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f. Early Turkish invasions; sultan Mahmud and Muhammad Ghuri; nature and impact. Muslim conquest in Bengal

UNIT-II

Economy and Society

- Land grants and agrarian expansion; changes in land tenure; condition of peasants
- Indian feudalism and debates
- Social Stratification: class, varna, jati, untouchability, gender, marriage and slavery
- Urban centre; trade and trade networks; internal trade; maritime trade
- Forms of exchange; coinage and currencies.
- Guilds and industries.

UNIT-III

Religion and Culture

- Schools of Indian Philosophy; Bhakti; Tantrism; Puranic traditions; Buddhism and Jainism; popular religious cults; Vishnuism, Shivaism, Shankara and Advaita Vedanta, Lingayatism, Alvars and Nayanars
- Literature; rise and growth of regional languages.
- Science and technology

UNIT-IV

Art & Architecture

- Art and architecture; Nagara, Dravida, Vesara style of temple architecture.
- Painting; sculpture; arts and crafts
- Evolution of regional styles

UNIT-V

Sultanate age, sources and polity

- Sources of history of Sultanate period .
- Political Structure: 1206-1290, 1290-1450, and 1450-1526
- Iqta System; Administration, Mongol Invasion.

UNIT-VI

Society, economy

- Rural society: revenue system.
- agricultural production;
- internal and external trade
- science and technology

UNIT-VII

Religion & Culture of the Sultanate age

- Bhakti movements: Nathpanthis; Kabir; Nanak; and the Sant tradition.
- Sufism: doctrines Silsilas; and practices.
- Sultanate architecture.
- Literature: Persian and indigenous.

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UNIT-VIII

Regions: Bengal, Vijaynagar and Bahamani

- IlliusSahi and the Hussain Sahi rule in Bengal,
- Vijayanagar -polity, administration, society, economy and cultural aspects.
- Bahamani kingdom; role of Mahmud Gawan
- Vaishnavite movements in eastern India

MDC

History of India

Course Outcomes

Learning outcomes

In this course, MDC, about the different aspects and stages of the Indian history have been included. The motto of this course is to give some ideas briefly about the history of India from ancient to modern period so that the students from other disciplines can acquire some historical knowledge of the country.

Unit – 1:

History and its different aspects:

- Definition of history
- Sources for the study of history
- Scope of history, Importance of the study of history

Unit 2:

Ancient India: A brief history:

- Harappan civilization and its historical significance
- Vedic civilization: An introduction, its historical significance
- Age of the Mouryas: Chandragupta Maurya and Ashoka the great.
- Age of the Guptas: Origin of the Guptas, Samudragupta, Chandrad Gupta II and Skandagupta.
- Harshabardhana and Sshanka.

Unit- 3:

The age of the Delhi Sultanate: A brief history of Khalji Dynasty, Tughlaq Dynasty, Sayed Dynasty and Lodi Dynasty

Unit- 4:

Mughal India: A brief History

Babur and Humayun,

Akbar,

Sahajan,

Aurangzeb

Unit- 5: History of modern India:

The origin of the British rule in India, the Revolt of 1857, Indian National Congress, Gandhi and Subhas Chandra Bose, Freedom movements of India, Partition of India and Indian independence.

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Proposal for internship course:

During the course of six- months internship students can go through different historical places including village and urban areas for field visit. They can collect data from the field survey in the different ethnic and tribal communities on their social, economic and cultural lives and then they can prepare a project on the basis of the collecting data in addition with the secondary sources. Students also can carry on their project works on the historical art and architecture in the localities consulting with the authority of Archaeological Survey of India.

3rd Semester

Major Cours-3

Course Outcomes

LearningOutcome: Students will acquire knowledge regarding the important part of the history of medieval India. Many ups and downs and changes in the society, economy, culture and politics took place during period.

Unit I:

Sources and Historiography:

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

Unit II:

Establishment and expansion of Mughal rule

- (a) Achievement of Babur as invader and inceptor of Mughal rule.
- (b) Sher Shah and his administrative and revenue reforms.
- (c) Expansion of Mughal rule under Akbar, (d) Deccan Policy of Aurangzeb

Unit III:

Evolution of administrative institutions

- a) Nature of Mughal administration.
- b) Mansabdari, Jaigirdari, and Zamindari System
- c) Land revenue system

Unit IV:

Conflict between the Mughals and the Regional Powers.

- a) Mughal and Rajput relation with special reference to Maha Ranapratap Singh, Mughal and Shikh conflict, Mughal relation with Ahom and Koch

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b)

Unit V:

Rise of the Marathas

- a. Rise of Shivaji,
- b. Maratha State,
- c. Administration.
- d. Rise of Peswaship, Hindu-Padapadshahi

Unit VI:

Decline of the Mughal Empire:

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

Unit VII:

Society and Economy

- a) Society under the Mughal rule: Caste and class, social stratification, condition of the people, position of women, status of Women in the Mughal Harem
- b) Trade and commerce: Merchant communities, artisans, bankers, craftsman and labourers.
- c) Mughal monetary system, Industries, Karkhana system.
- d) Irrigation system

Unit VIII:

Religion and Culture:

- a) Din—Ilahi;
- b) Aurangzeb's religious policy
- c) Languages and Literatures
- d) Architectures, Painting and Music

4th Semester

Major Course-4

Course Outcomes

Learning outcomes: Students will be benefitted with the studying of this paper because it is a vital part of Indian history wherefrom the reign of new European power was started.

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Unit I: Sources and Historiography

- a) Approaches of Modern Indian History
- b) Sources: Archival records, Biographies, Manuscripts, Newspapers, Vernacular Literatures, Oral traditions

Unit II:

Expansion and Consolidation of colonial Power:

- a) Dynamics of expansion, with special reference to Bengal: Battle of Plassey and Buxar; Grant of Dewani and its significance.
- b) Anglo-Mysore relation
- c) Anglo-Maratha relation.
- d) Anglo-Sikh relation
- e) Subsidiary Alliance and Doctrine of Lapse
- f) Constitutional Development up to 1857: Regulating Act 1772, Pitt's India Act 1784 and Charter Acts

Unit III:

Colonial State and Ideology:

- a) Orientalism,
- b) Utilitarianism,
- c) Evangelicalism

Unit IV:

Economy under the Company's rule

- a) Drain of Wealth
- b) Land revenue systems
- c) Deindustrialization: causes and debates
- d) Commercialization of agriculture and rural indebtedness.
- e) Introduction of Railways in India

Unit V:

Society under the Company's rule:

- a) Education: Spread of Western education-, Role of the Missionaries, Anglicists-Orientalists controversy, Macaulay's Minute, Wood's Despatch
- b) Press and its Impact on society and culture
- c) Social reform movements: Raja Rammohan Roy, Iswar Chandra Vidyasagar, Derozio
- d) Renaissance: Nature and limitation.

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Unit VI:

Popular Resistance:

- (a) Sanyasi and Fakir uprising.
- (b) Wahabi and Faraji movement
- (c) Santhal uprising (1855);
- (d) Revolt of 1857: causes, nature, failure.

5th Semester

Major Course-5

Course Outcomes

Learning Outcome: Students will know about the history of British rule and the freedom movements of the Indians against the colonial imperial power.

Unit-I:

Aftermath of the Revolt of 1857

- a. Administrative developments
- b. Constitutional developments

Unit-II:

Rise of Nationalism.

- a. Historiography of Indian Nationalism
- b. Contribution of the Provincial Associations
- c. Foundation of Indian National Congress
- d. Trends in Indian Nationalism: Moderates
- e. Extremists
- f. Revolutionary Nationalists.

Unit-III:

Indian Economy

- a. Drain of Wealth, Commercialization of Agriculture
- b. Rise of Modern Industry
- c. Growth of Indian Capitalist Enterprise
- d. Impact of First World War
- e. Development of the famine Policy under the Crown.

Unit-IV:

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Voices of a Nation:

- a. Non-Brahman and Dalit Protest
- b. Working Class Movements
- c. Tribal Movements
- d. The Left Movements in India
- e. Women's Participation

Unit-V:

Age of Gandhian Movements

- a. The arrival of Mahatma Gandhi
- b. Khilafat and Non-Cooperation Movement
- c. Civil Disobedience Movement
- d. Quit India Movement.

Unit VI:

Cultural Awakening, Religious and Social Reforms

- a. Western Education
- b. Growth and Development of Press
- c. Brahmosamaj, PrarthanaSamaj, Aryasamaj
- d. New Hindu Movements.
- e. The Theosophical Movement
- f. Muslim Reform Movements and Aligarh.

Unit-VII:

The turbulent forties

- a. The Second World War and Indian Politics
- b. Subhash Chandra Bose and INA
- c. Naval Mutiny.

Unit-VIII:

Towards Freedom and Partition:

- a. The rise and growth of communalism: Muslim League, Hindu Mahasabha, RSS
- b. Transfer of Power: Process and Mechanism
- c. Partition and Freedom

6th Semester
Major Course-6
Course Outcomes

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Learning outcome: Students will acquire knowledge about the journey of independent government, success and failure since 1947.

Unit-I:

Initial Years

- The Colonial Legacy
- Framing of the Indian Constitution
- Main Provisions, Basic Features and Institutions
- Migration Problem and Rehabilitation

Unit-II:

Consolidation of India as Nation

- Integration of the Indian States
- Integration of the Tribals
- The Linguistic Reorganization of the states
- Regionalism and regional Inequality

Unit-III:

Foreign Policy

- The Nehru Era
- From Shastri to Indira Gandhi
- The Indira Gandhi Era
- The Rajiv Gandhi Era
- The Run-up to the Millennium, 1989-99

Unit-IV:

Economic Transformation

- Mixed Economy and Planned Economy
- Land Reforms: Zamindari Abolition, Ceiling and Bhoodan Movement
- Agrarian Growth and Green Revolution
- Industrial Development
- Economic Reforms Since 1991

Unit-V:

Some Social Issues in Post-independent India

- Caste, Untouchability and Anti-Caste Politics
- Gender Sensitization in independent India
- Empowering women, Women Movements in India

Unit-VI:

Science and Technology

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- a. Development of Science and technology.
- b. Nuclear policies.

Unit-VII:

Environmental Issues

- a. Environmental policy in Post-colonial India
- b. Environmental Movements

7th Semester

Major Course-7

Course Outcomes

Learning outcome: It is a most important part of the history of Bengal because during this period the history of Bengal was enriched, particularly, the history of the Palas turned into the history of India. So, students will be enriched with going through this paper.

Unit- I:

Political History

- 1. Historiography and sources
- 2. Physiographic divisions and river systems: (A) Physiographic division, (B) The Ganges system, (C) River of North Bengal, (D) River of East, (E) River of South Bengal.
- 3. Territorial divisions: Gauda, Vanga, Samatata, Harikela, Chandradvipa, Vangala, Paundra and Varendri, Dakshina – Radha, Uttara Radha-Mandala, Tamralipta.
- 4. Pre-Historic Period: (A) Pre-Aryan Civilization in Bengal (B) Aryan Immigration and Settlement in Bengal.
- 5. Early History: (A) Bengal under the Imperial Guptas, (B) Independent Kingdoms in Bengal, (C) The Rise of Gauda, (D) Sasanka.

Unit-II:

History of the Palas and Senas.

- 6. The Palas: (A) The origin of the Palas, (B) Dharmapala, (C) Devapala, (D) Restoration under Mahipala. (E) Mahipala II, (F) Varendri under the Kaivarta Chiefs, (G) The Reign of Ramapala, (H) The End of the Pala Rule.
- 7. The Senas: (A) The Origin of the Sena Kings, (B) The Sena Kings: Vijayasena, VallalaSena, Lakshmana Sena, (C) The Successors of Lakshmana Sena.

Unit- II:

Economic History:

- 1. Rural Economy
- 2. Urban Economy
- 3. Crafts and Industries

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4. Trade and Commerce.

Unit- III: Social and Cultural History:

The Castes and Ethnicity.

2. Socio-Religious Rites, Ceremonies and Festivals, Position of Women

3. Education. 4. Art: (A) Architecture: Stupa, Monastery, Temples, (B) Sculpture and Painting: Images, Terracottas, Religious ideas, Paintings.

8th Semester

Major Course-8

Course Outcomes

Learning outcome: It is most important part of the history of Bengal because during this period new power namely Muslim rulers invaded and occupied Bengal and carried on their rule for long time. So, students will be enriched with going through this paper.

Unit –I:

ESTABLISHMENT OF MUSLIM RULE IN BENGAL (1200 to 1227)

Muhammad Bakhtyār Khilji

Malik 'Izz-ud-din Muhammad Shiran Khilji

'Ali Mardān (Alā-ud-din)

Ghiyās-ud-din Iwaz Khilji

Unit- II:

MAMLUK RULE IN BENGAL(1227-1287AD)

Nasir-ud-din Mahmūd

Malik Ikhtivār-ud-din Balkā

Ala-ud-din Jānī, Saif-ud-din Aibak

Aor Khan Aibak

Tughral Tughân Khân

Tamar Khān-i-Qiran and Jalal-ud-din Mas'ūd Jānī

Ikhtiyar-ud-din Yuzbak Tughral Khan (Mughis-ud- dīn Yuzbak Shāh)

Jalal-ud-din Mas'ūd Jānī,

'Izz-ud-din Balban-i- Yuzbaki and Tāj-ud-din Aarsalān Khân

Tatar Khan and Sher Khan

Unit- III:

THE INDEPENDENT SULTANS OF BENGAL

The Iliyas Shahi Dynasty (1338-1417 AD)

Fakhr-ud-din Mubarak Shāh (XIV)

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Ikhtiyār-ud-din Ghazi Shāh
'Ala-ud-din Ali Shah
Shams-ud-din Ilivās Shah
Sikandar Shah
Ghiyās-ud-din A'zam ShahA.
Saif-ud-din Hamza Shāh, Shihāb-ud-din Bayazid Shah and 'Ala-ud-din Firüz Shāh

Unit-IV:

RĀJĀ GANEŚA AND HIS DYNASTY (1418-1437AD)

Rājā Ganesa

Mahendradeva

Jalal-ud-din Muhammad Shah

Shams-ud-din Ahmad Shah

Unit- V:

THE HUSAIN SHAHI DYNASTY (1493-1533)

Ala-ud-din Husain Shah

Nāsir-ud-din Nusrat Shah

Ala-ud-din Firüz Shah II

Ghiyās-ud-din Mahmūd Shāh

Unit-VI:

HUMAYUN AND AFGHAN RULE (1538-1576AD)

Struggle for Bengal

Sher Shah

Unit-VII:

ADMINISTRATION IN MUSLIM PERIOD

A. Administration in Pre-Mughul Period

B. Administration in Mughal Period

Unit-VIII:

THE RULE OF THE NAWABS (1717 -1765 AD)

Murshid Quli Khān

Shuja-ud-din Muhammad Khan

Sarfaraz Khan '

Alivardi Khan

Siraj-ud-Daula

Mir Ja'far Mir Qāsim

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Unit- IX:

ECONOMY, SOCIETY AND CULTURE

A. Economy: Land and agriculture, agrarian classes, zamindars and intermediaries, condition of peasants, industry, trade and commerce, trading communities.

B. Society and religion: social stratification, castes and communities, ethnicity and classes, Hinduism, Buddhism, Jainism, Vaishnavism: emergence of Chaitanya Mahaprabhu and his contribution to the society, Nathism, rise and development of Islam, Hindu-Muslim relation.

C. Culture: Literature, music: folk songs and folk dances, bowl songs and its philosophy, Kirtans, Padabali and its philosophy, art and architecture, painting, games and sports

Minor Course-1

COURSE OUTCOMES

Learning outcome: History of ancient India is a glorious one and placed a prestigious position in the world history. There are many aspects of the ancient Indian history which are not highlighted properly to the students and scholars. So, students will be benefited going through this paper. Students will enrich about the glorious ancient Indian culture and knowledge with going through this paper.

UNIT – I:

History of Indus Valley Civilization

- Sources of Ancient Indian History- archaeological sources and literary sources.
- Concept of Bharatvarsha - Physical characteristics
- Harappan Civilization; Origin, Extent, dominant features, decline and its contribution on Indian civilization.

UNIT-II:

Vedic Period to the age of Mahajanapadas

- The Vedic Period: Polity, Society, Economy, Religion and literature
- The great epics -The Ramayana & the Mahabharata
- Rise of the Mahajanapadas and the Causes of Magadha's success
- Jainism and Buddhism: Causes, Doctrines, Spread, Decline and Contributions.

UNIT-III:

Rise and Fall of Mauryan Empire

- Chandragupta Maurya's expansion policy, Mauryan Administration,
- Kautilya's Arthashastra and Saptanga theory of state,
- Ashoka and his Dhamma,
- Mauryan art and Architecture and downfall of the Mauryan empire.

UNIT-IV: Post- Maurya period

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- a. Ages of Sungas: Pushyamitra Sunga, Haleodorus and Bhagbatism
- b. The Satavahanas; GautamiputraSatakarni
- c. The age of Kushanas: Aspects of Polity, religion and culture
- d. The Sangam Age: Sangam Literature

UNIT-V:

The rise of the Imperial Guptas

- a. Imperial policy of Samudragupta and Chandragupta II
- b. Gupta administration; Skandagupta- the saviour of India
- c. Socio-economic condition of the Gupta period
- d. Art and architecture; literature; science and technology.

UNIT-VI: Post-Gupta period

- a. Harshavardhana and Sasanka
- b. Chalukyas of Vatapi and The Rastrakutas
- c. Age of Matsyanyay and The Pala Empire and culture
- d. Tripartite struggle among the Rashtrakutas, Palas and Pratiharas

UNIT-VII:

The Pallavas and The Cholas

- a. Polity and art & architecture of the Pallavas
- b. Expansion policy of RajarajaChola I and Rajendra Chola I
- c. Chola administration and art-architecture.

UNIT-VIII:

Muslim Invasion

- a. Arab invasion in Sind
- b. Muslim conquest of Kashmir
- c. Invasion of Mahmud and Mohammad Ghori
- d. Invasion of Bakhtiyar Khilji in Bengal

Minor Course-2

COURSE OUTCOMES

Learning outcome: A major change in the society, economy, culture and polity had been taken place during the medieval period in India. During this period initially many Muslim invaders invaded India and carried on their plundering and looting, thereafter since 1200 A.D Muslims established their rule in the major portion of India. Initially, clash and confrontations were going on in the society of India, but while going on their rule in long period and conversion of the people of India into Islam from different religions and culture a cultural and social co-operation was built up because the converted people could not leave their previous culture for which reasons this part of history has been included in the syllabus. Students will gather knowledge about the important part of the history of medieval India.

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UNIT-I:

SOURCES OF SULTANATE HISTORY, POLITY AND ADMINISTRATION OF SLAVE AND LODY DYNASTY

- a. Sources of History of the Sultanate period
- b. Foundation of Delhi Sultanate-Role of Ilututnish,
- c. Raziya and her failure
- d. Khalji Revolution
- e. Expansion Policy of Alauddin Khalji
- f. Reforms of Alauddin Khalji
- g. Different schemes of Mohammad bin Tughlaq
- h. Mongal Invasions and the Sultans
- i. Tax system of the Sultanate.

UNIT-II:

REGIONAL STATES: VIJAY NAGAR AND BENGAL

- a. Foundation of Vijaynagar Empire: Four Dynasties
- b. Role of Krishnadev Roy
- c. Socio-economic and Cutural aspects of Vijaynagar empire
- d. Importance of Hussain Shahi and IlliasShahi Rule in Bengal

UNIT III:

RELIGION, LITERTURE AND ARCHITECTURE

- a. Bhakti movement and its impact
- b. Sufism and its different sect
- c. Persian and regional literature
- d. Architecture of the sultanate period

UNIT IV:

SOURCES, POLITY AND ADMINISTRATION OF THE MUGHALS

- a. Sources of Mughal Indian History
- b. Foundation of the Mughal empire -battle of Panipath I and II
- c. Akbar's Mansabdari System
- d. Land Revenue system of Akbar
- e. Deccan policy of Aurangzeb
- f. Peasant Revolt against the Mughals
- g. Mughal Administration
- h. Jaigirdari crisis
- i. Party and politics in the Mughal court after Aurangzeb

UNIT V:

RISE OF THE MARATHAS

- a. Rise of the Marathas under Shivaji
- b. Shivaji's administration

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c. Rise of the Marathas under the three great Peswa: Hindu-Pada-Padshahi

UNIT VI: RELIGION, LITERATURE, ART AND ARCHITECTURE

- a. Rise of Sikhism;
- b. Mughal -Sikh relation
- c. Akbar's Din-i-Ilahi and Sul-i-Kul
- d. Mirabai
- e. Aurangzeb religious policy
- f. Growth of Sanskrit and Persian literature
- g. Mughal painting and architecture

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PROGRAMME OUTCOMES AND COURSE OUTCOMES

DEPARTMENT OF EDUCATION

PROGRAMMED OUTCOMES:

| Sl No. | Programmed outcomes |
|--------|--------------------------------|
| 1 | Professional competency |
| 2 | Research and higher |
| 3 | Diverse leadership |
| 4 | Placement preparation |
| 5 | Creative learning environment |
| 6 | Value added and ethical skills |

Semester-I

Major-1

Course Outcome:

By going through this paper students should be able to:

1. Develop a basic concept of Educational Philosophy
2. Explain with examples how philosophy influences education and also gets influenced by education.
3. Explain the main philosophical ideas of Indian and Western Schools of Philosophy in terms of three domains of philosophical inquiry-metaphysics, epistemology and axiology.
4. Develop a fundamental concept of Educational Psychology.
5. Apply the knowledge of psychology in education.
6. Distinguish growth and development.
7. Describe various stages of development with developmental characteristics in physical, social, emotional and cognitive aspects.

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Semester-II

Major-2

Course Outcome:

By going through this paper students should be able to:

1. Develop comprehensive and interdisciplinary understanding about the basic concept, nature and scope of educational sociology.
2. Formulate an inspiring vision on various social groups and their functions, nature of social stratification and social mobility.
3. Increase analytic thought about Culture and its components and determinants.
4. Identify the educational aspirations of our country including the various constitutional provisions for the development of education.
5. Adopt innovative and lateral thinking and interpersonal skills to generate solutions about the contemporary issues in education.
6. Demonstrate the ability to work effectively and respectfully with diverse teams through participating seminar, field activity or community engagement

Semester-III

Major-3

Course Outcome:

The course will help students to acquire Knowledge and understanding about various schools of philosophy including the contributions of great educational thinkers and also students will also be able to understand the factors of socialization, social change and social control.

Major-4

Course Outcome:

The course will provide students with a comprehensive understanding of the evolution, characteristics and impact of Indian education system during Ancient and Medieval.

Semester-IV

Major-5

Course Outcome:

The course will help students to Conceptualisation of basic concepts of different schools of psychology and their impacts on learning. The course content will provide a thorough understanding about learning theories and their applications and recognising different aspects enhance learning such as Memory, Attention, Perception, Intelligence and Creativity

Major-6

Course Outcome:

The course will provide students with a comprehensive understanding of the Indian education system during the British Period and post independent periods. Students can gain knowledge about the changes in education system during pre and post independent India.

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Semester-V Major-7

Course Outcome:

Students will be able to develop a comprehensive understanding about the various aspects and applications of educational technology in different fields of education

Major-8

Course Outcome:

The course will provide students with a comprehensive understanding of the modern trends and challenges in the field of Indian education system along with the alternative modes of education

Major-9

Course Outcome:

The students will be able to understand and acquire the knowledge of different aspects of Curriculum, curriculum development including curriculum evaluation.

Semester-VI Major-10

Course outcome:

Conceptualise the fundamentals of evaluation and understanding the relationship and difference between measurement, assessment and evaluation. Develop a thorough understanding on different types of evaluation and the key features of a good test. Comprehend tools and techniques of evaluation.

Major-11

Course Outcomes:

Grow Concepts on basics of guidance and counselling, skills of counselling and tools and techniques used in guidance and counselling. Develop understanding on various forms of problem behaviour with special emphasis on adolescence

Major-12

Course Outcome:

The course will equip students with a comprehensive understanding of educational management and administration, their types, purposes and functions. Students will be aware about various styles of educational leadership and the role of educational planning for effective management of educational institutions

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PROGRAMME OUTCOMES AND COURSE OUTCOMES

DEPARTMENT OF PHILOSOPHY

4 Year Under Graduate Degree (Honours)

In

PHILOSOPHY

Course: Major - I

Paper Title: ETHICS

Paper Code: PHI-MAJ1

Objectives:

Indian ethics as a branch of study includes moral as well as spiritual concern, especially when the ethics of Āstika schools are taken into account. Consequently, many of the knowledge tradition of Indian ethics have their origin in some religious faiths, but at the same time ethics of Nāstika tradition is also to be kept in mind. The goal of Indian ethics is to develop the sense of morality which ultimately aims at attaining the often desired supreme goal, liberation. On the other hand, western ethics is the study of the conduct of human beings living in societies that deals with the evaluation of our action to be right or wrong, to be good or bad. It may be assumed that there is an ethical structure underlying our daily, mundane life, helping us to make decisions which create positive impacts and promoting us to be away from unjust deeds. Hence, ethics guides us to make the world a better place.

Outcome:

Knowledge& skill gained:

- To develop concept of morality and values embedded in Indian culture and tradition.
- To develop the structure of value theories (Indian & Western) and their application.
- To facilitate the understanding of the nature of ethical problems embedded in daily life situation.
- To grow up as value-oriented person.

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Course: Major - 2
Paper Title: INDIAN PHILOSOPHY
Paper Code: PHI-MAJ2

Objectives:

Indian philosophy deals with various problems as related to our spiritual as well as practical life. These are basically issues related to suffering, old age, disease and death. Further, the nature and origin of this world, the questions on the ultimate reality, the nature of knowledge, its conditions, limit and acquisition etc. comprise the broad scope of Indian Philosophy. The underlying aim of Indian philosophy is to deal with suffering and consequent release from suffering by realizing the context of valid knowledge of the self and the world leading to the attainment of liberation. This paper concentrates mainly on the metaphysical and epistemic notions of both Āstika and Nāstika school.

Outcome:

Knowledge & skill gained:

- To develop an overarching knowledge of the Āstika and Nāstika Indian Philosophical Systems.
- To understand the nature of knowledge in Indian Philosophical Schools
- To develop the knowledge of metaphysical concepts in Indian Philosophical Schools
- To attain the knowledge of liberation which may help to understand the meaning of life and search for personal identity

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Course: Major - 3

Paper Title: HISTORY OF WESTERN PHILOSOPHY - I

Paper Code: PHI-MAJ3

Objectives:

The problems of Philosophy in the sphere of western tradition comprise the syllabi of this paper. Apart from learning the Eastern systems of Philosophy the structure of Western Philosophy seems to be vital to the acquisition of comprehensive knowledge by any student of Philosophy. In fact, when we deal with the term 'Philosophy', we find that it is derived from the Ancient Greek language, literally meaning 'love of wisdom'. So, when the very meaning of Philosophy is rooted in the thoughts of Western Greek thinkers it is indispensable to know and understand the origin and development of Western Philosophical thoughts starting from pre-Socratic to post-Socrates era. Western philosophers are primarily responsible for the intellectual development of knowledge regarding external world, metaphysics, casual relations, mind-body etc.

Outcomes:

- It exhibit knowledge of basic concepts in Western Philosophy.
- Student may attain knowledge of the core concepts and central figures in major subfields in western philosophy.
- Student may acquire skill in the use of dialectical approaches of learning and discussion.

UNIT - I

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Course: Major 4
Paper Title: WESTERN LOGIC – I
Paper Code: PHI-MAJ4

Objectives:

Primary objective of studying Western Logic is to understand the principles of inference, argument or reasoning. In his book, *Introduction to Logic*, I.M. Copi says, "Logic is the study of the methods and principles used to distinguish correct from incorrect reasoning." The sole purpose of logic in philosophy is to examine the validity or invalidity of various arguments in solving critical thinking and real-life problems.

Outcomes:

- The study of Western Logic involves exploring its historical development and its impact on various intellectual traditions.
- Understanding the logical principles enhances one's ability to communicate ideas clearly and persuasively.
- A logical brain will be helpful in order to live a consistent life.

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Course: Major 5

Paper Title: HISTORY OF WESTERN PHILOSOPHY - II

Paper Code: PHI-MAJ5

Objectives:

This paper on Western Philosophy includes classical Empiricism, Critical method, Dialectical method etc. These notions actually offer to build up a strong foundation of Western Philosophy and would provide a clear understanding in continuation to the previous paper on Western Philosophy where introduction to the rationalistic trends of thoughts is offered. This paper is deeply engaged with the questions of the nature of reality and the nature of knowledge. From the idealism of G.B. Berkeley to the empiricism of Hume, philosophers have grappled with fundamental questions about the existence and the limits of human understanding.

Outcomes:

- It will provide both an overview of the history of Western Philosophy and as well as exploration of some of the most important philosophical questions.
- Student exhibit skills in the use of dialectical method.
- It imparts knowledge in founding principles of Western Philosophy

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Course: Major 6

Paper Title: PSYCHOLOGY

Paper Code: PHI-MAJ6

Objectives:

Psychology is a scientific discipline that contributes to the broader body of knowledge about human behaviour and mental states. The main objective of Psychology is to uncover the underlying mental processes that shape human cognition, perception, memory, learning and decision making which accordingly aims at balanced functioning. This paper is mainly concerned with pure psychology.

Outcomes:

- Psychology involves studying the cognitive, emotional and behavioural processes that influence how individuals think, feel, and act in various situations.
- It would explore how the different psychical processes take place.

UNIT I

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Course: Major 7

Paper Title: WESTERN LOGIC – II

Paper Code: PHI-MAJ7

Objectives:

Logic fosters critical thinking skills by teaching individuals how to deal with arguments and evidence objectively. The objective of studying Western Logic is to formalise arguments using symbolic notation. By mastering logical techniques individuals can improve their problem solving abilities in diverse areas. The main focus of previous logic paper is Aristotlean Logic, Symbolic Logic and preliminary Inductive part while this paper is comprised of Quantification and onward.

Outcomes:

- Logic contributes to lifelong learning and personal growth
- It provides the foundation of scientific reasoning, enabling individual to formulate hypothesis, design experiments and interpret empirical data systematically.
- A solid understanding of logic is essential for advancing knowledge in scientific disciplines.

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Course: Major II

Paper Title: SOCIAL AND POLITICAL PHILOSOPHY

Paper Code: PHI-MAJ8

Objectives:

Social philosophy tries to find out the basic principles which are operational in society and thereby helps to maintain the various shades of human relations. Political philosophy, by contrast, tries to examine the political dimensions and policies visible in a society. It provides a comprehensive understanding of the matters like justice, liberty, freedom, and equality. Social and political philosophy encourages individuals to critically engage with both social and political issues and to fulfil their responsibilities as citizen in a democratic society.

Outcomes:

- Social and political Philosophy provides insight into the nature of society, governance, power dynamics and human relationship.
- It encourages individuals to understand the underlying principles and ideologies shaping political system and social structures.
- It helps individuals to develop ethical frameworks for evaluating social policies, political practices and human behaviour.

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Course: Major 9

Paper Title: **PHILOSOPHY OF RELIGION**

Paper Code: PHI-MAJ9

Objectives:

The study of philosophy of religion involves exploring fundamental questions about the nature of religion, the existence of God and the significance of religious experiences. Philosophy of Religion is the philosophical examination of various themes and concepts involved in religious traditions. It deals with the origin and development of religion, existence of God, concepts of religious language, and finally consistency with reason.

Outcomes: • The study of philosophy of religion helps to understand and analyse key concepts within religious traditions, such as God, faith, revelation, salvation, and the afterlife.

- It provides insight for the beliefs, practices, and values of different religious traditions.
- It fosters tolerance, respect and empathy towards individuals with different religious beliefs and worldviews.

UNIT-I-

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Course: Major 10

Paper Title: INDIAN PHILOSOPHY (SPECIAL TEXT)

Paper Code: PHI-MAJ10

Objectives:

As Epistemology and Logic are the important branches of philosophy, and when one cannot think without the help of rules of thought, this study within Indian domain justifies the textual study of Nyāya-Vaiśeṣika's Epistemology and logic in comprehension. For, anything, whatever it may be, cannot be accepted if it is devoid of logical justification or distracting the concerns of epistemology. In this paper, the suggested text is Tarkasamgraha which is considered as an elementary Navya Nyāya text. A student of Philosophy should engage himself or herself with this book authored by Annam Bhaṭṭa in order to develop the knowledge of basics of Navya Nyāya which is a great tradition of Indian Philosophy.

Outcomes:

- Indian Epistemology and Logic fosters critical thinking skill by encouraging individuals to analyse arguments and the validity of philosophical claims.
- Indian logic, particularly Nyāya deals with into the nature of language, semantics and linguistic analysis.
- It has the potential to promote intellectual growth by encouraging individual to reflect on fundamental question about knowledge, reality and existence.

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Course: Major 11

Paper Title: PRACTICAL ETHICS

Paper Code: PH-MAJ11

Objectives:

Practical Ethics involves the application of ethical principles to real-world situations and decision-making. Engaging with practical ethics enhances individual's moral reasoning skills by encouraging them to critically evaluate moral dilemmas, ethical arguments, competing values and weigh ethical considerations.

Outcomes:

- Practical ethics raises awareness about ethical issues and promotes ethical sensitivities and mindfulness in individuals and organizations.
- It cultivates ethical leadership qualities, such as integrity, empathy and moral courage in individuals across various roles and profession.
- It empowers individuals to contribute to positive social change and uphold ethical principles in society.

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Course: Major 12

Paper Title: INTRODUCTION TO ANALYTIC PHILOSOPHY

Paper Code: PHI-MAJ12

Objectives:

The tradition of Analytic Philosophy is a paradigm shift in the history of Western Philosophy. It can be viewed as an extension and advancement of the traditional way of philosophizing. It contains the philosophical thinking of different 20th century Western thinkers, which critically examines and tries to resolve every aspect of philosophical problems by emphasizing the role of analysis of language and twists the mode of philosophical problems in a different way.

Outcomes:

- Analytic philosophy focuses on the analysis of language, meaning and communication.
- It seeks clarity and precision in the use of language.
- It helps to eliminate ambiguity and promote a more rigorous and systematic approach to philosophical problems.

UNIT - I

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PROGRAMME OUTCOMES AND COURSE OUTCOMES

Department of Sanskrit:

- **Programme Outcomes:**

Upon completion of the 4-year Undergraduate Honours Programme in Sanskrit, students will emerge equipped with a comprehensive understanding of the diverse branches of Sanskrit literature, poised to attain expertise in this illustrious field. Through diligent study and scholarly engagement, they will acquire proficiency in crafting Sanskrit prose, short stories, drama, and poetry, mastering intricate Sanskrit meters with finesse.

Moreover, students will develop a robust skill set encompassing research methodology, dynamic presentation techniques, and adeptness in scholarly writing. Empowered with the ability to conduct insightful article and book reviews, as well as engage in nuanced power-point presentations, graduates will be primed to embark on diverse avenues of research within the realm of Sanskrit studies. This program not only fosters a deep appreciation for the literary heritage of Sanskrit but also cultivates a generation of scholars poised to contribute meaningfully to the advancement of this venerable tradition.

The outcomes of the Undergraduate Programme in Sanskrit are:

1. Students will be able to explore Sanskrit literature and the concept of Indian cultural heritage.
2. Students will be able to illustrate and compare Vedic and philosophical ideas in the present context.
3. Students will be able to analyze the relevance of Sanskrit in contemporary society.
4. Students will be able to critically appreciate various works of Sanskrit literature.
5. Students will be able to promote and integrate the Indian Knowledge System.
6. Students will be able to cultivate a strong moral sense.
7. Students will be able to enhance their writing and communication skills in Sanskrit.

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Semester

Course: Major 1

Paper Title: General Sanskrit Grammar& Fable Literature

Paper Code: SAN-MAJ1

Course Outcomes:

1. By acquiring general knowledge of Sanskrit grammar, students will become familiar with its scientificity.
2. Students will develop correct pronunciation skills of Sanskrit characters.
3. Students will develop specific knowledge of vowels, consonants, and visarga sandhi, as well as the skill of their application.
4. Students will be able to enhance language proficiency.
5. Students will be able to instill moral values.
6. Students will develop skills in Sanskrit essay writing and translation.
7. Students will develop specific knowledge of word formation and the skills to apply it.
8. Students will be able to develop critical thinking skill.

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2nd Semester

Course: Major 2

Paper Title: Classical Sanskrit Literature & Metre

Paper Code: SAN-MAJ2

Course Outcomes:

1. Students will acquire a profound understanding of the literary richness of Classical Sanskrit literature, particularly its distinct styles and features.
2. Students will develop comprehensive insights into the socio-cultural dimensions and human values depicted in the Mahākāvya *Raghuvamśa* and the drama *Svapnavāsavadatta*.
3. Students will gain a nuanced understanding of the literary styles of the eminent poet Kālidāsa and the distinguished dramatist Bhāsa, appreciating their unique contributions to Sanskrit literature.
4. Students will comprehend the application and patterns of various types of metres employed in Classical Sanskrit texts, enhancing their analytical skills and paving the way for future studies in Sanskrit poetry.
5. The course will significantly improve students' competency in grasping the broader concepts and themes of Classical Sanskrit literature, fostering a deeper appreciation and understanding of its timeless beauty and significance.

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3rd Semester

Course: Major 3

Paper Title: Introduction to Sanskrit Drama and Dramaturgy

Paper Code: SAN-MAJ3

Course Outcomes:

1. Upon completion of the course, students will acquire knowledge of various theories on the origin and development of Sanskrit drama as proposed by both Indian and Western scholars. They will also gain insights into the basic characteristics, main sources, and unique features of Sanskrit drama.
2. Students will develop a deep appreciation for the beauty of Kālidāsa's style and language, his nuanced treatment of nature, mastery over the use of similes, and the societal and cultural milieu of his era. They will gain a profound understanding of the storyline, themes, and notable episodes like the curse of Durvāśas, the repudiation of Śakuntalā, and the fisherman episode in Abhijñānaśākuntalā.

Students will familiarize themselves with various dramatic techniques employed in Sanskrit dramas, including Purvaranga, Nāndī, Prastāvana, Arthopakṣepaka, and Arthaprakṛti Sandhi. They will develop the ability to identify and analyze these techniques in specific parts of Sanskrit dramas, enhancing their understanding and appreciation of the artistry and complexity of Sanskrit dramatic literature.

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T.P.M. Mahavidyalaya
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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]



COOCH BEHAR (WB) INDIA

PIN : 736101

Phone No. & Fax No. : 03582-222695

E-Mail : tpmm_cob@rediffmail.com

Mobile : 6295861623 (Principal)

Course:Major 4

Paper Title: Introduction to Sanskrit Classical Literature and Kadambarī

Paper Code: SAN-MAJ4

Course Outcomes:

1. Upon completion of the course, students will have a thorough understanding of the structure, salient features, and divisions of Sanskrit Classical Literature, including Mahākāvya, Gītikāvya, Prose Romance, Historical Literature, and Tales and Fables Literature, situated within their historical context.
2. Students will develop analytical skills to recognize and appreciate the poetic excellence, stylistic nuances, and socio-cultural, religious, and philosophical aspects depicted in Sanskrit Classical Literature. They will also gain insights into the objectives behind the creation of fables, the unique style and language of Sanskrit fables, and the relevance of their teachings in contemporary life.
3. Through the study of Kādambarī (*Śukanāśopdeśa*) by Bāṇabhaṭṭa, students will acquire a deep appreciation for the ornate and unparalleled style of Sanskrit prose writing. They will gain proficiency in analyzing and understanding the basic poetic, grammatical, and linguistic aspects of Sanskrit prose literature, as well as the socio-political values associated with ancient Indian Rājadharmā and the ethical teachings reflected in selected prose works.

Rupa Bhawmick
Principal
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4th Semester

Course: Major 5

Paper Title: Sanskrit Grammar: *Laghusiddhāntakaumudī*

Paper Code: SAN-MAJ5

Course Outcomes:

1. Upon completion of the course, students will acquire a clear concept regarding the structural pattern and formation process of Sanskrit words, enabling them to analyze and understand the intricacies of Sanskrit vocabulary.
2. Students will achieve the competency to understand, interpret, and apply the basic principles of Sanskrit grammar, equipping them with the skills to analyze and construct meaningful sentences in Sanskrit.

The course will enable students to develop the necessary skills and knowledge for further learning and understanding of the Sanskrit language, as well as deciphering the meaning of Sanskrit texts, fostering a deeper appreciation and comprehension of Sanskrit literature and scriptures.

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Course: Major 6

Paper Title: Ancient Indian Polity and Judiciary

Paper Code: SAN-MAJ6

Course Outcomes:

1. Upon completion of the course, students will develop knowledge related to various aspects of social institutions and ancient Indian Polity, understanding the foundational principles and structures that governed ancient Indian society.
2. Students will acquire a deep insight into the various aspects of administration and judiciary systems that existed in ancient India, enabling them to comprehend the historical development and evolution of these systems.
3. The course will enable students to explore and understand the relevance of the cardinal theories and rules of ancient Indian Polity and Judiciary systems in the context of contemporary governance and judiciary issues in India, fostering a holistic understanding and appreciation of India's rich cultural and historical heritage.

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5th Semester

Course: Major 7

Paper Title: Paninian Grammar

Paper Code: SAN-MAJ7

• Course Outcome:

1. Students will understand the usage of Six Cases and Seven Endings in Paninian Grammar.
2. Students will gain knowledge of Word-formation using Paninian Rules for First to Seventh Case-Endings.
3. Students will identify exceptions and complementary Vārtikas to Paninian Rules.
4. Students will recognize the importance of Samāsa in Sanskrit Grammar and its process of word formation.
5. Students will classify and describe the main divisions of Samāsa, including Avyayībhāva, Tatpuruṣa, Dvandva, Bahubīhi, Karmadhāraya, and Dvigu Samāsa.
6. Students will apply the Paninian Rules and provide illustrations for each division of Samāsa.
7. Students will understand the characteristics of various types of Samāsa, such as Ekaśeṣa, Vritti, Nitya, Aluk, Ekadeśī, Upasarjana, and Bhaṣitapungsa.

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Course:Major 8

Paper Title: Indian Philosophy

Paper Code: SAN-MAJ8

Course Outcomes:

1. Students will demonstrate a comprehensive understanding of various schools of Indian Philosophy.
2. Students will analyze and interpret primary texts such as Sāṃkhya-kārikā and Tarkasaṃgraha in-depth.
3. Students will apply critical thinking skills to evaluate philosophical arguments and concepts within the context of Indian Philosophy.
4. Understand the contributions of Nyāya-Vaiśeṣika philosophers to epistemological studies, with practical applications crucial in day-to-day situations. This knowledge aids individuals in making sound judgments about the truth.

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Course:Major 9

Paper Title: Indian Poetics and Poetry

Paper Code: SAN-MAJ9

• **Course Outcomes:**

1. Students will learn about the rich Sanskrit literary tradition.
2. Students will appreciate the aesthetic, political, social, and cultural values expressed in prescribed literary compositions.
3. Students will develop a deep understanding of the fundamental terminologies of Kāvya as presented by Daṇḍin.
4. Students will acquire in-depth knowledge of the theories of meaning, the importance of suggestive meaning, and Guṇa in poetry.
5. Students will successfully apply this knowledge for critical analysis in the context of suggestive meanings.
6. Students will gain the ability to explain and critically analyze the prescribed texts.
7. Students will be able to appreciate and enjoy the expressions of poetry.
8. Students will be able to understand the beauty of poetry through the knowledge of Sanskrit Alaṅkāra.

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6th Semester

-
Course: Major 10

Paper Title: Vedic Literature & Vedic Grammar

Paper Code: SAN-MAJ10

- **Course Outcomes:**

1. Upon completion of the course, students will be able to identify and understand the characteristic features of Vedic Agni, the glory of Agni to Vedic Aryans, and the philosophical implications of hymns such as Devīsūkta, Hiranyagarbhasūkta, and Akṣasūkta. They will also grasp the mental energy-boosting capacity of proper recitation of Devīsūkta mantras and the hidden Upanishadic thought about the supreme reality of the universe.
2. Students will gain insights into the destructive nature of gambling, the attraction towards gambling leading to abrupt misery, and the importance of resorting to a profession praised by honorable persons. They will also understand the message of unification and its significance in the present-day world as revealed in Saṃjñānasūkta and the environmental awareness reflected in Bhūmisūkta.
3. Students will acquire knowledge about the usage of mantras in sacrifices, the process of making Padapāṭha of Vedic mantras, and the role of Padapāṭha in protecting the purity of Vedic mantras. Additionally, they will learn the rules of accents in Padapāṭha and the types and rules of Vedic Aorist, Subjunctive, Infinitives, and Prefixes.

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Course: Major 11

Paper Title: Principles of Pāṇinian Grammar and Linguistics

Paper Code: SAN-MAJ11

Course Outcomes:

1. Upon completion of the course, students will demonstrate proficiency in understanding and applying the principles of Sanskrit grammar, specifically in the *Laghusiddhāntakaumudī*, focusing on Subantaprakaraṇa and Tīnantaprakaraṇa.
2. Students will acquire a solid foundation in the fundamental concepts of linguistics, enabling them to analyze and understand the structure and function of language, including Phonology, Phonetics, Morphology, Syntax, and Semantics.
3. Students will gain insights into the family of Indo-European languages, the historical development of the Sanskrit language, and various phonetic tendencies. They will also understand the influence of Non-Aryan languages on Sanskrit and Prakrit and appreciate the complexities of language evolution and phonetic changes.

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Course:Major 12

Paper Title: Art of Holistic Living

Paper Code: SAN-MAJ12

Course Outcomes:

1. Upon completion of the course, students will have a comprehensive understanding of the Indian concept of Yoga, its significance, utility, and historical context. They will also recognize the contributions of prominent scholars (Ācāryas) to Yogaśāstra.
2. Students will demonstrate a thorough grasp of the foundational concepts and teachings outlined in the Samādhipāda, Sādhana-pāda, and Vibhūtipāda sections of the Yogasūtra, enabling them to critically analyze and interpret pivotal teachings from the Bhagavadgītā.
3. Students will be equipped to apply their acquired knowledge to critically assess diverse approaches to Yoga practice and philosophy. They will articulate personal views on Yoga's significance in modern society, its potential impact on individual well-being, and the importance of the yogic way of life in maintaining holistic physical and mental health. Additionally, students will be able to read and comprehend simple Upanishadic passages, understanding the roots of Hindu philosophy and its relevance in a contemporary framework.

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PROGRAMME OUTCOMES AND COURSE OUTCOMES

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 centred 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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B.A. POLITICAL SCIENCE 4 YEAR COURSE

(UG 4 YEAR HONOURS WITHOUT RESEARCH)

| SEM | PAPER | COURSE OBJECTIVES | COURSE OUTCOMES |
|-----|---|--|---|
| 1ST | MAJOR-1 (BASIC CONCEPTS AND THEORIES OF POLITICAL SCIENCE) | The course familiarizes students with central debates in political theory and permits the man overview of the works of some of the discipline's most pertinent thinkers. It does so by pointing out long term traditions of thought as well as implication for contemporary politics and political science. This paper aims to provide students a sound understanding of political science, including various approaches, ideologies perspectives and relationship with other social sciences. Acknowledging the importance of state in the contemporary political discourses, the students will be able to comprehend the function of the state in the society and how it rules and regulates the power structure by learning various theories of organ and functioning of the state. Learners would be able to describe and comprehend various key concepts related to the discipline and develop their own understanding of politics. They will understand what power is and how it functions in the society and politics. They will be able to explain various theories of justice. They will learn to comprehend and explain various theories and contemporary debates in democracy. Also, they will come to know how liberal and | The outcome of this paper is to build a strong understanding about the development of Political Science as an academic discipline. This paper a designed to learn about the different approaches, theories, concept and ideologies of Political Science which is very much relevant to the present day. Furthermore, it will be helpful for the students for any in depth study and research in future in the field of Political Science. |

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| | | Marxist traditions look at and understand politics today. | |
| | MDC-1 (INDIAN CONSTITUTION AND DEMOCRATIC AWARENESS) | <ul style="list-style-type: none"> To realize the significance of Constitution of Indian and Democratic values to students' formal walks of life and help to understand the basic concepts of Indian Constitution To identify the importance of Fundamental Rights, DPSP as well as Fundamental Duties To Understand the different provisions of Acts for protection of Citizens To learn the understand some of the basic Laws and Acts for the Protection of the Democratic Rights | The main outcome of this paper is to study the students about the history of Constituent Assembly, the basic features of our Constitution, the Preamble and the different issues described in the Constitution like importance of Fundamental Rights and Duties of Citizens, the most relevant issues like the judicial system of our country and different laws relating to the burning problems of our society and also to aware the students about the rights and status of Human, Women and Child and their protection under the different commission in India. This interesting academic paper is no doubt and it will help students not only in their further studies but also provide a self-confidence about the Constitution in their professional or everyday life. |
| 2ND | MAJOR-2 (INDIAN CONSTITUTION AND GOVERNMENT) | <p>Acquaintance to Constitution and Government of India is indispensable for a student to make a sense of Indian Political System. The course is designed:</p> <ul style="list-style-type: none"> To provide an overview of framing of Indian Constitution | The outcome of this paper is to make aware the students about the history of Constituent Assembly, the basic features of our Constitution, the Preamble and the |

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| | | <p>and Acts to the student, which would evolve him into a conscientious citizen.</p> <ul style="list-style-type: none"> To realise the significance of Constitution of India to students from all walks of life and help them to understand the basic concepts of Indian Constitution To identify the importance of Fundamental Rights, Directive Principles as well as Fundamental Duties To understand the functioning of Union, State and Local Government in Indian Federal System To learn procedure and effects of federal structure of Indian Constitution, Composition and Activities of Election Commission and Amendment Procedure | <p>different issues describe in the Constitution like importance of Fundamental Rights and Duties of the Indian citizens, the nature of our Federation which are the basic concept of our Constitution. This paper will help the students to understand the functioning of Union-State and Local Government in Indian Federal System and also special issues like composition and activities of the Election Commission and Amendment Procedure of the Constitution of India. No doubt, Indian Constitution is an area of Special attraction of the research scholars nationally and internationally. The present course will grow the interest of the students in the area of Indian Government and politics.</p> |
| 3RD | MAJOR-3 (WESTERN POLITICAL THOUGHT) | <p>One of the major objectives of this course is to introduce the students to the key debates and ideas in Western political thought. It is hoped that familiarity with the ideas or concepts of some major western political thinkers will help the students to understand different perspectives and approaches to</p> | <p>On successful completion of the course, the students will be able to understand the fundamental contours of classical and western political philosophy, the basic features of mediaeval political</p> |

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| | | state, politics, government, sovereignty, citizenship and so on. It is also hoped that this course will enable the student to make sense of and interpret the major developments and key debates in the political debates and discussions in any contemporary society and polity. | thought, and the shift from the mediaeval to the modern era. Understand the Social Contract Theory and appreciate its implications on the perception of the state in terms of its purposes and role. Acquaint yourself with Utilitarianism, Idealism and Marxist philosophy, analyse some trends in western political thought, and critically analyse the evolution of western political thought. |
| | MAJOR-4 (INDIAN POLITICAL THOUGHT) | The course aims to familiarise students with the various intellectual traditions of the Indian subcontinent prevalent from the ancient period to the mediaeval period in India. The focus of the study will be to understand the core concepts of statecraft, kingship, law and order, administration, diplomacy, foreign affairs, justice, casteism, nationalism, humanism, and governance as laid down in the important literary texts. It would also bring in the contemporary relevance of the political principles enunciated centuries ago. The course will help students develop a critical understanding of the major themes and issues such as community, state, kinship, culture, and religion as perceived by different thinkers. | Having successfully completed this course, students will be able to demonstrate knowledge and understanding of basic concepts of ancient, mediaeval and modern Indian political thought that are prevalent traditions of thought in India and develop a comparative understanding of Indian and western political thought. This course will also help students to identify and describe the key characteristics of Indian political thought and develop a strong understanding of selected historical and graphical debates. |
| | MINOR-3 (INDIAN CONSTITUTION) | The objectives of this course are to make the student aware of the | At the end of course, the student will be able to 1. |

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| | AND ITS IMPLICATIONS) | Constitution of India, Fundamental Rights and Duties, Directive Principles, Learn the roles of the Prime Minister, President, the Council of Ministers, Union Legislature and the State Legislature. Learn the divisions of executive, legislative, judiciary, and so on. Will know about the National Political Parties and Coalition Politics. Understand the importance and role of the Election Commission and function as well. | Know the importance of Constitution and Government 2. Become Good Citizens and know their fundamental rights, duties and principles. 3. Learn about the role of PM, President, Council of Ministers, State Executive, Legislature, Judiciary System. 4. Understand the importance of Election Commission. 5. Know about Secularism, Federalism, Democracy, Liberty, Freedom of Expression, Political Defection etc. |
| | MDC-2 (HUMAN RIGHTS: CONCEPT AND ITS IMPLICATIONS) | The programme provides the student with the capacity to identify issues and problems relating to the realisation of human rights and strengthens the ability to contribute to the resolution of human rights issues and problems. It also develops investigative and analytical skills. Human rights are basic rights which belong to all of us simply because we are human. They embody key values in our society such as fairness, dignity, equality, and respect. They are all an important form of protection for us, especially those who may face abuse, neglect, and isolation. | Its outcomes for respecting and promoting human rights are that governments bear the primary responsibility. However, every individual owes it to themselves and their communities to promote human rights. That can seem like a challenging task, but there are many ways you can undertake this mission in both your daily life and as a lifelong goal. |
| 4TH | MAJOR-5 (MARXIST AND POST MARXIST POLITICAL PHILOSOPHY) | To introduce this course to the students will be trained in the application of Marxist and Post Marxist philosophical Thought. Furthermore, this course aims to | At the end of course, the student will be able to 1. Know the importance of Marxism to the study of Politics 2. learn about the |

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| | | provide students a sound understanding of different Marxist ideas like, Dialectical Materialism and Historical Materialism, Base and Super-Structure, Origin, Development and features of Capitalist and Socialist Society, Class and Class-Struggle, Revolution, Alienation, Freedom, Democracy, Classless and Stateless Society, Nature and Characteristics of Imperialism (Lenin), The course will help students to develop a critical understanding of the post Marxist Philosophy that is Mao-Ze-Dong: Cultural Revolution and New Democracy and Gramsci: Civil Society and Hegemony. | Dialectical Materialism and Historical Materialism, Base and Super-Structure, Capitalist and Socialist Society 3. Know about Class and Class-Struggle, Revolution, Alienation, Dictatorship of Proletariat, Freedom, Democracy, Distinction between Liberal and Socialist Democracy, Classless and Stateless Society, Nature and Characteristics of Imperialism (Lenin), Lenin-Rosa Debate on Party and Revolution, Stalin-Trotsky Debate on Socialism, Mao-Ze-Dong on Cultural Revolution and New Democracy, Gramsci on Civil Society and Hegemony etc. 4. Know the future of Marxism in world politics. |
| | MAJOR-6 (PUBLIC ADMINISTRATION : CONCEPT AND THEORIES) | This subject teaches students about the evolution and growth of the discipline of public administration. Under this subject, students will learn the basic principles and approaches of public administration and the basic dynamics relating to public administration. Students acquire knowledge of elements, theories, and principles of public administration in this subject. This subject will provide information about the developments taking place in public administration. It also explains the role of bureaucracy and administration. | <ol style="list-style-type: none"> 1. To understand the nature and scope of public administration. 2. To appreciate the methodological pluralism and synthesising nature of knowledge in Public Administration. 3. To comprehend the changing |

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| | | <p>paradigms of public administration.</p> <p>4. To acquaint oneself with the theories, approaches, concepts, and principles of public Administration.</p> <p>5. To understand the administrative theories and concepts to make sense of administrative practices.</p> <p>6. To understand public administration theory and concepts from multiple perspectives</p> |
| MINOR-4 (INDIAN ADMINISTRATION : CONCEPT AND PRACTICE) | <p>The Indian administration subject gives knowledge about the evolution and growth of the Indian administration, Indian Bureaucracy (UPSC), Recruitment, Promotion, Central Administration, State Administration, District Administration, Local Self Government and key Issues of Administration like Good Governance, E-Governance, Indian Administration in the context of Globalization etc.</p> | <p>Public administration is the umbrella term covering the frameworks and policies of the administration, political science, economics, management, law, sociology, and other related subjects; it is a multifaceted field of study for an all-round understanding of the government and its policies. For a career in this field, one must have</p> |

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| | | | <p>“people skills,” a solid understanding of accounts and finance, and good administration skills. Upon completion of their degree, aspirants are presented with the opportunity to work in non-profit and welfare organisations, local and state government bodies, and the most prestigious Indian civil service.</p> |
| 5TH | <p>MAJOR-7 (COMPARATIVE GOVT. AND POLITICS)</p> | <p>To introduce this course to the students will be trained in the application of comparative methods and approaches to the study of politics and government. Furthermore, this course aims to provide students a sound understanding of different types of governments, basic features of some specific constitutions and comparative analysis of basic issues of Britain, USA and China.</p> | <p>The outcome of this course is to build a strong understanding about the origin and development of Comparative study in Political Science. This course is designed to learn about the different approaches of Comparative Politics, types of government and study of different constitutions and issues which is very much relevant to the present day. Furthermore, it will be helpful for the students for any in-depth study and research in future in the field of comparative studies in Political Science.</p> |
| | <p>MAJOR-8 (INDIAN POLITICS: ISSUES AND DEBATES)</p> | <p>To introduce this course to the students will be trained in the present issues and debates on Indian politics. Furthermore, this course aims to provide students a sound understanding of different issues in Indian politics, that is Religion and</p> | <p>The outcome of this paper is to prepare the students with sound understanding of the real situation in Indian politics. The course helps students to examine and analyse the</p> |

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| | | |
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| | <p>Politics, Communalism and Politics, Regionalism and Politics and Caste and Politics. Further, the course also tries to cover the National Political Parties, Coalition Politics, Reasons for Political Defection, Role of Interest Groups, Environmental Movement, Human Rights Movement, Corruption, Impediments to National Integration, Religious Fundamentalism, Criminalization of Politics and Political Violence.</p> | <p>contemporary Indian political system from different new dimensions.</p> |
| <p>MAJOR-9 (POLITICAL SOCIOLOGY)</p> | <p>Political sociology is the study of the social organisation of power. This course covers the major themes and debates in political sociology—a diverse field both in terms of the range of topics addressed and the theoretical perspectives used. Our main purpose will be to provide an overview of the major perspectives and arguments comprising the field, including classical and contemporary readings. The issues have been studied in this field and included the nature of power and the state, relations between the state and society, social-stratification and politics, political organisation, and civic participation, political culture, voting behaviour, and citizenship. The course explores the social dimensions of power and political institutions. It examines social power and focuses on the political attitudes, values, and behaviour of people in different societies. Students will study the politicisation of social cleavages (divisions) such as class, race and</p> | <p>On completion of this course, students are expected to have acquired familiarity with major features of contemporary societies that are relevant to politics, especially for developed democracies. More particularly, after completion of this course, students will have a basic understanding of sociological theories of the state; Acquire an understanding of recent social and political science explanations of political process and events. More generally, a grasp of the competing approaches in the field, able to relate this theoretical understanding to empirical data analyses for various states; Apply sociological principles to make sense of current world events and to contribute to social</p> |

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| | | ethnicity, gender, religion, and nationality; changing social values and attitudes; and political engagement and participation. | debates; Comprehend different opportunities to influence political decisions by average citizens. |
| | MDC-3 (INTRODUCTION TO GENDER EQUALITY) | <p>The Course on Gender Equality aims to provide students:</p> <ul style="list-style-type: none"> • An understanding of the basic concepts related to Gender, the norms and the processes that shape Gender perceptions and the importance of Gender equity and equality. • A comprehension of the various indicators of Gender inequality, and the institutions and processes that sustain it. • An awareness of the various Conventions, constitutional and legal provisions for Gender equity. • An understanding of the concept, importance, measurement and indicators of Gender disaggregated data and Gender audit. | <p>The course on Gender equality would enable the students to:</p> <ul style="list-style-type: none"> • Have an understanding of the various concepts related to Gender, social norms and processes that foster gender inequality, and the importance of Gender equity and equality. • Understand the variables of Gender inequality, institutions and processes that foster discrimination and violence against women. • Be equipped with the knowledge of various international conventions, Constitutional and legal provisions available for |

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| | | | <p>bringing about greater Gender equity and equality.</p> <ul style="list-style-type: none"> • Be aware of the concept, measurement and indicators of gender equity and gender equality and importance of gender data and gender audit. |
| 6TH | MAJOR-10 (INDIAN POLITICS: WOMEN AND MARGINALISED COMMUNITIES) | <p>The main objective of this course is to provide the basic idea of present condition of women and marginalised communities in Indian society. This paper aims to provide students a sound understanding of participation of women in politics, Constitutional Rights and Others Ligal Rights and Women, Legal Provisions for Protection of Women, National Commission for Women, West Bengal Commission for Women. Students will study of SC's, ST's and Backwardness, Need of Protective Provisions, Provisions of Minorities, Muslim Minorities and Indian Politics, Special Provisions for the SC's, ST's, Arguments for and Against Reservation and Mandal Commission.</p> | <p>The outcome of this course is to build a strong understanding about the real situation of the women, SC's, ST's and OBC's communities. This course is designed to learn about the different issues, constitutional provision of women, SC's, ST's and OBC's communities. Furthermore, it will be helpful for the students for any in-depth study and research in future in the field of women and Marginalized communities.</p> |
| | MAJOR-11 (INTERNATIONAL RELATIONS: THEORIES AND PRACTICE) | <p>The primary objective of this course is to provide the basic idea of International Relations and its different theories and practice to the students of Political Science. This</p> | <p>The outcome of this paper is to prepare the students with sound understanding of the foundational idea of International Relations.</p> |

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| | | <p>paper aims to provide students a sound understanding of various international issues and its impact on the world politics. Further, the course also tries to cover the impact of international politics in the field of general masses and the human society and the vice-versa. Hence, in totality the course enhances the understanding capacity of the students regarding the contemporary societies, its problems and prospects and could analyses the matter by relating it with the contemporary international political system.</p> | <p>The course helps students to examine and analyse the contemporary international system from different new dimensions.</p> |
| | <p>MAJOR-12 (POLITICS IN WEST BENGAL: ISSUES AND DEVELOPMENT)</p> | <p>The main objective of this course is to provide the basic idea of Bengal After Partition: Partition (1947) and its impact on Economy, Society & Politics, Political Parties and their ideologies and the Local Self Government in West Bengal. Further, the course also tries to cover the Caste Identity and Politics: Namasudra and Rajbanshi 'Kshatriya', Gorkha. Hence, in totality the course enhances the understanding capacity of the students regarding the contemporary issues of the West Bengal Political System.</p> | <ul style="list-style-type: none"> • To understand the Nationalism and National Movement in Colonial Bengal • To understand the concept of Bengal After Partition: Partition (1947) and its impact on Economy, Society & Politics • The course helps students to examine Parties and their politics in West Bengal Political System • The course will enhance students understanding the Local Self |

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| | | | Government in West Bengal |
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| 7TH | MAJOR-13 (RESEARCH METHODOLOGIES AND ETHIC) | <ul style="list-style-type: none"> To develop the research aptitude among the researchers To develop the most appropriate methodology for his/her research To make them familiar with different research methods and techniques | <ul style="list-style-type: none"> Understand the meaning and importance of research Understand the concept of research design and survey methodology Collection of data, processing of data and descriptive measures of data Inferential analysis of data with hypothesis testing and multivariate techniques |
| | MAJOR-14 (INDIA IN WORLD AFFAIRS) | This course's objective is to teach students the domestic sources and the structural constraints on the genesis, evolution, and practice of India's foreign policy. The endeavour is to highlight integral linkages between the 'domestic' and the 'international' aspects of India's foreign policy by stressing the shifts in its domestic identity and the corresponding changes at the international level. Students will be instructed on India's shifting identity as a postcolonial state to the contemporary dynamics of India, | Students will learn about India's diplomatic manoeuvres in an essentially interested and power-seeking global hierarchical relationships. Students will also learn about the challenges India faces in securing its interests as a postcolonial state. The study of India's ability to engage with powerful nations in the world like the USA, Russia and China will help |

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| | | attempting to carve its identity as an 'aspiring power'. India's evolving relations with the superpowers during the Cold War and after, bargaining strategy and positioning in international climate change negotiations, international economic governance, International terrorism and the United Nations facilitate an understanding of the changing positions and development of India's role as a global player since independence. | students understand India's perspective on international relations. The course will enhance students' understanding of India's strategies in South Asia. Students will also learn about India's negotiation strategy in dealing with global trade. Environment and security regime. |
| | MAJOR-15 (SEMINAR BASED PAPER) | NOTE: Students pursuing 4-year Honours without Research will have to take three extra Major Paper, where one of the Major paper (Major-15), can be Seminar based paper. A Seminar paper comprising of 6 credits will also being undertaken by these students during 7th Semester. | |
| | MAJOR-16 (POLITICAL ECONOMY AND DEVELOPMENT IN INDIA) | The course intends to introduce student to some of the key issues relating to state and economic development in India from the independence period to the contemporary phase. It looks at both the aggregate and the sectoral spaces in India's public policy and performance with reference to the role of state, market and people's movement concerns. | <ul style="list-style-type: none"> • To understand the relevance of different stakeholders in formulating Political Economy in India • To develop comprehensive and interdisciplinary knowledge between the various political and economic issues and challenges in India • To develop theoretically rich and empirically grounded knowledge about the |

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| | | | <p>Indian Economic system</p> <ul style="list-style-type: none"> To motivate and inform students about the opportunities and future prospects in the field. |
| 8TH | MAJOR-17(HUMAN RIGHTS AND HUMAN DEVELOPMENT) | <p>The programme provides the student with the capacity to identify issues and problems relating to the realisation of human rights and strengthens the ability to contribute to the resolution of human rights issues and problems. It also develops investigative and analytical skills. Human rights are basic rights which belong to all of us simply because we are human. They embody key values in our society such as fairness, dignity, equality, and respect. They are all an important form of protection for us, especially those who may face abuse, neglect, and isolation.</p> | <p>Its outcomes for respecting and promoting human rights are that governments bear the primary responsibility. However, every individual owes it to themselves and their communities to promote human rights. That can seem like a challenging task, but there are many ways you can undertake this mission in both your daily life and as a lifelong goal.</p> |
| | MAJOR-18 (UNITED NATIONS AND GLOBAL CONFLICTS) | <p>This course will first introduce students to the historical, theoretical, and practical foundations of the United Nations and its predecessor. Students will be able to define the United Nations structure and functioning, and explain the UN's main organs and their development. After establishing foundational and structural understanding of the United Nations, this course will discuss the UN's influence as an</p> | <ul style="list-style-type: none"> Interpret the challenges of cooperation and analyse collective security as an organising concept. Recognise the context in which the UN identifies the need for international intervention, |

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| | | <p>intergovernmental organisation for public policy and international norm setting in the areas of security, peacekeeping, human rights, and development. The international legal underpinnings that guide the UN will be highlighted throughout the course. This course will also discuss the Various Global Conflict, like Korean War, Cuban Missile Crisis, Afghanistan War, Palestine-Israel War.</p> | <p>including peacekeeping operations and the responsibility to protect.</p> <ul style="list-style-type: none"> • To understand the tension between state sovereignty and humanitarian intervention. • To discuss the UN sanctions regime and assess its effectiveness. |
| | <p>MAJOR-19 (INDIAN ADMINISTRATIVE SYSTEM)</p> | <p>The Indian administration subject gives knowledge about the evolution and growth of the Indian administration, Indian Bureaucracy (UPSC), Recruitment, Promotion, Central Administration, State Administration, District Administration, Local Self Government and key Issues of Administration like Good Governance, E-Governance, Indian Administration in the context of Globalization etc.</p> | <p>Public administration is the umbrella term covering the frameworks and policies of the administration, political science, economics, management, law, sociology, and other related subjects; it is a multifaceted field of study for an all-round understanding of the government and its policies. For a career in this field, one must have "people skills," a solid understanding of accounts and finance, and good administration skills. After completion of their degree, aspirants are presented with the opportunity to work in non-profit and welfare organisations, local and</p> |

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| | | | state government bodies and the most prestigious Indian civil service. |
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UG 4 YEAR HONOURS WITH RESEARCH

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| SEME STER | PAPER | COURSE OBJECTIVES | COURSE OUTCOME |
|--------------|---|--|---|
| 1ST | MAJOR-1 (BASIC CONCEPTS AND THEORIES OF POLITICAL SCIENCE) | The course familiarizes students with central debates in political theory and permits the man overview of the works of some of the discipline's most pertinent thinkers. It does so by pointing out long term traditions of thought as well as implication for contemporary politics and political science. This paper aims to provide students a sound understanding of political science, including various approaches, ideologies perspectives and relationship with other social sciences. Acknowledging the importance of state in the contemporary political discourses, the students will be able to comprehend the function of the state in the society and how it rules and regulates the power structure by learning various theories of organ and functioning of the state. Learners would be able to describe and comprehend various key concepts related to the discipline and develop their own understanding of politics. They will understand what power is and how it functions in the society and politics. They will be able to explain various theories of justice. They will learn to comprehend and explain various theories and contemporary debates in democracy. Also, they will come to know how liberal and Marxist traditions look at and understand politics today. | The outcome of this paper is to build a strong understanding about the development of Political Science as an academic discipline. This paper a designed to learn about the different approaches, theories, concept and ideologies of Political Science which is very much relevant to the present day. Furthermore, it will be helpful for the students for any in depth study and research in future in the field of Political Science. |
| | MDC-1 (INDIAN CONSTITUTION AND DEMOCRATIC AWARENESS) | <ul style="list-style-type: none"> To realize the significance of Constitution of Indian and Democratic values to students' formal walks of life and help to understand the basic concepts of Indian Constitution To identify the importance of Fundamental Rights, DPSP as well as Fundamental Duties | The main outcome of this paper is to study the students about the history of Constituent Assembly, the basic features of our Constitution, the Preamble and the different issues described in the Constitution like importance of Fundamental |

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| | | <ul style="list-style-type: none"> To Understand the different provisions of Acts for protection of Citizens To learn the understand some of the basic Laws and Acts for the Protection of the Democratic Rights | <p>Rights and Duties of Citizens, the most relevant issues like the judicial system of our country and different laws relating to the burning problems of our society and also to aware the students about the rights and status of Human, Women and Child and their protection under the different commission in India. This interesting academic paper is no doubt and it will help students not only there further study but also provide a self-confidence about the Constitution in their professional or everyday life.</p> |
| 2ND | MAJOR-2 (INDIAN CONSTITUTION AND GOVERNMENT) | <p>Acquaintance to Constitution and Government of India is indispensable for a student to make a sense of Indian Political System. The course is designed:</p> <ul style="list-style-type: none"> To provide an overview of framing of Indian Constitution and Acts to the student, which would evolve him into a conscientious citizen. To realise the significance of Constitution of India to students from all walks of life and help them to understand the basic concepts of Indian Constitution To identify the importance of Fundamental Rights, Directive Principles as well as Fundamental Duties To understand the functioning of Union, State and Local Government in Indian Federal System To learn procedure and effects of federal structure of Indian Constitution, Composition and Activities of Election Commission and Amendment Procedure | <p>The outcome of this paper is to make aware the students about the history of Constituent Assembly, the basic features of our Constitution, the Preamble and the different issues describe in the Constitution like importance of Fundamental Rights and Duties of the Indian citizens, the nature of our Federation which are the basic concept of our Constitution. This paper will help the students to understand the functioning of Union- State and Local Government in Indian Federal System and also special issues like composition and activities of the Election Commission and Amendment Procedure of the Constitution of India. No doubt, Indian Constitution is an area of Special attraction of the research scholars nationally and internationally. The present course will grow the interest of the students in</p> |

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| | | | the area of Indian Government and politics. |
| 3RD | MAJOR-3 (WESTERN POLITICAL THOUGHT) | One of the major objectives of this course is to introduce the students to the key debates and ideas in Western political thought. It is hoped that familiarity with the ideas or concepts of some major western political thinkers will help the students to understand different perspectives and approaches to state, politics, government, sovereignty, citizenship and so on. It is also hoped that this course will enable the student to make sense and interpret the major developments and key debates in the political debates and discussions in any contemporary society and polity. | On successful completion of the course, the students will be able to understand the fundamental contours of classical and western political philosophy, the basic features of mediaeval political thought and the shift from the mediaeval to the modern era. Understand the Social Contract Theory and appreciate its implications on the perception of the state in terms of its purposes and role. Acquaint yourself with Utilitarianism, Idealism and Marxist philosophy, analyse some trends in western political thought and critically analyse the evolution of western political thought. |
| | MAJOR-4 (INDIAN POLITICAL THOUGHT) | The course aims to familiarise students with the various intellectual traditions of the Indian subcontinent prevalent from the ancient period to the mediaeval period in India. The focus of the study will be to understand the core concepts of statecraft, kingship, law and order, administration, diplomacy, foreign affairs, justice, casteism, nationalism, humanism and governance as laid down in the important literary texts. It would also bring in the contemporary relevance of the political principles enunciated centuries ago. The course will help students develop a critical understanding of the major themes and issues such as community, state, kinship, culture, and religion as perceived by different thinkers. | Having successfully completed this course, students will be able to demonstrate knowledge and understanding of basic concepts of ancient, mediaeval and modern Indian political thought that are prevalent traditions of thought in India and develop a comparative understanding of Indian and western political thought. This course will also help students to identify and describe the key characteristics of Indian political thought and develop a strong understanding of selected historical and graphical debates. |

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| | MINOR-3 (INDIAN CONSTITUTION AND ITS IMPLICATIONS) | The objectives of this course are to make the student aware of the Constitution of India, Fundamental Rights and Duties, Directive Principles, Learn the roles of the Prime Minister, President, the Council of Ministers, Union Legislature and the State Legislature. Learn the divisions of executive, legislative, judiciary and so on. Learner will know about the National Political Parties and Coalition Politics. Understand the importance and role of the Election Commission function. | duties and principles. 3. learn about the role of PM, President, Council of Ministers, State Executive, Legislature, Judiciary System. 4. understand the importance of Election Commission. 5. Know about Secularism, Federalism, Democracy, Liberty, Freedom of Expression, Political Defection etc. |
| | MDC-2 (HUMAN RIGHTS: CONCEPT AND ITS IMPLICATIONS) | The programme provides the student with the capacity to identify issues and problems relating to the realisation of human rights and strengthens the ability to contribute to the resolution of human rights issues and problems. It also develops investigative and analytical skills. Human rights are basic rights which belong to all of us simply because we are human. They embody key values in our society such as fairness, dignity, equality, and respect. They are all an important form of protection for us, especially those who may face abuse, neglect, and isolation | Its outcomes for respecting and promoting human rights are that governments bear the primary responsibility. However, every individual owes it to themselves and their communities to promote human rights. That can seem like a challenging task, but there are many ways you can undertake this mission in both your daily life and as a lifelong goal. |
| 4TH | MAJOR-5 (MARXIST AND POST MARXIST POLITICAL PHILOSOPHY) | To introduce this course to the students will be trained in the application of Marxist and Post Marxist philosophical Thought. Furthermore, this course aims to provide students a sound understanding of different Marxist ideas like Dialectical Materialism and Historical Materialism, Base and Super-Structure, Origin, Development and features of Capitalist and Socialist Society, Class and Class-Struggle, Revolution, Alienation, Freedom, Democracy, Classless and Stateless Society, Nature and Characteristics of Imperialism (Lenin), The course will help students to develop a critical understanding of the post Marxist Philosophy that is Mao-Ze-Dong: Cultural Revolution and New Democracy | At the end of course, the student will be able to 1. Know the importance of Marxism to the study of Politics 2. Learn about the Dialectical Materialism and Historical Materialism, Base and Super-Structure, Capitalist and Socialist Society 3. Know about Class and Class-Struggle, Revolution, Alienation, Dictatorship of Proletariat, Freedom, Democracy, Distinction |

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| | | and Gramsci: Civil Society and Hegemony. | between Liberal and Socialist Democracy, Classless and Stateless Society, Nature and Characteristics of Imperialism (Lenin), Lenin-Rosa Debate on Party and Revolution, Stalin-Trotsky Debate on Socialism, Mao-Ze-Dong on Cultural Revolution and New Democracy, Gramsci on Civil Society and Hegemony etc. 4. Know the future of Marxism in world politics |
| | MAJOR-6 (PUBLIC ADMINISTRATI ON: CONCEPT AND THEORIES) | This subject teaches students about the evolution and growth of the discipline of public administration. Under this subject, students will learn the basic principles and approaches of public administration and the basic dynamics relating to public administration. Students acquire knowledge of elements, theories, and principles of public administration in this subject. This subject will provide gave information about the developments taking place in public administration. It also explains the role of bureaucracy and administration. | <ol style="list-style-type: none">1. To understand the nature and scope of public administration.2. To appreciate the methodological pluralism and synthesising nature of knowledge in Public Administration.3. To comprehend the changing paradigms of public administration.4. To acquaint oneself with the theories, approaches, concepts, and principles of public Administration.5. To understand the administrative theories and concepts to make sense of administrative practices.6. To understand public administration theory and concepts from multiple perspectives. |

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| | MINOR-4 (INDIAN ADMINISTRATIVE CONCEPT AND PRACTICE) | The Indian administration this course gives knowledge about the evolution and growth of the Indian administration, Indian Bureaucracy (UPSC), Recruitment, Promotion, Central Administration, State Administration, District Administration, Local Self Government and key Issues of Administration like Good Governance, E-Governance and Indian Administration in the context of Globalization etc. | Public administration is the umbrella term covering the frameworks and policies of the administration, political science, economics, management, law, sociology and other related subjects. It is a multifaceted field of study for an all-round understanding of the government and its policies. For a career in this field, one must have "people skills," a solid understanding of accounts and finance and good administration skills. After completion of their degree, aspirants are presented with the opportunity to work in non-profit and welfare organisations, local and state government bodies and the most prestigious Indian civil service. |
| 5TH | MAJOR-7 (COMPARATIVE GOVT. AND POLITICS) | To introduce this course to the students will be trained in the application of comparative methods and approaches to the study of politics and government. Furthermore, this course aims to provide students a sound understanding of different types of governments, basic features of some specific constitutions and comparative analysis of basic issues of Britain, USA and China. | The outcome of this course is to build a strong understanding about the origin and development of Comparative study in Political Science. This course is designed to learn about the different approaches of Comparative Politics, types of government and the study of different constitutions and issues which is very much relevant to the present day. Furthermore, it will be helpful for the students for any in-depth study and research in future in the field of comparative studies in Political Science. |
| | MAJOR-8 (INDIAN POLITICS) | To introduce this course to the students will be trained in the present issues and debates on Indian politics. Furthermore, this course aims to provide students a sound understanding of different issues in | The outcome of this paper is to prepare the students with sound understanding of the real situation in Indian politics. The course helps students to |

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| | <p>ISSUES AND DEBATES)</p> <p>MAJOR-9 (POLITICAL SOCIOLOGY)</p> | <p>Indian politics that is Religion and Politics, Communalism and Politics, Regionalism and Politics and Caste and Politics. Further, the course also tries to cover the National Political Parties, Coalition Politics, Reasons for Political Defection, Role of Interest Groups, Environmental Movement, Human Rights Movement, Corruption, Impediments to National Integration, Religious Fundamentalism, Criminalization of Politics and Political Violence.</p> | <p>examine and analyse the contemporary Indian political system from different new dimensions</p> |
| | <p>MDC-3 (INTRODUCTION TO GENDER EQUALITY)</p> | <p>The Course on Gender Equality aims to provide students:</p> <ul style="list-style-type: none"> • An understanding of the basic concepts related to Gender, the norms and the processes that shape Gender perceptions and the importance of Gender equity and equality. • A comprehension of the various indicators of Gender inequality, and the institutions and processes that sustain it. • An awareness of the various Conventions, constitutional and legal provisions for Gender equity. • An understanding of the concept, importance, measurement and indicators of Gender disaggregated data and Gender audit. | <p>The course on Gender equality would enable the students to:</p> <ul style="list-style-type: none"> • Have an understanding of the various concepts related to Gender, social norms and processes that foster gender inequality, and the importance of Gender equity and equality. • Understand the variables of Gender inequality, institutions and processes that foster discrimination and violence against women. • Be equipped with the knowledge of various international conventions, Constitutional and legal provisions available for bringing about greater Gender equity and equality. • Be aware of the concept, measurement and indicators of gender equity and gender equality and importance of gender data and gender audit. |

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| 6TH | MAJOR-10 (INDIAN POLITICS: MARGINALISED COMMUNITIES AND WOMEN) | The main objective of this course is to provide the basic idea of present condition of women and marginalised communities in Indian society. This paper aims to provide students a sound understanding of participation of women in politics, Constitutional Rights and Others Lugal Rights and Women, Legal Provisions for Protection of Women, National Commission for Women, West Bengal Commission for Women. Students will study of SC's, ST's and Backwardness, Need of Protective Provisions, Provisions of Minorities, Muslim Minorities and Indian Politics, Special Provisions for the SC's, ST's, Arguments for and Against Reservation and Mandal Commission. | The outcome of this course is to build a strong understanding about the real situation of the women, SC's, ST's and OBC's communities. This course is designed to learn about the different issues, constitutional provision of women, SC's, ST's and OBC's communities. Furthermore, it will be helpful for the students for any in-depth study and research in future in the field of women and Marginalized communities. |
| | MAJOR-11 (INTERNATIONAL RELATIONS: THEORIES AND PRACTICE) | The primary objective of this course is to provide the basic idea of International Relations and its different theories and practice to the students of Political Science. This paper aims to provide students a sound understanding of various international issues and its impact on the world politics. Further, the course also tries to cover the impact of international politics in the field of general masses and the human society and the vice-versa. Hence, in totality the course enhances the understanding capacity of the students regarding the contemporary societies, its problems and prospects and could analyses the matter by relating it with the contemporary international political system. | The outcome of this paper is to prepare the students with sound understanding of the foundational idea of International Relations. The course helps students to examine and analyse the contemporary international system from different new dimensions |
| | MAJOR-12 (POLITICS IN WEST BENGAL: ISSUES AND DEVELOPMENT) | The main objective of this course is to provide the basic idea of Bengal After Partition: Partition (1947) and its impact on Economy, Society & Politics, Political Parties and their ideologies and the Local Self Government in West Bengal. Further, the course also tries to cover the Caste Identity and Politics: Namasudra and Rajbanshi 'Kshatriya', Gorkha. Hence, in totality the course enhances the | <ul style="list-style-type: none"> To understand the Nationalism and National Movement in Colonial Bengal To understand the concept of Bengal After Partition: Partition (1947) and its impact on Economy, Society & Politics The course helps students to examine Parties |

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| | | understanding capacity of the students regarding the contemporary issues of the West Bengal Political System. | and their politics in West Bengal Political System • The course will enhance students understanding the Local Self Government in West Bengal |
| 7TH | MAJOR-13 (RESEARCH METHODOLOG IES AND ETHIC) | <ul style="list-style-type: none"> To develop the research aptitude among the researchers To develop the most appropriate methodology for his/her research To make them familiar with different research methods and techniques | <p>After completion of the course, students will be able to:</p> <ul style="list-style-type: none"> Understand the meaning and importance of research Understand the concept of research design and survey methodology Collection of data, processing of data and descriptive measures of data Inferential analysis of data with hypothesis testing and multivariate techniques |
| | MAJOR-14 (INDIA IN WORLD AFFAIRS) | <p>This course's objective is to teach students the domestic sources and the structural constraints on the genesis, evolution, and practice of India's foreign policy. The endeavour is to highlight integral linkages between the 'domestic' and the 'international' aspects of India's foreign policy by stressing the shifts in its domestic identity and the corresponding changes at the international level.</p> <p>Students will be instructed on India's shifting identity as a postcolonial state to the contemporary dynamics of India, attempting to carve its identity as an 'aspiring power'. India's evolving relations with the superpowers during the Cold War and after, bargaining strategy and positioning in international climate change negotiations, international economic governance, International terrorism and the United Nations facilitate an understanding of the changing positions and development of</p> | <p>Students will learn about India's diplomatic manoeuvres in an essentially interested and power-seeking global hierarchical relationships. Students will also learn about the challenges India faces in securing its interests as a postcolonial state. The study of India's ability to engage with powerful nations in the world like the USA, Russia and China will help students understand India's perspective on international relations. The course will enhance students' understanding of India's strategies in South Asia. Students will also learn about India's negotiation strategy in dealing with global trade. Environment and security regime.</p> |

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| | | India's role as a global player since independence. | |
| | MAJOR-15 (POLITICAL ECONOMY AND DEVELOPMENT IN INDIA) | The course intends to introduce student to some of the key issues relating to state and economic development in India from the independence period to the contemporary phase. It looks at both the aggregate and the sectoral spaces in India's public policy and performance with reference to the role of state, market and people's movement concerns. | <ul style="list-style-type: none"> To understand the relevance of different stakeholders in formulating Political Economy in India To develop comprehensive and interdisciplinary knowledge between the various political and economic issues and challenges in India To develop theoretically rich and empirically grounded knowledge about the Indian Economic system To motivate and inform students about the opportunities and future prospects in the field. |
| | MAJOR-16 (DISSERTATION TOPIC) | NOTE: During 7 th semester for Major-16, students have to submit a progress report during term end examination, on the Dissertation topic (Evaluation-100 marks). | |
| 8TH | MAJOR-17 (HUMAN RIGHTS AND HUMAN DEVELOPMENT) | The programme provides the student with the capacity to identify issues and problems relating to the realisation of human rights and strengthens the ability to contribute to the resolution of human rights issues and problems. It also develops investigative and analytical skills. Human rights are basic rights that belong to all of us simply because we are human. They embody key values in our society, such as fairness, dignity, equality, and respect. They are all an important form of protection for us | Its outcomes for respecting and promoting human rights are that governments bear the primary responsibility. However, every individual owes it to themselves and their communities to promote human rights. That can seem like a challenging task but there are many ways you can undertake this mission in both your daily life and as a lifelong goal. |

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| | | especially those who may face abuse, neglect, and isolation. | |
| | MAJOR-18 (UNITED NATIONS AND GLOBAL CONFLICTS) | This course will first introduce students to the historical, theoretical, and practical foundations of the United Nations and its predecessor. Students will be able to define the United Nations structure and functioning and explain the UN's main organs and their development. After establishing foundational and structural understanding of the United Nations, this course will discuss the UN's influence as an intergovernmental organisation for public policy and international norm setting in the areas of security, peacekeeping, human rights and development. The international legal underpinnings that guide the UN will be highlighted throughout the course. This course will also discuss the Various Global Conflict, like Korean War, Cuban Missile Crisis, Afghanistan War, Palestine-Israel War. | <ul style="list-style-type: none">• Interpret the challenges of cooperation and analyse collective security as an organising concept;• Recognise the context in which the UN identifies the need for international intervention, including peacekeeping operations and the responsibility to protect• Understand the tension between state sovereignty and humanitarian intervention.• Discuss the UN sanctions regime and assess its effectiveness. |
| | MAJOR-19 (FINALDISSERT ATION SUBMIT) | NOTE: During the end of 8th semester for Major-19, student has to submit a Final Dissertation report on the same topic (Evaluation-100 marks) | |

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PROGRAM AND COURSE OUTCOMES (POCO) OF GEOGRAPHY

Four years Undergraduate Programme (Bachelor)

SEMESTER-I

Course: Major-1 Semester-I

Paper Name: Physical Geography (Theory)

Course Objectives:

- To define the concepts of Physical Geography and geo-tectonics
- To introduce the fundamental concept of geomorphology and the evolution of landforms
- To understand the dynamic nature of the weather and climate.

Programme Outcome:

- Students will be able to explain the core concepts of Physical Geography and the role of geo-tectonic processes in shaping the Earth's structure.
- Students will understand the basic principles of geomorphology and analyze the evolution of various landforms over time.
- Students will gain knowledge about the dynamic nature of weather and climate and their influence on the Earth's physical environment.

Course: Major-1 Semester-I

Paper Name: Basic Cartographic Techniques and Map Readings (Practical)

Course Objectives:

- To learn the basics of Cartography and Mapmaking.
- To understand and interpret SOI toposheets.
- To draw maps with the help of SOI toposheets.

Programme Outcome:

- Students will understand the fundamental principles of cartography and the techniques involved in mapmaking.
- Students will be able to interpret and analyze Survey of India (SOI) toposheets accurately.

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- iii. Students will develop the skills to draw and construct maps using SOI toposheets as a reference.

SEMESTER-II

Course: Major-2 Semester-II

Paper Name: Fundamentals of Human Geography (Theory)

Course Objectives:

- i. To learn Meaning, Concept, Nature, Scope and development of Human Geography.
- ii. To understand Cultural Changes in and around the world.
- iii. To learn about the different races, religions, tribes, their culture and cultural development.

Programme Outcome:

- i. Students will gain a comprehensive understanding of the meaning, concept, nature, scope, and evolution of Human Geography.
- ii. Students will be able to analyze cultural changes occurring globally and their geographical implications.
- iii. Students will learn about various races, religions, and tribes, along with their cultural traits and patterns of cultural development.

Course: Major-2 Semester-II

Paper Name: Elementary Instrumental Observation and Map Reading (Practical)

Course Objectives:

- i. To learn function and use of meteorological instruments
- ii. To learn function and use of Geomorphological instruments
- iii. To know the representation of climatic data

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Programme Outcome:

- i. Students will understand the function and proper use of various meteorological instruments for weather observation.
- ii. Students will learn to operate and interpret data from geomorphological instruments used in physical geography studies.
- iii. Students will acquire skills to represent and analyze climatic data through appropriate graphical and statistical methods.

SEMESTER-III

Course: Major 3

Semester-III

Paper Name: Hydrology and Oceanography (Theory)

Course Objectives:

- i. To understand hydrology's systems approach and the global hydrological cycle.
- ii. To differentiate runoff types, factors, and measurement methods.
- iii. To grasp evaporation, evapotranspiration, and their measurement.
- iv. To learn about artificial rainmaking principles and water harvesting.
- v. To define oceanography, explore oceanic features, and understand movements and phenomena.
- vi. To study ocean temperature, salinity, sea level change, and coral reefs.
- vii. To classify marine resources and address ocean pollution issues.

Programme Outcome:

Upon completion of this course, students will be able to

- i. Demonstrate a comprehensive understanding of hydrology and oceanography principles.

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- ii. Apply various methods to measure runoff, evapotranspiration, and groundwater occurrence.
- iii. Implement techniques for artificial rainmaking and water harvesting.
- iv. Analyse oceanic features, movements, and phenomena.
- v. Assess marine resources and propose solutions to ocean pollution issues.

Course: Major 3

Semester-III

Paper Name: Hydrographic and Geological Mapping (Practical)

Course Objectives:

- i. To interpret rating curves and hydrographs for streamflow analysis.
- ii. To derive the phi index and W index for hydrological assessment.
- iii. To analyze ombrothermic graphs and hyetographs.
- iv. To interpret geological maps depicting structural features.

Programme Outcome:

Upon completion of this course, students will be able to

- i. Interpret rating curves and hydrographs for streamflow analysis effectively.
- ii. Derive the phi index and W index for hydrological assessment accurately.
- iii. Analyze ombrothermic graphs and hyetographs proficiently.
- iv. Interpret the geological maps depicting structural features with competence.

Course: Major4

Semester-III

Paper Name: Soil Geography and Biogeography (Theoretical)

Course Objectives:

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- i. To learn the fundamentals of soil science and biogeography.
- ii. To understand the formation, properties, and classification of soil.
- iii. To analyze soil erosion and degradation processes and management strategies.
- iv. To explore concepts of ecosystem structure, energy flow, and biodiversity.
- v. To study different biomes and their ecological characteristics.
- vi. To understand the importance of biodiversity conservation and its degradation factors.

Programme Outcome:

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

- i. Demonstrate proficiency in the fundamentals of soil science and biogeography.
- ii. Analyze the formation, properties, and classification of soil accurately.
- iii. Evaluate soil erosion and degradation processes and propose effective management strategies.
- iv. Identify and describe ecosystem structure, energy flow, and biodiversity concepts.
- v. Describe the ecological characteristics of different biomes comprehensively.
- vi. Implement measures for biodiversity conservation and address factors contributing to its degradation effectively.

Course: Major 4

Semester-III

**Paper Title: Soil and Biogeography Techniques and Surveying and Levelling (basic)
(Practical)**

Course Objectives:

- i. To determine soil colour, pH, and NPK levels using a field kit.

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- ii. To identify soil type through ternary diagram textural plotting.
- iii. To assess plant species diversity using the matrix method.
- iv. To understand Field Surveying with a Prismatic Compass.
- v. To prepare longitudinal and cross-sectional profiles using a Dumpy Level.

Programme Outcome:

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

- i. Utilize field kits to determine soil colour, pH, and NPK levels accurately.
- ii. Identify soil types through ternary diagram textural plotting effectively.
- iii. Assess plant species diversity using the matrix method proficiently.
- iv. Understand and apply Field Surveying techniques with a Prismatic Compass competently.
- v. Prepare longitudinal and cross-sectional profiles using a Dumpy Level accurately.

SEMESTER-IV

Course: Major 5

Semester-IV

Paper Name: Settlement Geography and Population Geography (Theoretical)

Course Objectives:

- i. To define settlement geography and its scope, examining both rural and urban settlements.
- ii. To explore the evolution, patterns, and morphology of the settlements.
- iii. To analyze urban settlement concepts and models of urban morphology.
- iv. To classify towns according to various frameworks.
- v. Examining factors influencing population distribution to elucidate the Nature and scope of population geography.
- vi. To discuss theories of population growth and analyze population structure.
- vii. To address key issues in Population Geography.

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Programme Outcome:

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

- i. Define settlement geography and its scope, with a focus on both rural and urban settlements.
- ii. Analyze the evolution, patterns, and morphology of settlements comprehensively.
- iii. Explore urban settlement concepts and models of urban morphology effectively.
- iv. Classify towns according to various frameworks accurately.
- v. Examine factors influencing population distribution to elucidate the nature and scope of population geography.
- vi. Discuss theories of population growth and analyze population structure proficiently.
- vii. Address key issues in Population Geography competently.

Course: Major 5 Semester-IV

Paper Title: Settlement and Population Geography (Practical)

Course Objectives:

- i. Identify settlement types using Survey of India maps.
- ii. Map accessibility using detour index from Survey of India maps.
- iii. Conduct Nearest Neighbour Analysis using Survey of India maps.
- iv. Represent the population density of Indian states of West Bengal districts with the Choropleth method.
- v. Learn the use of Dot and Sphere.
- vi. Construct and interpret age-sex pyramids, distinguishing progressive and regressive patterns.

Programme Outcome:

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

- i. Identify settlement types accurately using Survey of India maps.

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- ii. Map accessibility utilizing the Detour index from Survey of India maps effectively.
- iii. Conduct Nearest Neighbour Analysis proficiently with Survey of India maps.
- iv. Represent the population density of Indian states and West Bengal districts using the Choropleth method competently.
- v. Utilize Dot and Sphere methods appropriately for population representation.
- vi. Construct and interpret Age-Sex pyramids, distinguishing progressive and regressive patterns accurately.

Course: Major 6

Semester-IV

Paper Name: Economic and Industrial Geography (Theoretical)

Course Objectives:

- i. Gain an understanding of the different classifications and types of economic activities.
- ii. Comprehend the theories and models used to explain the spatial distribution of industries.
- iii. Analyze specific examples of industries in various countries and regions to understand their characteristics and significance

Programme Outcome:

Upon completion of this course, students will be able to

- i. Understand the classifications and types of economic activities comprehensively.
- ii. Comprehend the theories and models explaining the spatial distribution of industries effectively.
- iii. Analyze specific examples of industries in various countries and regions to understand their characteristics and significance proficiently.

Course: Major 6

Semester-IV

Paper Title: Economic and Industrial Geography (Practical)

Course Objectives:

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- i. Develop skills in creating and interpreting proportional Pie diagrams to visualize economic data.
- ii. Understand how to construct and analyze ergographs to evaluate labour productivity patterns.
- iii. Gain proficiency in using Nelson's functions to identify dominant and distinctive economic functions.
- iv. Learn techniques for conducting time series analysis and interpreting industrial production trends.
- v. Understand the concept of Location Quotient and its application in identifying zones of industrial concentration.
- vi. Acquire knowledge of Z-scores and their use in assessing industrial performance based on various criteria.

Programme Outcome:

Upon completion of this course, students will be able to

- i. Create and interpret proportional pie diagrams for economic data visualization.
- ii. Analyze labour productivity patterns using ergographs.
- iii. Identify economic functions using Nelson's functions.
- iv. Conduct time series analysis of industrial production trends.
- v. Apply Location Quotient to identify industrial concentration zones.
- vi. Assess industrial performance using Z-scores.

SEMESTER-V

Course: Major 7

Semester-V

Paper Name: Geography of India and West Bengal (Theoretical)

Course Objectives:

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- i. Understand India's diverse physiographic divisions, including the Himalayas and Peninsular Plateau, and associated climate, soil, and vegetation regions.
- ii. Analyze the transformative impacts of the Green and White Revolutions on Indian agriculture alongside major industrial regions and agro-ecological zones.
- iii. Evaluate India's mineral and power resources in the context of industrial policy and globalization, considering their implications for economic development.
- iv. Investigate West Bengal's geographical characteristics, including physiography, climate, soil, vegetation, major industries, and SEZ development.
- v. Examine population dynamics, migration patterns, and tourism prospects in West Bengal.

Programme Outcome:

Upon completion of this course, students will be able to

- i. Understand India's diverse physiographic divisions and their implications.
- ii. Analyze the impacts of agricultural revolutions and industrial regions in India.
- iii. Evaluate India's mineral and power resources for economic development.
- iv. Investigate West Bengal's geographical characteristics and industrial development.
- v. Examine population dynamics and tourism prospects in West Bengal.

Course: Major 7

Semester-V

**Paper Title: Geography of India and Statistical Methods in Geography (Descriptive)
(Practical)**

Course Objectives:

- i. Interpret monthly temperature and rainfall graphs for different Indian regions.
- ii. Calculate the mean centre of population for West Bengal across census years.
- iii. Analyze regional disparity using Sopher's Index.
- iv. Construct and interpret frequency distributions.

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- v. Understand measures of central tendencies like mean, median, and mode.
- vi. Calculate and interpret quartiles, deciles, and percentiles.

Programme Outcome:

Upon completion of this course, students will be able to

- i. Interpret monthly temperature and rainfall graphs for various Indian regions effectively.
- ii. Calculate the mean centre of population for West Bengal across census years accurately.
- iii. Analyze regional disparity using Sopher's Index proficiently.
- iv. Construct and interpret frequency distributions competently.
- v. Understand measures of central tendencies such as mean, median, and mode appropriately.
- vi. Calculate and interpret quartiles, deciles, and percentiles with competence.

Course: Major 8

Semester-V

Paper Title: Geographical Thought (Theoretical)

Programme Objectives:

- i. Explore ancient, medieval, and modern geography.
- ii. Analyze classical geographers and their contributions.
- iii. Investigate dualisms and dichotomies in geography.
- iv. Understand the impact of the quantitative revolution.
- v. Examine the systems approach in geography.
- vi. Discuss Radicalism, Positivism, and Behavioural approaches.
- vii. Compare absolute and relative space concepts.
- viii. Explore the man-environment relationship.

Programme Outcome:

Upon completion of this course, students will be able to

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1. Explore the development of geography from ancient to modern times comprehensively.
2. Analyze the contributions of classical geographers effectively.
3. Investigate dualisms and dichotomies present in geographical thought proficiently.
4. Understand the impact of the quantitative revolution on geography accurately.
5. Examine the systems approach in geography competently.
6. Discuss Radicalism, Positivism, and Behavioural approaches in geographical thought with depth.
7. Compare and contrast absolute and relative space concepts appropriately.
8. Explore the dynamic relationship between humans and the environment comprehensively.

Course: Major 8

Semester-V

Paper Title: Statistical Methods in Geography (Inferential) and Megascopic Identification of Rocks and Minerals (Practical)

Course Objectives:

- i. Apply measures of dispersion and correlation coefficients for geographical data analysis.
- ii. Perform simple Bivariate analysis techniques, including regression trend lines and residual mapping.
- iii. Identify various minerals and rocks through megascopic analysis.

Programme Outcome:

Upon completion of this course, students will be able to

- i. Apply measures of Dispersion and Correlation Coefficients proficiently for geographical data analysis.
- ii. Perform simple bivariate analysis techniques, including regression trend lines and residual mapping effectively.
- iii. Identify various minerals and rocks through megascopic analysis accurately.

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Course: Major 9

Semester-V

Paper Name: Regional Planning and Transport Geography (Theoretical)

Course Objectives:

- i. Time-2 hrs Introduce key concepts in regional planning, including region types, delineation methods, and planning hierarchy.
- ii. Familiarize students with regional planning models and their application in addressing development challenges.
- iii. Provide an understanding of transport geography, covering modes of transport, importance in regional development, and network analysis.
- iv. Enable students to analyze transportation systems using indices and metrics to assess efficiency and connectivity.

Course: Major 9

Semester-V

Paper Title: Regional Planning and Transport Geography (Practical)

Course Objectives:

- i. Understanding measures of inequalities such as the Lorenz Curve and Gini's Coefficient.
- ii. Applying the Shortest Path Matrix, specifically the Shimbel Index, for transportation analysis.
- iii. Analyzing transportation networks using the Cyclomatic Number, Alpha, Beta, Gamma, Eta Indices, and Aggregate Transportation Score.
- iv. Developing practical skills in conducting field research, including data collection, analysis, and presentation, to address socio-economic or environmental issues.

Programme Outcome:

Upon completion of this course, students will be able to

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- i. Understand measures of inequalities such as the Lorenz Curve and Gini's Coefficient proficiently.
- ii. Apply the Shortest Path Matrix, particularly the Shimbel Index, for transportation analysis effectively.
- iii. Analyze transportation networks using the Cyclomatic Number, Alpha, Beta, Gamma, Eta Indices, and Aggregate Transportation Score accurately.
- iv. Develop practical skills in conducting field research, including data collection, analysis, and presentation, to address socio-economic or environmental issues competently.

SEMESTER-VI

Course: Major 10

Semester-VI

**Paper Title: Development Geography and Regional Geography of North Bengal
(Theoretical)**

Course Objectives:

- i. Define and grasp the scope of Development Geography.
- ii. Identify and analyze indicators of economic, social, and environmental development.
- iii. Understand human development concepts and measurements.
- iv. Explore issues like rural development and urban planning for sustainable development.
- v. Understand the physiography, drainage patterns and vegetation types of North Bengal.
- vi. Explore biodiversity and conservation efforts, as well as ethnic cultures and heritage.
- vii. Evaluate tourism status, challenges, prospects, and major environmental issues.

Programme Outcome:

Upon completion of this course, students will be able to

- i. Define and comprehend the scope of Development Geography effectively.
- ii. Identify and analyze indicators of economic, social, and environmental development accurately.

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- iii. Understand human development concepts and measurements proficiently.
- iv. Explore issues like rural development and urban planning for sustainable development competently.
- v. Understand the physiography, drainage patterns, and vegetation types of North Bengal comprehensively.
- vi. Explore biodiversity and conservation efforts, as well as ethnic cultures and heritage adeptly.
- vii. Evaluate tourism status, challenges, prospects, and major environmental issues competently.

Course: Major 10

Semester-VI

Paper Title: Map Projection and Inferential Statistics (advanced) (Practical)

Course Objectives:

- i. Understand map projection fundamentals, terminology, and purpose.
- ii. Explore classification methods for map projections.
- iii. Learn mathematical/graphical construction and properties of specific projections.
- iv. Grasp the roles and definitions of null and alternative hypotheses.
- v. Differentiate between parametric and non-parametric tests and their applications.
- vi. Learn about Type I and Type II errors in hypothesis testing.
- vii. Apply statistical tests like Student's t-test, Chi-Squared, and One-way ANOVA for data analysis.

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Programme Outcome:

Upon completion of this course, students will be able to

- i. Understand map projection fundamentals, terminology, and purpose effectively.
- ii. Explore classification methods for map projections proficiently.
- iii. Learn mathematical/graphical construction and properties of specific projections accurately.
- iv. Grasp the roles and definitions of null and alternative hypotheses competently.
- v. Differentiate between parametric and non-parametric tests and their applications appropriately.
- vi. Understand Type I and Type II errors in hypothesis testing comprehensively.
- vii. Apply statistical tests like Student's t-test, Chi-Squared, and One-way ANOVA for data analysis proficiently.

Course: Major 11 Semester-VI

Paper Title: Political Geography and Geography of Sustainability (Theoretical)

Course Objectives:

- i. Understand the concepts, Nature, and Scope of Political Geography.
- ii. Examine the attributes of the state, including frontiers, boundaries, and sovereignty.
- iii. Analyze global strategic views such as the Heartland and Rimland theories.
- iv. Define sustainability and its principles, emphasizing its importance.
- v. Explore the Sustainable Development Goals (SDGs) and Millennium Development Goals (MDGs).
- vi. Investigate sustainable agriculture, urban sustainability, and tourism, including their meanings, implementations, and future strategies.

Programme Outcome:

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Upon completion of this course, students will be able to

- i. Understand the concepts, nature, and scope of political geography effectively.
- ii. Examine the attributes of the state, including frontiers, boundaries, and sovereignty accurately.
- iii. Analyze global strategic views such as the Heartland and Rimland theories proficiently.
- iv. Define sustainability and its principles, emphasizing its importance competently.
- v. Explore the Sustainable Development Goals (SDGs) and Millennium Development Goals (MDGs) comprehensively.
- vi. Investigate sustainable agriculture, urban sustainability, and tourism, including their meanings, implementations, and future strategies adeptly.

Course: Major 11 Semester-VI

Paper Title: Advanced Surveying and Computer Application (Practical)

Course Objectives:

- i. Learn how to use a Dumpy Level to create a contour plan.
- ii. Understand the methods for determining the height and distance of objects using a Transit Theodolite.
- iii. Learn the radiation, intersection, and traversing techniques in plane table survey.
- iv. Gain knowledge of recording points using GPS technology.
- v. Learn MS-Excel skills for processing Demographic, Weather, Climatic, and Socio-economic data, creating thematic diagrams like Bar, Pie, and Line graphs, and performing basic calculations and interpretations.
- vi. Develop skills in creating PowerPoint slides for presenting geographical data and information.

Programme Outcome:

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Upon completion of this course, students will be able to i. Utilize a Dumpy Level proficiently to create contour plans accurately.

ii. Understand methods for determining the height and distance of objects using a Transit Theodolite effectively.

iii. Apply Radiation, Intersection, and Traversing techniques in plane table survey competently.

iv. Gain knowledge of recording points using GPS technology accurately.

v. Apply MS-Excel skills for processing demographic, weather, climatic, and socio-economic data proficiently, including creating thematic diagrams like bar, pie, and line graphs, and performing basic calculations and interpretations.

vi. Develop skills in creating PowerPoint slides for presenting geographical data and information effectively.

Course: Major 12 Semester-VI

Paper Title: Environmental Geography (Theoretical)

Programme Objectives:

- i. Understand environmental geography and its significance.
- ii. Identify environmental components: physical and socio-cultural
- iii. Explore human adaptation in different biomes
- iv. Analyze global and Indian environmental programs
- v. Define hazards, disasters, risk, vulnerability, and susceptibility
- vi. Examine various types of disasters in India and their management
- vii. Discuss response and mitigation measures
- viii. Emphasize capacity building for disaster management.

Programme Outcome:

Upon completion of this course, students will be able to

- I. Understand environmental geography and its significance comprehensively.

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- ii. Identify environmental components, including physical and socio-cultural aspects, accurately.
- iii. Explore human adaptation in different biomes proficiently.
- iv. Analyze global and Indian environmental programs effectively.
- v. Define hazards, disasters, risk, vulnerability, and susceptibility accurately.
- vi. Examine various types of disasters in India and their management competently.
- vii. Discuss response and mitigation measures comprehensively.
- viii. Emphasize capacity building for disaster management adeptly.

Course: Major 12 Semester-VI

Paper Title: Field Report (Practical)

Programme Objectives:

- i. To collect Primary Data through direct observation and fieldwork techniques.
- ii. To facilitate spatial analysis for mapping, GIS, and spatial modeling.
- iii. To assess environmental conditions and impacts on air, water, soil, and biodiversity.
- iv. To study human activities, behaviours, and interactions within specific geographic contexts.
- v. To analyze land use and land cover changes over time.
- vi. To document geographical phenomena such as natural hazards, geological formations, and weather patterns.
- vii. To validate Remote Sensing data through ground-truthing.
- viii. To inform policy decisions and planning initiatives at various levels.
- ix. To serve educational purposes for students and public outreach.

Programme Outcome:

Upon completion of this course, students will be able to

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- i. Effectively collect Primary Data using direct observation and fieldwork techniques.
- ii. Conduct spatial analysis for mapping, GIS, and spatial modeling proficiently.
- iii. Assess environmental conditions and impacts on air, water, soil, and biodiversity accurately.
- iv. Analyze human activities, behaviours, and interactions within specific geographic contexts competently.
- v. Evaluate land use and land cover changes over time adeptly.
- vi. Document geographical phenomena such as natural hazards, geological formations, and weather patterns comprehensively.
- vii. Validate Remote Sensing data through ground-truthing effectively.
- viii. Provide valuable inputs for policy decisions and planning initiatives at various levels.
- ix. Serve educational purposes for students and public outreach proficiently.

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