



# **GALSI MAHAVIDYALAYA**

(Affiliated to the University of Burdwan)

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## **Programme and Course Outcomes**

### **❖ SANSKRIT**

#### **Outcomes of Sanskrit**

Studying Sanskrit texts will advance knowledge of ancient Indian Philosophy, religion, literature and history.

There is scope to delve into one or more areas of specialization within a wide range of topics in ancient Indian religion, literature and history through Sanskrit texts.

Sanskrit texts have a tendency to critically evaluate existing research through analysis and discussion.

The biggest outcomes of choosing this subject is that this language does not have a lengthy paper unlike other subjects and 80% of the Sanskrit Paper is based on grammar in which students can easily score good marks.

There are a lot of job opportunities for students who complete their M.A or Ph.D. in Sanskrit language and the surprising thing is that these jobs are permanent and are positions of high salary which is indeed a point of profit for students.

Moreover chanting Sanskrit mantras can help calm the mind, reduce stress and anxiety and also create positive energy around ones.

### **❖ POLITICAL SCIENCE**

#### **➤ PROGRAM OUTCOMES**

The Department of Political Science offers an undergraduate course of three years duration, comprising of 6 semesters under BA programme. In the duration of these three years, the University has tried to include all the fundamentals of the discipline to build the foundation, keeping in view that the students come from diverse

disciplinary background. The BA programme aims at making the students understand the fundamental concepts, theories, perspectives, and ideological discourses in Political Science.

The expected learning outcomes of all the Papers taught are as follows:

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

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

- 1) Through the study of important philosophical, theoretical and ideological foundations in the study of political science, students are expected to develop critical thinking and arguments.
- 2) Study of political systems around the world will not only give knowledge but will also train students towards comparative approaches and methods.
- 3) Students will have an understanding on the international political system as it is and as it ought to be.
- 4) Learning the fundamentals of Indian government and politics is important for Indian students and has a job-prospect particularly in civil services and other competitive examinations.
- 5) By studying organizational and administrative behaviour in public administration, students are expected to acquire leadership and management skills.
- 6) Students will have understanding of India's bilateral relationship with other countries as well as the country's role in global political regimes.
- 7) The study of political sociology will develop an inter-disciplinary approach particularly with sociology to seek and analyze the relationship between politics and sociology.
- 8) Establishment of linkages between academics and civil society at large so as to successfully address socio political problems.
- 9) The course curriculum inculcates among students a basic understanding of the rights and duties of citizenship and thereby to act as responsible citizens through the observation of important days such as Independence Day, Republic Day and also spreading awareness in society through street plays based on specific socio political issues.
- 10) To inculcate the values of tolerance, progressiveness and fraternity that contributes towards the making of a healthy and prosperous society.

➤ **PROGRAM SPECIFIC OUTCOMES**

**CC-1: WESTERN POLITICAL THOUGHT**

Western Political Thought is offered to students of the First Semester. The subject has served as an important philosophical and ideological foundation in the study of political science. The ideas of famous political thinkers such as Plato, Aristotle, Machiavelli, Marx, Hobes, Locke, Rousseau, Mill and others are studied with their historical, social and cultural context so as to relate to contemporary political society.

**CC-2: : POLITICAL THEORY**

Political Theory. It introduces the fundamental approaches to the study of political theory from the traditional to modern approaches. It also analyzes important political concepts such as sovereignty, equality, liberty, justice, rights, democracy and others are studied so that students could reconcile political theory and practice through reflections on the ideas of political thinkers. The course will thus enable students to discuss major theories and concepts in political science and develop critical thinking in the working of political systems.

**CC-3: INDIAN POLITICAL THOUGHT .**

Indian Political Thought is introduced to the students in their second semester. It deals with the writings and thoughts articulated by Indian thinkers from the ancient till the modern period. The course will also enable the student to understand the emergence and articulation of socio-political issues such as statecraft, nationalism, socialism, satyagraha, swadeshi etc. from an Indian perspective through the works of Kautilya, Raja Rammohan Roy, Swami Vivekananda, Gandhi, Ambedkar, Bankim Chandra, Tagore and others.

#### **CC-4: : INDIAN GOVERNMENT AND POLITICS**

Indian Government & Politics is offered to the students of second semester. The subject forms the backbone to the study of political science for Indian students as it deals with the basics of Indian political system. Covering a wide range of topics such as the Constitution of India, the powers and functions of the three organs of the government- the executive, the legislative and the judiciary, the decentralization of powers as well as the challenges to Indian polity such as communalism, casteism and regionalism.

#### **CC-5: COMPARATIVE POLITICS**

Comparative politics is introduced for the Third Semester. Students will study distinct political systems of countries such as USA, UK, France, Nigeria, Mexico and China having different characteristics in terms of party system, constitutions, form of government, powers and functions of different organs of the government. This is a foundational course in the study of comparative government. It will not only give knowledge about other political systems around the world but will also train students towards comparative approaches and methods.

#### **CC-6: PUBLIC ADMINISTRATION**

Public Administration provides an introduction to the discipline of Public Administration. The emphasis is on the administrative theory, including organization and administrative behaviour. The course also specifically explores issues in Indian administration including legislative, executive and financial administration. The course is expected to deliver leadership and management skills.

#### **CC-7: LOCAL GOVERNMENT IN INDIA**

About rural and urban local self-government and administration in India and understanding the governance and policies in the rural and urban context and to apply the knowledge to grass root level situations

#### **CC-8: INTERNATIONAL RELATIONS**

International Relations introduces the key concepts and theoretical bases to the study of international relations and provides a comprehensive overview of the evolution of the international system. Dealing with issues of power and international security, the course will enable students to understand the international political system as it is and as it ought to be.

#### **CC-9: SOCIOLOGY AND POLITICS**

After completion of the course on Political Sociology, the students will acquire a familiarity with major features of contemporary societies that are relevant to politics, especially for developed democracies, have a knowledge of basic definitions of such concepts as politics, power, governance, democracy etc. and evaluate and utilize possible answers provided by the different theories in order to understand political phenomena and current social problems.

#### **CC-10: INTERNATIONAL ORGANISATIONS**

The United Nations seeks to deliver understanding of the United Nations which today assumes a central position in world politics. It will impart the role played by the international organization and its specialized agencies not only in the maintenance of peace and security but also towards social and economic development.

## **CC-11: SOCIAL MOVEMENTS IN INDIA**

By this course the students get a complete knowledge about the development process and social movements in Contemporary India.

## **CC-12: ELEMENTARY RESEARCH METHODS IN POLITICAL SCIENCE**

Research methods enhances the ability to analyse and predict socio political phenomena based on the study of existing socio economic determinants. This goal is achieved by training students in the different methods and tools of investigation such as empirical research methods, survey research and data analysis of subject responses. This paper trains the students to undertake research by familiarizing them with the basic and advance tools and techniques of field studies. So after competing it the students will be able to design research projects and programmes in diverse areas of political science.

## **CC-13: INDIAN FOREIGN POLICY**

Indian Foreign Policy introduces the determining principles of India's foreign policy to students of sixth semester. It highlights the central realities, issues and developments pertaining to India's foreign policy at the bilateral, regional and global levels. The course imparts an understanding of India's important bilateral relationship and the country's role in global political regimes. It deals with the dynamics of India's foreign policy with South Asian countries such as Bangladesh, Pakistan, Sri Lanka, Nepal etc. as well as regional organizations such as SAARC.

## **CC-14: CONTEMPORARY ISSUES IN INDIA**

By this course the students get a complete knowledge about the nature and development of the State in India and the wide range of issues in focus by both State and citizens and to meaningfully participate in political debates and the ability to critically analyze the major issues in Indian politics and also to understand and form objective opinions about the issues in Indian politics.

## **DSE-1 : SELECT COMPARATIVE POLITICAL THOUGHT**

Students will become aware of the major trends within Indian & Western political thought and will gain knowledge about the actual political philosophy in India in comparison with the western thought, the Indian intellectual response to political concepts, ideas ,debates of the west.

## **DSE - 2 :Democracy and Decentralized Governance**

It gives knowledge about various other aspects like New International /Economic Order and Studies about Global Organizations like WTO, World Bank and IMF.

## **DSE - 3 : Public Policy : Concept And Implications In India**

It helps the students to know the details of Indian Administration and public policy and to gain any important position in future in Administrative service and public policy making and analysis and understanding how to critically assess public policies and also to apply the knowledge to design public policies.

## **DSE-4 : Understanding Globalization**

The students will understand the concept of globalisation as well as various theories associated with it. Students shall also be able to understand the evolution of the concept of globalisation and the practical implications in the modern world. The student will understand the political and economic basis of the global system. The students will have an idea about the forces that tend to drive the world apart.

## **SEC-1: :LEGISLATIVE SUPPORT**

It is very important informative course which helps a student to get a particular idea about the legislative practices and procedures.

## **SEC-2: Democratic Awareness Through Legal Literacy**

Students shall have an idea regarding the evolution of the legal system of India from colonial to present times. Students will also acquire understanding about common legal terms and practices and some important relevant acts

## **❖ BENGALI**

### **Course Outcome of the Curriculum: CO**

		<b>Course Outcome</b>
1	<b>CC-1</b>	<b>Semester 1: Course title: 'Bangla Sahityer Itihas : Prachin O Madhyajug'</b>
	<b>CO1</b>	Get to know how rich The Bengali Language and it's importance.
	<b>CO2</b>	Get idea about the difference between Indian classical tradition and Bengali Middle Age classical tradition.
	<b>CO3</b>	Get to learn the relevance of Bengali classical texts in the contemporary time.
2	<b>CC-II</b>	<b>Semester 1: Course title: ' Chanda , Alankar'</b>
	<b>CO1</b>	Acquire comprehensive idea about Chanda.
	<b>CO2</b>	Get to know the Making and beauty of Bengali Language.
3	<b>CC-III</b>	<b>Semester 2: Course title: Padapoli Sahitya : 'Vaishnav Padaboli', 'Shakta Padaboli'.</b>
	<b>CO 1</b>	Understand the relevance of Bengali literature of middle age.
	<b>CO 2</b>	Trace the development of Bengali literature from pre-independence to post-independence era
	<b>CO 3</b>	Get to learn pre and post Bengali culture and tradition, get to know about 'Kirtan'.
4	<b>CC-IV</b>	<b>Semester 2: Course title: ' Ramayan', 'Annadamangal'.</b>
	<b>CO1</b>	Get to know the basic things about Mahakabya.

	<b>CO2</b>	Acquire comprehensive idea about various forms of Mangalkabya.
	<b>CO3</b>	Learn the things about 'Prakkhipta' Apart of Mahakabya like 'Ramayana'.
5	<b>CC-V</b>	<b>Semester 3: Course title: 'Bangla Sahityer Itihas' (1801-1950)</b>
	<b>CO1</b>	Get to know the distinct traits of history of 19 <sup>th</sup> century Bengali literature.
	<b>CO3</b>	Get a comprehensive idea of Bengali literature and its development.
6	<b>CC-VI</b>	<b>Semester 3: Course title: ' Bhasattwa'</b>
	<b>CO1</b>	Get to learn the growing importance of Bhasatattwa.
	<b>CO2</b>	Get a basic idea about the constructive ideas about Bhasatattwa,
7	<b>CC-VII</b>	<b>Semester 3: Course title: ' Unish Shataker Kabya'</b>
	<b>CO 1</b>	Get to know social tradition of 19 <sup>th</sup> century.
	<b>CO2</b>	Get a comprehensive idea about the impact of political and religious movements on literature.
	<b>CO 3</b>	Get to know about the trends of modern Bengali literature.
8	<b>CC-VIII</b>	<b>Semester 4: Course title: 'Kabita'</b>
	<b>CO 1</b>	Acquire knowledge about modern poem and its impact on literature.
	<b>CO2</b>	Understand the form, structure and theme of Rabindra kabita and modern kabita.
9	<b>CC-IX</b>	<b>Semester 4: Course title: 'Upanyas'</b>
	<b>CO1</b>	Understand the basic tenets and key figures of the romantic movement, swadeshi movement and literary movement.
	<b>CO2</b>	Get an idea about the importance of nature and imagination in Prose.
	<b>CC-X</b>	<b>Semester 4: Course title: 'Natak'.</b>
	<b>CO9</b>	Get to know the basic things about drama and its' dramatization.

	<b>CO10</b>	Get an idea of the structure and theme of Bengali Drama.
11	<b>CC-XI</b>	<b>Semester 5: Course title: 'Galpo'</b>
	<b>CO 1</b>	Critically assess the importance and evolution of Story writing.
	<b>CO 2</b>	Introspect the issues of society across various cultural domains.
	<b>CO3</b>	Reproduce a comprehensive idea of danga , deshvag , feminism modern Bengali language and literature.
12	<b>CC-XII</b>	<b>Semester 5: Course title: ' Prabandha O Prachya Kabyattwa'.</b>
	<b>CO1</b>	Introduce and examine the major principles of writing prose in Bengali and get to know about Prachya Kabyatattwa.

	<b>CO2</b>	Get to know about modern Prose in Bengali language.
	<b>CO3</b>	Get to learn about Prachya Kabyatattwa.
13	<b>DSE 1</b>	<b>Semester 5: Course title: ‘ Unish Shataker Bangla Kabya O Prabandha’</b>
	<b>CO 1</b>	Analyze the concept of 19 <sup>th</sup> century in Bengal.
	<b>CO 2</b>	Get to know about the basic structure of 19 <sup>th</sup> century.
	<b>CO3</b>	Understanding various socio-cultural and socio- political comprehensive ideas of 19 <sup>th</sup> century.
14	<b>DSE 2</b>	<b>Semester 5: Course title: ‘ Unish Shataker Bagla Natak O Kathasahitya’</b>
	<b>CO1</b>	Get to know about the renaissance in Bengal.
	<b>CO 2</b>	Learn to understand the relevance of Drama.
	<b>CO 3</b>	Get to know about various theories about Bengali language and literature.
	<b>CC 4</b>	Critically understand Memory as tool of Partition Literature: Forms of Memory and Pain – untold stories of the ‘subalterns’.
15	<b>CC XIII</b>	<b>Semester 6: Course title: ‘Sanskrit O Ingreji Sahityer Itihas’</b>
	<b>CO1</b>	Critically assess the social changes in middle age Europe .
	<b>CO 2</b>	Understand the principal features of realism, naturalism and existentialism.
	<b>CO 3</b>	Appreciate the role of Sanskrit language in Bengali literature.
16	<b>CC XIV</b>	<b>Semester 6: Course title: ‘ Sahityer Rup- Riti O Sangrup’</b>
	<b>CO I</b>	Get to know about structural parts of literature.
	<b>CO 2</b>	Learn to know about literary parts of language.



	<b>CO 3</b>	Form a foundational knowledge about literary theory in general
17	<b>DSE 3</b>	<b>Semester 6: Course title: ‘ Bish Shataker Swadhinata – Purbabarti Bangla Kathasahitya’</b>
	<b>CO1</b>	Get to know the relevance of swadhinata and its’ impact on 20 <sup>th</sup> century Bengal.
	<b>CO 2</b>	Learn to know about Bangkla upanyas of modern age.
	<b>CO 3</b>	Learn to understand the role of society of 20 <sup>th</sup> century.
18	<b>DSE 4</b>	<b>Semester 6: Course title: ‘Sahitya Bishayak Prabandha O Lokasahitya’</b>
	<b>CO 1</b>	Get to know about the constructive ideas of prabandha writing.
	<b>CO 2</b>	Get to learn about thje forms of Lokasahitya of Bengal.
	<b>CO 3</b>	Get to learn a lot about the fieldwork based Lokasahitya.
19	<b>SEC1</b>	<b>Semester 2: Course title: ‘Bangla Byakaran’</b>
	<b>CO 1</b>	Learn to use Bengali Grammar in real life.
	<b>CO 2</b>	Develop the skill of speaking language.
	<b>CO 3</b>	To develop the knowledge of the construction of sentence.
20	<b>SEC2</b>	<b>Semester 4: Course title: ‘Rachanashaktir Naipunya’</b>
	<b>CO 1</b>	Know to write letter, application in right way.
		Develop the knowledge of expression.

**Program Outcome of the Curriculum: (PO)**

		<b>Program Outcome</b>
1	<b>PO1</b>	Develop an insight through the acknowledgement into the scope and purpose of literature within the broader perspective of Humanities
2	<b>PO2</b>	Develop an understanding of the basic knowledge of Bengali Language.
3	<b>PO3</b>	Critically understand many terms of Bengali Language.
4	<b>PO4</b>	Apply many concepts of theories like De- Construction, Re-Construction, Feminism, Eco- Criticism.
5	<b>PO5</b>	Develop critical writing skills suited for a profession in print and electronic media, content writing and translation, working in advertisement agencies.
6	<b>PO6</b>	Communicate effectively in real life after learning various language patterns, sentence structures and dialogue forms, Developing the Human values.

Course Outcome of the Curriculum: CO

		Course Outcome
1	<b>CC-1</b>	<b>Semester 1: Course title: Indian Classical Literature</b>
	<b>CO1</b>	Acquire comprehensive idea about Indian classical culture and Indian aesthetic tradition,
	<b>CO2</b>	Get idea about the difference between Indian classical tradition and Western classical tradition.
	<b>CO3</b>	Get to learn the relevance of Indian classical texts in the contemporary time.
2	<b>CC-II</b>	<b>Semester 1: Course title: European Classical Literature</b>
	<b>CO1</b>	Acquire comprehensive idea about European classical culture and tradition, and also various Western literary forms such as – epic, tragedy, comedy
	<b>CO2</b>	Get to know the synthesis between Western texts and its impact on the Indian literary canon
3	<b>CC-III</b>	<b>Semester 2: Course title: Indian Writing in English</b>
	<b>CO 1</b>	Understand the relevance of Indian literature and its nuances.
	<b>CO 2</b>	Trace the development of Indian English literature from pre-independence to post-independence era
	<b>CO 3</b>	Get to learn pre and post Indian culture and tradition.
4	<b>CC-IV</b>	<b>Semester 2: Course title: British Poetry, Drama (16-17<sup>th</sup>Centuries) &amp; Rhetoric and Prosody</b>
	<b>CO1</b>	Get to know the basic tenets of the Renaissance and Metaphysical poetry.
	<b>CO2</b>	Acquire comprehensive idea about various forms of Drama and poetry.
	<b>CO3</b>	Learn the salient features of major Rhetorical figures of speech and also the major elements of prosody in poetry.
5	<b>CC-V</b>	<b>Semester 3: Course title: American Literature</b>

	<b>CO1</b>	Get to know the distinct traits of American Literature and Socio-political condition of America.
	<b>CO3</b>	Get a comprehensive idea of American literature and its development.
6	<b>CC-VI</b>	<b>Semester 3: Course title: Popular Literature</b>
	<b>CO1</b>	Get to learn the growing importance of popular literature and its dominant forms
	<b>CO2</b>	Get a basic idea about popular literature and popular culture. the dialectics between the canonical and the popular
7	<b>CC-VII</b>	<b>Semester 3: Course title: British Poetry and Drama (17<sup>th</sup> -18<sup>th</sup> Centuries)</b>
	<b>CO 1</b>	Get to know socio-political tradition of 17 <sup>th</sup> and 18 <sup>th</sup> century
	<b>CO2</b>	Get a comprehensive idea about the impact of political and religious movements on literature
	<b>CO 3</b>	Be acquainted with major literary works of contemporary British poets and dramatists of repute.
8	<b>CC-VIII</b>	<b>Semester 4: Course title: British Literature (18<sup>th</sup> Century)</b>
	<b>CO 1</b>	Acquire knowledge about Classicism and its impact on literature.
	<b>CO2</b>	Understand the form, structure and theme of Pre-romantic poetry and 18th century novel.
9	<b>CC-IX</b>	<b>Semester 4: Course title: British Romantic Literature</b>
	<b>CO1</b>	Understand the basic tenets and key figures of the Romantic movement,
	<b>CO2</b>	Get an idea about the importance of nature and imagination in Romantic Literature
	<b>CC-X</b>	<b>Semester 4: Course title: British Literature (19<sup>th</sup> Century)</b>
	<b>CO9</b>	Get to know the dominant traits of Victorian social and literary tradition
	<b>CO10</b>	Get an idea of the structure and theme of Victorian novel and poetry.
11	<b>CC-XI</b>	<b>Semester 5: Course title: Women' Writing</b>
	<b>CO 1</b>	Critically assess the importance and evolution of women's writing as a distinct areas

	<b>CO 2</b>	Introspect the issues of ‘Sex’ and ‘Gender’, Sexual Politics, Race, caste and Women’s Geo-Political Identity in women’s writing across various cultural domains
	<b>CO3</b>	Reproduce a comprehensive idea of women’s writing especially Euro-American and Indian.
12	<b>CC-XII</b>	<b>Semester 5: Course title: British Literature (Early 20<sup>th</sup> Century)</b>
	<b>CO1</b>	Introduce and examine the major principles of Modernism and Postmodernism, understanding the change and shift of ideas and perceptions during the two World Wars
	<b>CO2</b>	Critically interpret some of the major English writings of the early 20 <sup>th</sup> century across different genres (i.e. poetry, drama, novel)
	<b>CO3</b>	Estimate the importance of psychoanalysis, stream of consciousness, and use of myths and classical allusions to reveal the hosts of hollowness and hope in modern times.
13	<b>DSE 1</b>	<b>Semester 5: Course title: Modern Indian writing in English Translation</b>
	<b>CO 1</b>	Analyze the significance of translation of literary works in Indian multi-cultural scenario: Translation as Discovery/Translation as Recovery
	<b>CO 2</b>	Collate themselves with the form, the style and thematic concern of 20 <sup>th</sup> Century Indian Literature, and interpret the emergence of modernity in Indian Literature
	<b>CO3</b>	Understanding various socio-cultural and socio-political tensions in the field of race, regionalism, nationalism, gender and communal discrimination etc. in the light of modernity and so-called Renaissance in Bengal thereafter in India.
14	<b>DSE 2</b>	<b>Semester 5: Course title: Partition Literature</b>
	<b>CO1</b>	Discern the Partition of India as a major socio-historical tragedy of (hu)mankind and its literary representation,
	<b>CO 2</b>	Elaborate the trans-historic panorama of self, people and society going through communalism and violence: making room for the reliability on Literary History
	<b>CO 3</b>	Raise the issues of colonialism, nationalism, homelessness, exile and women in the representative writings of Partition literature.
	<b>CC 4</b>	Critically understand Memory as tool of Partition Literature: Forms of Memory and Pain – untold stories of the ‘subalterns’
15	<b>CC XIII</b>	<b>Semester 6: Course title: Modern European Drama</b>
	<b>CO1</b>	Acquainted with many literary movements such as absurd, social drama, angry young man that emerge in 20 <sup>th</sup> Century Europe and their impact on drama.
	<b>CO 2</b>	Understand social changes that occur in modern Europe.
	<b>CO 3</b>	Get to know the role of realism, naturalism and existentialism in shaping Modern European Drama.

16	<b>CC XIV</b>	<b>Semester 6: Course title: Postcolonial Literatures</b>
	<b>CO I</b>	Understand the basic traits of Postcolonialism
	<b>CO 2</b>	Learn the impact of colonialism on the mind of colonized people
17	<b>DSE 3</b>	<b>Semester 6: Course title: Literary Theory</b>
	<b>CO1</b>	Get a basic idea about literary theory
	<b>CO 2</b>	Get to know how to analyze the literary texts by applying various literary theories
18	<b>DSE 4</b>	<b>Semester 6: Course title: Literary Criticism and History of the English Language</b>
	<b>CO 1</b>	Get a basic idea about the development of literary criticism from Plato to I.A. Richards.
	<b>CO 3</b>	Understand the the history and evolution of the EnglishLanguage.
19	<b>AECC2</b>	<b>Semester 2: Course title: Communicative English</b>
	<b>CO 1</b>	Get to know the four skills of human language
	<b>CO 2</b>	Be competent with communicative skills in personal, social as well as professional level.

**Program Outcome of the Curriculum: (PO)**

		<b>Program Outcome</b>
1	<b>PO1</b>	Develop an idea about the synthesis of literature and society
2	<b>PO2</b>	Understand the scope and purpose of literature and its interdisciplinary nature
3	<b>PO3</b>	Develop an understanding of the basic forms of literature, figure of speech, literary theory, literary criticism, prosody and philology of language.

4	<b>PO4</b>	Develop an insight into the application of literary theories in literary texts
5	<b>PO5</b>	Develop critical writing skills that are very helpful in the personal as well as professional life.
6	<b>PO6</b>	Develop students' communicative skills and professional skills that are very effective in their real life

## ❖ HISTORY

### ➤ Course Outcomes(Honours)

#### **CC-1 History of India I (From Earliest Times to 600 AD)**

##### **History of India: I (From Earliest times to 600AD) Pre-history to 6th Century AD**

- To gather knowledge about the period from Prehistory to 6th Century AD.
- Students will understand the period from Pre-history to 6 th Century AD.

#### **CC-2 Social Formations the Cultural Pattern of the Ancient World**

**Social Formations & the Cultural Pattern of the Ancient World to development knowledge entire the world as well as Indian ancient culture also.**

#### **CC-3 History of India II (600 - 1206 AD)**

##### **History of India: Post-Gupta to 1200 AD**

**To gather knowledge about the history from the Post-Gupta Period to 1200 AD. Students will understand the history from the Post-Gupta**

**Period to 1200 AD.**

#### **CC-4 Social Formation and Cultural Pattern of the Medieval World**

**To development the idea to the Medieval world history evolution.**

#### **CC-5 History of India III (1206 - 1525 AD)**

##### **History of India: 1200 AD to 1526 AD (Socio- Cultural, Economic history) To**

**understand the Socio-Cultural, Economic History of the period from 1200 AD to 1526**

**AD. Students will understand the Socio-Cultural, Economic History of the period from 1200 AD to 1526 AD.**

#### **CC-6 Rise of Modern West – I (15th& 16th Centuries)**

**To knowledge development the transformation & evolution world history. Rise of the Modern West: Mid 15 th -16 th Century To understand the historical significance of the Rise of the Modern West since the Mid 15 th to 16 th Century. Students will understand the historical significance of the Rise of the Modern West since the 15 th to 16 th Century.**

**CC-7History of India IV (1526 - 1757 AD)**

**History of India: 1526 AD to 1757 AD (Socio- Economic and Cultural history) To understand the Socio-Cultural, Economic History of the period from 1526 AD to 1757 AD. Students will understand the Socio-Cultural, Economic History of the period from 1526 AD to 1757 AD.**

**CC-8Rise of Modern West – II (17th & 18th Centuries)**

**To understand the 17 th and 18 th century's history of western history. Rise of the Modern West: 17th Century- 18th Century To comprehend the historical significance of the Rise of the Modern West since the 17th to 18th Century. Students will understand the historical significance of the Rise of the Modern West from the 17th to 18th Century.**

**CC-9 History of India - V (1758 - 1857)**

**History of India: 1758 AD to 1857 AD To understand the history of the period from 1757 AD to 1857 AD. Students will understand the history of the period from 1758 AD to 1857 AD.**

**CC-10 History of India VI (1858 - 1964)**

**History of India: 1858 AD to 1964 AD To comprehend the history of the period from 1858 AD to 1964 AD. Students will understand the history of the period from 1858 AD to 1964 AD. Post independence idealism politics and non alignment policy.**

**CC-11History of Modern Europe I (1789 - 1870)**

**History of Europe: 1789 AD to 1870 AD To understand European History from 1789 AD to 1870 AD. Students will understand European History from 1789 AD to 1870 AD.**

**CC-12 Studying History Writing: Indian & Western**

**To understand about to writing history and as well as to identify the source of history, Western and Indian historiography.**

**CC-13History of Modern Europe II(1871-1945)**

**History of Europe: 1871 AD to 1945 AD To comprehend European History from 1871**



**AD to 1945 AD. Students will understand European History from 1871 AD to 1945 AD.**

**CC-14 Making of the Contemporary World (1946 – 2000)**

**To understand the meaning and origin of the Cold War.**

**To examine how the Cold War politics manifested in different aspects.**

**Core and Discipline Specific Elective (DSE)**

**DSE Paper - I Life & Culture in Pre-Colonial Bengal OR History of the United States of America (1776-1864)**

**To understand pre colonial culture and its heritage and important. Option paper History of United America.**

**DSE Paper - II Life & Culture in Colonial Bengal OR History of the United States of America (1865 - 1945)**

**To understand colonial life and culture of Bengal. Option paper United America's history till 2 nd world war.**

**DSE Paper - III History of Modern East Asia (1840- 1919 OR History of the USSR (1917 – 1945)**

**To understand history of modern Asia. Option paper USSR history from Russian revolution to 2 nd world war.**

**DSE Paper - IV History of China & Japan(1919- 1949) OR History of the USSR ( 1945- 1964)**

**To understand modern China and Japan history. Option paper after 2 nd world to 1964.**

**Skill Enhancement Courses (SEC)**

**SEC Paper - I Archives & Museums in India Or Understanding Heritage**

**To know the important of Museums and Archives to study the History.**

**SEC Paper - II Understanding Popular Culture Or Art Appreciation: An introduction to Indian Art**

**To understand popular cultural and option paper to introduce Indian Art.**

➤ **Programme of History**

**CC Paper – I A History of India From Earliest Times to 300 AD)**

**CC Paper – IB History of India From 300 to 1206 AD)**

**CC Paper– I C History of India From 1206-1707 AD)**

**CC Paper – I D History of India From 1707 - 1950 AD)**

**SEC Paper - I Museums & Archives in India**

**OR**

**Indian History & Culture**

**SEC Paper - II Understanding Heritage**

**OR**

**Ethnographic Practices in India: Tradition of**

**Embroidery, Textile making, Knitting, Handicrafts**

**SEC Paper - II Understanding Popular Culture**

**OR**

**An Introduction to Archaeology**

**DSE**

**Paper – I**

**A History**

**Some Aspects of Society Economy**

**DSE Paper – I**

**B History**

**Some Aspects of European History (1789 - 1945)**

**GE Paper - I Women's Studies in India OR Some Perspectives on Women's Rights in India**

**GE Paper - II Gender & Education in India OR History of Indian Journalism**

## **GEOGRAPHY**

### **PROGRAMM SPECIFIC OUTCOMES**

➤ **General outcomes:**

- Students will develop their geographical knowledge in their daily life.
- Students will correlate geography with other disciplines.
- The students will be able to read, interpret and prepare various thematic maps.
- They will get the opportunities in teaching profession in general and serve in various departments like forest, agriculture, cartography, soil, irrigation, planning in particular.

➤ **Course specific outcomes:**

➤ **Semester-1**

➤ **CC-1 : Geotectonic and Geomorphology (theory)**

➤ **Unit -1**

- At the end of the course of the course the students will be \_\_\_\_\_
- Understand the tectonic processes.
- Understand the fluvial cycle of erosion.
- Develop knowledge on hydrological cycle, ground water, river system, glacial processes.

➤ **Unit – 2**

➤ **Scale and cartography (practical)**

- Students will be able to convert scale unit.
- Students will able to draw bar graph , age-sex pyramid.
- They will identify the climatic zone suitable for habitation.

➤ **Semester -2<sup>nd</sup>**

➤ **Cc-2: climatology, soil and biogeography**

➤ **Unit -1**

- The students will be \_\_\_\_\_
- Understand the different types of rainfall, soil and precipitation processes.
- Understand the concept of environment, ecotone, ecology, ecosystem.
- Develop knowledge about soil types, climatic region, biomes.
- Identify different types of soil, different forms of precipitation.
- Better understanding about different cyclones and their causes and consequences.

➤ **Unit -2**

➤ **Surveying and leveling (practical)**

- Students will be able to handle dumpy level, prismatic compass, plane table instrument.
- Students will be able to draw longitudinal profile of a place.
- Students will acquire knowledge on dumpy level field survey.

➤ **Semester -3<sup>rd</sup>**

➤ **Cc-3**

➤ **Unit – 1 Human geography (theory)**

- The students will be \_\_\_\_\_
- Understand nature, major subfields and contemporary relevance of human geography.
- Acquiring knowledge about the life style of the Eskimos.
- Explain causes of population growth.
- Acquire knowledge about race, religious and different types of language.
- Getting familiar with different types of migration.
- Acquire knowledge about census process.
- Students will be able to explain the causes of migration, uneven spatial distribution of population.

➤ **Unit-2 (map projection and map interpretation)**

- The students will be able to draw different types of projection.
- Understand different projection utility.
- The students will able to draw map on projection.
- The students will be able to interpret the topographical map.
- They will be able to correlate with different physical features like relief and drainage, settlement, transport.

➤ **Semester -4<sup>th</sup>**

➤ **Environmental geography (theory)**

➤ **Unit -1**

- At the end of the course the students will be \_\_\_\_\_
- To understand the meaning and concept of environment, MAB, ecosystem.
- Acquiring ground I knowledge about their surrounding environment.
- They will be learn how to protect and conserve the natural environment.

- They will be aware about pollution and develop their knowledge to mitigate the pollution.
- They will be familiar about various environmental programmed and policies which is undertaken by local, state, national and global level.
- The students will be aware about the wetlands and Ramsar site in India, West Bengal and global level.
- **Unit -2 (practical)**
- After the completion of the course students will have knowledge on perception survey.
- They will be able to test soil ph and organic carbon.
- The students can prepare wet lands maps.
- The students will be able to study the topographical map.
- **Semester – 5<sup>th</sup>**
- **DSE -1A/2A ( Economic Geography)**
- **Unit – 1 (theory)**
- This lesson helps the students to understand the meaning of economic geography, its scope and contents.
- They will acquire knowledge about land use theories.
- Through this lesson the students can be familiar with different economic activities.
- They acquire knowledge about different types of agriculture .
- They will be able to understand about different types of resources.
- **Unit -2 (practical) field works**
- The students will gain knowledge about new geographical region.
- They will be able to prepare questionnaire for data collection.
- They can prepare different maps and diagrams.
- They will be learn how to write a field report.
- **SEC-3 (COLLECTION MAPPING AND INTERPRETATION OF CLIMATIC DATA)**
- The students will acquire knowledge about different sources of climatic data.
- They will be able to study the weather map .
- They will be able to forecast weather through weather map study.
- **Semester -6 th**
- **Unit -1 (disaster management)**
- At the end of this course the students shall have knowledge and understand the concept of hazards and disasters.
- They acquire knowledge about different types of hazards and disasters.
- They will be aware about hazard preparedness , trauma, aftermath.
- **Unit -2 (field survey)**
- Through this field study the students will be able to find out actual causes and consequences of a particular hazards of a particular field area, and provided probable solution of that place.
- **SEC (rocks and minerals and their megascopic identification)**
- At the end of the course the students will be able to identify different rocks and minerals.
- The students are able to differentiate rocks and minerals .
- The students will be able to understand the uses and importance of rocks and minerals.

**Course outcomes of Philosophy**  
**Galsi Mahavidyalaya**

**Honours**

### **Objectives:**

- To impart the learners basic knowledge of the origin and development of Indian Philosophy.
- To familiarize the students with the early orthodox and unorthodox schools of philosophy.
- **Methodology of traditional schools of Indian Philosophy.**

### **CC-2 Outlines of Western Philosophy I Objectives:**

- To impart the learners basic knowledge of the origin and development of Western Philosophy.
- To familiarize the students with the early Greek philosophers who were the initiators of Philosophical thoughts in the West.
- To bring into focus the philosophical ideas of two great Greek philosophers, Plato and Aristotle.
- To give exposure to the fundamental aspects of Mediaeval Philosophy with reference to a Renowned philosopher of that period.
- To acquaint the students with the salient features of Rationalism, an important school of Modern Western Philosophy, focusing on the philosophical theories of the main proponents of this school.

### **CC-3 (Outlines of Indian Philosophy II)**

- **In this course students learn about the Samkhya realistic view of world.**
- **In Yoga school of philosophy students learn about the mental and spiritual state.**
- **In Vedanta course students gain knowledge about the concept Brahma and ultimate reality.**

### **CC-4 Outlines of Western Philosophy II**

#### **Objectives:**

- To orient the students with the fundamental characteristics of Empiricism, another important School of Modern Western Philosophy, by elaborating the views of chief advocates of this School.
- To familiarize the learners with the critical Philosophy of Kant who attempted to reconcile the two conflicting theories, Empiricism and Rationalism.

### **CC-5 Indian Ethics**

- **Students learn about the Indian concept of Ethics.**
- **Students learn about the niskamakarma.**
- **Students study the Buddhist ethics in this paper which give them the concept**

**of life.**

- **By studying the Jaina Philosophy students can relate the day to day life.**

### **CC-6 Ethics (Western) Objectives:**

- To introduce the nature and scope of Ethics as a discipline of Normative Study.
- To distinguish between moral and non-moral actions.
- To determine the object of moral judgment, after resolving the quarrel between Motive and Intention—which one to be taken as its object.
- To trace out the standard of morality, whether Hedonism or Utilitarianism or Deontology (wherein comes Kant's theory of Categorical Imperative).
- To illustrate the Theories of Punishment as found in Western Ethics.

### **CC-7 Indian Logic (Tarkasamgraha)**

Objectives:

- Students learn about how to study the original Sanskrit text.
- Learning of Indian logic.
- Students will get a clear picture Nyaya-Vaisesika philosophy.
- Students can understand in details about the four 'Pramana's in Nyaya philosophy

### **CC-8 Western Logic I**

- In this course students learn the western logic which makes students to built up the logical mind.
- In this course students learn the symbolic form of logical language.
- Study of logic makes students

intellectual and rational.

## **CC-9 Psychology**

### **Objectives:**

- To equip the students with the basic idea of the nature and scope of Psychology and methods Employed by it as well.
- To provide the learners knowledge of fundamental concepts in Psychology.
- To help the students get ideas of basic psychological processes and theories relating to them.

### **CC-10 Philosophy of Religion Objectives:**

- To introduce philosophical discussion about religion.
- To make the students familiar with the basic tenets of some major religions in India.
- To enlighten the students about the concepts of religious pluralism, inter-religious dialogue And possibility of universal religion.
- To explore the arguments for and against the existence of God, the core notion of religion.
- To throw light on the nature of religious language.

### **CC-11 Socio-Political Philosophy Objectives:**

- To enable the students comprehend the nature and scope of Social Philosophy and Political Philosophy and their interrelation as well.
- To acquaint the learners with primary concepts relating to state and society.
- To provide a general introduction to different socio-political issues and theories regarding Them.
- To develop awareness about different political ideals.

## **CC-12 Western Logic II**

- **In this course students will understand the different between deductive and inductive argument and its kind of scientific explanation and hypothesis cause experimental method and the probability calculus.**

## **CC-13 Philosophy in the Twentieth century - Indian**

- To elucidate the ideal of Universal Religion as explained by Swami Vivekananda.
- To make the students understand the Concept of Practical Vedanta.

- To explain nature of religion as discussed by the poet.
- To illustrate the idea of Tagore's Humanism.
- To introduce Sri Aurobindo's nature of Sat-Chit- Amanda
- To elucidate the Nature of creation including the ideas of involution and evolution.
- To explain Gandhi's essential ideas of Truth and God.
- To state how Gandhi elaborated the nature of man.
- To illustrate the notion of Non-violence, Satyagraha and Swaraj.

### **CC -14 Philosophy in the twentieth century :Western**

#### **Objectives:**

- To introduce the essence of Philosophy, this essentially is the notion of truth.
- To develop sources of knowledge in Western idea of Philosophy.
- To show knowledge in its strong and weaker senses respectively.
- To introduce a priori and a posteriori knowledge in Western philosophy, in other words to Make a clear distinction between mathematical and empirical knowledge.
- To point out the weakness of induction to show that experience can never lead to certainty Which mathematical forms or logical deductive structures can.
- To show that reality is all about eradicating our pre-conceived notions, and only to harp upon Objectivity.
- To reach at the core of all physical objects, which philosophy terms as Substance, explaining it In context of its universality and eternity, thereby starting from the study of knowledge to go Beyond matter.

### **SEC-1 Philosophy in practice**

- To understand the difference between Philosophy and Darshana.
- To introduce a epistemic enquiry in Philosophy.
  - To know about the different kinds of world view such as Plato's views and Kant's views and Samkhya's views.

### **SEC-2 Philosophy of Human Rights Objectives:**



- To introduce definition and nature of Human Rights along with its origin and historical Development.
- To give exposure to natural rights tradition.
- To focus on the relation between natural rights, fundamental rights and human rights.
- To provide basic knowledge of fundamental rights and duties in Indian Constitution.
- To orient the students with the contemporary perspectives on right.

### **DSE-1 Kathopanisad**

- **Students learn about the core of Vedanta Philosophy.**
- **In this course students can realise the subject of Self-knowledge (Atma), the bearer of spiritual reality, that which is all-pervading, inside every being, which unifies all human beings as well as all creatures, the concealed, eternal, immortal, pure bliss.**
- **In this course students learn about Nachiketa's story which enlightens the students about the ultimate truth of life.**
- **In this course students learn about the teachings of life.**

### **DSE-2 The Problems of Philosophy Objectives:**

- To acquaint the students with the thoughts of Bertrand Russell, one of the greatest thinkers of Twentieth century, regarding fundamental issues of Philosophy.
- To know about an epistemological theory and discussion of truth.

### **DSE-3 Sadhana**

- **Students learn about the Rabindranath Tagore's view on Upanishad.**
- **In this text Tagore emphasizes the concept of self, nature etc.**
- **In this course students learn about the relation between man and nature.**
- **Students learn about the concept of mind, concept of happiness etc.**

### **DSE-4 An Enquiry Concerning Human Understanding**

#### **Objectives:**

- To introduce a classical empirical philosopher as important as Hume to trace his essential Notions in the Western world of Philosophy.
- To make the students read an original text, written by a philosopher himself.
- To get into the depths of important philosophical ideas at the backdrop of Western Perspective

### **CC-1A/GE-1 Indian Philosophy**

- To impart the learners basic knowledge of the origin and development of Indian Philosophy.
- To familiarize the students with the early orthodox and unorthodox schools of philosophy.
- **In this course students learn about the Samkhya realistic view of world.**
- **In Yoga school of philosophy students learn about the mental and spiritual state.**
- **In Vedanta course students gain knowledge about the concept Brahma and ultimate reality.**

### **CC- 1B/GE-2 Western Philosophy**

- To introduce a priori and a posteriori knowledge in Western philosophy, in other words to Make a clear distinction between mathematical and empirical knowledge.
- To reach at the core of all physical objects, which philosophy terms as Substance, explaining it In context of its universality and eternity, thereby starting from the study of knowledge to go Beyond matter.

### **CC- 1C/GE-3 Logic**

- In this course students learn the western logic which makes students to built up the logical mind.
- In this course students learn the symbolic form of logical language.
- Study of logic makes students intellectual and rational.

### **CC-1D Contemporary Indian Philosophy**

#### **Swami Vivekananda**

##### **Objectives:**

- To introduce the real nature of man.
- To explain the nature of a much disputable topic called Religion, in the right way.
- To elucidate the ideal of Universal Religion as explained by Swami Vivekananda.
- To make the students understand the Concept of Practical Vedanta.

#### **Rabindranath Tagore**

##### **Objectives:**

- To introduce Tagore's notion of God, man and surplus in man.
- To explain nature of religion as discussed by the poet.

- To illustrate the idea of Tagore's Humanism.

### **Sri Aurobindo**

#### **Objectives:**

- To introduce Sri Aurobindo's nature of Sat-Chit- Amanda
- To elucidate the Nature of creation including the ideas of involution and evolution.
- To explain what Integral Yoga is.

### **M.K Gandhi**

#### **Objectives:**

- To explain Gandhi's essential ideas of Truth and God.
- To state how Gandhi elaborated the nature of man.
- To illustrate the notion of Non-violence, Satyagraha and Swaraj.
- To introduce and explain Gandhi's concept of Trusteeship.

### **DSE-1A Philosophy of Religion Objectives:**

- To introduce philosophical discussion about religion.
- To make the students familiar with the basic tenets of some major religions in India.
- To enlighten the students about the concepts of religious pluralism, inter-religious dialogue And possibility of universal religion.
- To explore the arguments for and against the existence of God, the core notion of religion.
- To throw light on the nature of religious language.

### **DSE-1B Tarkasamgraha(Saptapadartha)**

- Students learn about how to study the original Sanskrit text.
- Students learn about the basic elements of this world.
- In this course students gain knowledge about the Padartha accepted by Nyaya-Vaisesika Philosophy.

### **SEC-3 Philosophical Analysis Objectives:**

- To introduce notions and explain meanings of Syntax, Semantics and Pragmatics.
- To explain word meaning relation in the context of philosophy of language.
- To illustrate the idea of Vagueness in sentences followed by testability theory and its meaning.

## **SEC-4 Ethics in Practice**

### **Objectives:**

- To introduce the notion of the Ultimate aims of our lives, Purushartha in Indian context.
- To analyse Karmayoga or the path of action leading to Ultimate Reality, from Geeta.
- To introduce the students with the enlightened form of Buddhist Ethics as well as with the Anubrata and Mahabrata of the Jaina school of Philosophy.
- To introduce the nature and scope of Ethics as a discipline of Normative Study.
- To distinguish between moral and non-moral actions.
- To determine the object of moral judgment, after resolving the quarrel between Motive and Intention—which one to be taken as its object.
- To trace out the standard of morality, whether Hedonism or Utilitarianism or Deontology (wherein comes Kant's theory of Categorical Imperative)



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