



Suri Vidyasagar College (Govt. Sponsored)
Suri, Birbhum. PIN- 731101, West Bengal
(Affiliated to the University of Burdwan &
Accredited by NAAC B⁺⁺)

***PROGRAMME OUTCOME, PROGRAMME SPECIFIC OUTCOME AND
COURSE OUTCOME FOR THE U.G. AND P.G. COURSES OF THE
FACULTIES OF ARTS, SCIENCE AND COMMERCE***



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DEPARTMENT OF BENGALI **SURI VIDYASAGAR COLLEGE**

B.A.(Hons) & B.A.(Gen) Bengali language & Literature

Programme Outcome:

The programme, famed by the UGBS, University of Burdwan, is expected to develop an understanding of the Bengali Literature along with Bengali language skills. The student of both programme get acquainted with the different forms of poetry, Prose, Fiction and Drama of different period of Literary history and culture started from old period (900 -1000A.D.) to modern and post-modern period. The programme offered enable the students get exposed to advanced level of grammatical patterns and usages in Bengali written language. The students are also able to improve their skills to speak and communicate properly and write Bengali accurately. This programme is expected to help the students in exploring an area of knowledge.

Course Outcome:

There are six semesters in the three years B.A. Honours in Bengali. the curriculum consists 14 core courses(CC), 2 Ability Enhancement Courses(AECC), 2 Skill Enhancement Courses(SEC) 4 Discipline Elective Courses(DSE) and 4 Generic Elective Courses(GE).

There are six semesters also in the three years B.A. General programme consists 12 Core Courses. 4 Core Courses are being taken from Discipline -1, 2 Core Courses from MIL, 2 Core Courses from AECC, 4 Core Courses from DSE and 4 Core Courses from SEC.

Semester –I

a) Bangla Sahiter Itihas (Prachin o Madhyayug)



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b) Chandda, Alankar

This course enables the students to identify the structure of language during the reformation period of Bengali Language. The students are also able to locate diverse points of metre and prosody from old period to post-modern period.

Semester –II

2.a) Baishnab Padabali, Shakta Padabali

b) Ramayana, Annadamangalkabya

This course enables the students to attain various perspectives in reading authentic epic and the medieval literature as well as the cultural history of Bengal. This course also helps the students to create awareness about different forms of themes of poetry from different sects of Bengal.

Semester –III

a) Bangla Sahiter Itihas (1801-1950 A.D.)

b) Bhashatattwa

c) Unish Shataker Bangla Kabya

d) Bangla Byakaran

The learners get acquainted with divergence in history of Bengali Language and Literature, especially diversity of Bengali Dialects, Phonetics, Morphology, Syntax etc. and also able to recognize the different forms of Bengali poetry. The students attain an advanced level of mastery in the skill of Bengali Language.

Semester –IV



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4.a) kabita b) Upanyas c) Natak d) RachanashaktirNaipurna

Students are able to understand the different forms of Literature and improve their ability to discover the pleasure in reading fiction . They also recognize the society during reading the dramas and learn the technique of analysis the narratives and dramas .They also get a detail idea in the the field how to write Bengali better.

Semester –V

5.a) ChhotoGolpo b) prabandha o prachyaKabyatattwa c) UnishShataker Bangla Kabya o Prabandha d) UnishShatakerBangalNatak o Kathasahitya

The students will be familiar with the structure related to Bangla ChhotoGalpo and the literary theory of eastern and western and understand the difference between fictions and plays. They get a concept to implement a theatrical project.

Semester –VI

6.a) Sanskrito o Ingrejisahiter Itihas b)Sahiter Rup-riti o Sangrup c)BisshatakerSwadhinatapurbarty Bangla Kathasahitya d) Sahitya bisyakPrababdha o Loksahitya ,Loksanskriti.

The students are able to acquaint with great classics of Sanskrit literature and enlightened by the reading of the great writings of English literature also. They also able to develop their knowledge of comparative literature and provide them an area of knowledge in folk literature along with Folk Culture. They also learn different pattern and structure of Literature genre.

B.A.(Gen) Bengali

Semester –I

1.Discipline-1 Prabandha Sahitya



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Semester –II

2.Discipline -1 ChhotoGalpo

Semester –III

3.Discipline -1 a) Bangla Sahityer Itihas b) Bangla Byakaran

Semester –IV

4.Discipline-1 a)Bhashatattwa b) kabita c) RachanashaktirNaipurna

Semester – V

5.Discipline-1 a)Unishshataker Bangla Upanyas o Chhotogalpo
b)UnishShatakerPrabandha c) Prabandha o Pratibedan Rachana.

Semester – VI

6. Discipline -1 a) UnishShataker Bangla Natak b) Unishshataker Bangla Bhraman
sahitya o chitipatrac)Byabaharik Bangla Charcha o AnubadCharcha.

These courses are designed to help the students to develop writing skill and ability to presentable academic writing and empower them for professional success. The students are able to identify the latest trend of language and Literature and get knowledge in the area of media writing. This Courses also provide space to the students' expression of acquired knowledge and potential skill in essay writing, translation, transliteration based on the art they had acquired through three years programme.



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DEPARTMENT OF ENGLISH **SURI VIDYASAGAR COLLEGE**

Programme outcomes:

To help students to become sensitive human beings possessing aesthetic awareness.

To produce more humane individuals in this fast-paced world of mechanized existence.

Programme Specific Outcomes:

The Department of English sees itself as a centre for intellectual and creative thinking which will help students to become sensitive human beings possessing aesthetic awareness. The department attempts to redefine the parameters of knowledge dissemination within the rich cultural heritage of the College. Analytical skills in linguistic communication and literary criticism enables them to analyze oral and written discourse of various genres, social, cultural, political and historical contexts and use them in advanced studies in a wide range of corporate, communication, research and knowledge fields.

Students who have graduated from the department of English have used their newly acquired knowledge practices and aesthetic expressions to engage in research work and higher studies. Others have used their writing and reading skills to take up professions like teaching, journalism, copywriting, editing, publishing, advertising and marketing as well as analogous disciplines like theatre and film studies. Knowledge of English and precise communication skills stand them in good stead in professions like banking, public administration and human resource.

Course Specific Outcomes:

SEM-I

CC-I: Indian Classical Literature: To promote a contextual awareness and understanding of ancient Indian classical literature and realization of rich Indian literary ethos.

CC-II: European Classical Literature: To promote a contextual awareness and understanding of ancient European classical literature and realization of rich European literary ethos.



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SEM-II

CC-III: Indian Writing in English: To highlight the tradition of Indian authors writing in English from 1870s to the 1990s.

CC-IV: British Poetry and Drama (16th and 17th Century) and Rhetoric & Prosody: This paper covers British literature from Shakespeare to the Metaphysical poets along with the conceptual understanding of the poetics of literature.

SEC1&2 (For SEM-I and SEM-II):

These courses (Creative Writing and Film Studies) are a blend of theoretical and practical components that encourage skill development by providing hands on experience for potential future utility.

SEM-III

CC-V: American Literature: Students are encouraged to learn various aspects of American poetry, fiction and drama.

CC-VI: Popular Literature: True to its title, this paper caters to the taste of the common readers with the additional purpose of entertainment. It involves detective stories, children's classics and even graphic novels.

CC-VII: British Poetry and Drama (17th and 18th Century): This paper covers British poetry, drama and fiction of the aforementioned time. It helps students to form the religious and secular thoughts of the period including the role of the women and the Comedy of Manners.

SEM-IV

CC-VIII: British Literature (18th Century): The paper envisages to cover an awareness of the ideas of Enlightenment and Neoclassicism, Restoration Comedy, of the early novel and the periodical press.

CC-IX: British Romantic Literature: This paper focuses on the understanding of conceptualization of nature, reason and imagination and literature revolutions, especially the gothic and the romantic lyric.

CC-X: British Literature (19th Century): Through this paper, students are expected to get acquainted with the basics of the time such as ideas of utilitarianism, social concepts of marriage and sexuality, of the clash of faith with doubt as well as the dramatic monologue.

SEM-V



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CC-XI: Women's Writing: The purpose of this paper is to encourage inquiry into concepts of gender, caste and race, of social reforms and women's rights and the confessional mode in women's writing.

CC-XII: British Literature (Early 20th Century): It investigates into modernism, postmodernism and non-European cultures of Women's Movement in the early 20th century, of psychoanalysis and the Stream-of-Consciousness method of narration and application of Myth in literature.

DSE1: Modern Indian writing in translation

This paper encourages an understanding of the aesthetics of translation and the modernity of Indian writing. It shows role of caste, gender and politics in such fiction and also the choice of form for various expressions.

DSE2: Partition literature

Students can realize the role of colonialism, nationalism and Partition in such fiction. Communalism, violence (especially against women), homelessness and exile are issues focused on.

SEM-VI

CC-XIII: Modern European Drama: Through the four selected plays of this paper students are encouraged to acquire the domain knowledge of politics, social change and the stage, text and performance of European drama considering the key factors like tragedy and heroism and the Theatre of the Absurd.

CC-XIV: Postcolonial Literatures: The idea of the paper is to address the problems and consequences of decolonization, especially questions relating to the political and cultural independence of formerly subjugated people and things such as racialism and colonialism.

DSE3: Literary theory

As the name implies, this paper is a study of the various theories of literary understanding and analysis and promotes better understanding of literature and society.

DSE4: Literary Criticism and History of the English Language

The objective of this paper is to enable an understanding of ideas of classicism, imagination, imitation and pleasure in literary aesthetics and also the growth, development and expansion of the English language.

Generic



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L-1_1 and L-1_2: This paper targets thorough understanding of language, variety and stylistics for betterment of language potential of general course students.

AECC2: The objective of this course is enhancing competence and skill in use of English for social and professional requirements.

Programme outcomes:

To help students to become sensitive human beings possessing aesthetic awareness.

To produce more humane individuals in this fast-paced world of mechanized existence.

Programme Specific Outcomes:

The Department of English sees itself as a centre for intellectual and creative thinking which will help students to become sensitive human beings possessing aesthetic awareness. The department attempts to redefine the parameters of knowledge dissemination within the rich cultural heritage of the College. Analytical skills in linguistic communication and literary criticism enables them to analyse oral and written discourse of various genres, social, cultural, political and historical contexts and use them in advanced studies in a wide range of corporate, communication, research and knowledge fields.

Students who have graduated from the department of English have used their newly acquired knowledge practices and aesthetic expressions to engage in research work and higher studies. Others have used their writing and reading skills to take up professions like teaching, journalism, copywriting, editing, publishing, advertising and marketing as well as analogous disciplines like theatre and film studies. Knowledge of English and precise communication skills stand them in good stead in professions like banking, public administration and human resource.

Course Specific Outcomes:

B. A. General Programme in English.

CORE COURSE (CC)

CC1A: Poetry & Short Story: To promote an awareness and understanding of British poetry and short story.

CC1B: Essay, Drama & Novel: To promote an understanding of British essays, drama and novel.



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CC1C: Contemporary India: Women and Empowerment: to promote an understanding of gender construction, gender role, history of women's movement, women's rights in India.

CC1D: Academic Writing and Composition: To give them the basics of academic writing, critical thinking, citing resources, structuring arguments.

L-1_1 and L-1_2: This paper targets thorough understanding of language, variety and stylistics for betterment of language potential of general course students.

DSE1: British Literature OR Environment & Literature: To provide the students' knowledge and understanding of British literature and the interconnectedness literature and environment.

DSE2: Indian Literature in Translation OR Literary Cross Currents: To promote understanding of Indian literature by indigenous writers in English translation.

GE1 and GE2: To give them awareness of Gender and human rights and the relationship between environment and literature.

AECC: Communicative English: Students can learn how to communicate in English and the skills of reading, writing and speaking in English.

SEC: There are four SEC papers in the syllabus. SEC1 is aimed to give knowledge of translation studies and to enhance their ability in creative writing. SEC2 opts for English language teaching and film studies. Sec3 is about technical writing and business communication. While SEC4 is about soft skills and spoken English. All these papers are intended to enhance their working knowledge in English.

DEPARTMENT OF MASS COMM. AND JOURNALISM

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Programme outcomes:

Program outcomes examine what a program or process is to do, achieve, or accomplish for its own improvement and/or in support of institutional or divisional goals.

UG programme:



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This department is providing education towards students through six semesters. The entire duration to complete this course is 3 years. It is a under graduation course where teachers are trying to teach students by following the syllabus which is provided by the Burdwan University.

To complete the session the students must study:

14 Core Course (CC) papers of 6 credits

4 Generic Elective (GE) papers of 6 credits

2 Skill Enhancement Course (SEC) papers of 2 credits

4 Discipline Specific Elective (DSE) papers of 6 credits and

Ability Enhancement Compulsory Course (AECC) in Environment Studies

Semester I is composed of:

CC1: Introduction to journalism

CC2: Introduction to media and communication

GE 1: Any discipline other than MCJ

AECC: Environment Studies

Semester II is composed of:

CC3: Reporting and editing for print

CC4: Development of media in India and Bengal

AECC: English / MIL

GE 2: Discipline other than MCJ

Semester III is composed of:



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CC5: Introduction to broadcast media: Radio

CC6: Introduction to broadcast media: Television

CC7: Advertising and Public relations

SEC 1: Radio production or Development journalism

GE 3: Discipline other than MCJ

Semester IV is composed of:

CC8: Introduction to new media

CC9: Development communication

CC10: Media ethics and law

SEC 2: Documentary production or photography

GE 4: Discipline other than MCJ

Semester V is composed of:

CC11: Global media and politics

CC12: Introduction to film studies

DSE 1: Communication research and methods or print journalism and production

DSE 2: Corporate social responsibility or media gender and human rights

Semester VI is composed of:

CC13: Rural communication

Cc14: Media industry and management

DSE 3: Multimedia journalism or dissertation



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DSE 4: Media & industry or community outreach programme

CC 1 to CC 14 each Honours paper is consisting of 75 marks which is parted as 60+10+5. 60 is for theory paper, 10 is for Internal assessment and 5 is for Attendance. Where the teachers can take total 60 classes to complete each paper.

In Semester I and Semester II, there is no skill enhancement course (SEC) or discipline specific elective (DSE) paper. Two SEC papers are in semester III and semester IV. Four DSE papers are in semester V and semester VI.

SEC 1 and SEC 2 each paper consisting of 50 marks which is parted as 40+10. 40 is for theory paper and 10 is for internal assessment. Where the teachers can take total 40 classes to complete each paper.

DSE 1, DSE 2, DSE 3, DSE 4 each paper is consisting of 75 marks which is parted as 60+10+5. 60 is for theory paper, 10 is for Internal assessment and 5 is for Attendance. Where the teachers can take total 60 classes to complete each paper.

Semester wise programme outcomes:

Semester I: After completion of these paper the students will be able to understand:

CC 1: Introduction to Journalism

the basic concept of news and the basic components of a news story.

The different forms of print media which opens the vast area of media reach to the students to get a taste of diversified media portfolio.

the structure and construction of news story that helps the students to get an overview about the process of organizing news stories with archives, internet and with other sources.

The comparison of different types of media and its role towards the democratic society enriches the students with contemporary issues and debates.



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CC 2: Introduction to Media and Communication

The definition of communication

different forms and levels of communication like verbal, non-verbal communication, and mass communication, public communication, trans personal communication etc.,

the mediated and non-mediated communication

How media is impacting on every day's life

The mass communication and mass media

the entire communication process through models and theories

about the earlier models like Aristotle model, Laswell model, Shanon-Weaver model, Berlo's model etc., which defined communication as a linear process where the feedback is missing

the non-linear communication process through Wilbur Schramm and Charles E Osgood's Circular model of communication

the concept of Effects, levels of Noise, frame of reference etc.,

the concept of Freedom of press, social responsibility through 'Four theories of the press' which is also known as the 'Normative theories of the Press'.

the concept of Jurgen Habermas's Public Sphere and Walter Lippmann's Public Opinion

how the media is affecting the people. Is it directly effecting or limitedly effecting the people? Few theories like hypodermic needle, individual difference, personal influence, limited effects theory will help to understand the effects of media.

The concept of Spiral of silence, reception theory, propaganda model, cultivation analysis, agenda setting theory, ritual model etc., which will help the students to think critically about the communication process.



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Semester II: After completion of these papers the students will be able to understand:

CC 3: Reporting and editing for print

the concept of news reporting and writing.

The news editing like page planning, proof reading, photo editing techniques etc.,

The concept of beat reporting.

Organizational structure of newspaper, newsroom.

Paid news, agenda setting, what are these issues, and how pressures can be created on a newsroom has been said, the role of gatekeepers in a newsroom has been discussed.

CC 4: Development of media in India & Bengal

the concept of early days of press and its evolution (1780-1940)

some historical press law during the British era.

The recent developments in Indian press.

Semester III: After completion of these papers the students will be able to understand:

CC 5: Introduction to Broadcast Media: Radio

The concept of wireless communication and radio's characteristics as an audio medium.

How the electromagnetic wave is helping in communication.

Evolution of radio in India and around the world

The Radio as a medium of mass communication as it can inform, educate, entertain, correlate, interpret, surveillance etc., like other mass media.

The concept of HAM radio, Internet radio, Podcasting etc.,



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The concept of worldwide radio stations like British Broadcasting Corporation, Voice of America with the reference of All India Radio

The radio news and news bulletin's structure

How the news will be presented and what will be qualities of the presenter?

The concept of radio newsroom: inside and outside

The reporters, sub-editors, editor's work process

How live streaming is happening through OB van

The radio programme formation like how to take interview, what is panel discussion, radio talk, radio package, radio feature etc.,

The need of illustrated reading and proper storytelling for an audio medium.

How to produce a radio programme through the production process like scripting, editing, mixing etc.,

Uses of microphones and its different forms

acoustic treatment to record in the indoor studio

non-linear editing with the transition like cross fade, wrap-up, dissolve etc., and the use of sound card, sound effects

limitations of the editor and the estimated budget for the radio programme

the concept of public and private FM broadcasting

scope of community radio in rural development in reference to BNNRC and Nepal's community radio.

CC 6: INTRODUCTION TO BROADCAST MEDIA: TV



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different types of script writing in television program.

How to prepare news capsules

The concept of Prasar Bharati, public service broadcaster, community television, different types of shot, camera angles, camera movements etc.

CC 7: Advertising & Public Relations

the vast area of marketing strategies, different types of advertising, different mediums of ad., Branding, ad agencies and their work process, ethics regarding ad. Campaigns, how to make budgets for ad. etc.

the Public Relations which enables the students to learn about publics and PR of different sectors, PR campaigns as well as crisis management.

Social media marketing helps students to learn about the tactics and strategies of social media PR.

Semester IV:After completion of these papers the students will be able to understand:

CC 8: Introduction to New media

the importance of new media Technologies and digital journalism.

The concept of computer mediated communication (CMC) & convergence media.

the concept of WEB SITE planning and blog writing etc.,

CC 9: Development Communication

the concept of development, Development vs growth, Development as freedom.

The various Development related model like Nehruvian model, Gandhian model etc.,

the different types of paradigms (dominant paradigm, alternative paradigm, and dependency paradigm).



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the various Development approaches like that diffusion of innovation, mass media as magic multiplier, sustainable development, participatory development, role of media in development, media tools in Development communication etc.,

the topic like NGO support in Development communication. Government scheme- SITE (1975), KHEDA (1990), JHABUA (1990), MNREGA (2005) etc.,

the concept of E-governance, E-chaupal, ICT for Development.

The Development support communication of India in the eras of agriculture Development, women empowerment, and others.

CC 10: Media Ethics and the Law

the difference between Ethics and Law

the basic knowledge of Indian Constitution and Indian Penal Code

the Fundamental rights, article 19 (1) and article 19 (2) is concentrated mainly.

The libel and slander of defamation, sedition, inflammatory writings etc.,

Breaching of privacy and surveillance is legal in some cases.

About the working hour, wages etc., of working journalists.

About the rights of common people through the Right to information act of 2005

How to treat court? No one can contempt the court as per their own.

Ethical issues in social media through different sections of IT Act.

The sting operations through a case study named Operation Westend held by Samuel Mathew

The ethical guidelines like News Broadcasters Association guidelines, broadcast bill guidelines etc.,



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The laws regarding pornography, indecent representation of women in advertisement, sexual harassment, or molestation in workplaces etc.,

How to regulate the media organizations to maintain the quality of the media product

Media reporting on gender gap, marginalized sections etc.,

Semester V: After completion of these papers the students will be able to understand:

CC 11: Global media & politics

the concept of contemporary global media politics.

some media conglomerate and media typhoon.

the concept of globalization.

CC 12: Introduction to film studies

an overview of world cinema as well as Indian cinemas.

enriches the students with different forms of films, they get to know the stages of film making, different shots and languages of films.

Semester VI: After completion of these papers the students will be able to understand:

CC 13: Rural communication

the concept of Rural vs urban society, rural vs urban cultural perspective, sociological perspective and demographical perspective, agriculture development.

model of rural communication (communication for social change) Gandhian view of rural development.

Panchayat Raj Institution System (PRIS), PRIS communication gap, communication strategy, Rural co-operative, and self-help group etc.,



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The concept of rural media (Folk media), community media and rural development.

CC 14: Media industry and management

the concept of media management, planning, structure, hierarchy.

Some management oriented important theories.

The management functions like financial management, personal management, strategic management, budgeting etc.

Programme specific outcomes:

It makes students to realize the practical fact that the knowledge and techniques learnt in this course has direct or indirect implication for the betterment of society and its sustainability.

In Semester I and Semester II, there is no programme specific outcomes papers like skill enhancement course (SEC) or discipline specific elective (DSE) paper. Two SEC papers are in semester III and semester IV. Four DSE papers are in semester V and semester VI.

Semester wise programme specific outcomes:

Semester III:After completion of this paper the students will be able to gain the practical knowledge about:

SEC 1: Radio production

The radio broadcast formats, advertising jingles, radio magazine, feature, talk show, discussion etc.

The concept of radio production- A. pre-production B. production C. post-production.

script writing format, creative sound effects, acoustic treatment of audio studio, studio console etc.,



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Semester IV: After completion of this paper the students will be able to gain the practical knowledge about:

SEC 2: Documentary production

an overview of a documentary making with its different forms and styles.

This skill enhancement course also helps the students with practical guidance of the overall production of a documentary.

Semester V: After completion of these papers the students will be able to gain the practical knowledge about:

DSE 1: Communication Research & Methodology

The concept of research and it's methodology

Communication research as the subset of research

Difference between applied and basic research

How the theoretical overview is helping to construct the new scientific research

How to write literature review

Research design formulation

The concept of qualitative and quantitative method

How to do survey for quantitative study

Difference between questionnaire and schedule

The concept of open and close ended question

Difference between longitudinal and cross-sectional study

Need of pilot study



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Difference between primary and secondary data

How to do qualitative research with observation method

The methodology of experimental study, case study, historical research, narrative analysis, content analysis, ethnographic study, discourse analysis etc.,

Need of focus group discussion, interview etc.,

The concept of universe and population.

Need of sampling and its representativeness

How to minimize sampling error

The concept of Probability and non-probability sampling method

The concept of data analysis technique like coding, tabulation

How to relate and interpret the data

Ethical perspectives in research, plagiarism checking

Their individual project and how practically do the communication research by self

How to write the research report from the cover page to the bibliography with foot notes

DSE 2: Corporate social responsibility (CSR)

the concept of corporate and organization, corporate governance, and management.

the stakeholder, stakeholder relationship and James e. Grunigs theory (1984).

The corporate crisis, crisis plan management system, corporate brand implementation.

CSR and media relation, CSR budget and social audit.



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Semester VI: After completion of these papers the students will be able to gain the practical knowledge about:

DSE 3: Dissertation

The project works of related issues regarding communication research in the field of journalism, public relations, development communication, advertising, mass communication etc.,

DSE 4: Community Outreach Programme

The concept of community and their work

Contemporary social issues of the community

The practical experience of the doing research in the field of development communication

The concept of community outreach programme

The concept of Ethnographic studies, participatory development communication, development support communication, sustainable development etc.,

How to do practical research by following the research methodology

How to do field survey

The process of making questionnaire

How to fill the data bank and its interpretation

The audio-visual documentation process of their work

how to present the entire research report

Course outcomes:

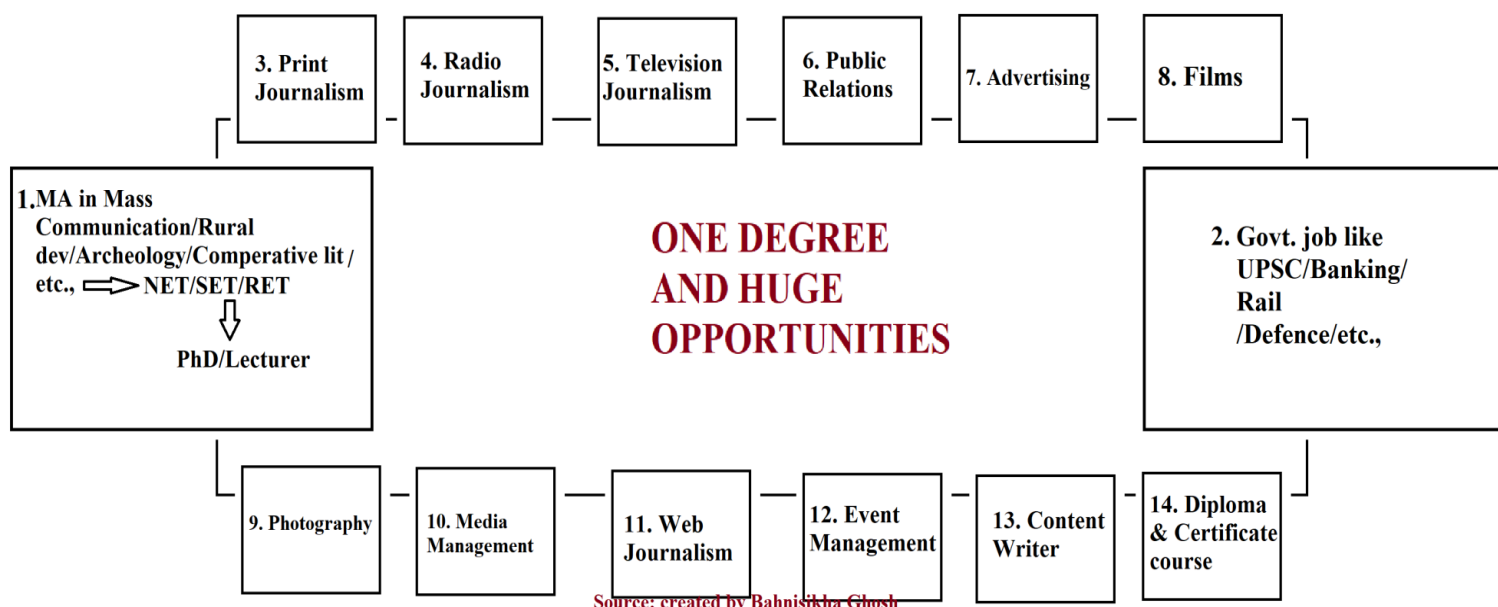


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Course Outcomes are the statements that help the learners to understand the reason for pursuing the course and helps them to identify what they will be able to do at the end of the course.

After completion of the entire three years of bachelor's degree in Mass Communication and Journalism a student can join in various department. This subject is a convergence of many subjects. This degree opens amazing careers. one degree and huge opportunities are there. One can follow the diagram:



Explanation of the diagram:

If any student passionate about teaching profession, then that student must go for MA in Mass Communication and Journalism and should follow the NET/SET/RET examination to get scope in the PhD or in Lectureship.

If the student does not want to do higher studies, then can go for government jobs like Banking, UPSC etc.,

After completion of graduation one can join print journalism where is a huge scope to work. In case of print journalism one can be reporter, correspondent, sub editor, freelancer, stringer, editor in chief, proof-readers, feature writer, columnist, photographer etc.,



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After completion of graduation one can join as Radio Jockey, broadcast assistant, radio news presenter, anchor etc., in the public or private radio stations.

In case of television journalism there must be a cameraman and other opportunities like print and radio journalism.

One can join as public relations officer in public or private sector to handle the relations with the common people.

In case of advertising one can work in ad agency to create advertising for the clients.

After doing the course related to film studies one can work as film director, actor, producer etc.,

Photographers are important for different medium. They can be photographer for the print medium or can be the camera person for the electronic medium. They may be paparazzi or wild photographer or anything else. Photography is a vast area where students can get many opportunities.

Media person can join as media manager where they have to work as a media organisation's manager like print media manager or electronic media manager.

Through web journalism freelancers are doing well. They can make blog, YouTube content, Instagram live, promote Facebook page etc.,

Can work as an event manager. They can manage any kind of event which is related to media.

Now a days content writing is an attractive job. One can do it from office or from home.

After completion of graduation student can do certificate course or diploma in many areas like diploma in public relations, media management, public administration, media studies etc.,

DEPARTMENT OF ARABIC **SURI VIDYASAGAR COLLEGE**

GENERAL COURSES

Programme Outcomes

The department of Arabic started its journey in 2013. It is working hard for gradually development of students' skills enabling them to get admissions to higher education. It renders the following services:



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It practically teaches how to understand poetry.

It teaches Arabs' history in Arabic

It focuses on speaking in Arabic.

It enables the students to translate from Arabic into English and Vice-versa.

Thus after completing B.A. in Arabic the students can get admission to higher courses like M.A. in Arabic.

It enables them to get job through SSC and MNC (Multi National Company) in India and abroad.

Program specific outcomes:

Communication skills in Arabic and English enable the students to make career and business opportunities

Translation skills in both oral and written enable the students to get jobs and opportunities in Medical tourism and B.P.O s provide ample opportunities for Oral translation and numerous books

Knowledge of the contribution of Indians to Arabic literature would serve as an inspiration for further contributions in the future.

Course outcomes:

Semester I: to focus on knowledge of classical prose and poetry in pre-Islamic to Umayyad period and to develop translation skill with selected applied grammar lessons from Arabic to English and vice-versa to empower them to understand classical Arabic; prose & poetry, grammar, translation and language learning process as well.

Semester II: to enable the students to get knowledge regarding the history of Arabic Literature during Abbasid period (750-1258A.D.) and Indian Arabic literature focusing on study of some famous Indian Arabic Scholars; life and works as well as Arabic prose during Islamic and Medieval period, and to develop translation skill with selected applied grammar lessons from Arabic to English and vice-versa.



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Semester III: To provide knowledge of classical poetry in pre-Islamic, Islamic and Umayyad period, a cursory study as well as life and works of some selected poets of the same period are taught. It also enables the students to get knowledge of history of Arabic literature in Spain/Andalusia and in Egypt. As Skill Enhancement Course (SEC) which develops their language skills and focuses on composition and translation.

Semester IV: To introduce the Abbasid and Fatimid period a thorough study of the said period are done and lives and works of some selected poets of the same period are also taught. It also empowers the students to know the Adabul Mahjar (migrant literature) especially the literature in North and South America. It focuses, as well, to introduce Modern Arabic Literature such as Novel, short-stories and Drama and provides sufficient knowledge of literary movements and groups that played big role in the development of Arabic language. An Skill Enhancement Course (SEC) of this semester focuses to improve the translation skills and enables the students to speak involving them in conversation, dialogue and speeches on different topic.

Semester V: As we belong to the modern era so the students will get to know the history of modern prose as well as they will be able to improve their skills by studying DSE papers. The students will be able to know some of the modern eminent writers and poets through studying their lives and works. It will help the students to get knowledge of Islamic history from especially life of Prophet Mohammad (SAW) along with caliphs of Islamic history. They will also be able to know the Quran and Hadith; history and compilation. The study of Rhetoric, Prosody and Philology will help them to know the essence and eloquence of Arabic language. And will obviously learn classical and modern terminologies.

Semester VI: To help the students to be aware of life and works of some selected modern Arabic writers and poets as well. To focus on developing skills of composition and enrich the students with modern terminologies and vocabularies. As DSE papers will introduce them to Modern Arab world and its famous personalities along with different literary organizations. Some selected lessons of grammar will be explained to the students to develop their writing skills and to enhance the vocabularies.



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THE DEPARTMENT OF SANSKRIT

SURI VIDYASAGAR COLLEGE

Programme Outcomes:

VALUE BASED EDUCATION: The most important outcome of this programme is that the students can realize the greater values of human life, social ethics and social responsibilities through this programme.

RESEARCH: This programme motivates students in their further studies and research work.

EMPLOYMENTS: This programme enhances abilities of students in their employments like writer, translator, interpreter, editor, historian, social worker, teacher, priest etc.

KNOWLEDGE AND THINKING: This programme motivates students in their critical thinking, comparative thinking and self-learning approaches.

ABILITY IN LANGUAGE: This programme enhances language ability, translation power and grammatical knowledge in Sanskrit language.

KNOWLEDGE OF HISTORY, CULTURES AND TRADITIONS OF INDIA: This programme helps students to know and feel the ancient and medieval cultures, traditions and enrichments of India as well as the historical developments of Indian civilization.

ARTS AND IMAGINATIONS: This programme promotes students to practice and enrich artistic abilities and power of imagination in literature also.

Programme Specific Outcomes:

The programme gives an overall idea on the great cultural and traditional heritage of India.

It acquaints the learners with the primary concepts of different disciplines like the Vedic literature, Epic literature, Purana literature, Philosophy, grammar, Medical science, Vedic Mathematics, Vaastu Sastra, Poetics, philology etc.

Students are expected to get a broader idea of Sanskrit literature.



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Students will learn the systematic aspects of Sanskrit language, grammatical concepts and developments and they will also get the knowledge of the huge vocabulary of Sanskrit language.

Students are expected to learn the systematic approaches of the study of old manuscripts which are written in Brahmi script.

Students will also learn the different philosophical doctrines of India.

Students can get clear knowledge of ancient and medieval Indian moral values and political concepts.

Students will know about the literature and the great scholars of Sanskrit literature of modern period of India as well as the whole world.

It gives an opportunity to the learners to know about the comparative linguistic patterns and developments of various linguistic groups.

It acquaints the learners with the technical and scientific methods of the writings in Sanskrit language like Poetics, Rhetoric, Prosody etc.

Course Outcomes:

Honours Courses

SEMESTER-I

Course Code	Course Name	Course Outcomes
CC-1	Classical Sanskrit Literature(Poetry)	This course helps learners to understand some famous poetic texts of Sanskrit literature. Learners come to know the historical developments of Indian poetics which is a great treasure of India.
CC-2	Critical Survey of Sanskrit Literature	This course helps learners to understand the cultural, traditional and social aspects of the age of Veda, Rāmāyaṇa, Mahābhārata and Purāṇa. Moreover learners can get some kind of spiritual knowledge and moral values from this course. This course also helps the learners to understand the historical development of Sanskrit grammar and philosophical literature.



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SEMESTER-II

Course Code	Course Name	Course Outcomes
CC-3	Classical Sanskrit Literature (Prose)	<p>This course helps learners to understand some famous texts of prose of Sanskrit literature.</p> <p>Learners come to know the historical developments of Sanskrit prose literature and fable literature which are great treasure of India.</p> <p>Learners can realize the greater values of human life, social ethics and social responsibilities through this course.</p>
CC-4	Self Management in the Gītā	<p>Through the study of the Gītā learners can realize the power and effects of Spiritual Knowledge.</p> <p>Learners will practically be benefitted by the prescribed techniques of self-management in the Śrīmadbhagavadgītā.</p> <p>It helps learners to understand the ultimate goals of life.</p> <p>It helps the learners to know various ways of meditation and the effects of meditation.</p> <p>It helps learners to control mind and thoughts of one-self.</p> <p>Learners come to know about the positive and negative effects of different types of foods.</p> <p>This course also helps learners to find out the relevance and importance of Śrīmadbhagavadgītā in present context.</p>

SEMESTER-III

Course Code	Course Name	Course Outcomes
CC-5	Classical Sanskrit Literature (Drama)	<p>This course offers learners to study the most famous drama Abhijñānaśakuntalam.</p> <p>They also come to know about the poetic approaches and the views of aesthetics of the great poet Kālidāsa.</p>



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CC-6	Poetics and Literary Criticism	<p>Learners come to know about the historical developments and different interesting contexts of Sanskrit drama literature which are great treasure of India.</p> <p>This course helps learners to study about some important techniques and mechanisms of Sanskrit poetics. Some styles on Sanskrit rhetoric are prescribed here to realize the formulations and functions of aesthetic pleasures.</p> <p>Learners make them more familiarize in Sanskrit literature with the help of this course.</p> <p>This course helps learners to be more creative in their literary writings and compositions.</p>
CC-7	Indian Social Institutions and Polity	<p>This course helps students to know about the ancient and medieval social and political systems of India.</p> <p>This also helps students to realize comparative discussions between the ancient laws and modern laws of India.</p>
SEC-1	Basic Sanskrit	<p>Basic grammatical knowledge helps students to be more skilled in Sanskrit language.</p> <p>It makes Sanskrit language easier to understand and write.</p>

SEMESTER-IV

CC-8	Indian Epigraphy and Chronology	<p>This course helps learners to be the witness of some historical facts and developments of India.</p> <p>They also come to know how historical facts are derived from the paleographical scripts of past.</p> <p>Learners also come to know different types of carving writings of Sanskrit scripts.</p>
CC-9	Modern Sanskrit Literature	<p>This course depicts a clear picture of modern creative poetic compositions.</p> <p>This course also helps learners to know about the various modern contexts of poetic compositions in Sanskrit literature.</p>
CC-10	Sanskrit and World Literature	<p>This course helps learners to know about the scope and importance of Sanskrit language and literature in the world.</p> <p>This provides lots of information about the modern researches, compositions and works on editing in Sanskrit language and literature.</p>



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- SEC-2 Political Thought in Sanskrit Literature** This course helps learners to study about the political thoughts of ancient and medieval times of India.
It helps students to know about the laws of ancient and medieval times of India.
It helps to develop comparative thinking between past and present in students.

SEMESTER-V

- CC-11 Vedic Literature** Learners are expected to study some texts of selected hymns of the Veda and Iśopaniṣad.
They will get some kind of spiritual and philosophical knowledge from these texts.
Learners will also come to know about the phonetic system of Vedic chanting.
Learners are expected to learn the history of Vedic literature.
Learners are also expected to learn some grammatical systems of Vedic literature.
Learners are also expected to know some social systems and cultural aspects of the Vedic era.
- CC-12 Sanskrit Grammar** Learners are expected to study some general rules of Sanskrit grammar which will help the students to be more perfect in application of Sanskrit language.
Concepts of Samāsa will help students to read and write Sanskrit language more easily and perfectly.
- DSE-1 Dramaturgy** This course helps learners to study about some important techniques and mechanisms of the composition of Sanskrit drama.
Learners make them more familiarize in the study of Sanskrit drama with the help of this course.
This course helps learners to be more creative in their literary compositions.
- DSE-2 Elements of Linguistics** It gives an opportunity to the learners to know the comparative linguistic patterns and developments of various linguistic groups.
It helps the students to understand the heritage and antiquity of Sanskrit language.
It also helps the students to learn that many regional Indian languages have originated from the Sanskrit language.



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It helps students to develop their concepts of comparative linguistics.

SEMESTER-VI

- CC-13 Indian Ontology and Epistemology** This course helps learners to understand the primary concepts of the deep metaphysical and epistemological discussions and arguments of Indian philosophy. Tarkasaṃgraha helps them to enter and realize the logical arguments of Nyāya-Vaiśeṣika philosophy. This course also helps them to understand the primary concepts of the Vedānta philosophy through Vedāntasāra. It helps them to develop their rational thinking. It also helps them in their advance studies and researches in Indian philosophy.
- CC-14 Sanskrit Composition** This course contains the application of some very important grammatical techniques of Sanskrit language. It helps students to learn the methods of formation and application of Sanskrit words and sentences. It also develops the concepts of translation in Sanskrit language and the skill to apply it. It also helps students to develop some technical writing skills in Sanskrit like paragraph writing, report writing etc. It is very helpful to the learners in their further studies and researches in Sanskrit language and literature.
- DSE-3 Fundamentals of Āyurveda** This course helps learners to understand the fundamental concepts of Āyurveda which is a great treasure of India. Learners come to know about the historical developments and different interesting applications of Āyurveda. Learners come to know the practical benefits of Āyurveda. It is very helpful to the learners in their further studies and researches in Āyurveda.
- DSE-4 Indian System of Logic** This course helps learners to understand the primary concepts of the epistemological discussions and arguments of Indian philosophy. Anumānakhaṇḍa and Upamānakhaṇḍa of Tarkasaṃgraha help them to enter in the world of logical arguments of Nyāya philosophy. It also helps them to develop their rational thinking.



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General Courses

SEMESTER-I

Course Code	Course Name	Course Outcomes
CC-1/GE-1	Sanskrit Poetry	This course helps learners to understand some famous poetic texts of Sanskrit literature. Learners come to know the historical developments of Indian poetics which is a great treasure of India.

SEMESTER-II

Course Code	Course Name	Course Outcomes
CC-2/GE-2	Sanskrit Prose	This course helps learners to understand some famous texts of prose of Sanskrit literature. Learners come to know the historical developments of Sanskrit prose literature, historical Kāvya and fable literature which are great treasure of India. Learners can realize the greater values of human life, social ethics and social responsibilities through this course.

SEMESTER-III

Course Code	Course Name	Course Outcomes
CC-3/GE-3	Sanskrit Drama	This course helps learners to study the most famous Sanskrit drama Abhijñānaśakuntalam. They also come to know about the poetic approaches and the views of aesthetics of the great poet Kālidāsa. Learners come to know about the historical developments and different interesting contexts of Sanskrit drama literature which are great treasure of India.
SEC-1	Aṣṭāṅga-Āyurveda	This course helps learners to understand the fundamental concepts of Āyurveda which is a great treasure of India.



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Learners come to know about the historical developments and different interesting applications of Āyurveda.
Learners come to know the practical benefits of Āyurveda.
It is very helpful to the learners in their further studies and researches in Āyurveda.

SEMESTER-IV

CC-4/GE-4	Sanskrit Grammar	This course contains with the application of some very important grammatical systems of Sanskrit language. It helps students to learn the methods of formation and application of Sanskrit words and sentences. It makes Sanskrit language easier to understand and write. It also develops the power and concepts of translation and writing skill in Sanskrit language.
SEC-2	Basic Sanskrit Part-I	Basic knowledge of grammatical systems helps students to be more skilled in Sanskrit language. It makes Sanskrit language easier to understand and write. It helps students to learn the systems of forming and application of Sanskrit words and sentences. It also develops the concepts of translation and writing skill in Sanskrit language.

SEMESTER-V

DSE-1A/ DSE-2A	Philosophy, Religion and Culture in Sanskrit Tradition	This course provides some kind of spiritual and philosophical knowledge. Learners are expected to know about the history of Vedic literature. Learners are also expected to know some social systems and cultural aspects of Vedic era. Learners are expected to know about the social, religious and cultural aspects as reflected in the Purāṇas.
GE-1	Indian Social Institution and Polity	This course helps students to know about the ancient and medieval social and political systems of India. This also helps students to make and realize comparative discussions between the ancient laws and modern laws.
SEC-3	Basic Sanskrit Part-II	This course helps learners to understand the cultural, traditional and social aspects of the age of Rāmāyaṇa, Mahābhārata, Sanskrit fables and historical kāvyas. Learners can enjoy and get refreshments from the text of the very popular comedy of Pañchatantra.



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Learners come to know the historical developments of Rāmāyaṇa, Mahābhārata, Sanskrit fable literature and historical kāvyas which are great treasure of India.

Learners can realize the greater values of human life, social ethics and social responsibilities through this course.

SEMESTER-VI

DSE-1B/ DSE-2B	Literary Criticism	<p>This course helps learners to study about some important techniques and mechanisms of Sanskrit poetics.</p> <p>Some styles of poetic compositions are prescribed here to make them realize the formulations and functions of aesthetic pleasures.</p> <p>Learners make them more familiarize in Sanskrit literature with the help of this course.</p> <p>This course helps learners to be more creative in their literary compositions.</p>
GE-2	Sanskrit Metre and Composition	<p>This course helps learners to study about some important techniques and mechanisms of the composition of Sanskrit poems.</p> <p>Learners make them more familiarize in Sanskrit literature with the help of this course.</p> <p>This course helps learners to be more creative in their literary compositions.</p> <p>It also develops the concepts of translation and writing skill in Sanskrit language.</p>
SEC-4	Vedic Literature	<p>Learners are expected to study some texts of selected hymns of the Veda and Iśopaniṣad.</p> <p>They will get some kind of spiritual and philosophical knowledge from these texts.</p> <p>Learners also come to know about the phonetic styles of Vedic chanting.</p> <p>Learners are also expected to learn some grammatical methods of Vedic texts.</p> <p>Learners are also expected to know some social systems and cultural aspects of Vedic era.</p>



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THE DEPARTMENT OF POLITICAL SCIENCE

SURI VIDYASAGAR COLLEGE

COURSE OUTCOME OF B.A (HONOURS) IN POLITICAL SCIENCE (CBCS)

Semester-I

CC-1: WESTERN POLITICAL THOUGHT

After completing this paper students will be able to comprehend

Aristotle's ideas on state and Plato's ideas of Justice

Hobbes and Locke's ideas on sovereignty

Dialectical and Historical materialism of Marx

J.S.Mill's concept of Liberty

Lenin's imperialism

CC-2: POLITICAL THEORY

After completing this paper students will be able to understand

Different approaches to political theory viz. traditional, behavioural, post behavioural and Marxist

The concept of sovereignty

Rawl's theory of justice

Ideological difference between Anarchism, Liberalism and Neo- liberalism

Idealist and liberal views of state

Semester-II

CC-3: INDIAN POLITICAL THOUGHT

After completing this paper students will be able to assimilate

Kautilya's Arthshastra

Ram Mohan Roy as Modernizer

M.K.Gandhi's Satyagraha

Tagore's ideas on State, Society and Nation

B.R.Ambedkar's Social Justice

CC-4: INDIAN GOVERNMENT AND POLITICS



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After completing this paper students will be able to familiar with
Fundamental Rights and Duties

Centre-states relations

The working of the Union Legislature

Powers and functions of the Prime Minister and Chief Ministers

Supreme Court and High Court

Electoral Process and party System

SEMESTER-III

CC-5: COMPARATIVE POLITICS

After completing this paper students will be able to grasp

Rule of law in UK and Bill of Rights in USA

Unitary system (UK and France) and Federal system of USA

Parliamentary (UK) and Presidential system (USA and China)

Judiciary in UK, USA and France

Legislatures in UK and USA

CC-6: PUBLIC ADMINISTRATION

After completing this paper students will be able to decode

Public Administration as a specialized discipline of Political Science

Scientific Management Theory (Taylor) and Human Relations Theory (Mayo)

Motivation theory (Maslow and Herzberg)

Decision making theory (H.Simon)

Concepts of administration viz. Hierarchy, Span of Control, Unity of Command, Line and Staff, Centralization- Decentralization, Devolution

CC-7: LOCAL GOVERNMENT IN INDIA

After completing this paper students will be able to understand

73rd constitutional amendment and rural local self- government

74th constitutional amendment and urban local self- government

Panchayati raj institution and the role of BDO



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District administration and the role of DM, SP and SDO

Administrative reforms in India- RTI, Lokpal and Lokayukta

SEC-1: LEGISLATIVE SUPPORT

After completing this paper students will be able to understand

Powers and functions of peoples representatives at different tiers of governance- MPs and MLAs

Law making procedures and role of committees

Budget and the role of parliament in reviewing the Union budget

Examination of demands for grants of ministries

working of ministries

OR SEC-1: PEACE AND CONFLICT RESOLUTION

After completing this paper students will be able to understand

International peace and conflict resolution

Theories of international conflict resolution

Cross border relationship

Refugee and forced migration

Grass root level perspective on war and peace

SEMESTER-IV

CC-8: INTERNATIONAL RELATIONS

After completing this paper students will be able to understand

Basic concepts, theories ideologies and approaches to the study of International Relations

Concepts and elements of National Power

Global Politics

Foreign policy and diplomacy

Indian foreign policy

CC-9: SOCIOLOGY AND POLITICS

After completing this paper students will be able to understand

Basic concepts of political sociology and sociology of politics

Political participation



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Power and types of authority

Feminism and its significance

Religion and politics

State and civil society

CC-10: INTERNATIONAL ORGANIGATIONS

After completing this paper students will be able to understand

United nations and its security council

International court of justice

Peacekeeping and peace building role of United Nations

APEC and OPEC

SAARC

SEC-2: PUBLIC OPINION AND SURVEY RESEARCH

After completing this paper students will be able to understand

Characteristics of public opinion

Types of sampling to measure the public opinion

Structured and unstructured methods of interviewing

Questionnaire

Possibilities and pitfalls in predicting polling research

OR

SEC-2: DEMOCRATIC AWARENESS THROUGH LEGAL LITERACY

After completing this paper students will be able to understand

Fundamental rights and duties

Social evils such as dowry, sexual harassment and violence against women

Consumer rights

Juvenile courts, Mahila courts and tribunals

Criminal and civil writ jurisdiction

SEMESTER-V

CC-11: SOCIAL MOVEMENTS IN INDIA

After completing this paper students will be able to understand



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Basic concepts of social movements

Trade union movements and their strength and weaknesses

Peasant movements in India

Women's movements in India

Environmental movements in India- chipko, Narmada bachao andolan

CC-12: ELEMENTARTY RESEARCH METHODS IN POLITICAL SCIENCE

After completing this paper students will be able to understand

Basics of social science research

Positivism and post positivism

Quantitative and qualitative research

Hypothesis formulation, data collection and testing of hypothesis

Different methods of data collection

DSE-1: SELECT COMPARATIVE POLITICAL THOUGHT

After completing this paper students will be able to understand

Salient features of Indian and Western political thought

Kautilya on state

Ambedkar on social justice

Nehru on democracy

Locke on rights

Rousseau on inequality

J.S.Mill on liberty and democracy

OR DSE-1: ADVANCED POLITICAL THEORY

After completing this paper students will be able to understand

Contemporary trends in political theory

Libertarianism and post modernism

Nozick's views on entitlement theory and minimal state

Amartya Sen's concept of justice

Post- colonialism and orientalism

DSE-2: DEMOCRACY AND DECENTRALIZED GOVERNANCE



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After completing this paper students will be able to understand

Evolution of state system and the concept of sovereignty

Bretton woods institutions (WORLD BANK, IMF) and WTO

Role of MNCs

Sustainable development goals

Civil society and role of NGOs

OR DSE-2: UNDERSTANDING GOOD GOVERNANCE

After completing this paper students will be able to understand

Basic concepts of good governance

Democratic governance

E-governance

Corporate governance

Global governance

SEMESTER-VI

CC-13: INDIAN FOREIGN POLICY

After completing this paper students will be able to understand

Key determinants of India's foreign policy viz. parliament, cabinet and the PMO

Foreign policy with neighbours

India's relation with major powers

Recent trends in India's foreign policy

CC-14: CONTEMPORARY ISSUES IN INDIA

After completing this paper students will be able to understand

Caste system in India

Discrimination and violence against women

Political economy of poverty and inequality

Rights of persons with disabilities (PWDs) in India

Disaster risk reduction and development planning

DSE-3: PUBLIC POLICY- CONCEPT AND IMPLICATIONS IN INDIA

After completing this paper students will be able to understand



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- Policy making and policy implementation in India
- Economic, Social constraints of public policy
- Public health policy and NRHM
- Public education policy and the sarbashikshyaabhiyan
- Socio- cultural constraints of public policy

ORDSE-3: LOCAL GOVERNMENT IN WEST BENGAL

After completing this paper students will be able to understand
Evolution of rural and urban local government in west Bengal
Structure and functions of panchayati raj institutions
Empowerment of women, SCs and STs in the local government
State- local government relations (financial)
West Bengal Panchayat Act,1973

DSE-4: UNDERSTANDING GLOBALIZATION

After completing this paper students will be able to understand
Debates on globalization
Impact of globalization on Indian economy
Globalization and terrorism
Globalization and new international order
Globalization and localization

ORDSE4: POLITICAL ECONOMY OF INTERNATION RELATIONS

After completing this paper students will be able to understand
Basics of political economy
Global trade regime- The World Bank, IMF and the GATT
Functioning of the WTO
WTO and the developing countries
Trends in global trade and finance

COURSE OUTCOME OF B.A GENERAL IN POLITICAL SCIENCE (CBCS)

Semester-I



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CC-1A: WESTERN POLITICAL THOUGHT

Aristotle's ideas on state and Plato's ideas of Justice

Hobbes and Locke's ideas on sovereignty

Dialectical and Historical materialism of Marx

J.S.Mill's concept of Liberty

Lenin's imperialism

Semester-II

CC-1B: POLITICAL THEORY

Different approaches to political theory viz. traditional, behavioural, post behavioural and Marxist

The concept of sovereignty

Rawl's theory of justice

Ideological difference between Anarchism, Liberalism and Neo- liberalism

Idealist and liberal views of state

Semester-III

CC-1C: INDIAN POLITICAL THOUGHT

Kautilya's Arthshastra

Ram Mohan Roy as Modernizer

M.K.Gandhi's Satyagraha

Tagore's ideas on State, Society and Nation

B.R.Ambedkar's Social Justice

SEC-1: LEGISLATIVE PRACTICES AND PROCEDURES

Powers and functions of peoples representatives at different tiers of governance- MPs and MLAs

Law making procedures and role of committees

Budget and the role of parliament in reviewing the Union budget

Examination of demands for grants of ministries

Working of ministries

ORSEC-1: ELECTORAL PRACTICES AND PROCEDURES



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Method of conducting General (Parliamentary) elections and elections to state assemblies

Composition, structure and functions of the election commission in India

Chief election commissioner

State election commission

Electoral reforms in India

Semester-IV

CC-1D: INDIAN GOVERNMENT AND POLITICS

- Fundamental Rights and Duties

Centre-states relations

The working of the Union Legislature

Powers and functions of the Prime Minister and Chief Ministers

Supreme Court and High Court

Electoral Process and party System

SEC-2: PUBLIC OPINION AND SURVEY RESEARCH

Characteristics of public opinion

Types of sampling to measure the public opinion

Structured and unstructured methods of interviewing

Questionnaire

Possibilities and pitfalls in predicting polling research

OR SEC-2: ENVIRONMENTAL AWARENESS

Environmentalism

Environmental challenges in developing and developed countries

Major environmental movements in India

Climate change

Sustainable human development

Semester-V

DSE-1A: SELECT COMPARATIVE POLITICAL THEORIES

Salient features of Indian and Western political thought

Kautilya on state



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Ambedkar on social justice

Nehru on democracy

Locke on rights

Rousseau on inequality

J.S.Mill on liberty and democracy

OR DSE-1A: DEMOCRACY AND DECENTRALIZED GOVERNANCE

Evolution of state system and the concept of sovereignty

Bretton woods institutions (WORLD BANK, IMF) and WTO

Role of MNCs

Sustainable development goals

Civil society and role of NGOs

SEC-3: DEMOCRATIC AWARENESS THROUGH LEGAL LITERACY

Fundamental rights and duties

Social evils such as dowry, sexual harassment and violence against women

Consumer rights

Juvenile courts, Mahila courts and tribunals

Criminal and civil writ jurisdiction

OR SEC-3: GENDER SENSITIZATION

Conceptualizing gender in politics; political participation

Security concern for women

Participation of women in decision making structures

Impact of reservation in local government

- Gender identity

GE-1: INDIAN POLITICAL THOUGHT (For the students of other discipline)

Kautilya's Arthshastra

Ram Mohan Roy as Modernizer

M.K.Gandhi's Satyagraha

Tagore's ideas on State, Society and Nation

B.R.Ambedkar's Social Justice



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Semester-VI

DSE-1B: PUBLIC POLICY: CONCEPT AND IMPLICATIONS IN INDIA

Policy making and policy implementation in India

Economic, Social constraints of public policy

Public health policy and NRHM

Public education policy and the Sarva Shikshya Abhiyan

Socio- cultural constraints of public policy

OR DSE-1B: UNDERSTANDING GLOBALIZATION

Debates on globalization

Impact of globalization on Indian economy

Globalization and terrorism

Globalization and new international order

Globalization and localization

SEC-4: PEACE AND CONFLICT RESOLUTION

International peace and conflict resolution

Theories of international conflict resolution

Cross border relationship

Refugee and forced migration

Grass root level perspective on war and peace

OR SEC-4: HUMAN RIGHTS EDUCATION

Brief history of human rights

Universal Declaration of Human Rights (UDHR)

Indian constitution and protection of human rights

National human rights commission

Human rights movements in India; evolution, nature, challenges and prospects

GE-2: INDIAN GOVERNMENT AND POLITICS (For the students of other discipline)

Fundamental Rights and Duties

Centre-states relations

The working of the Union Legislature



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Powers and functions of the Prime Minister and Chief Ministers

Supreme Court and High Court

Electoral Process and party System

DEPARTMENT OF GEOGRAPHY

SURI VIDYASAGAR COLLEGE

B.A. / B.Sc. (Honours) in Geography

Program outcomes:

The undergraduate program of Geography helps student to get a knowledge base in the following ground of Geography-

Students will able to get a theoretical understanding of physical geographical processes and their changing pattern over space and time; different landform development processes and related theories.

Acquire knowledge about different aspects of human geography viz. Population growth; factors influencing population growth and distribution, population pattern and population structure; population compositions etc.

Students will have some understanding of theoretical, practical and methodological understanding of both physical and human geography. Besides students will also develop some practical knowledge about the different field techniques and use of instruments like- dumpy level, prismatic compass, theodolites etc.

Gain some knowledge about the temporal changes of Geography and contributions of several eminent scholars to develop geography.

Able to acquire some theoretical and practical knowledge of Remote sensing and GIS.

Program specific outcomes:



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Students will be able to acquire knowledge about different landform development theories; landform building processes; pattern of landforms at local, regional, national as well as global scale.

Students will build theoretical knowledge of the environmental systems, process, space, place and their importance in geography.

Students will be able to understand demographic principles, their changing pattern over space and time.

Students will know about the environmental setup; causes of environmental pollution and degradation; policies and strategies to control environmental pollution and degradation.

Students will gain some knowledge about the cartographic and statistical and geographical practical knowledge.

Course Outcomes:

Semester-I

CC1: Geotectonics and Geomorphology

Students will be able to-

Understand the Earth's tectonic and structural evolution with reference to the geological time scale and its interior with special reference to seismology.

Know the concept of Isostasy: models of Airy and Pratt and their applicability.

Understand plate tectonics as a unified theory of global tectonics: processes and landforms at plate margins and hotspots in connection to folds and faults—origin and types.

Understand the Degradational processes like- Weathering, mass wasting and resultant landforms.

Develop the knowledge about different of landscape evolution models.

Able to understand different types of rocks and landforms like- Karst landforms, Glacial and Aeolian and fluvio-aeolian.

CC2: Cartographic Techniques and Geological map study



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Students will be able to-

Have the opportunity to improve their understanding of the many processes involved in the production of maps, which is the unique responsibility of geographers.

Will learn about the concepts of scale and its types: plain scale, comparative scale, diagonal scale, and vernier scale.

Learn about the various projection systems of map making by developing broad knowledge about latitude, longitude, meridians, parallels, etc.

Know about the Topographical Map reference scheme and the procedure of drawing the relief map, slope map, stream map.

Semester-II

CC3: Human Geography

Students will be able to-

Gain an understanding of the nature, scope, and recent trends of human geography.

Understand the evolution of human societies and human adaptation to the environment.

Understand the concept and classification of race, ethnicity, and cultural regions and the concepts of culture, cultural diffusion, convergence, and cultural realms of the world.

They also can generate ideas about Population growth and distribution, population composition; demographic transition model and Population–Resource regions; population and environment relation.

Develop the concept about the social morphology, rural settlement pattern, house types and functional classification of rural and urban settlement.



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CC4: Cartograms, Survey and Thematic Mapping

Students will able to-

Gain a comprehensive idea of cartograms and thematic maps.

Build their concept about climograph, hythergraph and ergography and learn about their utility.

Study about different types of demographic chart and diagrams like star diagram, age sex pyramid.

Able to develop practical knowledge of Contouring by Dumpy Level and Prismatic Compass and determination of Height of objects using Transit Theodolite.

Semester-III

CC 5: Climatology

Student will able to-

Gain knowledge about the composition of atmosphere and layering of the atmosphere.

Know about the insolation, heat budget of atmosphere, the horizontal and vertical distribution of temperature, inversion of temperature.

Know about the atmospheric phenomena like condensation, precipitation and air mass.

Have an idea of the cyclones, warm and cold front, frontogenesis and frontolysis. They also will gain knowledge about stability, instability, barotropic and baroclinic condition.

Gain knowledge about planetary wind system, jet stream and monsoon wind system.

Learn about the cyclones, characteristics of cyclones, types, origin and its impact on general air circulation.

Identify the cause and consequence of climate change.

Acquire knowledge of climatic classification based on world climate.

CC 6: Statistical Methods in Geography



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Students will able to-

Understand the importance and significance of statistics in geography.

Know about the data types, their sources, collection procedures, and analysis tools.

Build concept of the application of different statistical techniques.

CC 7: Geography of India

Students will able to-

Understand the Geology and physiographic divisions, Climate, soil and vegetation of India.

Develop knowledge about Population, Agricultural regions, Green revolution and Mineral and power resources; Industrial development and Regionalisation of India.

Know about the Physiographic divisions, forest and water resources of West Bengal.

Have some knowledge of Population: Growth, distribution and human development Mining, agriculture, industries and Regional Development.

SEC 1: Computer Basics and Computer Applications

Students will able to-

Understand the concept of Numbering Systems.

Learn how to compute, store, and format data in spreadsheets; technique selection and interpretation.

Learn how to prepare annotated diagrams and their interpretation.

Gets knowledge on how to generate data as well as how to extract data from internet surfing?

Semester - IV



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CC8: REGIONAL PLANNING AND DEVELOPMENT

Students will able to-

Understand Concept and Classification of Regions; Types of Planning; Principles and Techniques of Regional Planning; the need for regional planning and multi-level planning in India and their concepts, types, and delineation.

Acquire knowledge of Metropolis, Metropolitan Areas, and Metropolitan Regions.

Understand the theories and models for regional development and the concept of regional inequality and disparity.

Understand the concept of human development and its significance, indicators, and measurement.

Built knowledge about the strategies for regional development in India and NITI Aayog and its functions.

CC 9: ECONOMIC GEOGRAPHY

Student will able to-

Develop the concept of Meaning and significance Economic Geography.

Understand the relationship between goods, services, production, transport cost, consumption.

Develop concept about factors influencing location of economic activity and forces of agglomeration and the differentiation between primary, secondary and tertiary activity.

Understand about agricultural Systems; Forestry; Fishing, Manufacturing, Types of Trade and Services.

Understand Roles of Highways in Economic Development of India since 1990s

Gain knowledge about WTO and OPEC.



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CC 10: ENVIRONMENTAL GEOGRAPHY

Students will able to-

Understand Geographers' Approach to Environmental Studies.

Develop knowledge about Changes in Perception of Environment in different stages of Human Civilization.

Know about the Concept, Structure and Functions of Ecosystem.

Understand the concept of Environmental Degradation and Pollution.

Understand Environmental Issues related to Agriculture and Urban Environmental issues related to Waste Management.

Get knowledge about Concept and Issues related to Bio-diversity.

Know about the Environmental Programs and Policies on Forest and Wetland: National and Global.

Will develop some practical knowledge about Preparation of questionnaire; application of Leopold Matrix.

Able to develop knowledgebase of Quality assessment of soil using field kit.

Know how to interpret air quality using CPCB / WBPCB data.

SEC -2: ADVANCED SPATIAL STATISTICAL TECHNIQUES

Students will able to-

Understand the concepts of probability and normal distribution and their geographic applications as well as Pearson's Method of Skewness.

Understand the differences between spatial and non-spatial data.

Understand what Nearest Neighbor Analysis is and how it can be used in geography.



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Built concepts of correlation and regression analysis, t-test, Spearman's Rank Correlation, Product Moment Correlation, Nearest Neighbor Analysis and linear regression.

Learn Time Series Analysis; smoothing time series using the Least Square and/or Moving Average Methods.

Semester – V

CC 11: RESEARCH METHODOLOGY AND FIELD WORK

Students will able to-

Develop concept of Meaning, types and significance Research in Geography.

Know the Significance of Literature review in research.

Understand the concept of research problem, objectives, hypothesis, Research materials and methods; Techniques of writing scientific reports: Preparing notes, references, bibliography (APA Style), abstract and keywords.

Understanding the role and significance of fieldwork in geographical studies.

Gain an understanding of field techniques and tools.

CC 12: REMOTE SENSING AND GIS

Students will able to-

Comprehend the Definition, Concepts, and Principles of Remote Sensing (RS): Types of Air Photos, RS Satellites, Sensors, and Platforms.

Learn about the principles of False Colour Composites (FCC) from IRS LISS-III and Landsat Images (ETM+) data: Image Processing, Preprocessing, Enhancement, and Classification.

Learn about the definition and components of a Geographical Information System (GIS) and raster and vector data structures by reading this paper. They also understand the principles of GNSS positioning-uses and waypoint collection methods.



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Understand how Geographical Information Systems will apply to Flood Management and Urban Sprawl.

Gain practical knowledge about the georeferencing of scanned maps, Preparation of the LULC Map by Supervised Image Classification (Maximum Likelihood) using IRS LISS-III or Landsat (ETM+) data using QGIS Software.

DSE-1: CULTURAL AND SETTLEMENT GEOGRAPHY

Student will be able to-

Develop the concept of Meaning and development of Cultural and Settlement Geography.

Understand about the concept of cultural hearth, Realm, Cultural Landscape, Cultural Innovation and Diffusion; Cultural Segregation, Cultural Diversity, and Acculturation.

Understand about Major Races of the World Distribution.

Develop the concept about the settlement pattern, house types and functional classification of rural and urban settlement.

DSE-2: POPULATION GEOGRAPHY

Students will be able to-

Gain an understanding of Development of Population Geography and Relation between Population Geography and Demography.

Develop concept of Determinants of Population Dynamics and Optimum Population.

Understand the Theories of population growth and Distribution, Density and Growth of Population in India.

Learned about Fertility, Mortality and Migration

Population Composition of India, Occupational Structure as per Census of India.

Develop about theoretical background of Population policies in Selected Countries: Sweden and China and Contemporary Issues in Population.

Semester – VI



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CC 13: EVOLUTION OF GEOGRAPHICAL THOUGHT

Student will able to-

Understand the meaning and significance of Geography as a spatial science

Develop a solid understanding about geography in ancient period medieval period.

Understand about the Development of Mapping and Knowledge about the World Regional Geography in the Age of Explorations

Understand the evolution of geographical philosophy, contribution of school of thought.

Develop a solid understanding the concept of determinism, possibilism, and Neo determinism.

CC 14: DISASTER MANAGEMENT

Student will able to-

Understand the concept of hazards and disasters, their types, approaches to hazard study and Hazard paradigms etc.

Learned about Responses to hazards: Preparedness, trauma and aftermath as well as Resilience and capacity building

Develop a solid understanding of Hazards mapping.

Understand the concept of Earthquake: Factors, vulnerability, consequences and management.

Learned about Landslide, Cyclone and Fire: Factors, vulnerability, consequences and management

DSE 3: RESOURCE GEOGRAPHY

Student will able to-

Acquire knowledge about Resource Geography and Its Importance and relation with other sub-disciplines.

Develop concept of Resource and its Classification and the Problems of Resource Depletion and the Principles and Methods of Resource Conservation.



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Develop theoretical knowledge about the Distribution and Utilisation of Metallic and Non-Metallic Mineral Resources in Indian.

Acquire knowledge about Distribution, Problems and Management of Energy Resources and Power resources.

Understand the concept of Sustainable Resource Development.

DSE 4: SOIL AND BIO GEOGRAPHY

Student will able to-

Understand the definition, factors of formation, and significance of soil physical and chemical properties with special reference to texture, structure, organic carbon, and p^H.

Understand the principles of soil classification with special reference to Russian and Indian (ICAR), concepts of zonal, azonal, and intrazonal soil; formation and profile characteristics of laterite and Podsol.

Gain an understanding of soil erosion and degradation: factors, processes, and management measures.

Understand the meaning of biosphere, ecology, ecosystem, environment, communities, habitats, niches, ecotone, and biotopes, Biosphere and Energy: Laws of Energy Exchange, Food Chain, and Food Web Energy Flow.

Understand the bio-geochemical cycles, especially the carbon and nitrogen cycles.

Understand the concept and classification of biomes, especially the tropical rainforest and temperate grassland, threats to biodiversity: causes, consequences, and conservation.



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DEPARTMENT OF PHYSICAL EDUCATION **B.A/B.Sc. GENERAL PROGRAMME IN** **UNDER CHOICE BASED CREDIT SYSTEM (CBCS)**

PROGRAM SPECIFIC COURSE OUTCOMES PROGRAM OUTCOMES

PROGRAM SPECIFIC:

Physical Education as an “Integral part of total educational process, is a field of endeavour which has its aim — the development of physically, mentally, emotionally and socially fit citizens through the medium of physical activities which have been selected with a view to realize these outcomes.”

Physical Education is an education which brings improvement in human performance with the help of physical activities. Physical activities range from simple walking to jogging, running, sprinting, hopping, jumping, climbing, throwing, pushing, pulling, kicking, etc. Education without physical activities is like body without soul. There is no controversy in giving due place to physical education and different forms of exercises in the total set-up of education. All teachings in human education begin with physical education. Physical education is also considered as movement education as the life begins from movement only. In general life is characterized by movement. The movement starts from the birth of a child, till the end of life.

Mental, intellectual, emotional and social development of a growing child is dependent and closely related to physical development. A physically fit individual possesses a well balanced personality which is, mentally sharp, emotionally stable and socially well-adjusted. Physical education teaches how to acquire ability to develop strength, speed, endurance and coordination abilities. It also emphasizes on achieving social qualities, such as, empathy, cooperation, friendliness, team spirit, and respect for rules, which are essential for healthy social relations with others. In this era of technological advancement, physical education and sports are considered essential for health, fitness, wellness, vigour and strength. The concept of physical education is not new. The fact is that it has its roots in the ancient period. At various stages in history, different people have associated different meanings to the word ‘Physical Education’. Physical Education in simple words is understood as learning with the help of movements of body and realising the benefits at mental level. It simply means education through the use of physique and physical movements and deriving the advantage for social gain. Some of the definitions given by well known authors are given here to understand and for the ready reference of the students.



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In modern times, Physical Education is one of the most exciting and dynamic subjects. This subject has changed dramatically during the last 50 years. It has expanded in different areas from school to non-school setting and from school-aged children to people of all ages. Earlier, physical education was generally understood as physical activities either in school time table or some free hand exercises, games, sports, racing, swimming, etc. If we look at the Indian history of physical education after Independence, a number of schemes were launched by the Government of India for schools, where every student must participate in physical activities. We can witness the growing interest in games and sports exemplified by the fitness boom and the wellness movement. Sports events receive worldwide coverage. In schools, students like sports and other forms of physical activities, which help to achieve and maintain their health and well-being.

Aims and Objectives:- If you are doing physical exercises or playing any game regularly, you must have realised their importance. The aim of physical education is to target the total development of human personality. In physical education, the final aim is to make every human being physically, mentally and emotionally fit and also to provide each kind of opportunity to them, so that they can develop such personal and social qualities which will help them to live happily with others and shape themselves as true citizens of the country. Efforts are needed to provide adequate facilities and ample time for the individuals and the groups to participate in situations that are physically wholesome, mentally stimulating and socially sound. Through physical education one can strive to achieve the following aims and objectives.

Physical development

Mental development

Social development

Motor development

The modern researches have proven that the views of Greek philosophers Aristotle and Socrates in considering athletics as complete education is correct. It has been scientifically observed that adequate exercise of limbs is essential for disciplining one's mind in the right spirit. Regular exercises and playing games help the body and mind to deal with the modern day silent killers, such as, stress, strain, worry, anxiety and tension. The need and importance of physical education may be understood in several ways which describes the different kinds of requirements for various sections of the society



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The need and importance of physical education for every section of people in the modern society can be understood from the points given below—

- Optimum development of child's physical growth
- Intellectual development
- Emotional development
- Social development
- Personal development
- Character building
- Physical fitness
- Development as a disciplined citizen of the country
- Neuromuscular development
- Cultural development
- Developing leadership qualities
- Healthy and safe environment
- Development of national integration
- Better international understanding

Sports and games play an important role in the development of human personality. They are no less important than food and fresh water. It is interesting to note that there are many nurseries and training centres for games in most of the developed countries.

CAREER OPTIONS:-

- Physical education school teacher
- Physical Education College, university teacher.
- Director of Health and Physical Education in College & Universities
- Coach
- Yoga instructor
- Nutritionist
- Naturopathy
- Sports journalist
- Sports organizer/presenter
- Sports manager. Etc..

COURSE OUTCOMES:

2017 SYLLABUS – CBCS

For each Core Course (CC) and Discipline Specific Elective (DSE) paper, distribution of 75 marks be as follows:

- i) Class Attendance: 5 marks
- Attendance 50% & above but below 60%: 2 marks
- Attendance 60% & above but below 75%: 3 marks



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Attendance 75% & above but below 90%: 4 marks

Attendance 90% & above: 5 marks

ii) Internal class test/assignment/seminar: 10 marks

iii) Semester-end- Practical Examination: 20 marks

Record Book: 5marks

Practical Examination: 10 marks

Viva-Voce: 5 marks

iv) Semester-end-Theoretical Examination: 40 marks

Duration of Exam: 2 hours, marks distribution of which may be as under:

Answer 05 questions out of 08 carrying 02 marks each: $2 \times 5 = 10$

Answer 02 questions out of 04 carrying 05 marks each: $5 \times 2 = 10$

Answer 02 questions out of 04 carrying 10 marks each: $10 \times 2 = 20$

However, questions, carrying 5 or 10 marks, need not necessarily to be a single question

For each Skill Enhancement Course (SEC) paper, distribution of 50 marks be as follows:

i) Internal class test/assignment/seminar: 10 marks

ii) Semester-end- Practical Examination: 20 marks

Record Book: 5marks

Practical Examination: 10 marks

Viva-Voce: 5 marks

For each General Elective (GE) paper, distribution of 75 marks be as follows:

i) Class Attendance: 5 marks

Attendance 50% & above but below 60%: 2 marks

Attendance 60% & above but below 75%: 3 marks

Attendance 75% & above but below 90%: 4 marks

Attendance 90% & above: 5 marks

ii) Internal class test/assignment/seminar: 10 marks

iii) Semester-end-Theoretical Examination: 60 marks

Duration of Exam: 2 hours, marks distribution of which may be as under:

Answer 10 questions out of 15 carrying 02 marks each: $2 \times 10 = 20$

Answer 04 questions out of 06 carrying 05 marks each: $5 \times 4 = 20$

Answer 02 questions out of 04 carrying 10 marks each: $10 \times 2 = 20$

However, questions, carrying 5 or 10 marks, need not necessarily to be a single question

SEMESTER- 1

COURSE TITLE: Foundation and History of Physical Education

Course Code- CC1A

Full Marks: 75 (Theory: 40, Internal: 10, Semester-end- Practical: 20, Attendance: 5)

Credits: Theory- 04, Practical- 02 Lecture Hours: 60



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Introduction

Biological and Sociological Foundations of Physical Education

History of Physical Education

Yoga Education and Recreation

Practical.

Objective of this semester-

Physical education provides cognitive content and instruction designed to develop motor skills, knowledge, and behaviors for physical activity and physical fitness. Supporting schools to establish physical education daily can provide students with the ability and confidence to be physically active for a lifetime.

Knowing the heritage of physical education allows educators to understand why instruction and curriculum has evolved and how it will continue to change. Through the study of the historical perspective of physical education, students learn why present practices have emerged and why they may change with new knowledge.

SEMESTER- 2

COURSE TITLE: Management of Physical Education and Sports

Course Code- CC1B

Full Marks: 75 (Theory: 40, Internal: 10, Semester-end- Practical: 20, Attendance: 5)

Credits: Theory- 04, Practical- 02 Lecture Hours: 60

Introduction

Tournaments

Facilities and Equipments

Leadership

And practical

Objective of this semester-

Management in various sports organizations ensures the smooth flow of all the activities that are involved in the program and provides development in the field of physical education. Business functions, communication skills, and proper coordination are also improved through management in sports and physical education

SEMESTER- 3

COURSE TITLE: Anatomy, Physiology and Exercise Physiology

Course Code- CC1C

Full Marks: 75 (Theory: 40, Internal: 10, Semester-end- Practical: 20, Attendance: 5)

Credits: Theory- 04, Practical- 02 Lecture Hours: 60

Introduction

Musculo-skeletal System



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Circulatory System
Respiratory System

Objective of this semester

Helps in physical fitness: Strong and fit body is an inevitable asset in the field of sports. Study of anatomy and physiology helps a sport person to understand the structure and function of different parts of human body and to acquire a fit and healthy body.

COURSE TITLE: Track & Field and Racket Sports (SEC-1)

Objective of this semester

Students can know the rules and regulation & skill about track and field and racket sports. Rules provide an agreement of understanding to competition. In sports, rules define what is allowed or not allowed to occur during situations on and off the court. Rules govern anything from wearing proper uniforms to how to keep score during games of different levels of competition.

And also they -

Burn calories

Boost metabolism.

Build muscle.

Reduced risk of running injury.

Better balance.

Improved running form.

Stronger bones.

Faster race pace.

SEMESTER- 4

COURSE TITLE: Health Education, Physical Fitness and First-Aid

Course Code- CC1D

Full Marks: 75 (Theory: 40, Internal: 10, Semester-end- Practical: 20, Attendance: 5)

Credits: Theory- 04, Practical- 02 Lecture Hours: 60

Introduction

Health Problems in India- Prevention and Control

Physical Fitness and Wellness

Health and First-aid Management

FIELD & LAB PRACTICAL

Objective of this semester

In any medical emergency situations, following proper first aid procedures is highly critical in helping alleviating pain and possibly saving lives of victims. This includes emergency scene



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management and the skill to promptly assess the situation in order to provide adequate and appropriate response.

Physical education offers students the opportunity to not only be physically active, but it helps students to build confidence, to learn different movement skills, and it helps them to work as a team. Health and Physical Education is important because it will help our students live longer, healthy lives.

COURSE TITLE: Kho-Kho and Volleyball (SEC2)

Objective of this semester

Students can know the rules and regulation & fundamental skill of kho-kho and volleyball. Rules provide an agreement of understanding to competition. In sports, rules define what is allowed or not allowed to occur during situations on and off the court. Rules govern anything from wearing proper uniforms to how to keep score during games of different levels of competition.

SEMESTER- 5

COURSE TITLE: Tests, Measurements and Evaluation in Physical Education

Course code: DSE1

Full Marks: 75 (Theory: 40, Internal: 10, Semester-end- Practical: 20, Attendance: 5)

Credits: Theory- 04, Practical- 02 Lecture Hours: 60

Introduction

Measurements of Body Compositions and Somatotype Assessment

Fitness Test

Sports Skill Test

FIELD & LAB PRACTICAL

Objective of this semester

To evaluate the learners: In the field of physical education and sports, Test and Measurement helps in collection of data which further helps in evaluating the learners ability separately. It also helps the sportsperson in enhancing his sports performance.

Or,

COURSE TITLE: Psychology in Physical Education and Sports

Course Code- DSE1

Full Marks: 75 (Theory: 40, Internal: 10, Semester-end- Practical: 20, Attendance: 5)

Credits: Theory- 04, Practical- 02 Lecture Hours: 60

Introduction

Learning

Psychological Factors



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Stress and Anxiety
FIELD & LAB PRACTICAL

Psychology helps to improve the performance and personality of players by scientifically modifying his behavior. Proper motivation and feedback enhances the performance of the player.

SEMESTER- 5

COURSE TITLE: Trends and Practices in Physical Education and Exercise Sciences
(For the students other than Physical Education)

Course code: GE1

Full Marks: 75 (Theory: 60, Internal: 10, Attendance: 5)

Credits: 06 Lecture Hours: 60

Introduction

Biological, Psychological and Sociological Foundations of Physical Education

History of Physical Education

Exercise Sciences

Objective of this semester

Physical education programs are recognizing the academic benefits of quality fitness programs. Exercise increases oxygen flow to the brain, thereby increasing cognitive skills. It also increases neurotransmission in the brain, or the connection of neurons, also known as brain cells.

Course Code: SEC3

Full Marks: 50 (Practical: 40, Internal: 10)

Football and Kabaddi.

Objective of this semester

Students can know the rules and regulation & fundamental skill of football and kabaddi.

Rules provide an agreement of understanding to competition. In sports, rules define what is allowed or not allowed to occur during situations on and off the court. Rules govern anything from wearing proper uniforms to how to keep score during games of different levels of competition.

SEMESTER- 6

COURSE TITLE: Sports Training

Course code: DSE2

Full Marks: 75 (Theory: 40, Internal: 10, Semester-end- Practical: 20, Attendance: 5)

Credits: Theory- 04, Practical- 02 Lecture Hours: 60



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Introduction

Principle of Training and Conditioning

Training Load and Kinesiology

Training Techniques

FIELD & LAB PRACTICAL

Objective of this semester

Training allows the body to gradually build up strength and endurance, improve skill levels and build motivation, ambition and confidence. Training also allows athletes to gain more knowledge of their sport as well as enabling them to learn about the importance of having a healthy mind and body.

COURSE TITLE: Project Work

Course code: DSE2

Full Marks: 75

Physical Education (PE) develops students' competence and confidence to take part in a range of physical activities that become a central part of their lives. A high-quality PE curriculum enables all students to enjoy and succeed in many kinds of physical activity. Project work can develop personality, thinking ability, creativity etc.

SEMESTER- 6

COURSE TITLE: Health Education and Tests & Measurements in Physical Education
(For the students other than Physical Education)

Course Code: GE-2

Full Marks: 75 (Theory: 60, Internal: 10, Attendance: 5)

Introduction

Health and First-aid Managements

Measurement of Body Compositions and Somatotype Assessment

Fitness Test

Objective of this semester.

In any medical emergency situations, following proper first aid procedures is highly critical in helping alleviating pain and possibly saving lives of victims. This includes emergency scene management and the skill to promptly assess the situation in order to provide adequate and appropriate response.

Physical education offers students the opportunity to not only be physically active, but it helps students to build confidence, to learn different movement skills, and it helps them to work as a team. Health and Physical Education is important because it will help our students live longer, healthy lives.

SEMESTER- 6



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BALL GAMES (Any two)

Course code: SEC4

Full Marks: 50 (Practical: 40, Internal: 10)

HANDBALL

BASKETBALL

Objective of this semester

Students can know the rules and regulation & fundamental skill of Hand Ball and Basketball. Rules provide an agreement of understanding to competition. In sports, rules define what is allowed or not allowed to occur during situations on and off the court. Rules govern anything from wearing proper uniforms to how to keep score during games of different levels of competition.

2015-2016 SYLLABUS OLD SYSTEM

Part- I , Theoretical , PAPER- I

TOTAL MARKS- 100

Unit- I: Principles and Foundation of Physical Education

Unit- II: History of Physical Education

Objective of this 2 unit

Physical education provides cognitive content and instruction designed to develop motor skills, knowledge, and behaviors for physical activity and physical fitness. Supporting schools to establish physical education daily can provide students with the ability and confidence to be physically active for a lifetime.

Knowing the heritage of physical education allows educators to understand why instruction and curriculum has evolved and how it will continue to change. Through the study of the historical perspective of physical education, students learn why present practices have emerged and why they may change with new knowledge.

Unit- III: Anatomy and Physiology

Objective of this unit

Helps in physical fitness: Strong and fit body is an inevitable asset in the field of sports. Study of anatomy and physiology helps a sport person to understand the structure and function of different parts of human body and to acquire a fit and healthy body.

Unit- IV: Organization and Administration of Physical Education and Sports



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Objective of this unit

Management in various sports organizations ensures the smooth flow of all the activities that are involved in the program and provides development in the field of physical education. Business functions, communication skills, and proper coordination are also improved through management in sports and physical education

Part- II, Theoretical, Paper- II

Total marks- 100

Unit- I: Health Education and Dietetics

Objective of this unit

In any medical emergency situations, following proper first aid procedures is highly critical in helping alleviating pain and possibly saving lives of victims. This includes emergency scene management and the skill to promptly assess the situation in order to provide adequate and appropriate response.

Physical education offers students the opportunity to not only be physically active, but it helps students to build confidence, to learn different movement skills, and it helps them to work as a team. Health and Physical Education is important because it will help our students live longer, healthy lives.

Unit- II: Exercise and Sports Physiology

Objective of this unit

Helps in physical fitness: Strong and fit body is an inevitable asset in the field of sports. Study of anatomy and physiology helps a sport person to understand the structure and function of different parts of human body and to acquire a fit and healthy body.

Unit- III: Sports Psychology

Objective of this unit

Sports psychology looks at how physical activity and mental well-being intersect. Sports psychologists help athletes maintain high levels of performance by prioritizing mental fitness. They also look at sports participation in relation to skills like teamwork and emotional regulation

Unit- IV: Test, Measurement and Evaluation in Physical Education

Objective of this unit



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To evaluate the learners: In the field of physical education and sports, Test and Measurement helps in collection of data which further helps in evaluating the learners ability separately. It also helps the sportsperson in enhancing his sports performance.

Practical, paper- III total marks- 100

Unit- I: Practical in Field

Unit- II: Practical in Laboratory

Objective of this unit.

Objective of our Laboratory is designed to assess how the human body responds and adapts to sport and exercise. This is fully equipped with a wide range of facilities to allow individuals to be assessed using the most appropriate sport-specific methods.

Part- III, Theoretical, Paper- IV-A total marks- 65.

Unit- I: Sports Training

Objective of this unit.

Every sport activity needs specific type of physical fitness, and hence, the improvement of various components of physical and skills related fitness like strength, speed, coordination, endurance and flexibility is an important aim and objective of sports training.

Unit- II: Therapeutic Aspect of Physical Education

Objective of this unit.

Therapeutic exercise can reduce pain and improve muscular strength, balance, and range of motion in individuals with osteoarthritis. Resistance training and endurance training can improve pain and balance for those with osteoarthritis of the knee. It also improves performance of the players.

Unit- III: Recreation and Adapted Physical Education

Objective of this unit.

Adapted physical education is the art and science of developing, implementing, and monitoring a carefully designed physical education. Instructional program for a learner with a disability, based on a comprehensive assessment, to give the learner the skills necessary for a lifetime of rich leisure, recreation, and sport experiences to enhance physical fitness and wellness.



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Principles and Methods of Adapted Physical Education and Recreation. Adapted physical education generally refers to school-based programs for students ages 3–21 yrs.

Part- III, Practical, Paper- IV-B total marks- 65.

Objective of this unit.

It promotes physical fitness, develops motor skills and the understanding of rules, concepts and strategies of playing games and sports. Students learn to either work as part of a team, or as individuals in a wide variety of competitive activities.

PROGRAM OUTCOMES:

HIGHER EDUCATION OF OUR STUDENTS					
Name	Mobile Number	Pass out	B.A Marks	H.E	University
Pintu Das	9647951546	2018	64%	M.P.Ed, NET	VIBHA-BHARATI
SubhrajitDebangshi	9614064412	2018	55.58%	B.P.Ed	Gitanjali College of Phy.Edu. (B.U)
Suraj Tudu	9641727814	2019	50%	B.P.Ed	Nikhil Banga Sikshan Mahavidyalaya (B.U)
SOUMITA DAS	8373828002	2019		D.Ed	

SPORTS ACHIEVEMENT OF OUR STUDENTS				
Name	Sports Level	Mobile No.	Pass out	Name of Sports
Prasenjeet Sarkar	District Sports (Winner)	8617688952	2022	VOLLEYBALL
Sandip Bhandary	All India Intra University	6294828681	2022	VOLLEYBALL
Sudip Bhandary	District Sports (Winner)	9614057188	SEM- V	VOLLEYBALL
Swapnaneel Dutta	Inter College(Runners-up) B.U	9002456716	2022	BADMINTON
Saroj Saren	Inter College (Runners-up) B.U	8637057467	SEM-IV	BADMINTON
PommyBhakat	National level 3 rd Position, Bengal Olympic Participate, District Shot-put 2 nd , KHELO INDIA KHELO JUDO National Level Tournament 3 rd position	8972573767	SEM-III	KARATE



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JOB PROFILE				
Name	Mobile Number	Pass out	Job Title	LOCATION
SAHADAT ANSARI	6294424874	2021	Site Civil Engineer L&T Company	Gujarat
POMMY BHAKAT	8918732485	-	PHY.EDU INSTRUCTOR	Gurukul Public School - Rampurhat

SL.NO	SEMESTER	TOTAL STUDENTS (2022)	NUMBER OF STUDENTS
1.	SEM- II		53
2.	SEM- IV		27
3.	SEM- VI		32
4.	SEM-VI, GE-2		24
		TOTAL SUTDENTS	136

DEPARTMENT OF PHILOSOPHY

SURI VIDYASAGAR COLLEGE

HONOURS COURSES

SEMESTER- 1

CC- 1 (Outlines of Indian Philosophy- I)

After having undergone the Course of study the learners' performances in the classroom interaction, internal test and final examination it is evident that they have come to know- that philosophy is the mother of all subjects. Philosophy deals with 'why' questions. i.e., deep knowledge of the subject.

how a theory (in Indian philosophy) is established by the refutation of argument and dis-argument.

that Indian philosophy is associated with the school of Indian thinkers such as *Carvaka*, Jainism, Buddhism, *Nyaya-Vaisesika* school, etc.

that Indian philosophy discusses main two sides - epistemological & metaphysical points of view.



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the terminology of Indian philosophy such as -- *prama, prameya, pramata, pramana, atman, karmavada, janmantorvada* & liberation, etc.

how Indian philosophy can be extended to their practical life. The ultimate vision of Indian philosophy is the assimilation of true knowledge *charcha&charja*.

CC- 2 (Outlines of Western Philosophy- I)

At the end of this Course, our learners have developed the knowledge relating to:

the history of Western Philosophy from the pre-Socratic era to the modern era.

the various theories such as rationalism, scepticism, etc.

the terminology as 'Cogito ergo sum', substance, God, attribute, mode, monadology, etc.

their ability compares their philosophical thinking from the viewpoint of Greek Philosophy to modern philosophy.

SEMESTER- 2

CC- 3 (Outlines of Indian Philosophy- II)

At the end of this Course of study our learners have come know, as reflected in their performances in classroom interaction, internal test and final examination:

how an Indian philosophical theory is established by the refutation of argument and disargument.

that Indian philosophy is associated with the school of Indian thinkers such as the school of *Samkhya, Yoga, Vedanta* and *Mimansa*.

that Indian philosophy discusses main two sides - epistemological & metaphysical points of view.

the terminology of Indian philosophy such as *atman, Brahman, karmavada, janmantorvada* & liberation, etc.

the ultimate vision of Indian philosophy assimilation of true knowledge *charcha&charja*.

CC- 4 (Outlines of Western Philosophy- II)

At the end of this Course our students have evidently acquired knowledge relating to:

the history of Western Philosophy of the modern era.

the various theories such as empiricism, objective idealism, scepticism, etc.



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such terminology as substance, God, soul, space & time, etc.

the comparative opinion the philosophical thinking from the viewpoint of the modern philosophy.

SEMESTER- 3

CC- 5, 6 (Indian & Western Ethics)

At the end of this Course the learners have perceived and understood (that):

Ethics or *Nitividya* is the study of moral philosophy through which students can determine what actions and behaviours are right and wrong; good and bad can deepen their reflection on life's ultimate questions.

the conflict between the concepts of ethics and morality in real-life situations.

While making moral decisions, moral philosophy can help them clarify their moral positions.

It broadens their perspective and makes them more well-thought-out and clear.

the right answer to ethical problems regardless of the consequences by using ethical theories such as deontology and utilitarianism.

the means to apply the ethical concepts and principles to current social issues through the study of practical ethics.

CC- 7 (Indian Logic - Textbook *Tarkasamgraha* with *Dipika* based on Indian Philosophy of *Nyaya-Vaisesika*)

At the end of this Course the students are evidently equipped to be able:

to know only theoretical viewpoints, on the other hand here they will be able to know methodically.

to differentiate between a primary book & monograph and also understand that the book of 'Tarkasamgraha' is not a root book, it is a monograph of 'Nyaya-Vaisesika' philosophy.

to differentiate between western logic & Indian logic.

to know that in western logic, an argument may be valid or invalid. An invalid argument occurred due to various types of fallacies. On the other hand in Indian Logic, they have known that here fallacy occurs only in respect of 'Hetu-pado' (middle term) i.e., the five types of 'Hetwabhas' (Five fallacies Hetu-pado).



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to be acquainted with the terminology of Indian Logic --'Buddhi', 'Smriti', 'Karana', 'Fallacy of atibapti', 'Gourob Dasha', 'Laghab Dasha', 'Anyatha-siddhi, etc.

SEMESTER- 4

CC- 8 (Western Logic- I)

At the end of this Course, the learners are expected:

to have developed sound knowledge in the Western logic

to be methodical in thinking.

to have increased thinking power through the practice of formal logic and to be able to solve critical problems in life.

to acquire a firm foundation of logic a student could pass out easily other disciplines, where logic places an important role. Such as mathematics, computer science semantical linguistics.

to translate natural language sentences into symbolic form.

to understand various types of sentences, propositions, and symbols from traditional logic to modern logic.

CC- 9 (Psychology)

At the end of this Course our learners have gained knowledge in psychology which has expectedly enabled our students:

to gain a better understanding of themselves and competently inspire others, resulting in personal development.

to analyse the human behaviour and understand why people act the way they do, connect with others, and become more effective in the workplace.

to understand, predict, influence, and controlling behaviour, as well as improve their overall quality of life.

to study other people's emotions, language, and body language,

to become better communicators.

to determine their own IQ and others as well.

to apply it in real life.



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to improve their learning and unlearning abilities.

CC- 10 (Philosophy of Religion)

At the end of this Course our learners have achieved competence in or to have:

the Philosophy of Religion enabling them to comprehend other people's beliefs, reflect on their own beliefs, and examine alternative belief systems.

a deeper understanding of God and humanity by interpreting religious philosophy. Their attitude toward religions, religious arguments, and God becomes brighter and stronger as a result.

the distinction between theology and Philosophy of religion.

the analytical reasoning abilities, enhances the articulation of complex and abstract concepts, and fosters critical thinking.

in recognising and clarify different belief systems, as well as appreciating how they impact people's lives in a variety of ways in the arts, politics, the economy, society, and other areas.

SEMESTER- 5

CC- 11 (Socio-Political Philosophy)

At the end of this Course the students have acquitted the various aspects of socio-political philosophy which has enabled them to:

be conversant with the studies in human society and its the fundamental laws regulating society and navigate the significance of the substantial mode of existence.

be concerned with individuals' relationships with society and with how they interact with one another.

know about how we live together and facilitates them to distinguish between what is just/correct and what is not.

see how to establish cooperative life, political institutions, and social practices in the best possible way.

improve students' critical deciphering of political tenets and policies to assess their relevance and shortcomings.



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also review political concepts such as justice, freedom, equality, rights, duties, and so on to provide a general understanding of the political system and its impact on society.

CC- 12 (Western Logic- II)

At the end of this Course learners have been conversant with:

the studies in Western logic human thinking making them methodical.

the practice of logic our thinking power increase. As a result, a student is able to solve critical problems in life.

a firm foundational knowledge of logic enabling them to pass out easily other disciplines, where logic places an important role. E.g., mathematics, computer science semantical linguistics.

ability to know different types of Hypothesis & also conclude that scientific hypothesis is best.

the various types of sentences, propositions, and symbols from traditional logic to modern logic.

how to solve probability calculus.

that every effect has a cause & causal relation based on uniformity of nature.

DSE- 1 (Special Text - *Kathopanisad*)

At the end of this Course the students easily realize:

that the *Upanishads* are the means of knowing the truth. In that way, by studying *KathaUpanishad* students can deal with the finite world while revealing the infinite truth.

that the *Katha Upanishad* can understand that the formless and inconceivable *Brahman* is the same as *Atman*.

that Brahman represents the whole universe, and the atman is a part of that divine oneness that we carry within us.

that according to the *Katha Upanishad*, as a religious and philosophical treatise, consciousness is the source of everything and that consciousness is indistinguishable from the individual.

the value of life after death

the distinction between *Sreya* and *Preya*

the Yama's analogy of Body and Soul with *Ratha* and *Rathi*



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the Nachiketa as an *Adhikari Purusa* seeking *Brahman* knowledge

the *Kāthopanīṣad* as it also teaches the importance of showing reverence or respect to elders in their daily lives.

DSE- 2 (Special Text - B. Russell: Problems of Philosophy)

At the end of this Course students develop capability to:

understand the philosophical justification of common sense beliefs in the existence of physical objects.

make the difference between appearance and reality following Russell.

explain the shortcomings in the theories of modern philosophers.

developed regarding whether the existence of matter can be proved.

illustrate the difference between sense-data and sensation.

apply critical thinking to prove the existence of the physical world.

know the gaps in the philosophical theories of Descartes, Locke, and Berkeley.

make the distinction between ambiguous descriptions and definite descriptions. And they can analyse the principle of induction and state whether this principle can be proved by experience or not.

SEMESTER- 6

CC- 13 (Philosophy in the Twentieth Century - Indian)

At the end of this Course students have expectedly understood:

that philosophy is the mother of all subjects. Philosophy deals with 'why' questions. Therefore, students will be able to have deep knowledge of the subject.

how a theory is established by the refutation of argument and disargument.

that Indian philosophy is associated with the modern Indian thinkers such as Rabindranath, Vivekananda, Aurobindo, Radhakrishnan, Iqbal and Gandhi.

know that Indian philosophy discusses main two sides - epistemological & metaphysical points of view.



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be acquainted with the concept of *atman*, *Brahman*, *karmavada*, *janmantorvada* & liberation, etc.

extend Indian philosophy into their practical life.

perceive that the ultimate vision of Indian philosophy is the assimilation of true knowledge *charcha* & *charja*.

take the way of the ideal life of modern Indian thinkers.

CC- 14 (Philosophy in the Twentieth Century - Western)

At the end of this Course of study our students have, as observed, been acquainted with:

the history of modern Western philosopher's views.

the various theories such as empiricism, rationalism, skepticism, pragmatism, logical-positivism, etc.

some concepts like substance, God, facticity, sense-data, space & time, nothingness, existence, etc.

the modern Western philosophy thinker's views and their philosophical thinking from the viewpoint of Greek Philosophy to modern Western philosophy.

DSE- 3 (Special Text: Rabindranath Tagore - *Sadhana*)

At the end of this Course students have been able:

to discern Rabindranath's philosophical thinking that the ultimate goal of life can be achieved through an understanding of humanity.

to understand Rabindranath's educational philosophy, which includes naturalism, humanism, internationalism, and idealism.

the means as propounded by Rabindranath Tagore in *Sadhana* to guide them (students) toward spiritual unity and purity.

to understand the significance of inner transformation through the true knowledge of the self and the Supreme.

DSE- 4 (Special Text: Hume - An Enquiry Concerning Human Understanding)



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At the end of this Course our students have been observed to have:

understood that true philosophy is based on arguments of common people and free from prejudice and blind faith.

known that by nature speculations of traditional metaphysics are contingent and domestic.

Therefore David Hume tries to explain metaphysics from the pure empirical point of view.

known from the quote "Be a philosopher" but, amidst all of your philosophy be still a man"

First of all, he or she is a real man after that will be a philosopher.

understood that without the course not a single thing will be happened.

PROGRAMME SPECIFIC OUTCOME

SEMESTER- 3

SEC- 1 (Philosophy in Practice)

At the end of this Course students have equipped with the skills:

to make critical examination of various Indian and Western philosophers' ideas

to understand some worldviews of the Indian and Western thinkers.

to make a comparison between Philosophy and Darshana

to understand the methods of darsanika discourse (katha)

to apply the different methods of inquiry mentioned in the study of philosophy and darsana in their real life.

SEMESTER- 4

SEC- 2 (Philosophy of Human Rights)

At the end of this Course students have equipped with the skills:

to explain how Human Rights came to be and how they have evolved.

to compare and contrast Natural Rights, Fundamental Rights, and Human Rights.

to deliberate the philosophies embedded in the Preamble of the Indian Constitution.

to grasp the concept of Equality, Liberty, and Dignity of all people as necessary conditions for the empowerment of Human Rights.



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to evaluate various perspectives and roles of Human Rights protection mentioned in the World Organisations.

to comprehend the significance of the Fundamental Rights enshrined in the Indian Constitution.

to develop a sense of social responsibility and critical thinking.

DEPARTMENT OF PHILOSOPHY

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GENERAL COURSES

PROGRAMME OUTCOME

SEMESTER- 1

CC- 1A/GE- 1 (Indian Philosophy)

After having undergone the Course of study the learners' performances in the classroom interaction, internal test and final examination it is evident that they have come to know- that philosophy is the mother of all subjects. Philosophy deals with 'why' questions. i.e., deep knowledge of the subject.

how a theory (in Indian philosophy) is established by the refutation of argument and disargument.

that Indian philosophy is associated with the school of Indian thinkers such as *Carvaka*, Jainism, Buddhism, *Nyaya-Vaisesika* school, the school of *Vedanta*, *Mimansa*, etc.

that Indian philosophy discusses main two sides - epistemological & metaphysical points of view.

the terminology of Indian philosophy such as -- *prama*, *prameya*, *pramata*, *pramana*, *atman*, *karmavada*, *janmantorvada* & liberation, etc.

how Indian philosophy can be extended to their practical life. The ultimate vision of Indian philosophy is the assimilation of true knowledge *charcha* & *charja*.

SEMESTER- 2

CC- 1B/GE- 2 (Western Philosophy)

At the end of this Course, our learners have developed the knowledge relating to:



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the history of Western Philosophy and the nature of metaphysics and its elimination.

the various theories such as empiricism, rationalism, scepticism, etc.

the terminology as 'Cogito ergo sum', substance, God, attribute, mode, space & time, monadology, etc.

the differences between Naïve Realism, Scientific Realism, and Representative Realism.

understanding the concept of Subjective and Objective Idealism.

their ability compares their philosophical thinking from the viewpoint of Greek Philosophy to Modern Philosophy.

SEMESTER- 3

CC- 1C/GE- 3 (Logic)

At the end of this Course the learners are expected:

to have developed sound knowledge in the Western logic

to be methodical in thinking.

to have increased thinking power through the practice of formal logic and to be able to solve critical problems in their life.

to acquire a firm foundation of logic a student could pass out easily other disciplines, where logic places an important role. Such as mathematics, computer science semantical linguistics.

to translate natural language sentences into symbolic form.

to understand various types of sentences, propositions, and symbols from traditional logic to modern logic.

SEMESTER- 4

CC- 1D/GE- 4 (Contemporary Indian Philosophy)

At the end of this Course, learners should be able to:

know that Indian philosophy is associated with the modern Indian thinkers such as Rabindranath, Vivekananda, Aurobindo, Radhakrishnan, Iqbal and Gandhi.

Understand that Indian philosophy discusses main two sides - epistemological & metaphysical points of view.



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acquainted with the concept of *atman*, *Brahman*, *karmavada*, *janmantorvada* & liberation, etc.

take Indian philosophy into their practical life. The ultimate vision of Indian philosophy is the assimilation of true knowledge *charcha* & *charja*.

take the way of the ideal life of modern Indian thinkers.

SEMESTER- 5

DSE- 1A (Philosophy of Religion)

At the end of this Course, our learners have achieved competence in or to have:

the Philosophy of Religion enabling them to comprehend other people's beliefs, reflect on their own beliefs, and examine alternative belief systems.

a deeper understanding of God and humanity by interpreting religious philosophy. Their attitude toward religions, religious arguments, and God becomes brighter and stronger as a result.

the distinction between theology and Philosophy of religion.

the analytical reasoning abilities, enhances the articulation of complex and abstract concepts, and fosters critical thinking.

in recognising and clarify different belief systems, as well as appreciating how they impact people's lives in a variety of ways in the arts, politics, the economy, society, and other areas.

GE- 1 (Indian Philosophy)

After having undergone the Course of study the learners' performances in the classroom interaction, internal test and final examination it is evident that they have come to know- that philosophy is the mother of all subjects. Philosophy deals with 'why' questions. i.e., deep knowledge of the subject.

how a theory (in Indian philosophy) is established by the refutation of argument and disargument.

that Indian philosophy is associated with the school of Indian thinkers such as Carvaka, Jainism, Buddhism, *Nyaya-Vaisesika* school, the school of *Vedanta*, *Mimansa*, etc.

that Indian philosophy discusses main two sides - epistemological & metaphysical points of view.



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the terminology of Indian philosophy such as -- *prama*, *prameya*, *pramata*, *pramana*, *atman*, *karmavada*, *janmantorvada* & liberation, etc.

how Indian philosophy can be extended to their practical life. The ultimate vision of Indian philosophy is the assimilation of true knowledge *charcha* & *charja*.

SEMESTER- 6

DSE- 1B (Tarkasamgraha with Dipika)

At the end of this Course, the students are evidently equipped to be able:

to differentiate between a primary book & monograph. They also understand that the book of 'Tarkasamgraha' is not a root book, it is a monograph of 'Nyaya-Vaisesika' philosophy.

to distinguish between western logic & Indian logic.

to acquainted with the terminology of Indian Logic – *Dravya*, *Guna*, *Karma*, *Samanya*, *Visesa*, *Samavaya*, *Abhava*, etc.

to know that all *Dravya* are not material things, some are non-material or *chetana*. So *Nyaya-Vaisesika* school are not materialistic.

GE- 2 (Western Philosophy)

At the end of this Course, our learners have developed the knowledge relating to:

the history of Western Philosophy and the nature of metaphysics and its elimination.

the various theories such as empiricism, rationalism, scepticism, etc.

the terminology as 'Cogito ergo sum', substance, God, attribute, mode, space & time, monadology, etc.

the differences between Naïve Realism, Scientific Realism, and Representative Realism.

understanding the concept of Subjective and Objective Idealism.

their ability compares their philosophical thinking from the viewpoint of Greek Philosophy to Modern Philosophy.



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PROGRAMME SPECIFIC OUTCOME (GENERAL)

SEMESTER- 3

SEC- 1 (Philosophy in Practice)

At the end of this Course students have equipped with the skills:

to make critical examination of various Indian and Western philosophers' ideas

to understand some worldviews of the Indian and Western thinkers.

to make a comparison between Philosophy and *Darshana*.

to understand the methods of darsanika discourse (*katha*).

to apply the different methods of inquiry mentioned in the study of philosophy and *darsana* in their real life.

SEMESTER- 4

SEC- 2 (Philosophy of Human Rights)

At the end of this Course students have equipped with the skills:

to explain how Human Rights came to be and how they have evolved.

to compare and contrast Natural Rights, Fundamental Rights, and Human Rights.

to deliberate the philosophies embedded in the Preamble of the Indian Constitution.

to grasp the concept of Equality, Liberty, and Dignity of all people as necessary conditions for the empowerment of Human Rights.

to evaluate various perspectives and roles of Human Rights protection mentioned in the World Organisations.

to comprehend the significance of the Fundamental Rights enshrined in the Indian Constitution.

to develop a sense of social responsibility and critical thinking.

SEMESTER- 5

SEC- 3 (Philosophical Analysis)

At the end of this Course the learners have enriched themselves in the subject to:

develop their analytical reasoning abilities, enhances the articulation of complex and abstract concepts, and fosters critical thinking.



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perceive that Studying Philosophy of Religion is beneficial for students to recognise and clarify different belief systems, as well as appreciate how they impact people's lives in a variety of ways in the arts, politics, the economy, society, and other areas.

understood that 'meaning' is the smallest unit of a word, but without a word, meaning can be possible by various symbols.

able to acquainted with various types of word meanings & Sentence meanings.

know the source of knowledge, the Nature of knowledge, Nature of truth. Students will know the actual meaning of truth.

by the study of this course, skilling power of knowledge will be increasing.

SEMESTER- 6

SEC- 4 (Ethics in Practice)

At the end of this Course our learners have, as observed during the study:

understood that Ethics or *Nitividya* is the study of moral philosophy through which students can determine what actions and behaviours are right and wrong; good and bad can deepen their reflection on life's ultimate questions.

developed capability to distinguish the conflict between the concepts of ethics and morality in real-life situations.

acquired ability to clarify their moral positions during decision making. It broadens their perspective and makes them more well-thought-out and clear.

found the right answer to ethical problems regardless of the consequences by using ethical theories such as deontology and utilitarianism.

acquired the ability to apply ethical concepts and principles to current social issues through the study of practical ethics.

DEPARTMENT OF PHILOSOPHY
SURI VIDYASAGAR COLLEGE
PROGRAMME OUTCOME (Old Syllabus)



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PART- I

Paper- I (Indian Philosophy)

After having undergone the Course of study the learners' performances in the classroom interaction, internal test and final examination it is evident that they have come to know- that philosophy is the mother of all subjects. Philosophy deals with 'why' questions. i.e., deep knowledge of the subject.

how a theory (in Indian philosophy) is established by the refutation of argument and disargument.

that Indian philosophy is associated with the school of Indian thinkers such as *Carvaka*, Jainism, Buddhism, *Nyaya-Vaisesika* school, the school of *Vedanta*, *Mimansa*, etc.

that Indian philosophy discusses main two sides - epistemological & metaphysical points of view.

the terminology of Indian philosophy such as -- *prama*, *prameya*, *pramata*, *pramana*, *atman*, *karmavada*, *janmantorvada* & liberation, etc.

how Indian philosophy can be extended to their practical life. The ultimate vision of Indian philosophy is the assimilation of true knowledge *charcha* & *charja*.

PART- II

Paper- II (Western Logic and Metaphysics)

At the end of this Course the learners are expected:

to have developed sound knowledge in the Western logic

to be methodical in thinking.

to have increased thinking power through the practice of formal logic and to be able to solve critical problems in their life.

to acquire a firm foundation of logic a student could pass out easily other disciplines, where logic places an important role. Such as mathematics, computer science semantical linguistics.

to translate natural language sentences into symbolic form.

to understand various types of sentences, propositions, and symbols from traditional logic to modern logic.



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to know the history of Western Philosophy and the nature of metaphysics and its elimination.
to understand the various theories such as empiricism, rationalism, scepticism, etc.
understanding the terminology as 'Cogito ergo sum', substance, God, attribute, mode, space & time, monadology, etc.
to differentiate between Naïve Realism, Scientific Realism, and Representative Realism.
to understanding the concept of Subjective and Objective Idealism.
to compare their philosophical thinking from the viewpoint of Greek Philosophy to Modern Philosophy.

PART- III

Paper- III (Ethics: Indian and Western)

At the end of this Course our learners have, as observed during the study:
understood that Ethics or *Nitividya* is the study of moral philosophy through which students can determine what actions and behaviours are right and wrong; good and bad can deepen their reflection on life's ultimate questions.
developed capability to distinguish the conflict between the concepts of ethics and morality in real-life situations.
acquired ability to clarify their moral positions during decision making. It broadens their perspective and makes them more well-thought-out and clear.
found the right answer to ethical problems regardless of the consequences by using ethical theories such as deontology and utilitarianism.
acquired the ability to apply ethical concepts and principles to current social issues through the study of practical ethics.

Paper- IV (Religion and Social Philosophy)

At the end of this Course our learners have achieved competence in or to have:
the Philosophy of Religion enabling them to comprehend other people's beliefs, reflect on their own beliefs, and examine alternative belief systems.



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a deeper understanding of God and humanity by interpreting religious philosophy. Their attitude toward religions, religious arguments, and God becomes brighter and stronger as a result.

the distinction between theology and Philosophy of religion.

the analytical reasoning abilities, enhances the articulation of complex and abstract concepts, and fosters critical thinking.

in recognising and clarify different belief systems, as well as appreciating how they impact people's lives in a variety of ways in the arts, politics, the economy, society, and other areas.

be conversant with the studies in human society and its the fundamental laws regulating society and navigate the significance of the substantial mode of existence.

concerned with individuals' relationships with society and with how they interact with one another.

knowing about how we live together and facilitates them to distinguish between what is just/correct and what is not.

see how to establish cooperative life, political institutions, and social practices in the best possible way.

DEPARTMENT OF PHILOSOPHY **SURI VIDYASAGAR COLLEGE** **COURSE OUTCOME (Old Syllabus)**

PART- I

Paper- I (Outlines of Indian Philosophy)

At the end of this Course our learners have, as observed during the study:

known that philosophy is the mother of all subjects. Philosophy deals with 'why' questions.

Therefore, students will be able to have deep knowledge of the subject.

understood how a theory is established by the refutation of argument and disargument.



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been able to know that Indian philosophy is associated with the school of Indian thinkers such as Buddhism, Nyaya-Vaisesika school, the school of Vedanta, Mimansa, etc.

known that Indian philosophy discusses main two sides - epistemological & metaphysical points of view.

been acquainted with the terminology of Indian philosophy such as -- *prama*, *prameya*, *pramata*, *pramana*, *atman*, *Brahman*, *karmavada*, *janmantorvada* & liberation, etc.

taken Indian philosophy into their practical life. The ultimate vision of Indian philosophy assimilation of true knowledge *charcha* & *charja*.

Paper- II (History of Western Philosophy)

At the end of this Course our learners have, as observed during the study:

known the history of Western Philosophy from the pre-Socratic era to the modern era.

understood various theories such as empiricism, rationalism, skepticism, etc.

been able to acquainted with such terminology as 'Cogito ergo sum', substance, God, attribute, mode, fact & facticity, space & time, monadology, etc.

developed, through the study of Western Philosophy thinkers, the ability to compare their philosophical thinking from the viewpoint of Greek Philosophy to modern philosophy.

PART- II

Paper- III (Ethics: Indian and Western)

At the end of this Course our learners have, as observed during the study:

understood that Ethics or *Nitividya* is the study of moral philosophy through which students can determine what actions and behaviours are right and wrong; good and bad can deepen their reflection on life's ultimate questions.

developed capability to distinguish the conflict between the concepts of ethics and morality in real-life situations.

acquired ability to clarify their moral positions during decision making. It broadens their perspective and makes them more well-thought-out and clear.

found the right answer to ethical problems regardless of the consequences by using ethical theories such as deontology and utilitarianism.



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acquired the ability to apply ethical concepts and principles to current social issues through the study of practical ethics.

Paper- IV (Western Logic)

At the end of this Course learners have been conversant with:

the studies in Western logic human thinking making them methodical.

the practice of logic our thinking power increase. As a result, a student is able to solve critical problems in life.

a firm foundational knowledge of logic enabling them to pass out easily other disciplines, where logic places an important role. E.g., mathematics, computer science semantical linguistics.

understanding the various types of sentences, propositions, and symbols from traditional logic to modern logic.

the translation of the natural language sentences into symbolic form.

PART- III

Paper- V (Indian Logic)

At the end of this Course, students should be able to:

In Indian Philosophy they know only theoretical viewpoints, on the other hand here they will be able to know methodically.

differentiate between a primary book & monograph. They also understand that the book of 'Tarkasamgraha' is not a root book, it is a monograph of 'Nyaya-Vaisesika' philosophy.

differentiate between western logic & Indian logic.

that in western logic, an argument may be valid or invalid. An invalid argument occurred due to various types of fallacies. On the other hand in Indian Logic, a student could know that here fallacy occurs only in respect of 'Hetu-pado' (middle term). Therefore they know there are five types of 'Hetwabhas' (Five fallacies Hetu-pado).

acquainted with the terminology of Indian Logic --'Buddhi', 'Smriti', 'Karana', 'Fallacy of atibapti', 'Gourob Dasha', 'Laghab Dasha', 'Anyatha-siddhi, etc.



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Paper- VI (Psychology and Socio-Political Philosophy)

At the end of this Course students have been enabled:

to gain a better understanding of themselves and competently inspire others, resulting in personal development.

to have light on human behaviour and assists students to understand why people act the way they do, connect with others, and become more effective in the workplace.

to understand, predict, influence, and controlling behaviour, as well as improve their overall quality of life.

to become better communicators by studying other people's emotions, language, and body language.

to determine their own IQ and others as well.

to have their own understanding of attention boosts them to apply it in real life.

to improve their learning and unlearning abilities.

to have the fundamental laws that regulate society and excavate the significance of the substantial mode of existence.

to be aware of the individuals' relationships with society and how they interact with one another and the concepts based on social interactions.

to know how we live together and facilitates them to distinguish between what is just/correct and what is not.

to know how to establish cooperative life, political institutions, and social practices in the best possible way.

to improve students' critical deciphering of political tenets and policies to assess their relevance and shortcomings.

to review political concepts such as justice, freedom, equality, rights, duties, and so on to provide a general understanding of the political system and its impact on society.

Paper- VII (Philosophy of Religion and Philosophical Analysis)

At the end of this Course the learners have enriched themselves in the subject to:



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enable themselves to comprehend other people's beliefs, reflect on their own beliefs, and examine alternative belief systems.

gain a deeper understanding of God and humanity by interpreting religious philosophy. Their attitude toward religions, religious arguments, and God becomes brighter and stronger as a result.

make the distinction between theology and Philosophy of religion.

develop their analytical reasoning abilities, enhances the articulation of complex and abstract concepts, and fosters critical thinking.

perceive that Studying Philosophy of Religion is beneficial for students to recognise and clarify different belief systems, as well as appreciate how they impact people's lives in a variety of ways in the arts, politics, the economy, society, and other areas.

understood that 'meaning' is the smallest unit of a word, but without a word, meaning can be possible by various symbols.

able to acquainted with various types of word meanings & Sentence meanings.

know the source of knowledge, the nature of knowledge, the nature of truth. Students will know the actual meaning of truth.

by the study of this course, skilling power of knowledge will be increasing.

Paper- VIII (Philosophy in the Twentieth Century: Indian and Western)

At the end of this Course our students are expected to:

have known that philosophy is the mother of all subjects. Philosophy deals with 'why' questions.

have understood how a theory is established by the refutation of argument and disargument.

have known that Indian philosophy is associated with the modern Indian thinkers such as Rabindranath, Vivekananda, Aurobindo, Radhakrishnan, Iqbal and Gandhi.

have known that Indian philosophy discusses main two sides - epistemological & metaphysical points of view.

have been acquainted with the concept of *atman*, *Brahman*, *karmavada*, *janmantorvada* & liberation, etc.



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have evidently taken Indian philosophy into their practical life.

have realized that the ultimate vision of Indian philosophy is the assimilation of true knowledge *charcha&charja*.

have the way of the ideal life of modern Indian thinkers.

have been able to know the history of modern Western philosopher's views.

have understood various theories such as empiricism, rationalism, scepticism, pragmatism, logical-positivism, etc.

have been able to acquainted with some concepts like substance, God, facticity, sense-data, space & time, nothingness, existence, etc.

have evidently capability to compare their philosophical thinking from the viewpoint of Greek Philosophy to modern Western philosophy.

Department of Economics

Suri Vidyasagar College

Programme Outcomes, Programme Specific Outcomes and Course Outcomes

Name of the Programme : B.A./B.Sc Honours in Economics

Programme Outcomes:

The B. A./B.Sc (Honours) Economics programme offered by Suri Vidyasagar College as a constituent college of the University of Burdwan provides a firm basis for much of the advanced thinking in the Economics discipline. It provides the student with a logical paradigm for conceptualizing and interpreting the behaviour and interactions of households, firms, and government institutions. The curriculum allows students to choose elective courses from a set of courses with contemporary relevance, The undergraduate Programme will prepare the students for both, academia and employability.

Programme Specific Outcomes:

The Programme specific outcome in B.A. /B.Sc Honours in Economics programme are:



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1. To provide students a well-founded educational base as well as well-resourced learning environment in Economics.
2. Introduction to real world economic issues and problems facing the country and the world;
3. Gain an understanding of proper policy responses to economic problems;
4. Learn the mathematical and statistical techniques necessary for a proper understanding of the discipline.
5. To provide structured curricula which support the academic development of students and to acquire knowhow on Methodology of Economics as a branch of social sciences.
6. Develop the ability to collect, process, and interpret data, including statistical inference.
7. Be able to use critical thinking skills within the discipline of economics about economic matters.
8. To provide and adapt curricula that prepare our graduates for employment and further study that emphasizes quantitative and theoretical aspects of Economics.
9. To provide programmers that allows the students to choose from a wide range of economic specialization and familiarise with different branches of economics.
10. The programme also emphasizes on conducting Social and Economic Researches.

Course Outcomes

Course Outcomes for B.A. /B.Sc (Honours.) Economics (CBCS)

Semester I

Introductory Microeconomics: Core Course (CC1), Credit: 6

Course Outcomes

The course introduces the students to the first course in economics from the perspective of individual decision making as consumers and producers. The students learn some basic principles of microeconomics, interactions of supply and demand, and characteristics of perfect



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and imperfect markets. Therefore, it helps the students to think how microeconomic concepts can be applied to analyze real-life situations.

Statistics I: Core Course (CC2), Credit: 6

Course Outcomes

This is the first of a compulsory two-course sequence on statistical methods for economics. The course upgrades the statistical skills acquired in school and paves the way for the second semester course Statistics II. It begins with some basic concepts and terminology that are fundamental to statistical analysis. At the end of the course the students learn the collection and presentation of statistical data. Students also learn how to analysis the statistical data through the estimation of descriptive statistics.

Semester II

Introductory Macroeconomics: Core Course (CC3), Credit: 6

Course Outcomes

This is the first course that introduces students to the basic concepts of Macroeconomics. This course discusses the preliminary concepts of the determination and measurement of aggregate macroeconomic variable like GDP, savings, investment, money, and inflation. It also introduces students to simple analytical frameworks (e.g., the IS-LM model) for the determination of equilibrium output. The conceptual frameworks which will enable students to understand and comment upon real economic issues like inflation, money supply, GDP, and their interlinkages. It will also allow them to critically evaluate various macroeconomic policies of the government in terms of IS-LM model.

Mathematical Economics I: Core Course (CC4), Credit: 6

Course Outcomes

This is the first of a compulsory two-course sequence. The objective of this sequence is to transmit the body of basic mathematics that enables the study of economic theory at the undergraduate level, specifically the courses on microeconomic theory, macroeconomic theory. The analytical tools introduced in this course enable the students for the applications to



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the economic theory wherever optimisation techniques help the students to understand in business decision-making.

Semester III

Intermediate Microeconomics: Core Course (CC5), Credit: 6

Course Outcomes

The course is designed to provide sound training in microeconomic theory. In this course, the students learn the market structure of Imperfect competition, the theory of factor pricing, general equilibrium, and economic welfare. Therefore, essential concepts covered in this course help the students for understanding other broad areas of economics.

Intermediate Macroeconomics: Core Course (CC6), Credit: 6

Course Outcomes

This is the second module of Macroeconomics. Through this course, the students learn various alternative theories of output and employment determination in both closed and open economy, different growth models, and theory of inflation. This course enables students to analyse the different macroeconomic thoughts. It also allows them to evaluate important macroeconomic policies and their implications.

Mathematical Economics II: Core Course (CC7), Credit: 6

Course Outcomes

This paper is a progression from the Mathematical Economics-I paper. The students learn the concepts of matrix and determinants in this course. This course also helps the students to develop understanding and skills in the application of mathematical theorems and techniques to economic theory. At the end of the course, the students learn the input –output analysis, game theory, linear programming, and decision under uncertainty.

Skill Enhancement Course: SEC 1, Credit-2

Indian Official Statistics

Course Outcomes



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This course allows the students to know the various sources of data related to the Indian economy. Students can analyse the different Indian official Statistics, and demographic statistics. Economic survey helps the student to understand the current scenario and economic policy of India.

OR

Managerial Economics

Course Outcomes

In this course, the students learn the concepts and techniques of production management. They will learn the various theoretical concepts of Economic Analysis so that they can use this as inputs in the managerial decision-making process when they are engaged in corporate employment. The broad topics include demand, cost and profit analysis, pricing policies and practices, capital budgeting, and appraisal methods. Cost of capital- notions of debt, share and equity capital, inventory management costs, concepts of average inventory, and various inventory models. Skill outcomes will be reflected in the ability of students to demonstrate the use of economic concepts and policies to improve skills in business decision-making.

OR

Insurance market and its Products

Course Outcomes

The course program will be able to understand the students regarding the insurance markets and its product. It demonstrates the features of property-liability insurance, life and health insurance, and employee benefit plans. It develops skills to facilitate insurance product cost and pricing, marketing, and distribution.

Semester IV

Selected Features of Indian Economy: (CC8), Credit: 6

Course Outcomes



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At the end of the course, a student should be able to understand the development paradigm adopted in India since independence and evaluate its impact on economic as well as social indicators of progress and well-being. The student should be able to understand the role of economic policies in shaping and improving economic performance in agriculture, manufacturing, banking, and services.

Statistical Methods –II: (CC9), Credit: 6

Course Outcomes

In this course, the student should understand the concept of random variables and be familiar with some commonly used discrete and continuous distributions of random variables. The students learn the basics of probability theory and statistical inference. They will be able to estimate population parameters based on random samples and test hypotheses about these parameters. An important learning outcome of the course will be the capacity to analyse statistics in everyday life to distinguish systematic differences among populations from those that result from random sampling.

Development Economics: (CC10), Credit: 6

Course Outcomes

The students learn with in-depth discussion of the theory of development economics and growth economics. This course teaches the student various aspects of poverty, and inequality, as well as the important themes relating to the environment and sustainable development. It also introduces them to some issues of globalisation.

Skill Enhancement Course: SEC 2, Credit-2

Basic Computer Applications

Course Outcomes

This course aims at imparting basic knowledge and skills in handling statistical data using Excel Tool Pak which helps to aid in data exploration, visualization, and statistical analysis. Students get a first-hand experience in handling data and applying appropriate data analysis



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techniques which they learn in theoretical papers on Statistics and Econometrics. The fruitful learnings from this paper are used by students in their project works in the remaining semesters, in their research work as well in their professions requiring analytical work.

Indian Stock Market and Trading

Course Outcomes

Students will be able to understand the role and importance of the Indian stock market. It describes the Concepts relevant to the Indian stock market and trading. Students learn the basics of stock trading and are able to analyse the mechanics and regulation of financial instruments and determine how the value of stocks, bonds, and securities are calculated.

Business Plan Formulation and Appraisal

Course Outcomes

The course programme would be to enable students to understand the mechanism of business plan appraisal in various stages. Students learn different techniques applied in project appraisal, and understand new and innovative sources of financing projects in the present day world. Students will be able to understand that appraisal is a process that is required in all aspects of life, and is important in narrowing down to choosing the best alternative.

Semester V

International Economics: (CC11), Credit: 6

Course Outcomes

The purpose of this course is to inform the basics of international trade theory and to examine the effects of international economic policies on domestic and world welfare. The students learn the main theoretical and empirical concepts in international trade with a thorough analytical grasp of trade theory, ranging from Ricardian comparative advantage to modern (H-O) theorem (H-O), intra-industry trade, and the main issues in trade policy. At the end of the course, the students should be able to demonstrate their understanding related to the economic welfare effects of free trade, and protection, balance of payments in trade and different exchange rate regimes.



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Money & Banking: (CC12), Credit: 6

Course Outcomes

In this course, students learn the theory and functioning of the monetary and financial sectors of the economy. Students understand the organisation, structure, and role of financial markets and institutions. This course provides the knowledge of interest rates, monetary management, and instruments of monetary control of the banking sector. This allows students to understand current monetary policies and financial market outcomes.

Discipline Specific Elective Papers: DSE1, Credit: 6

Rural Development

Course Outcomes

This course allows the student's ability to look into the real issues of rural development and its connection with agricultural development and rural non-farm sector and the role of NGOs and Panchayats in rural development in India as well as in the state of West Bengal. This course helps the students to understand the role of the National Bank for Agriculture and Rural Development (NABARD) in promoting rural development through the provision of rural credit and the role of Self Help Groups. The course helps students to take a critical look at some major rural government programmes like MGNREGA, National Rural Health Mission (NRHM), and Pradhan Mantri Gramin Sadak Yojana (PMGSY).

OR

Selected Features of West Bengal Economy

Course Outcomes

At the end of the course students will be able to know the characteristics of the West Bengal economy, such as employment, growth, infrastructure, development index, and rural livelihood. Students understand its potential for natural resources.

Discipline Specific Elective Papers: DSE2, Credit: 6

Environmental Economics

Course outcomes



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This course focuses on the economic causes of environmental problems. Students understand the economic principles of environmental questions viewed as externalities, and their management through various economic institutions, economic incentives and other instruments and policies. Students will be able to analyse the economic implications of environmental policy as well as the valuation of environmental quality, assessment of environmental damages, and tools needed for the evaluation of projects such as cost-benefit analysis, and environmental impact assessments.

OR

Public Economics

Course Outcomes

Public economics is the study of government policy from the points of view of economic efficiency and equity, including public goods, market failures, and externalities. The course enables the students to understand the main theoretical and empirical concepts in public economics with a thorough analytical grasp of the implications of government intervention for allocation, distribution and stabilization. At the end of the module the students should be able to demonstrate the taxation and government expenditure policy and various environmental policy options.

Semester VI

Basic Econometrics: (CC13), Credit: 6

Course Outcomes

This course introduces students to the econometric methods used to conduct empirical analysis in Economics. Students will learn to estimate linear models using ordinary least squares and make inferences about population parameters. They will also understand the problems, detection, and consequences of multicollinearity, heteroscedasticity, and autocorrelation due to violations of Classical assumptions.



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Field Survey and Project Report: (CC14).Credit:6

Course Outcomes

The project work may be done on any economic problem relevant to the study of Economics. This course helps to develop the ability of the students in field surveys and research work.

Discipline Specific Elective Papers: DSE3, Credit: 6

Social Economics

The course allows students to understand on the relationship between social behavior and economics. It explains how a particular social group or socioeconomic class behaves within a society, including their actions as consumers. Students examine the factors and decisions that relate to a person's educational level, health outcomes, or involvement in crime or violence.

OR

Political Economy

Course Outcomes

This course prepares the students to develop critical thinking on systemic structures, institutions of capitalist economies, and their evolution in a political-economic framework. Students will be able to understand the alternative schools of thought and are expected to read some classic texts and commentaries as well as more contemporary essays on the subject.

Discipline Specific Elective Papers: DSE4, Credit: 6

Entrepreneurship Development

Course Outcomes

Entrepreneurship Development will be able to develop the ideas, the master oral and visual presentation skills of students. Students establish a foundation of confidence in the skills necessary to cause others to act. It helps to find problems worth solving, mobilize people and resources, company formation, social innovation, the intellectual property licensing.



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OR

Financial Economics

Course Outcomes

This course provides a strong theoretical foundation and an economic framework to understand the world of modern finance. Students acquire extensive knowledge of the interest rates; portfolio theory and pricing models such as the capital asset pricing model; hedging, speculation, and arbitrage; futures and options contracts; determination of forward and futures prices; trading strategies involving options;

The course also helps to enhance a student's understanding of real life investment decisions. The course has a strong employability quotient given the relatively high demand for skilled experts in the financial sector.

Generic Elective Courses

Introductory Microeconomics (GE1)

Generic Elective (GE) Credit: 6

Course Outcomes

The course introduces the students to the first course in Economics from the perspective of individual decision making as consumers and producers. The students learn some basic principles of microeconomics, interactions of supply and demand and characteristics of perfect, and imperfect markets.

Introductory Macroeconomics (GE2)

Generic Elective (GE) Credit: 6

Course Outcomes

This course aims to introduce the students to the basic concepts of Macroeconomics. Macroeconomics deals with the aggregate economy. This course will allow students to understand the concepts associated with the determination and measurement of aggregate macroeconomic variables like GDP, savings, investment, money, inflation, and the balance of payments. It also introduces students to simple analytical frameworks (e.g., the IS-LM model) for the determination of equilibrium output.



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Indian Economy (GE3)

Generic Elective (GE) Credit: 6

Course Outcomes

This course will help students understand the key issues related to the Indian economy. It will broaden their horizons and enable them to analyze current economic policy thus improving their chances of getting employed, and being more effective, in positions of responsibility and decision making. The course also serves to understand government policies related to agriculture, industry, banking, and services.

Development Economics (GE4)

Course Outcomes

This paper provides an insight into the issues in growth, development, and sustainability, factors responsible for the development, demographic and urbanization trends, and occupational structure in organized and unorganized sectors. It also discusses Indian development experience in terms of poverty, competitiveness, reforms, savings, investment, monetary and fiscal policies, and financial relations between centre and state. The purpose of this paper is to provide a comprehensive view of the issues at hand, and to make them aware of the current burning issues facing the Indian economy.

Department of History **Suri Vidyasagar College**

Programme Outcomes (PO):

The CBCS system (educational pattern), if effectively implemented, provides academic flexibility to meet various needs of the students through learner-centric approach. It establishes relation between education, employment and skill development by improving course-curricula and evaluation system.

The students of all undergraduate courses are expected to acquire the following abilities at the time of their graduation as follows:

- a) Critical Thinking
- b) Self-directed Learning



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- c) Ethics and Social Interaction
- d) Awareness of Environment and Sustainability
- e) Participation in Effective citizenship.

Programme Specific Outcomes (PSO)

After completion of this course it helps to grow ethical values among history students. They gathered knowledge about the socio-cultural heritage of India and world as well. This course helps to grow intellectual values among history students and to develop liberal values among them. As a branch of social science, this course helps to develop social values among history students. Above all, it helps to grow national and international understanding among history students. After successful completion of B.A. three-year-degree course (honours/ General) in History, a student is expected to achieve the following outcomes:-

- a) Critical approach to the study of history as a discipline by acquiring ability to distinguish between fact and fiction with the understanding that there is no one historical truth.
- b) Understanding the theories and history of historical writing.
- c) Developing perspectives on historical inquiry to understand different values and beliefs that shaped and affected the lives of the multiple cultures in the past.
- d) Recognition of continuity and change, sequence of historical events across every civilization and any given period of time.
- e) Understanding the concept of cause and effect to identify chains of events and developments, both in short term and long term. This concept aims to identify, examine and analyse the reasons why events have occurred and the resulting consequences or outcomes.
- f) Developing a range of historical skills, essential for the process of historical inquiry.
- g) Understanding the origin and purpose or usefulness of primary and secondary sources and production of well researched work using both sources.
- h) Careers of history students can engage as educators in elementary schools, secondary schools and Higher Educational Institute, historic Sites and Museums etc. as a researcher they will associated in several fields like, Museums and Historical Organizations, Cultural Resources Management and Historic Preservation etc. this course provides to the students as communicator like, Writers and Editors, Journalists, Documentary Editors and Producers of Multimedia Material. History Student can employ as Information Manager in different fields



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i.e. Archivists, Records Managers, Librarians and Information Managers. They will engage as Lawyer like, Lawyers and Paralegals, Litigation Support, Legislative Staff Work and Foundations. They might be involved in Business Associates as Historians in Corporations or Contract Historians, Historians and Non-profit Associations. They may directly engage in different ranks of the Archaeological Survey of India according to their performances like as Heritage Manager, Historic buildings inspector or conservation Officer, Museum education Officer etc.

Course Outcomes (CO)- CBCS Honours/ General Course

SEMESTER-I, HISTORY (HONOURS)

CC Paper-I History of India I (From Earliest Times to 600 AD)

Students of history 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 as well. They will learn about the origin of the Indian empire, trade and urbanizations of ancient civilization, like Harappa civilization, Vedic civilizations, later Vedic civilizations etc. How to develop Palaeolithic, Neolithic and Chalcolithic cultures in pre-Harappan period.

CC Paper-II Social Formations & the Cultural Pattern of the Ancient World

Students of can acquire knowledge about the evolution of human Society & how the society of agricultural and animal husbandry had begun in Ancient Times. They also learn how the human society had transformed from Nomadic to civilized society in ancient history of the World. They can acquire knowledge about the origin, features, nature and class composition of ancient Greek and Polis society. They can compare to each and other among the several societies of the world.

SEMESTER-I, HISTORY (GENERAL)

GE Paper – I/CC-1A History of India from Earliest Times to 300 AD)

As a history student will learn from this paper about the status of the society and culture of the Paleolithic, Mesolithic, Neolithic, Harappa and Bronze ages in ancient India. They will learn how to interpret of the historical sources of ancient India. They can acquire knowledge about the Vedic and later-Vedic Period of India and gather knowledge how to rise of Jainism and Buddhism religion and culture in ancient India. As well as conception will gather among them, how to rise of Magadha Empire from other sixteen Janapadas. They will realize about the religion and messages from Ashoke, the great Mourya Emperor from this paper.



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SEMESTER-II, HISTORY (HONOURS)

CC Paper-III History of India II (600 - 1206 AD)

They can achieve knowledge how to develop Indian feudalism and evolution of the political structures of early-medieval north and south India. They can learn how the conquering of Islam had initiated in India and had transformed of Indian culture, society, religion and agrarian structures under the Islam power of medieval India. They will achieve knowledge about the religious and cultural changing scenarios after the advent of the Islam in India. They will gather knowledge how the Sultanate of Delhi had established in 1206.

CC Paper-IV Social Formation and Cultural Pattern of the Medieval World

They will learn about the religion, culture, literature and philosophy of the ancient Roman civilization. As well as they will acquire knowledge, how the crises of the Roman Empire had made and transitioned to Participate. They will acquire knowledge how the economic, social and religious development had made during the medieval European society. They can be learning about the socio-economic and political condition of the feudal organization of production, town's formation, trade and commerce, technological developments and crisis of feudalism in Europe.

SEMESTER-II, HISTORY (GENERAL)

GE-II/CC-1B History of India from 300 to 1206 AD)

They will learn how to rise & Growth of the Gupta's Empire in ancient India and to raise regional Kingdoms in different parts of India after downfall of the Empire. They can acquire knowledge towards the society, economy and culture in early medieval India. They can gather knowledge towards the Arabs conquest of Northern part of India from this paper. They can understand how the land of India becomes handed over to the foreign powers gradually from the ancient times to medieval.

SEMESTER-III, HISTORY (HONOURS)

CC Paper-V History of India III (1206 - 1525 AD)

Students of history will learn about the foundation, expansion and consolidation of the Sultanate of Delhi and also to the downfall of the Delhi Sultanate. They will learn towards the emergence of provincial dynasties & Consolidation of regional identities like, Bahamanis, Vijayanagar and Bengal. They also acquire the knowledge about the Changing scenarios of the



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urban and rural societies after consolidation of the rule of the Sultanate of Delhi. They can learn about the activities of Delhi Sultanate i.e., revenue systems monetization, market regulations, growth of urban centers, trade and commerce, Indian Ocean trade etc.

CC Paper-VI Rise of Modern West – I (15th& 16th Centuries)

Students of history will learn about the rise of the modern west world and transition the society and economy from feudalism to capitalism. They will learn how to rise of Renaissance in Italy and spread of humanism in Europe and results of the European Reformation in the 16th century and Shift of economic balance from the Mediterranean to the Atlantic, Commercial Revolution, Influx of American silver and the Price Revolution. They gathered knowledge towards the emergence of European state system like Spain, France, and England etc.

CC Paper-VII History of India III (1526 - 1757 AD)

They acquire knowledge towards the Turkey's invasion & Struggle for Empire in North-Western India and foundation of the Mughal Rule in India. Students will learn about the Mugham Indian society, economy and culture after consolidation of the Mughal rule India. They will learn about how the Regional Powers had been raised in different parts of India after downfall of the Mughal Empire of Delhi. They can gather knowledge to the downfall of the Mughal Empire only lack of unity among the Mughal courtiers and resulted to raise provincial kingdoms in Bengal, Hyderabad, Ayodhya, Mysore and Maratha in Western India.

SEMESTER-III, HISTORY (GENERAL)

CC-1C/GE Paper-III History of India from 1206-1707 AD)

They will learn how the foundation, expansion and consolidation of the Delhi Sultanate had established and ruled under five dynastic i.e. Ilbari Turkey's, Khaljis, Tughlaqs, Syed and Lodhi for a long time. They also learn about the nature of the state, nobility and under the Ulemas during Sultan and Mughal rule in medieval India. After the downfall of the Delhi Sultanate how the Mughal dynasty had come to power in 3 India and had ruled upto 1707. They can acquire knowledge towards the polity, economy, Religion, Art, Architecture and Society during Mughal rule in India.

SEC Paper-I Archives & Museums in India

Students will learn how to maintain documentary, visual and material remains of the past either in house or Institutions. Students will be encouraged to undertake collection, documentation and exhibition of such materials in their localities and colleges. They can understand towards the important and significance of the Museum and Archives to build the history of India. Thus



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education tour to the National Archives and National Museum is an integral part of the history students.

SEMESTER-IV, HISTORY (HONOURS)

CC Paper-VIII Rise of Modern West – II (17th & 18th Centuries)

History students will learn about the European crisis of economic, social and political dimensions as well as the English Revolution, major issues like political and intellectual currents in 17th century. They will learn about the rise of modern science in relation to European society by the Renaissance and the European politics in the 18th century like parliamentary monarchy, patterns of Absolutism in Europe and prelude to the Industrial Revolution in England and other European countries.

CC Paper-IX History of India (1758 -1857)

They learn how to establish the Company's Rule in India after the battle of Plessey and Legitimized the regulating Act, Pitt's India Act, Charter Acts of 1813, 1833 and 1853, Administrative, Military, Police and Educational Reforms as well. They will learn towards the land revenue systems under the company's rule in India at the same time. The renaissance and socio-religious reforms movement occurred by Rammohan Roy (Brahma Samaj), Young Bengal, Vidyasagar under the rule of the Company's rule in Bengal.

CC Paper-X History of India III (1858 - 1964)

They will learn from this chapter about the local rebellion and movements like the Indigo rebellion, the Deccan Riots, the growth of the new middle class; the age of associations, the Aligarh movement, the Arya and the Prarthana Samaj aftermath of 1857. They will learn the real historiography of Indian Nationalism; Birth of Indian National Congress, The Moderates and the Extremists, Partition of Bengal, the Swadeshi movement in Bengal in 1905. They can acquire knowledge how to rise of Gandhis power in Indian politics and his activities towards the freedom like, Rowlatt Satyagraha, Khilafat and Non-cooperation movement, The Swarajya party, Poona Pact, Civil Disobedience Movement, Quit India Movement. They also learn how to raise communal politics and opposition politics on the eve of the freedom movement in India and aftermath of partition in India.



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SEMESTER-IV, HISTORY (GENERAL)

CC-1D / GE Paper-IV History of India (from 1707-1950 AD)

Students of history will learn how to raise regional powers in India after the downfall of the Mughal Empire and in the course of time how to rise of the Company's absolute power in India. They can understand about the colonial nature of state during 200 years rule of the British power in this land. They can gather knowledge about how the Indian society, politics, religion and economy had changed during the Company's rule in India. They will aware about in which situation the Indian Nationalism had raised among the Indian people for freedom. They will acquire knowledge about the freedom struggle and partition of India and aftermath.

SEC Paper-II Understanding Popular Culture

They will gather knowledge regarding the popular culture through audio-visual expressions like, Folk Art, Calendar Art and Photography. They will acquire knowledge about the Theatre, Music, folk songs and Jatras by performance and Participations in real life. They can realize about the impact of the internet and audio-visual media on popular culture of the World.

SEC Paper-II Or Art Appreciation: An introduction to Indian Art

Students will learn about the Indian art, from ancient to contemporary times, in order to understand and appreciate its diversity and its aesthetic richness. As well as student will equip with the abilities to understand art as a medium of cultural expression. It will give students direct exposure to Indian art through visuals, and visits to sites and museums.

SEMESTER-V, HISTORY (HONOURS)

CC Paper-XI History of Modern Europe I (1789 - 1870)

They will learn about the French Revolution and its impact of European countries. Unity and power makes people to strength which has showed in the French revolution in 1789. How the Industrialization had occurred and it's affected on socio economic transformation of Europe. They will know about the politics of super power among the European countries. How the sense regarding the nationalism and unification had developed among the European countries on eve of the 2nd world war.

CC Paper-XII Studying History Writing: Indian & Western



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Students of history will acquire knowledge about the importance of Time, Space & Human Agency and sources in History. They will gather knowledge towards the primary and secondary sources of Indian history. They can understand regarding the historiography, subjectivity, objectivity and the relation between history and other disciplines. They can gather knowledge about the process of research history.

DSE Paper-I Life & Culture in Pre-Colonial Bengal: Prehistoric times to mid 18th century

Students will acquire about the socio-economic, cultural and religious life of Bengal from earliest inhabitants to colonial period through this paper. As well as they will acquire knowledge about how to rise and development of Bengali language and literature and about the origin of Folk traditions of Bengal. They acquire to knowledge how to raise Vaisnavism, Spread of Buddhism, Jainism, and Islamism in Bengal.

DSE Paper-II Life & Culture in Colonial Bengal (1757-1947)

Students will learn how to rise and establishment of East India Company's rule in Bengal after the downfall of the Nawab's regime. As well as they will gather knowledge towards the changing scenarios of the social-cultural and economic life up to 19th Century. As well as they acquire knowledge about the Missionaries activities and influence on the contemporary society this led to raise renaissance in Bengal. Above all they will gather knowledge about the impact of the company's Rule in Bengal and mergence of Nationalism upto Freedom in 1947.

SEMESTER-VI, HISTORY (HONOURS)

CC Paper-XIII History of Modern Europe II (1871-1945)

Students of history will learn about how the world became dividing after First World War among the super powers of the world. They also learn how the aggressive foreign policy of Italy and Germany influenced to the European countries and compelled to form allied powers of the world. Gradually, the 2nd world war had occurred and the League of Nations was established aftermath of the war which affected to the world politics. Ultimately, the world became divided into two super powers .i.e. USSR and associate countries on the other hand USA and their associate powers.

CC Paper-XIV Making of the Contemporary World (1946 – 2000)



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Students will learn about the post-war developments of Social, Political and Economic scenarios of the World and decolonization and the emergence of the Third world. As well as they will learn origin of the Cold War and Changing World political Scenarios and emerging trends in culture, Media and Revolution among European countries.

DSE Paper-III History of Modern East Asia (1840-1919)

Students will learn about the nature and structure of the traditional Chinese society and how to transform the Chinese society from traditional to modern cultures. They can also learn about how the strong countries of the World were captured the Chinese society, culture and economy during the nineteenth century. They will be aware how the Chinese were united towards the foreign colonial powers and defeated them and ultimately gain to freedom.

DSE Paper-IV History of China & Japan (1919-1949)

Students will aware about the emergence of the communist party of China and it's affected to the entire Asian countries. They will learn how the Chinese Republic came out from colonial pressure and bondage. As well as they will gather knowledge about the emergence of Japan as military state of East Asia on the eve of the World War-II this had influenced to the World War-II.

B. Course Outcomes (CO)- CBCS General Course

(SEMESTER-I)

CC Paper-I A -History of India from Earliest Times to 300 AD)

As a history student will learn about the age of Palaeolithic, Mesolithic, Neolithic, Harappan and Bronze Cultures in ancient India. 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 culture in ancient times of India. They will gather conception how to Rise of Magadha Empire after complete the abolition of other sixteen Janapadas and after the downfall of the Magadhan empire how to rise of regional powers in Northern part of ancient India.

(SEMESTER-II)

CC Paper-I B-History of India from 300 to 1206 AD)

They will learn about how to rise of Mauryan Empire & politics led by Asoka and the Fall of the Mauryas. They can acquire knowledge about the Post-Mauryan Polities with special



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reference to the Kushanas and the Satavahanas; Gana-Sanghas, rise of the Guptas, development of the Empire, Art, Architecture and Literature etc. They acquire knowledge towards the changing status of agrarian economy, trade, commerce and urbanization of towns.

(SEMESTER-III)

CC Paper-I (C)-History of India from 1206-1707 AD)

They will learn how the foundation, expansion and consolidation of the Delhi Sultanate had established under five dynastic i.e. Ilbari Turkey's, Khaljis, Tughlaqs, Syed, Lodhi and the nature of the state, nobility and under the Ulemas in medieval India. After the downfall of the Delhi Sultanate how the Mughal dynasty had come to power in India. They can acquire knowledge about the polity, economy, Religion, Art, Architecture and Society upto 1707.

SEC Paper- I-Museums & Archives in India

Students will learn how to maintain documentary, visual and material remains of the past either in house or Institutions. Students will be encouraged to undertake collection, documentation and exhibition of such materials in their localities and colleges. They can understand towards the important and significance of the Museum and Archives to build the history of India. Thus education tour to the National Archives and National Museum is an integral part of the history students.

CC Paper-I OR Indian History & Culture

Students will learn about the environment, culture, tradition, practices of Indian people. They will acquire knowledge towards the urbanization and changing socio-cultural scenarios of India. As well as they can gather knowledge about the cultural heritage, cultural forms and cultural expressions performing arts, fairs and festivals. That does will be fruitful through the field work by the history students.

(SEMRSTER IV)

CC Paper-I D-History of India from 1707 - 1950 AD)

Students of history will learn how to raise regional powers in India after the downfall of the Mughal Empire and in the course of time how to rise of the Company's rule in India. They can understand during two hundred years rule of the British power in this land, how the society, politics, religion and economy had changed and how to rise of the National Movement for freedom. They will acquire knowledge about the freedom struggle and freedom of India and aftermath of Indian status.



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CC Paper-2 D-Social Formations & the Cultural Pattern of the Ancient World

Students of can acquire about the evolution of human Society & how to beginning of agriculture and animal husbandry of Ancient Times. About how to transform the human society from Nomadic to civilized society of ancient World. They acquire the knowledge about the origin, features, nature and class composition of ancient Greek and Polis culture and society.

SEC Paper-II-Understanding Heritage

Students to understand the different facets of heritage and their significance, they also understand about the legal and institutional frameworks for heritage protection in India as the challenges facing it. They can examine towards the implications of the rapidly changing interface between heritage and history. They will gather knowledge about the heritage through project and visit to Museum and Archives.

(SEMESTER-V)

DSE Paper-I-(A)-Some Aspects of Society & Economy of Modern Europe (15th to 18th Centuries).

Students will learn political and economic structure of Feudal society in 15th century and its crisis in 18th century. They will gather knowledge about the nature Feudal Society, regional variation, crisis in Feudalism and transition debate. They will acquire knowledge how to raise renaissance in Europe after downfall of feudal Society in Europe and also be learn how the European Society transformed from Feudalism to Capitalism.

GE Paper-I-Women Studies in India

Students will learn about the basic Concepts & Theories of women studies as well as defining gender, ideology, practice and relationship between gender, caste, class religion & politics. They will acquire knowledge about the emergence of women studies in India from 1980 to till that. They will gather knowledge about the contribution of women towards the society through political, social and religious fields. They will aware about the violence against the women and government preventive laws for their save. Now the government became active to the development of women empowerment by introducing new rules and regulations which also are learn as history student.

GE Paper-I-Or Political History of Modern Europe 17th-18th Century

Students will learn about the nature of Feudal Society and its regional variations, Political dimensions of feudal and Economic crisis. They also be learn how to emergence of absolutist States in European countries and their formation patterns. They will acquire knowledge about



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the political situation of the 15th to 18th century Europe which impetus to form the modern European society. SEC-III-Understanding Popular Culture They will gather knowledge towards the popular culture through audio-visual expressions like, Folk Art, Calendar Art and Photography. They will acquire knowledge about the Theatre, Music, folk songs and Jatras by performance and Participations in real life. They can realized about the impact of the internet and audio-visual media on popular culture of the World.

SEC-III-OR An Introduction to Archaeology

Students will gather knowledge about definition & components of archaeology. They will acquire knowledge from this paper how to write historiography and research methodology in history. They will learn how to identify archaeological sites and explorations of ancient history. Students of this paper will acquire a huge knowledge towards the documentation, codification, classification, analysis of findings through field work.

(SEMESTER-VI)

DSE Paper-I (B)-Some Aspects of European History (1789 - 1945)

They will learn about the French Revolution and its impact of European countries. Unity and power makes people to strength which has showed in the French revolution in 1789. How the Industrialization had occurred and it's affected on socio economic transformation of Europe. They will know about the politics of super power among the European countries. They also learn how Italy and Germany's aggressive foreign policy which influenced to form opposition allied powers of the world. Gradually, the 2nd world war had occurred and the League of Nations was established aftermath of the war which affected to the world politics. Ultimately, the world became divided into two super powers .i.e. USSR and associate countries on the other hand USA and their associate powers.

GE Paper-I-Gender & Education in India

Students will gather knowledge about the history of education in India and the status of women education from earliest times to modern age. They will be aware about the women's education in medieval times as well as regional trends of women's education in pre-colonial India. They will be aware about the role of Christian missionaries in spreading female education, recent debates and indigenous initiatives at women's education in India. They will be aware about the role of Schools and Colleges to spread women education in colonial and post-colonial period through expansion of infrastructural facilities in education, Technical and vocational education for women. At last they will learn that education as a tool of Empowerment today.



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SEC-I (A)-Art Appreciation: An Understanding to Indian Art

Students will gather knowledge about the Indian art, from ancient to contemporary times, in order to understand and appreciate its diversity and its aesthetic richness. The course will equip for history students with the abilities to understand art as a medium of cultural expression. Students will acquire knowledge through direct exposure to Indian art through visuals, and visits to sites and museums.

DEPARTMENT OF BOTANY **SURI VIDYASAGAR COLLEGE**

Programme outcomes:

The under-graduate programme of Botany enhances students' skills in the following aspects:

Understood the basic concepts of plant kingdom and interactions with the fauna and environments and their significance in our everyday life.

Acquired knowledge about different instruments and their uses. This knowledge helps in skill development of students in practical fields.

Developed skills from different practical experiments to analyze scientific data critically and systematically.

Acquired the skills of planning, habit of working in groups, field survey, deliver own view after analyzing various scientific phenomenon and other skills which strengthen their future.

Understood the significance of plantation, found way out for utilization of renewable natural resources in daily life to construct sustainable development.

Besides regular curriculum, department allows some of the extracurricular programmes such as, singing, dancing, making wall magazine etc.

This programme have been inducing our students to secure their jobs as teachers-both in schools and higher education institutes, administrators in government jobs as well as in private companies, personnels in industries, naturalists and in many other positions.



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Every year 6-7 students get admission for PG in different university in West Bengal and outside the state. Last year TCS Company hired one graduate student from this department through compassing.

Programme specific outcome

Students develop a holistic knowledge in the undergraduate course starting from archegoniate group, Taxonomy of Angiosperm, Morphology, Palynology, Palaeobotany, Anatomy, Phytogeography, to advanced fields of plant science such as Cell and Molecular Biology, Inheritance biology, Plant metabolism, Microbiology, Plant physiology etc.

In practical classes students work out the specimens which help them to understand and to identify the specimens.

In practical classes students can use simple and compound microscope, centrifugation, laminar air flow, autoclave, electronic balance, several apparatus regarding biochemistry and plant physiology practical.

Students have a vast knowledge about preparation of thin section of plant materials in slides, different types of staining procedure, squashing and smearing technique, preparation of practical records, field note books, herbarium sheets of plant specimens, projects assignments etc., which can boost them in their professional carrier in future as technical point of skills.

Students have a concrete knowledge regarding computer's software, mean, median, mode, standard deviation, standard error, chi-square test etc. which can build up and strengthen their analytical mind in future.

The local and long field excursions help the students to develop knowledge about the local flora and flora of specific phytogeographic region in their natural habitat.

Students build up awareness and knowledge in environmental related issues such as waste management, biodiversity conservation, pollution monitoring, etc.

Students after passing under graduate course can explore in various field of research viz. Conservation of Ecosystem, Environmental Disaster Management, herbal drugs and medicinal plants, Host pathogen interaction, crop protection and plant disease management, GIS and remote sensing, Intellectual Property Rights, Quarantine etc.



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Students of UG course get the chance to have an exposure in skill enhancement courses such as Agricultural Botany, Biofertilizers, Medicinal Botany and discipline specific elective courses such as Reproductive biology of Angiosperms, Bioinformatics, Natural Resource Management, Plant Evolution and Biodiversity, Industrial and environmental Microbiology, Medicinal and Ethno Botany etc .This will open up new avenues and job opportunities for the Honours and General students

The contents of core course and optional courses in UG curriculum are beneficial for the students to get prepared for Post-Graduation admission, NET/SET/GATE and teaching in Schools other competitive examinations.

Course outcomes:

The subject “Botany” has two distinct prospective –Classical and Applied. Thus the Botany course has been designed in theoretical and practical parts.

The undergraduate Microbiology syllabus has been designed under choice based credit system (CBCS) since 2017-2018.

The B.Sc. Botany Honours syllabus has been divided in six semester programme containing total fourteen (14) Core Course i.e., CC1 to CC14, two Skill Enhancement Courses i.e., SEC 1 & SEC 2 in 3rd and 4th semester and four Discipline Specific Elective Course i.e., DSE 1, DSE 2 in 5th semester and DSE 3, DSE 4 in 6th semester.

The B.Sc. Botany General syllabus has been divided in six semester programme containing total four (4) Core Course i.e., CC1A to CC1D and two (2) two Discipline Specific Elective Course i.e., DSE-1A & DSE-1B. Apart from that four (4) Skill Enhancement Courses i.e., SEC 1 to SEC 4 is incorporated from 3rd to 6th semester.

Paper wise details course outcome B.Sc. Honours in Botany



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Semester- I

Paper Code	Paper Name	Outcome
CC 1	Microbiology and Phycology	<p>Students acquire knowledge about history of Microbiological inventions.</p> <p>Contribution of scientists in various fields of Microbiology.</p> <p>Diversity of Microbial world.</p> <p>Life cycle and economic importance of microbes.</p> <p>Algal evolution, range of thallus structure of algae, economic importance of algae</p> <p>Algal classification</p> <p>Staining techniques and Microscope handling</p>
CC 2	Archegoniatae	<p>Students learn about morphology, anatomy, reproduction, lie cycle and economic importance of Bryophyta.</p> <p>Students learn about morphology, anatomy, reproduction, lie cycle and economic importance of Pteridophyta.</p> <p>Students learn about morphology, anatomy, reproduction, lie cycle and economic importance of Gymnosperms.</p> <p>In practical classes students get knowledge about staining techniques and microscope handling</p> <p>In local field excursions enable the students to identify the different genera of moss, fern and gymnosperms.</p>

Semester- II

Paper Code	Paper Code	Outcome
CC 3	Mycology and Phytopathology	<p>In mycology students acquire knowledge about thallus structure, life cycle, reproduction and economic importance of various classes of fungi. They can be interested about applied area of fungal biotechnology.</p> <p>In Phytopathology, students' study about important plant diseases, host pathogen interaction and plant disease management.</p> <p>The study of Phytopathology is very much essential in the field of crop protection and disease management</p>



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CC 4	Morphology & Anatomy of Angiosperms	<p>Student have a definite knowledge about the details morphological structure of root, stem, leaf, bud, flower, fruit, seed and their dispersal mechanism, inflorescence etc.</p> <p>They get information about various morphological alternation of root, stem, leaf and floral parts for their adaptive purpose.</p> <p>In anatomy students get knowledge about various types of plant tissues and their arrangements in plants body with their functions.</p> <p>In practical they are accustoming with microscope handling.</p>
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Semester- III

Paper Code	Paper Code	Outcome
CC 5	Plant Ecology and Phytogeography	<p>Students get knowledge about various ecological components and their importance such as soil, water, land, light, wind, temperature, fire etc.</p> <p>They have grown concept about ecosystem, population, energy flow, productivity, plant communities, phytogeography.</p> <p>In practical students can habituated with various instruments i.e., Soil thermometer, maximum and minimum thermometer, anemometer, psychrometer/hygrometer, rain gauge and lux meter</p>
CC 6	Plant Systematics	<p>Student get clear concept about basic components of taxonomy with systematics.</p> <p>They know modern terminologies of taxonomy, Taxonomic hierarchy, Botanical nomenclature, Systems of classification, Biometrics, numerical taxonomy and cladistics.</p> <p>students go for a long excursion in a place of higher altitude to observe and identify these groups of plants in their natural habitat</p>
CC 7	Economic Botany	<p>students know about the economic importance of cereals, legumes, sugar, spices, braverages, oil, natural rubber, timber yielding plants, fiber producing plants and their origins.</p> <p>In practical, students have developed the idea of project work.</p>
SEC-1	Agricultural Botany	<p>Students can grow their skills in organic farming technology.</p>



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They may get knowledge about some phenomena of physiology of plants.

They may develop skill about plant breeding, plant biotechnology through tissue culture.

Semester- IV

Paper Code	Paper Code	Outcome
CC 8	Palaeobotany & Palynology	Students come to know fossils and fossilization process, stratigraphy, geologic time scale, microsporogenesis, pollination and ovule types In practical they can recognize various types of fossils and they get knowledge about various types of pollen structure in compound microscopes.
CC 9	Biomolecules and Cell Biology	Students come to know about origin and evolution of cells. They know the details ultra structure of nucleus and various cell organelles and their functions. In practical they get details knowledge about mitosis and meiosis cell division from plant specimens and chromosomal morphology.
CC 10	Molecular Biology	Students get knowledge about DNA replication, transcription, translation, gene regulation and recombinant DNA technology. In Practical classes students carry out a number of experiments on Plant Molecular Biology.
SEC-2	Biofertilizers	Students may develop skill about microbes as biofertilizers, isolation and mass multiplication of microbes, mycorrhizal association. They develop skill about organic farming.

Semester- V

Paper Code	Paper Code	Outcome
CC 11	Plant Physiology	Students may well aware about plant-water relation, mineral nutrition, nutrient uptake, translocation in phloem, plant hormones, flowering physiology and circadian cycle of plants. They get details concept of plant physiology through various physiological experiments.
CC 12	Plant Metabolism	Students come to know about metabolism, carbon assimilation and oxidation, carbohydrate, lipid and nitrogen metabolism.



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DSE-1	Reproductive Biology of Angiosperms	<p>They get knowledge about signal transduction of plants.</p> <p>In practical they get details experimental knowledge about various aspects of photosynthesis, respiration and germination.</p> <p>Student get details theoretical and practical knowledge about anther and pollen biology, pollination, fertilization, ovule, embryo, endosperm, seed, polyembryony, apomixis etc.</p>
DSE-2	Bioinformatics	<p>Students can introduce a new concept of Bioinformatics and its modern uses in research.</p> <p>They get theoretical knowledge about database, biological sequence, sequence alignment, molecular phylogeny.</p> <p>In practical they are accustoming with computer software with internet browsing.</p>
	Natural Resource Management	<p>Students know the essentiality of natural resources and their proper managements for sustainable developments.</p> <p>They know about land, water, biodiversity, forests, energy flow, ecological footprints and different national and international organization of natural resources management and conservation agencies.</p>

Semester- VI

Paper Code	Paper Code	Outcome
CC 13	Genetics & Plant Breeding	<p>Student must aware about mendelian genetics, extra chromosomal inheritance, linkage, crossing over, chromosome mapping, gene and chromosomal mutations, population genetics.</p> <p>They get knowledge about methods of crop improvements via plant breeding.</p> <p>In practical class they can study chi-square test, chromosome structure and behaviour, pedigree analysis, epistatic problems through seed samples.</p>
CC 14	Plant Biotechnology	<p>Students get knowledge about plant tissue culture, recombinant DNA technology, gene cloning, gene transfer method.</p> <p>They should know about the application of plant biotechnology.</p> <p>In practical they can accustoms with tissue culture medium, various technique of plant tissue culture with different equipments.</p>



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DSE-3	Plant Evolution and Biodiversity	Students get knowledge about early forms of plants life, evolutionary trends, phylogeny, evolutionary theories and plant diversity. In practical they must know morphological and anatomical structure of plants with their adaptive features. Know about the habit and habitat of diversified plants genera through field visit.
DSE-4	Industrial and Environmental Microbiology	Students get details skill about industrial microbiology and its application in modern world. They get knowledge about bioreactors and fermentation process, importance of microbial enzymes in industry. They know the different types of microbes in environment and their agricultural importance. In practical, industry visit may enhanced their interest manyfold about practical application of microbes.

DEPARTMENT OF MICROBIOLOGY

SURI VIDYASAGAR COLLEGE

Programme outcomes:

The under-graduate programme of Microbiology enhances students' skills in the following aspects:

Understood the basic concepts and fundamental principles related to various scientific facts and their significance in our everyday life.

Acquired the knowledge about different instruments and their uses. This knowledge helps in skill development of students in practical fields.

The skills of observations from the scientific experiments make them able to analyze the scientific data critically and systematically.

Acquired the skills of planning, habit of working in groups, field survey, deliver own view after analyzing various scientific phenomenon and other skills which strengthen their future.

Developed scientific outlook not only with respect to science subjects but also in all aspects related to life.

Besides regular curriculum, department allows some of the extracurricular programmes such as, singing, dancing, making wall magazine etc.



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Programme specific outcomes:

The whole biosphere depends on the activities of microorganisms and they influence human society in innumerable ways. Students will appreciate the biological diversity of microbial forms. They will become aware of the important role of microorganisms play in buildup and maintenance of a clean and healthy environment.

Students, after studying Microbiology, will acquire precise knowledge on different microbial culture techniques. This knowledge will help them in fields of industry and research work.

Students will gather clear knowledge about sterilization and disinfectant procedures. Students will be able to implement this knowledge in preventing to spread contagious microbial diseases in community.

From this programme, students will learn various industrial processes like “Fermentation” and the gain knowledge on handling of different industrial instruments through visiting programme in industry and institution which is included in our Microbiology programme.

Students become familiar with various environmental issues such as, waste management, roll of microbes in green-house effect, GM crops etc.

Students will able to communicate and analyze the core theories in Microbiology and related sciences (Biochemistry, Immunology, Medical Microbiology, Molecular Biology, Genetic Engineering, Bioinformatics)

From the practical microbiology, students will become familiar with laboratory rules and regulations, various instruments, their standard operating procedures and their maintenance. This practical based knowledge will become very much helpful for students in their professional fields.

Course outcomes:

The subject “Microbiology” has two distinct prospective – Academic and Applied. Thus the Microbiology course has been designed in theoretical and practical parts.



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The undergraduate Microbiology syllabus has been designed under choice based credit system from 2017.

The B.Sc. Microbiology Honours syllabus has been divided in six semester programme containing total fourteen (14) Core Course i.e., CC1 to CC14, two Skill Enhancement Courses i.e., SEC 1 & SEC 2 in 3rd and 4th semester and four Discipline Specific Elective Course i.e., DSE 1, DSE 2 in 5th semester and DSE 3, DSE 4 in 6th semester.

Semester – I:

The semester-I syllabus contains two core courses i.e., CC1: Introduction to Microbiology and Microbial Diversity and CC2: Bacteriology.

From CC1: (Introduction to Microbiology and Microbial Diversity), Students acquire knowledge about history of Microbiological inventions, contribution of scientists in various fields of Microbiology, the diversity of Microbial world.

Develop knowledge on the structure, general characteristics, and reproduction of various microorganisms such as bacteria, algae, fungi, protozoa etc.

From CC2: (Bacteriology), Students learn about different Microbial culture techniques (isolation, identification, cultivation etc.), culture preservation, Staining techniques and Microscope handling.

Semester- II:

In semester –II, there are two Core courses- CC3: Biochemistry and CC4: Virology

In CC3: (Biochemistry), Students develop knowledge on different structure, properties, reactions of different biomolecules such as, Carbohydrates, Proteins, Lipids, Enzymes, Vitamins, Nucleic Acids and also their role in developing cell as well as living organisms.

In CC4: (Virology), Students get clear knowledge on structure, characteristics, reproduction of viruses and also learn the techniques of isolation and enumeration of Bacteriophage.

Learn concepts of cancer and oncogene, antiviral drugs and their mode of action etc.

In applied sense, students study about viral vectors, vaccines, gene therapy and able to understand their future roles.

Educational tour in industry/institute enables the students to gather a clear knowledge on various instruments and their practical implications.



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Semester- III:

In semester –III, the students are offered three Core courses i.e., CC5: Microbial Physiology and Metabolism; CC6: Cell Biology; CC7: Molecular Biology and one Skill Enhancement Course i.e., SEC 1: Microbial analysis of air and water or Microbial diagnosis in health clinics. In CC5: (Microbial Physiology and Metabolism), students learn about different physiological and metabolic processes of microorganisms. This knowledge helps them to know how to cultivate bacteria in their optimum condition.

In CC6: (Cell Biology), students gather knowledge on cell structure, cell division, cell cycle, and abnormality of cell division.

In CC7: (Molecular Biology), students acquire a clear concept on DNA Replication, Transcription, Translation and other molecular mechanisms.

In molecular biology practical, they learn about isolation and estimation of DNA from bacteria, purity checking of DNA, separation of DNA etc.

Semester – IV:

Semester-IV contains three Core course i.e., CC8: Microbial Genetics; CC9: Environmental Microbiology; CC10: Food and Dairy Microbiology and SEC2: Bio-fertilizers and Bio-pesticides or Food fermentation Techniques.

The course CC8: (Microbial Genetics) help to understand genome organization and mutation mechanisms of microorganisms.

Students learn the mechanisms of genetic exchange between organisms, acquire basic idea on transposable elements and also concepts of Phage genetics.

In CC9: (Environmental Microbiology), students are able to know the habitats and associated ecosystem of microorganisms; solid and liquid waste management techniques, methods to detect coliform bacteria present in water.

In CC10: (Food and Dairy Microbiology), students learn the microbial activity in food; fermented food products, concept of food preservation methods, various cause of food spoilage.

Semester – V:



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In semester-V, there are two Core course, i.e., CC11: Industrial Microbiology; CC12: Immunology, and two Discipline Specific Elective, i.e., DSE1: Microbes in Sustainable Agriculture and Development or Bioinformatics, and DSE2: Instrumentation and Biotechniques or Microbial Biotechnology.

In CC11: (Industrial Microbiology), students learn about a fermenter – its structure, types, operational mode, design etc., the fermentation process, production mechanisms of industrial products like citric acid, antibiotics etc and their purification process.

In CC12: (Immunology). Students gain knowledge on immune system and associated immune cells and organs, understand the structure and function of Antigen and Antibody.

Educational tour in industry/institute enables the students to gather a clear knowledge different parts and their function of an industrial fermenter as well as various recovery processes of fermented products. This knowledge enhances skills of students and also helps in their practical implications.

Semester – VI:

Semester –VI comprises two Core course named CC13: Medical Microbiology; CC14: Recombinant DNA Technology and two Discipline Specific Elective, i.e., DSE3: Advances in Microbiology or Term paper and its power point presentation and DSE4: Biosafety and Intellectual Property Rights or Plant Pathology.

From CC13: (Medical Microbiology), students acquire knowledge on normal microflora of human body, techniques of sample collection, transport and storage for disease diagnosis, diseases caused by microbes like bacteria, virus, fungi.

In CC14: (Recombinant DNA Technology), gather concept of genetic engineering based techniques like molecular cloning and associated enzymes, different cloning vectors, techniques of Polymerase chain reaction.

Skill enhancement course and Discipline specific elective course:

Students have to take one Skill enhancement course (SEC1 & SEC2) in 3rd and 4th semester and Discipline specific elective course, i.e., DSE1 and DSE2 in 5th semester and DSE3 and DSE4 in 6th semester.



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From this course, students acquire knowledge on advanced microbiological procedures, researches, modern disease diagnosis techniques, and related instruments.

Students are able to understand about different microorganisms used as bio-fertilizer and bio-pesticide

Able to know fermentation techniques and production of fermented foods.

Students acquire valuable knowledge on microbial activity in sustainable agriculture, different tools and softwares of Bioinformatics.

Learn about different bio-safety laboratories, their rules and regulations.

Learn about various intellectual property rights and duties of a patent owner. This helps them to understand the importance of invention and their documentation.

These courses help students to increase their practical based knowledge; they are able to apply this knowledge in practical fields. Therefore, the Microbiology course will become more attractive and enthusiastic to students.

After completion of undergraduate programme from our Microbiology department, most of the students go for post-graduation.

Many students of our department have been placed in hospitals and industries as microbiologists, many students have got admission in different research institute and universities for PhD programme.

DEPT. OF PHYSIOLOGY **SURI VIDYASAGAR COLLEGE** **SURI, BIRBHUM**

Program Outcome:

Programmes in Physiology enrich the students in various scientific skill both in theory and practice. It develops their aptitude for different stream of physiology such as systems physiology, cell and molecular biology, genetics, biochemistry, biophysics and instrumentation, biostatistics, nutrition, ergonomics, sports physiology, environmental physiology, immunology and microbiology, biotechnology and toxicology including pharmacology.

This programme helps the students to acquire practical knowledge on pathology, hematology, histology, electrophysiology, microbial techniques and human experiments. The programmes have been instigating the students to secure skillfully their jobs as researchers and