



P. N. DAS COLLEGE

Santinagar, Palta, P.O.: Bengal Enamel, North 24 Parganas, Pin - 743122 (W.B.)
Phone : (033) 2592 1327, Fax : (033) 2592 1327, e-mail : pndc.principal11@gmail.com
Website : www.pndascollege.in

NAAC ACCREDITED - 2016

Ref.:

Date

DEPARTMENT OF CHEMISTRY

The PSO Of UG Course B.Sc. In Chemistry

After completion of degree, students gained the theoretical as well as practical knowledge of handling chemicals. Also they expand the knowledge available opportunities related to chemistry in the government services through PSC particularly in the field of food safety, health inspector, pharmacists etc. Achieve the skill required to succeed in graduate school. Professional school and chemical industry like cement industries, agro product, petrochemical industries etc.

Semester-1 (Fundamental Of Chemistry; Code-CEMGC001T):

(This course covers the fundamental principles and laws of chemistry. Topics include quantum number, electronic configuration, chemical bonding etc.)

Course Outcome: Upon successful completion students should be able to apply the fundamental principles of measurement, matter, atomic theory, periodicity to the subsequent course in science.

Semester-2 (Inorganic Chemistry; Code- CEMGCOR02T):

(This course aims to familiarize students with the principle of analytical chemistry and basic analytical technique)

Course Outcome: Upon successful completion students should be able to facilitate the learner to make solution of various molar concentration. Describe bonding models that be applied to a consideration of the properties of transition metal compounds.

(Handwritten signature)
21/12/21

Principal

P. N. DAS COLLEGE
Santinagar, Palta, 24 Pgs. (N)

Semester-3 (Physical and Organic Chemistry; Code- CEMGCOR03T):

(This course covers the basic physical principles that are foundation of essentially all materials and biological chemistry.)

Course Outcome: Upon successful completion students should be able to state and apply the laws of thermodynamics; perform calculation with ideal and real gases, design practical engine by using thermodynamic cycles, predict chemical equilibrium and spontaneity of reaction and are expected to apply their knowledge to deduce structure, synthesize simple organic molecules using studied reactions. Relationship between organic chemistry and other discipline.

Semester-4 (Analytical and Environmental Chemistry; Code- CEMGCOR04T):

(This prepares students for career as leader in understanding and addressing complex environmental issues from a problem oriented, interdisciplinary perspective.)

Course Outcome: By the end of this course, students should be able to handle organic chemicals in a safe and competent manner. How to use the scientific method to create, test and evaluate a hypothesis. How to perform common laboratory technique including reflux, distillation, recrystallization etc.

Semester-5 (Polymer Chemistry; Code- CEMGDSE01T):

(Knowledge of polymer chemistry helps the students to describe the role of rubber toughening in improving the mechanical properties of polymer; differential between natural and manmade polymer isolate the key design feature of a product.)

Course Outcome: After studying this course students should be able to indicate how properties of polymeric materials can be exploited by a product designer, describe the role of rubber-toughening in improving the mechanical properties of polymer.

Semester-6 (Industrial Chemistry; Code CEMGDSE03T):

The course is designed to teach the students the essential skills and knowledge involved in industrial chemistry. A key skill emphasized is problem solving both quantitative and qualitative. The course trains the students to be result oriented in the chemical, petrochemical, biochemical and allied technological field.


21/12/21

Principal

P. N. DAS COLLEGE
Santinagar, Palta, 24 Pgs. (N)

DEPARTMENT OF CHEMISTRY

The Outcomes of UG Course, B.Sc. In Chemistry

Chemistry is one of those classes we either love or dread. At high school level chemistry is usually not required course- it is an elective. However, most reputable colleges require all undergraduate students to take at least one course of chemistry as a prerequisite to graduation, if we plan on pursuing a career in medicine, engineering or a field of natural science. Chemistry is a challenging subject for most people, but it does not have to be.

Technology is accepted to be an integral part of chemistry education, with the use of videos, simulations and student response system well reputed. The innovative products of chemistry lead to cutting edge advancement- applied technology in aerospace, medical devices, cars, fuels and more.

Chemists already participate in wide range of communication activities including giving public lecture, writing books, blogs and other web based materials, participating in hand-on-learning activities in museum and using online engagement platform to improve public access to understand chemistry.

Research in chemical science should benefit mankind and improve quality of life, while protecting the environment and preserving it for future generation. Researchers should conduct their work with highest integrity and transparency, avoid conflict of interest and practice collegiality in best way.

Environmental chemistry focuses on presence and impact of chemicals in soil, surface water and ground water. Environmental Chemistry study how the chemicals usually contaminate-move through the environment. Environmental chemistry also deals with synthetic chemicals that have been manufactured by humans and dispersed into the environment.

Productivity experts suggest that team with good chemistry is more productive because they understand what each member brings to the team and work to maximize strength and minimize weakness of other team member.

Personality development encompasses the dynamic construction and reconstruction of integrative characteristic that distinguish an individual in term of interpersonal behavioral trait. Chemists seem to have been fascinated by the challenges of complexity. Good chemists should have particular personality trait in common; these include being analytical, task oriented and experimental.

After completion of degree, students gained the theoretical as well as practical knowledge of handling chemicals. They expand the knowledge available opportunities related to chemistry in the government services through public service commission in the field of food safety, health


Principal
P. N. DAS COLLEGE
Santinagar, Palta, 24 Pgs. (3)

inspector, pharmacists etc. They can achieve the skills required to work in chemical industries like cement industries, agro product, paint industries, rubber industries, petrochemical industries, food processing industries, fertilizer industries, etc. Get exposures of a breadth of experimental techniques using modern instrumentation. Understand the concept of chemistry to inter relate and interact to the other subjects like mathematics, biological science, etc. Learn the laboratory skills and safely to transfer and interpret knowledge entirely in the working environment.



Principal
P. N. DAS COLLEGE
Santinagar, Palta, 24 Pgs. (N)

Department of Physical Education:

Students are prepared for potential careers as:

- Athletic Coach
- Corporate Fitness Instructor
- Dance/Aerobics Instructor
- Health/Fitness Consultant
- Recreation Specialist
- Physical Education Director
- Health Club Manager
- Sporting Goods Sales
- Physical Education Teacher
- Physical Instructor
- Physio-therapist
- Professional Sports Scout
- Psychologist
- Gym. Instructor
- Physical Trainer
- Yoga Instructor
- Sports Manager



Principal

P. N. DAS COLLEGE
Santinagar, Palta, 24 Pgs. (N)

Department of Mathematics

Course: Mathematics (General Course)

Programme specific outcome:

After the completion of B.Sc. (General) in Mathematics, Students will able to

- develop the basic logic to think about the practical problems.
- develop mathematical skills to solve problems in various branches of mathematics
- appreciate the role of mathematical proof in formal deductive reasoning
- inculcate the ability to think independently and reason
- demonstrate the ability to analyze data and draw appropriate statistical conclusions.
- demonstrate the ability to apply analytical and theoretical skills to model and solve mathematical problems.
- recognize and appreciate the connections of mathematics with other branches of science.

Course Outcomes:

Semester –I [Core Paper] Topic: Differential Calculus

Course outcome: After successful completion of the course, Students will be able to:

- have an idea about a function from an algebraic, numerical, graphical and verbal perspective and extract information relevant to the phenomenon modeled by the function.
- verify the value of the limit of a function at a point using the definition of the limit
- identify a continuous curve and understand the difference between the limit and continuity of a function at a point.
- derive the expression for the derivative of elementary functions from the (limit) definition
- show whether a function is differentiable at a point.
- differentiate exponential, logarithmic, and trigonometric and inverse trigonometric functions
- interpret the geometrical and theoretical concepts of mean value theorems.
- represent a function using infinite series.
- gain an idea about partial derivatives of function
- understand the application of ordinary and partial derivatives of a function.

Semester-II [Core Paper] Topic: Differential Calculus

Upon completion of this course, students will be able to

- incorporate a family of curves with its differential equation and will be able to find the differential equation of a given family of curves.
- be familiar with concepts of order, degree of a differential equation and be able to distinguish between linear, nonlinear, ordinary and partial differential equations.
- acquainted with various methods for solving mainly first order and second order ordinary and partial differential equations.
- interpret the difference between general solution and particular solution.
- understand the applications of differential equations.


Principal

Semester-III [Core Paper] Topic: Real Analysis

After successful completion of the course the students will be able to:

- understand the number system and point set theory
- know the basic postulates of real numbers
- gain the idea about the basic properties of real numbers
- get the knowledge of Sequence and Series of real numbers
- recognize the difference between pointwise and uniform convergence of sequence and series of functions.
- illustrate the effect of uniform convergence on the limit function and sum function with respect to continuity, integrability and differentiability.
- familiar with concepts of power series, radius of convergence and illustrate properties and convergence of power series.

Semester-IV [Core Paper] Topic: Algebra

Upon successful completion of the course the students will be able to

- gain the basic knowledge of the concepts of sets, relations.
- acquire knowledge of the concepts mappings and their types.
- gain working knowledge of important mathematical concepts like groups and subgroups
- compare the known algebraic structure with their abstract idea.
- have knowledge of many mathematical concepts studied in abstract algebra such as Permutation groups, Abelian groups, Cyclic groups and normal subgroups
- gain knowledge of homomorphism of groups, learn Isomorphism theorems and apply them to problems.
- introduce to the mathematical concepts of rings, zero divisors, Integral domains, fields and their properties.

Semester-V [DSE] Topic: Matrices

Upon completion of the course, students will able to

- acquire the idea of representing a system of equation in matrix form and its advantages
- determine the determinant of a square matrix
- gain the process of matrix operations , matrix transformation
- solve a system of equations by using the idea of matrices.
- determine the rank of a matrix and solve related problems
- apply matrices in geometry, physics, chemistry and combinatorics
- acquainted with the idea of vector spaces over the real field.
- acquainted with concepts of linear transformations, null space, range space.
- determine matrix representation of a linear transformation relative to ordered bases of finite dimensional vector spaces.
- learn change of basis theorems and apply them to problems.
- acquire the knowledge of eigen values and eigen vectors and their application.

Semester –V [Alternative DSE] Topic: Mechanics

After successful completion of the course the students will be able to

- acquire idea about the equilibrium of a particle of coplanar forces acting on a particle
- gather idea about rectilinear motion of particles
- to have idea about velocity and acceleration analysis of mechanisms using vector analysis approach
- know the laws of friction and to calculate the amount of friction acting on a body
- gain the idea of forces acting on a particle moving on a plain curve or a space curve.
- apply Equation of motion using Newton's laws to particles and rigid bodies
- understand about the type of forces, work, power and energy
- understand the idea of the centre of gravity of a particle.
- gain the concept of projectiles and solve related problems.

Semester-VI [DSE] Topic: Numerical Methods

After taking this course, the student should be able to

- gain the idea of error of approximation along with the approximation rules.
- have a clear idea of interpolation and its application in predicting different phenomena described by a function.
- use different interpolating polynomial viz. Newton's formula, Lagrange's formula, Stirling and Bessel's polynomial in different situations.
- use numerical differentiation formula
- find numerical integration formula viz. Trapezoidal formula, Simpson's one-third formula
- use the technique to solve differential equations numerically
- acquire ideas about the iteration method and its convergence.
- find some methods viz. bisection method, method of false position, method of fixed point iteration method, Newton's method, Secant method for solving an equation numerically upto certain degree of accuracy.
- use several available methods to Solve the simultaneous equations.

Semester VI [Alternative DSE] Topic: Linear Programming

After taking this course, the student should be able to

- state and describe the basic terminology and results concerning linear optimization and linear programming
- formulate practical problems in the form of an LPP
- describe duality and its implications for the solutions of linear programs.
- use the basic simplex method to solve linear programs and prove its convergence to a solution.
- gain idea about game theory, mainly two person zero sum game with saddle point or without saddle point.
- acquire the graphical and analytical technique to solve game problems

Semester-III/V [Skill Enhance Course] Topic: C Programming Language

Upon completion of this course, students will be

- able to know the fundamental concepts of hardware and software.
- able to gain knowledge of different number systems like Binary, Decimal, Octal, Hexadecimal and will be able to evaluate their conversions.
- able to have the idea of Algorithms and flowchart and will study their usage in problems.
- familiar with basic knowledge of High level language, Compiler & Interpreter.
- able to introduce the basic knowledge of programming using C.
- able to solve simple problems by programming in C.

Semester-IV/VI [Skill Enhance Course] Topic: Logic and Sets

After completion of the course students are expected to be able to:

- gain mathematical logic and will be able to explain statements with reasoning.
- analyze logical propositions via truth tables.
- prove mathematical theorems using mathematical induction.
- gain ideas about predicates and quantifiers.
- understand sets and perform operations and algebra on sets.
- determine properties of relations
- identify equivalence and partial order relations, sketch relations.


Principal
P. N. DAS COLLEGE
Santinagar, Palta, 24 Pgs. (N)

P.N.DAS COLLEGE

DEPARTMENT OF SANSKRIT

Programme Outcomes

Course- B.A. General in Sanskrit

Objectives of Sanskrit subject:

Sanskrit language has given a great contribution to the world as it is one of the oldest languages in the world and till date it holds the prominent position in the world. Sanskrit language is a main source of knowledge, tradition, culture and the history of ancient India.

The oldest vedic literature, classical dramas, poetry, the great epics like Ramayana and Mahabharata, various Puranas all these can be understood in depth by studying Sanskrit. Even the philosophy and idealism pertaining to various periods can be understood by studying Sanskrit language. The study of Sanskrit enables one to comprehend the 'Upanishads' and 'Bhagawatgita' which enlighten the concept of 'Atmatattva' and 'Moksha'.

Sanskrit is a key to the hidden treasures of India like Yoga and Ayurveda, Astronomy, Medicines, Ancient Indian Epistemology, History, Geography, Politics, Music, Natyashastra, details of sixty four Kala and many others shastras. If Sanskrit is made available to experts in these areas, they can unravel the knowledge contained in the ancient texts and also interpret such wisdom in the latest scientific discoveries.

Outcome of Sanskrit subject:

- To get acquainted to the traditions, culture and history of ancient India.
- To make awareness about the importance of world famous vedic and classical Sanskrit literature, various shastras and incredible philosophy which is treasure of knowledge.
- To know the stringent the grammar rules.
- To enhance the knowledge of vocabulary, clarity in speech and verbal fluency.
- To acquire the ability to apply relevant theoretical perspectives to topics within the field of ancient Indian religion, literature and history through Sanskrit texts.
- To develop the capacity for creative writing and literary appreciation through Sanskrit project works.
- To acquire the ability to develop a research project including formulation of a research problem.
- To know the importance of ethical and moral values of human life.
- To create the ability to critically access existing research through careful study, analysis and discussion.
- To prepare themselves for Indian Civil Services by the knowledge of Sanskrit literature. Specially to make fulfill themselves by the knowledge of ancient Indian Religion, History, Politics, economy etc which are included in Sanskrit texts.



Principal
P. N. DAS COLLEGE
Santinagar, Palta, 24 Pgs. (N)

DEPARTMENT OF ECONOMICS
P. N. Das College
Programme Outcomes and Course Outcomes Mapping

At the completion of the B.A./B.Sc (Gen) in Economics Programme, the student will be able to:					
PROGRAMME OUTCOME	COURSE OUTCOME	Students will be able to pinpoint and understand the past, and present economic conditions of the country	Students will also be able to forecast the future course of changes and development through their knowledge of policies and programmes set by the governments and other development agencies	Students will be able to analyze human behavior, problems as a consumer, seller, producer or situations from social science and global perspectives	Students will get a knowledge on use of statistical methods in Economics and will be able to infer and conclude about the statistical significance of the result derived
INTRODUCTORY MICROECONOMICS (ECOGCOR01T/ ECOGGEC01T)					
To introduce the student to the basic micro economic concepts like demand, supply, production, cost and revenue and the theories explaining their determination.	*	*	***	**	
To understand how market works, identify the various determinants of firms demand for factor services, monopoly and oligopoly in factor market and market equilibrium	*	**	***	**	
To provide basic understanding on micro economic concepts, relating to markets, factor pricing, and distribution	**	**	***	*	
To enable the student to apply the theories in analyzing real world micro issues.	**	*	***	*	
INTRODUCTORY MACROECONOMICS (ECOGCOR02T/ ECOGGEC02T)					
To give an insight to the students about the basic concepts used in Macro economics	**	***	*	*	
To enable the students to understand the theoretical framework and the working of an economy as a whole	**	***	*	*	
To suggest the policy alternatives used in controlling inflation and unemployment in the economy	**	***	*	*	
To explain the process of calculating national income, identify its components, demonstrate green accounting and social accounting.	*	***	**	**	
It also provides an insight into the innovative role of banks in the changing economic set up.	*	***	**	*	
DEVELOPMENT ECONOMICS (ECOGCOR03T)					
To enable the students to understand the basic concepts of Development and Growth.	**	**	***	*	
It also intends to provide the theoretical framework for growth and development discourses under different schools of economic thought and a better insights and knowledge on issues and challenges on economic development.	**	***	***	*	


 Principal
P. N. DAS COLLEGE,
 Santinagar, Palta, 24 Pgs. (N)

DEPARTMENT OF ECONOMICS
P. N. Das College
Programme Outcomes and Course Outcomes Mapping

At the completion of the B.A./B.Sc (Gen) in Economics Programme, the student will be able to:				
COURSE OUTCOMES	↓	↓	↓	↓
PROGRAMME OUTCOMES	→	→	→	→
INDIAN ECONOMY (ECOGCOR04T)				
To enable the students to have an understanding of the various issues of the Indian Economy	***	***	*	*
To enable the students to comprehend and critically appraise current issues and problems of Indian economy	***	***	*	*
The focus of this course is on the development of Indian Economy since Independence	***	***	**	*
To understand the importance of planning undertaken by the government of India	***	***	**	*
ELEMENTARY STATISTICS (ECOGDSE01T)				
To get an insight in to the statistical theory and techniques	*	**	**	***
Getting awareness on the methods of collection of economic and financial data by using sample and population	**	**	***	***
Getting an understanding of the use of different central tendency measures, variability measures to analyse the data collected.	**	*	**	***
Apply statistical tools and methods for understanding the theory of Economics and develop the capability of applying the same in real life economic situations	***	**	**	***
ECONOMICS OF SOCIAL SECTORS (ECOGDSE02T)				
To get an idea of the economics of social development, education, health, human development and demography	***	***	***	**
To get a knowledge of the different development indices and their components such as HDI, HPI, GDI, GEM	**	***	**	*


 Principal
 P. N. DAS COLLEGE,
 Santinagar, Palta, 24.Fg. (N)

DEPARTMENT OF ECONOMICS
P. N. Das College
Programme Outcomes and Course Outcomes Mapping

At the completion of the B.A./B.Sc (Gen) in Economics Programme, the student will be able to:				
COURSE OUTCOME	Students will be able to pinpoint and understand the past, and present economic conditions of the country	Students will also be able to forecast the future course of changes and development through their knowledge of policies and programmes set by the governments and other development agencies	Students will be able to analyze human behavior, problems or situations from social science, cross-cultural and global perspectives	Students will get a knowledge on use of statistical methods in Economics and will be able to infer and conclude about the statistical significance of the result derived
PROGRAMME OUTCOME				
TRADE AND DEVELOPMENT (ECOGDSE03T)				
To understand the basic concepts of international trade	*	**	***	*
To enable the students to have a basic understanding of the emerging trend, issues and policies in the field of international economic system	*	**	***	*
To get an idea of the workings of the international financial bodies such as WB, IMF, GATT and others	*	***	***	*
PUBLIC FINANCE (ECOGDSE04T)				
To provide basic information to students on the scope, significance and functions of government	**	***	**	*
A general understanding about fiscal policy and its various instruments	***	***	**	*
To suggest the policy alternatives used in controlling inflation and unemployment in the economy	***	***	**	*
To give an awareness about budgeting with special reference to India	***	***	**	*
SURVEY METHODOLOGY (ECOSSE01M)				
To get a knowledge on the the collection of economic and financial data by using sample and population	**	**	*	***
To get an idea of the various sample survey methods	**	**	*	***
INDIAN OFFICIAL STATISTICS (ECOSSE02M)				
To get an idea of the Indian and International Statistical System	*	**	***	***
To get an idea of the different sources of collecting economic, financial, population, agricultural and industrial data	*	**	***	***


 Principal
P. N. DAS COLLEGE
 Santinagar, Palta, 24 Pgs. (N)

Department of Physics

The learning outcomes-based curriculum framework (LOCF) for the undergraduate programs in Physics like B.Sc(Physics General) and B.Sc.(Honours) in Physics is intended to provide a broad framework within which both the undergraduate programs in Physics help to create an academic base that responds to the need of the students to understand the basics of Physics and its ever evolving nature of applications in explaining all the observed natural phenomenon as well as predicting the future applications to the new phenomenon with a global perspective. The curriculum framework is designed and formulated in order to acquire and maintain standards of achievement in terms of knowledge, understanding and skills in Physics and their applications to the natural phenomenon as well as the development of scientific attitudes and values appropriate for rational reasoning, critical thinking and developing skills for problem solving and initiating research which are competitive globally and are on par in excellence with the standard Higher Education Institutions (HEI) in the advanced countries of America, Asia and Europe. The multicultural fabric of our nation requires that the institutions involved in implementing this curriculum framework also work hard towards providing an environment to create, develop and inculcate rational, ethical and moral attitudes and values to help the creation of knowledge society needed for scientific advancement of our nation.

The learning outcome based curriculum framework in Physics should also allow for the flexibility and innovation in the program design of the UG education, and its syllabi development, teaching learning process and the assessment procedures of the learning outcomes. The process of learning is defined by the following steps which should form the basis of final assessment of the achievement at the end of the program.

The aims and objectives of our UG educational programs in sciences in general and Physics in particular should be structured to

- create the facilities and environment in all the educational institutions to consolidate the knowledge acquired at +2 level and to motivate and inspire the students to create deep interest in Physics, to develop broad and balanced knowledge and understanding of physical concepts, principles and theories of Physics.
- learn, design and perform experiments in the labs to demonstrate the concepts, principles and theories learned in the classrooms.
- develop the ability to apply the knowledge acquired in the classroom and laboratories to specific problems in theoretical and experimental Physics.
- expose the student to the vast scope of Physics as a theoretical and experimental science with applications in solving most of the problems in nature spanning from 10-15 m to 1026m in space and 10-10 eV to 1025eV in energy dimensions.
- emphasize the discipline of Physics to be the most important branch of science for pursuing the interdisciplinary and multidisciplinary higher education and/or research in interdisciplinary and multidisciplinary areas.



Principal
P. N. DAS COLLEGE
Santinagar, Palta, 24 Pgs. (N)

- to emphasize the importance of Physics as the most important discipline for sustaining the existing industries and establishing new ones to create job opportunities at all levels of employment.

In view of opening the new windows in higher education and research and opening job opportunities at all levels from technicians to innovator scientists and engineers, two undergraduate programs are offered in our universities and other higher education institutions (HEI) at the entry level of our higher education system.

Some of the characteristic attributes of a graduate in Physics are

- **Disciplinary knowledge and skills:** Capable of demonstrating

- i. good knowledge and understanding of major concepts, theoretical principles and experimental findings in Physics and its different subfields like Astrophysics and Cosmology, Material science, Nuclear and Particle Physics, Condensed matter Physics, Atomic and Molecular Physics, Mathematical Physics, Analytical dynamics, Space science and other related fields of study, including broader interdisciplinary subfields like Chemistry, Mathematics, Life sciences, Environmental sciences, Atmospheric Physics, Computer science, Information Technology etc. (ii) ability to use modern instrumentation and laboratory techniques to design and perform experiments is highly desirable in almost all the fields of Physics listed above in (i).
- ii. • **Skilled communicator:** Ability to transmit complex technical information relating all areas in Physics in a clear and concise manner in writing and oral ability to present complex and technical concepts in a simple language for better understanding.
- iii. • **Critical thinker and problem solver:** Ability to employ critical thinking and efficient problem solving skills in all the basic areas of Physics.
- iv. • **Sense of inquiry:** Capability for asking relevant/appropriate questions relating to the issues and problems in the field of Physics, and planning, executing and reporting the results of a theoretical or experimental investigation.
- v. • **Team player/worker:** Capable of working effectively in diverse teams in both classroom, laboratory, Physics workshop and in industry and field-based situations.
- vi. • **Skilled project manager:** Capable of identifying/mobilizing appropriate resources required for a project, and manage a project through to completion, while observing responsible and ethical scientific conduct; and safety and laboratory hygiene regulations and practices.
- vii. • **Digitally Efficient:** Capable of using computers for simulation studies in Physics and computation and appropriate software for numerical and statistical analysis of data, and employing modern e-library search tools like Inflightnet, various websites of the renowned Physics labs in countries like the USA, Europe, Japan etc. to locate, retrieve, and evaluate Physics information.
- viii. • **Ethical awareness / reasoning:** The graduate should be capable of demonstrating ability to think and analyze rationally with modern and scientific outlook and identify ethical issues related to one's work, avoid unethical behavior such as fabrication, falsification or misrepresentation of data or committing plagiarism, not adhering to intellectual property rights, and adopting objectives, unbiased and truthful actions in all aspects of work. UGC Document on LOCF Physics .



Principal

P. N. DAS COLLEGE
Santinagar, Palta, 24 Pgs. (N)

- ix. •**National and international perspective:** The graduates should be able to develop a national as well as international perspective for their career in the chosen field of the academic activities. They should prepare themselves during their most formative years for their appropriate role in contributing towards the national development and projecting our national priorities at the international level pertaining to their field of interest and future expertise.
- x. •**Lifelong learners:** Capable of self-paced and self-directed learning aimed at personal development and for improving knowledge/skill development and reskilling in all areas of Physics.



Principal
P. N. DAS COLLEGE
Santinagar, Palta, 24 Pgs. (N)

Programme Outcome

Course: B. Sc. Physics

Core Papers:

PHSGCOR01T : Mechanics : The students would learn about the behaviour of physical bodies it provides the basic concepts related to the motion of all the objects around us in our daily life. The course builds a foundation of various applied field in science and technology; especially in the field of mechanical engineering. The course comprises of the study vectors, laws of motion, momentum, energy, rotational motion, gravitation, fluids, elasticity and special relativity.

PHSGCOR01P : Mechanics Lab :Students would perform basic experiments related to mechanics and also get familiar with various measuring instruments would learn the importance of accuracy of measurements.

PHSGCOR02T : Electricity and Magnetism : It gives an opportunity for the students to learn about one of the fundamental interactions of electricity and magnetism, both as separate phenomena and as a singular electromagnetic force. The course contains vector analysis, electrostatics, magnetism, electromagnetic induction and Maxwell's equations. The course is very useful for the students in almost every branch of science and engineering.

PHSGCOR02P : Electricity and Magnetism Lab :Students would gain practical knowledge about electricity and magnetism and measurements such as: Resistance, Voltage, current etc.

PHSGCOR03T : Thermal Physics and Statistical Mechanics :The course makes the students able to understand the basic physics of heat and temperature and their relation with energy, work, radiation and matter. The students also learn how laws of thermodynamics are used in a heat engine to transform heat into work. The course contains the study of laws of thermodynamics, thermodynamic description of systems, thermodynamic potentials, kinetic theory of gases, theory of radiation and statistical mechanics.

PHSGCOR03P : Thermal Physics and Statistical Mechanics Lab :Students would gain practical knowledge about heat and radiation, thermodynamics, thermo emf , RTD etc. and perform various experiments.

PHSGCOR04T : : Wave and Optics :The course comprises of the study of superposition of harmonic oscillations, waves motion (general), oscillators, sound, wave optics, interference, diffraction, polarization. The course is important for the students to make their career in various branches of science and engineering, especially in the field of photonic engineering.


Principal
P. N. DAS COLLEGE
Santinagar, Palta, 24 Pgs. (N)

PHSGCOR04P : Wave and Optics Lab : The practical knowledge of wave motion doing experiments: Tuning fork, electric vibrations. They would also learn optical phenomena such as interference, diffraction and dispersion and do experiments related to optical devices: Prism, grating, spectrometers.

PHSGDSE01T : Digital, Analog Circuits and Instrumentation : The students would gain the knowledge of Basic Electronics circuits, network theorems and measuring instruments: They would know about common solid state devices: Semiconductor diodes and transistors. The topics also include the Rectifiers, Filters and their applications, number systems and logic gates which are foundation blocks of digital electronics.

PHSGDSE01P : Digital, Analog Circuits and Instrumentation Lab: In this course students would be able to understand Basic experiments of Digital, Analog Circuits and Instrumentation like Logic Gates, Half Adder, Full Adder, Op-Amp 741, Multivibrator, Wien Bridge Oscillator etc.

PHSGDSE02T : Perspectives of Modern Physics: Students would know about the basic principles in the development of modern physics. The topics covered in the course build a basic foundation of undergraduate physics students to study the advance branches: quantum physics, nuclear physics, particle physics and high energy physics. The course contains the study of Planck's hypothesis, photoelectric effect, Compton effect, matter waves, atomic models, Schrodinger wave equations, and brief idea of nuclear physics.

PHSGDSE02P : Perspectives of Modern Physics Lab : In this course students would be able to understand Basic experiments of modern physics such as: Determination of Plank's and Boltzmann's constants, Determination of ionization potential, Wavelength of H-spectrum, Single and double slit diffraction, Photo electric effect and determination of e/m .

PHSGDSE03T : Solid State Physics: Students would be able to understand various types of crystal structures and symmetries and understand the relationship between the real and reciprocal space and learn the Bragg's X-ray diffraction in crystals. Would also learn about phonons and lattice.

PHSGDSE03P : Solid State Physics Lab :The course Provides practical knowledge of various physical phenomena such as: magnetism, dielectrics, ferroelectrics and semiconductors. Students would gain a hands-on learning experience by performing experiments on these properties of materials.

PHSGDSE04T : Nuclear and Particle Physics :Understand the ideas of basics of nucleus and their energy, the procedures for nuclear fission and fusion the properties of positive rays, experimental proof by frank and hertz method, the relationship between various types of couplings, basic understanding of nuclear properties and models that describe the quantum structure, decay, and reactions of nuclei, basic knowledge about the Standard Model of elementary particles and interactions.

Program Outcomes & Objectives of Computer Science

Student Outcomes

Student outcomes describe what students are expected to know and be able to do by the time of graduation. The Computer Science Department's Bachelor of Science program must enable students to attain, by the time of graduation:

- An ability to apply knowledge of computing and mathematics appropriate to the discipline.
- An ability to identify, formulate, and develops solutions to computational challenges.
- An ability to design, implements, and evaluate a computational system to meet desired needs within realistic constraints.
- An ability to function effectively on teams to accomplish shared computing design, evaluation, or implementation goals.
- An understanding of professional, ethical, legal, security, and social issues and responsibilities for the computing profession.
- An ability to communicate and engage effectively with diverse stakeholders.
- An ability to analyze impacts of computing on individuals, organizations, and society.
- Recognition of the need for and ability to engage in continuing professional development.
- An ability to use appropriate techniques, skills, and tools necessary for computing practice.
- An ability to apply mathematical foundations, algorithmic principles, and computer science theory in the modeling and design of computational systems in a way that demonstrates comprehension of the tradeoffs involved in design choices.
- An ability to apply design and development principles in the construction of software systems of varying complexity.

Program Educational Objectives

Our program educational objectives for students 3 years after graduating with a Bachelor of Science degree in Computer Science are that they will be:

- **Broadly Educated and Versatile.** Able to draw upon foundational knowledge, learn, adapt and successfully bring to bear analytical and computational approaches on changing societal and technological challenges.
- **Inspiring and Collaborative.** Is a leader and a responsible citizen whose strengths come from an ability to draw on and contribute to diverse teams, expertise, and experiences.
- **Innovative.** Drives scientific and societal advancement through technological innovation and entrepreneurship.


Principal
P. N. DA COLLEGE
Santinagar, Palla, 24 Pgs. (N)

P.N.DAS COLLEGE

Department of Geography

LEARNING OUTCOME OF GEOGRAPHY:

Geography is a growing subject which takes into it many multidisciplinary subjects. After completion of Bachelor of Science or Arts in Geography, Masters may be opted. Nowadays, knowledge in Remote Sensing and GIS application is very imperative not only for Geography but also for other disciplines like Engineering, Hydrology, Medical, History, Tourism industry etc. With special training in surveying, jobs in map making may be opted. Environmental Consultant is also very aspiring career now which altogether opens a application horizon of the subject. Administrative jobs, teaching posts in school, colleges and universities are also very lucrative and open for all. Urban and regional planner having knowledge of tourism, landscape architecture, aesthetics is very demanding now. Variety computer courses like Java, C++, Python, data analysis may put the aspirant in a better position in prospect of getting employment.

Career Opportunities in Geography

Cartographer, Surveyor, Drafter, Government Employee, Urban and Regional Planner, GIS Specialist, Climatologist, Meteorologist, Transportation manager, Environmental Manager, Researcher, Graduate and Post Graduate School Teacher, Demographers.

How to Pursue a Career in Geography

Path 1

- Class XII with Humanities (Geography as one of the subject) Pursue B.A.(H) Geography for 3 years. Pursue Masters in Geography for 2 years in India or Abroad. Pursue M.Phil in Geography for 2 Years and/or Ph.D in Geography for 3-4 years.

Path 2

- Class XII with Science Pursue B.Sc Geography /B.Tech in any related field for 3 years. Pursue Post Graduation in Geography (M.Sc/ M.Tech) for 2 years.

Path 3

- Class XII with any Stream (Geography as one of the Subject). Pursue BA/B.Sc. in Geography for 3 years. Pursue Post Graduate Diploma in Geography or any other related field.

- Graduates in Geography are highly valued in the government sector. One can appear for UPSC examination after completing graduation for a career in government sector. A lot of jobs are available for post graduates as well.

- For Lecturership in Geography, National Educational Test (NET), SET or Ph.D. is mandatory.


Principal
P. N. DAS COLLEGE
Santinagar, Palta, 24 Pgs. (N)

Career Path with GIS

There are many opportunities open for a GIS and Remote sensing graduate. A person can join both the Government and private sectors. A person can become a

Remote Sensing Tech Lead.

Project Fellow/Project Assistant,

Assistant Professor.

Technical Associate, Regional Manager.

GIS Executive.

Research Associate.

Remote Sensing & GIS Software Analyst.

Remote Sensing & GIS Technical Program Manager.

Remote Sensing / GIS specialist.

You can even join the Government sectors like –

Central Ground Water Board.

Defense Terrain Research Laboratory.

All India Soil and Land Use Survey.

Atomic Mineral Division; Geological Survey of India,

National Bureau of Soil Survey and Land use planning Town and Country Planning,

Remote Sensing Laboratories of various Universities Companies engaged in GIS and its application studies.

Public Sector Organisations

- Indian Space Research Organization
- National Remote Sensing Center
- National Spatial Data Infrastructure
- Indian Institute of Remote Sensing
- Forest Survey of India
- Geological Survey of India



Principal
P. N. DAS COLLEGE
Santinagar, Palta, 24 Pgs. (N)

- Survey of India
- Department of Science and Technology
- Ministry of Defence
- Ministry of Environment
- National Informatics Centre
- North Eastern Space Applications Center
- Indian Agricultural Research Institute
- Agricultural Department and Irrigation Department
- Meteorological Department
- Mining, Soil Conservation, Land Degradation, and Ground Water Management
- Natural Resource Management
- Indian Council of Agriculture Research
- Space Application Centers and Aviation
- Urban Development Authorities and Municipalities
- Watershed and Wetland Management

Required Education and Skills in GIS and Remote Sensing

Required Education

Educational qualification matters a lot. Any graduate preferably with Bachelor's degree in geography or environmental science with has many chances in getting better job opportunities in the job market. Masters in GIS and Remote sensing in a specific field will get appointed as a GIS/remote sensing specialist. Few colleges provide Post Graduation Diploma (P.G. DIPLOMA) in GIS and Remote Sensing which is equivalent to the bachelor's degree.

Required Skills

Major Skills required- Most of the job roles include technology and statistics to analyze the data. There are some major skills which are important to get placed in any role related to GIS and Remote sensing. Programming languages like R, MATLAB, Python, IDL, C++, FORTRAN are important programming languages in GIS systems. The entire systems run on these programs so these are important to learn. ArcGIS, MATLAB, Python, C++, R, ERDAS, Ecognition, ENVI, PostgreSQL/PostGIS, QGIS, Photoshop, GRASS, PCI Geomatica, IDRISI, MapInfo, FORTRAN are the basic and additional skills required to make a career in GIS and Remote Sensing Field.



Principal

P. N. DAS COLLEGE
Santinagar, Palta, 24 Pgs. (N)

Department of Bengali

- Bengali is our mother language. Learning Bengali as a subject would enhance the Bengali culture. It helps the students to learn about their Bengali culture deeply.
- This course also includes the history of Bengali language. Thus the students would know the origin and evolution of their mother language.
- Through this course the students would learn about ancient and modern Bengali Literature which includes novels, poetry, drama, ancient scriptures.
- This course would develop oral and written communication.
- The course includes Bengali grammars thus would help student to use grammatically correct Bengali language.
- It enhances writing power of the students by analysis of the various styles of poetry and prose.
- It helps to grow awareness about political, economical and social scenarios by reading various prose, poetry, dramas of various centuries.
- Reading various texts and scriptures helps students to increase their ability to analyze human behaviour and human nature.
- It helps to change society's prejudices about religion, caste, gender, region and thus helps to address gender discrimination, asterism etc.
- It helps to develop ethics and values in the students.



Principal
P. N. DAS COLLEGE
Santinagar, Palta, 24 Pgs. (N)

Department of Hindi

Hindi is spoken and understood in almost all the states of India. At such a time, there has been a strong tradition in India regarding the study of Hindi. Under this tradition, literature and culture are observed under the language.

Language is a powerful medium to understand culture. Unless we do not have knowledge of language, we will not be able to understand the customs, tradition and culture of our country properly. For this it becomes necessary that the youth should have a good understanding of the Indian language. Language is directly related to our sensations and feelings, which is obtained through cognition. In the absence of knowledge of language, we will be unable to understand our culture and tradition. That the knowledge of the language should be disseminated among the youth through the academy sector. For this our organization is active for the development and expansion of Hindi under the Indian language.

Our organization is committed to identify the Indianness within the Indian youth by choosing Hindi as a subject. Under this program, for the development of the expansion of Hindi, the study of Hindi literature was started as a subject. For the last 16 years, through this institution, the Hindi subject has been continuously preparing the outline of the future of the youth under a certain arrangement and will continue to do so.



Principal

P. N. DAS COLLEGE
Santinagar, Palta, 24 Pgs. (N)

Department of Philosophy

Philosophy focuses on fundamental questions concerning the nature of reality, knowledge and values; metaphysics seeks to understand the true nature of reality in general and of humankind in particular; logic and epistemology endeavor to determine valid method of reasoning and the limits and criteria of knowledge; and ethics attempts to formulate the basic moral norms by which our choices and actions should be governed. Through the study of philosophy, students can improve their understanding of themselves and the world in which they live; they can increase their command of intellectually responsible methods of establishing and evaluating beliefs and theories; and they can develop more effective ways of determining their moral duties.

In general, the study of philosophy helps develop the ability to think clearly. If one understands how to think clearly, one can apply the techniques of critical and constructive thinking to the study of any discipline or to the concerns of any occupation. The department curriculum provides an opportunity for all students, whether majoring in philosophy or not, to be educated in the methods of critical and constructive thought through reflection on the fundamental presuppositions of knowledge in general and of individual disciplines such as art, mathematics, religions and science in particular. Genuine philosophy by its nature is dialectical; various points of view are brought into critical contact, their assumptions critically assessed, their connections and implications explored. This is the central task of the philosophical enterprise.

Learning outcomes of undergraduate courses

We provide all possible learning modes within our infrastructural constraints including Laptop Wi-Fi enabled, departmental library, PPT classes, remedial & tutorial classes, study material, extension lecture, students seminar, departmental Journal, students' mentoring to help students learn following outcomes.

- Study of Indian Philosophy students should make their ability to state a clear and strong objection to an argument advanced by others; and to articulate counter-arguments to their own objection.
- Psychology helps student justify their own and evaluate others' actions using general ethical principles of the psychological account as a framework.
- Students will be capable of reading both primary and secondary sources through the western philosophical thought and analyzing their argument.
- By the logical portion of entire syllabus of philosophy, will help identify arguments in ordinary language, as well as distinguish premises from conclusions and also help differentiate deductive arguments from inductive arguments, construct arguments of their own, and evaluate deductive arguments in terms of validity and soundness and inductive arguments in terms of strength and cogency.


Principal
P. N. DAS COLLEGE
Santinagar, Palta, 24 Pgs. (N)

- After learning the rules of ethics students can analyze particular moral problems by applying those ethical theories which will help them examine the moral value of their own life as well as of others.
- Through practical ethics students must learn the concepts of right, wrong, good and bad in their environment and also have to learn the moral principles and their application in everyday life.

Logic

- Introduction to logic will teach you the basics of formal logic, which provides symbolic methods for representing and assessing the logical form of arguments. Through this teaching, we will develop understanding of symbolic language and logic, as well as familiarity with precise models of deductive reasoning.
- i) Logic is a foundational discipline.
- ii) Logic can help you evaluate your own beliefs.
- iii) Logic can help you to be more persuasive.
- Symbolic logic is a very useful tool for clarifying the philosophically important concepts of meaning, truth and proof.
- The logic used to explain miracles of everyday life, thinking logically helps man to question the functioning of everything around us, the logic used to argue and is somehow a thought an idea that influences us for an action we do in our daily lives. The logic helps me to speak properly to communicate with others.
- Logic is important because it influences every decision we make in our lives. Logical thinking allows us to learn and make decisions that will affect our lifestyle.

Western Epistemology and Metaphysics

- Epistemology is the study of knowledge, while metaphysics is the study of reality. Epistemology looks at how we know what the truth is and whether there are limits to this knowledge, while metaphysics seeks to understand the nature of reality and existence.
- The study of epistemology in Philosophy is important because it helps us evaluate what we see or perceive. It helps us determine the true from the false and helps us gain productive knowledge i.e. knowledge that we can actually use to benefit oneself and others.
- Traditionally, metaphysics is defined as the science of being, or of reality as such. The western metaphysics has a historical character in so far as the metaphysical reflection of different philosophers unfolds historically, very much like events in human history.

- Metaphysics is a type of Philosophy or study that uses broad concepts to help define reality and our understanding of it. Metaphysical studies generally seek to explain inherent or universal elements of reality which are not easily discovered or experienced in our everyday life.
- Typical issues include transcendence, being, existence in its individual and communal dimensions, causality, relations, analogy, purpose, the possibility of metaphysics, and the relations of metaphysics to other disciplines.

Indian Ethics & Western Ethics

- 1. i) In Indian thought all ethical thinking has always been firmly rooted in Philosophy. The part of the paper aims at introducing the student to the distinctive elements of Indian thinking on ethics.
- ii) The chief concerns and presuppositions of Western Ethics are considerable different from those of Indian Ethics. This course is meant to introduce the student to the main types of ethical theories in the west.
- 2. Ethics serve as a guide to moral daily living and helps us judge whether our behaviour can be justified. Ethics refers to society's sense of the right way of living our daily lives. The discipline concerned with what is morally good and bad and morally right and wrong.
- 3. The ethical principles of justice, beneficence, accountability, autonomy and veracity.
- 4. The study of ethics helps a person to look at his own life critically and to evaluate his actions / choices/ decisions.
- i) Be kinder to the environment
- ii) Respect and defend human rights
- iii) Become more ethical in your career.

Indian Epistemology and Metaphysics

- The goal of epistemology is to determine the criteria for knowledge so that we can know what can or cannot be known, in other words, the study of epistemology fundamentally includes the study of meta-epistemology.
- Epistemology is a branch of Philosophy that is concerned with various theories of knowledge - Indian epistemology is rich in terms of its content and logical reasoning. Systems of Indian Philosophy may be broadly divided into Vedic and non-vedic or orthodox and heterodox.


 Principal
P. N. DAS COLLEGE
 Santinagar, Palta, 24 Pgs. (N)

- Metaphysics is the foundation of philosophy. The degree to which our metaphysical worldview is correct is the degree to which we are able to comprehend the world, and act accordingly - without this firm foundation, all knowledge becomes suspect. Metaphysics is responsible for the study of existence.
- Metaphysics is the branch of Philosophy that studies the first principles of being, identity and change, space and time, causality, necessity and possibility. It includes questions about the nature of consciousness and the relationship between mind and matter.
- Metaphysics provides a base for educational thought by establishing knowledge, truths and values, as ontological realities whose nature must be understood to understand its place in educational matters.


Principal
P. N. DAS COLLEGE
Santinagar, Palta, 24 Pgs. (N)

Department of Commerce

Overall Program Outcomes

- Deep understanding of accounting issues related to small and big businesses.
- Understanding of general business functions and management.
- Learning Managerial and Organizational skills.
- Acquiring Communication Skills.
- Deep understanding of Taxation and other laws impacting the business.
- Understanding ethical, Social Sustainable business issues.
- Learning Costing objectives, techniques and methods.
- Growing entrepreneurial ability.

Specific Program Outcomes

- Ability to prepare accounts of sole proprietorship, partnership and corporate businesses.
- Understanding the regulatory framework of accounting.
- Understanding the legal compliance requirement for a business.
- Acquiring conceptual clarity of various business functions and execution of a project.
- Demonstrate communication skills.
- Understanding general economic theory.
- Ability to lead, motivate and work as a team.
- Imbibe better corporate governance values.
- Learning business ethics.
- Understanding and acquiring entrepreneurial abilities and skills.
- Develop analytical and research aptitude through practical project work.
- Demonstrate ability to interpret and analyze financial statements.
- Demonstrate basic awareness in investment decisions.


Principal

Department of Education

Course outcomes and Programme Specific Outcomes

One of the principles of Gandhiji's approach to curriculum and teaching methods in education was that he spoke of integrated curriculum and correlation in teaching different subjects, i.e. realizing that there is an interrelationship between all subjects. So it can be said about the subject of Education that it is a subject where concept about many subject can be found like Philosophy, Psychology, Sociology, Statistics, and Sociology etc. Since education is a social process, many important issues related to social life have taken place in this subject, which has made education relevant to our lives.

Studying Education subject is just sounds like to knowing education itself. As a degree, students will learn about different aspects of education like-history, philosophy, cognitive psychology, sociology, economics of education, human development, statistics, guidance and counseling, mental hygiene, research methodology, teaching strategies, educational provision of special learners, environmental issues, value and ethics etc. i.e. it covered wide range of disciplines.

An Education degree will help develop learning skills as well as teaching skills such as problem solving learning, oral and written communication, observational skill, Interpersonal skill, experimental learning, teamwork, research, time management, discipline, self management, building an ideal philosophy of life, self realization, ICT skills, how to create learning environment, understanding the psychological aspects of students, and making institutional planning, professional ethics. As a subject Education helps both student and teacher in continuous skill development and provides guidance in living a healthy life in social environment. Students can develop their own perspectives, interpretation, and understanding of other perspectives, values and attitude. They also can aware and understand of people, culture, societies and their environmental, socio-economical, political factors, and their impacts on child's developments, society and educational policy, think about the education for children with special needs and they also become aware their responsibility and role towards society.

Honours course outcomes

Honours course in Education offered the both theoretical and practical curriculum. While the theoretical part helps in acquiring knowledge about the subject related to education, on other hand the practicum includes those activities where students can develop their skills by observation, experiential, problem solving learning such a DTP operation, statistical analysis, presentation skill, survey, team work etc.


21/12/21
Principal

P. N. DAS COLLEGE
Santinagar, Palta, 24 Pgs. (N)



Higher education

Candidates who have interred this B.A course in Education (both Honours and General) may also do Post Graduation course in Education or a related Social science in research, theory, and policies of Education. After completion of P.G degree they can apply to the teachers training course like B.Ed and M.Ed or they may apply other higher degree like M.Phil or Ph.D .

Employment prospects

Various job opportunities like-

- Primary School teacher
- Secondary School teacher
- College teacher(Both General degree college and B.Ed College)
- Special Educator
- Adult education worker
- Curriculum design/developer
- Educational policy making adviser
- Involved with different NGOs
- Researcher Assistant
- School Inspector
- Child care Director
- Educational Administrator
- Educational Software and Policy Developer

And also they can able to engage in-

- Civil Service
- Marketing
- Advertising
- Public relations
- UPSC & WBCS and other Govt. job
- Counselor/ Careers adviser

PSO(Programme Specific Outcomes)

Core Course 1: Educational Philosophy(EDCACOR01T)

Learning Outcomes

- Understand the foundation of Education and disciplinary relationship between Education & Philosophy.



Principal

P. N. DAS COLLEGE
Santinagar, Palta, 2478, (N)

- Get an idea of the Philosophical bases in Education.
- Acquire knowledge of the Western & Indian Schools of Philosophy and their impact on Education.
- Perceive the values enshrined and educational provisions in the Indian Constitution.
- Understand contributions of some great educators and their Philosophies of Education.

Core Course 2: Educational Psychology (EDCACOR02T)

Learning Outcome

- Develop a concept of Psychology, and its relationship with Education.
- Get an idea of Educational Psychology.
- Understand the different aspects of child development and relate that with Education.
- Learn about Psychology of Intelligence and Creativity and relate that with Education.
- Understand different aspects of Learning Psychology in the context of Education.

Core Course 3: Educational Sociology (EDCACOR03T)

Learning Outcome

1. Understand the meaning of Sociology and its different perspectives related to Education.
2. Realize the relationship between Education and Sociology;
3. Acquaintance with the concept of Culture and its relationship with Education
4. Understand about National Integration & International Understanding
5. Get an idea of social development and role of Education
6. Connect with some social issues in education

Core Course 4: Pedagogy (EDCACOR04T)

Learning Outcome

- Get an idea of Pedagogy as an academic discipline
- Understand about different bases of Pedagogy.
- Develop an understanding of philosophical, sociological and psychological bases of Pedagogy
- Learn about Pedagogy as a science of teaching and Pedagogy of teaching - learning
- Get acquainted with some contemporary issues of Pedagogy and its application in class room situation.

Core Course 5: Education in Pre independence India (EDCACOR05T)

Learning Outcome

- Develop an idea of education in ancient and medieval India
- Know about the education under East India Company
- Perceive the development of education under British rule
- Develop a concept of education from 1917-1947.



Principal

P. N. DAS COLLEGE
Santinagar, Palta, 24 Pgs. (N)

Core Course 6: Education in Post-independence India (EDCACOR06T)

Learning Outcome

- Understand about the development of education from 1947-1953
- Develop a concept of education from 1964-1968
- Know about the education from 1986-1992
- Learn about the development of education from 1993 onwards

Core Course 7: Contemporary Issues in Indian education (EDCACOR07T)

Learning Outcome

- Explore the Traditional issues, Social issues and Educational issues of Indian educational system.

Core Course 7: Field tour & Report writing (EDCACOR07P)

Learning Outcome

- Gather experience regarding places of Philosophical, Psychological & Historical importance
- Field study includes proper planning, execution of journey and report writing.
- Students will able to link their learning with experience.

Core Course 8: Educational Management (EDCACOR08T)

Learning Outcome

- Develop the concept, nature, types and need of educational management.
- Understand the importance of leadership in management.
- Know the agencies of educational management in Indian context
- Understand the importance of planning and management in Education

Core Course 9: Basics of Educational Research and Evaluation (EDCACOR09T)

Learning Outcome

- Have preliminary concepts on research methodology
- Learn about Sampling and hypothesis
- Know about Evaluation and Measurement
- Explore the steps in standardization of a test

Core Course 10: Statistics in Education (EDCACOR010T)

Learning Outcome



Principal

P. N. DAS COLLEGE
Santinagar, Palta, 24 Pgs. (N)

- Develop the basic concept of Statistics
- Organize and tabulate data
- Learn about descriptive statistics.
- Learn the calculation of Inferential Statistics

Core Course 10: Statistics in Education (EDCACOR010P)

Learning Outcome

- Learn about data Collection
- Explore the method of data Analyses by any excel/ software and manual both
- Gather experience about statistical report writing

Core Course 11: Guidance and Counseling (EDCACOR011T)

Learning Outcome

- Develop the basic concept of Guidance and Counseling.
- Understand the concepts of adjustment and maladjustment.
- Get acquainted with the basic data necessary for guidance, process of testing and diagnosis in Guidance and Counseling.

Core Course 12: Educational Technology (EDCACOR012T)

Learning Outcome

- Acquire knowledge about the concept and approaches of educational technology.
- Understand the concepts, components and basic models of communication used in Education.
- Know the techniques of instructional technology used in Education.

Core Course 12: Basic ICT (EDCACOR012P)

Learning Outcome

- Learn about computer and its components
- Know how to operate DTP & Excel
- Oral Presentation with PPT along with report writing


Core Course 13: Curriculum Studies (EDCACOR013T)

Learning Outcome

- Develop a concept of Curriculum
- Understand the aims and objectives of Curriculum.
- Get acquainted with the development of Curriculum.
- Learn about the evaluation of Curriculum.

Core Course 14: Special Education (EDCACOR014T)

Learning Outcome


 Principal
P. N. DAS COLLEGE
 Santinagar, Palta, 24 Pgs. (N)

- Acquire knowledge about basic concept of Special Education.
- Understand the development and organization of Special Education.
- Learn about Gifted and Slow Learners.
- Gather experiences about the different types of exceptionality.

EDCADSE01T-Women Education

Course Outcome

- Acquire knowledge about concept and necessities of women education.
- Develop the ideas of women education from ancient time to British period
- Learn about post independent period: recommendation of various commission and committee for the development of women education.
- Know the role of a teacher in popularizing women education.
- Get acquainted constitutional rights and legal rights of women.

EDCADSE02T-Teacher Education

Course Outcome-

- Develop a concept of Teacher Education.
- Know the historical development of teacher education- from pre independent to post independent
- Learn about professional ethics
- Gather knowledge about trends in methodology of teaching

EDCADSE03T-Life skill education

- Learn about Life skills and life skill education
- Get know about the different life skills
- Know the role of educational agencies in life skill education

EDCADSE04T-Value Education

- Acquire knowledge about value
- Aware about value crises and causes

EDCADSE05T-Peace Education

- Acquire concept of peace and peace education
- Learn about the barriers of peace education and preventive measures to overcome the barriers of peace education
- Learn the role of peace education present context

EDCADSE06T-Environmental Education

- Understand the concept and necessities to study environmental studies.
- Understand the different environmental pollution
- Perceived knowledge about the ecosystem
- Get know the some environmental movements



Principal

P. N. DAS COLLEGE
Santinagar, Palta, 24 Pgs. (N)

GENERAL

DSC 1A (EDCGCOR01T)/GE-1 (EDCHG01T) Philosophical Foundation of Education.

Course Outcomes:

After completion of this course the students will be able to understand the followings:

- The meaning nature and scope of education;
- The aims, forms and factors of education;
- The meaning and importance of value and the relation between value and education; and
- The life And contributions of great educators in the field of education;

DSC 1B (EDCGCOR01T)/GE-2 (EDCHG02T) Psychological Foundations of Education.

Course Outcomes:

After completion of this course the students will be able to understand the followings:

- The relationship between education and psychology;
- The meaning and nature of educational psychology and the contribution of educational psychology to education;
- The meaning, principles, types and stages of human development and their educational significance;
- The meaning, nature and types of attention and memory and the causes of forgetting and the role of education good memorisation; and
- The meaning, characteristics, types and measurement of personality and its importance in education,

DSC 1C (EDCGCOR03T)/GE-3 (EDCHG03T) Development of educational policies since Independence

Course Outcomes:

After completion of this course the students will be able to understand the followings;

- The educational scenario of India from 1813 AD to 2016 AD;
- The educational provisions under the British Rule;
- The recommendations of various Committees and commissions on education in India;
- Various policies on education and educational schemes on education in India like SSM, RUSA and NPE etc.

DSC 1D (EDCGCOR04T)/GE-4 (EDCHG04T) Evaluation in education.

Course Outcomes:

After completion of this course the students will be able to understand the followings;

- The meaning, principles, types and importance of evaluation in education;
- Tools and techniques of evaluation, their advantages and disadvantages in education;
- The meaning, types and characteristics of tests such as educational tests and psychological tests; and

- The meaning and utility of statistics and calculate central tendency and variability of a distribution.

DSE 1A (EDCGDSE01T) Sociological Foundations of Education.

Course Outcomes:

After completion of this course the students will be able to understand the followings;

- The meaning nature and scope of sociology and educational sociology and their inter relationship;
- The meaning and types and social groups and their role in socialization process;
- The meaning, nature and types of social agencies and their role as agencies of education; and
- Various social issues and their causes and impact on social life.

DSE 1A (EDCGDSE02T) Psychology of Learning.

Course Outcomes:

After completion of this course the students will be able to understand the followings;

- The meaning, scope, theories and measurement of Intelligence.
- The meaning, characteristics and type of learning and what are the factors influencing learning
- Various theories of learning and their educational implications;
- The meaning, scope and characteristics of creativity and its measurement techniques; and
- The relationship between creativity and intelligence.

DSE 1B (EDCGDSE03T) Ancient Indian Education and contemporary Issues in Indian Education.

Course Outcomes:

After completion of this course the students will be able to understand the followings;

- The system , aims, curriculum, methods of teaching and women education in Brahmanic and Budhhistic period;
- The problems of equality in education and structure and functions of various controlling and policy making agencies i. e. UGC, NCERT, and NCTE etc.;
- The problems of Backward sections of the society and problems of vocational education in India; and
- Understand the current educational Acts such as PWD, SSA and RTE.

DSE 1A (EDCGDSE01T) Guidance and Counselling in Education.

Course Outcomes:

After completion of this course the students will be able to understand the followings;

- The meaning, scope and need for adjustment and causes and remedies for maladjustment;
- Meaning, scope , types and importance of guidance and its need in secondary and higher secondary schools;
- The meaning, nature, scope, types and importance of Counselling;



Principal

P. N. DAS COLLEGE
Santinagar, Palta. 24 Pgs. (N)

- The techniques of data collection for guidance and counselling; and the students may use this knowledge in their own life situation.

HONOURS & GENERAL

SSEC-1 (B.A. EDCA and EDCG Students) Developmental skill for Social Awareness (EDCSSEC01M)

Project outcome:

After completion of this course the students will be able to understand the followings;

- The meaning and nature of Social awareness and its need;
- How to plan and execute a social awareness programme; and
- The student will develop the skill to organise various social awareness programmes.

SSEC-2 (B.A. EDCA and EDCG Students) Development of Observational Skill (EDCSSEC02M)

Project outcome:

After completion of this course the students will be able to understand the followings;

- The meaning, nature and characteristics of observation;
- The types of observation ways to plan and execute an observation programme; and
- The student will develop the skill to observe an event, record the event and report on the event meticulously.

GENERAL

SSEC-3: Collection and Analysis of Statistical Data

After completion of this course the students will be able to understand the followings;

- Learn about data Collection
- Explore the method of data Analyses by any excel/ software and manual both
- Gather experience about statistical report writing

SSEC-4: Development of Environmental Awareness

After completion of this course the students will be able to understand the followings;

- Understanding the concept of environmental awareness
- Gather experience from environmental awareness programmes
- Learn about report writing of awareness programme



Principal

P. N. DAS COLLEGE
Santinagar, Palta, 24 Pgs. (N)

Programme Learning Outcomes for Graduates in BA History (HONS & GEN)

DEPARTMENT OF HISTORY

P.N.DAS COLLEGE, PALTA

A. Learning Outcome based Curriculum Framework in BA Honours in History:

The BA Honours History Programme is organised to provide the greatest flexibility to its students. There are Core Disciplinary papers that provide the fundamental knowledge in the discipline of history and in the study of the History of India and the World. The programme is otherwise envisaged to provide a large amount of choice so that students can tailor their education on the basis of their interests. These provide not just skills in history but also vital skills in other disciplines.

At a general level, our courses are structured with the objective of giving requisite information about different aspects of the past to students, to teach them how to parse this information, instruct them on how historians research, frame an argument and debate details that have significance to how we understand the past and the present. The expected outcome is to provide students with a sense of how interconnected our present is with the past and how learning about the past provides them with the skills to understand the present.

It is expected that on completion of the course students would have to acquire the skills of critical thinking, rational enquiry, effective communication, and exploring the relationship between past, present and historiography.

Core Course I


History of India- I

(HISACOR01T)

Learning Outcomes:

After completing the course the students will be able to:

- Discuss the landscape and environmental variations in Indian subcontinent and their impact on the making of India's history.
- Describe main features of prehistoric and proto-historic cultures.
- List the sources and evidence for reconstructing the history of Ancient India
- List the main tools made by prehistoric and proto- historic humans in India along with their find spots. • Interpret the prehistoric art and mortuary practices.
- Discuss the beginning and the significance of food production.


Principal
P. N. DAS COLLEGE
Santinagar, Palta, 24 Pgs. (N)

- Analyse the factors responsible for the origins and decline of Harappan Civilization.
- Discuss various aspects of society, economy, polity and religious practices that are reflected in the Early Vedic and Later Vedic texts.
- Describe the main features of the megalithic cultures of the Central India, Deccan and South India.

Core Course II

Social Formations and Cultural Patterns of the Ancient World-I

(HISACOR02T)

Learning Outcomes:

After completion of this course the student shall be able to:

- Trace long term changes in the relationship of humans to their landscapes, to resources and to social groups.
- Discuss that human history is the consequence of choices made in ecological and biological contexts, and that these choices are not only forced by external forces like environmental change but are also enabled by changes in technology and systems of cultural cognition.
- Delineate the significance of early food production and the beginning of social complexity.
- Analyse the process of state formation and urbanism in the early Bronze Age Civilizations.
- Correlate the ancient past and its connected histories, the ways in which it is reconstructed, and begin to understand the fundamentals of historical methods and approaches.

Core Course III

History of India- II(c.300BCE-750CE)

(HISACOR03T)

Learning Outcomes:

After completing this course, the students will be able to

- Discuss various kinds of sources that the historians utilize to write the history of early historical and early medieval India.
- Analyse the processes and the stages of development of various types of state systems like monarchy, republican and centralized states as well as the formation of large empires.
- Discuss the ways in which historians have questioned the characterization of the Mauryan state.
- Delineate the changes in the fields of agriculture, technology, trade, urbanization and society and the major points of changes during the entire period.

Sbe

Principal
P. N. DAS COLLEGE
Santinagar, Palta, 24 Pgs. (N)

- Describe the factors responsible for the rise of a good number of heterodox religious systems and adjustments and readjustments by various belief systems.
- Trace the processes of urbanization and de-urbanization & monetization and monetary crisis in early India.
- Analyse critically the changes in the varna/caste systems and changing nature of gender relations and property rights.
- Write and undertake projects related to literature, science, art and architecture.

Core Course IV

Social Formations and Cultural Patterns of the Ancient and Medieval World-II

(HISACOR04T)

Learning Outcomes:

After completion of this course the student shall be able to:

- Identify the main historical developments in Ancient Greece and Rome.
- Gain an understanding of the restructuring of state and society from tribe-based polities to those based on territorial identity and citizenship.
- Trace the emergence and institutionalisation of social hierarchies and marginalisation of dissent.
- Explain the trends in the medieval economy.
- Analyse the rise of Islam and the move towards state formation in West Asia.
- Understand the role of religion and other cultural practices in community organization.

Core Course V


History of India- III (c. 750-1200)

(HISACOR05T)

Learning Outcomes:

After completion of this course the student shall be able to:

- Critically assess the major debates among scholars about various changes that took place with the onset of early medieval period in India.
- Explain, in an interconnected manner, the processes of state formation, agrarian expansion, proliferation of caste and urban as well as commercial processes.


Principal
P. N. DAS COLLEGE
Santinagar, Palta, 24 Pgs. (N)

- Discuss the major currents of development in the cultural sphere, namely bhakti movement, Puranic Hinduism, Tantricism, architecture and art as well as the emergence of a number 'regional' languages.

Core Course VI

Rise of the Modern West- I

(HISACOR06T)

Learning Outcomes:

After completion of this course the student shall be able to:

- Outline important changes that took place in Europe from the medieval period.
- Acquire an integrated approach to the study of economic, social, political and cultural developments in Europe.
- Explain the processes by which major transitions unfolded in Europe's economy, state forms, social structure and cultural life. Examine elements of early modernity in these spheres.
- Critically analyse linkages between Europe's state system and trade and empire.

Core Course VII

History of India- IV (c. 1206–1526)

(HISACOR07T)

Learning Outcomes:

After completion of this course, the students shall be able to:

- Discuss different kinds of sources available for writing histories of various aspects of life during the thirteenth to the fifteenth centuries.
- Critically evaluate the multiple perspectives from which historians have studied the politics, cultural developments and economic trends in India during the period of study.
- Appreciate the ways in which technological changes, commercial developments and challenges to patriarchy by certain women shaped the times.

Core Course VIII

Rise of the Modern West- II

(HISACOR08T)



Principal
P. N. DAS COLLEGE
Santinagar, Palta, 24 Pgs. (N)

Learning Outcomes:

After completion of this course the student shall be able to:

- Explain major economic, social, political and intellectual developments in Europe during the 17th and 18th centuries.
- Contextualize elements of modernity in these realms.
- Discuss the features of Europe's economy and origins of the Industrial Revolution.
- Analyse the relationship between trade, empire, and slavery and industrial capitalism. Examine the divergence debate.

Core Course IX

History of India V (c. 1526CE-1757CE)

(HISACOR09T)

Learning Outcomes:

After completion of this course the student shall be able to:

- Critically evaluate major sources available in Persian and vernacular languages for the period under study
- Compare, discuss and examine the varied scholarly perspectives on the issues of the establishment, consolidation and nature of the Mughal state.
- Explain the changes and continuities in agrarian relations, land revenue regimes, Bhakti and Sufi traditions
- Discuss how different means such as visual culture was used to articulate authority by the rulers
- Discern the nuances of the process of state formation in the areas beyond the direct control of the Mughal state and Know the Rise of Maratha Power under Shiviji, Emergence of Regional Power as well as the Rise of English East India Company in Bengal after the downfall of the Mughal Empire.

Core Course X


History of India- VI (c. 1757-1857)

(HISACOR10T)

Learning Outcomes:

After completion of this course the student shall be able to:

- Outline key developments of the 18th century in the Indian subcontinent.


Principal
P. N. DAS COLLEGE
Santinagar, Palta, 24 Pgs. (N)

- Explain the establishment of Company rule and important features of the early colonial regime.
- Explain the peculiarities of evolving colonial institutions and their impact.
- Elucidate the impact of colonial rule on the economy.
- Discuss the social churning on questions of tradition, reform, etc. during first century of British colonial rule.
- Assess the issues of landed elite, and those of struggling peasants, tribals and artisans during the Company Raj.

Core Course XI

History of Modern Europe – I (1789CE-1919CE)

(HISACOR11T)

Learning Outcomes:

On completing this course, the students will be able to:

- Identify what is meant by the French Revolution.
- Trace short-term and long-term repercussions of revolutionary regimes and Empire-building by France. • Explain features of revolutionary actions and reactionary politics of threatened monarchical regimes.
- Delineate diverse patterns of industrialization in Europe and assess the social impact of capitalist industrialization.
- Analyse patterns of resistance to industrial capital and the emerging political assertions by new social classes.

Core Course XII

History of India- VII (c. 1858-1947)

(HISACOR12T)

Learning Outcomes:

After successful completion of the course, the students will be able to:

- Identify how different regional, religious, linguistic and gender identities developed in the late 19th and early 20th centuries.
- Outline the social and economic facets of colonial India and their influence on the national movement. • Explain the various trends of anti-colonial struggles in colonial India.
- Analyse the complex developments leading to communal violence and Partition.



Principal

P. N. DAS COLLEGE
Santinagar, Palta, 24 Pgs. (N)

- Discuss the negotiations for independence, the key debates on the Constitution and need for socio-economic restructuring soon after independence

DSE -I

Aspect of the history of Modern Southeast Asia-I

(HISADSEO1T)

Learning Outcomes:

After completion of this course the student shall be able to:

- Explain the processes of state formation, the localization and spread of religious traditions like Islam and Buddhism
- Analyse the impact of the European presence on local society
- Examine the impact of maritime activity of local society and polity and the developments in the economic and architectural history of the region.
- Discern the history of Populist and Progressive movements along with introduction of New Deal in response to the Great Depression.
- Describe the historiographical trends to study history of Southeast Asia.

DSE-II

Aspect of the History of Modern Southeast Asia: II

(HISADSE02T)

Learning Outcomes:

After completion of this course the student shall be able to:

- Explain the character and functioning of colonial state and society.
- Analyse the impact of the European presence and the growth of the Nationalist Movement in South East Asia.
- Examine the impact of maritime activity of local society and polity and the developments in the economic and architectural history of the region.
- Analyse the Decolonisation and Cold War politics-Regional Co operation initiatives:SEATO,ASA,ASEAN,and NAM.
- Describe the historiographical trends to study history of Southeast Asia.



Principal

P. N. DAS COLLEGE
Santinagar, Palta, 24 Pgs. (N)

Core Course XIII

History of India-VIII(India since 1947)

(HISACOR13T)

Learning Outcomes:

After completion of this course the student shall be able to:

- learn about the post war Developments of social, political, economic and cultural scenarios of India.
- Analyse the Impact of colonialism and National Movement.
- Know about the Indian Constitution and Consolidation as a Nation.
- Analyse the Political developments in India since independence.

Core Course XIV

Trends in World Politics (1919CE-2001CE)

(HISACOR14T)

Learning Outcomes:

After completion of this course

Students shall be able to:

- learn about the post war Developments of Trends in World Politics,
- Know the Challenges to the new European Order, Issue of Non-Alignment movement after the end of the Cold War.
- Know the Emergence of Terrorism, Issues and Challenges .
- Know India's Role in the Contemporary World.

DSE-IV

History of Modern East Asia-I(1830-1919)

(HISADSE04T)

Learning Outcomes:

After completion of this course

Students shall be able to: learn about the nature and structure of the traditional Chinese society and how to transform the Chinese society from traditional to modern cultures. They will be aware

how the Chinese were united towards the foreign colonial powers and defeated them and ultimately gain to freedom.

DSE-V

History of Modern East Asia II(1919-1939)

(HISADSE05T)

Learning Outcomes:

After completion of this course

After completion of this course the student shall be able to learn to think critically and comparatively about historical events in modern East Asia. They are able to understand and identify historical themes, causes, and effects.

HISTORY CBCS GENERAL

PAPER-I:

HISTORY OF INDIA FROM EARLIEST TIME UPTO 300CE

HISGCOR01T

Learning Outcome:

After completion of this course

The history student will be able to learn about the historiographical trends, interpretation of the historical sources of ancient India as well. They can also acquire the knowledge about the Vedic Period and the rise of Jainism and Buddhism culture in ancient times of India, Paleolithic and Mesolithic cultures, Chronological distribution of Neolithic and Chalcolithic cultures, the Harappan Civilization and the Vedic Civilization as well as the Ancient Language and Literature etc. in ancient India.


PAPER-II

HISTORY OF INDIA FROM 300CE to 1206CE

HISGCOR02T

Learning Outcome:

After completion of this course


Principal
P. N. DAS COLLEGE
Santinagar, Palta, 24 Pgs. (N)

History Students will learn and analyze about the transition from historic centuries to the early medieval. They'll be able to delineate changes in the realm of polity and culture and analyse the changes in the society and economy during the early medieval period as well as the introduction of Muslim rule in India after the Arab conquest of Sind.

PAPER-III

HISTORY OF INDIA FROM 1206CE to 1707CE

HISGCOR03T

Learning Outcome:

After completion of this course

Students will be able to identify the major political developments in the History of India during the period between the twelfth and the seventeenth century. Outline the changes and continuities in the field of culture, especially with regard to art, architecture, Bhakti movement and Sufi movement. Delineate the development of trade and urban complexes during this period.

PAPER-IV

HISTORY OF INDIA FROM 1707 CE to 1950 CE

HISGCOR04T

Learning Outcome:

After completion of this course

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

DSE PAPER-I

Society and Economy of Modern Europe: 15th to 18th century

HISGDSE01T

Learning Outcome:

After completion of this course



Principal

P. N. DAS COLLEGE
Santinagar, Palta, 24 Pgs. (N)

Students will be able to develop the understanding Europe from a theocratic society to Modern Nation state system, Renaissance and its aftermaths on European Society, Economy, polity and Culture leading to the subsequent development of Nation State and emergence of new ideologies as well as to analyse the transition from feudalism to Capitalism through Industrial revolution in England.

DSE PAPER-IV

Some Aspects of European History:1780-1939 CE

HISGDSE04T

Learning Outcome:

After completion of this course

Students will be able to analyze the historical developments in Europe between1780-1939. As it focuses on the democratic & socialist foundations of modern Europe. They will be able to situate historical developments of socialist upsurge & the economic forces of the wars, other ideological shifts and to analyse the Rise of Fascism and the Nazism on the eve of the Second world war.

GE PAPER:I

History of Indian Journalism: Colonial and Post-colonial Period

HISGGEC01T

Learning Outcome:

Students will be able to understand the role of Print media to the growth of nationalism and the importance of Pre-Colonial and Post Colonial History of written records which help to know about the changing scenario of the world.

GE PAPER:II

Some Perspective on women's Rights in India

HISGGEC02T

Learning Outcome:

- After completion of this course students particularly women will be able to understand the power of Indian Constitution through which they will be able to



Principal
P. N. DAS COLLEGE
Santinagar, Palta, 24 Pgs. (N)

know regarding the Dowry Prohibition Act, Child Marriage Act and The Prevention, Prohibition and Redressal Act of 1913,

- will be able to save themselves from the sexual Harassment at Work Place,
- Will be able to take remedial measures against the domestic violence on women as well as all forms of discrimination against women also.

Skill Enhancement Course

SEC-I

Archives and Museums

- Course Objective:
- The aim of this course is to make students familiar with the structure and functioning of archives and museums with a view to understand how history is written. The special focus of the paper will be India and it will enlarge on the relationship between the reading, writing and interpretation of history and the preservation and display of its manuscripts, art objects and heritage. It will show how carefully archives and museums organise their materials to create particular interpretations of the past. The paper will be of particular value to those who are interested in seeking careers as archivists or working in museums, art galleries and keepers of private and public collections.
- Learning Outcomes: Upon completion of this course the student shall be able to:
- Examine these two repositories of history from close quarters.
- Discuss the role of Colonialism in the growth of Archives and Museums.
- Explain how the documents and artefacts are preserved and the difficulties faced in the process.
- Demonstrate the way in which museums are organised and managed.
- Examine the considerations which govern the way exhibitions in museums are managed.

SEC-II

Understanding Indian Art

- Course Objective:
- This course aims to provide an understanding of Indian art forms from ancient to contemporary times, fostering appreciation of its diversity and plurality of aesthetic richness. The course begins with how Indian art was perceived in the west and the construction of the orientalist canon, laying stress on the primacy of religion and race in Indian art and superiority of Western aesthetics. It also explores the nationalist response, underlining the transcendental and metaphysical aspects of Indian art, which gave it its 'Indianess' and reviews new concerns in Indian art studies regarding its social context. The course studies three vital manifestations of



Principal

P. N. DAS COLLEGE
Santinagar, Palta, 24 Pgs. (N)

Indian art, keeping in view the transitions in terms of style, material, historical contexts, regional variations, elite/popular art, patterns of patronage, representation of gender and the study of iconography of different works of art.

● Learning Outcomes:

- At the end of the course, the student should be able to:
- Explain how Indian art was perceived and received in the west under colonial rule and its changing perspectives. This will set the template for examining its various manifestations.
- Through specific examples the student will be able to identify the historical context, socioeconomic processes that went in the formation of art and architectural forms.
- Identify the stylistic features of different genres of art.
- Discuss the iconography of art forms.
- Differentiate between high/courtly art, popular art/folk, and tribal art.
- Point out the continuity in patterns and regional variations.
- Elaborate patronage patterns, artist-patron relations and representation of gender.

SEC-III

An Introduction to Indian Architecture

- Learning outcome:
- Students will learn about the Introduction of Indian art and Architecture from ancient to contemporary times, in order to understand and appreciate its diversity and its aesthetic richness. As well as students will equip with the ability to understand art and architecture as a medium of cultural expression. Students will be able to understand the Features of Indian Architectural Plan, Elevation, Section, Arches, Vaults, Domes, Pillars, Capitals, stupas, Indus Valley town planning: Rock cut Architecture, Major Styles of Temple, Mughal Architecture: Tomb, Places as well as Modern and Contemporary Architecture: Colonial Building: Neoclassical Architecture, British Forts, Churches, High Courts, University, Rashtrapati Niwas etc. besides Contemporary Structures Across India: Lotus Temple, New Delhi; Jawahar Kala Kendra, Jaipur, British Council, Delhi Capital complex, The Light box restroom etc.

SEC-IV

Understanding Popular Culture

- Course Objective:
- The course aims to provide an overview of the various forms of the subcontinent's popular cultural practices, expressed through oral, visual and other mediums.



Principal

P. N. DAS COLLEGE
Santinagar, Palta, 24 Pgs. (N)

Exploring the interface between various forms of popular culture and their historical evolution, the objective would be to sensitize learners to the rapidly evolving domain of popular culture. The course will enable students to grasp significant differences in cultural types as well as assess the impact of different types of cultural expressions on society.

- Learning Outcomes:
- Upon completion of this course the student shall be able to:
- Discuss the range of theoretical perspectives that define popular culture,
- Describe the methodological issues involved in a historical study of popular culture,
- Identify the relevant archives necessary for undertaking a study of popular culture, while pointing out the problems with conventional archives and the need to move beyond them
- Interpret these theoretical concerns through a case study,
- Examine the role of orality and memory in popular literary traditions,
- Demonstrate the evolution of theatre and dance within the popular performative traditions,
- Analyse the role of technology in the transformation of music from elite to popular forms,
- Examine the relationship between recipes/recipe books and the construction of national/regional identities,
- Discuss the history of the cultures of food consumption and its relationship with the constitution of a modern bourgeoisie.
- With specific reference to art, media and cinema, Examine the processes through which a pattern of 'public cultural consumption emerged in contemporary times.



Principal
P. N. DAS COLLEGE
Santinagar, Palta, 24 Pgs. (N)

Department of English
P N. DAS COLLEGE
English (Honours)
Programme Learning Outcomes

Objectives

The specific objectives of the BA programme in English Literature (Honours) are to develop in the student the ability to demonstrate the following outcomes:

1. Disciplinary Knowledge of English Literature and Literary Studies
2. Communication Skills
3. Critical Thinking
4. Analytical Reasoning
5. Problem Solving
6. Research-Related Skills
7. Self-Directing Learning
8. Multicultural Competence
9. Values: Moral and Ethical, Literary and Human
10. Digital Literacy

The details are explained in the sections that follow.

Disciplinary Knowledge:

- a) **ability** to identify, speak and write about different literary genres, forms, periods and movements
- b) **ability** to understand and engage with various literary and critical concepts and categories
- c) **ability** to read texts closely, paying attention to themes, generic conventions, historical contexts, and linguistic and stylistic variations and innovations
- d) **ability** to understand appreciate, analyze, and use different theoretical frameworks
- e) ability to locate in and engage with relevant scholarly works in order to develop one's own critical position and present one's views coherently and persuasively
- f) **ability** to situate one's own reading, to be aware of one's position in terms of society, religion, caste, region, gender, politics, and sexuality to be self-reflexive and self-questioning
- g) **ability** to understand the world, to think critically and clearly about the local and the global through a reading of literatures in translation and in the original, to be a located Indian citizen of the world


Principal

P. N. DAS COLLEGE
Santinagar, Palta, 24 Pgs. (N)

h) **ability** to see and respect difference and to transcend binaries

Communication Skills:

- a) **ability** to speak and write clearly in standard, academic English
- b) ability to listen to and read carefully various viewpoints and engage with them.
- c) **ability** to use critical concepts and categories with clarity

Critical Thinking:

- a) **ability** to read and analyze extant scholarship
- b) **ability** to substantiate critical readings of literary texts in order to persuade others
- c) **ability** to place texts in historical contexts and also read them in terms of generic conventions and literary history

Problem Solving:

- a) **ability** to transfer literary critical skills to read other cultural texts
- b) **ability** to read any unfamiliar literary texts
- c) **ability** to recognise different stylistic devices, like rhetorical figures, rhymes and rhythms in an unknown prose / verse passage.

Analytical Reasoning:

- a) ability to evaluate the strengths and weaknesses in scholarly texts spotting flaws in their arguments
- b) **ability** to use critics and theorists to create a framework and to substantiate one's argument in one's reading of literary texts

Research-Related Skills:

- a) **ability** to problematize; to formulate hypothesis and research questions, and to identify and consult relevant sources to find answers
- b) **ability** to plan and write a research paper

Teamwork and Time Management:

- a) **ability** to participate constructively in class discussions
- b) **ability** to contribute to group work
- c) **ability** to meet a deadline

Scientific Reasoning:

- a) **ability** to analyze texts, evaluating ideas and literary strategies
- b) **ability** to formulate logical and persuasive arguments

Reflective Thinking:

- a) **ability** to locate oneself and see the influence of location—regional, national, global—on critical thinking and reading

Self-Directing Learning:

- a) **ability** to work independently in terms of reading literary and critical texts
- b) **ability** to carry out personal research, postulate questions and search for answers

Digital Literacy:

- a) **ability** to use digital sources, and read them critically
- b) **ability** to use digital resources for presentations

Multicultural Competence:

- a) **ability** to engage with and understand literature from various nations and reasons and languages
- b) **ability** to respect and transcend differences

Moral and Ethical Values:

- a) **ability** to interrogate one's own ethical values, and to be aware of ethical issues
- b) **ability** to read values inherited in literary texts and criticism vis a vis, the environment, religion and spirituality, as also structures of power

Leadership Readiness:

ability to lead group discussions, to formulate questions for the class in literary and social texts

Life-long Learning:

- a) **ability** to retain and build on critical reading skills
- b) **ability** to transfer such skills to other domains of one's life and work

Qualification descriptors for a bachelor's degree with English Honours

The qualification descriptors for the BA (English Hons) programme in English shall be five learning attributes such as understanding, use, communication, expansion, and application of subject knowledge with a clear understanding of one's location. This also involves an awareness on the students' part of differences pertaining to class, caste, gender, community, region, etc. in order that they can transcend these differences with transparency of purpose and thought. The key qualification descriptor for English Honours shall be clarity of communication as well as critical thinking and ethical awareness. Each Honours Graduate in English should be able to

- **demonstrate** a coherent and systematic knowledge and understanding of the field of literary and theoretical developments in the field of English Studies and English Studies in India. This would also include the student's ability to identify, speak and write about genres, forms, periods, movements and conventions of writing as well as the ability to understand and engage with literary-critical concepts, theories and categories
- **demonstrate** the ability to understand the role of literature in a changing world from the disciplinary perspective as well as in relation to its professional and everyday use. While the aspect of disciplinary attribute is covered by the ability of the students to read texts with close attention to themes, conventions, contexts


Principal
P. N. DAS COLLEGE
Santinagar, Palta, 24 Pgs. (N)

- and value systems, a key aspect of this attribute is their ability to situate their reading, their position(s) in terms of community, class, caste, religion, language, region, gender, politics, and an understanding of the global and the local
- **demonstrate** the ability to think and write critically and clearly about one's role as a located Indian citizen of the world through a reading of English literatures and literatures in translation
 - **communicate** ideas, opinions and values—both literary values and values of life in all shades and shapes—in order to expand the knowledge of the subject as it moves from the classroom to life and life-worlds
 - **demonstrate** the ability to share the results of academic and disciplinary learning through different forms of communication such as essays, dissertations, reports, findings, notes, etc. on different platforms of communication such as the classroom, the media and the internet
 - **recognize** the scope of English studies in terms of career opportunities, employment and lifelong engagement in teaching, publishing, translation, communication, media, soft skills and other allied fields
 - **apply** subject-specific skills in language and literature to foster a larger sense of ethical and moral responsibility among fellow humans in order to see and respect differences in and among various species and life-forms and learn to transcend them

The programme will strengthen the student's ability to draw on narratives that alert us to layers and levels of meaning and differences in situations and complexities of relations. Linguistic and literary competence should help the students identify, analyze and evaluate key issues in the text and around in the world—thematic, contextual, professional, processual—and think of ways to find acceptable and sustainable solutions. Students will have the ability to understand and articulate with clarity and critical thinking one's position in the world as an Indian and as an Indian citizen of the world.

Programme Learning Outcomes (BA Hons. English)

The programme learning outcomes relating to BA (Hons) degree programme in English:

- **demonstrate** a set of basic skills in literary communication and explication of literary practices and process with clarity
- **demonstrate** a coherent and systematic knowledge of the field of English literature and Bhasha literatures in English showing an understanding of current



Principal

P. N. DAS COLLEGE
Santinagar, Palta, 24 Pgs. (N)

theoretical and literary developments in relation to the specific field of English studies.

- **display** an ability to read and understand various literary genres and stylistic variations and write critically
- **cultivate** ability to look at and evaluate literary texts as a field of study and as part of the wider network of local and global culture
- **demonstrate** a critical aptitude and reflexive thinking to systematically analyze the existing scholarship and expand critical questions and the knowledge base in the field of English studies using digital resources.
- **display** knowledge to cultivate a better understanding of values – both literary values that aide us in literary judgment and also values of life at all stages; apply appropriate methodologies for the development of the creative and analytical faculties of students, their overall development of writing, including imaginative writing.
- **recognize** employability options in English studies programme as part of skill development and as career avenues open to graduates in today's global world such as professional writing, translation, teaching English at different levels, mass media, journalism, aviation communication and personality development
- **channelize** the interests of the students and analytical reasoning in a better way and make more meaningful choices regarding career after completion of graduate programme
- **to enable** students to develop an awareness of the linguistic-cultural richness of India as an important outcome of English literary studies in India



Principal
P. N. DAS COLLEGE
Santinagar, Palta, 24 Pgs. (N)

Department of English

P.N. DAS COLLEGE

Course Level Learning Outcomes

English (Honours)

Course Code	Course Title	Course Level Learning Outcomes	Course Content
ENGACOR01T	INDIAN CLASSICAL LITERATURE	<p>ideas about the socio-political-cultural context of the age that produced Indian Classical literature from its beginning till 1100 AD</p> <p>To appreciate the pluralistic and inclusive nature of Indian classical literature and its attributes</p> <p>Historically situate the classical literature and diverse literary cultures from India,</p> <p>trace the evolution of literary culture(s) in India in its/their contexts, issues of genres, themes and critical cultures</p> <p>understand, analyze and appreciate various texts with comparative perspectives</p>	<p>Excerpts from The Ramayana</p> <p>Excerpts from The Mahabharata</p> <p>Bharatamuni's Natyashastra</p> <p>Banabhatta, Kacamban</p> <p>Kalides, Shakuntala</p>
ENGACOR02T	EUROPEAN CLASSICAL LITERATURE	<p>historically situate classical European, i.e., Greek and Latin literary cultures and their socio-political-cultural contexts</p> <p>engage with classical literary traditions of Europe from the beginning till the 5th century AD</p> <p>grasp the evolution of the concept of classic and classical in the European literary thinking and its reception over a period of time</p> <p>examine different ways of reading and using literary texts across a wide range of classical authors, genres and periods with comparative perspectives</p> <p>develop ability to pursue research in the field of classics</p> <p>develop academic and practical skills in terms of communication and presentation and also learn about human and literary values of classical period.</p>	<p>Homer: selections from the Iliad</p> <p>Sophocles, Antigone or Oedipus Rex</p> <p>Plautus, Pot of Gold</p> <p>Ovid, selections from the Metamorphoses</p>
ENGACOR03T	INDIAN WRITING IN ENGLISH	<p>appreciate the historical trajectory of various genres of IWE from colonial times till the present</p> <p>critically engage with Indian literary texts written in English in terms of colonialism/postcolonialism, regionalism, and nationalism</p> <p>critically appreciate the creative use of the English language in IWE</p> <p>approach IWE from multiple positions based on historical and social locations</p> <p>understanding the Aesthetics of Indian English Poetry</p>	<p>R.K. Narayan, The Guide</p> <p>H.L.V. Derozio, 'Freedom to the Slave'</p> <p>Kamala Das, 'Introduction'</p> <p>Nissim Ezekiel, 'The Night of the Scorpion'</p> <p>K. Ramanujan, 'Another View of Grace'</p> <p>Jayanta Mahapatra, Hunger</p> <p>Shashi Deshpande 'The Intrusion'</p> <p>Ruskin Bond, 'Tiger, Tiger, Burning Bright'</p> <p>Salman Rushdie, 'The Free Radio'</p> <p>Girish Karnad, Tughlaq</p>
	BRITISH POETRY AND	<p>understand the tradition of English literature from 14th to 17th centuries.</p> <p>develop a clear understanding of Renaissance Humanism that provides the basis for the texts suggested</p> <p>engage with the major genres and forms of English literature and develop fundamental skills required for close reading and critical thinking of the texts and concepts</p>	<p>Geoffrey Chaucer, 'Prologue' (lines 1-42)</p> <p>Edmund Spenser, 'One day I wrote her name'</p> <p>William Shakespeare, Sonnets 30, 129</p>



Principal

P. N. DAS COLLEGE
Santinagar, Palta, 24 Pgs. (N)

ENGACOR04T	BRITISH POETRY AND DRAMA: 14TH TO 17TH CENTURIES	<p>appreciate and analyze the poems and plays in the larger socio-political and religious contexts of the time</p> <p>know about the Stage, Court and City during the Elizabethan & Jacobean periods, the Religious and Political Thought, Ideas of Love and Marriage, and the position of the Writer in Society</p>	<p>John Donne, 'Canonization'</p> <p>Andrew Marvell, 'To His Coy Mistress'</p> <p>George Herbert, 'Pulley'</p> <p>Christopher Marlowe, Tamburlaine OR William Shakespeare, Macbeth</p> <p>William Shakespeare, Twelfth Night OR Ben Jonson, The Alchemist</p>
ENGACOR05T	AMERICAN LITERATURE	<p>understand the depth and diversity of American literature, keeping in mind the history and culture of the United States of America from the colonial period to the present</p> <p>understand the historical, religious and philosophical contexts of the American spirit in literature; social-cultural-ecological-political contexts may, for example, include the idea of democracy, Millennial Narratives, the Myth of Success, the American Adam, the Myth of the Old South, the Wild West, Melting pot, Multiculturalism, etc.</p> <p>appreciate the complexity of the origin and reception of American literature, given its European and non-European historical trajectories, particularly in relation to writers of European (Anglo-Saxon, French, Dutch and Hispanic) descent, as well as writers from black and non-European (African, American Indian, Hispanic-American and Asian) writing traditions</p> <p>critically engage with the complex nature of American society, given its journey from specific religious obligations and their literary transformations (such as Puritanism, Unitarianism, Transcendentalism, etc.) to the growth of anti- or non-Christian sensibilities</p> <p>critically appreciate the diversity of American literature in the light of regional variations in climate, cultural traits, economic priorities</p> <p>relate the African American experience in America (both ante-bellum and post-bellum) to issues of exclusion in societies relevant to their life</p> <p>analyze the American mind from global and Indian perspectives and situate the American in the contemporary world</p>	<p>Anne Bradstreet, 'The Prologue'</p> <p>Walt Whitman, 'Passage to India' (lines 1-68)</p> <p>Langston Hughes, 'The Negro Speaks of Rivers'</p> <p>Alexie Sherman Alexie, 'Crow Testament', 'Evolution'</p> <p>Toni Morrison, Beloved</p> <p>Edgar Allan Poe 'The Purloined Letter'</p> <p>F Scott Fitzgerald, 'The Crack-up'</p> <p>William Faulkner, 'Dry September'</p> <p>Nathaniel Hawthorne, 'The Ambitious Guest'</p> <p>Tennessee Williams, A Streetcar Named Desire</p>
ENGACOR06T	POPULAR LITERATURE	<p>trace the early history of print culture in England and the emergence of genre fiction and best sellers</p> <p>engage with debates on high and low culture, canonical and non-canonical literature</p> <p>articulate the characteristics of various genres of non-literary fiction</p> <p>investigate the role of popular fiction in the literary polysystem of various linguistic cultures</p> <p>demonstrate how popular literature belongs to its time</p> <p>Use various methods of literary analysis to interpret popular literature</p>	<p>Lewis Carroll, Through the Looking Glass</p> <p>Agatha Christie The Murder of Roger Ackroyd</p> <p>J.K. Rowling, The Philosopher's Stone</p> <p>Shyam Sekadural, Funny Boy</p> <p>Herge, Tintin in Tibet</p>
ENGACOR07T	BRITISH POETRY AND DRAMA: 17TH AND 18TH CENTURIES	<p>identify the major characteristics of the Comedy of Manners and Mock-Heroic poetry</p> <p>demonstrate in-depth knowledge and understanding of the religious, socio-intellectual and cultural thoughts of the 17th and 18th centuries</p> <p>examine critically key themes in representative texts of the period, including Sin, Transgression, Love, Pride, revenge, sexuality, human follies, among others</p> <p>show their appreciation of texts in terms of plot-construction, socio-cultural contexts and genre of poetry and drama</p>	<p>John Milton, Paradise Lost: Book 1</p> <p>Alexander Pope, The Rape of the Lock</p> <p>John Webster, The White Devil</p> <p>Aphra Behn, The Rover</p>

		analyze literary devices forms and techniques in order to appreciate and interpret the texts Texts suggests	
ENGACOR08T	BRITISH LITERATURE 18TH CENTURY	explain and analyze the rise of the critical mind	William Congreve, <i>The Way of the World</i>
		trace the development of Restoration Comedy and anti-sentimental drama	Jonathan Swift, <i>Gulliver's Travels</i> (Books III and IV)
		examine and analyze the form and function of satire in the eighteenth century.	Samuel Johnson, 'London'
		appreciate and analyze the formal variations of Classicism	Thomas Gray, 'Elegy Written in a Country Churchyard'
		map the relationship between the formal and the political in the literature of the neo-classical period.	William Blake, Introduction to <i>Songs of Innocence</i> , 'The Lamb' & 'The Tyger' from <i>Songs of Experience</i>
			Joseph Addison, 'The Scope of Satire'
		Daniel Defoe, 'The Complete English Gentleman'	
		Samuel Johnson, Essay 156 in <i>The Rambler</i> .	
ENGACOR09T	BRITISH ROMANTIC LITERATURE	understand Romanticism as a concept in relation to ancillary concepts like Classicism	William Wordsworth 'Tintern Abbey', 'Ode: Intimations of Immortality'
		understand the Romantic period in English literature in terms of its social, philosophical, intellectual, literary backgrounds including German and French influences.	Samuel Taylor Coleridge 'Kubla Khan', <i>Christabelle</i>
		analyze and understand the main characteristics of Romanticism	Percy Bysshe Shelley, 'Ode to the West Wind', 'Ozymandias'
		appreciate the canonical and representative poems and prose of the writers of the Romantic period.	John Keats, 'Ode to a Nightingale', 'To Autumn'
		develop skills of critical analysis and interpretation of selected poems in order to understand the theme, language, style, and elements of prosody.	Charles Lamb, 'Dream Children', 'The Superannuated Man'
		appreciate and analyze the sensibility of the British Romantic period: common man, equality, freedom, sense of community and fraternity.	William Hazlitt, 'On the Love of the Country'
		relate Romantic literary texts to other forms of expression such as painting, for instance.	Horace Walpole, <i>The Castle of Otranto</i>
ENGACOR10T	BRITISH LITERATURE: 19TH CENTURY	identify and analyze the socio-economic-political contexts that inform the literature of the period	Jane Austen, <i>Pride and Prejudice</i>
		comment on the historical and political awareness of literary texts as reflected in the transition from nature to culture across various genres	Charles Dickens, <i>David Copperfield</i>
		understand the conflict between self and society in different literary genres of the period	Alfred Tennyson, 'The Lady of Shalott', 'Ulysses'
		link the rise of the novel to the expansion of Colonialism and Capitalism.	Robert Browning, 'My Last Duchess', 'The Last Ride Together'
		understand the transition from Romantic to Victorian in literature and culture	Christina Rossetti, 'The Goblin Market'
		link the Victorian temper to political contexts in English colonies.	Matthew Arnold, 'Dover Beach', <i>Modern Elements in Literature</i>
		understanding the concepts of utilitarianism.	Charles Darwin, 'Introduction', <i>Origin of Species</i>
		knowing the causes of the rise of the dramatic monologue	Thomas Carlyle, 'The Hero as Poet'
ENGACOR11T	WOMEN'S WRITING	recognise the importance of gender specificity in literature	Emily Dickinson, 'I cannot live with you'
		understand and appreciate the representation of female experience in literature	Sylvia Plath, 'Daddy', 'Lady Lazarus'
		explain the difference between the feminine and the feminist as opposed to the female	Eun'ice De Souza, 'Advice to Women', 'Bequest'
		examine and appreciate the role played by socio-cultural-economic contexts in defining woman	Katherine Mansfield, 'Bliss'
		link the status of woman to social discrimination and social change	Charlotte Perkins Gilman, 'The Yellow Wallpaper'
		draw a location specific trajectory of female bonding or empowerment	Katherine Mansfield, 'Bliss'
		to understand the complexity of social and biological constructions of manhood and womanhood	John Rhye, <i>The Wild Sargasso Sea</i>
		to examine the relationship of women to work and production	Mary Wollstonecraft, <i>A Vindication of the Rights of Woman</i> (New York: Norton, 1988) chap. 1, pp. 11-19; chap. 2, pp. 19-38.

			Ramebal Ranada, 'A Testimony of our Inexhaustible Treasures', in Pandita Ramebal Through Her Own Words: Selected Works, ed. Meera Kosambi (New Delhi: OUP, 2000) pp. 296-324.
			Rassundari Debi, Excerpts from Amar Jiban in Susele Tharu and K. Lalita, eds., Women's Writing in India, vol. 1 (New Delhi: OUP, 1989) pp. 191-2.
ENGACOR12T	BRITISH LITERATURE: THE EARLY 20TH CENTURY	<p>trace the history of modernism in the socio-cultural and intellectual contexts of late nineteenth century and early twentieth century Europe</p> <p>link and distinguish between modernity and modernism</p> <p>explain the links between developments in science and experiments in literature</p> <p>explain the history of early twentieth-century modernism in the light of stream of consciousness, Jungian and Freudian ideas, Psychoanalysis, Imagism, Cubism, Vorticism</p> <p>identify and analyze the use and modernist technique in different genres in early twentieth century British literature</p> <p>trace the history of the self and subjectivity in literature in the light of colonial consciousness</p> <p>explain and analyze the idea of form in modernist literary texts from across major genres</p>	<p>Joseph Conrad, Heart of Darkness</p> <p>D.H. Lawrence, Sons and Lovers</p> <p>Virginia Woolf, To the Lighthouse</p> <p>W.B. Yeats, 'wild Swans at Coole', 'Sailing to Byzantium'</p> <p>T.S. Eliot, 'The Love Song of J. Alfred Prufrock', 'Preludes'</p> <p>Wilfred Owen, 'Spring Offensive'</p> <p>Rupert Brooke, 'Peace'</p> <p>W.H. Auden, 'Musee des Beaux Arts'</p>
ENGACOR13T	MODERN EUROPEAN DRAMA	<p>understand the role of theatre and drama in the introduction and shaping of modernity</p> <p>understand and engage with concepts like realism, naturalism, symbolism, expressionism, the Avant Garde, the epic theatre, the theatre of the absurd, etc</p> <p>understand how meaning is created in theatre and be able to write about innovations introduced into theatrical practice in the late nineteenth and the twentieth century</p>	<p>Henrik Ibsen, A Doll's House</p> <p>Bertolt Brecht, The Good Woman of Szechuan</p> <p>Samuel Beckett, Waiting for Godot</p> <p>Eugene Ionesco, Rhinoceros</p>
ENGACOR14T	POSTCOLONIAL LITERATURES	<p>understand the social-historical-political-economic contexts of colonialism and postcolonialism in India and other countries affected by colonial rule</p> <p>understand the scope of postcolonial literatures in India and elsewhere, primarily as a response to the long shadow of colonialism, not just of colonial occupation</p> <p>see through a corpus of representative postcolonial texts from different colonial locations: the effects of colonial rule on the language, culture, economy and habitat of specific groups of people affected by it</p> <p>appreciate and analyze the growing spectres of inequality arising out of colonial occupation and the role played by postcolonial literatures to resist it in India and similar locations</p> <p>critically engage with issues of racism and imperialism during and after colonial occupation</p> <p>link colonialism to modernity.</p>	<p>Pablo Neruda, 'Tonight I can Write', 'The Way Spain Was'</p> <p>Derek Walcott, 'A Far Cry from Africa', 'Names'</p> <p>David Malouf, 'Revolving Days', 'Wild Lemons'</p> <p>Mamang Dai, 'Small Towns and the River', 'The Voice of the Mountain'</p> <p>Chinua Achebe, Things Fall Apart</p> <p>Gabriel Garcia Marquez, Chronicle of a Death Foretold</p> <p>Bessie Head, 'The Collector of Treasures'</p> <p>Ama Ata Aidoo, 'The Girl who can'</p> <p>Grace Ogot, 'The Green Leaves'</p>
ENGADSE01T	OLD ENGLISH LITERATURE, PHILOLOGY, RHETORIC & PROSODY	<p>study of the language, literature and history of old English from the 5th through the 11th centuries</p> <p>understanding the literary devices of the ancient practitioners of poetry, like, alliteration, caesura, etc.</p> <p>analysing the interplay of pagan & Christian elements in OE writings.</p> <p>studying the fundamentals of Indo-European linguistics internalizing some important ideas related to historical linguistics, chiefly the concept of the language family</p>	


 Principal
P. N. DAS COLLEGE
 Santinagar, Palta, 24 Pgs. (N)

		studying the fundamentals of Indo-European linguistics initialzing some important ideas related to historical linguistics, chiefly the concept of the language family	
		studying the influences on the language from varied sources, like foreign languages, practitioners of the language, etc.	



Principal
P. N. DAS COLLEGE
Santinagar, Palta, 24 Pgs. (N)

DEPARTMENT OF POLITICAL SCIENCE
CBCS--HONOURS
COURSE AND PROGRAMME OUTCOME

S.L	PAPER CODE	PAPER NAME	COURSE OUTCOME
1.	PLSACOR01T	UNDERSTANDING POLITICAL THEORY	Ideas generated for the creation of a better political world through understanding of concepts shaping politics, through the various approaches to the study as well as different models for studying political theory.
2.	PLSACOR02T	CONSTITUTIONAL GOVERNMENT AND DEMOCRACY IN INDIA	Acquaintance of students with the constitutional design of state structures and institutions and their functioning in changing times ,along with an interest in their operations in the larger extra-constitutional environment.
3.	PLSACOR03T	POLITICAL THEORY— CONCEPTS AND DEBATES	Provides new and critical insights into interpretation of politics and shaping of the knowledge of fundamental concepts like sovereignty, rights, equality etc.
4.	PLSACOR04T	POLITICAL PROCESS IN INDIA	Familiarises students with the working of the Indian state and the issues which influence political processes like party system, religion, corruption and so on.
5.	PLSACOR05T	INTRODUCTION TO COMPARATIVE GOVERNMENT AND POLITICS	Provides a historical perspective of politics and governments, internationally/world wide, a comparative analysis of developed and developing countries and a knowledge of internal and external functioning of certain regimes in a euro-centric world.
6.	PLSACOR06T	PERSPECTIVES OF PUBLIC ADMINISTRATION	Students acquire a knowledge of classical and contemporary theories of Public Administration with a simultaneous emphasis on recent trends like feminism and ecological conservation as well as contemporary administrative developments.
7.	PLSACOR07T	PERSPECTIVES ON INTERNATIONAL RELATIONS AND WORLD HISTORY	Students are equipped with the basic intellectual tools for understanding international relations, accompanied by glimpses of the evolution of the international state, theories and major developments of the 20 th century.
8.	PLSACOR08T	POLITICAL PROCESSES AND INSTITUTIONS IN COMPARATIVE PERSPECTIVE	Students are trained in the scientific application of comparative methods to the study of politics and obtain insights into the nation-state system as well as political systems over time.
9.	PLSACOR09T	PUBLIC POLICY AND ADMINISTRATION IN	Gaining a better understanding of how governing philosophy is translated into programs and policies

P. N. Das
Principal
P. N. DAS COLLEGE
Santinagar, Palta, 24 Pgs. (N)

		INDIA	and making it a part of the community living along with an insight into issues like decentralisation, financial management, social welfare etc.
10	PLSACOR010T	GLOBAL POLITICS	Imparts an understanding of the nature of globalisation by addressing its political, economic, social, cultural and technological dimensions and a better acquaintance with the changing nature of global economy and international relationships.
11.	PLSACOR011T	CLASSICAL POLITICAL PHILOSOPHY	Enlightens students with the normative aspects of political science, sets standards of judgement and defines constructive purposes for the use of political power.
12.	PLSACOR012T	INDIAN POLITICAL THOUGHT-I	Along with an understanding of the political philosophy and structures of ancient India, it provides an understanding of the broad streams of Indian political thought with specific knowledge of individual thinkers and texts.
13.	PLSACOR013T	MODERN POLITICAL PHILOSOPHY	Provides knowledge about how western political thought has served as an ideological foundation for governments around the world. Also defines constructive purposes for the use of political power.
14.	PLSACOR014T	INDIAN POLITICAL THOUGHT--II	Acquaints students with Indian political thinkers and themes that defines the modernity of Indian political thought. Also provides an understanding of local influences and time-frame on the thought process of political thinkers as well as political functioning.
1.	PLSADSE02T	WOMEN, POWER AND POLITICS	Contemporary issues of relevance like patriarchy and feminism can be better understood by students, leading to an increasing awareness of family issues, position of women and women's movements, making way for gender equality and redefined gender roles.
2.	PLSADSE03T	UNDERSTANDING GLOBAL POLITICS	This course helps students develop an understanding of the local, national and global dimensions of political activity, combined with issues of sovereignty, global economy, climate change, nuclear proliferation, terrorism and so on.
3.	PLSADSE04T	PUBLIC POLICY IN INDIA	Study of public policy helps examine how political processes create vital programmes that work to change society. It also sheds light upon the role of interest groups and social movements over policy-making and the original Nehruvian vision combined with recent developments.
4.	PLSADSE06T	GOVERNANCE: ISSUES AND CHALLENGES	This adds to the knowledge of students regarding governance and the influence of



Principal

P. N. DAS COLLEGE
Santinagar, Palta, 24 Pgs. (N)

		globalisation,market and civil society and environmental issues influencing it.Additionally there is a better recognition of good governance initiatives
--	--	--

PROGRAMME OUTCOME:-

Students of Political Science can benefit immensely from the study of this social science as they learn to differentiate among multiple perspectives of political ideology and evaluate different research methods of comparative politics. With an empirical approach, students can analyse governance and public administration of the country they reside in and defend a vision in politics in areas such as justice, democracy, liberty etc.

Global issues like economy and environment or social issues like patriarchy and feminism can draw, not only on the interests of students but can pave the way for redefined social and political equations.

Theoretical framework of international politics can be applied in contemporary cases and issues of good governance can be focussed upon by politically aware citizens, as they influence multiple fields of political and social life such as human rights, social welfare, teaching, law-making, disaster management, civil service, planning, market-research, journalism and social media and public representation and able governance.

SKILL ENHANCEMENT COURSES

S.L.	PAPER CODE	PAPER NAME	COURSE /PROGRAMME OUTCOME
1.	PLSSSEC01M	DEMOCRATIC AWARENESS WITH LEGAL LITERACY	Acquaintance of students with the structure and manner of functioning of the legal system in India, different laws and their practical application, the constitution and its functioning.
2.	PLSSSEC02M	PUBLIC OPINION AND SURVEY RESEARCH	Introduction of students to the debates, principles and practices of public opinion polling in the context of democracies, with special reference to India. Familiarisation with the concept and measurement of public opinion using various methods.


 Principal
P. N. DAS COLLEGE
 Santinagar, Palta, 24 Pgs. (N)

GENERAL COURSES

S.L	PAPER CODE	PAPER NAME	COURSE OUTCOME
1.	PLSGCOR01 T	INTRODUCTION TO POLITICAL THEORY	Ideas generated for the creation of a better political world through understanding of concepts shaping politics including freedom, equality, individuality, democracy, justice, liberty etc. The debates direct young minds to take an interest in vital socio-economic and political issues.
2.	PLSGCOR02 T	INDIAN GOVERNMENT AND POLITICS	Acquaintance of students with the constitution - making process, constitutional design of state structures and institutions and their functioning in changing times, along with an interest in their operations in the larger extra-constitutional environment.
3.	PLSGCOR03 T	COMPARATIVE GOVERNMENT AND POLITICS	Provides a historical perspective of politics and governments, internationally/world wide, a comparative analysis of developed and developing countries and a knowledge of internal and external functioning of certain regimes in a euro-centric world.
4.	PLSGCOR04 T	INTRODUCTION TO INTERNATIONAL RELATIONS	Students are equipped with the basic intellectual tools for understanding international relations, accompanied by glimpses of the evolution of the international state, theories and major developments of the 20 th century.
5.	PLSGDSE02 T	WOMEN ,POWER AND POLITICS	Contemporary issues of relevance like patriarchy and feminism can be better understood by students, leading to an increasing awareness of family issues, position of women and women's movements, making way for gender equality and redefined gender roles.
6.	PLSGDSE04 T	PUBLIC POLICY IN INDIA	Study of public policy helps examine how political processes create vital programmes that work to change society. It also sheds light upon the role of interest groups and social movements over policy-making and the original Nehruvian vision combined with recent developments.


 Principal
P. N. DAS COLLEGE
 Santinagar, Palta, 24 Pgs. (N)