



GOVERNMENT OF WEST BENGAL

Office of the Principal

GOVERNMENT GENERAL DEGREE COLLEGE AT PEDONG

DIST. KALIMPONG – 734311

Website: www.pedongcollege.in

E-Mail: pedong.govt.college@gmail.com

PROGRAMME OUTCOME

DEPARTMENT OF NEPALI
HONOURS AND PROGRAMME

सन् २०१५ मा स्थापना भएको पेदोड सरकारी महाविद्यालयको नेपाली विभागमा नेपाली अनर्स र प्रोग्राम प्रारम्भदेखि नै सञ्चालन हुनथालेको हो। यो तीन वर्षे डिग्री र सिबिसिएस प्रणालीमा अध्ययन गराइन्छ। यी दुवै किसिमका प्रणालीमा आफ्नो आफ्नो पाठ्यक्रम तयार गरिएको छ। यी दुवै शैक्षिक दृष्टिकोणले विद्यार्थीहरूका निम्ति लाभदायक र महत्त्वपूर्ण रहेको देखिन्छ। स्नातक तहका विद्यार्थीहरूले प्राप्त गर्नुपर्ने सम्पूर्ण नेपाली विषय ज्ञान र गुणका कुराहरू यस प्रणाली र अध्ययनबाट सजिलै प्राप्त गर्न सक्छन्। नेपाली अनर्स र प्रोग्राम पाठ्यक्रमका उपलब्धिहरूलाई निम्न रूपमा पाउन सकिन्छ-

क. नेपाली अनर्स (NEPALI HONOURS):

१. आलोचकीय विश्लेषण (Critical Analysis)

नेपाली विभागका विद्यार्थीहरू नेपाली अनर्स अध्ययनको मध्य तथा अन्ततिर पुगेर एक सफल समीक्षक, साहित्यज्ञाता र भाषाविशेषज्ञ बन्न सक्छन्। उनीहरूले पठन पाठन गर्ने पाठ्यक्रम तथा शिक्षण प्रणालीको सहायताहरू विद्यार्थीहरू एक सफल र उत्कृष्ट समीक्षक बन्न सक्ने सम्भावना रहेको हुन्छ।

२. उन्नत अनुसन्धान कौशल (Advance Research Skill)


नेपाली सम्मानका विद्यार्थीहरूले अध्ययनको समयावधिमा तथा सम्मान समाप्त भएपछि एक उत्कृष्ट शोधार्थी बन्न सम्भावना देखिन्छ। नेपाली विभागको शिक्षण प्रणाली र विषयपरक अध्ययनले विद्यार्थीहरूलाई शोधकार्यको क्षेत्रमा उचित शोधार्थीको रूपमा तयार पार्ने क्षमता राख्दछ।


३. विषयगत विशेषज्ञता (Specialization)

नेपाली सम्मान पाठ्यक्रमले विद्यार्थीहरूलाई कुनै एक निश्चित क्षेत्रमा अध्ययन गराउने व्यवस्था पनि प्रदान गरेको छ। जसको फलस्वरूप विद्यार्थीहरूले आ-आफ्नो रुचिअनुसार कुनै पनि विषयमा अध्ययन गर्न सक्ने र त्यही क्षेत्रमा आफु निपुण र विशिष्ट हुनसक्ने देखिन्छ।


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४. सञ्चार कौशल (Communication Skills)

नेपाली विभाग सम्मानका विद्यार्थीहरू स्वयम् भा,मा दक्ष हुन्छन्। अझ नेपाली अनर्सको अध्ययनमार्फत् तिनीहरू नेपाली भाषा शुद्धसँग लेख्न, बोल्न र प्रयोग गर्न सक्षम बनेका हुन्छन्। यसैले नेपाली सम्मानका विद्यार्थीहरूका सञ्चार कौशल अध उत्कृष्ट र शुद्ध भएर जान्छ।

५. ऐतिहासिक ज्ञान (Historical knowledge)

नेपाली अनर्सका विद्यार्थीहरूले नेपाली भाषा र साहित्यका विभिन्न विषय सँगसँगै नेपाली भाषाको इतिहास, नेपाली साहित्यको इतिहास नेपाली समाज र संस्कृतिको इतिहास पनि विस्तारपूर्वक ध्ययन गर्नुपर्ने हुनाले विद्यार्थीहरूमा नेपाली भाषा साहित्य समाज संस्कृति आदिको ऐतिहासिक ज्ञान अधिक रूपमा निम्ति अतिनै लाभदायक बन्दछ।

६. सांस्कृतिक अनि वैश्विक जागरूकता (Cultural and Global Awareness)

नेपाली अनर्सको पाठ्यक्रम र पठनपाठनको माध्यमबाट विद्यार्थीहरू नेपाली संस्कृति सँगसँगै अन्य केही संस्कृतिका विषयमा पठन-पाठन गर्ने हुनाले संस्कृतिका ज्ञान तिनीहरूलाई प्राप्त हुन्छ। यसका साथै साहित्य अध्ययन माध्यमद्वारा अन्य स्थान तथा देशका विषयमा पनि पठन पाठन गर्नुपर्ने हुनाले वैश्विक जागरूकता पनि प्राप्त गर्न सक्दछ।

७. नैतिक एवम् नागरिक जिम्मेवारी (Ethical and Civic Engagement)

नेपाली विभागका अनर्स पाठ्यक्रमद्वारा विद्यार्थीहरूमा नैतिक र नागरिक जिम्मावारी बोध हुनसक्ने सम्भावना देखिन्छ। यसका माध्यमद्वारा तिनीहरू समाजमा आफ्नो जिम्मेवारी बुझ्न र लिनसक्ने क्षमता राख्दछ।

८. अनुकूलनशीलता (Adaptability)


नेपाली अनर्स अध्ययन गरेपछि समग्रण विद्यार्थीहरूमा अनुकूलनशील हुन्छन्। भविष्यमा कुनै पनि क्षेत्रमा अनुकूल रूपमा सङ्लग्न हुन सक्ने क्षमता राख्दछ।


ख. नेपाली सामान्य पाठ्यक्रम (NEPALI GENERAL/PROGRAMME):

१. आधारभूत ज्ञान (Fundamental Knowledge)


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नेपाली सामान्य तथा प्रोग्राम अध्ययन गर्ने विद्यार्थीहरूले एक स्नातक स्तरमा पाउनुपर्ने सम्पूर्ण तह र क्षेत्र ज्ञानका कुराहरू सजिलै प्राप्त गर्न सकिन्छ। यसका साथै नेपाली भाषा र साहित्यका विषयमा आधारभूत मौलिक ज्ञान प्राप्त गर्न सक्छ।

२. शोधपरक निपुणता (Research Skill) -

नेपाली जेनेरल लिएर पढ्ने विद्यार्थीहरूले पनि अनर्सका विद्यार्थीहरूले आफ्नो अध्ययनको माध्यमबाट शोधमूलक कार्यमा कौशलता प्राप्त गर्दछ र शोधकार्य गर्ने क्षमता राख्दछन्।

३. अध्ययनको फाँट (Breath of Study)-

नेपाली जेनेरलका अध्ययन क्षेत्र पनि अनर्सका झैं विशाल र गुणस्तरीय रहेको छ। विद्यार्थीहरू विभिन्न क्षेत्रमा अध्ययन गर्छन् र लाभान्वित बन्दछन्।

४. अन्तर्विषयक सम्बन्ध (Interdisciplinary Connection)

नेपाली जेनेरल विषयद्वारा नेपाली साहित्यमा मात्र अध्ययन नगराएर यसले नेपाली भाषा साहित्य संगसँगै अन्य भाषा साहित्यको पनि आधारभूत जानकारी प्रदान गराउँदछ। यसका साथै संस्कृति, समाज, इतिहास, समाज आदिको सामान्य ज्ञानको अध्ययन गराउने हुनाले विद्यार्थीहरूले यस क्षेत्रको जानकारी पनि प्राप्त हुन्छ।


५. विभिन्न कार्यक्षेत्रको तयारी (Preparation of Diverse Careers)


नेपाली जेनेरल अध्ययन गरेपछि स्नातक भएर विद्यार्थीहरू विभिन्न कार्यक्षेत्रमा संलग्न भएर आफ्नो रोजगारी उपार्जन गर्न सक्षम बन्न सक्नेछन्। यसका साथै सिर्जनात्मक लेखन, जनसञ्चार, शोध प्रतिवेदन, शैक्षिक पेसा, साहित्य सर्जक आदि बन्न सक्नेछन्।

निष्कर्षमा, नेपाली अनर्स र जेनेरल पाठ्यक्रमको अध्ययनद्वारा विद्यार्थीहरूमा नैतिक र सामाजिक जिम्मावारीप्रति जागरूक गराउँदै तिनीहरूलाई शोधकार्य, सिर्जनात्मक लेखन कार्य विभिन्न क्षेत्रमा विभिन्न पेशा अपनाउने सक्ने, जनसञ्चारमा कार्यक्षमता बनाउने आदि क्षमता प्रदान गर्दछ।


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Department of Nepali

B. A. Honours & General Degree Course under 1+1+1 & CBCS System

Programme Outcomes (PSO)


The undergraduate programme of Nepali both three years degree and CBCS system provides academic flexibility to meet various needs of the students through learner -centric approach.


The following are the Programme Outcomes of B. A. Honours (Nepali) and General Degree Course: -

Nepali Hounours:

- Critical Analysis:** Honours students are expected to engage in more critical analysis of Nepali Language and Literature, interpretations, arguments and theories often at a level beyond what is expected in general courses.
- Advanced Research Skills:** Honours students often develop more advanced research skills, including the ability to conduct the research work, analyzing primary and secondary sources, synthesizing information and contribute new insights to the field.
- Specialization:** Honours programmes typically allow students to specialize in particular areas of Nepali language and literature, enabling them to develop expertise in their chosen areas of study.
- Communication:** The programmes often emphasize strong written and oral communication skills as students frequently write creative writings as poetry, stories, Plays, essays, reports writing and present findings.
- Historical Knowledge:** The students have a broad understanding of historical survey of Nepali Literature and language and its periods and themes as well as the ability to place them in context.
- Cultural and Global Awareness:** The Students often gain an appreciation for diverse cultures and perspective through the study of Nepali literature..


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7. **Ethical and Civic Engagement:** The programmes may encourage students to reflect on ethical issues fostering civic and social responsibility and engagement.
8. **Adaptability:** The students often develop skills in adapting to new information and changing circumstances which are valuable in variety of careers.


Nepali General Course:


1. **Foundational Knowledge:** Nepali General courses provide students with a broad Knowledge about Nepali literature and language, offering a foundational discipline of Nepali literature and language.
2. **Research Skill:** Nepali general courses may include research writings and students may focus more on developing basic research skills such as finding and evaluating sources rather than advanced research methods.
3. **Breadth of Study:** General courses of Nepali may cover varieties of field exposing students to diverse cultures, literature, language.
4. **Interdisciplinary Connections:** Nepali General courses may explore connections and relation of Nepali language and literature among the other languages and literature such as Sanskrit, English, Hindi etc.
5. **Preparation of Diverse Careers:** Nepali General courses may prepare students for a different type of careers, research skills, communication skills, creative writings etc.

Overall, while both Honours and General Nepali Programmes aim to develop critical thinking, research skill and creative writing, Nepali honours courses specifically provides more specialized training knowledge for further higher study.


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COURSE OBJECTIVES AND OUTCOME

DEPARTMENT OF NEPALI

GOVERNMENT GENERAL DEGREE COLLEGE, PEDONG

NEPALI HONOURS AND GENERAL

COURSE UNDER 1+1+1 (3 years) SYSTEM

B.A. HONOURS COURSE UNDER 1+1+1 PATTERN

Year	Course Name & Code Title	उद्देश्य (Objective)	उपलब्धि (Course outcome)
I	Paper I नेपाली कविता	प्रस्तुत पाठ्यक्रममा नेपाली कविताका विस्तृत परम्परासहित केही उल्लेख्य प्राथमिककालीन कविता र कविहरूको काव्य प्रवृत्ति र काव्यकारिताको बारेमा जानकारी पाउँदछन्।	यस पाठ्यक्रमको अध्ययनद्वारा विद्यार्थीहरू नेपाली कविताको शुरुआत कस्तो थियो, सुबानन्द दास, भानुभक्त आचार्य, मोतीराम भट्ट, लेखनाथ पौड्याल आदिका बारेमा जान्न पाएका छन्। उनीहरूले नेपाली कविताको जग र थालनीको बारेमा ज्ञान हासिल गर्दछन्।
I	Paper II नेपाली कथा र नेपाली नाटक	यस पाठ्यक्रम अन्तर्गत नेपाली कथा र नाट्य लेखनको पृष्ठभूमि र परम्परा अनि प्रमुख कथाकार र नाटककार आदिको विषयमा मूलभूत जानकारी र ज्ञान प्रदान गर्ने उद्देश्य रहेको छ।	प्रस्तुत पाठ्यक्रमानुसार विद्यार्थीहरू नेपाली कथा र नाटकको केही सैद्धान्तिक पक्ष सँगसँगै नेपाली नाटक र कथाको विभिन्न प्रवृत्ति र विशेषताहरूको ज्ञान आर्जन गरी कथा र नाटक लेखनकार्यमा आफु पनि संलग्न रहनसक्ने प्रबल सम्भावना रहेको छ।
II	Paper III साहित्य तत्व र नेपाली कविता	प्रस्तुत पाठ्यक्रममा साहित्यका आधारभूत सिद्धान्तहरू जस्तै साहित्य परिभाषा, काव्य प्रयोजन- काव्य हेतू, तत्व, रस, गुण, बिम्ब, प्रतीक आदि जस्ता कुराहरूको विशिष्ट ज्ञान प्रदान गर्ने उद्देश्य राख्दछ। यसैगरी देवकोटादेखि हरिभक्त कटुवालसम्म आइपुग्दा नेपाली कवितो प्रवृत्ति, स्थिति के कस्ता थिए भन्ने कुरा कुरा पनि पाठ्यक्रमले विद्यार्थीहरूमा जानकारी प्रदान गर्ने उद्देश्य राख्दछ।	यस पाठ्यक्रमानुसार विद्यार्थीहरूमा साहित्यका सिद्धान्तहरूमध्ये साहित्य हेतू, प्रयोजन, छन्द अलङ्कार, प्रतीक बिम्ब आदि जस्ता विषयमा आधारभूत जानकारी प्राप्त गरी यसलाई आफैले साहित्य सिर्जनामा प्रयोग गर्न क्षमता राख्न सक्छन्। यसका साथै नेपाली कविताका आधुनिक प्रवृत्ति, मान्यतासँगसँगै कविको काव्यकारिता र कविता लेखन कार्यमा आफै अग्रसर हुनसक्ने क्षमता प्रदान गर्दछ।
II	Paper IV नेपाली कथा तेस्रो आयामदेखि यता) र	यस पाठ्यक्रममा आधुनिक नेपाली कथाको विषय, प्रवृत्ति, पद्धति, प्रयोगसहित केही नेपाली उत्कृष्ट कथा र कथाकारको विषयमा जानकारी प्रदान गर्ने उद्देश्य राख्दछ। दोस्रो खण्डमा सामान्य भाषाविज्ञानका विभिन्न सैद्धान्तिक पक्ष र भाषाका	यस पाठ्यक्रमको अध्ययनद्वारा विद्यार्थीहरू आधुनिक नेपाली कथा र कथाकारको विषयमा जान्न बुझ्न सक्षम बन्न सक्नेछन्। दोस्रो खण्डको पाठ्यक्रमद्वारा विद्यार्थीहरू भाषा तथा भाषाविज्ञानको मूलभूत आधारहरू सजिलैसँग बुझ्न सक्षम अनि भाषाको प्रयोगमा सहजता र शुद्धता ल्याउनसक्ने क्षमता प्राप्त

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	सामान्य भाषाविज्ञान	विभिन्न पक्षहरूको महत्त्वपूर्ण जानकारी हासिल गर्दछन्।	गर्दछन्।
III	Paper V साहित्य सिद्धान्त र प्रमुख वादहरू र समकालीन नेपाली कविता	प्रस्तुत पाठ्यक्रम नेपाली अनर्सका विद्यार्थीहरूलाई साहित्यमा प्रचलित विभिन्न सिद्धान्तहरूको विषयमा जानकारी प्रदान गर्ने लक्ष्य राख्छ। यसका साथै समकालीन नेपाली कविताको अध्ययनद्वारा विद्यार्थीहरू नेपाली कविताको स्थिति, प्रयोगबारे जानकारी प्रदान गर्ने उद्देश्य राख्दछ।	यस पाठ्यचर्याको माध्यमद्वारा विद्यार्थीहरू साहित्यका विभिन्न सिद्धान्त र वादहरूको विषयमा धेरै महत्त्वपूर्ण जानकारी हासिल गर्न सक्छन्। साहित्य लेखनका लागि यसका आधारभूत ज्ञान बुझेर त्यसको प्रयोग गर्न सक्छन्। यसका साथै उनीहरूले समकालीन नेपाली कविता लेखन प्रवृत्ति विषयमा अवगत गराई कविता सिर्जनामा प्रेरित गर्ने क्षमता राक्दछन्।
III	Paper समकालीन नेपाली उपन्यास र आख्यानेतर नेपाली गद्य	यस पाठ्यक्रमले समकालीन नेपाली उपन्यास लेखनकार्यको विभिन्न स्वरूप, स्वभाव, प्रवृत्ति आदिसहित केही उपन्यास र उपन्यासकारहरूका बारेमा ज्ञान हासिल गर्ने उद्देश्य राख्दछ। यसका साथै नेपाली आख्यानेतर गद्य अन्तर्गत नेपाली निबन्धको स्वरूप विशेषता शैली आदिको जानकारी दिन्छ।	प्रस्तुत पाठ्यक्रमको अध्ययनद्वारा विद्यार्थीहरू साहित्यमा प्रचलित विभिन्न साहित्यिक सिद्धान्त तथा वादहरूको विषयमा जानकारी प्राप्त गर्न सक्षम बन्दछन्। साथै नेपाली निबन्ध र निबन्धकारहरूका विभिन्न प्रवृत्ति विशेषता स्वरूप शैली आदिको विषयमा ज्ञान प्राप्त गरी निबन्ध रचना गर्न आफैँ संलग्न हुनसक्ने क्षमता राख्न सक्छन्।
III	Paper VII नेपाली नाटक र नेपाली भाषा विज्ञान	प्रस्तुत पाठ्यक्रमले केही प्रसिद्ध नेपाली नाटकहरू जस्तै बैकुण्ठ एक्सप्रेस, अनि देवराती रून्छ, उसको घर, अस्वस्थामा हतोहतः, टीका जस्ता नाटक र तिनका विषयमा समीक्षात्मक अध्ययन गराई यस विषयमा आधारभूत ज्ञान हासिल गर्छन्। यसका साथै नेपाली भाषाको उत्पत्ति, विकास परम्परा, शब्द ढुकुटी, भाषिका, शब्दवर्ग व्याकरणिक कोटि आदिका बारेमा बुझाउने लक्ष्य राखेको छ।	यस पाठ्यक्रमको अध्ययनले विद्यार्थीहरू विभिन्न नेपाली नाटक र नाटककारको विषयमा आवश्यक ज्ञान प्राप्त गरी नाट्यरचना अग्रसर हुन सक्छ। यसका साथै नेपाली भाषाका परम्परा, प्रयोग तथा भाषाको व्याकरणिक शुद्धसँग लेख्न सक्नेछन्। यसका साथै भाषाको शिक्षक बने विद्यार्थीलाई शुद्धसँग नेपाली सिकाउन सक्षम बन्नेछन्।
III	Paper VIII नेपाली साहित्यको इतिहास र प्रबन्ध काव्य, अनूदित काव्य र लोक साहित्य	यस पाठ्यक्रम विद्यार्थीहरूमा नेपाली साहित्यका विभिन्न विधाहरूको लेखन परम्पराको महत्त्वपूर्ण जानकारी प्रदान गर्ने उद्देश्य राख्दछ। साथै दोस्रो खण्डअन्तर्गत कुनै एक विषयमा विशिष्ट अध्ययन गराइ त्यसको विशिष्ट जानकारी विद्यार्थीहरूमा प्रदान गर्ने उद्देश्य राख्दछ।	यस पाठ्यक्रमको अध्ययनद्वारा विद्यार्थीहरू नेपाली साहित्यको लेखन परम्परा, नेपाली प्रबन्ध काव्य, नेपाली अनूदित साहित्य, लोकसाहित्य आदिका बारे धेरै ज्ञान हासिल गरेर भविष्यमा अनुसन्धान कार्य गर्न सक्षम बन्नेछन्।

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III	MIL प्रमुख भारतीय भाषा नेपाली	प्रस्तुत पाठ्यक्रम नेपाली भाषाको मौलिक र आधारभूत तथ्य विद्यार्थीमा प्रदान गर्ने उद्देश्य राख्दछ। यसका साथै रचना लेखन कौशल बारे पनि लक्ष्य राखेको छ।	प्रस्तुत पाठ्यक्रमको अध्ययनद्वारा विद्यार्थीहरू नेपाली भाषाको मौलिक स्वरूप, व्याकरणिक ज्ञान हासिल गरी जीवनभर नेपाली भाषाको सरल शुद्ध र सहजसँग प्रयोग गर्न सक्छन्।
B.A. GENERAL COURSE UNDER 1+1+1 PATTERN			
I Yr Pt. I	Paper I नेपाली भाषाको परिचय	प्रस्तुत पाठ्यक्रमले विद्यार्थीहरूले नेपाली भाषाबारे सामान्य र आधारभूत तथ्य प्रदान गर्ने उद्देश्य राख्दछ। यसका साथै व्याकरण, शब्दभण्डार, शब्दवर्ग, रचना लेखन कौशल बारे पनि शिक्षा दिने उद्देश्य लिएको छ।	यस पाठ्यक्रमको माध्यमबाट विद्यार्थीहरू भाषाको सामान्य स्वरूप, विशेषता र प्रकृति आदिका साथै नेपाली भाषाको परम्परा, भाषिक ज्ञान, शब्द प्रयोग, व्याकरणिक शुद्धाशुद्धि आदिबारे दक्ष भएर आफुले नै शुद्धसँग लेख्न र अरूलाई सिकाउन सक्दछ।
I Yr Pt. I	Paper II आख्यानितर नेपाली गद्य र नेपाली साहित्य इतिहास	यस पाठ्यचर्याको उद्देश्य नेपाली आख्यानितर गद्य अन्तर्गत नेपाली निबन्धको स्वरूप, विशेषता, शैली र परम्परा आदिको जानकारी दिन्छ। यसका साथै नेपाली गद्य, पद्य, नाट्य, निबन्ध, समालोचना आदिको इतिहासबारे ज्ञान दिलाउनु रहेको छ।	यस पाठ्यचर्याको उद्देश्य नेपाली आख्यानितर गद्य अन्तर्गत नेपाली निबन्धको स्वरूप, विशेषता, शैली र परम्परा आदिको जानकारी दिन्छ। यसका साथै नेपाली साहित्यको कालविभाजन गरी कुन कुन मोड उपमोड, चरण उपचरण केलाउँदै नेपाली गद्य, पद्य, नाट्य, निबन्ध, समालोचना आदिको इतिहासबारे ज्ञान पाएर त्यसलाई अपनाएर आफैँ लेखनमा सक्रिय रहन सक्छ।
I Yr Pt. I	Paper III नेपाली कविता (तेस्रो आयामपूर्व)	यस पाठ्यक्रममा विद्यार्थीहरूलाई तेस्रो आयामपूर्वका नेपाली कविताको प्रवृत्ति, स्थिति के कस्ता थिए भन्ने कुरा विद्यार्थीहरूमा जानकारी प्रदान गर्ने उद्देश्य राख्दछ। कविहरूका काव्यप्रवृत्ति शैली, शिल्प प्रवृत्ति के कस्तो छ भन्ने मूलभूत जानकारी विद्यार्थीहरूमा प्रदान गर्ने लक्ष्य राख्दछ।	यस पाठ्यक्रमको अध्ययनद्वारा विद्यार्थीहरू तेस्रो आयामपूर्वको नेपाली कविताको अवस्था, स्वरूप, परम्परा, विभिन्न पक्ष कविको काव्यकारिता आदिबारे जानकारी हासिल गर्न सक्छन्।
II Yr.	Paper IV साहित्य तत्त्व	प्रस्तुत पाठ्यक्रममा साहित्यका आधारभूत सिद्धान्तहरू जस्तै साहित्य परिभाषा, काव्य प्रयोजन- काव्य हेतू, तत्त्व, रस, गुण, बिम्ब, प्रतीक आदि जस्ता कुराहरूको विशिष्ट ज्ञान प्रदान गर्ने उद्देश्य राख्दछ।	यस पाठ्यक्रमानुसार विद्यार्थीहरूमा साहित्यका सिद्धान्तहरूमध्ये साहित्य हेतू, प्रयोजन, छन्द अलङ्कार, प्रतीक बिम्ब आदि जस्ता विषयमा आधारभूत जानकारी प्राप्त गरी यसलाई आफैँले साहित्य सिर्जनामा प्रयोग गर्न दक्षता राख्न सक्छन्।
II Yr.	Paper V नेपाली कथा	यस पाठ्यक्रममा आधुनिक नेपाली कथाको विषय, प्रवृत्ति, पद्धति, प्रयोगसहित केही नेपाली उत्कृष्ट कथा र कथाकारको विषयमा जानकारी प्रदान गर्ने उद्देश्य राख्दछ।	यस पाठ्यक्रमको अध्ययन गरेर विद्यार्थीहरूले केही नेपाली कथाको विश्लेषण, तत्त्व र विशेषताबारे विस्तृत जानकारी हासिल गर्दै तथा कथाकारको कथा लेखनगत तकनीकि ज्ञान हासिल गरेर सोहीअनुसारले कथा लेख्न सक्ने सम्भावना हुन्छ।

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II	Paper VI नेपाली नाटक	यस पाठ्यचर्यामा विद्यार्थीलाई पाँच उत्कृष्ट नेपाली नाटकहरू मुकुन्द इन्दिरा, माया, वियोग, मसिनेको शङ्का, पाँच ऐतिहासिक एकाङ्कीको बारेमा समीक्षात्मक ज्ञान र जानकारी प्रदान गर्ने लक्ष्य रहेको छ।	प्रस्तुत पाठ्यक्रमको माध्यमद्वारा विद्यार्थीहरू नाट्यसाहित्य क्षेत्रमा अधिक ज्ञान र तथ्यहरू प्राप्त गर्दछन्। यसका साथै नाट्यलेखन कौशल र नाट्यकर्मको रूपमा कार्य गर्न प्रेरित र अग्रसर हुन्छन्।
III	Paper VII नेपाली कविता	यस पाठ्यक्रममा विद्यार्थीहरूलाई तेस्रो आयामपछिका नेपाली कविताको प्रवृत्ति, स्थिति के कस्ता थिए भन्ने कुरा विद्यार्थीहरूमा जानकारी प्रदान गर्ने उद्देश्य राख्दछ। कविहरूका काव्यप्रवृत्ति शैली, शिल्प प्रवृत्ति के कस्तो छ भन्ने मूलभूत जानकारी विद्यार्थीहरूमा प्रदान गर्ने लक्ष्य राख्दछ।	यस पाठ्यक्रमको अध्ययनद्वारा विद्यार्थीहरू तेस्रो आयामपश्चातको नेपाली कविताको अवस्था, स्वरूप, परम्परा, विभिन्न पक्ष कविको काव्यकारिता आदिबारे जानकारी हासिल गरेर आफैं कविता सिर्जना सक्छन्।
III	Paper VIII नेपाली उपन्यास	प्रस्तुत पाठ्यक्रममा केही प्रमुख उपन्यासहरू लगन, बलिवेदी, जुनेली रेखा र यन्त्रणा का बारेमा विश्लेषणात्मक अध्ययन गर्ने पद्धतिबारे जानकारी हासिल गर्न सक्छन्।	प्रस्तुत पाठ्यक्रममा केही प्रमुख उपन्यासहरूका बारे विभिन्न औपन्यासक तत्वहरू, स्वरूप आदिको जानकारी हासिल गरेर आफैं राम्रा राम्रा उपन्यास लेख्न सक्छन्।
III	MIL प्रमुख भारतीय भाषा नेपाली	प्रस्तुत पाठ्यक्रम नेपाली भाषाको मौलिक र आधारभूत तथ्य विद्यार्थीमा प्रदान गर्ने उद्देश्य राख्दछ। यसका साथै रचना लेखन कौशल बारे पनि लक्ष्य राखेको छ।	प्रस्तुत पाठ्यक्रमको अध्ययनद्वारा विद्यार्थीहरू नेपाली भाषाको मौलिक स्वरूप, व्याकरणिक ज्ञान हासिल गरी जीवनभर नेपाली भाषाको सरल शुद्ध र सहजसँग प्रयोग गर्न सक्छन्।

B.A. HONOURS AND PROGRAMME COURSE UNDER CBCS PATTERN

Sem	Course Name & Code Title	उद्देश्य (Objective)	उपलब्धि (Course outcome)
I	CC-1 नेपाली साहित्यको इतिहास	प्रस्तुत पाठ्यक्रमको विद्यार्थीहरूलाई नेपाली साहित्यको ऐतिहासिक सर्वेक्षण र त्यसको विषय र क्षेत्रमा ज्ञान प्रदान गर्दछ।	यस पाठ्यक्रमद्वारा विद्यार्थीहरू नेपाली साहित्यको ऐतिहासिक क्रियाकलाप तथा विभिन्न विधाहरूको ऐतिहासिक विकासक्रमिक ज्ञान हासिल गर्न सक्षम बन्दछन्। नेपाली साहित्यका विभिन्न विधा जस्तै कविता कथा, उपन्यास, नाटक निबन्ध आदिको ऐतिहासिक क्रियाकलाप र दस्तावेजबारे ज्ञान प्राप्त गर्न सक्दछन्।
I	CC-2 नेपाली कविता	प्रस्तुत पाठ्यक्रमद्वारा विद्यार्थीहरूलाई नेपाली कवितासम्बन्धी आधारभूत ज्ञान कविताको अर्थ, परिभाषा रूपरेखा आदि सम्बन्धी ज्ञान प्रदान गरिनेछ। यसका साथै विभिन्न नेपाली कविता र कविको विषयमा महत्त्वपूर्ण जानकारी।	यस पाठ्यचर्याको उपलब्धिको रूपमा विद्यार्थी विशिष्ट ज्ञान र अवधारणाहरू बुझ्न सक्षम बन्नेछ। यसका साथै नेपाली कविताका विभिन्न उत्कृष्ट कवि र कविताको महत्त्वपूर्ण जानकारी पनि प्राप्त गर्न सफल बन्दछ।

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II	CC-3 साहित्य तत्त्व	साहित्यको केही सैद्धान्तिक पक्षलाई यस पाठ्यक्रमले विद्यार्थीहरूमा जानकारी प्रदान गर्ने उद्देश्य राख्दछ। जसमध्ये काव्यहेतू काव्य प्रयोजन छन्द अलङ्कार आदिको विषयमा आधारभूत ज्ञान प्रदान गर्दछ।	प्रस्तुत पाठ्यक्रमका माध्यमद्वारा विद्यार्थी साहित्य तत्त्वको विषयमा अधिक रूपमा जान्न र बुझ्न सक्षम बन्दछन्। यसका साथै साहित्यिक तत्त्वहरूको महत्त्व र साहित्यमा यसको प्रयोग व्यावहारिक रूपमा प्रस्तुत गर्न सकिन्छ।
II	CC-4 प्रमुख साहित्यिक सिद्धान्त र वादहरू	साहित्यका अनेकौँ सिद्धान्तहरू छन् जसमध्ये केही प्रमुख साहित्य सिद्धान्त जस्तै अलङ्कारवाद, शास्त्रीयतावाद स्वच्छन्दतावाद, प्रगतिवाद, नारीवाद आदिको विषयमा यस पाठ्यक्रममा जानकारी प्रदान गर्दछ।	प्रस्तुत पाठ्यक्रमद्वारा विद्यार्थीहरूले साहित्यका महत्त्वपूर्ण वाद र सिद्धान्तहरू जान्न र बुझ्न सक्षम बनेर त्यसलाई साहित्य लेखनमा प्रयोग गर्न सक्षम बन्दछन्।
II	AECC-2 नेपाली भाषा व्याकरण र रचना	प्रस्तुत पाठ्यक्रम नेपाली विषय पढ्ने र अन्य विषय पढ्ने सम्पूर्ण विद्यार्थीहरूलाई नेपाली भाषा र व्याकरणको ज्ञान प्रदान गर्ने उद्देश्य राख्दछ।	पाठ्यक्रमको अध्ययन गरेपश्चात् विद्यार्थीहरू नेपाली भाषाको प्रयोगमा शुद्धता र सरलता ल्याउन सक्षम बन्दछन्। यसका साथै भाषा व्यवहारिक रूपमा प्रयोग गर्नसक्ने क्षमता राख्दछन्।
III	CC-5 सामान्य भाषाविज्ञान	प्रस्तुत पाठ्यक्रमले नेपाली सम्मानका विद्यार्थीहरूलाई भाषिक सिद्धान्त तथा साधारण भाषाविज्ञानको क्षेत्रमा आवश्यक र आधारभूत ज्ञान प्रदान गर्ने उद्देश्य राख्दछ।	साहित्य सँगसँगै भाषाको सामान्य ज्ञान अनि आवश्यक छ र भाषा सैद्धान्तिक ढाँचा र मूल्यबारे आवश्यक ज्ञान प्राप्त गर्न सक्षम भई त्यसलाई व्यवहारिक रूपमा प्रयोग गर्न विद्यार्थी सक्षम बन्दछन्।
III	CC-6 नेपाली कथा	नेपाली कथाको स्वरूप र आधुनिक नेपाली कथाको विभिन्न आयामसहित केही उत्कृष्ट कथा र कथाकारहरू जस्तै परालको आगो परिबन्द माछाको मोल रातभरि हुरी चल्थो इत्यादिको ज्ञान र जानकारी पदान गर्ने उद्देश्य यस पाठ्यक्रमले राख्दछ।	यस पाठ्यक्रमको उपलब्धि हेर्दा विद्यार्थीहरू नेपाली आधुनिक कथाको स्वरूप र आयाम सँगसँगै केही नेपाली कथा र कथाकारको कथागत प्रवृत्तिबारे अधिक रूपमा जानकारी प्राप्त गरेर आफैं पनि कथा लेख्न सक्षम बन्दछन्।
III	CC-7 नेपाली उपन्यास	आधुनिक नेपाली उपन्यासको पृष्ठभूमि, विकास, स्वरूप र तत्त्वहरूसहित केही उत्कृष्ट नेपाली उपन्यास र उपन्यासकारहरूको विषयमा महत्त्वपूर्ण ज्ञान प्रदान गर्ने उद्देश्य राख्दछ।	प्रस्तुत पाठ्यक्रमद्वारा विद्यार्थीहरू आधुनिक नेपाली उपन्यासका हरेक कुरामा जान्न सक्षम बन्दछन्। यसका साथै विभिन्न नेपाली उपन्यास र उपन्यासकारबारे पनि ज्ञान प्राप्त गर्न सफल बन्दछन्।
III	SEC-1 A रचना लेखन (Hons. & Prog. Combined)	प्रस्तुत पाठ्यक्रमले विद्यार्थीको भाषिक सिप र लेखनलाई प्रबल बनाउन सहायता गर्दछ। नेपाली भाषामा रचनाहरू के कस्तो लेखिन्छन् भन्ने कुरालाई निपुणता प्रदान गर्ने यसको उद्देश्य रहेको छ।	प्रस्तुत पाठ्यक्रमले विद्यार्थीहरूले नेपाली भाषामा विभिन्न किसिमका रचनात्मक लेखहरू लेख्ने जान्ने हुन्छन्। यसका साथै विज्ञापन लेखन, संवाद लेखन, पत्र लेखन निबन्ध लेखन प्रतिवेदन संवाद लेखन आदि कुरामा स्तरीय रूपमा प्रशिक्षित भएर निस्कन सक्षम बन्दछन्।
IV	CC-8 नेपाली निबन्ध	यस पाठ्यक्रमले नेपाली अनर्सका विद्यार्थीहरूलाई निबन्धको परिभाषा, प्रकार र स्वरूपसँगसँगै नेपाली निबन्धको ऐतिहासिक सर्वेक्षण तथा केही प्रमुख	प्रस्तुत पाठ्यक्रमद्वारा विद्यार्थीहरूमा निबन्धको सैद्धान्तिक पक्ष, इतिहास र नेपाली निबन्ध र निबन्धकारहरूका निबन्धकारिता तथा विभिन्न किसिमका प्रवृत्तिहरूको ज्ञान

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IV	CC-9 नेपाली भाषा अध्ययन	नेपाली अनर्सका विद्यार्थीहरूलाई नेपाली भाषाको वैज्ञानिक आधार, मौलिकता र अन्य जानकारी प्रदान गर्ने हेतुले यो पाठ्यक्रम तयार पारिएको छ।	प्रस्तुत पाठ्यक्रमानुसार नेपाली अनर्सका विद्यार्थीहरूलाई नेपाली भाषाको वैज्ञानिक आधार, प्रक्रिया र विभिन्न सैद्धान्तिक मान्यताहरूको विषयमा जान्न सक्षम बन्नेछन्। यसका साथै विद्यार्थीहरूले नेपाली व्याकरणिक तत्त्वहरू ठिकसँग जानेर भाषा प्रयोग गर्न जानेर लाभान्वित हुनेछन्।
IV	CC-10 समकालीन नेपाली कविता	समकालीन नेपाली कविताबारे बहुमूल्य र आधारभूत जानकारी सँगसँगै कविताको अर्थ, परिभाषा, धारणा र प्रवृत्तिहरूको ज्ञान अनि केही कवि र कविताका प्रवृत्ति र आयामहरूबारे गहकिलो जानकारी प्रदान गर्ने उद्देश्य यस पाठ्यक्रमले राख्दछ।	यस पाठ्यक्रमको माध्यमद्वारा नेपाली अनर्सका विद्यार्थीहरू कविताको केही सैद्धान्तिक पक्षसँगसँगै नेपाली समाकालीन कवि र कविताका प्रवृत्ति, आयाम, स्वर र मूल्यहरूको ज्ञान गर्न सक्षम बन्दछ। यसका साथै कविता लेखनमा अग्रसर हुन पनि चयस पाठ्यक्रमको सहायताद्वारा सक्षम देखिन्छ।
IV	SEC-2B जनसञ्चार	आजको समयमा जनसञ्चार अतिनै आवश्यक बनेको छ। प्रस्तुत पाठ्यक्रमले जनसञ्चारको सैद्धान्तिक पक्ष, कार्य, क्षमता, स्वरूप, प्रकार र फाइदा-बेफाइदाबारे विद्यार्थीहरूलाई जानकारी दिने र यस क्षेत्रमा तालिम प्रदान गर्नु उद्देश्य राख्दछन्।	प्रस्तुत पाठ्यक्रमको अध्ययनद्वारा विद्यार्थीहरू जनसञ्चारका विभिन्न सैद्धान्तिक पत्र र विशेषताबारे जान्न सक्षम बन्नेछन्। यसका साथै उनीहरूले भविष्यमा जनसञ्चारलाई आफ्नो पेशाको रूपमा अपनाउन पनि सफल बन्नेछन्।
V	CC-11 नेपाली समालोचना	प्रस्तुत पाठ्यक्रमले विद्यार्थीहरूलाई समालोचनाको अर्थ स्वरूप, परिभाषा जस्ता सैद्धान्तिक पक्ष र नेपाली समालोचनाका विकासक्रमको सर्वेक्षण अनि केही मुख्य मुख्य समालोचक र समालोचनाको प्रवृत्तिहरूको चर्चा गर्ने उद्देश्य राख्दछ।	यस पाठ्यक्रमको अध्ययनद्वारा विद्यार्थीहरू समालोचनाको केही सैद्धान्तिक पक्ष जान्न सक्षम बन्नेछन्। यसका साथै नेपाली समालोचना र समालोचकबारे जानकारी प्राप्त गर्न सक्षम भएर आफै पनि एक सफल समालोचक बन्न सक्छन्।
V	CC-12 नेपाली नाटक र एकाङ्की	यो पाठ्यक्रम नाटक र एकाङ्कीको सैद्धान्तिक स्वरूपबारे आधारभूत तथ्य प्रदान गर्ने उद्देश्य राख्दछ। राख्दछ। नेपाली नाटक र एकाङ्कीको विकासक्रम अनि केही प्रमुख नाटक र नाटककारहरूको नाट्यप्रवृत्तिहरूको जानकारी विद्यार्थीलाई उपलब्ध गराइने लक्ष्य राख्दछ।	प्रस्तुत पाठ्यक्रमद्वारा विद्यार्थीहरू नाटक र नाट्यक्रममा सैद्धान्तिक आधार र अभिनयकला जान्ने सिक्ने अवसर पाउँदछन्। यसका साथै नेपाली नाटकको परम्परा र केही नाटक र नाटककारहरूको प्रवृत्तिगत विशेषताहरूबारे जानकारी हासिल गर्दछन्।
V	DSE-1A नेपाली भाषा साहित्यमा चलेका प्रमुख वादहरू	नेपाली अनर्सका विद्यार्थीहरूमाझ प्रस्तुत पाठ्यक्रम नेपाली भाषा र साहित्यमा चलेका विभिन्न वाद तथा सिद्धान्तहरूका बारेमा महत्त्वपूर्ण ज्ञान उपलब्ध गराउने उद्देश्य राख्दछ।	प्रस्तुत पाठ्यक्रमको अध्ययन गरेर नेपाली अनर्सका विद्यार्थीहरू नेपाली साहित्यमा पहिलेदेखि हालसम्म चलेका वाद तथा आन्दोलनहरूका बारेमा जानकारी प्राप्त गरी तिनलाई व्यवहारिक रूपमा प्रस्तुत गर्ने क्षमता राख्दछ।

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V	DSE-2A नेपाली समाज र संस्कृति	प्रस्तुत पाठ्यक्रम नेपाली अनर्सका विद्यार्थीहरूमा नेपाली समाज र संस्कृतिबारे विभिन्न किसिमका क्रियाकलाप, मान्यता र प्रवृत्तिहरूको जानकारी प्रदान गर्ने उद्देश्य राख्दछ।	नेपाली अनर्सका विद्यार्थीहरू प्रस्तुत पाठ्यक्रमको अध्ययनद्वारा नेपाली संस्कृति र समाजको आधारभूत तथ्यहरू जान्ने र त्यसलाई पुनः समाजमा जीवित राख्ने, बुझ्ने, जोगाएर राख्ने कार्यमा सक्षम बन्न सक्नेछन्।
VI	CC-13 नेपाली प्रबन्धकाव्य	प्रस्तुत पाठ्यक्रममा नेपाली अनर्सका विद्यार्थीहरूलाई नेपाली प्रसिद्ध महाकाव्य र खण्डकाव्य र काव्यकारहरूको विषयमा विस्तृत जानकारी प्रदान गर्ने उद्देश्य रहेको देखिन्छ।	यस पाठ्यक्रमानुसार विद्यार्थीहरूलाई प्रबन्धकाव्यक अर्थ र परिभाषा --बारे पोख्त बनाएर नेपाली प्रबन्धकाव्य र काव्यकारहरू जस्तै लक्ष्मीप्रसाद देवकोटा र उनको सुलोचना, लेखनाथ पौड्याल र उनको तरुण तपसी, बालकृष्ण सम र उनको आगो र पानी, अगमसिंग गिरीको याद इत्यादिको महत्त्वपूर्ण प्रवृत्ति र काव्यकारिताको मूलतः ज्ञान आर्जन गर्न सक्नेछन्।
VI	CC-14 नेपाली लोकसाहित्य	प्रस्तुत पाठ्यक्रम विद्यार्थीहरूमा लोकसाहित्यको सैद्धान्तिक पक्ष अनि नेपाली लोकसाहित्यका विभिन्न विशेषता, स्वरूप, प्रकार आदिको महत्त्वपूर्ण जानकारी प्रदान गर्ने उद्देश्य राख्दछ।	नेपाली अनर्सका विद्यार्थीहरूमा यस पाठ्यक्रमले लोकसाहित्यबारे सैद्धान्तिक र व्यावहारिक ज्ञान सङ्कलन गर्न सहयोग गर्दछ। यसका साथै लोकसाहित्यको माध्यमद्वारा नेपाली जातिको ऐतिहासिक जानकारी प्राप्त गर्न सक्षम तुल्याउँदछ।
VI	DSE- 3 B नेपाली समालोचनाका सैद्धान्तिक आधारहरू	प्रस्तुत पाठ्यक्रम नेपाली अनर्सका विद्यार्थीहरूमा वर्तमानमा प्रचलित साहित्यिक सिद्धान्त जस्तै उत्तरआधुनिकतावाद, नारीवाद, विनिर्माणवाद, संरचनावाद आदिको सैद्धान्तिक मूल्य मान्यता र त्यसका व्यावहारिक प्रयोग साहित्य सृजनामा गर्न अग्रसर र प्रेरित गर्दछ।	प्रस्तुत पाठ्यक्रमको पठनले गर्दा विद्यार्थीहरूले विश्वमा चलेका समसामयिक साहित्यिक सिद्धान्तहरू जस्तै उत्तरआधुनिकता, नारीवाद उत्तरऔपनिवेशिकता संरचनावाद आदिबारे समयानु अद्यतन रहनेछन्। विश्वमा चलेका साहित्य प्रणाली र सिद्धान्तलाई बुझेर आफैले त्यसमुताविक लेख्न र बुझ्न सक्षम बन्नेछन्।
VI	DSE- 4B नेपाली अनुवाद साहित्य	प्रस्तुत पाठ्यक्रम विद्यार्थीहरूमा अनुवादको सैद्धान्तिक पक्ष सँगसँगै अनुवादका प्रणाली, पद्धति र प्रयोगबारे तालिमयुक्त ज्ञान प्रदान गर्ने उद्देश्य राख्दछ।	आजको युगमा अनुवाद एउटा यस्तो माध्यम बनेको छ जसमा प्रत्येक क्षेत्रमा यसको आवश्यकता पर्दछ। फलस्वरूप यस पाठ्यक्रमद्वारा विद्यार्थीहरूले अनुवादका हरेक पक्षबारे जानकारी प्राप्त गरी आफै एक दक्ष अनुवादक हुनसक्ने क्षमता प्राप्त गर्दछ।
I	DSC-1 नेपाली नाटक	नेपाली नाटकको सैद्धान्तिक पक्ष र सैद्धान्तिक सर्वेक्षणसहित केही प्रमुख नाटक र नाटककारहरूको विशेषता प्रवृत्ति र नाट्यकारिताको चर्चा गरी नाट्यलेखन कार्यप्रति अग्रसर गराउने उद्देश्य राख्दछ।	प्रस्तुत पाठ्यक्रमको माध्यमद्वारा विद्यार्थीहरू नाट्यसाहित्य क्षेत्रमा अधिक ज्ञान र तथ्यहरू प्राप्त गर्दछन्। यसका साथै नाट्यलेखन कौशल र नाट्यकर्मीको रूपमा कार्य गर्न प्रेरित र अग्रसर हुन्छन्।
I	LCC 1 A नेपाली	सामान्य नेपाली व्याकरणको परिचर्चा भएको प्रस्तुत पाठ्यचर्या व्याकरणको ज्ञानको कमी भएका	यस पाठ्यक्रमको माध्यमद्वारा विद्यार्थीहरू एक आधारभूत नेपाली व्याकरणको नियम र प्रणालीहरू सिक्न सक्षम

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	व्याकरण र रचना	विद्यार्थीहरूलाई व्याकरणिक ज्ञान प्रदान गर्ने र नेपाली भाषा शुद्ध रूपमा प्रयोग गराउने उद्देश्य राख्दछ।	बन्दछन्। यसका साथै नेपाली भाषाको शुद्धिकरणमा योगदान दिन सक्नेछन्।
I or III	GE-1A नेपाली भाषाको परिचयात्मक अध्ययन	प्रस्तुत पाठ्यक्रम विद्यार्थीहरूमा नेपाली भाषाको प्रयोगमा कुशलता र शुद्धता दर्शाउने उद्देश्य राख्दछ।	यस पाठ्यक्रमको माध्यमद्वारा विद्यार्थीहरू नेपाली भाषाको मौलिक र आधारभूत तथ्यहरू जान्न सक्षम बन्दछ। साथै नेपाली भाषा कुशलता र शुद्धताका साथ प्रयोग गर्न क्षमता प्राप्त गर्दछन्।
II or IV	GE- 2A नेपाली समाज र संस्कृति	प्रस्तुत पाठ्यक्रमको माध्यमद्वारा विद्यार्थीहरूलाई नेपाली समाज र संस्कृतिको विषयमा केही सैद्धान्तिक र केही व्यवहारिक ज्ञान र तथ्यहरू सहजपूर्वक प्रदान गर्ने उद्देश्य राख्दछ।	प्रस्तुत पाठ्यक्रमको सहायताद्वारा अन्य विषयमा अनर्स पढ्ने विद्यार्थीहरू नेपाली संस्कृति र समाजको अध्ययन गर्ने अवसर प्राप्त गरी यसका सैदादन्तिक र व्यावहारिक ज्ञान प्राप्त गरी यसलाई समाजमा यथावत् प्रयोग गर्ने प्रेरणा प्राप्त गर्दछ।
II	DSC-2 नेपाली कविता	यस पाठ्यक्रमको माध्यमद्वारा विद्यार्थीहरूलाई नेपाली कविताको केही सैद्धान्तिक पक्ष, ऐतिहासिक सर्वेक्षण र केही मुख्य नेपाली कविता र कविताका परिचयात्मक अध्ययनसहित त्यसका प्रवृत्ति र काव्यकारिताबारे मूलभूत र आधारभूत तत्वहरू प्रदान गरिने उद्देश्य राखिन्छ।	प्रस्तुत पाठ्यक्रमको अध्ययनद्वारा विद्यार्थीहरू नेपाली कविताका तत्त्वहरू, परम्परा, मान्यता प्रवृत्ति कवि र कविताबारे आधारभूत तथ्यहरू जान्न सक्षम बन्नेका साथै कविता सृजनकार्यमा पनि संलग्न हुनेछन्।
II	AECC-2 नेपाली भाषा व्याकरण र रचना	प्रस्तुत पाठ्यक्रमद्वारा नेपाली भाषाका मौलिक कुराहरू, विशेषता, शब्दवर्ग, व्याकरणिक कोटि आदिको जानकारी विद्यार्थीहरूमा प्रदान गर्ने लक्ष्य लिएको छ।	यस पाठ्यक्रमको माध्यमद्वारा विद्यार्थीहरू नेपाली भाषाको मौलिक कुराहरूको जान्न सक्षम बन्दछ साथै नेपाली भाषालाई सहजपूर्वक प्रयोग गर्न सक्षम बन्नसक्ने सम्भावना देखिन्छ।
III	DSC-3 नेपाली कथा	प्रोग्रामका विद्यार्थीहरूलाई पठन-पाठन गराइने यस पाठ्यक्रमले नेपाली कथाको तत्त्व, ऐतिहासिक सर्वेक्षण, मुख्य प्रवृत्ति र केही नेपाली कथा र कथाकारका बारेमा उत्कृष्ट जानकारी प्रदान गर्ने उद्देश्य राख्दछ।	यस पाठ्यक्रमको सहायताद्वारा विद्यार्थीहरू नेपाली कथाका सैद्धान्तिक, ऐतिहासिक पक्षबारे आधारभूत तत्त्वहरू बुझ्न सक्षम बन्दछन्। साथै नेपाली कथा र कथाका विषयमा जानकारी प्राप्त गरी लेखन कार्यमा अग्रसर बन्न सक्नेछन्।
III	LCC-1 B नेपाली गद्याख्यान	पाठ्यक्रम विद्यार्थीहरूमा केही प्रसिद्ध नेपाली आख्यानहरू जस्ता बडा डिनर, होइ च्याङ्बा, मने, तर कहिले आदिबारे विस्तृत जानकारी गराउने लक्ष्य राख्दछ।	यस पाठ्यक्रमको अध्ययन विद्यार्थीहरूमा केही नेपाली आख्यान र आख्यानकारबारे विस्तृत तथ्य र जानकारी प्राप्त गर्ने क्षमता प्राप्त गर्नेछ।
IV	DSC-4 नेपाली उपन्यास	यस पाठ्यक्रमको मुख्य उद्देश्य हो उपन्यासको सैद्धान्तिक परिचयसहित नेपाली उपन्यासको विकासक्रम र प्रवृत्तिहरू सँगसँगै केही उत्कृष्ट उपन्यास बारे विद्यार्थीहरूलाई ज्ञान प्रदान गर्नु।	यस पाठ्यक्रमको अध्ययनद्वारा विद्यार्थीहरू नेपाली उपन्यासको सैद्धान्तिक र ऐतिहासिक पक्षका साथै केही नेपाली उपन्यास र उपन्यासकारबारे विस्तृत जानकारी प्राप्त गर्न सफल बन्नेछन्।

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V	DSE-1A नेपाली साहित्यिक पत्र-पत्रिका	यो पाठ्यक्रम विद्यार्थीहरूमा नेपाली साहित्यिक पत्र-पत्रिकाको केही सैद्धान्तिक पक्ष, इतिहासको सर्वेक्षणका साथै साहित्यमा यसको योगदान र महत्त्व आदिको विस्तृत जानकारी प्रदान गर्ने उद्देश्य राख्दछ।	यस पाठ्यक्रमको अध्ययनद्वारा विद्यार्थीहरू नेपाली पत्र-पत्रिकाका विभिन्न सैद्धान्तिक पक्ष, विकासक्रम र हित्यमा यसको योगदाबारे उचित ज्ञान र तथ्य प्राप्त गर्न सक्षम बन्दछ। यसका साथै विद्यार्थीले पत्र-पत्रिकाको प्रकाशन, लेखन कार्यमा अग्रसर बन्न सक्दछ।
VI	DSE-2B नेपाली निबन्ध	प्रस्तुत पाठ्यक्रम विशेष गरी निबन्धको सैद्धान्तिक पक्ष, परम्परा आदिसहित नेपाली निबन्ध र निबन्धकारको प्रवृत्ति, मान्यता र निबन्धकारिता आदिको विशिष्ट जानकारी प्रदान गर्ने लक्ष्य लिएको छ।	पाठ्यक्रमको अध्ययनद्वारा विद्यार्थीहरू निबन्धको विभिन्न सैद्धान्तिक पक्ष नेपाली निबन्धको परिचय र इतिहाससँगै नेपाली निबन्ध र निबन्धकारका विषयमा विभिन्न तथ्य र शिल्प हासिल गरी आफु लाभान्वित बन्न सक्नेछन्।
V	SEC-1A रचना लेखन	प्रस्तुत पाठ्यक्रमले विद्यार्थीको भाषिक सिप र लेखनलाई प्रबल बनाउन सहायता गर्दछ। नेपाली भाषामा रचनाहरू के कस्तो लेखिन्छन् भन्ने कुरालाई निपुणता प्रदान गर्ने यसको उद्देश्य रहेको छ।	प्रस्तुत पाठ्यक्रमले विद्यार्थीहरूले नेपाली भाषामा विभिन्न किसिमका रचनात्मक लेखहरू लेख्ने जान्ने हुन्छन्। यसका साथै विज्ञापन लेखन, संवाद लेखन, पत्र लेखन निबन्ध लेखन प्रतिवेदन संवाद लेखन आदि कुरामा स्तरीय रूपमा प्रशिक्षित भएर निस्कन सक्षम बन्दछन्।
SEM V	GE 2B नेपाली निबन्ध	प्रस्तुत पाठ्यक्रम विशेष गरी निबन्धको सैद्धान्तिक पक्ष, परम्परा आदिसहित नेपाली निबन्ध र निबन्धकारको प्रवृत्ति, मान्यता र निबन्धकारिता आदिको विशिष्ट जानकारी प्रदान गर्ने लक्ष्य लिएको छ।	पाठ्यक्रमको अध्ययनद्वारा विद्यार्थीहरू निबन्धको विभिन्न सैद्धान्तिक पक्ष नेपाली निबन्धको परिचय र इतिहाससँगै नेपाली निबन्ध र निबन्धकारका विषयमा विभिन्न तथ्य र शिल्प हासिल गरी आफु लाभान्वित बन्न सक्नेछन्।
VI	SEC 2B जनसञ्चार	आजको समयमा जनसञ्चार अतिनै आवश्यक बनेको छ। प्रस्तुत पाठ्यक्रमले जनसञ्चारको सैद्धान्तिक पक्ष, कार्य, क्षमता, स्वरूप, प्रकार र फाइदा-बेफाइदाबारे विद्यार्थीहरूलाई जानकारी दिने र यस क्षेत्रमा तालिम प्रदान गर्नु उद्देश्य राख्दछन्।	प्रस्तुत पाठ्यक्रमको अध्ययनद्वारा विद्यार्थीहरू जनसञ्चारका विभिन्न सैद्धान्तिक पत्र र विशेषताबारे जान्न सक्षम बन्नेछन्। यसका साथै उनीहरूले भविष्यमा जनसञ्चारलाई आफ्नो पेशाको रूपमा अपनाउन पनि सफल बन्नेछन्।
VI	GE-1A (Prog) नेपाली कथा	यस पाठ्यक्रमानुसार विद्यार्थीहरूमा कथाको अर्थ, परिभाषासहित केही नेपाली कथा र कथाकारको परिचय र प्रवृत्तिहरूको अध्ययन गराउने लक्ष्य छ।	यस पाठ्यक्रमको सहायताद्वारा विद्यार्थीहरू नेपाली कथाका सैद्धान्तिक, ऐतिहासिक पक्षबारे आधारभूत तत्त्वहरू बुझ्न सक्षम बन्दछन्। साथै नेपाली कथा र कथाका विषयमा जानकारी प्राप्त गरी लेखन कार्यमा अग्रसर बन्न सक्नेछन्।

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An Overview of the Department of English, GGDC at Pedong

The Department of English of *Government General Degree College at Pedong* started its journey since the inception of the college in 2015. The Department has always aimed at reflecting the typical growth and evolution over the years for the benefit of its students. The Department remains committed to staying at the forefront of literary studies to reflect new trends and scholarly developments and to impart quality education to the students for the harmonious development, which is typical of an educational institution. The Department fosters a strong sense of community through organizing various programmes, literary events, guest lectures, seminars, workshops, and wall magazines. The Department is staffed by a small group of three dedicated teachers at present who have laid the groundwork for the Department's future development. These Faculty members are actively engaged in Research, contributing to scholarly publications, participating in seminars, workshops, conferences as well different short-term courses to keep themselves updated. The Department of English continues to evolve responding to the changes in the literary landscape and student interests. It offers wide range of different courses according to the recommendations of New Education Policy (2020), and CBCS (2018) & FYUGP (2023) regulations offered by the University of North Bengal. Many graduates have gone on to successful careers in Academia, writing, publishing, and other fields reflecting the Department's impact and legacy. Future plans of the Department of English include increasing collaboration with the other disciplines starting from traditional literary studies to contemporary genres showcasing academic excellence, faculty achievements and literary scholarship. For UG CBCS syllabus of English in North Bengal University click the following link: <http://pedongcollege.in/syllabus.html>

Programme Outcomes

Serial No.	Programme Outcomes
1	Literary Sense in relation to Cultural studies
2	Communication & Efficiency in Linguistic Skills
3	Understanding Literary History
4	Broad Understanding of society
5	Research Aptitude & Research Methodology
6	Analytical and Theoretical Understanding
7	Philosophical & Rational Understanding
8	Creativity in writing & Competency in English
9	Humane & Ethical Values
10	Interdisciplinary & Multidisciplinary Prospect


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Learning Outcome-based Framework for Undergraduate Studies (B.A. Honours) in English :


A B.A Honours Degree in English offers several important benefits, both academically and professionally. Studying diverse literary works fosters an understanding of different cultures, historical periods, and perspectives. The study of literature encourages creative thinking and adaptability and enriches students' lives by deepening their understanding of human experiences and enhancing their appreciation. Apart from that the study of language will enhance the proficiency of students' in English, with an emphasis on advanced grammar, vocabulary and stylistic nuances. Students will be able to analyze the structure, history, and usage of the English language. One of the major aims of studying literature is to explore the connections between literature and other disciplines which will help the students to understand the role of literature in shaping and reflecting cultural identities and societal issues. Overall, a B.A honours degree in English language and Literature not only provides specific skills and knowledge but also cultivates a versatile and adaptable mindset that is valuable in a wide array of careers and personal endeavours.

Course Learning Outcomes relating to B.A. Honours Degree Programme in English:

Semester-wise B.A Hons. Core Courses in English

Core courses in CBCS English Honours provide a comprehensive understanding of essential literary periods, movements, and genres, forming the foundation of literary studies. They offer insights into the historical, cultural, and social contexts of literary works enhancing the understanding of texts. The very aim of these courses is to give an exposure to a range of authors and literary traditions fostering an appreciation for diverse voices and perspectives. After going through these core courses students are expected to develop critical reading, writing and analytical skills essential for interpreting and discussing literature.


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SEMESTER 1

Core Course 1 : English Language: Overview & Usage; Literary Types

Course Level Learning Outcomes: As per the expected learning outcomes, Students of this course will be able to

- Understand the complex history of English language.
- Evaluate the most significant influences which have shaped English into a rich and diverse language with its vast vocabulary and flexible structure.
- Analyze the figures of speech used in passages.
- Learn prosody in detail & scan any poem indicating the meter/s used with variations.
- Understand Tragedy as a literary type and its variants.
- Relate Comedy as a literary type with its difference to tragedy and its variants.

Topics for Class Presentation

- Language and English Society
- Usage of English
- Foreign Influence on English Language.

Suggested Readings:

- Jespersen, Otto. *Growth and Structure of English Language*. Charleston: Nabu Press, 2010.
- Baugh, Albert C. *A History of English Language*. London: Routledge, 2002.
- Quirk, Randolph. *English in Use*. London: Longman 1990.
- David Crystal, *The English Language: A Guide Tour of the Language* (London: Penguin 2002)
- Culpeper, Jonathan. *History of English*. London: Routledge, 2005.
- Cuddon, J.A., and M.A.R. Habib. *The Penguin Dictionary of Literary Terms and Literary Theory: Fifth Edition*. London: Penguin, 2015.
- Bose Bahadur, R.R. Nath, and T.S. Sterling. *Elements of English Rhetoric and Prosody*. Calcutta: Chuckerverty, Chatterjee & Co. Ltd., 1960.

Core Course 2 : European Classical Literature.

Course Level Learning Outcomes : As per the curriculum framework of the university , Students of this course will be able to


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- analyze Classical literature and its antiquity.
- evaluate the masters of ancient Greek tragedies.
- learn the terms related to Tragedy in detail.
- Understand the Epic as a genre with various types and its features.
- get a fair idea about the Trojan War.
- assess the tone and mood of Narrative poems.
- Have a definite knowledge about the contents of Literary Criticism.

Suggested Topics for Class Presentation:

- The Epic
- Comedy and Tragedy in Classical Drama
- The Athenian City State
- Catharsis and Mimesis
- Satire
- Literary Cultures in Augustan Rome

Suggested Readings:

- Aristotle. *Poetics*. Translated with an introduction and notes by Malcolm Heath. London: Penguin, 1996. chaps. 6–17, 23, 24, and 26.
- Plato. *The Republic*. Book X. Trans. Desmond Lee. London: Penguin, 2007.
- Horace. *Ars Poetica*. *Horace: Satires, Epistles and Ars Poetica*. Trans. H. Rushton Fairclough. Cambridge Mass.: Harvard University Press, 2005. pp. 451–73.
- Aristotle/Horace/Longinus. *Classical Literary Criticism*. Translated with an Introduction by T.S. Dorsch. London: Penguin Books.
- Butcher, S.H. *Aristotle's Theory of Poetry and Fine Art*. New Delhi: Kalyani Publishers.

SEMESTER II

Core Course 3: Indian Classical Literature & Indian Writing in English

Learning Outcomes: As per the curriculum framework of the university, Students of this course will be able to know

- Indian Classical Literature in relation to Western Classical Literature.
- Indian ethos, culture, tradition & heritage which are integral part of Indianness.
- Aesthetics of Classical Indian Drama.
- The role of Indian Theatre, the notion of performance and their important characteristics.
- Indian Epics: Narration, oral tradition, Indian philosophy, politics, and heroism.


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- Indian writing in English after Independence.

Suggested Topics for Class Presentation:

- The Indian Epic Tradition: Themes and Conventions
- Classical Indian Drama: Theory and Practice
- Alankara and Rasa
- Themes and Contexts of the Indian English Novel
- The Aesthetics of Indian English Poetry
- Modernism in Indian English Literature

Suggested Readings:

- Bharata. *Natyashastra*. 2nd ed. Vol. I. Trans. by Manomohan Ghosh. Calcutta: Granthalaya, 1967. Chap. 6: Sentiments. pp.100–18.
- Singh, Kuljeet, ed. *The Mrichchhakatika of Sudraka*. Trans by M.R. Kale. Delhi: Motilal and Worldview, 2016.
- Prakash, Anand, ed. *Interventions: Indian Writing in English*. Delhi: Worldview, 2014.
- Karve, Iravati. “Draupadi.” *Yuganta: The End of an Epoch*. Hyderabad: Disha, 1991. pp. 79-105.
- Dharwadkar, Vinay. “Orientalism and the Study of Indian Literature.” *Orientalism and the Postcolonial Predicament: Perspectives on South Asia*. Ed. By Carol A. Breckenridge and Peter van der Veer. New Delhi: OUP, 1994. pp. 158–95.
- Rao, Raja. Foreword to *Kanthapura*. New Delhi: OUP, 1989. pp. v–vi.
- Rushdie, Salman. “Commonwealth Literature does not exist.” *Imaginary Homelands*. London: Granta Books, 1991. pp.61–70.
- Mukherjee, Meenakshi. “Divided by a Common Language.” *The Perishable Empire*. New Delhi: OUP, 2000. pp.187–203.
- King, Bruce. Introduction. *Modern Indian Poetry in English*. New Delhi: OUP, 2005.

Core Course 4 : British Literature: Old English Period to 14th Century

Course Level Learning Outcomes: After reading the contents of this core course Students will be able to evaluate

- Characteristics Old English & Middle English poems, Old English Epic.
- Understand the Epic as a genre with various types and its features.


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- Old English prose and the contribution of Alfred.
- The Beginning of Medieval Drama, Miracle & Morality Plays, Interludes.
- Chaucer and his contribution to the English language and Literature.
- Contemporary English social history.

Suggested Topics for Class Presentation:

- Cultural and Historical background of Old English Period
- Religious Traditions in Old English Period
- Church and Drama

Suggested Readings:

- Greenfield, Stanley G., ed. and trans. *A Readable Beowulf*. With an Introduction by Alain Renior. Delhi: Worldview, 2019.
- Baker, Peter. *Introduction to Old English* 3rd Edn. Chichester: Wiley-Blackwell, 2012.
- Chaucer, Geoffrey. *The General Prologue to the Canterbury Tales*. Ed. by Harriet Raghunathan. Delhi: Worldview Critical Edition, 2010.
- Chaucer, Geoffrey. *The Wife of Bath's Prologue and Tale*. Ed. by Harriet Raghunathan. Delhi: Worldview Critical Edition, 2000.
- Magennis, Hugh. *The Cambridge Introduction to Anglo-Saxon Literature*. Cambridge: Cambridge University Press, 2011.
- Langland, William. *Piers Plowman: A Modern Verse Translation*. Trans by Peter Sutton. Delhi: Worldview, 2019.
- Blair, John. *The Anglo-Saxon Age: A Very Short Introduction*. Oxford: OUP, 2000.

SEMESTER III

Core Course 5 : American Literature

Course Level Learning Outcomes: Upon completion of this course Students are expected to achieve

- The concrete knowledge about the History of American Literature.
- A fair idea about American poetry and its distinctive features.
- The notion of American ethics, culture, heritage and traditions.
- The complexity and richness of American Literature, making it a vital part of the Global literary canon.
- The knowledge about the masters of greatest short stories in English.
- Exploration of themes like individualism, self-reliance, the pursuit of personal freedom and identity including racial, ethnic, gender and National identity.

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Suggested Topics for Class Presentation:

- The American Dream
- Social Realism and the American Novel
- Folklore and the American Novel
- Black Women's Writing
- Questions of Form in American Poetry

Suggested Readings:


- De Crevecoeur, J. Hector St John. "What is an American?" (Letter III). *Letters from an American Farmer*. Harmondsworth: Penguin, 1982. pp. 66-105.
- Douglass, Frederick. *A Narrative of the life of Frederick Douglass*. Harmondsworth: Penguin, 1982. Chaps. 1-7, pp. 47-87.
- Thoreau, Henry David. "Battle of the Ants." Excerpt from "Brute Neighbors."
 - *Walden*. Oxford: OUP, 1997. Chap. 12.
- Emerson, Ralph Waldo. "Self Reliance." *The Selected Writings of Ralph Waldo Emerson*. Ed. by Brooks Atkinson. New York: The Modern Library, 1964.
- Katyal, A. Dasgupta. *This Unsettling Place: Readings in American Literature*. Delhi: Worldview Critical Edition, 2015.
- Morrison, Toni. "Romancing the Shadow." *Playing in the Dark: Whiteness and Literary Imagination*. London: Picador, 1993. pp. 29-39.
- Sen, Krishna, and A. Sengupta, eds. *A Short History of American Literature*. Orient Blackswan, 2017.

Core Course 6 : British Poetry & Drama: 14th to 17th Centuries

Course Level learning Outcomes : Some of the course learning outcomes of this core course are mentioned herewith which will enable the students to

- Have a clear understanding regarding the origin of sonnet as literary form, various types of sonnets and their differences.
- Gain knowledge regarding Renaissance and Reformation and their importance in shaping the society.
- Feel interested about the University Wits, Elizabethan and Jacobean Drama.
- Compare and contrast between the Shakespearean and Marlovian Heroes.
- Know Characteristic features of Metaphysical poetry with special reference to Wits,


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conceits, Syllogism etc.

Suggested Topics for Class Presentation:

- Renaissance Humanism
- Religious and Political Thought
- Ideas of Love and Marriage
- The Stage, Court and City

Suggested Readings:

- Mirandola, Pico Della. Excerpts from the “Oration on the Dignity of Man.” *The Portable Renaissance Reader*. Ed. James Bruce Ross and Mary Martin McLaughlin. New York: Penguin Books, 1953. pp. 476-9.
- Calvin, John. “Predestination and Free Will.” *The Portable Renaissance Reader*. Ed. James Bruce Ross and Mary Martin McLaughlin. New York: Penguin Books, 1953. pp. 704–11.
- Castiglione, Baldassare. “Longing for Beauty” and “Invocation of Love.” Book 4 of *The Courtier*. “Love and Beauty’.” Trans. by George Bull. Harmondsworth: Penguin, rpt.1983. pp. 324-8, 330-5.
- Sidney, Philip. *An Apology for Poetry*. Ed. Forrest G. Robinson. Indianapolis: Bobbs-Merrill, 1970. pp.13-18.

Core Course 7 : British Poetry & Drama:17th and 18th Centuries


Course Level learning Outcomes: After going through this course students will be able to evaluate

- The form, feature, types and differences between Elizabethan and Jacobean Revenge Tragedies.
- The societal structure of 18th century England, its classes and manners.
- The relation between Milton and Classicism.
- Epic, Mock-Epic, satire and the notion of supernatural.
- Comedy and its different types with special reference to the Comedy of Manners.

Suggested Topics for Class Presentation:

- Religious and Secular Thoughts in the 17th Century
- The Stage, the State and the Market
- The Mock Epic and Satire
- Women in the 17th Century


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- The Comedy of Manners

Suggested Readings:

- *The Holy Bible*, Genesis, chaps. 1–4, The Gospel according to St. Luke, chaps. 1–7 and 22–4.
- Machiavelli, Niccolo. *The Prince*. Ed. and trans. by Robert M. Adams. New York: Norton, 1992. Chaps. 15, 16, 18, and 25.
- Hobbes, Thomas. Selections from *The Leviathan*, pt. I. New York: Norton, 2006. Chaps. 8, 11, and 13.
- Dryden, John. “A Discourse Concerning the Origin and Progress of Satire.” *The Norton Anthology of English Literature* 9th edn. Vol. 1. Ed. Stephen Greenblatt. New York: Norton, 2012. pp. 1767-8.

SEMESTER IV

Core Course 8 : British Literature 18th Century

Course Level Learning Outcomes: As per the curriculum framework of the university, Students of this course will be able to know

- The Background of the Eighteenth Century, and its writers.
- Eighteenth Century as an age of Prose, Reason and Enlightenment.
- Comedy of Manners and its Practitioners.
- Travel as a form in literature, the idea of the Utopian Society.
- The glimpses of 18th century poems, Elegy and its types , Graveyard school of Poetry.

Suggested Topics for Class Presentation:

- The Enlightenment and Neo-classicism
- Restoration Comedy
- The Country and the City
- The Novel and the Periodical Press

Suggested Readings:

- Collier, Jeremy Collier. *A Short View of the Immorality and Profaneness of the English Stage*. London: Routledge, 1996.
- Defoe, Daniel. “The Complete English Tradesman” (Letter XXII), “The Great Law of Subordination Considered” (Letter IV), and “The Complete English Gentleman.” *Literature and Social Order in Eighteenth-Century England*. Ed. by Stephen Copley. London: Croom Helm, 1984.


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- Swift, Jonathan. *Gulliver's Travels*. Ed. by Louis A. Landa. Delhi: Book Land, 2001.
- Johnson, Samuel. "Essay 156 in *The Rambler*." *Selected Writings: Samuel Johnson*. Ed. by Peter Martin. Cambridge, Mass: Harvard University Press, 2009. pp. 194-7
- Rasselas. Chapter 10. Pope's "Intellectual Character: Pope and Dryden Compared." From *The Life of Pope. The Norton Anthology of English Literature*, Vol. 1. Ed. by Stephen Greenblatt, 8th edn. New York: Norton, 2006. pp. 2693-4, 2774-7.

Core Course 9 : British Romantic Literature 18th Century

Course Level Learning Outcomes : As per the curriculum framework of the university , Students of this course are expected to learn

- The Background of French Revolution and its worldwide impact, especially in literature.
- The Precursors of the Romantic Movement.
- The Age of Romanticism as a return to Nature.
- Chief features of the movement called Romanticism.
- The horror, weird, eerie, bizarre and their application in literature.

Suggested Topics for Class Presentation:

- Literature and French Revolution
- Conception of Nature
- Reason and Romantic Imagination
- The Gothic

Suggested Readings:

- Wordsworth, William. "Preface to Lyrical Ballads." *Romantic Prose and Poetry*. Ed. by Harold Bloom and Lionel Trilling. New York: OUP, 1973. pp. 594-611.
- Keats, John. "Letter to George and Thomas Keats, 21 December 1817", and "Letter to Richard Woodhouse, 27 October, 1818." *Romantic Prose and Poetry*. Ed. Harold Bloom and Lionel Trilling. New York: OUP, 1973. pp.766-68, 777-8.
- Rousseau, Jean-Jacques. Preface to *Emile or Education*. Trans. By Allan Bloom. Harmondsworth: Penguin, 1991.
- Coleridge, Samuel Taylor. *Biographia Literaria*. Ed. George Watson. London: Everyman, 1993. Chap. XIII, pp. 161-66.


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Core Course 10: British Romantic Literature 19th Century

Course Level learning Outcomes: Upon completion of this course students are expected to achieve conceptual knowledge on

- The contemporary society of the 19th Century and its presentation.
- Romantic and Victorian Women Novelists.
- Treatment of Women in Victorian Period.
- Victorian and Pre-Raphaelite poetry.
- Clash between Science and Religion in the Victorian Period.
- Development of Novel as a literary form and the reflection of society in novels.
- The notion of Dramatic Poetry.

Suggested Topics for Class Presentation:

- Utilitarianism
- The 19th Century Novel
- Marriage and Sexuality
- The Writer and Society
- Faith and Doubt
- The Dramatic Monologue

Suggested Readings:

- Karl Marx and Friedrich Engels. “Mode of Production: The Basis of Social Life, The Social Nature of Consciousness, and Classes and Ideology.” *A Reader in Marxist Philosophy*. Ed. Howard Selsam and Harry Martel. New York: International Publishers, 1963. pp. 186-8, 190-1, 199-201.
- Darwin, Charles. “Natural Selection and Sexual Selection.” *The Descent of Man in The Norton Anthology of English Literature* 8th Edn, Vol. 2. Ed. Stephen Greenblatt. New York: Norton, 2006. pp. 1545-9.
- Mill, John Stuart. “The Subjection of Women.” *Norton Anthology of English Literature* 8th Edn., Vol. 2. Ed. by Stephen Greenblatt. New York: Norton, 2006. Chap.1, pp. 1061-9.



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Core Course 11: Women's Writing

Course Level learning Outcomes: After going through the units of this course students will be able to evaluate

- The form, content, distinctive style of American Poetry.
- The need for understanding texts upholding the issues of women in general.
- The necessity of freedom and liberation from the traditional patriarchal system.
- Some canonical texts dealing with the history of women's writing in global context.
- The identity of the Subaltern women and struggle against the state sponsored violence.
- Feminism and its various phases, cultural linearity and subjugation of women across Time -space-consciousness.


Suggested Topics for Class Presentation:

- The confessional mode in women's writing
- Sexual Politics
- Age, Caste and Gender
- Social Reform and Women's Rights

Suggested Readings:

- Woolf, Virginia. *A Room of One's Own*. New York: Harcourt, 1957. Chaps. 1 and 6.
- de Beauvoir, Simone. Introduction. *The Second Sex*. Trans. by Constance Borde and Shiela Malovany-Chevallier. London: Vintage, 2010. pp. 3-18.
- Sangari, Kumkum, and Sudesh Vaid, eds., Introduction. *Recasting Women: Essays in Colonial History*. New Delhi: Kali for Women, 1989. pp. 1-25.
- Malhotra, Meenakshi, ed. *Representing Self, Critiquing Society: Selected Life writings by Women*. Delhi: Worldview, 2016.
- Mohanty, Chandra Talapade. "Under Western Eyes: Feminist Scholarship and Colonial Discourses." *Contemporary Postcolonial Theory: A Reader*. Ed. Padmini Mongia. New York: Arnold, 1996. pp. 172-97.


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Core Course 12 : British Literature the 20th Century

Course Level learning Outcomes: Upon completion of this course students are expected to achieve conceptual and factual knowledge on

- Imperialism, Colonialism, Racism and their effects in Colonized countries.
- The Novel as an art form in the 20th century.
- The novelty in Narrative Technique, such as Stream of consciousness and Interior Monologue.
- Futility, hollowness as well as Romantic and Idealistic notion of Nationalism.
- Various Artistic Movements in the first half of the 20th century.
- The Modern society with its fragmented images as the subject of poetry.
- The journey from Modernism towards Postmodernism.

Suggested Topics for Class Presentation:

- Modernism, Postmodernism and Non-European Cultures
- The Women's Movement in the early 20th Century
- Psychoanalysis and the Stream of Consciousness
- The Uses of Myth
- The Avant Garde

Suggested Readings:

- Freud, Sigmund. "Theory of Dreams", "Oedipus Complex", and "The Structure of the Unconscious." *The Modern Tradition*. Ed. Richard Ellmann. Oxford: OUP, 1965. pp. 571, 578-80, 559-63.
- Eliot, T.S. "Tradition and the Individual Talent." *Norton Anthology of English Literature*, 8th Edn, Vol. 2. Ed. by Stephen Greenblatt. New York: Norton, 2006. pp. 2319-25.
- Williams, Raymond. "Introduction." *The English Novel from Dickens to Lawrence*. London: Hogarth Press, 1984. pp. 9-27.

SEMESTER VI

Core Course 13 : Modern European Drama

Course Level learning Outcomes: Upon completion of this course students are expected to achieve conceptual and analytical knowledge on

- The Modern drama and the theatre of the Absurd.


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- Bertolt Brecht and his application of Epic theatre.
- Capitalism in relation to Society and Poverty.
- Historical background of the first half of the 20th century.
- Depiction of social realism in contemporary texts.

Suggested Topics for Class Presentation:

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

Suggested Readings:

- Stanislavski, Constantine. “An Actor Prepares. Chap. 8, ‘Faith and the Sense of Truth.’” Trans. Elizabeth Reynolds Hapgood. Harmondsworth: Penguin, 1967. Sections 1, 2, 7, 8, 9, pp. 121-5,137-46.
- Brecht, Bertolt. “The Street Scene”, “Theatre for Pleasure or Theatre for Instruction”, and “Dramatic Theatre vs Epic Theatre.” *Brecht on Theatre: The Development of an Aesthetic*. Ed. and trans. by John Willet. London: Methuen, 1992. pp. 68-76,121-8.
- Steiner, George. “On Modern Tragedy.” *The Death of Tragedy*. London: Faber, 1995. pp.303-24.

Core Course 14 : Postcolonial Literature

Course Level learning Outcomes: Students of this core course are expected to achieve conceptual and analytical knowledge on

- Imperialism, colonialism, racism, and their aftermath in various countries.
- The journey from colonialism to postcolonialism and how the empire writes back.
- The identity of women in postcolonial world.
- Shared consciousness of poets writing in different colonized countries.
- Literature of Latin America and the genre of Magic Realism.

Suggested Topics for Class Presentation:

- Decolonization, Globalization and Literature
- Literature and Identity Politics


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- Writing for the New World Audience
- Region, Race and Gender
- Postcolonial Literature and Questions of Form

Suggested Readings:

- Fanon, Franz. “The Negro and Language.” *Black Skin, White Masks*. Trans. Charles Lam Markmann. London: Pluto Press, 2008. pp. 8-27.
- wa Thiong'o, Ngugi. “The Language of African Literature.” *Decolonising the Mind*. London: James Curry, 1986. Chap. 1, sections 4–6.
- Sati, Someshwar, ed. *A Warble to Postcolonial Voices Vol I. Short Stories. Bessie Head, Ama Ata Aidoo, Grace Ogot*. Delhi: Worldview Critical Edition, 2016.
- McGuirk, Bernard, and Richard Cardwell, eds. “Gabriel Garcia Marquez, the Nobel Prize Acceptance Speech.” *Gabriel Garcia Marquez: New Readings*. Cambridge: Cambridge University Press, 198

DSE (Discipline-Specific Elective Courses)

Discipline specific Elective course are specialized courses that students can choose within their field of study, allowing them to focus on areas of particular interest or to gain deeper knowledge and skills in specific topics. These courses allow students to pursue topics they are passionate about within their field of study. Apart from equipping students with specialized skills and knowledge these Elective courses help to explore how their discipline intersects with other fields. At last but not the least, these Discipline specific Elective course encourage critical thinking, research skills and academic enquiry in specialized areas.

SEMESTER V HONS. DSE PAPER 1

Literary Theory & Criticism OR Essays in Literary Theory & Criticism

Course Level learning Outcomes: By the end of this course students will integrate knowledge regarding

- The difference between Literary theory and criticism.
- Background of a movement in Art and Literature and its characteristics.
- Influence of Modernism on English Literature, Art and Culture.


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- Comparative Study of Modernism and Postmodernism.
- Feminism and its critical thinkers with reference to different types of Feminism.
- Postcolonial Literature and Culture with reference to the Postcolonial Indian Writing in English.
- Culture, identity, Space in Postcolonial Transnationalism.
- The concept of orientalism and differences between the occident and the orient with special references to the western outlook.

Suggested Topics for Class Presentation:

- Orientalism
- Modernism
- Colonialism
- Feminism

Suggested Readings:

- Selden, Raman, Peter Widdowson, and Peter Brooker. *A Reader's Guide to Contemporary Literary Theory*. London: Longman, 2005.
- Barry, Peter. *Beginning Theory: An Introduction to Literary and Cultural Theory* 4th Edn. New Delhi: Viva Books Private Limited, 2018.
- Bertens, Hans. *Literary Theory: The Basics*. New York: Routledge, 2014.
- Klages, Mark. *Literary Theory: The Complete Guide*. London: Bloomsbury, 2017.
- Upstone, Sara. *Literary Theory: A Complete Introduction*. Mobius: New York, 2017.

SEMESTER V DSE PAPER II

Popular Literature (Both Hons. & Programme)

Course Level learning Outcomes: Upon completion of this course students will be able to achieve factual, conceptual, and analytical knowledge as well as they will be able to observe the key components such as

- The definition, genres, and characteristics of Popular literature.
- Adaptability and cultural relevance of Popular literature.
- Background of the second World War and firsthand account of the Holocaust.
- The importance of Diary writing and Diary writing as a genre.
- Recognition of the self and the need for motivational literature.


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- The journey of life, pursuit of individual goals and dreams relate to the spiritual enlightenment.
- The hilly region, communal identity and identity politics in West Bengal after Independence.

Suggested Topics for Class Presentation:

- Popular Literature & Culture
- The Holocaust and its aftermath
- Political upheaval and the communities

Suggested Readings:

- Gelder, Ken. *Popular Fiction: The Logics and Practices of a Literary Field*. Oxon: Routledge, 2004.
- Swirski, Peter. *From Lowbrow to Nobrow*. Montreal: McGill-Queen's University Press, 2005.
- Johnson, David, ed. *The Popular and the Canonical: Debating Twentieth-Century Literature 1940–2000*. Oxfordshire: Routledge, 2005.

or

Literature of the Indian Diaspora (Both Hons. & Programme)


Course Level learning Outcomes: By the end of this course Students are expected to comprehend ideas related to the title of this paper such as

- Historical, Cultural, political context and social influence of Indian Diaspora.
- The importance of 'root' and 'route' in Diasporic space.
- Identity, cultural conflict, and immigrant experience of different characters.
- Poverty, caste discrimination and political, discrimination.
- Exploration of identity and belonging in cultural dynamics.
- The enduring impact of History and cultural hybridity in colonial and post-colonial East Africa.

Suggested Topics for Class Presentation:

- The Diaspora
- Nostalgia
- The New Medium
- Alienation


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Suggested Readings :

- Mishra, V. “Introduction: The diasporic imaginary.” *Literature of the Indian Diaspora*. London: Routledge, 2008.
- Kalra, V. Kaur, R and Hutynuk, J. “Cultural Configurations of Diaspora.” *Diaspora and Hybridity*. London: Sage Publications, 2005.
- Rushdie, S. “The New Empire within Britain.” *Imaginary Homelands*. London: Granta Books, 1991.

SEMESTER VI HONS. DSE PAPER III

Indian Literature in English Translation: Poems , Stories & Plays

Course Level learning Outcomes: By the conclusion of this course, students will have the ability to express the key concepts and themes in their own words as the contents of this course will enable them to understand ...

- The lyrical beauty, spiritual depth and universal themes of Tagore’s poems.
- Humanism and the interconnectedness of all living beings transcending cultural and national boundaries.
- Use of imagery, experimental language, and themes of introspection in solitude in Jibanananda Das’s poems.
- An Ecocritical reading of Das’s poems reflecting the characteristic features of Traditional Bengal.
- Portrayal of social realism of rural India with authenticity in detail.
- Humanistic approach, compassion, and empathy in understanding various relationships.
- Traditional Indian Myths and the legacy of storytelling showing Indianness.
- Theatre and its effect on the audience.
- Portrayal of the Naxalite Movement in West Bengal and its impact on individuals and families.
- The complexities of Political ideology and the enduring power of maternal love.

Suggested Readings:

- Rushdie, Salman. *Imaginary Homelands: Essays and Criticism 1981- 1991*. London: Granta, 1992.
- Ahmad, Aijaz. *Theory: Classes, Nations, Literatures*. London: Verso, 1992.
- Morey, Peter. *Fictions of India. Narrative and Power*. Edinburgh: Edinburgh University Press, 2005.


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- Kapse, D., ed. *Modern Indian Writing in English: A Multilingual Anthology*. Delhi: Worldview, 2018.

SEMESTER VI DSE PAPER IV

Partition Literature (Both Hons. & Programme)

Course Level learning Outcomes: By the conclusion of this course, students will be able to formulate and assess

- The historical context and the lasting impact of the partition of India in 1947.
- Violence, displacement, and trauma caused by the partition of India.
- Individual stories related to Partition which are integral to promote empathy and understanding across cultural and religious divides.
- Partition literature offering socio-political commentary of the communities involved.
- The multifaceted understanding of Partition and its impact on future generations emphasizing that memories are important.

Suggested Topics for class Presentation:

- Colonialism, Nationalism and Partition
- Colonialism and Violence
- Homelessness and Exile
- Women in the Partition

Suggested Readings:

- Menon, Ritu, and Kamala Vasin. "Introduction." *Borders and Boundaries*. New Delhi: Kali for Women, 1998.
- Sengupta, Debjani, ed. *Partition Literature: An Anthology*. Delhi: Worldview, 2018.
- Kumar, Sukrita P. *Narrating Partition*. Delhi: Indialog, 2004.
- Butalia, Urvashi. *The Other Side of Silence: Voices from the Partition of India*. Delhi: Kali for Women, 2000.
- Fraser, Bashabi. "Alam's Own House." Trans. Sarika Chaudhury. *Bengal Partition Stories: An Unclosed Chapter*. London: Anthem Press, 2008.
- Chatterji, Joya. *The Spoils of Partition: Bengal and India 1947-1967*. Cambridge: Cambridge University Press, 2007.
- Sengupta, Debjani. *The Partition of Bengal: Fragile Borders and New Identities*. Cambridge: Cambridge University Press, 2016.



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Selected Films for better understanding of this DSE Paper :

1. *Garam Hawa* (Dir. M.S. Sathyu, 1974)
2. *Khamosh Paani: Silent Waters* (Dir. Sabina Kumar, 2003)
3. *Subarnarekha* (Dir. Ritwik Ghatak, 1965)

OR

Science Fiction and Detective Literature (Both Hons. & Programme)

Course Level learning Outcomes: After going through the units of this course students will be able to demonstrate their expertise in various areas such as ...

- Science fiction as a genre presenting an imaginative and speculative vision of the future.
- Exploring the themes of adventure and discovery sometimes leading to the otherworldly settings from distant galaxies to post-apocalyptic Earth.
- Getting to know about the features of alien planets, civilization and life forms exploring the possibilities of life beyond Earth.
- Crime fiction and its variety of subgenres including mystery fiction, detective fiction and thriller fiction.
- Observation and methods employed by the professional detectives to identify criminals.
- Exploration of themes like morality and ethics, very often presenting complex and morally ambiguous characters and situations.

Suggested Topics for class Presentation:

- Crime across Media
- Construction of Criminal Identity
- Cultural Stereotypes in Crime Fiction
- Crime Fiction and Cultural Nostalgia
- Crime Fiction and Ethics
- Crime and Censorship

Suggested Readings:

- Wilson, J. Edmund. "Who Cares Who Killed Roger Ackroyd?" *The New Yorker*, 20 June 1945
- Auden, W.H. "The Guilty Vicarage." URL: <https://harpers.org/archive/1948/05/the-guilty-vicarage/>
- Chandler, Raymond. "The Simple Art of Murder." *Atlantic Monthly*, December 1944,


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<http://www.en.utexas.edu/Classes/Bremen/e316k/316kprivate/scans/chandlerart.html>

- Ray, Satyajit. *Incredible Adventures of Professor Shonku*. Penguin Books: New Delhi, 1994.

AEEC (Ability Enhancement Elective Courses)

Ability Enhancement Elective courses are intended to enhance students' abilities in areas such as communication, critical thinking, problem solving and academic writing which are valuable in creating career opportunities. The very aim is to provide students with a set of skills and knowledge that will complement their main area of study and prepare them for a variety of personal and professional challenges.

Skill Enhancement Course (SEC) For both Honours and Programme

Course Level learning Outcomes: Skill enhancement Courses play a crucial role in personal and professional development which will help students to thrive in today's dynamic world. These courses help individuals to acquire new skills or improve existing ones and these enhanced skills can lead to increased efficiency and productivity in the workplace, fostering a sense of accomplishment and benefitting both the individual and the organization. Skill enhancement courses are important for several reasons such as Career advancement, professional growth, adaptability, professional development, increasing problem solving skills and Lifelong learning.

Subject A: Text Comprehension & Editing (Paper 1, 3rd Sem)


Suggested Topics for Class Presentation:

1. Comprehension of a Text (Poetry): A text followed by questions
2. Comprehension of a Text (Prose): A text followed by questions
3. Summary Writing of a Prose or Verse Piece
4. Copy Editing and Academic Editing
5. Style sheet Practice and proofreading

Suggested Readings:

- Russial, John. *Strategic Copy Editing*. New York: New Guilford Books, 2004.
- Stainton, Elsie Myers. *The Fine Art of Copy Editing*. New York: Columbia University Press, 2002.
- Critchley, William. *The Pocket Book of Proofreading: A Guide to Freelance Proofreading*. UK: First English Books, 2007.


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- Bailey, Stephen. *Academic Writing: A Handbook for International Students*. Paperback – Student Edition. New York: Routledge, 2014.

OR

Subject B: Creative Writing

Suggested Topics for Class Presentation :

1. What is Creative Writing
2. The Art of Creative Writing
3. Modes of Creative Writing
4. Writing for the Media
5. Preparing for Publication

Suggested Readings

- Dev, Anjana Neira, and others. *Creative writing: A Beginner's Manual*. Delhi: Pearson, 2009.
- Ham, Liz. *Study Writing: A Course in Writing Skills for Academic Purpose*. London: Cambridge University Press, 2006.
- Leki, Ilona. *Academic Writing: Exploring Process and strategies*. 2nd Edition. New York: Cambridge University Press.

Subject C: Business Communication (Paper II, 4th Semester)


Suggested Topics for Class Presentation:

1. Introduction to the essentials of Business Communication: Theory and Practice
2. Citing references, and using bibliographical and research tools
3. Writing a project report
4. Writing reports on field work/visits to industries, business concerns etc./business negotiations.
5. Summarizing annual report of companies
6. Writing minutes of meetings
7. E-correspondence

Suggested Readings:

- Ober, Scot. *Contemporary Business Communication*. Houghton Mifflin, 2008.
- Lesikar, R.V., & M.E. Flatley. *Basic Business Communication Skills for Empowering the Internet Generation*. New Delhi: Tata McGraw Hill Publishing Company Ltd., 2004.


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- Ludlow, Ron, & Panton, F. *The Essence of Effective Communications*. New Delhi: Prentice Hall of India Pvt. Ltd., 1992.
- Bhatia, R.C. *Business Communication*. New Delhi: Ane Books Pvt Ltd., 2009.
- Kumar, Varinder, & Bodh Raj. *Business Communication*. Delhi: Kalyani Publisher, 2014.

OR

Subject D: Technical Writing

Suggested Topics for Class Presentation:

Unit 1: Communication: Language and communication, differences between speech and writing, distinct features of speech, distinct features of writing.

Unit 2: Writing Skills; Selection of topic, thesis statement, developing the thesis introductory, developmental, transitional, and concluding paragraphs, linguistic unity, coherence and cohesion, descriptive, narrative, expository and argumentative writing.

Unit 3: Technical Writing: Scientific and technical subjects; formal and informal writings; formal writings/reports, handbooks, manuals, letters, memorandum, notices, agenda, minutes; common errors to be avoided.

Suggested Readings:

- Hamp-Lyons, Liz, and B. Heasley. *Study Writing; A course in written English*. For academic and professional purposes. New York: Cambridge University Press, 2006.
- Randolph, Quirk, S. Greenbaum, G. Leech, and J. Svartik. *A Comprehensive Grammar of the English language*. New Delhi: Dorling Kindersley, 2010.
- Samantray, Kalyani. *Academic and Research Writing*. New Delhi: Orient Blackswan, 2017.
- Chilakamarri, Savitha. *English for Technical Communication*. New Delhi: Cambridge English, 2017.
- Riordan, Daniel G. *Technical Report Writing Today*. 10th Edition. Boston: Wadsworth, 2014.


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Generic Elective (GE): For both Honours and Programme

Generic Elective Courses provide students with a broad understanding of diverse subjects outside their core specialization. They are designed to broaden perspective, develop interdisciplinary skills and encourage exploration and foster well roundedness. These courses help students to explore connections between different disciplines and apply concepts from one field to another tailoring their education to their education to their interests and career goals.

Selections from Indian Literature (Paper 1) Semester : 1st, 3rd (Hons.) & 5th (Programme)

Course Level learning Outcomes: By the conclusion of this course, students will be able to do their conceptual analysis on

- The richness and diversity of Indian poetry with a variety of features that reflect its long history and cultural depth.
- The lyrical beauty, spiritual depth and universal themes of Tagore's poems.
- The origin, concept and traditional features of Confessional poems.
- The depiction of harsh realities of poverty, exploitation and social injustice faced by the working class in colonial India.
- Themes of cultural decline, struggle and disillusionment and complex characters in In Post independent Indian Novels.
- The dynamics of power and the use of violence as a means of control both in personal and political spheres.
- Indian myths playing a vital role in shaping the cultural, religious and social fabric of Indian society , offering a rich tapestry of stories that continue to inform and inspire.

Suggested Readings:

- Das, Sisir Kumar. *History of Indian Literature*. New Delhi: Sahitya Akademi, 2005.
- Ciocca, Rossella, & Neelam Srivatsava, ed. *Indian Literature and the World*. New York: Springer, 2017.
- Rao, Ramakrishna. *Comparative Perspectives on Indian Literature*. New Delhi: Prestige Books, 1992.


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Selections from European Literature (Paper 2) Semester : 2nd, 4th (Hons.) & 6th Programme.

Course Level learning Outcomes: After going through the units of this course students will be able to demonstrate their expertise in various areas such as ...

- The theme of Friendship, Time and Love and the style of narration in Shakespearean sonnets.
- Features of Romantic poetry in general with special reference to the exploration of the self and the bliss of solitude in the midst of Nature.
- The rich tapestry of Modern poetry with images, fragments and symbolism.
- The novelty in narrative technique such Stream of consciousness and interior monologue .
- The effect of colonialism on both the colonizer and the colonized.
- Modern short stories reflecting contemporary concerns and stylistic innovations.
- Shakespeare's enduring legacy as a writer and his ability to capture the complexities of the human experience with profound insight and timeless eloquence.

Suggested Readings:

- Curtius, Ernst Robert. *Essays on European Literature*. Trans. by Michael Kowal. New Jersey: Princeton Legacy Library, 1973.
- Ahlawatetal, Menka. *Selections from British Literature: Poems and Short Stories*. Delhi: Worldview, 2019.
- Bradbury, Malcolm, and James McFarlane. *Modernism: A Guide to European Literature 1890-1930*. London: Penguin, 1991.

Language Core Courses [LCC1 & LCC 2]: For Programme

Course Level learning Outcomes: Language Core Courses are important for several reasons such as providing a solid foundation in the language including grammar, vocabulary and syntax which is essential for effective communication. They help to develop strong communication skills, including writing, speaking and listening which are crucial in both personal and professional settings. These language core courses play a crucial role providing students with the skills and knowledge they need to succeed in a multicultural and interconnected world.


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Language Core Course 1 [LCC 1]: Alternative English (Semester I)

Paper 1: Text Comprehension, Editing & Writing Skill

Suggested Topics for Class Presentation:

1. Comprehension of a Text (Prose): A text followed by questions
2. Summary Writing of a Prose or Verse Piece
3. Essay Writing
4. Formal and informal letter Writing
5. Style sheet Practice and proofreading

Suggested Readings:

- Russial, John. *Strategic Copy Editing*. New York: New Guilford Books, 2004.
- Stainton, Elsie Myers. *The Fine Art of Copy Editing*. New York: Columbia University Press, 2002.
- Critchley, William. *The Pocket Book of Proofreading: A Guide to Freelance Proofreading*. UK: First English Books, 2007.
- Bailey, Stephen. *Academic Writing: A Handbook for International Students*. Paperback – Student Edition. New York: Routledge, 2014.
- Bly, Robert W. *Webster's New World Letter Writing Handbook*. Wiley Publishing House: Indianapolis, 2004.


Language Core Course 1 [LCC 1] : Alternative English (Semester III)

Literary Perceptions (Paper II), Semester III

Course Level learning Outcomes: After going through the units of this course students will be able to demonstrate their expertise in various areas such as ...

- An overview of Irish culture and the history of Irish Literary Renaissance.
- Powerful portrayal of rural Irish life and its exploration of themes related to fate, nature, and human suffering.
- The illusive nature of the American dream, the impact of social class and the consequences of obsession and moral decay.
- The complexities of human nature, themes of Good versus Evil, and the influence of traditional Indian culture.
- Glimpses of Indian theatre and its aspects.
- Bold exploration of gender issues and its empathetic portrayal of characters caught in the web of societal expectations.


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Suggested Topics for Class Presentation :

- Indian Theatre
- Irish Literary Renaissance
- The Man and his society

Suggested Readings:

- Chakrabarti, B. *A Talent for the Particular*. Delhi: Worldview, 2012.
- Dharwadkar, Vinay. "Orientalism and the Study of Indian Literature." *Orientalism and the Postcolonial Predicament: Perspectives on South Asia*. Ed. Carol A. Breckenridge and Peter van der Veer. New Delhi: OUP, 1994. pp.158–95.

Language Core Course 2 [LCC 2] : English Language Core

Technical Writing Skill (Paper 1) , Semester II , Programme


Course Level Learning Outcomes: This paper involves acquiring the ability to communicate complex information clearly and effectively. Some of the course learning outcomes are mentioned herewith. Students will be able to

- Collaborate effectively with peers on group writing projects, demonstrating the ability to integrate contributions from various sources.
- Apply the writing process including planning drafting ,revising and editing in order to produce polished technical documents.
- Communicate technical information clearly and effectively in both written and oral formats.
- Demonstrate an understanding of audience analysis and how to tailor content for different readers.
- Identify the key characteristics and purposes of Technical writing.
- To adapt their writing style and format to meet the specific requirements of each document type.

Suggested Topics for Class Presentation:

1. Paragraph Writing
2. Essay Writing


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3. Summary Writing
4. Formal and informal Letter Writing
5. Dialogue Writing

Suggested Readings:

- Frank, Marcella. *Writing as Thinking: A Guided Processed Approach*. London: Pearson College Division, 1989.
- Hamp-Lyons, Liz, & B. Heasley. *Study Writing: A Course in written English for Academic & Professional Purposes*. New York: Cambridge University Press, 1987.
- Riordan, Daniel G. *Technical Report Writing Today*. 10th Edition. Boston: Wadsworth, 2014.

Language Core Course 2 [LCC 2] : English Language Core **Professional Writing Skill (Paper II), Semester IV**

Course Level Learning Outcomes: This paper aims to increase the capability in writing skills professionally. After going through this paper students will be able to

- Learn to write clear, concise, and well-structured documents suitable for professional contexts.
- Gain experience in various professional writing genres such as emails, reports, proposals, memos, and technical documentation.
- Collaborate effectively with peers on group writing projects, demonstrating the ability to integrate contributions from various sources,
- Enhance their critical thinking skills. learning to analyze and respond to complex situations through written communication.
- Become proficient in using various digital tools and platforms for writing, editing, and publishing professional documents.

Suggested Topics for Class Presentation

1. Editorial Writing
2. Notice Writing
3. Advertising Copy Writing
4. Report Writing
5. CV/Resume Writing


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Suggested Readings:

- Smith, Edward L., and Stephen A. Bernhardt. *Writing At Work: Professional Writing Skills for People on the Job*. New York: McGraw Hill Professional, 1997.
- Logan, Shirley Wilson, and Wayne H. Slater, eds. *Academic and Professional Writing in an Age of Accountability*. Carbondale: Southern Illinois University Press, 2010.
- Caples, John, & Fred E. Hahn. *Tested Advertising Methods*. New Jersey: Prentice Hall, 1997.
- Bloch, Deborah Perlmutter. *How to Write a Winning Resume*. Illinois: VGM Career Books, 1998.

Ability Enhancement Compulsory Course (AECC) Both Hons. and Programme

Semester II

Compulsory English: English Communication

Course Level Learning Outcomes: Ability Enhancement Compulsory courses aim to develop essential skills that enhance students' overall abilities, making them more competent and versatile in their personal and professional lives. These courses focus on developing fundamental skills like communication, language proficiency and environmental awareness. Very often, these courses include courses in English and regional languages to improve reading, writing, speaking and comprehension skills. These courses collectively aim to prepare students for the diverse challenges they may face in their professional and personal lives. Thus, a compulsory English course aims to enhance students' language skills and ensure they can communicate effectively in Academic, professional and social settings. This course on compulsory English aims to ensure that students are well prepared to use English effectively in their academic pursuits and future careers.

Suggested Topics for Class Presentation

1. Comprehension
2. Formal and informal Letter Writing
3. Essay Writing
4. CV, Resume Writing
5. Summary Writing
6. Dialogue Writing


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7. Notice Writing

8. Interview

Suggested Readings:

- Bloch, Deborah Perlmutter. *How to Write a Winning Resume*. Illinois: VGM Career Books, 1998.
- Bly, Robert W. *Webster's New World Letter Writing Handbook*. Wiley Publishing House, Indianapolis, 2004.
- *Interact: A Course in Communicative English*. Cambridge University.
- Kumar, Sanjay, & Pushp Lata. *Communication Skills: A Workbook*. New Delhi: OUP, 2018.

Semester-wise B.A Programme Core Courses in English

Discipline Specific Core

Individual & Society (Paper 1) Semester : I

Discipline specific courses develop critical skills necessary for the field enabling students to integrate and apply foundational knowledge to more complex and specialized topics within the discipline, preparing them for advanced courses and professional practice. These courses provide a solid foundation in the essential concepts and skills pertinent to the discipline, ensuring all students have a common base of knowledge.

Course Level Learning Outcomes: upon completion of this course, students will have a complete overview on

- Reflecting the diversity of human experiences and addressing the complexities of social and cultural identity.
- Intersection of themes like Class, gender and migration providing a richer , more complex narrative.
- A more inclusive and diverse representation of society , highlighting voices that are often marginalized or overlooked.
- Understanding the complexities of gender identity roles and expectations both in literature and society.
- Exploring the depths of human nature, including themes of survival, sacrifice, brutality. and complexities of human emotions and behavior in extreme circumstances.


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- Socio-political commentary and addressing issues such as Nationalism, Imperialism, pacifism, psychological effects of trauma, violence and conflict on individuals and communities.
- Globalization reshaping the world in significant ways connecting people, cultures, and economies more closely than ever before.

Suggested Reading:

- Selections from *The Individual and Society: Essays. Stories and Poems*, Pearson Longman: 2004

Modern Indian Literature (Paper II) Semester : II

Course Level Learning Outcomes: Students of this course will achieve many outcomes and they will help the students to develop ideas on

- Partition literature and its ability to capture the human experience of this tumultuous period providing insights into the personal, social, and political dimensions of the partition.
- Reflecting the diversity of human experiences and addressing the complexities of social and cultural identity.
- The complexities of human nature, themes of Good versus Evil, and the influence of traditional Indian culture.
- Exploring the themes of Identity, belonging and displacement.
- The depiction of harsh realities of poverty, exploitation and social injustice faced by the working class in colonial India.
- The insights into the cultural, social, and political complexities of the Indian subcontinent.
- The theme of cultural diversity which shows India is a mosaic of different cultures each contributing to the unique tapestry of Indian identity.

Suggested Reading:


- Selections from *Modern Indian Literature: Poems & Short Stories*, ed. Department of English, Delhi, OUP, 1999

British Literature (Paper III) Semester III

Course Level learning Outcomes: After going through the units of this course students will be able to demonstrate their expertise in various areas such as ...

- Portrayal of the harsh realities of the 19th century London, the workhouse system and the treatment of orphans and the poor.
- The possibility of redemption and the power of compassion and kindness to overcome adversity.
- A rich tapestry that captures the complexities of Victorian society and the human experience.


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- Examining the role of greed in human relationships.
- The role of fate and free will in shaping human lives .
- A nuanced portrayal of human nature and society highlighting the complexities of moral and ethical dilemmas faced by the characters.
- Characteristics of Elizabethan sonnets with reference to their strict form, rich language and exploration of complex themes.
- Exploring the themes of love, beauty, Time and morality, depth, and complexity of Elizabethan sonnets.
- The thematic depth and distinctive style of Miltonic sonnets.
- Characteristic features of Metaphysical poetry with its blend of intellect, emotion and linguistic creativity and spiritual contemplation.

Suggested Reading:


- Poems: *The Renaissance (Sonnets and Love Lyrics): Six Poems.*
- Selections From *Living Literatures: An Anthology of Prose & Poetry*, Editorial Board, Department of English, University of Delhi, Orient Longman, 2007.

Literary Cross Currents (Paper IV), Semester : IV

Course Level learning Outcomes: By the conclusion of this course, students will be able to formulate and assess

- The complexities of human relationships and societal issues prevalent in Indian society.
- Psychological motivations and inner conflicts of characters exploring themes of power, control fear and desire.
- The modernist techniques, thematic depth, nonlinear narratives, and symbolism in modern Indian plays.
- Critique of various forms of power and authority within the family, society, and political systems.
- A harrowing portrayal of the plight of the working class in colonial India with poverty, exploitation, and social injustice.
- The impact of industrialization and urbanization on traditional Indian society.
- The issues of caste discrimination, showcasing the rigid social hierarchies that perpetuate inequality faced by those who are at the bottom of the social ladder, regardless of their caste.


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- The relentless, emphatically unromantic, and satirical vision of Swift's Art.
- The Experimentation by the Romantic poets with new forms and structures and thus breaking away from the traditional poetic conventions.

Suggested Reading:

- Selections From *Living Literatures: An Anthology of Prose & Poetry*, Editorial Board, Department of English, University of Delhi, Orient Longman, 2007.
- Poems: *The Eighteenth Century and the Romantic Age: Seven Poems*.

B.A Hons. & General in English Under 1+1+1 System


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For the syllabus of B.A (Honours and General under revised new course structure (Part I, Part II and Part III) in English of the University of North Bengal click the following link:

<http://pedongcollege.in/syllabus.html>


Programme Outcomes of B.A Hons. & General in English Under 1+1+1 System

Serial No.	Programme Outcomes
1	Literary Sense in relation to Cultural studies
2	Communication & Efficiency in Linguistic Skills
3	Understanding Literary History
4	Broad Understanding of society
5	Research Aptitude & Research Methodology
6	Analytical and Theoretical Understanding
7	Philosophical & Rational Understanding
8	Creativity in writing & Competency in English
9	Humane & Ethical Values
10	Interdisciplinary & Multidisciplinary Prospect

Learning Outcome-based Framework for B.A. Honours Degree Course in English:

A B.A Honours Degree course in English offers several important benefits, both academically and professionally. Studying diverse literary works fosters an understanding of different cultures, historical periods, and perspectives. The study of literature encourages creative thinking and adaptability and enriches students' lives by deepening their understanding of human experiences and enhancing their appreciation. Apart from that the study of language will enhance the proficiency of students in English, with an emphasis on advanced grammar, vocabulary, and stylistic nuances. Students will be able to analyze the structure, history, and usage of the English language. One of the major aims of studying literature is to explore the connections between literature and other disciplines which will help the students to understand the role of literature in shaping and reflecting cultural identities and societal issues. Overall, a B.A Honours Degree course in English language and Literature not only provides specific skills and knowledge but also


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cultivates a versatile and adaptable mindset that is valuable in a wide array of careers and personal endeavours.

Course Learning Outcomes relating to B.A. Honours Degree Course in English:

Year-wise B.A Hons. Degree Course in English

Different papers in year-wise B.A Hons. Degree Course in English Honours provide a comprehensive understanding of essential literary periods, movements, and genres, forming the foundation of literary studies. They offer insights into the historical, cultural and social contexts of literary works enhancing the understanding of texts. The very aim of these varied papers is to give an exposure to the students to a range of authors and literary traditions fostering an appreciation for diverse voices and perspectives. After going through these eight Hons. Papers students are expected to develop critical reading, writing and analytical skills essential for interpreting and discussing literature.

Part 1

Paper 1 : History of the English Language, English Literature, Critical Resume & Rhetoric and Prosody

Course Level Learning Outcomes: As per the expected learning outcomes, Students of this Paper will be able to

- Understand the comprehensive history of the English Literature.
- Have an overview of English socio- political history of the different periods.
- Discuss how Literature becomes a realistic portrayal of the society in general.
- Evaluate the most significant influences which have shaped English into a rich and diverse language with its vast vocabulary and flexible structure.
- Understand the complex history of English language.
- Analyze the figures of speech used in passages.
- Learn prosody in detail & scan any poem indicating the meter/s used with variations.
- Get a broad understanding of the process of writing Curriculum vitae, Resume and Bio-data.
- Prepare themselves for presentation in different places along with the professional mentality of job readiness.


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Topics for Class Presentation:

- English Social History
- Language and English Society
- Writing skill and the skill of presentation.
- Usage of English
- Professional writing skill.
- Foreign Influence on English Language.

Suggested Readings:

- Jespersen, Otto. *Growth and Structure of English Language*. Charleston: Nabu Press, 2010.
- Albert, Edward . *A Short History of English Literature*.
- Wood, F. T . *An Outline History of the English language*.
- Baugh, Albert C. *A History of English Language*. London: Routledge, 2002.
- Quirk, Randolph. *English in Use*. London: Longman 1990.
- David Crystal, *The English Language: A Guide Tour of the Language* (London: Penguin 2002)
- Culpeper, Jonathan. *History of English*. London: Routledge, 2005.
- Cuddon, J.A., and M.A.R. Habib. *The Penguin Dictionary of Literary Terms and Literary Theory*: Fifth Edition. London: Penguin, 2015.
- Bose Bahadur, R.R. Nath, and T.S. Sterling. *Elements of English Rhetoric and Prosody*. Calcutta: Chuckervertty, Chatterjee & Co. Ltd., 1960.

Paper II : Elizabethan , Jacobean and Caroline Literature

Course Level learning Outcomes: Some of the course learning outcomes of this Paper are mentioned herewith which will enable the students to

- Have a clear understanding regarding the origin of sonnet as literary form, various types of sonnets and their differences.
- Gain knowledge regarding Renaissance and Reformation and their importance in shaping the society.
- Feel interested about the University Wits, Elizabethan and Jacobean Drama.
- Compare and contrast between the Shakespearean and Marlovian Heroes.
- Understand the characteristics features of Shakespearean Tragedies with their difference from the other Tragedies.
- Get the detailed account of various types of comedies with the special reference to the


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Comedy of Humours in the Jacobean Age.

- Know Characteristic features of Metaphysical poetry with special reference to Wits, conceits, Syllogism etc.

Suggested Topics for Class Presentation:

- Renaissance Humanism,
- Religious and Political Thought
- Ideas of Love and Marriage
- The Stage, Court and City
- The Metaphysical Poetry.
- The Comedy and its Various Types.

Suggested Readings:

- Mirandola, Pico Della. Excerpts from the “Oration on the Dignity of Man.” *The Portable Renaissance Reader*. Ed. James Bruce Ross and Mary Martin McLaughlin. New York: Penguin Books, 1953. pp. 476-9.
- Calvin, John. “Predestination and Free Will.” *The Portable Renaissance Reader*. Ed. James Bruce Ross and Mary Martin McLaughlin. New York: Penguin Books, 1953. pp. 704–11.
- Castiglione, Baldassare. “Longing for Beauty” and “Invocation of Love.” Book 4 of *The Courtier*. “Love and Beauty.” Trans. by George Bull. Harmondsworth: Penguin, rpt.1983. pp. 324-8, 330-5.
- Sidney, Philip. *An Apology for Poetry*. Ed. Forrest G. Robinson. Indianapolis: Bobbs-Merrill, 1970. pp.13-18.

Part II

Paper III : Restoration and 18th Century Literature

Course Level learning Outcomes: After going through this Paper in their undergraduate course of studies, students will be able to evaluate

- The societal structure of 17th & 18th centuries England, its classes and manners.
- The Political upheaval in the British History before the Restoration Period and the changes it brings in the manners of English Society.
- The Historical and Literary importance of the Restoration Period.
- The relation between Milton and Classicism.
- Epic, Mock-Epic, satire and the notion of supernatural.
- Comedy and its different types with special reference to the Comedy of Manners.

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- The Background of the Eighteenth Century, and its writers.
- Eighteenth Century as an age of Prose, Reason and Enlightenment.
- Travel as a form in literature, the idea of the Utopian Society.
- The glimpses of 18th century Novels, Different types of Novels.


Suggested Topics for Class Presentation:

- Religious and Secular Thoughts in the 17th Century
- The Stage, the State and the Market
- The Mock Epic and Satire
- Women in the 17th Century
- The Comedy of Manners
- The Enlightenment and Neo-classicism
- Restoration Comedy
- The Country and the City
- The Novel and the Periodical Press

Suggested Readings:

- *The Holy Bible*, Genesis, chaps. 1–4, The Gospel according to St. Luke, chaps. 1–7 and 22–4.
- Hobbes, Thomas. Selections from *The Leviathan*, pt. I. New York: Norton, 2006. Chaps. 8, 11, and 13.
- Dryden, John. “A Discourse Concerning the Origin and Progress of Satire.” *The Norton Anthology of English Literature* 9th edn. Vol. 1. Ed. Stephen Greenblatt. New York: Norton, 2012. pp. 1767-8.
- Collier, Jeremy Collier. *A Short View of the Immorality and Profaneness of the English Stage*. London: Routledge, 1996.
- Defoe, Daniel. “The Complete English Tradesman” (Letter XXII), “The Great Law of Subordination Considered” (Letter IV), and “The Complete English Gentleman.” *Literature and Social Order in Eighteenth-Century England*. Ed. by Stephen Copley. London: Croom Helm, 1984.
- Johnson, Samuel. “Essay 156 in *The Rambler*.” *Selected Writings: Samuel Johnson*. Ed. by Peter Martin. Cambridge, Mass: Harvard University Press, 2009. pp. 194-7
- Rasselas. Chapter 10. Pope’s “Intellectual Character: Pope and Dryden Compared.”


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From *The Life of Pope. The Norton Anthology of English Literature*, Vol. 1. Ed. by Stephen Greenblatt, 8th edn. New York: Norton, 2006. pp. 2693-4, 2774-7.

Paper IV : Romantic Literature

Course Level learning Outcomes: Upon completion of this Paper students are expected to achieve conceptual knowledge on

- The contemporary society of the 19th Century and its presentation.
- The French Revolution and its worldwide importance.
- Novelists of the Romantic Period.
- Money, Marriage, and the Treatment of Women in the 19th Century Period.
- Romantic non-fictional writers and their modes of writing.
- The Egotistical sublime and the return to Nature in the Romantic Period.
- Development of Novel as a literary form and the reflection of society in novels.
- The notion of Romantic Poetry.

Suggested Topics for Class Presentation:

- The French Revolution
- Utilitarianism
- The Romantic Imagination
- The 19th Century Novel
- Marriage and Sexuality
- The Writer and Society
- Romantic Essayists
- Subjectivity and Escapism in The Romantic Poetry.

Suggested Readings:

- Karl Marx and Friedrich Engels. “Mode of Production: The Basis of Social Life, The Social Nature of Consciousness, and Classes and Ideology.” *A Reader in Marxist Philosophy*. Ed. Howard Selsam and Harry Martel. New York: International Publishers, 1963. pp. 186-8, 190-1, 199-201.
- Darwin, Charles. “Natural Selection and Sexual Selection.” *The Descent of Man in The Norton Anthology of English Literature* 8th Edn, Vol. 2. Ed. Stephen Greenblatt. New York: Norton, 2006. pp. 1545-9.
- Mill, John Stuart. “The Subjection of Women.” *Norton Anthology of English Literature*



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8th Edn., Vol. 2. Ed. by Stephen Greenblatt. New York: Norton, 2006. Chap.1, pp. 1061-9.

Paper V : Victorian Literature

Course Level learning Outcomes: Upon completion of this Paper students are expected to achieve conceptual knowledge on

- The inevitable Clash between Science and Religion in the Victorian Period.
- The contemporary society of the 19th Century and its presentation.
- Victorian Women Novelists and their mode of Presentation.
- Treatment of Women in Victorian Period.
- Dramatic monologue as a genre of Victorian Poetry.
- Development of Novel as a literary form and the reflection of society in novels.
- The Industrial Revolution and its impact on the society.
- Critical Thinking, Communication Skills, Self-expression, Argumentation & Academic Writing.

Suggested Topics for Class Presentation:

- Utilitarianism
- The 19th Century Novel
- Marriage and Sexuality
- The Writer and Society
- The role of Fate, Character & Pessimism.
- Faith and Doubt
- The Victorian Poetry and Novel.
- Essay Writing.

Suggested Readings:

- Karl Marx and Friedrich Engels. “Mode of Production: The Basis of Social Life, The Social Nature of Consciousness, and Classes and Ideology.” *A Reader in Marxist Philosophy*. Ed. Howard Selsam and Harry Martel. New York: International Publishers, 1963. pp. 186-8, 190-1, 199-201.
- Mill, John Stuart. “The Subjection of Women.” *Norton Anthology of English Literature* 8th Edn., Vol. 2. Ed. by Stephen Greenblatt. New York: Norton, 2006. Chap.1, pp. 1061-9.



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- Darwin, Charles. “Natural Selection and Sexual Selection.” *The Descent of Man in The Norton Anthology of English Literature* 8th Edn, Vol. 2. Ed. Stephen Greenblatt. New York: Norton, 2006. pp. 1545-9.

Paper VI: Twentieth Century Literature

Course Level learning Outcomes: Upon completion of this Paper students are expected to achieve conceptual and factual knowledge on

- Imperialism, Colonialism, Racism, and their effects in Colonized countries.
- The Novel as an art form in the 20th century.
- Imagism and Symbolism in Modern Poetry.
- The Two world wars and the Literature of War.
- The novelty in Narrative Technique, such as Stream of consciousness and Interior Monologue.
- Futility, hollowness as well as Romantic and Idealistic notion of Nationalism.
- Various Artistic Movements in the first half of the 20th century.
- The Modern society with its fragmented images as the subject of poetry.
- The journey from Modernism towards Postmodernism.

Suggested Topics for Class Presentation:

- Modernism, Postmodernism and Non-European Cultures
- Psychoanalysis and the Stream of Consciousness
- The Irish Literary Renaissance.
- Avant-garde
- The Uses of Myth
- The Women’s Movement in the early 20th Century
- Artistic movement in the field of Modern Poetry.
- The journey from Modernism to Post modernism.

Suggested Readings:

- Eliot, T.S. “Tradition and the Individual Talent.” *Norton Anthology of English Literature*, 8th Edn, Vol. 2. Ed. by Stephen Greenblatt. New York: Norton, 2006. pp. 2319-25.


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- Williams, Raymond. “Introduction.” *The English Novel from Dickens to Lawrence*. London: Hogarth Press, 1984. pp. 9-27.
- Freud, Sigmund. “Theory of Dreams”, “Oedipus Complex”, and “The Structure of the Unconscious.” *The Modern Tradition*. Ed. Richard Ellmann. Oxford: OUP, 1965. pp. 571, 578-80, 559-63.

Paper VII: Other Literature in English

Course Level Learning Outcomes: Upon completion of this Paper, students will have a complete overview on

- The form, content, themes & the distinctive style of Indian Writing in English.
- The Complexities of human relationships and societal issues prevalent in Indian society.
- The need for understanding texts upholding the issues of women in general.
- The necessity of freedom and liberation from the traditional patriarchal system.
- The form, content, distinctive style of American Poetry.
- The theme of cultural diversity which shows India is a mosaic of different cultures each contributing to the unique tapestry of Indian identity.
- Some canonical texts dealing with the history of women’s writing in global context.
- The identity of the mother in the Naxalite Movement and struggle against the state sponsored violence.
- Violence, Bloodshed & the Political scenario in World War 1.

Suggested Topics for Class Presentation:

- Sexual Politics
- Age, Caste and Gender
- The confessional mode in women’s writing
- Traditional Indian Culture, ethos, and tradition.

Suggested Readings:

- Dharwadkar, Vinay. “Orientalism and the Study of Indian Literature.” *Orientalism and the Postcolonial Predicament: Perspectives on South Asia*. Ed. By Carol A. Breckenridge and Peter van der Veer. New Delhi: OUP, 1994. pp. 158–95.
- Prakash, Anand, ed. *Interventions: Indian Writing in English*. Delhi: Worldview, 2014.
- Sen, Krishna, and A. Sengupta, eds. *A Short History of American Literature*. Orient Blackswan, 2017.


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- Mukherjee, Meenakshi. “Divided by a Common Language.” *The Perishable Empire*. New Delhi: OUP, 2000. pp.187–203.

Paper VIII: Greek Drama in Translation / Indian English Literature/American Literature

Course Level Learning Outcomes: As per the curriculum framework of the university, Students of this Paper will be able to

- Understand the Tragedy as a genre with various types and its features.
- Analyse Classical literature and its antiquity.
- The evolution of Chorus as an integral part of Classical Literature.
- evaluate the masters of ancient Greek tragedies.
- learn the terms related to Tragedy in detail.
- Understand the comedy as a genre with various types and its features.
- get a fair idea about the Trojan War.
- assess the tone and mood of Narrative poems.
- The issues of caste discrimination, showcasing the rigid social hierarchies that perpetuate inequality faced by those who are at the bottom of the social ladder, regardless of their caste.
- Critique of various forms of power and authority within the family, society, and political systems.
- The complexities of human relationships and societal issues prevalent in Indian society.
- A harrowing portrayal of the plight of the working class in colonial India with poverty, exploitation, and social injustice
- Psychological motivations and inner conflicts of characters exploring themes of power, control fear and desire.
- The modernist techniques, thematic depth , nonlinear narratives, and symbolism in modern Indian plays.
- The impact of industrialization and urbanization on traditional Indian society.
- A rich tapestry that captures the complexities of Indian society and the human experience.
- Have a definite knowledge about the different phases of American Literature.
- The complexity and richness of American Literature, making it a vital part of the Global literary canon.
- The notion of American ethics, culture, heritage and traditions.
- A fair idea about American poetry and its distinctive features.
- The American Dream and its historical importance in the National consciousness.



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- The concrete knowledge about the History of American Literature.
- The knowledge about the masters of greatest short stories in English.
- Exploration of themes like individualism, self-reliance, the pursuit of personal freedom and identity including racial, ethnic, gender and National identity.

Suggested Topics for Class Presentation:

- Terms related to Tragedy and Comedy
- Comedy and Tragedy in Classical Drama
- The Athenian City State
- Catharsis, Chorus, Fate and Character in Greek Tragedy.
- The Old Comedy and New Comedy
- Literary Cultures in Augustan Rome

- Indianness, its ethos, Culture and Tradition.
- Classical Indian Drama: Theory and Practice
- Themes and Contexts of the Indian English Novel
- The Aesthetics of Indian English Poetry
- Modernism in Indian English Literature
- The Indian Poetic Tradition: Themes and Conventions

- The American Dream
- Social Realism and the American Novel
- Folklore and the American Novel
- Black Women's Writing
- Questions of Form in American Poetry

Suggested Readings:

- Aristotle. *Poetics*. Translated with an introduction and notes by Malcolm Heath. London: Penguin, 1996. chaps. 6–17, 23, 24, and 26.
- Plato. *The Republic*. Book X. Trans. Desmond Lee. London: Penguin, 2007.
- Aristotle/Horace/Longinus. *Classical Literary Criticism*. Translated with an Introduction by T.S. Dorsch. London: Penguin Books.

- Butcher, S.H. *Aristotle's Theory of Poetry and Fine Art*. New Delhi: Kalyani Publishers.
- Prakash, Anand, ed. *Interventions: Indian Writing in English*. Delhi: Worldview, 2014.



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- Dharwadkar, Vinay. “Orientalism and the Study of Indian Literature.” *Orientalism and the Postcolonial Predicament: Perspectives on South Asia*. Ed. By Carol A. Breckenridge and Peter van der Veer. New Delhi: OUP, 1994. pp. 158–95.
- Rao, Raja. Foreword to *Kanthapura*. New Delhi: OUP, 1989. pp. v–vi.
- Rushdie, Salman. “Commonwealth Literature does not exist.” *Imaginary Homelands*. London: Granta Books, 1991. pp.61–70.
- Mukherjee, Meenakshi. “Divided by a Common Language.” *The Perishable Empire*. New Delhi: OUP, 2000. pp.187–203.
- Selections from Modern Indian Literature: Poems & Short Stories, ed. Department of English, Delhi, OUP,1999.
- King, Bruce. Introduction. *Modern Indian Poetry in English*. New Delhi: OUP, 2005.
- De Crevecouer, J. Hector St John. “What is an American?” (Letter III). *Letters from an American Farmer*. Harmondsworth: Penguin, 1982. pp. 66-105.
- Douglass, Frederick. *A Narrative of the life of Frederick Douglass*. Harmondsworth: Penguin, 1982. Chaps. 1–7, pp. 47–87.
- Emerson, Ralph Waldo. “Self Reliance.” *The Selected Writings of Ralph Waldo Emerson*. Ed. by Brooks Atkinson. New York: The Modern Library, 1964.
- Katyal, A. Dasgupta. *This Unsettling Place: Readings in American Literature*. Delhi: Worldview Critical Edition, 2015.
- Morrison, Toni. “Romancing the Shadow.” *Playing in the Dark: Whiteness and Literary Imagination*. London: Picador, 1993. pp. 29-39.
- Sen, Krishna, and A. Sengupta, eds. *A Short History of American Literature*. Orient Blackswan, 2017.

Syllabus in Elective English (General)

The syllabus of B.A General course in English aims at preparing students for various career paths, including Teaching, writing, publishing, media, and further Academic pursuits. Students will have an understanding of major literary works, genres and movements as well as the ability to analyze texts critically and formulate coherent arguments. Different papers help the students to explore the intersections between literature and other disciplines, enriching students’ overall academic experience. As a part of various learning outcomes students learn to express their thoughts, creatively and analytically enhancing their ability to write


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different creative pieces effectively. These papers usually focus critically on strengthening and improving the students' command and mastery over the English Language as well as developing communication skills including presentation and discussion techniques.

Part 1

Paper I : Academic Writing

Course Level learning Outcomes: Upon completion of this Paper students are expected to achieve conceptual and factual knowledge on

- Essay Writing
- Precis Writing
- Editing a copy
- The procedures involved in Academic writing
- Practicing style sheets
- Methods, processes and steps involved in Proof Reading
- Creative writing and its different types.

Suggested Topics for Class Presentation:

- Academic Writing
- Comprehension
- Technical Writing
- Proof Reading
- Style Sheet Practice

Suggested Readings:

- Russial, John. *Strategic Copy Editing*. New York: New Guilford Books, 2004.
- Stainton, Elsie Myers. *The Fine Art of Copy Editing*. New York: Columbia University Press, 2002.
- Critchley, William. *The Pocket Book of Proofreading: A Guide to Freelance Proofreading*. UK: First English Books, 2007.
- Bailey, Stephen. *Academic Writing: A Handbook for International Students*. Paperback – Student Edition. New York: Routledge, 2014.



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Paper II : British Poetry & Critical Appreciation of a Passage

Course Level learning Outcomes: By the conclusion of this paper, students will be able to formulate and assess

- a clear understanding regarding the origin of sonnet as literary form, various types of sonnets and their differences.
- The Characteristic features of Metaphysical poetry with special reference to Wits, conceits, Syllogism etc.
- The Precursors of the Romantic Movement & the feature of the Romantic Poetry in general.
- The Age of Romanticism as a return to Nature.
- Chief features of the movement called Romanticism.
- The critical appreciation of an unseen verse passage and the process of rewriting that passage.

Suggested Topics for Class Presentation:

- The metaphysical wit and conceit
- The Return to Nature
- Critical Appreciation

Suggested Readings:

- Ahlawatetal, Menka. *Selections from British Literature: Poems and Short Stories*. Delhi: Worldview, 2019.
- Selections From *Living Literatures: An Anthology of Prose & Poetry*, Editorial Board, Department of English, University of Delhi, Orient Longman, 2007.
- Poems: *The Renaissance (Sonnets and Love Lyrics): Six Poems*.
- Logan, Shirley Wilson, and Wayne H. Slater, eds. *Academic and Professional Writing in an Age of Accountability*. Carbondale: Southern Illinois University Press, 2010.
- Wordsworth, William. "Preface to Lyrical Ballads." *Romantic Prose and Poetry*. Ed. by Harold Bloom and Lionel Trilling. New York: OUP, 1973. pp. 594-611.

Paper III : Modern English Short Stories & Essays

Course Level learning Outcomes: By the conclusion of this course , students will be able to do their conceptual analysis on

- Character development and the preciseness of Modern short stories.
- Realism, open-endedness and the experimental structures of non -linear modern short stories.
- Exploration of contemporary themes such as identity, alienation, and social issues in modern short stories.


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- The more intimate, engaging style and the subjectivity of Modern essays.
- A diverse array of subjects like social, political and cultural issues that the modern essays cover.
- The brevity, focus and the interdisciplinary approach of Modern essays.
- The blending of Reflective and analytical writing of modern essays with significant insights and critical commentary on a wide range of topics.

Suggested Topics for Class Presentation:

- Realism and Experimental Technique
- Internal conflict and the psychological depth
- Narrative technique and subjectivity
- Blurring the lines between genres
- Argumentative and Societal concerns

Suggested Readings:

- Bradbury, Malcolm, and James McFarlane. *Modernism: A Guide to European Literature 1890-1930*. London: Penguin, 1991.
- Ahlawatetal, Menka. *Selections from British Literature: Poems and Short Stories*. Delhi: Worldview, 2019.
- Curtius, Ernst Robert. *Essays on European Literature*. Trans. by Michael Kowal. New Jersey: Princeton Legacy Library, 1973.


Part II

Paper 1 : Professional Writing Skill

Course Level Learning Outcomes: As per the curriculum framework of the university, Students of this course will be able to acquire the ability to communicate complex information clearly and effectively. Some of the course learning outcomes are mentioned herewith. Students will be able to

- To adapt their writing style and format to meet the specific requirements of each document type.
- Collaborate effectively with peers on group writing projects, demonstrating the ability to integrate contributions from various sources.
- Apply the writing process including planning drafting, revising and editing in order to


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produce polished technical documents.

- Communicate technical information clearly and effectively in both written and oral formats.
- Identify the key characteristics and purposes of Professional writing.
- Demonstrate an understanding of audience analysis and how to tailor content for different readers.

Suggested Topics for Class Presentation:

- Creative Writing
- Journalistic Report Writing
- Technical Writing
- Advertising Copy Writing

Suggested Readings:


- Smith, Edward L., and Stephen A. Bernhardt. *Writing At Work: Professional Writing Skills for People on the Job*. New York: McGraw Hill Professional, 1997.
- Caples, John, & Fred E. Hahn. *Tested Advertising Methods*. New Jersey: Prentice Hall, 1997.
- Bloch, Deborah Perlmutter. *How to Write a Winning Resume*. Illinois: VGM Career Books, 1998.

Paper II : European & American Poetry , Rhetoric & Prosody

Course Level Learning Outcomes: After reading the contents of this Paper Students will be able to evaluate

- Characteristics and the use of Dramatic Monologue as a genre in the Victorian poetry.
- Understand the Epic as a genre with various types and its features.
- The Victorian social history and the inevitable clash between science and Religion.
- The importance of two World wars and the significance of war poets in the Global Perspective.
- Walt Whitman and his contribution to the American Literature.
- Contemporary American social and Political history.
- Analyze the different figures of speech used in passages.


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- Learn prosody in detail & scan any poem indicating the meter/s used with variations.

Suggested Topics for Class Presentation:

- Cultural and Historical background of the Victorian Period
- Background of the two World Wars.
- The American consciousness and the American Dream
- Rhetoric and Prosody

Suggested Readings:

- Darwin, Charles. “Natural Selection and Sexual Selection.” *The Descent of Man in The Norton Anthology of English Literature* 8th Edn, Vol. 2. Ed. Stephen Greenblatt. New York: Norton, 2006. pp. 1545-9.
- Katyal, A. Dasgupta. *This Unsettling Place: Readings in American Literature*. Delhi: Worldview Critical Edition, 2015.
- Morrison, Toni. “Romancing the Shadow.” *Playing in the Dark: Whiteness and Literary Imagination*. London: Picador, 1993. pp. 29-39.
- Sen, Krishna, and A. Sengupta, eds. *A Short History of American Literature*. Orient Blackswan, 2017.
- Cuddon, J.A., and M.A.R. Habib. *The Penguin Dictionary of Literary Terms and Literary Theory: Fifth Edition*. London: Penguin, 2015.
- Bose Bahadur, R.R. Nath, and T.S. Sterling. *Elements of English Rhetoric and Prosody*. Calcutta: Chuckerverty, Chatterjee & Co. Ltd., 1960.

Paper III: Drama : Shakespearean to Modern Periods

Course Level Learning Outcomes: Upon completion of this paper students are expected to achieve the concrete knowledge on

- Shakespeare’s enduring legacy as a writer and his ability to capture the complexities of the human experience with profound insight and timeless eloquence.
- Futility, hollowness as well as Romantic and Idealistic notion of Nationalism.
- The absurdities of war and heroism emphasizing pragmatism, practical human needs and desires.
- Post-World War II America and psychological and moral complexity.
- The theatrical canon of 18th century comedies and the portrayal of contemporary society.
- Post world war British Drama, the social realism, anxiety and the genre of Angry Young Man.


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Suggested Topics for Class Presentation:

- Elizabethan Tragedy
- War and Nationalism
- Post World War British Drama
- Anti-Sentimental Comedies
- The American Consciousness and the American Dream

Suggested Readings:

- Collier, Jeremy Collier. *A Short View of the Immorality and Profaneness of the English Stage*. London: Routledge, 1996.
- Steiner, George. "On Modern Tragedy." *The Death of Tragedy*. London: Faber, 1995. pp.303-24.
- Bradbury, Malcolm, and James McFarlane. *Modernism: A Guide to European Literature 1890-1930*. London: Penguin, 1991.
- Katyal, A. Dasgupta. *This Unsettling Place: Readings in American Literature*. Delhi: Worldview Critical Edition, 2015.


Part III

Paper IV : Indian Writing in English , Story Writing & Literary Types

Course Level Learning Outcomes: As per the expected learning outcomes, Students of this course will be able to

- The richness and diversity of Indian poetry with a variety of features that reflect its long history and cultural depth.
- The lyrical beauty, spiritual depth and universal themes of Taru Dutt's poems.
- The origin, concept and traditional features of Confessional poems and evaluate Das as a significant figure upholding the issues of women as a rebel in the traditional Indian Society.
- The depiction of harsh realities of poverty, exploitation and social injustice faced by the working class in colonial India.
- The necessity of freedom and liberation from the traditional patriarchal system.
- Some canonical texts dealing with the history of women's writing in global context.
- The dynamics of power and the use of violence as a means of control both in personal and political spheres.
- Indian myths playing a vital role in shaping the cultural, religious and social fabric of Indian society, offering a rich tapestry of stories that continue to inform and inspire


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- The insights into the cultural, social and political complexities of the Indian subcontinent.
- The theme of cultural diversity which shows India is a mosaic of different cultures each contributing to the unique tapestry of Indian identity
- Develop their writing skill on story writing from a given initial situation.
- Understand the complex history of short stories as a representative genre in literature.
- Evaluate the great masters of English short stories who have a worldwide readership.
- Analyze the Characteristic features of Shakespearean Tragedies.
- Learn about the overall tone and atmosphere of Shakespearean Tragedies in detail.
- Formulate their ideas regarding the essay as a literary type and its importance in the field of Writing skill.
- Understand The Lyric as a literary type and its variants.
- Relate sonnet as a literary type with its difference to other forms of poetry and its different variants.

Suggested Topics for Class Presentation:

- The very root of Indianness
- The Myth and oral tradition
- Patriarchy and Liberation
- Subjectivity and the confessional note
- Poverty and the social realism
- Different Literary Types

Suggested Readings:

- King, Bruce. Introduction. *Modern Indian Poetry in English*. New Delhi: OUP, 2005.
- Kapse, D., ed. *Modern Indian Writing in English: A Multilingual Anthology*. Delhi: Worldview, 2018.
- Rao, Raja. Foreword to *Kanthapura*. New Delhi: OUP, 1989. pp. v–vi.
- Morey, Peter. *Fictions of India. Narrative and Power*. Edinburgh: Edinburgh University Press, 2005.
- Rushdie, Salman. “Commonwealth Literature does not exist.” *Imaginary Homelands*. London: Granta Books, 1991. pp.61–70.
- Mukherjee, Meenakshi. “Divided by a Common Language.” *The Perishable Empire*. New Delhi: OUP, 2000. pp.187–203.
- Aristotle. *Poetics*. Translated with an introduction and notes by Malcolm Heath. London: Penguin, 1996. chaps. 6–17, 23, 24, and 26.
- Cuddon, J.A., and M.A.R. Habib. *The Penguin Dictionary of Literary Terms and Literary Theory*: Fifth Edition. London: Penguin, 2015.



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Department of History

B. A. Honours & General Degree Course under 1+1+1 & CBCS System

Programme Outcomes (POs)

The undergraduate programme of History, both three years degree and CBCS system provides academic flexibility to meet various needs of the students through learner -centric approach.

The following are the Programme Outcomes of B. A. Honours (History) and General Degree Course: -

History Hounours:

- 1. Critical Analysis:** Honours students are expected to engage in more critical analysis of historical events, interpretations, arguments and theories often at a level beyond what is expected in general courses.
- 2. Advanced Research Skills:** Honours students often develop more advanced historical research skills, including the ability to conduct original research, analyze primary and secondary sources, synthesize information and contribute new insights to the field.
- 3. Specialization:** Honours programmes typically allow students to specialize in particular areas of history, enabling them to develop expertise in their chosen areas of study.
- 4. Communication:** The programmes often emphasize strong written and oral communication skills as students frequently write essays, reports and present findings.
- 5. Historical Knowledge:** The students have a broad understanding of historical events, periods and themes as well as the ability to place them in context.
- 6. Cultural and Global Awareness:** The Students often gain an appreciation for diverse cultures and perspectives through the study of history.
- 7. Ethical and Civic Engagement:** The programmes may encourage students to reflect on ethical issues in the past and present, fostering civic responsibility and engagement.
- 8. Adaptability:** The students often develop skills in adapting to new information and changing circumstances which are valuable in a variety of careers.

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History General Course:

- 1. Foundational Knowledge:** General history courses typically provide students with a broad overview of historical events and themes offering a foundational understanding of the discipline.
- 2. Basic Research Skill:** While general courses may include research assignments, they often focus more on developing basic research skills such as finding and evaluating sources rather than advanced research methods.
- 3. Breadth of Study:** General courses may cover a wide range of topics in history exposing students to diverse cultures, time periods and geographical regions.
- 4. Interdisciplinary Connections:** General history courses may explore connections between history and other disciplines such as Literature, Political Science, Philosophy, Education, Geography and Economics to provide students with a more holistic understanding of the past.
- 5. Preparation of Diverse Careers:** General history courses can prepare students for a variety of careers that value critical thinking, research skills and communication abilities including education, law, public services and more.

Overall, while both Honours and General History Programmes aim to develop critical thinking, research skill and historical knowledge, honours programs typically offer more specialized training and preparation for advanced study in the field.

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Course Outcomes of B.A (Hons & General) Degree under (1+1+1) System

Sl. No.	Name of the Prog.	Paper	Name of the Course	Course Outcomes
1.	B.A (Hons)	I	History of India up to 650 A.D.	The student will learn reconstructing Ancient Indian history, prehistoric cultures, aspects of the Harappan civilization, the Aryan problem, technological and economic developments, social stratification, political relations, and cultural achievements, religious and philosophical developments in the period. The student will have the knowledge of changing political formations, economy, socio-cultural and religious life in the Mauryan, post-Mauryan and early Medieval India.
	B.A (Hons)	II	History of India from 650-1550 A.D.	The student will learn the analysis of the idea about the regional kingdoms of 7 th and 14 th centuries, sources for studying the Delhi Sultanate, political structure, society and economy of the Delhi Sultanate, regional political structures, religion and cultural patterns in Medieval India.
	B.A (Gen)	I	History of India up to 650 A.D.	The student will learn reconstructing Ancient Indian history, pre-historic cultures, aspects of the Harappan civilization, the Aryan problem, technological and economic developments, social stratification, political relations, and cultural achievements, religious and philosophical developments in the period. The student will have the knowledge of changing political formations, economy, socio-cultural and religious life in the Mauryan, post-Mauryan and early Medieval India.
	B.A (Gen)	II	History of India from.1200 to 1550 A.D.	The student will learn the analysis of the idea about the regional kingdoms of 14 th centuries, sources for studying the Delhi Sultanate, political structure, society and economy of the Delhi Sultanate, regional political structures, religion and cultural patterns in Medieval India. Acquire knowledge towards Turkey's invasion & Struggle for Empire in North-Western

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				India and foundation of the Mughal Rule in India. Students will learn about the Mughal Indian society, economy and culture after consolidation of the Mughal rule India.
	B.A (Gen)	III] History of India from 1750 to 1857 A.D.	The student will learn the process of the establishment of British colonial rule, changes in the Indian economy and society under colonial rule, renaissance and reformation, and various popular resistance movements against British rule. The student will learn the political, socio-cultural developments of the 19th century.
Part II	2.	B.A (Hons)	III History of India from 1550-1750 A.D.	Acquire knowledge towards Turkey's invasion & Struggle for Empire in North-Western India and foundation of the Mughal Rule in India. Students will learn about the Mughal Indian society, economy and culture after consolidation of the Mughal rule India. Learn about how the Regional Powers had been raised in different parts of India after the downfall of the Mughal Empire of Delhi. They can gather knowledge to the downfall of the Mughal Empire only lack of unity among the Mughal courtiers and resulted to raise provincial kingdoms in Bengal, Hyderabad, Mysore and Maratha in Western India
		B.A (Hons)	IV History of India from 1750-1950 A.D.	The student will learn the process of the establishment of British colonial rule, changes in the Indian economy and society under colonial rule, renaissance and reformation, and various popular resistance movements against British rule. The student will learn the political, socio-cultural developments in the aftermath of 1857, early phase of Indian nationalism, the Gandhian era, emergence of various sections of population in political movements, Communal politics, Partition of India and post partition developments.
		B.A (Gen)	IV Political and Economic Patterns of Ancient India	The students will learn about the socio-economic and the political changes in the Gupta and post Gupta –period. They will also get to know about the art, Architecture, literature, science and technology, status of women, shift in the varnas, slavery etc.
				Acquire knowledge towards Turkey's invasion & Struggle for Empire in North-Western India and foundation of the Mughal

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	B.A (Gen)	V	Later medieval period from 1556 to 1761 A.D.	Rule in India. Students will learn about the Mughal Indian society, economy and culture after consolidation of the Mughal rule India. Learn about how the Regional Powers had been raised in different parts of India after the downfall of the Mughal Empire of Delhi. They can gather knowledge to the downfall of the Mughal Empire only lack of unity among the Mughal courtiers and resulted to raise provincial kingdoms in Bengal, Hyderabad, Mysore and Maratha in Western India
	B.A (Gen)	VI	Indian National Movement	The student will learn the political developments in the aftermath of 1857, early phase of Indian nationalism, and the Gandhian era, emergence of various sections of population in political movements, Communal politics, and Partition of India and post partition developments.
Part III	B.A (Hons)	V	The rise of the Modern West (Mid-15 th century to Mid-18 th Century)	The student will get to know issues related to transition from feudalism to capitalism, early colonial expansion, economic developments and crises, emergence of European state system and the facets of the Renaissance and the Reformation. This course intends to introduce the students to: Europe's exploration and early colonization. Understand forces of change unleashed by Renaissance, Reformation and the Counter-reformation. The shift from an agrarian to industrial economy. Understand the transition of the western world from the medieval to the modern times. Gain insight into western religious upheavals and their impact. Analyze the leading themes in western history and identify patterns of continuity and change.
	B.A (Hons)	VI	History of Modern Europe from 1780-1939 A.D.	On completing this course, the students will be able to: 1. Identify what is meant by the French Revolution. 2. Trace short-term and long-term repercussions of revolutionary regimes and Empire-building by France. 3. Explain features of revolutionary actions and reactionary politics of threatened monarchical regimes. 4. Delineate diverse patterns of industrialization in Europe and assess the social impact of capitalist industrialisation. 5. Analyse patterns of resistance to industrial capital and the emerging political assertions by new social classes. 6. Trace varieties of nationalisms and the processes by which new nation-states were carved out. 7. Discuss the peculiarities of the disintegration of large empires and remaking of Europe's map. 8. Deliberate on the meaning of imperialism and the manifestations of imperialist rivalry and expansion in the 19 th and early 20 th century.

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				<p>9. Analyze the conflict between radical and conservative forces, and the gradual consolidation of ultra-nationalist and authoritarian regimes in Europe.</p> <p>10. Contextualise major currents in the intellectual sphere.</p>
B.A (Hons)	VII	History of China and Japan from 1839-1949 A.D.		<ol style="list-style-type: none"> The student will learn the pre-colonial Chinese society and economy, commercial relations with the West, the unequal treaties, financial imperialism, rebellion, restoration and nationalism, the Revolution of 1911, the Kuomintang nationalism in China, the May 4th Movement, the Communist Party, the KMT-CCP conflict, the communist victory in China. Acquire knowledge of the opening and consequent transformation of Japan. Understand the emergence of nationalism and militarism. Appreciate the rapid transformation of Japan's economy and society. Understand the consequences of Ultra-nationalism and militarism. Evaluate the significance of American Occupation of Japan and its legacy.
B.A (Hons)	VIII	The Making of the Contemporary World		The students will understand contemporary world politics during the Cold War. They will be aware of the various impacts of the cold war in international politics and economy. The students will be able to understand the emergence of the third world and its impact on world politics. They will acknowledge the idea regarding German unification.
B.A (Gen)	VII	Western World - Mid 15 th Century to the World War		<p>The student will get to know issues related to transition from feudalism to capitalism, early colonial expansion, economic developments and crises, emergence of European state system and the facets of the Renaissance and the Reformation. This course intends to introduce the students to: Europe's exploration and early colonization. Understand forces of change unleashed by Renaissance, Reformation and the Counter-reformation. The shift from an agrarian to industrial economy. Understand the transition of the western world from the medieval to the modern times. Gain insight into western religious upheavals and their impact. Analyze the leading themes in western history and identify patterns of continuity and change.</p> <p>On completion of this course, students will be able to:</p>

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				<ol style="list-style-type: none"> Trace varieties of nationalisms and the processes by which new nation-states were carved out. Discuss the peculiarities of the disintegration of large empires and remaking of Europe's map. Deliberate on the meaning of imperialism and the manifestations of imperialist rivalry and expansion in the 19th and early 20th century. Analyze the conflict between radical and conservative forces, and the gradual consolidation of ultra-nationalist and authoritarian regimes in Europe. Contextualize major currents in the intellectual sphere
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Department of History

Course Outcome of B.A. (Hons & Prog.) Courses under CBCS System

Sem.	Prog. Name	Course Code	Course Name	Course Title	Course Outcome
SEM-I	B A (Hons)	HISCC 1	Core Course	History of India-I (from earliest times to 300 C.E)	The student will learn reconstructing Ancient Indian history, prehistoric cultures, aspects of the Harappan civilization, the Aryan problem, technological and economic developments, social stratification, political relations, cultural achievements, religious and philosophical developments in the period.
	B A (Hons)	HISCC 2	Core Course	Social Formations and Cultural Patterns of the Ancient World	The student will know the evolution of humankind, Palaeolithic and Mesolithic cultures, Bronze Age civilization in Mesopotamia, advent of Iron, development of the Greek civilization.
					The student will learn sources of ancient Indian history, aspects of polity, society,

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	B A (Prog)	HISDSC 1	Discipline Specific Core Course	History of India from earliest times to 300 C.E	religion, arts and crafts, coins, commerce, towns during the period, the Harappan civilization, the Vedic period, the Mahajanapadas and the rise of Magadha, Jainism and Buddhism, the Mauryas, the Satavahanas, the Sakas, the Parthians, the Kushanas, the Sangam Age.
	B A (Hons)	HISGE 1	Generic Elective Course	History of India from Earliest Times Up to 1193 A.D.	<p>The students would be able to understand the various sources regarding the ancient and medieval period.</p> <p>They will understand and analyze the different phases and features of stone ages.</p> <p>The students can make an understanding of the initial civilizations of India.</p> <p>They can be able to acknowledge the idea regarding the origin and expansion of territorial states.</p> <p>The students can understand about the origin of different secular religions.</p> <p>They became aware of various foreign invasions during the ancient period.</p> <p>The students would be able to understand the foundations and evolution of various political structures in northern, central and southern India during ancient and early medieval India.</p>
	B A (Hons)	HISCC 3	Core Course	History of India- II (from 300 - 750 C.E)	<p>The student will have the knowledge of changing political formations, economy, socio-cultural and religious life in the Mauryan, post-Mauryan and early Medieval India.</p> <p>Understand the economic development, urban growth and social institutions of North and Central India and the Deccan between C 300 BCE and 300 CE.</p> <p>Know about the political formations of the Mauryan Empire and the post-Mauryan polities like the Kushanas and the Satavahanas.</p>

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SEM -II					<p>Acquainted with the agrarian and commercial economy, social practices and polity of the Gupta and post-Gupta period. Understand the religious beliefs and practices with reference to various theistic cults and the origin of Tantrism. Know about the cultural development in India between C 300 BCE and C 750 CE with reference to literature and art and architecture.</p>
	B A (Hons)	HISCC 4	Core Course	<p>Social Formations and Cultural Patterns of the Medieval World</p> <ul style="list-style-type: none"> Identify the main historical developments in the Medieval World. Analyse the rise of Islam and the move towards state formation in West Asia. Explain the trends in the medieval economy 	
	B A (Prog)	HISDSC 2	Discipline Specific Core Course	<p>History of India from 300- 1206 C.E</p>	<p>The student will get to know the Guptas – administration, society, economy, religion, art, literature, science and technology during the period, the Pallavas, the Chalukyas and Vardhanas, Harshavardhan, the Palas, the Rashtrakutas and the Pratiharas - administration, society, economy, religion, art, literature, science and technology during their times, emergence of the Rajput states, Arabs in Sindh, establishment of the Delhi Sultanate.</p>
					<p>The students became aware of the origin and developments of Muslim dynasties in India.</p> <p>They are also able to make them understand about the various developments and changes in different fields during this period.</p>

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	B A (Hons)	HISGE 2	Generic Elective Course	History of India from 1193 A.D. to 1950 AD	<p>They can be able to acknowledge the idea about 18th century India and the establishment of the British Empire.</p> <p>The students can make them understand regarding the social and religious changes and developments during this period.</p> <p>They will understand and analyze the origin and developments of Nationalism in India.</p> <p>They became aware of the Freedom movements and Independence of India.</p> <p>They explore the ideas about the different phases of Independent India and the framing of the Constituent Assembly.</p>
SEM -III	B A (Hons)	HISCC 5	Core Course	History of India-III (c. 750-1206)	The student will know the sources of studying early Medieval India, debate on Indian feudalism, evolution of political structures, Arab and Turkish conquests, economic structures and social changes, religious and cultural developments, evolution of regional literature, art and architecture.
	B A (Hons)	HISCC 6	Core Course	Rise of the Modern West-I	The student will get to know issues related to transition from feudalism to capitalism, early colonial expansion, economic developments and crises, emergence of European state system and the facets of the Renaissance and the Reformation.
	B A (Hons)	HISCC 7	Core Course	History of India IV (c.1206-1550)	The student will learn the analysis of sources for studying the Delhi Sultanate, political structure, society and economy of the Delhi Sultanate, regional political structures, religion and cultural patterns in Medieval India.
					Students can understand the different facets of heritage and their significance. They also understand the legal and institutional frameworks for heritage protection in India as the challenges facing it. They can examine the implications of the rapidly

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	B A (Hons)	HISSEC 1	Skill Enhancement Course	Understanding Heritage OR Archives and museums	changing interface between heritage and history. They will gather knowledge about the heritage through projects and visit Museums and Archives. OR The student will be introduced in the course to the archives and museums that house and maintain documentary, visual and material remains of the past. The student will learn to undertake collection, documentation and exhibition of such materials
	B A (Prog)	HISDSC 3	Discipline Specific Core Course	History of India from 1206-1707 C.E	The student will learn the aspects of polity, economy, society, religion, culture during the Delhi Sultanate, provincial kingdoms of Mewar, Bengal, Vijayanagar and Bahmani, polity, economy, society, religion, culture during the Mughal emperors from Akbar to Aurangzeb, emergence of the Maratha power.
	B A (Hons)	HISGE 3	Generic Elective Course	History of India from Earliest Times Up to 1193 A.D.	The students would be able to understand the various sources regarding the ancient and medieval period. They will understand and analyze the different phases and features of stone ages. The students can make an understanding of the initial civilizations of India. They can be able to acknowledge the idea regarding the origin and expansion of territorial states. The students can understand about the origin of different secular religions. They became aware of various foreign invasions during the ancient period. The students would be able to understand the foundations and evolution of various political structures in northern, central and southern India during ancient and early medieval India.

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	B A (Prog)	HISSECP 1	Skill Enhancement Course	Understanding Heritage OR Archives and museums	<p>Students can understand the different facets of heritage and their significance. They also understand the legal and institutional frameworks for heritage protection in India as the challenges facing it. They can examine the implications of the rapidly changing interface between heritage and history. They will gather knowledge about the heritage through projects and visit Museums and Archives.</p> <p>OR</p> <p>The student will be introduced in the course to the archives and museums that house and maintain documentary, visual and material remains of the past. The student will learn to undertake collection, documentation and exhibition of such materials</p>
	B A (Hons)	HISCC 8	Core Course	Rise of the Modern West –II	<p>This course intends to introduce the students to:</p> <ul style="list-style-type: none"> • Europe’s exploration and early colonization. • Understand forces of change unleashed by Renaissance, Reformation and the Counter-reformation. • The shift from an agrarian to industrial economy • Understand the transition of the western world from the medieval to the modern times. • Gain insight into western religious upheavals and their impact. • Analyse the leading themes in western history and identify patterns of continuity and change.
	B A (Hons)	HISCC 9	Core Course	History of India-V (c. 1550-1605)	Acquire knowledge towards Turkey’s invasion & Struggle for Empire in North-Western India and foundation of the Mughal Rule in India. Students will learn about the Mughal Indian society, economy

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SEM-IV					and culture after consolidation of the Mughal rule India.
	B A (Hons)	HISCC 10	Core Course	History of India-VI (c. 1605-1750)	Learn about how the Regional Powers had been raised in different parts of India after the downfall of the Mughal Empire of Delhi. They can gather knowledge of the downfall of the Mughal Empire, only lack of unity among the Mughal courtiers and results to raise provincial kingdoms in Bengal, Hyderabad, Mysore and Maratha in Western India.
	B A (Hons)	HISSEC 2	Skill Enhancement Course	Art Appreciation: An Introduction to Indian Art OR Understanding Popular Culture	<p>The course will introduce the student to the evolution, diversity and aesthetic richness of Indian art from ancient to contemporary times through visualized projects. Develop an understanding of prehistoric and proto-historic art like rock art and Harappan art. Acquainted with the traditions of Indian art including painting and architecture between c. 600 BCE and 600 CE. Know about Indian art like temple architecture, manuscripts and mural painting traditions etc. between c. 600 CE and 1200 CE. Know about Sultanate and Mughal architecture and painting including Rajasthani and Pahari tradition. Learn modern and contemporary Indian art and architecture like the colonial period art movements, Bengal school of arts etc.</p> <p>OR</p> <p>The course will introduce the student to various expressions and changing nature of popular culture, regional variations, impact of globalization on popular culture.</p>
					<p>The students became aware of the origin and developments of Muslim dynasties in India.</p> <p>They are also able to make them understand about the various developments and</p>

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	B A (Hons)	HISGE 4	Generic Elective Course	History of India from 1193 A.D. to 1950 AD	<p>changes in different fields during this period.</p> <p>They can be able to acknowledge the idea about 18th century India and the establishment of the British Empire.</p> <p>The students can make them understand regarding the social and religious changes and developments during this period.</p> <p>They will understand and analyze the origin and developments of Nationalism in India.</p> <p>They became aware of the Freedom movements and Independence of India.</p> <p>They explore the ideas about the different phases of Independent India and the framing of the Constituent Assembly.</p>
	B A (Prog)	HISDSC 4	Discipline Specific Core Course	History of India from 1707-1950 C.E	<p>The student will get to know the aspects of the 18th century, establishment of the British colonial power, colonial economy, socio-religious movements, resistance against the colonial rule, growth of nationalism and communalism, freedom and partition of India, establishment of the Indian Republic.</p>
	B A (Prog)	HISSECP 2	Skill Enhancement Course	Art Appreciation: An Introduction to Indian Art OR Understanding Popular Culture	<p>The course will introduce the student to the evolution, diversity and aesthetic richness of Indian art from ancient to contemporary times through visualized projects.</p> <p>Develop an understanding of prehistoric and proto-historic art like rock art and Harappan art.</p> <p>Acquainted with the traditions of Indian art including painting and architecture between c. 600 BCE and 600 CE.</p> <p>Know about Indian art like temple architecture, manuscripts and mural painting traditions etc. between c. 600 CE and 1200 CE.</p> <p>Know about Sultanate and Mughal architecture and painting including Rajasthani and Pahari tradition.</p>

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					Learn modern and contemporary Indian art and architecture like the colonial period art movements, Bengal school of arts etc. OR The course will introduce the student to various expressions and changing nature of popular culture, regional variations, impact of globalization on popular culture.
SEM - V	B A (Hons)	HISCC 11	Core Course	History of Modern Europe- I (c. 1780-1939)	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 industrialisation. • Analyse patterns of resistance to industrial capital and the emerging political assertions by new social classes.
	B A (Hons)	HISCC 12	Core Course	History of India- VII (c. 1750-1857)	The student will learn the process of the establishment of British colonial rule, changes in the Indian economy and society under colonial rule, renaissance and reformation, and various popular resistance movements against British rule.
	B A (Hons)	HISDSE 1	Discipline Specific Elective Course	History of Modern East Asia-I (c.1840-1949)	The student will learn the pre-colonial Chinese society and economy, commercial relations with the West, the unequal treaties, financial imperialism, rebellion, restoration and nationalism, the Revolution of 1911, the Kuomintang nationalism in China, the May 4th Movement, the

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				Communist Party, the KMT-CCP conflict, the communist victory in China.
B A (Hons)	HISDSE 2	Discipline Specific Elective Course	History of Modern East Asia-II (c. 1868-1945)	<p>The course will enable students to:</p> <ul style="list-style-type: none"> Acquire knowledge of the opening and consequent transformation of Japan. Understand the emergence of nationalism and militarism. Appreciate the rapid transformation of Japan's economy and society. Understand the consequences of Ultra-nationalism and militarism. Evaluate the significance of American Occupation of Japan and its legacy.
B A (Prog)	HISDSEP 1	Discipline Specific Elective Course	Some aspects of European History from 1780-1945 C.E	<p>On completing this course, the students will be able to:</p> <ol style="list-style-type: none"> 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 industrialisation. Analyse patterns of resistance to industrial capital and the emerging political assertions by new social classes.
B A (Prog)	HISPGE 1	Generic Elective Course	History of India from Earliest times Up to 1193 A.D.	<p>The students would be able to understand the various sources regarding the ancient and medieval period.</p> <p>They will understand and analyze the different phases and features of stone ages.</p>

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					<p>The students can make an understanding of the initial civilizations of India.</p> <p>They can be able to acknowledge the idea regarding the origin and expansion of territorial states.</p> <p>The students can understand about the origin of different secular religions.</p> <p>They became aware of various foreign invasions during the ancient period.</p> <p>The students would be able to understand the foundations and evolution of various political structures in northern, central and southern India during ancient and early medieval India.</p>
	B A (Prog)	HISSECP 3	Skill Enhancement Course	Understanding Heritage OR Archives and museums	<p>Students can understand the different facets of heritage and their significance. They also understand the legal and institutional frameworks for heritage protection in India as the challenges facing it. They can examine the implications of the rapidly changing interface between heritage and history. They will gather knowledge about the heritage through projects and visit Museums and Archives.</p> <p>OR</p> <p>The student will be introduced in the course to the archives and museums that house and maintain documentary, visual and material remains of the past. The student will learn to undertake collection, documentation and exhibition of such materials.</p>
	B A (Hons)	HISCC 13	Core Course	History of India-VIII (c. 1857-1950)	<p>The student will learn the political, socio-cultural developments in the aftermath of 1857, early phase of Indian nationalism, the Gandhian era, emergence of various sections of population in political movements, Communal politics, Partition of India and post partition developments.</p>

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SEM- VI	B A (Hons)	HISCC 14	Core Course	History of Modern Europe- II (1780-1939)	On completion of this course, students will be able to: <ul style="list-style-type: none"> Trace varieties of nationalisms and the processes by which new nation-states were carved out. Discuss the peculiarities of the disintegration of large empires and remaking of Europe's map. Deliberate on the meaning of imperialism and the manifestations of imperialist rivalry and expansion in the 19th and early 20th century. Analyse the conflict between radical and conservative forces, and the gradual consolidation of ultra-nationalist and authoritarian regimes in Europe. Contextualise major currents in the intellectual sphere.
	B A (Hons)	HISDSE 3	Discipline Specific Elective Course	History of North Bengal – I	1. The students will be able to understand the Socio-political history of Bengal. 2. The students will be able to explore the cultural development of Bengal.
	B A (Hons)	HISDSE 4	Discipline Specific Elective Course	History of North Bengal - II	1. Through this paper the students will be able to understand the history of the emergence of modern North Bengal. 2. The students will be able to learn about the socio-economic impact of the British Expansion in North Bengal. 3. The course will greatly help the students to understand and know about their own regional history for the first time.
	B A (Prog)	HISDSEP 2	Discipline Specific Elective Course	Some aspects of Society and Economy of Modern Europe from 15 th to 18 th century OR History of North Bengal-II	The student will learn the historiographical trends for studying the period, the Renaissance and the Reformation, the colonization process, the economic developments, the transition from Feudalism to Capitalism. OR 1. Through this paper the students will be able to understand the history of the emergence of modern North Bengal.

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					<p>2. The students will be able to learn about the socio-economic impact of the British Expansion in North Bengal.</p> <p>3. The course will greatly help the students to understand and know about their own regional history for the first time.</p>
B A (Prog)	HISPGE 2	Generic Elective Course	History of India from 1193 A.D. to 1950 AD		<p>1. The students became aware of the origin and developments of Muslim dynasties in India.</p> <p>2. They are also able to make them understand about the various developments and changes in different fields during this period.</p> <p>3. They can be able to acknowledge the idea about 18th century India and the establishment of the British Empire.</p> <p>4. The students can make them understand regarding the social and religious changes and developments during this period.</p> <p>5. They will understand and analyze the origin and developments of Nationalism in India.</p> <p>6. They became aware of the Freedom movements and Independence of India.</p> <p>7. They explore the ideas about the different phases of Independent India and the framing of the Constituent Assembly.</p>
B A (Prog)	HISSECP 4	Skill Enhancement Course	Art Appreciation: An Introduction to Indian Art OR Understanding Popular Culture		<p>The course will introduce the student to the evolution, diversity and aesthetic richness of Indian art from ancient to contemporary times through visualized projects.</p> <p>OR</p> <p>The course will introduce the student to various expressions and changing nature of popular culture, regional variations, impact of globalization on popular culture.</p>

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Programme Outcome:

Studying sociology at the undergraduate level offers a multifaceted exploration of society, social relationships, and institutions, providing students with a deep understanding of human behavior and societal structures. This critical knowledge serves as a foundation for various career paths and personal growth. Here's a comprehensive look at the outcomes of studying sociology:

- 1. Understanding Society and Social Relationships:** Sociology equips students with analytical tools to comprehend the complexities of society, including its norms, values, and power dynamics. Through the study of social interactions, group dynamics, and cultural patterns, students develop a nuanced understanding of how society functions.
- 2. Career Opportunities in Social Sciences:** Graduates of sociology programs can pursue diverse career paths as social scientists. They may engage in research, conducting studies to uncover new insights into human behavior, societal trends, and cultural phenomena. This could involve working in academic institutions, think tanks, or research organizations.
- 3. Social Work and NGOs:** Sociology provides an ideal foundation for individuals interested in social work and non-governmental organizations (NGOs). By understanding the root causes of social issues and inequality, graduates can effectively address societal challenges, advocate for marginalized communities, and implement social programs aimed at fostering positive change.
- 4. Preparation for Competitive Examinations:** The knowledge and analytical skills acquired through sociology are invaluable for competitive examinations such as the Union Public Service Commission (UPSC), West Bengal Civil Service (WBCS), and other administrative exams. Sociology graduates possess a deep understanding of societal dynamics, governance structures, and public policy issues, giving them a competitive edge in these examinations.

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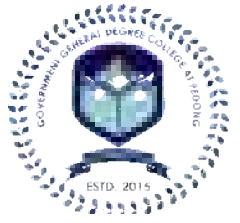
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5. Career Opportunities in Administration: Sociology graduates are well-suited for administrative roles in government agencies, non-profit organizations, and private corporations. Their ability to analyze social trends, understand diverse perspectives, and communicate effectively makes them valuable assets in decision-making positions.
6. Academic Pursuits: Many sociology graduates choose to further their education through postgraduate studies or pursue careers in academia. By specializing in areas such as social theory, criminology, or gender studies, they contribute to the advancement of knowledge in their respective fields and inspire future generations of sociologists.
7. Counselling and Therapy Careers: The study of sociology fosters empathy, interpersonal skills, and critical thinking, making it an excellent foundation for careers in counseling and therapy. Graduates can work as counselors, therapists, or social workers, helping individuals and families navigate personal challenges, mental health issues, and social conflicts.

In conclusion, studying sociology at the undergraduate level offers students a rich and comprehensive understanding of society, human behavior, and social institutions. Whether pursuing careers in social sciences, public service, academia, or counseling, sociology graduates are equipped with the knowledge, skills, and perspective to make meaningful contributions to their professions and communities.

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DEPARTMENT OF SOCIOLOGY

B.A. PART I (HONOURS)

PAPER I: INTRODUCTION TO SOCIOLOGY

Course Objectives:


- This paper aims to introduce students to the fundamental concepts and principles of Sociology as a discipline. It aims to understand the nature, scope, and subject matter of sociology and its relationship with other social sciences.
- To familiarize students with basic Sociological concepts such as society, community, institution, association, groups, social status, norms, and values.
- To explore the relationship between individual, culture, and society, including the meaning and aspects of culture and its impact on personality.
- To understand the structure and function of the family as a social institution, including its forms, changes, and roles.
- To analyze the social processes of cooperation, competition, conflict, accommodation, assimilation, socialization, and social control.
- To examine the role of religion, education, and mass media in social control.
- To understand the concepts of social stratification, including caste, class, power, gender, and social mobility.
- To explore the factors and processes of social change, including cultural lag, evolution, and progress.

Course Outcomes:

- This paper gives an understanding of basic concepts in Sociology, including society, community, institution, association, groups, social status, norms, and values.


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- The students will be able to analyze the relationship between sociology and other social sciences, such as philosophy, history, political science, economics, and anthropology.
- The students will be able to explain the importance of culture in understanding society and individual behavior.
- A better understanding of the structure and function of the family as a social institution, including its forms, changes, and roles.
- It will help to identify and explain the different forms of social processes, including cooperation, competition, conflict, accommodation, assimilation, socialization, and social control.
- Analyze the role of religion, education, and mass media in social control.
- Explain the concepts of social stratification, including caste, class, power, gender, and social mobility.
- The factors and processes of social change, including cultural lag, evolution, and progress will be clear.
- Students will develop critical thinking and analytical skills in understanding social phenomena and institutions.


By achieving these outcomes, students will demonstrate a comprehensive understanding of the fundamentals of sociology and be able to apply this knowledge to analyze and address various social issues and problems.


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B.A. PART - I (HONOURS)

PAPER - II: RURAL SOCIOLOGY IN INDIA

Course Objectives:

- This paper aims to understand the definition, subject matter, and significance of studying rural society
- To analyze the characteristics of rural society, rural-urban differences, and the impact of caste and joint family systems on rural social structure
- To examine the patterns of dominance and influence in rural power structures, including democratic decentralization and the role of Panchayati Raj Institutions
- To understand the characteristics of rural economy, land tenure systems, and the changing dimensions of agriculture and agrarian classes
- To evaluate the impact of agrarian reforms on rural society, with a focus on West Bengal
- To comprehend the concept and programs of rural development and evaluate their effectiveness

Course Outcomes:

At the completion of the Course students will be able to

- Define and explain the significance of studying rural society
- Identify and describe the characteristics of rural society and rural-urban differences
- Analyze the impact of caste and joint family systems on rural social structure
- Explain the patterns of dominance and influence in rural power structures
- Describe the characteristics of rural economy and land tenure systems
- Identify and explain the different agrarian classes and their interrelationships
- Evaluate the impact of agrarian reforms on rural society, with a focus on West Bengal

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- Define and explain the concept of rural development and evaluate the effectiveness of rural development programs
- Apply rural development concepts and theories to real-life situations and problems
- Develop critical thinking and analytical skills in understanding rural society and development.

This course will help students to understand Rural Indian Society critically and analytically.

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BA PART I (GENERAL)

PAPER 1A : INTRODUCTION TO SOCIOLOGY

Course Objectives:

1. This course aims to understand the definition, nature, and scope of sociology as a discipline and its relationship with other social sciences.
2. To familiarize students with basic sociological concepts such as society, community, institutions, association, social groups, social structure, norms, values, status, role, folkways, and mores.
3. To explore the concept of culture, its definition, elements, and relationship with individual and society, including the distinction between culture and civilization.
4. To analyze the various social processes, including cooperation, competition, conflict, accommodation, assimilation, and socialization.
5. To understand the concept of social control, its meaning, nature, and purpose, and the agencies that exercise social control.


Course Outcomes:

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


1. Define and explain the nature and scope of sociology, its relationship with other social sciences, and its status as a science.


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2. Identify and describe the basic concepts in sociology, including:
 - Society, community, institutions, association, social groups, and social structure
 - Norms, values, status, role, folkways, and mores

3. Analyze the relationship between culture and society, including:
 - Defining culture and its elements
 - Understanding the impact of culture on individuals and society
 - Distinguishing between culture and civilization

4. Explain the different social processes, including:
 - Cooperation
 - Competition
 - Conflict
 - Accommodation
 - Assimilation
 - Socialization

- 5 Describe the concept of social control, including:
 - Meaning and nature
 - Purpose and agencies of social control

By the end of this course, students will have developed:

- A comprehensive understanding of the fundamentals of sociology.
- Critical thinking and analytical skills in understanding social phenomena

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B.A. Part - I (General)

Paper - II A : Indian Society : Structure and Change

Course Objectives:

1. To understand and appreciate the diversity of Indian society and culture, and to analyze the factors that contribute to India's unity in diversity.
2. To examine the characteristics of Indian society during the British colonial period, including:
 - Land tenure systems
 - Self-sufficient village economy
 - Jajmani System
3. To analyze the impact of British rule on Indian society, including:
 - Commercialization of agriculture
 - Growth of rural poverty
 - Rise of new social classes
4. To understand the basic social institutions in India, including:
 - Economic institutions: land tenure systems, land reform programs (with a focus on West Bengal), mode of production, and changing aspects of agrarian class and class relations.

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Course Outcomes:

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

1. Analyze the diversity of Indian society and culture and explain the factors that contribute to India's unity in diversity.

2. Describe the characteristics of Indian society during the British colonial period, including:

- Land tenure systems
- Self-sufficient village economy
- Jajmani System

3. Explain the impact of British rule on Indian society, including:

- Commercialization of agriculture
- Growth of rural poverty
- Rise of new social classes

4. Identify and describe the basic social institutions in India, including:

- Economic institutions: land tenure systems, land reform programs (with a focus on West Bengal), mode of production, and changing aspects of agrarian class and class relations

5. Recognize the importance of land reform programs in promoting social justice and equality

By the end of this course, students will have developed a deeper understanding of the complex dynamics of Indian society and culture, and will be able to apply this knowledge to real-world problems and issues.

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B.A. PART - I (GENERAL)

FULL MARKS - 50

PART - III A : INDIAN SOCIAL ISSUES AND PROBLEM.

Course Objectives:

1. This course aims to understand and analyze the following issues in Indian society:

- Inequality, with a focus on caste and gender
- Problems of nation building, including secularism, pluralism, and communal violence
- Globalization, including its nature and problems

2. To identify and understand the following social problems:

- Poverty in rural and urban areas
- Child labor
- Problems faced by youth
- Old age problems
- Population growth and its implications
- Mass illiteracy

Course Outcomes:

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

1. Define and explain the concept of social problems and their impact on Indian society.
2. Analyze the causes, consequences, and solutions to various social problems, including:
 - Inequality (caste and gender)
 - Poverty (rural and urban)
 - Child labor
 - Youth problems
 - Old age problems
 - Population growth
 - Mass illiteracy
3. Evaluate the impact of globalization, secularism, pluralism, and communal violence on Indian society.
4. Apply theoretical frameworks to real-world problems and issues in India.
5. Develop critical thinking and analytical skills to understand complex social problems.
6. Recognize the importance of addressing social problems for nation-building and development.
7. Develop an understanding of the social, economic, and political context of India.

By the end of this course, students will have developed a deeper understanding of the complex social problems in India and will be able to apply this knowledge to real-world problems and issues.

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PART 1+1+1

COURSE OBJECTIVE AND OUTCOME

PART III (HONOURS)

PAPER- V: Tribal Studies: Understanding Indigenous Communities

Course Objectives:

1. To provide students with a comprehensive understanding of the concept of tribe, including its definition and key features.
2. To examine the demographic profile of tribal communities, including their distribution, separation, and the identification of tribal zones.
3. To analyze the diverse economies of tribal societies, ranging from traditional food gathering and hunting to modern industrial labor and to explore the social structures within tribal communities, including marriage customs, kinship systems, and religious beliefs and practices.
4. To identify and assess the various challenges faced by tribal people, such as poverty, illiteracy, land alienation, and exploitation and to evaluate government policies and programs aimed at the development of scheduled tribes, and to understand their impact on tribal communities.

Course Outcomes:

By the end of the course, students should be able to:

1. Define and differentiate between various terms related to tribal studies, including tribe, caste, and indigenous communities and to understand the distribution and characteristics of tribal populations.
2. Evaluate the economic activities practiced by different tribal groups and interpret social structures and cultural practices within tribal societies, with a focus on family dynamics and religious beliefs.

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3. Identify and prioritize the key challenges facing tribal communities, and assess the effectiveness of Governmental policies and programs in addressing the needs of scheduled tribes.
4. Critically evaluate constitutional provisions and policy frameworks for tribal development, considering their strengths and limitations in promoting inclusive growth.

Through lectures, readings, case studies, and discussions, this course aims to provide students with a holistic understanding of tribal societies and the complex issues they face in contemporary India.

Paper VI: Urban and Industrial Society in India:

Group A: Urban Society in India

Course Objectives:

1. To understand the nature and scope of urban sociology, with a focus on urbanization and urbanism.
2. To explore the concepts and characteristics of urban communities and to analyze the factors and trends contributing to urbanization in India.
3. To study the locations, features, and functions of early towns in India and to examine recent trends in urbanization, including the emergence of new forces and the classification of towns and cities based on size and functions.
4. To investigate the nature of urban society in India, including the role of family, caste, urban groups, and associations and to identify urban problems and policies in India, and to evaluate strategies for addressing these challenges.

Group B: Industrial Sociology

1. To define industrial sociology and understand its scope and development in India.
2. To examine the meaning of industrialization and its forces, processes, and impact during pre-independent and post-independent India.

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3. To explore industrialism as a way of living, including the social dynamics of factories as social systems, formal and informal organizations, and the reciprocal impact of social structure on industry and industry on society.
4. To analyze the social changes brought about by industrialization in India, including the dynamics of class and class conflict, as well as obstacles to and initiatives for industrialization.
5. To study industrial labor in India, including organized and unorganized sectors, the social background of Indian labor, issues of labor commitment and absenteeism, and the role of trade unions.
6. To examine industrial policies in India, from the era of the License Raj to the period of liberalization, and to evaluate their impact on industrial development and social dynamics.

Course Outcomes:

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

1. Demonstrate an understanding of key concepts and theories in urban sociology and industrial sociology.
2. Analyze the factors contributing to urbanization and industrialization in India, and assess their socio-economic impacts.
3. Identify and describe the characteristics of urban communities and industrial societies in India.
4. Evaluate urban problems and industrial challenges in India, and propose relevant policies and solutions.
5. Critically assess the role of social structures, such as family, caste, and class, in shaping urban and industrial dynamics.
6. Understand the role of government policies and interventions in shaping urban and industrial development in India.
7. Analyze the impact of globalization and liberalization on urban and industrial dynamics in India.

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Through lectures, readings, case studies, and discussions, this course aims to provide students with a comprehensive understanding of the complexities of urban and industrial society in India, equipping them with analytical tools to critically engage with real-world challenges and opportunities in these domains.

Paper VII: Social Demography and Social Problems in India:

Course Objectives:

Group A: Social Demography

1. To understand the nature and scope of social demography, including its role in studying demographic factors of social change.
2. To explore theories of population, including Malthusian and post-Malthusian perspectives, and their relevance to understanding population dynamics.
3. To analyze demographic processes such as fertility and mortality, and their variations in different contexts.
4. To evaluate the relationship between population and economic development in India, and to assess population policies and their challenges.

Group B: Social Problems in India

1. To recognize the importance of studying social problems and understand their roots.
2. To identify and analyze various social problems in India, including poverty, domestic violence against women, dowry, divorce, problems of youth, juvenile delinquency, old age issues, mass illiteracy, corruption, communalism, and secularism.

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Course Outcomes:


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

1. Define and explain the scope of social demography and its significance in understanding societal changes.
2. Evaluate different theories of population and apply them to analyze demographic trends and patterns.
3. Analyze factors influencing fertility and mortality rates, with a focus on rural India.
4. Assess the impact of population on economic development in India and critically evaluate population policies and their effectiveness.
5. Identify and analyze various social problems in India, including their causes, consequences, and potential solutions.
6. Critically evaluate the measurement of poverty and other social indicators, and their implications for policy-making.
7. Understand the dynamics of domestic violence, dowry, divorce, and other issues affecting women in India.
8. Analyze the challenges faced by youth, the phenomenon of juvenile delinquency, and policies aimed at addressing these issues.
9. Evaluate policies and programs related to old age problems, mass illiteracy, corruption, communalism, and secularism in India.

Through lectures, readings, case studies, and discussions, this course aims to equip students with the knowledge and analytical skills necessary to understand and address complex social issues in contemporary Indian society, fostering critical thinking and informed decision-making.


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Paper VIII: Social Research (Research Methods, Fieldwork, and Viva-Voce):

Course Objectives:

Group A: Research Methods

1. To understand the meaning, scope, and significance of social research in the context of sociology.
2. To learn how to conceptualize and formulate hypotheses for social research.
3. To explore the scientific study of social phenomena, including the scientific method, objectivity, and subjectivity.
4. To differentiate between types of research, such as basic and applied, historical and empirical, and descriptive, explanatory, and experimental.
5. To understand the process of research design, including the purposes of research, problem formulation, and factors affecting research design.
6. To familiarize students with quantitative research methods, including surveys, hypothesis testing, and sampling techniques.
7. To introduce students to qualitative research methods, including observation and case studies.
8. To teach techniques of data collection, such as observation, questionnaires, schedules, and interviews.


Course Outcomes:

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


1. Define and explain the significance of social research in sociology, and understand its role in advancing knowledge in the field.
2. Formulate clear and testable hypotheses for sociological research inquiries.


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3. Apply the scientific method to study social phenomena, and understand the importance of maintaining objectivity in research.
4. Differentiate between various types of research approaches and understand their respective strengths and limitations.
5. Develop effective research designs, including problem formulation and consideration of relevant factors.
6. Design and conduct quantitative research using surveys, hypothesis testing, and appropriate sampling techniques.
7. Design and conduct qualitative research using observation and case study methods.
8. Collect data using various techniques, including observation, questionnaires, schedules, and interviews.
10. Present research findings effectively using graphical representations and other appropriate methods.

Through lectures, practical exercises, and hands-on experience in research methods, this course aims to equip students with the necessary skills and knowledge to conduct sociological research effectively, preparing them for further academic pursuits or careers in research or related fields.

Group B: Field Work and Report Writing

Course Objectives:


1. To provide students with practical exposure to the process of conducting fieldwork in neighboring communities.
2. To equip students with the skills necessary for collecting primary data through field observations, interviews, and other methods.


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3. To train students in the process of analyzing field data and synthesizing findings into a coherent report.
4. To develop students' abilities in written communication, particularly in the context of academic research report writing.
5. To facilitate students' understanding of the link between theoretical knowledge gained in the classroom and its application in real-world settings.

Course Outcomes:

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

1. Plan and execute a short-term fieldwork project, including identifying research questions, selecting appropriate methods, and conducting data collection.
2. Apply ethical principles in engaging with neighboring communities and collecting data in a respectful and responsible manner.
3. Collect and record field data using various methods, such as observation, interviews, surveys, and document analysis.
4. Analyze field data to identify patterns, themes, and insights relevant to the research questions.
5. Synthesize findings into a structured and coherent field report, adhering to academic conventions of report writing.
6. Present findings effectively, both orally and in writing, to academic audiences.
7. Reflect critically on the fieldwork experience, identifying strengths, limitations, and areas for improvement in future research endeavors.

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Group C: Viva Voce

Course Objectives:

1. To provide students with an opportunity to orally defend their fieldwork and report findings.
2. To assess students' understanding of the fieldwork process, data collection methods, and analysis techniques.
3. To evaluate students' ability to articulate their research findings, interpret data, and draw conclusions.
4. To provide constructive feedback to students on their fieldwork and report, identifying strengths and areas for improvement.


Course Outcomes:

Upon completion of the viva voce examination, students should be able to:


1. Articulate the objectives, methodology, and key findings of their fieldwork project effectively.
2. Respond to questions from examiners regarding the fieldwork process, data collection methods, and analysis techniques used.
3. Demonstrate a thorough understanding of the research findings and their implications, including any limitations or areas for further investigation.
4. Engage in scholarly discussion and defend their research decisions and interpretations confidently and convincingly.
5. Receive constructive feedback from examiners on their fieldwork and report, with suggestions for further development or refinement in future research endeavors.


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Through the combination of fieldwork experience and viva voce examination, this course aims to provide students with a holistic learning experience that integrates theoretical knowledge with practical skills, preparing them for future academic or professional pursuits in the field of sociology or related disciplines

PART- II HONORS

Paper III: Indian Society and Culture in India

Course Objective:

1. To provide students with a comprehensive understanding of the historical development of Indian society and culture from the prehistoric period to contemporary times.
2. To examine the socio-cultural, economic, and political aspects of Indian civilization across different periods.
3. To analyze the influence of major religions such as Hinduism, Buddhism, Jainism, Islam, and Christianity on Indian society and culture.
4. To understand the impact of external forces such as British colonialism and globalization on Indian society and culture.
5. To explore the concepts of unity in diversity, nationalism, and the underlying principles of the Indian Constitution in shaping Indian society after independence.


Course Outcome:

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

1. Describe the roots of Indian civilization in the prehistoric period and identify key characteristics of early Indian societies.
2. Analyze the socio-cultural and religious aspects of Vedic society, and understand its significance in shaping Indian civilization.


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3. Evaluate the economy, polity, and social structure of ancient India, including the varna system and the role of guilds.
4. Compare and contrast the key tenets and impact of early Hinduism, Buddhism, Jainism, and Islam on Indian society and culture.
5. Discuss the Islamic tradition and culture in India, including its impact on various aspects such as economy, polity, caste, and religion, and examine the synthesis of Hindu and Muslim culture.
6. Assess the transformation of Indian society under British colonial rule, focusing on economic, social, and political changes.
7. Discuss the influence of Christianity on Indian society and culture, including missionary activities and the spread of education.
8. Analyze the process of Westernization in Bengal and the Bengal Renaissance, and its impact on society, culture, and intellectual thought.
9. Examine the principles of unity in diversity, nationalism, and secularism in the context of Indian society after independence.
10. Evaluate the concept of globalization and its impact on various spheres of Indian society, including social, economic, political, and cultural dimensions.

Through lectures, readings, discussions, and assignments, this course aims to equip students with a deep understanding of the historical and contemporary dynamics of Indian society and culture, enabling them to critically engage with issues of social change, identity, and globalization in the Indian context.

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Paper IV: Sociological Theory

Group A: Theory

Course Objective:

1. To introduce students to the foundational concepts of sociological theory, including its meaning, characteristics, types, and its role in research.
2. To provide an overview of evolutionary and neo-evolutionary theories in sociology, including the contributions of classical and neo-evolutionary theorists.
3. To examine functionalism as a sociological perspective, its premises, propositions, and the contributions of key functionalist thinkers.
4. To explore conflict theory as a sociological perspective, its major propositions, and the contributions of prominent conflict theorists.

Course Outcome:

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


1. Define and explain the meaning and characteristics of sociological theory, and understand its significance in sociological research.
2. Identify and analyze the key concepts and contributions of evolutionary and neo-evolutionary theories in sociology, including the works of Morgan, Spencer, and Stewart.
3. Discuss the theoretical framework of functionalism, including its premises and propositions, and evaluate the contributions of Malinowski, Radcliffe Brown, T. Parsons, and R. Merton.
4. Analyze conflict theory as a sociological perspective, including its major propositions and the contributions of Marx, Dahrendorf, and Coser.


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5. Critically evaluate the strengths and limitations of functionalism and conflict theory in understanding social phenomena.

Group B: Thought

Course Objective:

1. To introduce students to the key Sociological thoughts of Comte, Durkheim, Marx, Weber, and Pareto, and their contributions to sociological theory.
2. To explore the social thoughts of prominent Indian sociologists, including Rammohan, Vidyasagar, Tagore, Gandhi, Binoy Sarkar, D. P. Mukherjee, and R. K. Mukherjee.

Course Outcome:

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

1. Explain the key ideas and contributions of Comte, Durkheim, Marx, Weber, and Pareto to sociological theory.
2. Analyze the methodologies and major concepts of each thinker, such as positivism, social facts, historical materialism, ideal types, and elite theory.
3. Discuss the relevance and applicability of the theories and ideas of these sociologists to contemporary social issues.
4. Evaluate the impact of Indian social thinkers, including Rammohan, Vidyasagar, Tagore, Gandhi, Binoy Sarkar, D. P. Mukherjee, and R. K. Mukherjee, on Indian society and culture, and their contributions to sociological thought.


Through lectures, readings, discussions, and assignments, this course aims to provide students with a solid understanding of classical and contemporary sociological theories, as well as insights into the contributions of Indian sociologists to the field of sociology.


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PART-II GENERAL

B.A. Part II (General) - Introduction to Sociology

Course Objective:

1. To introduce students to the fundamental concepts of sociology and its relevance in understanding society.
2. To provide an understanding of key social institutions such as the family, marriage, kinship, and social stratification.
3. To familiarize students with the concepts of social change, social evolution, and social progress.

Course Outcome:

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

1. Define and explain the concept of Sociology and its significance in studying human behavior and society.
2. Describe the definition, features, and various forms of the family, and understand changes in its structure and functions over time.
3. Define marriage as a social institution, explain its forms and rules, and understand the ways of acquiring mates in different societies.
4. Explain the concept of kinship and unilineal descent, including its types, terminology, and importance in understanding social relationships.
5. Identify and describe different forms of social stratification, including caste, class, power, and gender, and analyze their characteristics.

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6. Discuss the concept of social mobility, including its various types and implications for social change and mobility.
7. Define social change, social evolution, and social progress, and understand their nature and significance in societal development.
8. Identify and analyze the factors contributing to social change, including technological advancements, cultural shifts, and demographic changes.
9. Explain the concept of cultural lag and its implications for social stability and adaptation to change.

Through lectures, readings, discussions, and assignments, this course aims to provide students with a foundational understanding of sociology and its key concepts, preparing them for further studies in sociology or related fields.

B.A. Part II (General) - Indian Society: Structure and Change

Course Objective:

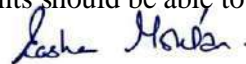
1. To provide students with an understanding of the basic social institutions in Indian society, focusing on caste and the rural family.
2. To familiarize students with political institutions such as Panchayats and traditional village councils, with a special reference to West Bengal.
3. To introduce students to the diversity of tribes in India, including their social organization, economic classification, and the challenges they face.
4. To explore the role of various factors such as industrialization, urbanization, westernization, sanskritization, education, and social legislation in driving social change in India.

Course Outcome:


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


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1. Describe the features and changing dimensions of the caste system in India, and analyze its impact on society.
2. Define and explain the rural family structure in India, including its features, functions, and the changes it has undergone over time.
3. Understand the significance of political institutions such as Panchayats and traditional village councils in rural development, with a specific focus on the context of West Bengal.
4. Identify and describe the diversity of tribes in India, including their social organization, economic activities, and the problems they encounter.
5. Analyze the role of industrialization, urbanization, and westernization in driving social change in Indian society.
6. Understand the concept of Sanskritization and its impact on social mobility and change.
7. Discuss the role of education and social legislation in bringing about societal transformations and addressing social issues in India.

Through lectures, readings, discussions, and assignments, this course aims to provide students with a deeper understanding of the structure and dynamics of Indian society, as well as the factors contributing to social change within it.

B.A. Part II (General) - Social Research Methods

Course Objective:


1. To introduce students to the concept, scope, and significance of social research.
2. To familiarize students with various types of social research and their applications.
3. To provide an overview of different techniques and tools of data collection used in social research.


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4. To equip students with methods of data analysis commonly used in social research.

Course Outcome:

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

1. Define and explain the meaning, scope, and significance of social research, and understand its role in generating knowledge about society.
2. Identify and describe different types of social research, including basic and applied, historical, empirical, descriptive, explanatory, and experimental research.
3. Understand and apply various techniques and tools of data collection, such as observation, interviews, and questionnaires, based on research objectives and contexts.
4. Analyze and interpret data using methods such as tabulation, graphic representation (e.g., bar charts, pie charts, histograms), and statistical analysis.
5. Demonstrate proficiency in report writing, including organizing research findings, interpreting results, and drawing conclusions.


Through lectures, practical exercises, and assignments, this course aims to provide students with the necessary skills and knowledge to undertake social research effectively, preparing them for further academic pursuits or careers in research or related fields.


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B.A. Part III (General) - Sociological Theory

Group A: Theory

Course Objective:

1. To introduce students to the fundamental concepts of sociological theory, including its meaning, characteristics, types, and its role in research.
2. To familiarize students with evolutionary and neo-evolutionary theories in sociology, with a focus on the contributions of classical and neo-evolutionary theorists.
3. To provide an understanding of functionalism as a sociological perspective, including its premises, propositions, and the contributions of key functionalist thinkers.
4. To explore conflict theory as a sociological perspective, its major propositions, and the contributions of prominent conflict theorists.


Course Outcome:

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


1. Define and explain the meaning and characteristics of sociological theory, and understand its significance in sociological research.
2. Identify and describe the key concepts and contributions of evolutionary and neo-evolutionary theories in sociology, including the works of Morgan, Spencer, and Stewart.
3. Discuss the theoretical framework of functionalism, including its premises and propositions, and evaluate the contributions of Malinowski, Radcliffe Brown, T. Parsons, and R. Merton.
4. Analyze conflict theory as a sociological perspective, including its major propositions and the contributions of Marx, Dahrendorf, and Coser.


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5. Critically evaluate the strengths and limitations of functionalism and conflict theory in understanding social phenomena.

Group B: Thought

Course Objective:

1. To introduce students to the key sociological thoughts of Comte, Durkheim, Marx, and other influential sociologists.
2. To explore the foundational concepts and theories proposed by these sociologists and their impact on the field of sociology.

Course Outcome:


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

1. Explain the key ideas and contributions of Comte, Durkheim, Marx, and other influential sociologists to sociological theory.
2. Analyze the methodologies and major concepts of each thinker, such as positivism, social facts, historical materialism, and class struggle.
3. Discuss the relevance and applicability of the theories and ideas of these sociologists to contemporary social issues.
4. Evaluate the impact of sociological thought on various aspects of society, including politics, economics, culture, and social organization.

Through lectures, readings, discussions, and assignments, this course aims to provide students with a solid understanding of classical and contemporary sociological theories, as well as insights into the contributions of key sociological thinkers to the field of sociology.


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DEPARTMENT OF SOCIOLOGY

CORE COURSE 1

INTRODUCTION TO SOCIOLOGY-I

Course Objectives:

1. This course is an introduction of the fundamental principles and perspectives of sociology, encouraging students to a sociological way of thinking.
2. The course aims to provide the students with a foundational understanding of sociology as a discipline, including its emergence, definition, subject matter, nature, and scope.
3. This course also intends to make students understand the connections between sociology and other social sciences as well as familiarize them with basic concepts in Sociology like society, institutions, community, associations, status, role, and social groups.
4. This course shall also explore the relationship between culture and society, analyze the mechanisms of social control and investigate the processes of social change and social mobility including their meanings, characteristics, types, and factors influencing them.

Course Outcomes:

1. By the end of this course the students will develop a sociological perspective, enabling them to analyze social phenomena from a critical and holistic viewpoint.
2. They shall also gain a foundational understanding of sociology as a discipline with the ideas of how sociology shares its connection with other social sciences, hence recognizing the interdisciplinary nature of the subject.
3. The students will be able to understand and apply basic sociological concepts, enhancing their analytical and interpretive skills.
4. Students will understand the role of culture in shaping social behavior and identities, the mechanisms of social control and their implications for maintaining social order and stability and the dynamics of social change and social mobility, recognizing the diverse factors driving societal transformations and individual mobility within societies.

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DEPARTMENT OF SOCIOLOGY

CORE COURSE 2

INDIAN SOCIETY-I

Course Objectives:

1. The course aims to introduce students to the processes and modes of constructing knowledge about Indian society.
2. This paper will familiarize the students with key concepts and institutions necessary for understanding Indian society.
3. To analyze and critically evaluate different discourses surrounding India, including the colonial, nationalist, and subaltern perspectives.
4. The social organization of Hindu and Muslim communities in India will be examined with focus on structures, processes, and changes.
5. The forms, rules and nature of the institution of marriage and family in India will be examined.
6. The course further aims to understand the socio-economic and cultural characteristics of tribal communities in India, with a focus on their features, locations, and economies.

Course Outcomes:

1. Students will develop an understanding of the diverse discourses that have shaped the construction of knowledge about Indian society.
2. Students will be able to analyze the social organization of Hindu and Muslim communities, understanding the structures, processes, and change.
3. Students will gain insight into the institutions of marriage and family systems in India, various forms and the socio-cultural factors influencing them.
4. Students will acquire knowledge about the socio-economic characteristics of tribal communities in India, including their cultural practices, economic activities, and challenges faced.

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CORE COURSE 3

INTRODUCTION TO SOCIOLOGY- II

Course Objectives:

1. The course aims to provide an in-depth exploration of sociological thought through the study of original texts, enabling students to understand the evolution of key concepts and perspectives over time.
2. The paper also introduces students to foundational theories and frameworks within sociology like functionalism, conflict perspectives, interpretative perspective, and feminist perspectives.
3. The course aims to encourage students to engage actively with primary texts and develop their own interpretations and critiques of sociological ideas.

Course Outcomes:

1. By the end of the course, the students will be able to demonstrate a comprehensive understanding of major sociological perspectives, including functionalism, conflict theory, interpretative sociology, and feminist theory.
2. They will be able to analyze and evaluate primary texts from sociological thinkers, identifying key concepts, arguments, and methodologies.
3. Students will develop critical thinking skills, enabling them to assess the strengths and weaknesses of different sociological theories and perspectives.
4. Students will also recognize the connections between sociological theory and empirical research, understanding how theoretical frameworks inform empirical inquiries.

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DEPARTMENT OF SOCIOLOGY

CORE COURSE- 4

INDIAN SOCIETY- II

Course Objectives:


1. This paper aims to examine key thinkers and their perspectives on Indian society, culture, and politics.
2. To analyze various forms of resistance and social movements in India.
3. To investigate processes of mobilization and social change in India, including regional movements, middle-class phenomena, and mobility among different social groups.
4. To identify and analyze challenges to Indian society, including communalism, nationalism, and caste-based atrocities against women.


Course Outcomes:

1. Students will develop an understanding of the complexity of Indian society.
2. Students will examine the contributions of key thinkers such as Gandhi, Tagore, Ambedkar, and Ghurye to the understanding of Indian society and politics.
3. Students will gain insight into the resistance movements in India, including Dalit politics, women's participation in movements, and peasant struggles.
4. Students will analyze the processes of mobilization in India, including the role of regional movements, middle-class, and social mobility.
5. Students will recognize the challenges facing Indian society, including communalism, nationalism, and caste-based discrimination against women.


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DEPARTMENT OF SOCIOLOGY

CORE COURSE 5

RETHINKING DEVELOPMENT

Course Objectives:

1. The course helps in understanding the concept of development through a sociological lens, introducing students to various theoretical perspectives and approaches.
2. To analyze the characteristics and dimensions of development, including economic growth, social development, human development, and sustainable development.
3. To understand the history of development in India, from mixed economy to the period of liberalization.
5. To address the challenges in development practice, including population dynamics, gender disparities, and environmental sustainability.

Course Outcomes:

1. Students will develop an understanding of development as a multifaceted concept, recognizing its economic, social, and environmental dimensions.
2. Students will gain knowledge about various perspectives on development, including modernization theory and dependency theory.
3. Students will acquire knowledge of India's path to development, from its post-independence mixed economy to the era of liberalization, and understand the socio-economic implications.
4. Students will recognize the interconnectedness of development with issues such as population dynamics, gender inequality, and environmental degradation, and appreciate the complexity of addressing these challenges.

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DEPARTMENT OF SOCIOLOGY

CORE COURSE 6

Course Objectives:

1. The course looks forward to explaining the significance and impact of religion in society.
2. It aims to reinforce the importance of the positions developed in the classical writings on religion.
3. The paper aims to analyze the interconnections between religion and society, examining how religious beliefs, practices, and institutions shape social dynamics.
4. The course also aims to critically engage with sociological interpretations of religion proposed by prominent theorists such as Durkheim, Weber, and Marx.
5. It examines the socio-historical context and demographic profile of major religions in India, and assesses their socio-cultural impacts.
6. It also investigates contemporary issues related to religion in India, including fundamentalism, communalism, secularism, and proselytism, and their implications for social cohesion and conflict resolution.


Course Outcomes:

1. Students will develop a comprehensive understanding of the role of religion in society, recognizing its multifaceted influence on individuals, communities, and institutions.
2. Students will critically evaluate classical and contemporary perspectives on religion, discerning their relevance and applicability in sociological analysis.
3. Students will analyze the organizational structures and symbolic dimensions of religion, including concepts such as the sacred and profane, magic, sects, cults, myths, rituals, denominations, and churches.
4. Students will comprehend the sociological theories of Durkheim, Weber, and Marx concerning religion, and assess their contributions to understanding religious phenomena.
5. Students will gain insight into the diversity of religious traditions in India, including Hinduism, Islam, Christianity, Buddhism, and Sikhism, and their socio-cultural significance.


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DEPARTMENT OF SOCIOLOGY

CORE COURSE 7

SOCIOLOGY AND GENDER

Course Objectives:

1. To introduce gender as a critical sociological lens for analyzing various social phenomena and structures.
2. To examine the concepts of gender, sex, sexuality, gender roles, and gender inequalities as socially constructed categories.
3. To analyze the production of masculinity and femininity within societal contexts, exploring gender stereotyping and socialization processes.
4. To investigate gender differences and inequalities, particularly in relation to stratification across class, caste, family, and work domains.
5. To explore the dynamics of gender, power, and resistance, including the examination of patriarchy, power dynamics, and feminist movements.
6. To introduce students to various theories of feminism, including liberal, radical, socialist, Marxist, and eco-feminist perspectives, and their critiques of gender relations.
7. To examine initiatives and measures aimed at the empowerment of women, including perspectives on empowerment, global efforts such as the World Conference of Women, and legislative measures for gender equity.

Course Outcomes:

1. Students will develop a nuanced understanding of gender as a social construct which allows them to critically analyze the production of gender roles and stereotypes, identifying their implications for individuals and societies.
2. Students will recognize and evaluate gender inequalities across various social domains, including class, caste, family, and the workplace.
4. Students will understand the dynamics of power and resistance in relation to gender, examining the role of patriarchy and feminist movements in challenging gender-based oppression.
5. Students will gain familiarity with different feminist theories and perspectives, enabling them to critically engage with gender issues from diverse analytical frameworks.
6. Students will assess initiatives for the empowerment of women, understanding the multidimensional nature of empowerment and the challenges associated with achieving gender equity.

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CORE COURSE 8

RURAL SOCIOLOGY

Course Objectives:

1. To provide students with a comprehensive understanding of rural sociology focusing on the analysis of village society and the distinctive features, structures, and dynamics of rural society in India.
3. To examine the nature and significance of rural sociology, including its origins, subject matter, scope, and relevance in the Indian context.
4. To analyze the rural social structure, including aspects such as village community, agrarian economy, agrarian class, and the caste system, and their significance in shaping rural life.
5. To identify and analyze rural social problems in India, including poverty, unemployment, illiteracy, food security, landlessness, indebtedness, and challenges in rural healthcare and sanitation.
6. To examine agrarian reform programs and their impact, including land reforms and cooperative movements.
7. To understand the Panchayati Raj Institutions, and their role in rural development.
8. To explore perspectives, strategies, and programs of rural development, including community development programs, livelihood missions, and literacy programs, aimed at addressing rural socio-economic challenges and fostering sustainable development.

Course Outcomes:

1. Students will develop a thorough understanding of rural sociology, enabling them to analyze the nature and structures of rural society in India.
2. Students will recognize the significance of rural sociology in addressing rural issues and it allows them to analyze rural social structures, including the village community, agrarian economy, caste system, and understand their implications for rural life.
4. Students will identify and assess key rural social problems, such as poverty, unemployment, and food security, and evaluate strategies for addressing them.
5. Students will examine the impact of agrarian reform programs and cooperative movements on rural socio-economic inequalities.
6. Students will understand the functioning of Panchayati Raj Institutions and their role in rural development. Students will analyze perspectives, strategies, and programs of rural development, including community development initiatives and livelihood missions.

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CORE COURSE 9

SOCIOLOGY OF KINSHIP

Course Objectives:

1. The course aims to introduce students to the fundamental principles of kinship and marriage, including key terms, theoretical frameworks, and ethnographic examples.
2. The paper explores the significance and types of kinship, including the degree of kinship, kinship usages, and key concepts such as descent, consanguinity, filiation, incest taboo, and affinity.
3. The course examines different approaches to the study of kinship, including descent, alliance, and cultural perspectives, and their implications for understanding kinship systems.
4. The course analyzes the kinship and clan systems, including their meanings, types, relationships between clans and lineages, totemism, taboos, and kinship terminologies, the regional variations in kinship organizations in India and explores the changing dynamics of kinship in India with focus on patterns of change, continuity and emerging dimensions on family structures.


Course Outcomes:

1. By the end of this course, the students will develop a comprehensive understanding of kinship including key concepts, theoretical frameworks, and ethnographic examples from diverse cultural contexts.
2. The Students will be able to analyze the significance and types of kinship and the roles and functions of the kinship system.
3. Students will critically evaluate different approaches to the study of kinship, understanding their strengths and limitations in analyzing kinship systems.
4. Students will recognize the complexity of kinship and clan systems, including their cultural, social, and symbolic dimensions, and their significance in shaping social relationships.
5. Students will understand the regional variations in kinship organization in India and the impact of social, economic, and cultural changes on kinship patterns and family structures.


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CORE COURSE 10

SOCIAL STRATIFICATION

Course Objectives:


1. To introduce students to the sociological study of social inequalities, providing them with an understanding of key concepts, theories, and dimensions.
2. To familiarize students with principal theoretical perspectives on social inequalities including Marxist, Weberian, and functionalist perspectives.
3. To explore social identities and inequalities, including caste, race, ethnicity, and gender.
6. To analyze the processes of social mobility and reproduction, including their social and cultural aspects, and their role in challenging social inequalities.


Course Outcomes:

1. Students will develop a comprehensive understanding of social stratification and inequality, recognizing its nature and significance.
2. Students will evaluate major theoretical perspectives on social inequalities, including Marxist, Weberian, and functionalist approaches, and understand their contributions to sociological analysis.
3. Students will recognize the importance of social identities, including caste, race, ethnicity, and gender, in shaping patterns of inequality and social hierarchies.
5. Students will understand the processes of social mobility and reproduction.
6. Students will develop analytical skills to critically assess patterns of social inequality in both Indian and global contexts.


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DEPARTMENT OF SOCIOLOGY

CORE COURSE 11

SOCIOLOGICAL THINKERS- I

Course Objectives:

1. To familiarize students with foundational texts and ideas that have shaped the discipline of sociology, focusing on major thinkers and their contributions.
2. To introduce students to the theoretical frameworks and methodological approaches of key sociological thinkers.
3. To provide students with a historical and intellectual context for understanding the development of sociological thought.
4. To encourage students to apply sociological theories and concepts to contemporary social issues and phenomena.

Course Outcomes:

1. Students will gain a thorough understanding of the foundational texts and ideas of Sociology, including those of Auguste Comte, Emile Durkheim, Karl Marx, and Max Weber.
2. Students will be able to analyze and interpret key concepts and arguments presented in classic sociological texts, demonstrating a nuanced understanding of their relevance and significance.
3. Students will recognize the historical and intellectual contexts in which major sociological ideas emerged, enabling them to appreciate the development of the discipline over time.
4. Students will apply sociological theories and concepts to contemporary social issues and phenomena, demonstrating their ability to engage in informed sociological analysis and discourse.

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DEPARTMENT OF SOCIOLOGY

CORE COURSE 12

SOCIOLOGICAL RESEARCH METHODS- I

Course Objectives:

1. The course aims to provide students with a general introduction to the methodologies of sociological research.
2. It familiarizes students with the logic of social research while introducing them to the principles of objectivity, the relationship between theory and research, and the concept of reflexivity.
3. The course also introduces students to different methodological perspectives in sociological research, including quantitative and qualitative approaches, the comparative method, feminist perspectives, and ethnographic perspectives.
4. It shall also equip students with the knowledge and skills necessary for the analysis of data in sociological research, including understanding different types of data and techniques for content analysis and data presentation.

Course Outcomes:

1. By the end of this course the students will develop a foundational understanding of sociological research methodologies, enabling them to critically evaluate research studies and design their own research projects.
2. The students will be able to understand what sociological research is, the concept of objectivity, reflexivity and relationship between theory and research.
4. Students will be able to identify and compare different methodological perspectives in sociological research, including quantitative and qualitative approaches, and understand their strengths and limitations.

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CORE COURSE 13

SOCIOLOGICAL THINKERS-II

Course Objectives:

1. To introduce students to diverse theoretical perspectives and concepts developed by post-classical sociologists through original texts authored by key figures in the field.
2. To facilitate critical engagement with sociological theories and ideas, enabling students to analyze and interpret original texts in their historical and intellectual context.
3. To encourage students to apply insights from post-classical sociological thinking to contemporary social issues and phenomena.

Course Outcomes:

1. Students will develop a comprehensive understanding of post-classical sociological thinking, including the theoretical frameworks and concepts proposed by key figures such as Talcott Parsons, Claude Levi-Strauss, G. H. Mead, Erving Goffman, Peter L. Berger, Thomas Luckmann, C. Wright Mills, the Frankfurt School, and Habermas.
2. Students will be able to critically evaluate texts authored by post-classical sociologists, identifying key concepts, arguments, and contributions to sociological theory.
3. Students will recognize the historical and intellectual contexts in which post-classical sociological ideas emerged, enabling them to appreciate the development of sociological thought over time.
4. Students will apply insights from post-classical sociological thinking to analyze and interpret contemporary social issues and phenomena, demonstrating their ability to engage in informed sociological analysis and discourse.

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CORE COURSE 14

SOCIOLOGICAL RESEARCH METHODS-II

Course Objectives:

1. The course aims to provide students with an introductory understanding of the research process in social sciences, focusing on research design, data collection methods, and data analysis techniques to make them understand as to how a research is actually done.
2. The course aims to familiarize students with key concepts and principles of social science research, including the role of theory, hypothesis formulation, and the significance of fieldwork.
3. The course emphasizes on the different types of research along with the tools and techniques to equip the students with both quantitative and qualitative research methodology, such as : survey methods, sampling techniques, questionnaire design, interviews, observations, and case studies, basic, applied, action, historical, empirical, descriptive, explanatory, and exploratory research.
4. It also introduces students to basic statistical methods used in social science research, including graphical presentation of data, measures of central tendency, measures of dispersion, and the significance of statistical data.

Course Outcomes:

1. Students will understand the research process in social sciences, including the formulation of a research design along with the research questions, methods, theory, hypothesis, fieldwork and interpretation of research findings.
2. Students will recognize the importance of different types of research and be able to select appropriate research designs based on the research objectives and context.
3. Students will develop practical skills in both quantitative and qualitative research methods, enabling them to collect and analyze data using a variety of techniques.
5. Students will gain proficiency in basic statistical methods used in social science research.

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DEPARTMENT OF SOCIOLOGY

SEC-01

SOCIOLOGY OF MEDIA

Course Objectives:

1. To introduce students to the complex interconnections between media and society and examine the transmission and reception of media content, focusing on the production, control, challenges, and representations of media.
2. To familiarize students with theoretical approaches used to analyze media and its societal impacts, including neo-Marxist, feminist, semiotic, and interactionist perspectives.
3. To encourage critical thinking and analysis of media texts and their influence on societal dynamics.
4. To provide students with a comprehensive understanding of both old and new media forms and their implications for contemporary society.


5. Course Outcome:

1. Students will develop a nuanced understanding of the interconnections between media and society, recognizing the complex ways in which media influences and reflects social dynamics.
2. Students will demonstrate familiarity with various theoretical approaches including neo-Marxist, feminist, semiotic, and interactionist perspectives, used to analyze media and its societal impacts.
3. Students will be able to critically analyze the production, control, and reception of media content, considering the implications for power, ideology, and cultural representation.
4. Students will understand the challenges posed by new media technologies to traditional forms of media production and control, and evaluate the impact of digital platforms on media consumption.
5. Students will demonstrate an ability to critically evaluate media representations of various social groups, events, and issues, recognizing the role of media in shaping public discourse and perceptions.
6. Students will develop analytical skills to assess audience reception of media content, including understanding how audiences interpret and negotiate meanings from media texts.
7. Students will be able to apply theoretical insights and critical perspectives to analyze real-world examples of media texts and their societal implications.


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DEPARTMENT OF SOCIOLOGY

SEC-02

VISUAL SOCIOLOGY

Course Objectives:

1. To introduce students to the field of visual sociology as a method of sociological inquiry, focusing on the visual dimensions of social life and phenomena.
2. To provide students with an understanding of key concepts and theories in visual sociology, including vision, visuality, scopic regime, simulacrum, and visual cultures.
3. To familiarize students with methodological tools and approaches used in visual sociology, such as site analysis, production analysis, image analysis, photography techniques, and audience reception.
4. To explore the relationship between discourse and visual culture, including concepts such as intertextuality, discursive formation, power/knowledge, and regimes of truth.
5. To enable students to apply visual sociology methods and techniques to their own research projects, including documentary photography, photojournalism, poster design, film review, and group discussions.


Course Outcomes:

1. Students will develop a comprehensive understanding of visual sociology as a method of sociological inquiry, recognizing its significance in studying social phenomena.
2. Students will be able to analyze visual representations of social life using sociological concepts and theories, including understanding how visual images convey meanings and messages about gender, social status, and cultural forms.
3. Students will acquire practical skills in using digital cameras and other recording technology to collect visual data, and in applying methodological tools for analyzing visual materials.
4. Students will critically evaluate the relationship between discourse and visual culture, recognizing how power dynamics and systems of knowledge shape visual representations.
5. Students will demonstrate the ability to apply visual sociology methods and techniques to their own research projects, producing sociological portraits, studying sociological landscapes, and analyzing signs and representations in spatial contexts.


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DEPARTMENT OF SOCIOLOGY

DSE-01

URBAN SOCIOLOGY

Course Objectives:

1. To introduce students to Urban Sociology as a branch of Sociology which helps in understanding urban life in both historical and contemporary contexts.
2. To explore various concerns and issues related to urban living, including experiences of urban communities, urbanism, urban community dynamics, and the cultural aspects of cities.
4. To analyze urbanization processes, including migration patterns, and their implications for urban societies and communities.
5. To examine the politics of urban space, including issues of culture, leisure, caste, class, and gender in urban environments.
6. To critically examine Indian urban policies and development strategies, including their implementation, and critique.
7. To identify and analyze urban problems such as slum growth, housing issues, and urban poverty, and explore various programs and policies aimed at addressing these challenges.

Course Outcomes:

1. Students will develop a comprehensive understanding of key theoretical perspectives in urban sociology.
2. Students will be able to analyze urban communities, students will gain insights into the complexities of urbanization processes, including migration dynamics and their impact on urban societies.
4. Students will demonstrate an understanding of urban space, including the intersectionality of caste, class, gender, and culture in urban environments.
5. Students will critically engage with Indian urban policies and development strategies.
6. Students will identify and analyze urban problems and explore various programs and policies aimed at addressing them.

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DEPARTMENT OF SOCIOLOGY

DSE-02

AGRARIAN SOCIOLOGY

Course Objectives:

1. To explore agrarian sociology as a branch of Sociology , with a focus on Indian themes. To examine the scope and subject matter of agrarian sociology, including its definition and key concepts.
2. To introduce students to agrarian concerns and their implications for agricultural systems and rural societies.
3. To analyze key issues in agrarian sociology, such as the agrarian question, moral economy, and agrarian commodity systems, with a focus on understanding their historical and contemporary significance.
4. To investigate themes in agrarian sociology in the context of India, including labor dynamics, agrarian class structures, land reforms, caste dynamics, and gender realities.
6. To discuss the challenges and prospects of agrarian futures, including agrarian crisis, and movements.

Course Outcomes:

1. Students will develop a comprehensive understanding of key issues in agrarian sociology, enabling them to critically analyze agricultural systems and rural societies. Students will be able to articulate the scope and subject matter of agrarian sociology
2. Students will gain insights into emerging global agrarian concerns and their implications for agricultural development and rural livelihoods.
3. Students will be able to analyze key issues in agrarian sociology, including the agrarian question, moral economy, and agrarian commodity systems.
5. Students will understand the complexities of agrarian sociology in India, including labor dynamics, agrarian class structures, land reforms, caste dynamics, and gender realities.
6. Students will critically assess the challenges and prospects of agrarian futures, including agrarian crises, movements, and the evolving global agrarian order.

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DEPARTMENT OF SOCIOLOGY

DSE-03

FIELD- WORK

Course Objectives:

1. To provide students with practical skills in empirical field data collection, analysis, and writing research reports in sociology.
2. To equip students with the necessary methodological tools and techniques for conducting independent research projects in sociology.
3. To enable students to apply sociological theories and concepts learned in the classroom to real-world research contexts.
4. To foster critical thinking and analytical abilities in students through the process of designing, conducting, and analyzing sociological research.
5. To enhance students' communication skills, both written and oral, through the presentation and defense of their research findings.

Course Outcomes:

1. Students will demonstrate efficiency in designing and conducting empirical field research, including surveys and collecting relevant data.
2. Students will develop the ability to analyze and interpret sociological data collected during fieldwork, using appropriate statistical and qualitative analysis techniques.
3. Students will be able to write research reports or dissertations in sociology, adhering to academic standards and guidelines.
4. Students will demonstrate understanding of research methodology, literature review, and theoretical frameworks relevant to their research topics.
5. Students will critically evaluate and discuss their research findings, drawing conclusions based on empirical evidence and sociological analysis.
6. Students will effectively communicate their research findings and insights through written reports and oral presentations.

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DEPARTMENT OF SOCIOLOGY

DSE- 06

INDIAN SOCIOLOGICAL TRADITIONS

Course Objective:


1. This course aims to explore the traditions in Indian sociology by delving into the perspectives of key Indian sociologists on various societal issues.
2. It examines the evolution of sociology as a subject in India.
3. The primary focus is on understanding key sociological concepts and analyses through the works of eminent Indian sociologists.


Course Outcome:

1. Students will gain a comprehensive understanding of the evolution of sociology as a subject in India and the contributions of key Indian sociologists.
2. Students will develop critical thinking skills by analyzing and evaluating key sociological concepts and perspectives presented by Indian sociologists.
3. Students will gain insights into the complexities of Indian society, including issues related to tradition, modernity, caste, gender, and social change.
4. Students will be able to critically assess the relevance and applicability of sociological theories and perspectives in understanding contemporary Indian society.


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DEPARTMENT OF SOCIOLOGY

GE- 1a

GENDER AND VIOLENCE

Course Objective:

The course aims to provide. It seeks to raise awareness about the prevalence of gendered violence and empower students with sociologically informed perspectives to address and intervene in instances of violence effectively, ethically, and pragmatically.

1. The course aims to provide students with a comprehensive understanding of gendered violence, exploring its various forms, underlying structures, and contexts to introduce students to the concept of gendered violence and its meaning and the different forms.
2. It examines how structural factors such as caste intersect with gender to perpetuate violence and also analyzes domestic and familial violence, understanding its dynamics and impacts on individuals and communities
3. The course explores the concept of violence, harassment, and discrimination in the workplace, including its causes and consequences.
4. The course studies sexual violence, including its prevalence, impact, and sociocultural factors contributing to its perpetuation and examines the different public policies and political policies as responses to gendered violence.


Course Outcome:

1. By the end of this course the students will develop a nuanced understanding of the multifaceted nature of gendered violence, including its structural, situational, and intersectional dimensions.
2. Students will be able to critically analyze and evaluate different forms of gendered violence, recognizing their underlying causes and consequences.
3. Students will acquire knowledge of sociological theories and concepts relevant to gendered violence, enabling them to engage in informed discussions and debates on the topic.
4. Students will gain awareness of the ethical and pragmatic considerations involved in addressing gendered violence, including the importance of intervention strategies and support mechanisms.
5. Students will develop the skills and competencies necessary to contribute to efforts aimed at preventing and combating gendered violence in various social contexts, including through advocacy, policy formulation, and community-based initiatives.


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DEPARTMENT OF SOCIOLOGY

GE-2a

POPULATION AND SOCIETY

Course Objective:


1. The course aims to provide students with a critical understanding of the relationship between population dynamics and societal factors.
2. It explores the influence of fertility, mortality, and migration on the composition, size, and structure of populations, and examines the economic, political, and social implications of domestic and international population movements.
3. The paper shall explore key concepts, approaches, and the scope of demography as a discipline.
4. The course shall examine pre-Malthusian theories of population growth, Malthusian theory and its critiques, including discussions on population checks and resource constraints, post-Malthusian perspectives and Marxist theories on population dynamics.


Course Outcome:

1. By the end of the course the students will develop a comprehensive understanding of the factors shaping population dynamics, including fertility, mortality, and migration.
2. The students will gain insight into the theories and frameworks used to analyze population trends and their implications for society.
3. The students will acquire knowledge of demographic concepts and methodologies, enabling them to conduct basic population analysis.
4. Students will critically evaluate the role of population in the context of development, exploring its impact on economic, political, and social processes.
5. Students will be able to assess and discuss population policies and programs, understanding their significance in addressing demographic challenges and promoting sustainable development.


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DEPARTMENT OF SOCIOLOGY

DSC-1 : INTRODUCTION TO SOCIOLOGY

Course Objective: The course aims to provide students with a comprehensive introduction to Sociology as a discipline, covering its origin, history, fundamental concepts, and key concerns. By the end of the course, students will be familiarized with the foundational principles and theories of Sociology.

Course Outcome:

1. Students will develop a foundational understanding of sociology as a discipline, including its history, theories, and methodologies.
2. Students will be able to identify and explain the relationships between Sociology and other social sciences, recognizing their interdisciplinary nature.
3. Students will acquire knowledge of key Sociological concepts and their relevance to the study of society and social phenomena.
4. Students will demonstrate the ability to analyze and interpret sociological issues using sociological concepts and perspectives.

DSC- 2 : SOCIOLOGY OF INDIA

Course Objective: This course aims to provide students with an overview of the institutions and processes that shape Indian society. By adopting a Sociological perspective, the course encourages students to analyze the complexities of Indian reality, including its diverse social structures and practices.

Course Outcome:

1. Students will develop a sociological understanding of Indian society, including its diverse institutions, practices, and identities.
2. Students will be able to analyze the complexities of Indian society through a critical sociological lens, identifying patterns of social change and continuity.
3. Students will gain insight into the dynamics of social movements and their role in challenging existing social structures and practices.
4. Students will acquire the ability to assess the relationship between the state and society in India, including the challenges posed by communalism and the pursuit of secularism.
5. Students will develop critical thinking skills and analytical abilities necessary for engaging with sociological concepts and applying them to the study of Indian society.

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DEPARTMENT OF SOCIOLOGY

DSC-3: SOCIOLOGICAL THEORIES

Course Objective:

1. This course aims to familiarize students with the foundational ideas and contributions of classical sociological thinkers whose theories have significantly influenced the discipline of sociology.
2. To provide an in-depth exploration of sociological thought through the study of texts and gain diverse perspectives on sociological theories.

Course Outcome:

1. Students will gain a comprehensive understanding of the major theoretical frameworks and concepts developed by classical sociological thinkers.
2. Students will be able to critically analyze and evaluate the contributions of each thinker to the field of sociology.
3. Students will develop a deeper appreciation for the historical development of sociological thought and its relevance to understanding modern society.

DSC- 4: TECHNIQUE OF SOCIAL RESEARCH

Course Objective:


1. The course aims to equip students with the necessary skills to understand and apply techniques used by social scientists to investigate social phenomena.
2. Through the exploration of research design, methods of data collection, and data analysis, students will develop fundamental knowledge of both quantitative and qualitative research methodologies.


Course Outcome:

1. Students will acquire a foundational understanding of research design principles and concepts.
2. Students will develop practical skills in selecting appropriate data collection methods based on research objectives.
3. Students will gain proficiency in analyzing qualitative and quantitative data using relevant techniques.
4. Students will enhance their ability to design and conduct research projects independently or as part of a team.


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DSE- 1a : RELIGION AND SOCIETY

Course Objective:

The course aims to provide students with a Sociological perspective on religion, examining its various forms and roles within modern society, with a particular focus on India.

Course Outcome:

1. Students will gain a comprehensive understanding of the Sociology of religion, including its theoretical frameworks and empirical applications.
2. Students will develop insights into the diverse religious traditions present in India and their societal significance.
3. Students will critically analyze the dynamics of secularism and communalism in Indian society, with an emphasis on sociological perspectives.

DSE 2a : SOCIAL STRATIFICATION

Course Objectives:

1. The course aims to familiarize students with various concepts and theories related to social inequality and stratification. Through theoretical discussions and case studies, students will gain insights into the different forms and institutional manifestations of social stratification.
2. The paper analyzes the different forms of social stratification by the concepts of race, ethnicity and caste and the nature of its inequality.
3. It also examines the social and cultural construction of gender, inequalities based on gender, and issues of gender exclusion.
4. The paper aims to understand the concept of poverty, its nature, and the factors contributing to poverty in India.
5. The concepts of social exclusion and social mobility are also explored in the course, analyzing the relationship between mobility and social change.


Course Outcome:

1. By the end of the paper the students will develop a comprehensive understanding of various forms of social inequality and stratification.
2. The students will be able to critically analyze the impact of race, ethnicity, caste, gender, and poverty on society.
3. Students will be able to apply sociological theories and concepts to real-world case studies related to social inequality.


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4. Students will gain insights into the factors influencing social mobility and its implications for societal change.
5. Students will be equipped to engage in discussions and research on issues related to social inequality and stratification.

GE- 1a

GENDER AND VIOLENCE

Course Objective:

The course aims to provide. It seeks to raise awareness about the prevalence of gendered violence and empower students with sociologically informed perspectives to address and intervene in instances of violence effectively, ethically, and pragmatically.

1. The course aims to provide students with a comprehensive understanding of gendered violence, exploring its various forms, underlying structures, and contexts to introduce students to the concept of gendered violence and its meaning and the different forms.
2. It examines how structural factors such as caste intersect with gender to perpetuate violence and also analyzes domestic and familial violence, understanding its dynamics and impacts on individuals and communities
3. The course explores the concept of violence, harassment, and discrimination in the workplace, including its causes and consequences.
4. The course studies sexual violence, including its prevalence, impact, and sociocultural factors contributing to its perpetuation and examines the different public policies and political policies as responses to gendered violence.

Course Outcome:

1. By the end of this course the students will develop a nuanced understanding of the multifaceted nature of gendered violence, including its structural, situational, and intersectional dimensions.
2. Students will be able to critically analyze and evaluate different forms of gendered violence, recognizing their underlying causes and consequences.
3. Students will acquire knowledge of sociological theories and concepts relevant to gendered violence, enabling them to engage in informed discussions and debates on the topic.
4. Students will gain awareness of the ethical and pragmatic considerations involved in addressing gendered violence, including the importance of intervention strategies and support mechanisms.
5. Students will develop the skills and competencies necessary to contribute to efforts aimed at preventing and combating gendered violence in various social contexts, including through advocacy, policy formulation, and community-based initiatives.

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GE-2a

POPULATION AND SOCIETY

Course Objective:

1. The course aims to provide students with a critical understanding of the relationship between population dynamics and societal factors.
2. It explores the influence of fertility, mortality, and migration on the composition, size, and structure of populations, and examines the economic, political, and social implications of domestic and international population movements.
3. The paper shall explore key concepts, approaches, and the scope of demography as a discipline.
4. The course shall examine pre-Malthusian theories of population growth, Malthusian theory and its critiques, including discussions on population checks and resource constraints, post-Malthusian perspectives and Marxist theories on population dynamics.

Course Outcome:

1. By the end of the course the students will develop a comprehensive understanding of the factors shaping population dynamics, including fertility, mortality, and migration.
2. The students will gain insight into the theories and frameworks used to analyze population trends and their implications for society.
3. The students will acquire knowledge of demographic concepts and methodologies, enabling them to conduct basic population analysis.
4. Students will critically evaluate the role of population in the context of development, exploring its impact on economic, political, and social processes.
5. Students will be able to assess and discuss population policies and programs, understanding their significance in addressing demographic challenges and promoting sustainable development.

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DEPARTMENT OF SOCIOLOGY

SEC-01

SOCIOLOGY OF MEDIA

Course Objectives:

1. To introduce students to the complex interconnections between media and society and examine the transmission and reception of media content, focusing on the production, control, challenges, and representations of media.
2. To familiarize students with theoretical approaches used to analyze media and its societal impacts, including neo-Marxist, feminist, semiotic, and interactionist perspectives.
3. To encourage critical thinking and analysis of media texts and their influence on societal dynamics.
4. To provide students with a comprehensive understanding of both old and new media forms and their implications for contemporary society.

Course Outcome:

1. Students will develop a nuanced understanding of the interconnections between media and society, recognizing the complex ways in which media influences and reflects social dynamics.
2. Students will demonstrate familiarity with various theoretical approaches including neo-Marxist, feminist, semiotic, and interactionist perspectives, used to analyze media and its societal impacts.
3. Students will be able to critically analyze the production, control, and reception of media content, considering the implications for power, ideology, and cultural representation.
4. Students will understand the challenges posed by new media technologies to traditional forms of media production and control, and evaluate the impact of digital platforms on media consumption.
5. Students will demonstrate an ability to critically evaluate media representations of various social groups, events, and issues, recognizing the role of media in shaping public discourse and perceptions.
6. Students will develop analytical skills to assess audience reception of media content, including understanding how audiences interpret and negotiate meanings from media texts.
7. Students will be able to apply theoretical insights and critical perspectives to analyze real-world examples of media texts and their societal implications.

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DEPARTMENT OF SOCIOLOGY

SEC-02

VISUAL SOCIOLOGY

Course Objectives:

1. To introduce students to the field of visual sociology as a method of sociological inquiry, focusing on the visual dimensions of social life and phenomena.
2. To provide students with an understanding of key concepts and theories in visual sociology, including vision, visuality, scopic regime, simulacrum, and visual cultures.
3. To familiarize students with methodological tools and approaches used in visual sociology, such as site analysis, production analysis, image analysis, photography techniques, and audience reception.
4. To explore the relationship between discourse and visual culture, including concepts such as intertextuality, discursive formation, power/knowledge, and regimes of truth.
5. To enable students to apply visual sociology methods and techniques to their own research projects, including documentary photography, photojournalism, poster design, film review, and group discussions.


Course Outcomes:

1. Students will develop a comprehensive understanding of visual sociology as a method of sociological inquiry, recognizing its significance in studying social phenomena.
2. Students will be able to analyze visual representations of social life using sociological concepts and theories, including understanding how visual images convey meanings and messages about gender, social status, and cultural forms.
3. Students will acquire practical skills in using digital cameras and other recording technology to collect visual data, and in applying methodological tools for analyzing visual materials.
4. Students will critically evaluate the relationship between discourse and visual culture, recognizing how power dynamics and systems of knowledge shape visual representations.
5. Students will demonstrate the ability to apply visual sociology methods and techniques to their own research projects, producing sociological portraits, studying sociological landscapes, and analyzing signs and representations in spatial contexts.


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DEPARTMENT OF POLITICAL SCIENCE

PROGRAMME OUTCOMES AND COURSE OUTCOME


FOR UNDER GRADUATE HONOURS AND PROGRAM COURSES IN POLITICAL SCIENCE


Programme Name: HONOURS AND PROGRAM (POLITICAL SCIENCE)

Number of Semesters: 6 (SIX)

PROGRAM OUTCOMES

- To develop comprehensive understanding of the subject by teaching both in classical and contemporary issues and areas of relevance in the domain of political theory and philosophy, Indian politics, comparative politics, public administration and international politics, Global Politics, Public opinion and survey research, and so on.
- To develop comprehensive and interdisciplinary knowledge by emphasizing inter-linkages between political, economic and social, cultural issues and challenges.
- To impart socially-informed knowledge and cater to the educational upliftment of marginalized communities through papers like Human Rights, Democratic and Legal Awareness, Feminism and Grass root Democracy in India.
- To develop theoretically rich and empirically grounded knowledge that can lead to the precision is the main focus of the program which intends to help the students wanting to pursue higher education.
- Learning the fundamentals of Indian Government and Politics and Public policy in India is important for the Indian students as it has a job-prospect particularly in civil services and other competitive examination. This also helps to motivate and get information about the opportunities and future prospects in the field.
- To develop the overall personality of students and prepare them to compete and succeed in their future endeavors
- Leadership quality and management skills are the two important aspects which every individuals which is very much needed to sustain life. The paper like public administration is helpful in developing this type of qualities.
- To inculcate the values of tolerance, progressiveness and fraternity that contributes towards the making of a healthy and prosperous society.


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HONOURS AND PROGRAM COURSE OUTCOME

SEMESTER	COURSE CODE	COURSE TITLE	CREDIT	COURSE OUTCOME
1 ST Semester Honours	DSC 101	Understanding Political Science	6	This course actually provides the basic foundation for understanding political phenomena. This is considered as a foundational course for those who are into the studies of political phenomena. This course helps the students to develop conceptual thinking and theorizing political phenomena. The understanding of the concept like state, sovereignty, equality, liberty, justice rights and obligations helps the students to develop critical thinking. It also provides the idea to the learner to explain and evaluate the condition of the society.
	DSC 102	Perspective on Public Administration	6	After completion of this course, the students will have a clear understanding of traditional and emerging theories and principles of public administration. This would also acquaint them with changing management practices in the light of expanding public works and the need for greater collaboration with non-state agencies


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DEPARTMENT OF POLITICAL SCIENCE

1 st Semester Program	DSC101	Understanding Political Science	6	<p>This course actually provides the basic foundation for understanding political phenomena. This is considered as a foundational course for those who are into the studies of political phenomena. This course helps the students to develop conceptual thinking and theorizing political phenomena. The understanding of the concept like state, sovereignty, equality, liberty, justice rights and obligations helps the students to develop critical thinking. It also provides the idea to the learner to explain and evaluate the condition of the society.</p>
2 nd Semester Honours	DSC 203	Indian Government and Politics	6	<p>One of the most important aims of this course is to equip students of various disciplines with a basic understanding of the political system in India through the study of Constitution and government at different levels. Upon completion of this paper, students will develop an understanding of Constitution of India and the political system that exist in India.</p> <p>Further the student will have a general understanding about the relation of Constitution as a guiding document with the functioning of various governance institutions at Central, state and local level.</p>


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	DSC 204	Western Political Thought	6	<p>This paper helps the students to interpret ideas underlying traditions in Classical Political philosophy. As Western Political Thought has served as a Philosophical and Ideological foundation for government around the world which throw a light on historical, social and cultural context to relate to contemporary political society. This course will introduce the students with some of the central figures of the history of political thought: Plato, Aristotle, Machiavelli, Hobbes, Locke, Rousseau, Marx and others. It is taken into consideration that familiarity with the ideas or concept of some major western political thinker will help the student to understand different perspective and approaches to the state, politics, government, sovereignty, citizenship, civil society and so on. It will also help the student to understand the different ways of interpreting political text, the ability to assess the strengths and weakness of the text. This course facilitates the student to understand and evaluate the arguments of various political thinker compare and access competing interpretations of those thinkers approaches and the models of comparison: systems analysis; structural functionalism; and institutional approach. Critically analyzing the features of a</p>
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				<p>liberal democratic and socialist political system with focus on UK, USA and the People’s Republic of China.</p> <p>-Discussing the features of a federal system with special reference to USA and Russia.</p> <p>Conducting an intensive comparative study of the Executive (UK, USA, France and Russia); Legislature (UK, USA and the PRC); the Judiciary (UK, USA and PRC).</p> <p>Critically looking at the rights of the citizens of UK, USA and PRC from a comparative perspective. This will help the student to know how political system was studied earlier and how they do in contemporary times.</p>
2nd Semester Programme	DSC 203	Indian Government and Politics	6	<p>One of the most important aims of this course is to equip students of various disciplines with a basic understanding of the political system in India through the study of Constitution and government at different levels. Upon completion of this paper, students will develop an understanding of Constitution of India and the political system that exist in India.</p> <p>Further the student will have a general understanding about the relation of Constitution as a guiding document with the functioning of various governance institutions at central, state and local level.</p>


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DEPARTMENT OF POLITICAL SCIENCE

3rd Semester Honours	DSC 306	Public Policy and Administration	6	<p>This course helps the students to apply social science methods and policy analysis to practical problems of Government, communities, regions and global issues.</p> <p>Develop critical thinking about Public policy issue and the ability to conduct professional analysis of social, political, and economic structures and bureaucratic processes.</p> <p>Enhance the communicative skills and can interact productively with the diverse and changing workforce and citizenry. Further it will help the learner to participate in and contribute to te country's policy processes.</p>
	DSC 307	Nationalism in India	6	<p>After studying this course the learner would be able to grasp the concept of nation, nationalism and self determination. Have better understanding of the role they play in recent political disputes.</p> <p>Discuss about the problem facing by the country and will be able to make democratic decision about various issues.</p> <p>Develop rational thinking truth and patriotism. Get acquainted with the sacrifices of our national heroes and understand the sense of collective belonging.</p>
	SEC 301	Public Opinion and Survey Research	2	<p>This paper trained the students to undertake research by familiarizing them with the basic and advance tools and techniques of field studies. It would also familiarize them with the philosophical foundation of research methods in social sciences. Upon completion of this paper, students will be able to design research projects, conduct field investigations and carry out</p>

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DEPARTMENT OF POLITICAL SCIENCE

				experimental plus Qualitative research.
	GE 301	Reading Gandhi	6	<p>The course examines the central tenets of Gandhi's thought. The student can draw a link between the life and work of Gandhi particularly the nature of the country between this experience and encounters in South Africa and his spearheading of India's freedom struggle.</p> <p>Explain the central tenet of Gandhi's thought and political practices such as Satya graham, non- violence, truth , ahimsa and swaraj and their significance against the backdrop of the political imagination of both his and present time</p> <p>Give an account of Gandhi's critique of modern civilization and his alternative conception of political social and economic order.</p> <p>Develop an appreciation of Gandhi's contribution to India's freedom struggle and the influence of his ideas and thought around the globe particularly relating to peace and non-violence movement for justice and equality</p>

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3rd Semester Program	DSC 305	Comparative Politics	6	<p>Tracing the evolution of Comparative Politics as a discipline and drawing a distinction between Comparative Politics and Comparative Government. Investigating the nature and scope of Comparative Politics.</p> <p>Analyzing the approaches the approaches and models of comparison: systems analysis; structural functionalism; and institutional approach.</p> <p>Critically analyzing the features of a liberal democratic and socialist political system with focus on UK, USA and the People's Republic of China. Discussing the features of a federal system with special reference to USA and Russia.</p> <p>Conducting an intensive comparative study of the Executive (UK, USA, France and Russia); Legislature (UK, USA and the PRC); the Judiciary (UK, USA and PRC).</p> <p>Critically looking at the rights of the citizens of UK, USA and PRC from a comparative perspective. This will help the student to know how political system was studied earlier and how they do in contemporary times.</p>
	SEC 301	Public Opinion and Survey Research	2	<p>This paper trained the students to undertake research by familiarizing them with the basic and advance tools and techniques of field studies. It would also familiarize them with the philosophical foundation of research methods in social sciences. Upon completion of this paper, students will be able to design research projects, conduct field investigations and carry out experimental plus Qualitative research.</p>

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4th Semester Honours	DSC 408	Introduction to International Relations	6	After completion of this paper, the students will understand key concepts and concern in International Relations including notably the way power is acquired and used globally and how states and non- states actors interact Become familiar with contemporary theories of International Relations. Develop the ability to evaluate and synthesize information from diverse and reliable sources.
	DSC 409	Political Sociology	6	Studying the concepts of Power, Authority and Legitimacy in the context o society. Examining social stratification through the index of class, caste and elite. Evaluating the impact of Religion on society. Relating Gender and Politics Classifying the different types of Political systems. Discussing the approaches to the study of Political Culture. Evaluating the different agents of Political Socialization. Evaluating the concept and types of Political Participation. Evaluating the concept of Political Development and Social Change-
	DSC 410	Political Theory: Concepts and Debates	6	Develop the basic understanding of the concepts like freedom, equality, Justice, rights and obligations. Learner will be able to understand the dimensions of shared living through these political values. Appreciate how these values and concepts enrich the discourse of political life sharpening their analytical skills in the process.


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SEC 402	Democratic and Legal Awareness	2	This paper tries to sensitize students in many legal aspects. After completion of this course the students and learner will gain awareness in many legal aspects. This course enlightened the students about various laws that are essential for protection of oneself from various problems, issues and criminal acts. this course promotes consciousness of legal culture. It is a kind of civic education that comprises a range of activities intend to build public awareness and have an understanding about legal system. This will also prepare the students to serve the community.
GE 402	Feminism: Theory and Practice	6	This course equips the student about various factors that led the discrimination of women in Patriarchal society. This course highlights the issue like women suffrage, gender equality, women's education and also position of women in public sphere. After completion of the course the student can analyze key issues affecting women through a transnational feminist perspective, including education, maternal health, productive and un productive work. The students will also be able to analyze the diversity of gendered experience to understand social structure and cultural pressure related to gender inequality. This course can equip learners and help to examine how gender , sex, race ,class , sexuality, age , ethnicity and other complex aspects identity affects on e status and self concept and use this knowledge to question events and situations occurring in everyday life.

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	DSC 404	Introduction to International Relations	6	After completion of this paper, the students will understand key concepts and concern in International relations including notably the way power is acquired and used globally and how states and non- states actors interact Become familiar with contemporary theories of International Relations. Develop the ability to evaluate and synthesize information from diverse and reliable sources.
	SEC 402	Democratic and Legal Awareness	2	This paper tries to sensitize students in many legal aspects. After completion of this course the students and learner will gain awareness in many legal aspects. This course enlightened the students about various laws that are essential for protection of oneself from various problems, issues and criminal acts. this course promote consciousness of legal culture. It is a kind of civic education that comprises a range of activities intends to build public awareness and have an understanding about legal system. This will also prepare the students to serve the community.
4th Semester Program	DSC 404	Introduction to International Relations	6	After completion of this paper, the students will understand key concepts and concern in International relations including notably the way power is acquired and used globally and how states and non- states actors interact Become familiar with contemporary theories of International Relations. Develop the ability to evaluate and synthesize information from diverse and reliable sources.


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5 th Semester Honours Choose any A or B	DSC 511	Understanding Global Politics	6	After successfully completing the course the students will be able to identify key issues, events, developments and trends that characterize the contemporary global phenomena. The paper also tries to explain key historical processes that informed and shaped key issues, events, developments and trends in contemporary international politics. The students will also be able to examine and evaluate different interpretations of political issues and can identify solutions of the problems.
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DSC 512	Indian Political Thought	6	This course is one of the core course of BA Political Science Honours which impart the full knowledge about different ideologies of the leaders of the country. This course also gives the detailed idea about how our freedom fighters liberate the people from the cocoons of traditional practices. After the successfully completion of the course the student will be able to critically analyze the different conceptual thinking of our leaders and theorist. The course also highlighted different movements that take places in different part of the country. it reflects the actual condition of country during colonial period and compels the students to think about different transitional phase that country experienced.
DSE 501A	Party System in India	6	This course intends to explain the nature of the party system of India. It basically aims at providing the information to the students of political science and the learner alike, about the fundamental feature underlying the formation of the party system in the post-independence era. After completion of this course the students will be able to understand the nature of the party system. they can also identify
DSE 501B	Human Rights	6	This course enables students to develop a theoretical understanding of the concept of Human Rights. It gives a historical and global perspective on human rights. The course outline also contains a detailed institutional framework set up to deal with human rights violations. The inclusion of an understanding of rights of various vulnerable sections of society gives within the human rights perspective provides a global testimony


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	DSE 502A	Electoral Process in India and Working of Parliamentary Democracy	6	The Electoral process is one of the most fundamental elements of representative democracy. Going through this course the students will be able to enlighten themselves about crucial moment in parliamentary democracy and how our representatives are elected. They will come to know how important is the electoral system in the political process and citizens commitment to the political process is an important factor that is needed to be taken into consideration. The students can also figure out that the electoral system can also have an effect on the way ethnic, linguistic and religious minorities are elected.

5th Semester Program Choose any A or B	DSE 501A	Human Rights	6	This course enables students to develop a theoretical understanding of the concept of Human Rights. It gives a historical and global perspective on human rights. The course outline also contains a detailed institutional framework set up to deal with human rights violations. The inclusion of an understanding of rights of various vulnerable sections of society gives
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				within the human rights perspective provides a global testimony to importance of rights to all.
	DSE 502B	International Organization	6	Upon successful completion of the course, the students will have the knowledge and ability to demonstrate knowledge and critical understanding of the major traditional and critical idea about International relations on International organizations. The students will also understand the historical development of international organization and how they tackle different issues that need deem considerations..
	SEC 501	Public Opinion and Survey Research	2	This paper trains the students to undertake research by familiarizing them with the basic and advance tools and techniques of field studies. It would also familiarize them with the philosophical foundation of research methods in social sciences. Upon completion of this paper, students will be able to design research projects, conduct field investigations and carry out experimental plus qualitative research.
	GE 501	Reading Gandhi	6	This paper trained the students to undertake research by familiarizing them with the basic and advance tools and techniques of field studies. It would also familiarize them with the philosophical foundation of research methods in social sciences. Upon completion of this paper, students will be able to design research projects, conduct field investigations and carry out experimental plus

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				Qualitative research.
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6 th Semester Honours Choose any A or B	DSC 613	India's Foreign Policy in a Globalised World	6	<p>The course examines the central tenets of Gandhi's thought. The student can draw a link between the life and work of Gandhi particularly the nature of the country between this experience and encounters in South Africa and his spearheading of India's freedom struggle.</p> <p>Explain the central tenet of Gandhi's thought and political practices such as Satya graham, non- violence, truth, ahimsa and swaraj and their significance against the backdrop of the political imagination of both his and present time</p> <p>Give an account of Gandhi's critique of modern civilization and his alternative conception of political social and economic order.</p> <p>Develop an appreciation of Gandhi's contribution to India's freedom struggle and the influence of his ideas and thought around the globe particularly relating to peace and non-violence movement for justice and equality</p>
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DSC 614	Political Ideology	6	After completion the students can able to learn the ideas of great Political Thinkers of ancient as well as modern period. To understand the concept of communitarians, Multiculturalism, Liberalism etc. Multiculturalism is a situation in which all the different cultural or racial groups in a society have equal rights and opportunities. It helps the students to understand the importance of equality of different cultures.
DSE 603A	India and Her Neighbours	6	The course intends to make the students familiarize with the process how India develops their relationship with her neighbors. This also led the learner to develop the critical thinking about India's foreign policy. it is important for the country like India to understand the development strategies being pursued by the neighbors as they share the relatively economic space in world market. This will compel the students to think about the India's developmental experiences with its neighboring countries especially with Pakistan and China
DSE 603B	Development Process and Social Movement in Contemporary India	6	Student can learn how to stands for the rejection of the old tradition Hindu social order based on untouchability, socioeconomic inequality casteism, unscientific and irrational religious beliefs and customary servitude. They can speak for the acceptance of a new social order based on equality, liberty and social justice, scientific and rational religious or moral principles, and social, economic, cultural and political development of the Dalit.
DSE 604A	Grass Root Democracy in India	6	This course intends to equip the students with the ideas of democratic decentralization and people's


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			Participation. By understanding rural local self government, one can develop the basic idea about the functioning of the government and how it facilitates the people's participation through this institution. The Panchayat system is adopted to cater local needs of the people so getting information about the idea on working of Panchayat may favor the student in obtaining their basic requirement.
DSE 604B	Emerging Trends in Indian Politics	6	This course reflects the essential theme in Indian Politics. This course often intends to make students aware about the newly emerging trends in Indian Politics and how it influence the Country's politics , its leaders, parties and institutions and would be integrated in political policy in the foreseeable future. The students will also get acquainted with the changing rules and regulations of the state. The student can also realize the significance of understanding the factor guiding the day to day life.
SEC 602	Democratic and Legal Awareness	2	This paper tries to sensitize students in many legal aspects. After completion of this course the students and learner will gain awareness in many legal aspects. This course enlightened the students about various laws that are essential for protection of oneself from various problems, issues and criminal acts. this course promote consciousness of legal culture. It is a kind of civic education that comprises a range of activities intend to build public awareness and have an understanding about legal system. This will also prepare the students to serve the community.

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	GE 602	Feminism: Theory and Practice	6	This course equips the student about various factors that led the discrimination of women in Patriarchal society. This course highlights the issue like women suffrage, gender equality, women's education and also position of women in public sphere. After completion of the course the student can analyze key issues affecting women through a transnational feminist perspective, including education, maternal health, productive and unproductive work. The students will also be able to analyze the diversity of gendered experience to understand social structure and cultural pressure related to gender inequality. This course can equip learners and help to examine how gender, sex, race, class, sexuality, age, ethnicity and other complex aspects identity affects one status and self concept and use this knowledge to question events and situations occurring in everyday life
6th Semester Programme Choose any A or B	DSE 603A	India and Her Neighbours	6	The course intends to make the students familiarize with the process how India develops their relationship with her neighbors. This also led the learner to develop the critical thinking about India's foreign policy. It is important for the country like India to understand the development strategies being pursued by the neighbors as they share the relatively economic space in world market. This will compel the students to think about the India's developmental experiences with its neighboring countries especially with Pakistan and China
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				<p>be able to analyze the diversity of gendered experience to understand social structure and cultural pressure related to gender inequality. This course can equip learners and help to examine how gender , sex, race ,class , sexuality, age , ethnicity and other complex aspects identity affects one status and self concept and use this knowledge to question events and situations occurring in everyday life</p>
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DEPARTMENT OF PHYSICS


Programme Outcome

Programme Outcome Nos	Programme Outcome
PO 1	This course enables students to review fundamental principles of physics. They will possess the ability to utilize their understanding of fundamental scientific principles to solve complex challenges of scientific and technical significance.
PO 2	This course enables students to analyze complex scientific problems utilizing computational skills.
PO 3	This course enables students to employ scientific methodologies, establish principles, and resolve issues related to applied science.
PO 4	This course enables students to utilize suitable methodologies, advanced technological resources, and IT tools to predict and simulate scientific challenges.
PO 5	This course enables students to develop a solid knowledge base that they can apply in doing research for the betterment of society in the near future.

Attainment of POs of B. Sc. Physics (Honours)

PO 1	✓
PO 2	✓
PO 3	✓
PO 4	✓
PO 5	✓


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DEPARTMENT OF PHYSICS

COURSE OUTCOME – UNDERGRADUATE PHYSICS HONOURS (CBCS SYSTEM) SEMESTER-I

NAME OF THE PROGRAMME: B. Sc.

YEAR OF INTRODUCTION: 2018

COURSE: CC1 [Mathematical Physics-I] (FM 40)

COURSE NAME: Calculus, Vector calculus, Orthogonal curvilinear coordinates, Introduction to probability, Dirac delta functions and its properties.

COURSE OUTCOME: It gives them the chance to learn both the basics of regular calculus analysis and vector calculus. Students are also taught about different coordinate systems and how they can be used in physics. They are also taught about the idea of probability in physics. They will also learn about the Dirac delta function and the different things that make it work.

COURSE: CC1 [Mathematical Physics-I] PRACTICAL (FM 20)

COURSE NAME: Mathematical Physics I LAB


COURSE OUT COME: Students are introduced to a variety of programming languages, such as Python, C, C++, and so on. They will become familiar to using programming languages to solve any problems in math associated with physics.

COURSE: CC 2 [Mechanics] (FM 40)

COURSE NAME: Fundamental of Dynamics, Work and energy, Collisions, Rotational Dynamics, Elasticity, Fluid motion, Gravitational and Central Force motion, Oscillations, Non-inertial systems, Special theory of Relativity

COURSE OUT COME: Students will learn about the fundamental concepts of dynamic systems. They will understand the elasticity of matter and the gravitational field. In order to provide solid foundations for research-based physics courses, students are also introduced to the fundamentals of special theory of relativity.


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COURSE: CC1 [Mechanics] PRACTICAL (FM 20)

COURSE NAME: Mechanics I LAB

COURSE OUT COME: The students will be given practical instruction in the determination of the gravitational constant, calculation of moment of inertia, various measurement techniques, evaluation of elastic modulus, and viscosity of liquids.

COURSE: GE 1A [Mechanics] (FM 40)

COURSE NAME: Vectors, Ordinary differential equations, laws of motion, momentum and energy, Rotational motion, Gravitation, Oscillations, Elasticity, Special theory of relativity

COURSE OUT COME: The students are introduced to the fundamentals of vectors and differential equations. In addition, they will acquire knowledge of many aspects of dynamical systems, gravitation, and relativity.

COURSE: GE 1A [Mechanics] PRACTICAL (FM 20)

COURSE NAME: Mechanics I LAB


COURSE OUT COME: Students will gain knowledge of several measuring techniques and use them to assess the gravitational constant and elastic modulus through a variety of practical exercises.


COURSE: GE1B [Thermal Physics and Statistical Mechanics] (FM 40)

COURSE NAME: **UNIT 1:** Law of thermodynamics, **UNIT 2:** Thermodynamical Potentials, **UNIT 3:** Kinetic Theory of gases, **UNIT 4:** Theory of radiation, **UNIT 5:** Statistical Mechanics

COURSE OUT COME: **Unit 1:** This unit will cover the thermodynamic description of a system. The users will gain knowledge about several principles of thermodynamics, including the Zeroth Law, First Law, Second Law, and Third Law. The general relationship between specific heat at constant pressure (C_p) and specific heat at constant volume (C_v). The topics covered include the work done in isothermal and adiabatic processes, reversible and irreversible processes, entropy, Carnot's cycle, and Carnot's theorem.

Unit 2: This unit will cover the concepts of Enthalpy, Gibbs, Helmholtz, and Internal Energy functions, as well as Maxwell's relations and their applications. The topics to be discussed include the Joule-Thompson Effect, Clausius-Clapeyron Equation, expressions for $(C_p - C_v)$, C_p/C_v , and TdS equations.


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Unit 3: This unit will cover the derivation of Maxwell's law of velocity distribution, the concept of mean free path, and the study of transport phenomena including viscosity, conduction, and diffusion. Additionally, it will explore the law of equipartition of energy and its practical applications.


Unit 4: In this section, students will get a comprehensive understanding of the theory of radiation. They will explore several concepts like Blackbody radiation, Planck's law, Wien's distribution law, Rayleigh-Jeans Law, Stefan-Boltzmann Law, and Wien's displacement law derived from Planck's law.


Unit 5: In this unit the students will learn need and elements of statistical mechanics. In statistical mechanics students will be enriched by concept of phase-space, microstate and macro state. They will also learn the topics: Maxwell-Boltzmann, Bose-Einstein and Fermi-Dirac distributions and their applications.

COURSE: GE1B [Thermal Physics and Statistical Mechanics] PRACTICAL (FM 20)

COURSE NAME: Thermal Physics and Statistical Mechanics Lab

COURSE OUT COME: The students will learn practical applications of thermal physics and statistical mechanics, such as determining the Mechanical Equivalent of Heat (J) using Callender and Barne's method, calculating Planck's constant through black body radiation, determining Stefan's Constant, measuring the coefficient of thermal conductivity of Cu using Searle's Apparatus and Angstrom's Method, calculating the coefficient of thermal conductivity using Lee and Charlton's method, determining the temperature co-efficient of resistance using a Platinum resistance thermometer, studying the variation of thermo emf across two junctions of a thermocouple with temperature, recording and analyzing temperature using a thermocouple, and calibrating a Resistance Temperature Device (RTD).


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DEPARTMENT OF PHYSICS

SEMESTER-II

COURSE: CC3 [Electricity and Magnetism] (FM 40)

COURSE NAME: Electric Field and Electric potential, Dielectric Properties of Matter, Magnetic Field, Magnetic Properties of Matter, Electromagnetic Induction, Electrical Circuits and Network theorems.

COURSE OUT COME: The fundamental principles of electric field and dielectric media are presented to the students. Additionally, they will get knowledge on the basic principles of magnetostatics and electromagnetic induction. This section also presents many methods of analyzing electrical circuits to address complicated electrical issues.

COURSE: CC3 [Electricity and Magnetism] PRACTICAL (FM 20)

COURSE NAME: Electricity and Magnetism Lab

COURSE OUT COME: This course introduces practical training on the implementation of passive and active components in electrical circuits. The students will also acquire the ability to study several approaches for evaluating the values of unknown resistance, inductance, and capacitance.

COURSE: CC4 [Waves and Optics] (FM 40)


COURSE NAME: Superposition of collinear harmonic oscillations, superposition of two perpendicular harmonic oscillations, wave motion, velocity of waves, superposition of two harmonic waves, waves optics, interference, interferometer, diffraction and holography.


COURSE OUT COME: This text introduces the ideas of waves and their superposition. Students will acquire knowledge of the wave properties of light through the study of interference and diffraction occurrences. This work also introduces the concepts of interferometer and holography.

COURSE: CC4 [Waves and Optics] PRACTICAL (FM 20)

COURSE NAME: Waves and Optics Lab

COURSE OUT COME: Students will be able to realize the different properties of light via the interference, diffraction based experiments.


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COURSE: GE 2A [Electricity and Magnetism] (FM 40)

COURSE NAME: Vector analysis, Electrostatics, Magnetism, Electromagnetic induction, Maxwell's equations and electromagnetic wave propagation.

COURSE OUT COME: Students will learn about the vectors, electrostatics and magnetostatics. They will also learn about the electromagnetic inductions and wave nature of the electromagnetic fields.

COURSE: GE 2A [Electricity and Magnetism] PRACTICAL (FM 20)

COURSE NAME: Electricity and Magnetism lab

COURSE OUT COME: Students will learn about the vectors, electrostatics and magnetostatics. They will also learn about the electromagnetic inductions and wave nature of the electromagnetic fields.

COURSE: GE 2B [Waves and Optics] (FM 40)


COURSE NAME: **Unit 1:** Superposition of two Collinear Harmonic Oscillations, **Unit 2:** Superposition of two Perpendicular Harmonic Oscillations, **Unit 3:** Wave Motion –General, **Unit 4:** Sound, **Unit 5:** Wave Optics, **Unit 6:** Interference of light, **Unit 7:** Michelson's Interferometer, **Unit 8:** Diffraction of light, **Unit 9:** Polarization of light

COURSE OUT COME: **Unit 1:** Students will be instructed on the concepts of Linearity and Superposition Principle as they apply to two oscillations with identical frequencies. In addition, they will get knowledge regarding the linearity and superposition of two oscillations with distinct frequencies, which consequently leads to the production of beats. Additionally, students will possess the ability to successfully answer both conceptual and numerical issues related to these subjects.

Unit 2: This segment will provide students with an understanding of the graphical and analytical method for superimposing two perpendicular oscillations of the same or different frequency. It will also cover the construction of Lissajous figures. The students will meticulously examine the patterns of Lissajous figures and thereafter render them with precision.

Unit 3: Students will get an understanding of the production of transverse waves, travelling waves, and standing waves on a string. The students will acquire knowledge about many characteristics of transverse waves, including travelling waves and standing waves on a string. They will also apply this knowledge to


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solve numerical problems related to these topics. The students will have the capacity to mathematically represent various forms of waves using appropriate sinusoidal periodic functions. The user will acquire knowledge on the normal modes of vibrations exhibited by a string. They will acquire an understanding of phase velocity and group velocity and will be capable of establishing a mathematical relationship between the two. The pupils will also be instructed on the concepts of Plane waves, Spherical waves, and Wave intensity.

Unit 4: This section of the course will cover topics such as simple harmonic motion, damped vibration, forced vibration, and resonance. Students will acquire the ability to distinguish between Velocity resonance and Amplitude resonance, to graph the resonance curve, and to calculate resonant frequencies, half power frequencies, and bandwidth. They will get understanding of the sharpness of resonance and the quality component of resonance. Students will examine Fourier's theorem and utilize it to analyze Saw-tooth and Square waves. Students will acquire knowledge of units such as decibel and phon, which measure the relative strength and loudness of sound, respectively. Students will gain insight into musical notes and musical scales. In addition, they will receive instruction on the topic of building acoustics. In this context, students will receive instruction on issues such as Reverberation, Reverberation time, and Absorption coefficient. Students will calculate the Sabine's formula. They will possess the capability to compute the reverberation time and comprehend the various acoustic characteristics of halls and auditoriums. This will assist students in the process of designing the inside of a hall and auditorium.

Unit 5: The students in this section will learn about electromagnetic nature of light as a consequence of Maxwell's equations in Electromagnetism. They will get a very clear idea of wave front and will be able to distinguish between plane wave front, Spherical wave front and Cylindrical wave front. The students will learn the Huygens Principle and will be able to explain the propagation of light wave.

Unit 6: At first the students will learn about the Young's double slits experiments and the formation of interference fringes. Then they will be able to state the definition of interference. Students will be able to classify the two methods of interference i.e. Division of amplitude and division of wave front. Students will be familiar with the different techniques for production of interference like Fresnel's bi prism method, Lloyd's single mirror method, Newton's rings formation. The students will find the expression of diameter of Newton's rings. By using this


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expression students will measure the diameter and they will be able to determine the unknown wave length of monochromatic light and the refractive index of liquid. Students will get idea about the fringes of equal inclination and fringes of equal thickness also. Students will also solve a lot of numerical problems.

Unit 7: This section will provide students with an understanding of the many forms or shapes of interference fringes that are created by the Michelson interferometer. Students will acquire knowledge about the construction and operational principles of the Michelson interferometer in a concise manner. Students will be taught the techniques for determining the unknown wavelength of monochromatic light, the difference in wavelengths of a compound light with two wavelengths, and the refractive index of a thin transparent film and its thickness using Michelson's interferometer.


Unit 8: Initially, the students will learn the detailed description of light diffraction and the exact prerequisites that must be met for light diffraction to take place. Students will acquire the ability to distinguish between the two distinct categories of diffraction, namely Fraunhofer diffraction and Fresnel diffraction. The category of Fraunhofer diffraction covers the study of light diffraction through many types of slits, including single, double, and multiple slits, as well as diffraction gratings. Students will learn about the mathematical equations that describe the intensities of the diffraction patterns in each of these cases. Within the realm of Fresnel Diffraction, students will acquire knowledge pertaining to the concepts of half period zones and zone plates. Students can utilize the concept of half period zones to elucidate either the bending, also known as diffraction, of light or the straight-line propagation of light.


Unit 9: In this unit students will learn about the transverse nature of light waves. Then students will understand the mutual orthogonal directions of Electric field, Magnetic field and Propagation of light wave very well. After this the students will learn about the meaning of plane polarized light and methods of production and analysis of this plane polarized light. At last students will get an elementary idea about the circularly polarized light and the elliptically polarized light too.

COURSE: GE 2B [Waves and Optics] PRACTICAL (FM 20)

COURSE NAME: Waves and Optics Lab

COURSE OUT COME: During the practical session,


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- (i) Students will explore the movement of interconnected oscillators and determine the usual modes of vibrations.
- ii) The objective is to determine the frequency of an electrically sustained tuning fork using Melde's experiment and to validate the relationship between wavelength and tension.
- iii) The objective is to examine the Lissajous figure using a Cathode Ray Oscilloscope and to graph the waveforms of the individual waves and the combined wave, and then compare them to the theoretical understanding of Lissajous figure generation.
- iv) Calculate the coefficient of viscosity of water using the capillary flow method, also known as Poiseuille's method.
- v) Utilize an optical bench, photo sensor, and laser to quantify the intensities of diffraction patterns produced by a single slit and double slits. Additionally, ascertain the wavelength of the laser.
- (vi) Calculate the wavelength of sodium light that is not known by measuring the diameters of Newton's rings using a traveling microscope.
- (vii) Use a Fresnel biprism to determine the wavelength of monochromatic light that is currently unknown.
- (viii) Ensure correct leveling of the spectrometer. Next, the spectrometer will be adjusted to align the incident rays and emergent rays in parallel using Schuster's focusing approach. Using the spectrometer, students will measure the refracting angle of the prism, determine the refractive indices of the prism's material for different colors of light with specific wavelengths, calculate the values of Cauchy constants, determine the dispersive power of the prism's material, calculate the resolving power of the prism, and find the unknown wavelengths of lights of different colors using a plane diffraction grating and its resolving power.


SEMESTER-III

COURSE: CC5 [MATHEMATICAL PHYSICS II] (FM 40)

COURSE NAME: **UNIT 1:** Fourier Series, **UNIT 2:** Frobenius Method and Special Functions, **UNIT 3:** Some Special Integrals, **UNIT 4:** Variational calculus in physics, **UNIT 5:** Partial Differential Equations.

COURSE OUT COME: **UNIT 1:** This course focuses on teaching students about the Fourier series expansion of periodic functions based on Dirichlet conditions. The main objective is to help students determine the correct Fourier coefficients. This will, in turn, assist pupils in determining the total of an infinite series. This section will cover the concepts of differentiating and integrating Fourier Series, as well as its complex representation. In addition, the students will also get knowledge of the Fourier expansion of non-periodic functions.


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UNIT 2: This unit focuses on teaching students how to solve second-order linear ordinary differential equations (ODEs), specifically those with singular points. The unit also covers important second-order linear ODEs in Physics, such as Legendre and Bessel differential equations. Lastly, students will study the properties of Legendre polynomials and Bessel functions in detail.

UNIT 3: This section will introduce several crucial functions in Physics, such as Beta, Gamma, and Error functions. Students will gain knowledge about the various properties and uses of these functions.

UNIT 4: Students in this module will master a fundamental aspect of classical physics, specifically the Lagrangian and Hamiltonian formulations of classical mechanics, which are based on variational calculus.

UNIT 5: This section focuses on teaching students how to solve significant partial differential equations that arise in Physics, such as Laplace's equation, the wave equation, and the diffusion equation. The method of separation of variables will be employed in various coordinate systems.

COURSE: CC5 [MATHEMATICAL PHYSICS II] PRACTICAL (FM 20)


COURSE NAME: Mathematical Physics II Lab


COURSE OUT COME: This course will teach students higher level programming using Python. They will acquire the skills to assess Gaussian integration, calculate numerical solutions for first and second order ordinary differential equations, and evaluate Fourier coefficients for a given periodic signal. This course aims to equip students with the necessary knowledge and skills to pursue advanced study and research in the fields of theoretical and computational physics.

COURSE: CC6 [Thermal Physics] (FM 40)

COURSE NAME: Introduction to thermodynamics, thermodynamic potentials, Maxwell's thermodynamic relations, Kinetic theory of gases.

COURSE OUT COME: Students will acquire fundamental knowledge in thermodynamics. The significance of several thermodynamic potentials will be demonstrated among them. In addition, they will get knowledge about the kinematics of the gas molecules.


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COURSE: CC6 [Thermal Physics] PRACTICAL (FM 20)

COURSE NAME: Thermal Physics Lab.

COURSE OUT COME: The students conduct experiments to observe various properties of thermal physics. They will acquire the ability to assess temperature and thermal conductivity through physical experiments.

COURSE: CC7 [Digital Systems and Applications] (FM 40)

COURSE NAME: Integrated circuits, digital circuits, Boolean algebra, data processing circuits, circuits, timers, shift registers, counters, computer organization.

COURSE OUT COME: The students will get knowledge on the basic principles and concepts of digital electronics. This resource provides an introduction to a variety of counter, timer, and data storage components for students. In addition, they will acquire knowledge regarding the structure and arrangement of computer systems

COURSE: CC7 [Digital Systems and Applications] PRACTICAL (FM 20)

COURSE NAME: Digital Systems and Applications lab.

COURSE OUT COME: Various counter, flip flop storage elements, logic gates is introduced among the students via physical experiments.

COURSE: SEC 1A [Computational Physics] (FM 60)


COURSE NAME: **Unit 1:** Introduction, **Unit 2:** Scientific Programming, **Unit 3:** Control Statements, **Unit 4:** Scientific word processing: Introduction to LaTeX, **Unit 5:** Visualization

COURSE OUT COME: **Unit 1:** In the introductory part of this skill enhancement course the students will learn the basic concepts of algorithm and flowchart with some basic examples of matrices, series sums etc.

Unit 2: In this section of the course, the students will receive a concise introduction to Linux. Following that, they will be introduced to FORTRAN, where they will acquire knowledge about many aspects of this programming language. The students will also acquire the expertise to compose a Fortran program aimed at resolving fundamental Physics problems.

Unit 3: In this section the students will learn different looping, control and jumping statements in FORTRAN. They will also get the concepts of function,


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array, sub-routine and file handling. Physical problem solving in this part will also be taught to them.

Unit 4: This section of the course will provide students with exposure to various LaTeX commands used for scientific data processing. This will be highly advantageous for them in terms of their future research career in Physics.

Unit 5: This section will provide students with knowledge about GUNPLOT, a tool specifically designed for handling data, particularly for manipulating graphical data. This will once again prove highly beneficial for them in their laboratory-based research.

COURSE: SEC 1B [Electrical Circuits and Networks Skills] (FM 60)

COURSE NAME: **Unit 1:** Basic Electricity Principles, **Unit 2:** Understanding Electrical Circuits, **Unit 3:** Electrical Drawing and Symbols, **Unit 4:** Generators and Transformers, **Unit 5:** Electric Motors, **Unit 6:** Solid-State Devices, **Unit 7:** Electrical Protection, **Unit 8:** Electrical Wiring


COURSE OUT COME: **Unit 1:** The initial segment of this skill augmentation course will cover the fundamental principles of Voltage, Current, Resistance, and Power. Ohm's law. Combinations of series, parallel, and series-parallel circuits. Alternating Current (AC) and Direct Current (DC) are two types of electricity. Being introduced with multimeter, voltmeter, and ammeter.


Unit 2: Students will get a concise understanding of the primary components of electric circuits, as well as the ways in which single-phase and three-phase alternating current sources can be combined. The AC system consists of real, imaginary, and complicated power components. These components are influenced by factors such as the power source, power factor, and the potential for energy and cost savings.

Unit 3: In this section the students will learn different drawing symbols, Blueprints, Ladder diagrams, Electrical Schematics, Power circuits, Tracking the connections of elements and identify current flow and voltage drop.

Unit 4: This part of the course will help the students to get the taste of DC Power sources, AC/DC generators, Operation of transformers.

Unit 5: This section will provide students with information on single-phase, three-phase, and DC motors. Connecting DC or AC power sources to regulate the


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operation of heaters and motors. The velocity and strength of an alternating current motor.

Unit 6: In this section the students will learn Diode and rectifiers. Components in Series or in shunt. Response of inductors and capacitors with DC or AC sources.

Unit 7: This part will provide students with knowledge on relays, fuses, disconnect switches, circuit breakers, grounding and isolating, and surge protection. Connecting direct current (DC) or alternating current (AC) sources to control elements.

Unit 8: This section will cover several types of conductors and cables that students will learn about. Fundamentals of electrical wiring: Star and delta connections. Electrical resistance and power dissipation in cables and conductors result in voltage drop and energy losses.

COURSE: GE 3A [Mechanics] (FM 40)

COURSE NAME: Vectors, Ordinary differential equations, laws of motion, momentum and energy, Rotational motion, Gravitation, Oscillations, Elasticity, Special theory of relativity

COURSE OUT COME: The students are introduced to the fundamentals of vectors and differential equations. In addition, they will acquire knowledge of many aspects of dynamical systems, gravitation, and relativity.

COURSE: GE 3A [Mechanics] PRACTICAL (FM 20)

COURSE NAME: Mechanics I LAB

COURSE OUT COME: Students will gain knowledge of several measuring techniques and use them to assess the gravitational constant and elastic modulus through a variety of practical exercises.

COURSE: GE 3B [Thermal Physics and Statistical Mechanics] (FM 40)

COURSE NAME: **UNIT 1:** Law of thermodynamics, **UNIT 2:** Thermodynamical Potentials, **UNIT 3:** Kinetic Theory of gases, **UNIT 4:** Theory of radiation, **UNIT 5:** Statistical Mechanics

COURSE OUT COME: **Unit 1:** This unit will cover the thermodynamic description of a system. The users will gain knowledge about several principles of thermodynamics, including the Zeroth Law, First Law, Second Law, and Third Law. The general relationship between specific heat at constant pressure (C_p) and specific heat at constant

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volume (C_V). The topics covered include the work done in isothermal and adiabatic processes, reversible and irreversible processes, entropy, Carnot's cycle, and Carnot's theorem.

Unit 2: This unit will cover the concepts of Enthalpy, Gibbs, Helmholtz, and Internal Energy functions, as well as Maxwell's relations and their applications. The topics to be discussed include the Joule-Thompson Effect, Clausius-Clapeyron Equation, expressions for $(C_p - C_V)$, C_p/C_V , and TdS equations.

Unit 3: This unit will cover the derivation of Maxwell's law of velocity distribution, the concept of mean free path, and the study of transport phenomena including viscosity, conduction, and diffusion. Additionally, it will explore the law of equipartition of energy and its practical applications.

Unit 4: In this section, students will get a comprehensive understanding of the theory of radiation. They will explore several concepts like Blackbody radiation, Planck's law, Wien's distribution law, Rayleigh-Jeans Law, Stefan-Boltzmann Law, and Wien's displacement law derived from Planck's law.


Unit 5: In this unit the students will learn need and elements of statistical mechanics. In statistical mechanics students will be enriched by concept of phase-space, microstate and macro state. They will also learn the topics: Maxwell-Boltzmann, Bose-Einstein and Fermi-Dirac distributions and their applications.

COURSE: GE 3B [Thermal Physics and Statistical Mechanics] PRACTICAL (FM 20)

COURSE NAME: Thermal Physics and Statistical Mechanics Lab

COURSE OUT COME: The students will learn practical applications of thermal physics and statistical mechanics, such as determining the Mechanical Equivalent of Heat (J) using Callender and Barne's method, calculating Planck's constant through black body radiation, determining Stefan's Constant, measuring the coefficient of thermal conductivity of Cu using Searle's Apparatus and Angstrom's Method, calculating the coefficient of thermal conductivity using Lee and Charlton's method, determining the temperature co-efficient of resistance using a Platinum resistance thermometer, studying the variation of thermo emf across two junctions of a thermocouple with temperature, recording and analyzing temperature using a thermocouple, and calibrating a Resistance Temperature Device (RTD).


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SEMESTER IV

COURSE: CC8 [MATHEMATICAL PHYSICS III] (FM 40)

COURSE NAME: Complex analysis, Integrals transforms, Matrices, Eigen-values and Eigenvectors.

COURSE OUT COME: Students will get comprehensive knowledge of intricate complex analysis and its practical applications in diverse physical issues. Students are exposed to the significance of matrices and eigenvectors.

COURSE: CC8 [MATHEMATICAL PHYSICS III] PRACTICAL (FM 20)

COURSE NAME: Mathematical Physics III Lab

COURSE OUT COME: Detailed computational programming is introduced among the students to solve complex physical problems. They will learn to use matrices, complex integrations in computational problems.

COURSE: CC9 [ELEMENTS OF MODERN PHYSICS] (FM 40)


COURSE NAME: **UNIT 1:** Quantum nature of light: Planck's law, Photoelectric effect, Compton scattering, Matter wave, De Broglie's hypothesis, Davisson – Germer Experiment, Wave description of particles by wave packets, Two-slits experiment with electrons.

UNIT 2: Position measurement, Gamma ray microscope thought experiment, Heisenberg Uncertainty principle and various applications of this principle. Two slits interference experiments with photons, atoms and particles, linear superposition principle as a consequence, Matter waves and wave amplitude, Schrodinger equation for non-relativistic particles, Momentum and Energy operators, Stationary states, Physical interpretation of Wave function, position probability, normalization of a wave-function and probability current densities in one dimension.

UNIT 3: One dimensional infinitely rigid box-energy eigen values and eigen functions, Quantum dot as an example, Quantum mechanical scattering and tunneling in one dimension across a step potential barrier.

Size and structure of atomic nucleus and its relation with atomic weight. Impossibility of an electron being in nucleus as a consequence of Heisenberg's uncertainty principle. Nature of nuclear force ,NZ graph, Liquid drop model,


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Semi-empirical mass formula and binding energy of nucleus, Nuclear shell model and magic numbers.

UNIT 4: Radioactive decay laws, Fission and fusion, Lasers


COURSE OUT COME: **UNIT 1:** This section will cover the concepts of Planck's law and the quantum nature of light. Studying the concepts of Photoelectric effect and Compton scattering will enable pupils to grasp the true quantum nature of light. Additionally, students will acquire knowledge regarding the wave characteristics of particle motion, such as electrons, through the study of Matter waves and De Broglie's hypothesis. Students will get knowledge regarding various characteristics of matter waves. Familiarity with the Davison-Germer experiment and the Two-slit experiment using electrons will aid students in comprehending the wave-like characteristics of moving particles. Students will acquire the ability to articulate the movement of particles using wave-packets. Additionally, they will gain an understanding of the principles behind Phase velocity and group velocity.


This lesson provides a concise explanation of the particle-like behavior of waves and the wave-like behavior of particle motion.

UNIT 2: This lesson will educate students on understanding Heisenberg's uncertainty principles, which pertain to the simultaneous measurement of two canonical conjugate pairs of variables, such as location and linear momentum, or energy and time. Studying the Gamma ray microscope and thought experiment will enable students to understand how to assess uncertainty in location and uncertainty in momentum.

By studying two-slit experiments with photons, atoms, and particles, students will get an understanding of the repercussions of the linear Superposition principle of waves. This course will provide students with an understanding of the wave function in quantum physics. They will analyze several characteristics of the wave function. Students will acquire the ability to formulate the Schrodinger equation in one dimension. In addition, they will acquire the skill of normalizing a wave function, as well as calculating the likelihood of position and overall probability. Particle motion current densities.

UNIT 3: Students will learn about the movement of a quantum-mechanical particle that is restricted within a fixed container. They will be capable of determining the eigenvalues of the particle's total energy and the eigenvectors of


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the particle. Students will have the ability to depict the characteristics of eigenfunctions through the use of appropriate diagrams. Students will acquire knowledge about the concepts of Quantum mechanical scattering and tunneling in one dimension across a step potential barrier. The user intends to construct the one-dimensional Schrödinger equation, solve it, and determine the eigenfunctions. Next, the reflection coefficient, transmission coefficient, and probability of tunneling over the potential barrier will be computed. As an illustration of quantum mechanical tunneling, students will also examine the alpha decay process in radioactivity and be capable of elucidating the alpha decay process through the phenomenon of tunneling.

Students will acquire knowledge about the dimensions, composition, and many characteristics of the nucleus. They will have the capability to compute the density and radius of a nucleus. They will be capable of elucidating the absence of electrons within the nucleus through the use of Heisenberg's uncertainty principle. In addition, they will acquire an understanding of the characteristics of nuclear force and get a comparative understanding of nuclear force in relation to other field forces. Additionally, students will get knowledge of the Liquid drop model and Shell model of the nucleus. The examination of these two nuclear models will assist the learner in developing a comprehensive comprehension of many characteristics of the nucleus. These two nucleus models are highly effective in elucidating the concepts of binding energy and nucleus stability.

UNIT 4: Students will acquire knowledge of the phenomenon of radioactivity and several principles governing radioactive decay. The Half life and Mean life of a radioactive nucleus will be calculated, and these decay laws will be applied by radio carbon dating to determine the age of an ancient wooden sample. Students will also acquire knowledge on the causes of alpha particle, beta particle, and gamma ray emissions, as well as their respective properties in the context of radioactivity. They will have the capability to determine the energy released in alpha decay, beta decay, and gamma ray emission, as well as analyze the characteristics of energy spectra in these three scenarios. The student will attempt to utilize the principles of conservation of energy and angular momentum in the process of beta decay. Through this analysis, they will discover that the apparent violation of these principles in beta decay necessitates the presence of Pauli's neutrino hypothesis in order to explain the continuous beta energy spectrum.

Students will acquire knowledge of nuclear fission and fusion, utilize the energy-mass equivalency formula from relativity, and compute the mass deficit and


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energy released in these two forms of nuclear reactions. The students will examine the fundamental structure of a nuclear reactor as well as its operational principles. Students will acquire knowledge of fusion, which refers to the thermonuclear reactions that generate star energy. Students will acquire knowledge of the phenomena of spontaneous emission, the development of metastable states, population inversion, optical pumping, stimulated emission, and the relationship between Einstein's A and B coefficients. Then they will be able to comprehend the genesis of LASER. Students will gain knowledge of the operational principles of three-level lasers, four-level lasers, Ruby lasers, and He-Ne lasers, as well as their respective applications.

COURSE: CC9 [ELEMENTS OF MODERN PHYSICS] PRACTICAL (FM 20)


COURSE NAME: Elements of Modern Physics Lab

COURSE OUT COME: Students will learn the Photoelectric effect in details by performing experiments using suitable circuit and they will study the variation of photo current with variation of intensity of incident light and also with the wavelength of light and express these study by drawing suitable graphs. Students will also measure the maximum energy of the photo electrons in terms of stopping potential for different given wavelengths of incident light and then plot the stopping potential versus $1/\text{wave length}$ graph and will calculate the values of Planck's constant and photoelectric work function from this graph.

The students will also determine the value of

- i) Planck's constant using blackbody radiation and photo detector.
- ii) The value of Planck's constant by using LEDs of at least four different colours. They will determine the value of,
- iii) Thermionic work function of material of filament directly heated vacuum diode.
- iv) The wave length of H-alpha emission line of hydrogen atom by using Spectrometer and Hydrogen gas filled discharge tube.
- v) Ionization potential of Mercury by using spectrometer and Mercury filled discharge tube.
- vi) The wavelength of absorption lines in the rotational spectrum of iodine vapour.
- vii) The wave length of laser source by studying the diffraction of the laser through single slit, double slits and plane diffraction grating.


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viii) The value of the specific charge of electron (i.e. e/m value) by magnetic focusing or using bar magnet and also by performing Millikan oil drop experiment.

ix) Students will also study the tunnelling effect in tunnel diode by drawing I-V characteristics.

COURSE: CC10 [Analog Systems and Applications] (FM 40)

COURSE NAME: Semiconductor diodes, two terminal devices and their applications, bipolar junction transistors, amplifiers

COURSE OUT COME: The students get a comprehensive knowledge of the intricate principles underlying diodes and transistors. Additionally, they will gain an understanding of the design and composition of amplifiers.

COURSE: CC10 [Analog Systems and Applications] PRACTICAL (FM 20)

COURSE NAME: Analog Systems and Applications Lab

COURSE OUT COME: Realization of different properties of diodes, transistors, amplifiers is performed via experimental physical problems.


COURSE: SEC 2A [Basic Instrumentation Skills] (FM 60)


COURSE NAME: Basic of measurement, Electronic voltmeter, Cathode Ray Oscilloscope, Signal Generators and analysis instruments, impedance bridges & Q-meters, digital instruments, digital multimeter

COURSE OUT COME: The students will be instructed on the fundamental construction of voltmeters and ammeters. They will also acquire the skills to utilize them. In addition, they will get knowledge about various errors that can occur during experiments. The fundamentals of CRO, specifically the multimeter, are explained to the pupils.

COURSE: SEC 2B [Renewable Energy and Energy Harvesting] (FM 60)

COURSE NAME: **Unit 1:** Fossil fuels and Alternate Sources of energy, **Unit 2:** Solar Energy, **Unit 3:** Wind Energy Harvesting, **Unit 4:** Ocean Energy Harvesting, **Unit 5:** Geothermal Energy, **Unit 6:** Hydro Energy, **Unit 7:** Piezoelectric Energy Harvesting, **Unit 8:** Electromagnetic Energy Harvesting, **Unit 9:** Demonstration and Experiments


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COURSE OUT COME: **Unit 1:** This course will cover subjects such as fossil fuels and nuclear energy, including their applications and constraints. Subsequently, they will get the capacity to comprehend the pressing requirements of various renewable and non-conventional energy sources. Next, students will be introduced to a comprehensive survey of advancements in various renewable and non-conventional energy sources, such as Solar Energy, Offshore Wind Energy, Tidal Energy, Ocean Thermal Energy, Geothermal Energy, and Hydroelectricity. Students will acquire knowledge on biomass, bio chemical conversion, and biogas generation. Upon completion of this unit, students will possess the ability to advocate for the utilization of renewable and non-conventional energy sources within society, with the aim of fostering sustainable development.

Unit 2: This subject will provide students with a comprehensive understanding of solar energy. Initially, they will acquire knowledge about the significance of solar energy and the process of storing solar energy. Students will be educated on the diverse applications of solar energy, including solar ponds, solar water heaters, solar distillation, solar cookers, solar greenhouses, solar cells, and absorption air conditioning systems. The instruction will cover the operational principles, advantages, and disadvantages of these solar appliances in great depth. Students will be instructed in subjects such as Photovoltaic systems, Photovoltaic models, Equivalent circuits, and Sun tracking systems. By studying the Photovoltaic system and the Sun tracking systems, the students will get knowledge about the engineering of solar systems. This section aims to encourage students to advocate for the adoption of solar energy systems in our everyday lives, highlighting the economic and environmental advantages they offer to our society.

Unit 3: This section will cover the basic principles of wind energy, as well as the benefits and drawbacks associated with its use. Next, they will acquire knowledge regarding the design and operational principles of various components of wind turbine electrical machinery. Upon completion of this course, students will possess the ability to recognize the practical areas where wind energy can be applied in a tropical nation such as India, taking into account the extensive variations in both geographical and atmospheric conditions within our country.

Unit 4: This section of the course will provide students with an understanding of the comparative potential of Ocean Energy in relation to Wind and Solar energy.


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Students will acquire knowledge regarding the properties and statistical aspects of waves. Additionally, they will gain insights into the design and operational concepts of various wave energy devices. Experience the diverse flavors of LaTeX commands for scientific data processing. This will be highly advantageous for them in terms of their future research career in Physics.


Unit 5: In this section the students will get the knowledge of Geothermal Energy Resources and the practical scopes of availability of these resources. They will also learn about the different technologies used for harvesting of geothermal energy.


Unit 6: In this part students will learn about the Hydropower resources and the technologies used for generation of hydroelectric power. Students will also get knowledge about the environmental impacts of infrastructure required for hydroelectric power plant and hence the students will gain awareness about environmental issues.

Unit 7: During the introduction of this unit, students will acquire knowledge about the fundamental principles underlying the piezoelectric effect, the distinct characteristics of this effect, the properties exhibited by various piezoelectric materials, and the mathematical models used to describe piezoelectricity. They will get insight into the modeling of piezoelectric generators by examining various piezoelectric parameters. Ultimately, the students will acquire knowledge regarding the mechanisms of piezoelectric energy harvesting and the diverse applications of piezoelectric effects in various everyday products.

Unit 8: This unit will cover many aspects of Electromagnetic Energy Harvesting. Their research will encompass the physics of linear generators, mathematical models pertaining to linear generators, and many applications of these generators. Students will be educated about carbon capture technology, as well as cells, batteries, and power consumption. Students will get insight into several pressing environmental concerns and the necessity of renewable energy sources for achieving sustainable development. The objective of this lesson is to facilitate the development of eco-consciousness in every student, hence fostering responsible citizenship within our nation.

Unit 9: The aim of this unit is to give some practical exposures to the students on some renewable energy sources. The students will be given demonstrations of training modules on solar energy, wind energy, conversion of vibration into


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voltage by using piezoelectric materials and conversion of thermal energy into voltage using thermoelectric modules.

COURSE: GE 4A [Electricity and Magnetism] (FM 40)

COURSE NAME: Vector analysis, Electrostatics, Magnetism, Electromagnetic induction, Maxwell's equations and electromagnetic wave propagation.

COURSE OUT COME: Students will learn about the vectors, electrostatics and magnetostatics. They will also learn about the electromagnetic inductions and wave nature of the electromagnetic fields.

COURSE: GE 4A [Electricity and Magnetism] PRACTICAL (FM 20)

COURSE NAME: Electricity and Magnetism lab

COURSE OUT COME: Students will learn about the vectors, electrostatics and magnetostatics. They will also learn about the electromagnetic inductions and wave nature of the electromagnetic fields.


COURSE: GE 4B [Waves and Optics] (FM 40)

COURSE NAME: **Unit 1:** Superposition of two Collinear Harmonic Oscillations, **Unit 2:** Superposition of two Perpendicular Harmonic Oscillations, **Unit 3:** Wave Motion –General, **Unit 4:** Sound, **Unit 5:** Wave Optics, **Unit 6:** Interference of light, **Unit 7:** Michelson's Interferometer, **Unit 8:** Diffraction of light, **Unit 9:** Polarization of light

COURSE OUT COME: **Unit 1:** Students will be instructed on the concepts of Linearity and Superposition Principle as they apply to two oscillations with identical frequencies. In addition, they will get knowledge regarding the linearity and superposition of two oscillations with distinct frequencies, which consequently leads to the production of beats. Additionally, students will possess the ability to successfully answer both conceptual and numerical issues related to these subjects.

Unit 2: This segment will provide students with an understanding of the graphical and analytical method for superimposing two perpendicular oscillations of the same or different frequency. It will also cover the construction of Lissajous figures. The students will meticulously examine the patterns of Lissajous figures and thereafter render them with precision.


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Unit 3: Students will get an understanding of the production of transverse waves, travelling waves, and standing waves on a string. The students will acquire knowledge about many characteristics of transverse waves, including travelling waves and standing waves on a string. They will also apply this knowledge to solve numerical problems related to these topics. The students will have the capacity to mathematically represent various forms of waves using appropriate sinusoidal periodic functions. The user will acquire knowledge on the normal modes of vibrations exhibited by a string. They will acquire an understanding of phase velocity and group velocity and will be capable of establishing a mathematical relationship between the two. The pupils will also be instructed on the concepts of Plane waves, Spherical waves, and Wave intensity.

Unit 4: This section of the course will cover topics such as simple harmonic motion, damped vibration, forced vibration, and resonance. Students will acquire the ability to distinguish between Velocity resonance and Amplitude resonance, to graph the resonance curve, and to calculate resonant frequencies, half power frequencies, and bandwidth. They will get understanding of the sharpness of resonance and the quality component of resonance. Students will examine Fourier's theorem and utilize it to analyze Saw-tooth and Square waves. Students will acquire knowledge of units such as decibel and phon, which measure the relative strength and loudness of sound, respectively. Students will gain insight into musical notes and musical scales. In addition, they will receive instruction on the topic of building acoustics. In this context, students will receive instruction on issues such as Reverberation, Reverberation time, and Absorption coefficient. Students will calculate the Sabine's formula. They will possess the capability to compute the reverberation time and comprehend the various acoustic characteristics of halls and auditoriums. This will assist students in the process of designing the inside of a hall and auditorium.

Unit 5: The students in this section will learn about electromagnetic nature of light as a consequence of Maxwell's equations in Electromagnetism. They will get a very clear idea of wave front and will be able to distinguish between plane wave front, Spherical wave front and Cylindrical wave front. The students will learn the Huygens Principle and will be able to explain the propagation of light wave.

Unit 6: At first the students will learn about the Young's double slits experiments and the formation of interference fringes. Then they will be able to state the definition of interference. Students will be able to classify the two methods of


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interference i.e. Division of amplitude and division of wave front. Students will be familiar with the different techniques for production of interference like Fresnel's bi prism method, Lloyd's single mirror method, Newton's rings formation. The students will find the expression of diameter of Newton's rings. By using this expression students will measure the diameter and they will be able to determine the unknown wave length of monochromatic light and the refractive index of liquid. Students will get idea about the fringes of equal inclination and fringes of equal thickness also. Students will also solve a lot of numerical problems.

Unit 7: This section will provide students with an understanding of the many forms or shapes of interference fringes that are created by the Michelson interferometer. Students will acquire knowledge about the construction and operational principles of the Michelson interferometer in a concise manner. Students will be taught the techniques for determining the unknown wavelength of monochromatic light, the difference in wavelengths of a compound light with two wavelengths, and the refractive index of a thin transparent film and its thickness using Michelson's interferometer.

Unit 8: Initially, the students will learn the detailed description of light diffraction and the exact prerequisites that must be met for light diffraction to take place. Students will acquire the ability to distinguish between the two distinct categories of diffraction, namely Fraunhofer diffraction and Fresnel diffraction. The category of Fraunhofer diffraction covers the study of light diffraction through many types of slits, including single, double, and multiple slits, as well as diffraction gratings. Students will learn about the mathematical equations that describe the intensities of the diffraction patterns in each of these cases. Within the realm of Fresnel Diffraction, students will acquire knowledge pertaining to the concepts of half period zones and zone plates. Students can utilize the concept of half period zones to elucidate either the bending, also known as diffraction, of light or the straight-line propagation of light.

Unit 9: In this unit students will learn about the transverse nature of light waves. Then students will understand the mutual orthogonal directions of Electric field, Magnetic field and Propagation of light wave very well. After this the students will learn about the meaning of plane polarized light and methods of production and analysis of this plane polarized light. At last students will get an elementary idea about the circularly polarized light and the elliptically polarized light too.


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COURSE: GE 4B [Waves and Optics] PRACTICAL (FM 20)

COURSE NAME: Waves and Optics Lab

COURSE OUT COME: During the practical session,

- Students will explore the movement of interconnected oscillators and determine the usual modes of vibrations.
- The objective is to determine the frequency of an electrically sustained tuning fork using Melde's experiment and to validate the relationship between wavelength and tension.
- The objective is to examine the Lissajous figure using a Cathode Ray Oscilloscope and to graph the waveforms of the individual waves and the combined wave, and then compare them to the theoretical understanding of Lissajous figure generation.
- Calculate the coefficient of viscosity of water using the capillary flow method, also known as Poiseuille's method.
- Utilize an optical bench, photo sensor, and laser to quantify the intensities of diffraction patterns produced by a single slit and double slits. Additionally, ascertain the wavelength of the laser.
- Calculate the wavelength of sodium light that is not known by measuring the diameters of Newton's rings using a traveling microscope.
- Use a Fresnel biprism to determine the wavelength of monochromatic light that is currently unknown.
- Ensure correct leveling of the spectrometer. Next, the spectrometer will be adjusted to align the incident rays and emergent rays in parallel using Schuster's focusing approach. Using the spectrometer, students will measure the refracting angle of the prism, determine the refractive indices of the prism's material for different colors of light with specific wavelengths, calculate the values of Cauchy constants, determine the dispersive power of the prism's material, calculate the resolving power of the prism, and find the unknown wavelengths of lights of different colors using a plane diffraction grating and its resolving power.


SEMESTER V

COURSE: CC11 [Quantum Mechanics and Applications] (FM 40)

COURSE NAME: Schrodinger equation, General discussion of bound states in an arbitrary potential, Quantum theory of hydrogen like atoms, atoms in electric & Magnetic fields, atoms in external magnetic fields, many electron atoms.

COURSE OUT COME: The students will be introduced to the fundamental principles of quantum mechanics and its significance. They will explore how quantum mechanics is


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applied to solve various physical problems, particularly those involving hydrogen-like atoms. The impact of magnetic fields on atoms will also be discussed. Additionally, the students will study many-electron systems.

COURSE: CC11 [Quantum Mechanics and Applications] PRACTICAL (FM 20)


- COURSE NAME:** Quantum Mechanics and Applications Lab
- COURSE OUT COME:** Students will learn to use highly sophisticated programming to solve complex quantum mechanical problems.


COURSE: CC12 [Solid State Physics] (FM 40)

- COURSE NAME:** **Unit 1:** Crystal Structure, **Unit 2:** Elementary Lattice Dynamics, **Unit 3:** Magnetic Properties of Matter, **Unit 4:** Dielectric Properties of materials, **Unit 5:** Ferroelectric Properties of Materials, **Unit 6:** Elementary Band Theory, **Unit 7:** Superconductivity

- COURSE OUT COME:** **Unit 1:** The first unit will focus on the characteristics and properties of solid materials. They will get knowledge of the geometric arrangement of crystal structures in solid materials. The user will have knowledge of the following concepts: Lattice, Basis, Lattice Translation vectors, Central and Non-central elements, unit cells, Miller indices, Reciprocal lattices, Brillouin zones, and various types of crystal lattices. Subsequently, the pupils will acquire the ability to discern between crystalline and amorphous solid materials. Students will gain knowledge of X-ray diffraction, specifically the process involving crystals and Bragg's rule. This understanding will enable them to determine many characteristics of crystal structure, which are essential for a comprehensive analysis of crystal structure. The students will acquire the ability to compute coordination numbers, packing fractions, volumes of primitive unit cells, atomic factors, and geometrical factors for simple cubic, body-centered cubic, and face-centered cubic crystals.

Unit 2: This part will cover the topics of lattice vibrations and phonons, providing students with a comprehensive understanding of these concepts. The student will investigate the lattice vibrations in linear chains composed of monatomic and diatomic lattices. They can determine the frequencies of these lattice vibrations using lattice parameters, and then distinguish between Acoustical and Optical modes of vibration based on two distinct frequency values. Students will study various theories for determining the specific heat of solids, such as Dulong-Petit's law, Einstein's theory, and Debye's theory, based on lattice vibrations. Studying


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
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these theories will enable students to have a comprehensive understanding of the true nature of lattice vibration.

Unit 3: This section of the syllabus covers many magnetic metrics, including the intensity of the magnetic field, magnetic induction field, magnetization vector, magnetic dipole moment, magnetic susceptibility, and magnetic permeability. Subsequently, the pupils will have the capacity to classify all magnetic materials into three distinct categories: Diamagnetic, Paramagnetic, and Ferromagnetic, based on these specific properties. Following this, students will acquire knowledge of the traditional Langevin theories pertaining to diamagnetism and paramagnetism. They will then be capable of deriving the mathematical expression for magnetic susceptibility and establishing a correlation between these expressions and the experimentally determined values of these parameters. Students will also explore the quantum mechanical perspective on paramagnetism and compare the findings with those acquired using the classical approach. Next, the students will explore the principles of ferromagnetic domains, spontaneous magnetization, and Weiss's theory of ferromagnetism. Next, the students will acquire knowledge about the concepts of B-H loop, Magnetic Hysteresis, and Energy loss through discussions. Students will acquire knowledge of the concepts of residual magnetism, magnetic saturation, and coercive force. They will also develop the ability to select the most appropriate magnetic material for a certain purpose based on the desired values of various parameters.

Unit 4: Students will gain the knowledge on dielectric properties of materials in details in this unit. They will learn about electric dipole, electric dipole moment, dielectric polarization, polarization vector, polarizability, electric displacement vector, electric susceptibility, electric permeability and dielectric constant. Students will get the concept of local field and will be able to derive the Clausius Mossotti equation. They will also learn the classical theory of electric polarization and will derive the Langevin- Debye equation involving the polarizability of the dielectric material. Students will also study the phenomena of Normal and Anomalous Dispersion and will derive the Cauchy Sellmeier relations and find the expression of complex dielectric constant of dielectric materials. Students will also learn the Plasma oscillations, Plasma frequency and Plasmons.

Unit 5: In this very important theory part the students will get the knowledge of ferroelectric properties of materials. At first students will learn the structural phase transition of some materials which is the origin of ferroelectricity,


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piezoelectricity and pyroelectricity in materials. Students will learn about the ferroelectric domains, Curie-Weiss law and Ferroelectric domains. Students will be able to learn the various applications of ferroelectric, piezoelectric and pyroelectric materials

Unit 6: This part focuses on educating students about the characteristics of periodic potential energy and its various manifestations in crystals through the utilization of the Kronig Penny model of periodic potential. Upon acquiring this knowledge, the students will possess the ability to comprehend the process of energy band creation in crystalline solids. Next, the students will acquire the skill of categorizing crystalline solid materials into three overarching classifications: insulators, semiconductors. Next, the students will be introduced to intrinsic and extrinsic semiconductors, the process of doping, and the properties of P-type and N-type semiconductors. They will also learn about the electric mobility of charge carriers in semiconductors and many aspects associated with semiconductors. The students will be instructed on the Hall effect and the procedure for measuring the Hall coefficient using the four probe method.


Unit 7: In the beginning, the students will acquaint themselves with the empirical findings in the realm of superconductivity. Subsequently, the students will acquire comprehension of the principles underlying critical temperature, critical magnetic field, and the Meissner effect, in relation to the empirical findings. Students will have the ability to categorize superconductors into two distinct groups: type I and type II superconductors. To determine the source of the Meissner effect, students will derive the London's equation and subsequently solve it. Subsequently, they will determine the magnetic field's penetration depth into the superconductors. Finally, students will acquire knowledge of the isotope effect and get a basic understanding of the BCS theory of superconductivity.


COURSE: CC12 [Solid State Physics] PRACTICAL (FM 20)

COURSE NAME: Solid State Physics Lab

COURSE OUT COME: The students will be able to use a magnetic flux meter to:

- Turn on an electromagnet, measure the magnetizing current, and find the magnetic induction field between the two sides of the electromagnet.
- Use Quick's method to figure out the magnetic susceptibility of a paramagnetic solution.
- Use Guoy's method to figure out the magnetic susceptibility of a solid paramagnetic object.


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- iv) Determine what the piezoelectric crystal's coupling value is.
- v) If you know the frequency of a dielectric material, you can find its dielectric constant.
- vi) Surface Plasmon Resonance (SPR) can be used to figure out a metal's complicated dielectric constant and plasma frequency.
- vii) Surface Plasmon Resonance (SPR) can be used to find the refractive index of a dielectric layer.
- viii) Draw the P-E hysteresis loop of a ferroelectric material and look at the different properties that go with it.
- ix) Draw the ferromagnetic material's B-H hysteresis loop and look at the different properties that go with it.
- x) The four probe method is used to measure how the resistance of a semiconductor, in this case Germanium, changes with temperature. The tests should be done at temperatures ranging from room temperature to 10 degrees Celsius. Also, try to guess the semiconductor's energy band gap.
- xi) Do the Hall Effect experiment to find the Hall coefficient and the number distribution of charge carriers.


COURSE: DSE 1A [Advanced Mathematical Physics I] (FM 40)


COURSE NAME: Unit 1: Laplace Transform, Unit 2: Linear Vector Spaces, Unit 3: Cartesian Tensors, Unit 4: General Tensors

COURSE OUT COME: Unit 1: The students in this subject will be introduced to an additional integral transform, distinct from the Fourier transform. This section on Laplace transform will provide an understanding of the different properties and uses associated with it.

Unit 2: This theory section will introduce students to abstract algebra, covering concepts such as fields, groups, and linear vector spaces. They will acquire knowledge of mappings and matrix representations of linear vector spaces, as well as an understanding of basis, inner product, and orthogonalization. This unit will enable them to conceptualize Quantum Mechanics from a distinct perspective.

Unit 3: This part will talk about algebraic ways to change tensors and how they are used in vector calculus and solid geometry. Students who are doing study in the area of general theory of relativity will benefit a lot from having these skills. They will also be given in-depth descriptions of a number of physical tensors.


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Unit 4: In this last part of the course the students will get familiar with the tensor algebra in addition to the knowledge about some important tensors like metric tensor, permutation tensor etc.

COURSE: DSE 1A [Advanced Mathematical Physics I] PRACTICAL (FM 20)

COURSE NAME: Advanced Mathematical Physics I Lab

COURSE OUT COME: In the course, students will learn how to use both SCILAB and Python to run models. Through simulations, they will learn how to do things like basic quantum mechanical commutation relations proof, Euclidean geodesic study, solving ground state eigen value problems for simple quantum mechanical systems, Lagrangian formulations for constrained classical systems, and more. There will be a lot more understanding in theoretical and computational physics after taking this course.

COURSE: DSE 1B [Nano-materials and Applications] (FM 40)


COURSE NAME: Nanoscale Systems, Synthesis of Nano structured Materials, Characterization, Optical Properties, Electron Transport and Applications.


COURSE OUT COME: Students will learn about nanostructures in this class. They will learn about 1D, 2D, and 3D nanostructures, such as nanodots, thin films, nanowires, and nanorods. They will be able to make nanomaterials using Top down or Bottom up methods and describe them using XRD, SEM, and TEM methods. We will look into the quantitative study of quasi-particles and excitons along with carrier transport in nanostructures. In different Micro Electromechanical Systems (MEMS) and Nano Electromechanical Systems (NEMS), they will be able to understand how nanomaterial has been used.

COURSE: DSE 1B [Nano-materials and Applications] PRACTICAL (FM 20)

COURSE NAME: Nanomaterials and Applications Lab

COURSE OUT COME: Students in this class will learn how to make metal nanoparticles using chemicals, how to make semiconductor nanoparticles, how to study the XRD pattern of nanomaterials, and how size affects the color of nanomaterials. By spin coating, make a thin film of nanoparticles, Create a thin sheet capacitor and check its capacitance as a function of frequency or temperature. To make a PN diode, spread Al over the surface of N-type Si and look at its V-I profile.


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COURSE: DSE 2A [Applied Dynamics] (FM 40)

COURSE NAME: **Unit 1:** Recapitulation of classical mechanics, **Unit 2:** Introduction to Dynamical system, **Unit 3:** Introduction to chaos and fractals, **Unit 4:** Introduction to fluid dynamics

COURSE OUT COME: **Unit 1:** The curriculum for this unit will include Newton's laws of motion, phase portraiture, small amplitude oscillation, equilibrium, and stability, as well as Hamilton's equation of movements.

Unit 2: This theory focuses on teaching students about fundamental concepts in dynamical systems, such as phase space, flows on a one-dimensional line, fixed points, flows on a circle, and discrete dynamical systems.

Unit 3: In this section the students will learn about chaos, different route of chaos, nonlinear time series analysis and chaos characterization. They will also study self similarity and fractal geometry and fractal dimensions etc.

Unit 4: In this last part of the course the students will get familiar with different characteristics of fluid, kinematics of moving fluids, equation of continuity, Bernoulli's theorem, Navier-Stokes' equation.

COURSE: DSE 2A [Applied dynamics] PRACTICAL (FM 20)

COURSE NAME: Applied dynamics Lab

COURSE OUT COME: The students will acquire knowledge in computational and visual representation of various issues in applied dynamics utilizing programming languages such as Python, Scilab, C, Fortran, etc. The study will focus on the dynamics of coupled oscillators, various continuous nonlinear systems, predator-prey dynamics, map dynamics, as well as the visualization of the Sierpinski gasket and fractal fern.

COURSE: DSE 2B [Atmospheric Physics] (FM 40)

COURSE NAME: **Unit 1:** General Features of Earth's atmosphere, **Unit 2:** Atmospheric Dynamics, **Unit 3:** Atmospheric Waves, **Unit 4:** Atmospheric Radar and Lidar, **Unit 5:** Atmospheric Aerosols,

COURSE OUT COME: **Unit 1:** As an introductory component of this course, students will acquire knowledge about the fundamental thermodynamic aspects of Earth's atmosphere, such as clouds, winds, and fogs. They will also gain an understanding of various meteorological phenomena, such as cyclones and

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thunderstorms, and the architectural methods used to study and classify these aspects.

Unit 2: In this segment students will get handy concepts regarding the basic mechanical laws and equations of motion governing the dynamics of Earth's atmosphere leading to the application especially in different types of circulation.

Unit 3: Students will get an understanding of many types of atmospheric waves, such as Rossby waves, buoyancy waves, and atmospheric gravity waves. Specifically, they will learn about the dispersion, absorption, and movement of these waves.

Unit 4: In this instrumental part of the course the students will acquire the idea to study different atmospheric phenomena using Radar and Lidar.

Unit 5: The students in this area will receive a comprehensive education on atmospheric aerosols, with a particular focus on the optical phenomena of the atmosphere, specifically pertaining to solar radiation.

COURSE: DSE 2B [Atmospheric Physics] PRACTICAL (FM 20)

COURSE NAME: Atmospheric Physics Lab


COURSE OUT COME: During the practical course, students will engage in simulations with SCILAB. They will acquire the ability to model air waves by analyzing the corresponding dispersion relations. The students will receive instruction on the proper handling of Radar, Lidar, satellite, and Radiosonde data. In addition, they will analyze time series data regarding the temperature profile of a specific area or location. This laboratory course offers promising opportunities for students to enhance their future career prospects, both in terms of employment and research endeavors.


SEMESTER VI

COURSE: CC 13 [Electromagnetic Theory] (FM 40)

COURSE NAME: **Unit 1:** Maxwell Equations, **Unit 2:** EM Wave Propagation in Unbounded Media, **Unit 3:** EM Wave in Bounded Media, **Unit 4:** Polarization of Electromagnetic Waves, **Unit 5:** Wave guides, **Unit 6:** Optical Fibres

COURSE OUT COME: **Unit 1:** In this first section of one of the essential aspects of classical physics, students will acquire a crucial understanding of displacement current and its role in establishing Maxwell's equations. Their investigation will primarily focus on the


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propagation of electromagnetic waves in a vacuum, based on theoretical principles. In addition, the students acquire a thorough understanding of field potentials, energy density, and the Poynting vector.

Unit 2: In this section the students will get to learn the outcomes propagation of em waves in conductors, dielectrics and plasma leading to know about some very important parameters like skin depth, dielectric constant, plasma frequency etc.

Unit 3: In this section, the students will learn about the reflection and refraction of electromagnetic waves at the boundary between two dielectric materials. They will also get familiar with important laws of electromagnetic theory, such as Fresnel's law and Brewster's law.

Unit 4: In this part the students will learn about the polarization of em waves which includes double refraction, Nicole prism, compensators, wave plates etc. They will also learn the rotator polarization of em waves in deep detail.

Unit 5: The focus of this section will be on instructing the students about planar wave guides and how electromagnetic waves propagate through them. This section aims to provide students with comprehensive knowledge on the transmission of electromagnetic waves in coaxial transmission lines. This knowledge will prove valuable for their future research endeavors as well as their career prospects in job-oriented fields.


Unit 6: In this last part of this course the students will again get a research based knowledge regarding the characterization of optical fibers in a simple but effective way.

COURSE: CC 13 [Electromagnetic Theory] PRACTICAL (FM 20)

COURSE NAME: Electromagnetic Theory Lab

COURSE OUT COME: The students will receive practical training on the subjects discussed in CC 13 (theoretical). They will be taught about theoretical predictions regarding the polarization of electromagnetic waves, as well as how to verify these predictions through experiments. The students will get practical knowledge on polarimeters, compensators, and antennas. This laboratory course will also cover the examination of the reflection, refraction, and radiation properties of electromagnetic waves.


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COURSE: CC 14 [Statistical Mechanics] (FM 40)

COURSE NAME: Classical Statistical Mechanics, Classical Theory of Radiation, Quantum Theory of Radiation, Bose-Einstein Statistics and Fermi-Dirac Statistics.

COURSE OUT COME: It enables students to get fundamental knowledge of Ensemble, partition function, and thermodynamic functions. Students will also acquire knowledge of radiation theory, spanning from classical to quantum physics, including topics such as Wien's Displacement Law. Wien's Distribution Law. The formula for ionization developed by Saha. The Rayleigh-Jeans Law describes the spectral distribution of black body radiation. The principles established by Max Planck on the behavior of energy at the quantum level. Planck's Law describes the radiation emitted by a blackbody. The course also includes the study of two specific types of distribution: the Bose-Einstein distribution law and the Fermi-Dirac distribution law.

COURSE: CC 14 [Statistical Mechanics] PRACTICAL (FM 20)


COURSE NAME: Statistical Mechanics Lab


COURSE OUT COME: The students will receive practical instruction in solving course-related problems using computational methods in the CC 14 theory. Students will have the ability to use computational methods to analyze the actions of a group of particles confined in a box. These particles follow Newtonian physics and interact with each other through the Lennard-Jones potential. Additionally, students will study concepts such as the partition function, Planck's equation for Black Body radiation, and the specific heat of solids. (a) The Dulong-Petit law, (b) The Einstein distribution function, and (c) The Debye distribution function for high and low temperatures.

COURSE: DSE3A [Nuclear and Particle Physics] (FM 60)

COURSE NAME: **Unit 1:** General properties of Nuclei, **Unit 2:** Nuclear models, **Unit 3:** Radioactive decay, **Unit 4:** Nuclear reactions, **Unit 5:** Interaction of Nuclear radiations with matter, **Unit 6:** Detectors for Nuclear radiations, **Unit 7:** Particle Accelerators, **Unit 8:** Particle Physics

COURSE OUT COME: **Unit 1:** The first unit will cover the constituents of the nucleus, their intrinsic properties, and various quantitative data such as mass, radii, charge density, matter density, angular momentum parity, magnetic moment, electric moment, and nuclear excited states. The students will be educated on the concept of


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binding energy, including the average binding energy and how it changes with the mass number. They will also learn about the key characteristics of the curve that represents the average binding energy vs. mass number.


Unit 2: This part will provide students with an understanding of three nuclear models. Initially, the students will discern the resemblances between a liquid droplet and a nucleus. Next, they will acquire knowledge about the underlying assumptions of these models and deduce the mathematical expression for nuclear binding energy, which encompasses five distinct energy components. They will then compare the resulting binding energy curve derived from this equation with the experimental curves. They will get knowledge about the advantages and disadvantages of the liquid drop model. Next, students will acquire knowledge of the Fermi gas model of the nucleus. Finally, they will thoroughly examine the shell model of the nucleus.

Unit 3: This segment will focus on the fundamental principles of the alpha-decay process. They will get knowledge about the distinct characteristics of the alpha disintegration energy spectrum. Next, the students will acquire knowledge on elucidating the source of alpha decay by an examination of the quantum mechanical phenomenon known as tunneling and Gamow's theory of alpha decay. As a result of Gamow's theory, students will examine the Geiger Nuttall law.

Students will acquire knowledge of the kinematics associated with various forms of beta decay. The researchers will analyze the continuous beta disintegration energy spectrum and attempt to establish a correlation between this spectrum and the principles of energy and angular momentum conservation. It is anticipated that they will discover potential violations of these conservation principles in this context. Pauli's neutrino hypothesis can elucidate the continuous nature of the beta energy spectrum, while also upholding the rules of energy and angular momentum conservation. Students will acquire knowledge about the source of Gamma ray emission, the mechanics of Gamma ray emission, and the source of emission of internal conversion electrons.

Unit 4: This section of the course will cover many categories of nuclear reactions, the conservation rules that govern these reactions, and the kinematics associated with these events. Students will acquire the ability to compute the Q-value, reaction rate, and reaction cross sections, as well as solve associated numerical problems. Students will acquire knowledge of Compound and direct reactions, resonance reactions, as well as Coulomb scattering, commonly known


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as Rutherford scattering. Understanding Coulomb scattering will provide pupils with knowledge regarding the size of a nucleus.

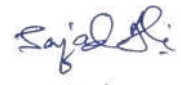
Unit 5: This section focuses on the study of the interaction between emitted nuclear radiations, such as alpha particles, beta particles, and gamma rays, and matter. The user will acquire knowledge regarding the ionization process of the atoms in the medium as a result of the interaction between the moving alpha particles and the atoms. In addition, they will get knowledge about the phenomenon of energy radiation by electrons, namely beta particles, through the utilization of Cerenkov radiation. Finally, students will acquire knowledge of the interaction between gamma rays and matter. Gamma ray photons can interact with matter through many mechanisms, such as the photoelectric effect, electron-positron pair creation, and Compton scattering. Students will also acquire understanding regarding the Photoelectric effect, Compton scattering, and the pair creation mechanism.

Unit 6: This section of the course will cover the many types of nuclear radiation detectors and their operational principles. Initially, students will be introduced to the construction and operational principles of gas detectors such as the Ionization chamber and Geiger-Muller counter, as well as their respective applications. Next, they will acquire knowledge about the fundamental principle of Scintillation Detectors, as well as the design and operational principle of the Photo Multiplier Tube. Students will acquire information about semiconductor detectors composed of Silicon and Germanium, which are utilized for the detection of charged particles and photons. Finally, the students will also acquire knowledge about the method of neutron detection.

Unit 7: This section of the paper will initially introduce students to the functions of a particle accelerator. Then they will become acquainted with the accelerator facility that is accessible in India. The students will finally acquire knowledge of the construction, operational principles, applications, benefits, and drawbacks of several particle accelerators such as the Van-de Graff generator, Linear accelerator, Cyclotron, and Synchrotrons.

Unit 8: During the final unit of this paper, students will acquire knowledge regarding the fundamental characteristics, classifications, and groupings of elementary particles. Participants will acquire knowledge about various types of interactions and conservation laws, including those related to energy, linear momentum, angular momentum, parity, Baryon number, Lepton number, Isospin, strangeness, and charm. Finally, the students will get knowledge about


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the Quark model, the color quantum number, and gluons as well.

COURSE: DSE 3B [Advanced Mathematical Physics II] (FM 60)

COURSE NAME: Calculus of Variation, Group Theory, Advanced probability Theory.

COURSE OUT COME: This course will cover the topic of calculus of variations, specifically focusing on Euler-Lagrange's equation, canonical transformation, and Legendre transformation. This course covers the fundamentals of group theory, as well as specific groups with operators. Students will acquire knowledge in binomial and multinomial expansions, as well as probability distributions in advanced probability theory.

COURSE: DSE 4A [Astronomy and Astrophysics] (FM 60)

COURSE NAME: **Unit 1:** Astronomical Scales, **Unit 2:** Astronomical technique, **Unit 3:** Physical principles, **Unit 4:** The sun and the solar family, **Unit 5:** The Milky Way, **Unit 6:** Galaxies, **Unit 7:** Large scale structure and the expanding universe


COURSE OUT COME: **Unit 1:** As part of this course, students will be introduced to astronomical scales and the fundamental principles of positional astronomy, including the Celestial Sphere, Astronomical Coordinate Systems, and Geographical Coordinate Systems.


Fundamental Characteristics of Stars: The topics covered include the determination of distance using the parallax method, the measurement of luminosity through the apparent and absolute magnitude scale, the calculation of distance modulus, the determination of temperature and radius of a star, the classification of stellar spectra, and the use of the Hertzsprung-Russell diagram.

Unit 2: This chapter provides students with concise explanations of fundamental optical topics related to Astronomy, including optical telescopes, telescope mountings, Space telescopes, detectors, and their applications.

Unit 3: Students will get the idea of gravitation in Astrophysics (Virial Theorem, Newton versus Einstein), Systems in Thermodynamic Equilibrium.

Unit 4: This section will cover topics such as the sun, the solar family, the genesis of the Solar system using the nebular model, tidal forces, planetary rings, and extra-solar planets. In addition, they acquire knowledge of stellar spectra and


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their classification structure, including their temperature dependency, black body approximation, H R diagram, and luminosity classification.

Unit 5: This segment of the course will cover the basic composition and properties of the Milky Way, such as its rotational behavior, as well as the stars and stellar clusters included inside it. In addition, they will analyze the characteristics pertaining to the galactic nucleus.

Unit 6: This unit will cover the study of galaxy morphology, including Hubble's classification of galaxies, such as elliptical, spiral, and lenticular galaxies. Additionally, it will explore the Milky Way galaxy, the presence of gas and dust within it, and the concept of spiral arms.

Unit 7: Cosmic Distance Ladder, Hubble's Law (Distance- Velocity Relation), Clusters of Galaxies (Virial theorem and dark matter).

COURSE: DSE 4B [Classical Dynamics] (FM 60)

COURSE NAME:

Unit 1: Classical Mechanics of Point Particles, **Unit 2:** Small Amplitude Oscillations, **Unit 3:** Special Theory of Relativity, **Unit 4:** Fluid Dynamics


COURSE OUT COME:

Unit 1: This section will focus on the examination of Newtonian mechanics and its application to the movement of a charged particle in external electric and magnetic fields. In addition, they will explore the concepts of generalized coordinates and velocities, as well as review the principles of Lagrangian and Hamiltonian mechanics. The discussion will also cover the characteristics of the simple harmonic oscillator, central force field, effective potential, and the Laplace-Runge-Lenz vector.

Unit 2: This section covers the study of the consequences of potential energy minima and stable equilibrium points, the expansion of potential energy around minimum, minor oscillations with low amplitude around the minimum, and the typical modes of oscillations.

Unit 3: This section will cover the study of the special theory of relativity, which includes the postulates of the theory, Lorentz transformations, Minkowski space, space-time diagrams, time dilation, length contraction, the twin paradox, four-velocity and acceleration, the Doppler effect from a four-vector perspective, conservation of four-momentum, and relativistic kinematics.


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Unit 4: This section of the course will cover topics such as fluid density and pressure, the properties of fluid elements including velocity, the continuity equation and mass conservation, Poiseuille's equation for fluid flow, the Navier-Stokes equation, a qualitative description of turbulence, and the Reynolds number.


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For UG CBCS syllabus of Chemistry in the University of North Bengal click link below:

http://42.104.73.51:91//nbuweb/doc/acr/syllabus/UG_Chemistry.pdf

PROGRAMME OUTCOMES

SI No	PROGRAMME OUTCOMES
1	Disciplinary Knowledge and Skill
2	Critical Thinker and Problem Solver
3	Analytical Skill
4	Team Worker
5	Awareness and handling of Sophisticated Equipments/Instruments
6	Environmental Awareness
7	Develop Laboratory and Research Skill
8	Additional Academic Knowledge
9	develop job potency for research and development institutes/industries


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COURSE OUTCOMES

CORE COURSES


SEMESTER - I

CHEMCC1 : INORGANIC CHEMISTRY – 1

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

1. Atomic theory and its evolution.
2. Scientific theory of atoms, concept of wave function.
3. Elements in periodic table; physical and chemical characteristics, periodicity.
4. To predict the atomic structure, chemical bonding, and molecular geometry based on accepted models.
5. Atomic theory of matter, composition of atom.
6. Identity of given element, relative size, charges of proton, neutron and electrons, and their assembly to form different atoms.
7. How to define isotope, isobar and isotone.
8. Physical and chemical characteristics of elements in various groups and periods according to ionic size, charge, etc. and position in periodic table.
9. Characterize bonding between atoms, molecules, interaction and energies of hybridization and shapes of atomic, molecular orbital, bond parameters, bond distances and energies.


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10. Oxidation-Reductions and their use.

Practical:

After the course students will be able to do the following

1. Calibration and use of apparatus
2. Preparation of solutions of different Molarity / Normality
3. Acid-Base Titrations

CHEMCC2 : PHYSICAL CHEMISTRY – 1


Unit 1 : Gaseous State

Students can learn that why there required various corrected form of equation of state viz. van der Waals equation, virial equation, etc. They will get introduce with the concept of critical point and compressibility factor. From this unit they will be self-sufficient for understanding the Maxwell distribution law. Student can surely able to clarify the concept of collision frequency and mean free path. Moreover, various types of gaseous speed and Barometric distribution law will also be clarified. Further, they will able to calculate the theoretical C_p and C_v value of any given molecule. The basic concept of viscosity especially its origin will be appeared in its crystal-clear form. Both mathematical and physical aspect of temperature and pressure dependence on viscosity will be on its forecast.

Unit 2 : Liquid State

Students can learn about Newtonian fluid (laminar flow). They can learn the detail theory for the experimental determination of viscosity by Ostwald's viscometer and stokes falling sphere method. They will know about phenomenon of capillary action for both wetting and non-wetting


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liquid. They learn about for the experimental determination of surface tension of the liquid by capillary rise method, drop count method and drop count method. Finally, they can learn that the effect of temperature on the viscosity and surface tension.

Unit 3 : Solid State

They know about various basic laws of crystallography and its implication. They learn about the classification of crystal on the basis of symmetry. They can explain treatment both qualitative and quantitative about the symmetry, crystal parameter, imperfection of cubic crystal. They can learn about Braggs law and its implication. Further they can get a brief account on powder diffraction analysis.


Unit 4 : Ionic Equilibria

Students get introduce with Ostwald dilution law for weak electrolyte. They can get a detail idea about pH scale and can learn how to calculate pH for both weak and strong acid/ base, and also for various salt hydrolysis. They will learn the importance and mechanistic action of buffer solution and a detailed theory how to prepare a buffer of given any pH. Student will acquire knowledge on the theory of titration especially acid-base titration, and will surely learn how the choice of indicator play a key role during the titration.

Practical:

Students will able to handle the Ostwald viscometer and can measure the coefficient of viscosity of any liquid. Students will able to handle the Stalagmometer and can measure the surface tension of any liquid.


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SEMESTER - II

CHEMCC3 : ORGANIC CHEMISTRY - 1

Unit 1 : Basics of Organic Chemistry

Organic Compounds: Students will learn about the hybridization and the three-dimensional structure of organic molecules.

Electronic Displacements: Students will understand about the various electronic effects like polarization, inductive effect, resonance (resonance energy) and also learn about the acid-base nature of various organic compounds. They will also be able to identify the aromatic, non-aromatic, anti-aromatic and homo-aromatic compounds after adopting the concept of aromaticity.

UNIT 2 : Stereochemistry

1. After studying basic stereochemistry, students will get the concept of 3D structure of molecule; the way of representation by knowing the different projection formulae, isomerism (enantiomerism and diastereomerism) and nomenclature of stereoisomers.


2. They will also learn the concept of optical activity, specific rotation of organic compounds, chirality, elements of symmetry.

UNIT 3 : Chemistry of Aliphatic Hydrocarbons

Carbon-Carbon sigma bonds:

After studying this topic, students will be able to know the different methods of synthesis of alkanes, various reactions of alkanes specially the halogenation reactions in terms of reactivity and selectivity.


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Carbon-Carbon pi bonds:

1. Student will be able to get the detail idea on elimination reaction along with mechanisms (E1, E2, E1CB) and also acquire knowledge on Saytzeff and Hofmann elimination reactions.
2. Students will learn about the important electrophilic addition reactions of alkenes, alkynes with mechanism (oxymercuration-demercuration, hydroboration-oxidation, ozonolysis, syn and anti-hydroxylation, 1,2- and 1,4-addition reactions in conjugated dienes etc.) and nucleophilic additions of alkynes.

Cycloalkanes and Conformational Analysis: After studying this module, students will be able to gain the knowledge on

1. three dimensional structures of alicyclic compounds and on the concept of conformation.
2. Baeyer strain theory for predicting stability of ring compounds.
3. different types of strains in conformations of Cycloalkanes.
4. energy profile diagrams for various conformations of cyclohexane.
5. preferred configuration of substituted cyclohexanes.
6. dynamic stereochemistry of cyclic and acyclic systems.
7. varied reaction rate with respect to different stereochemistry of reactants and reaction intermediates.

UNIT 4 : Aromatic Hydrocarbons


Students will get some basic idea on electrophilic aromatic substitution reactions with their mechanisms like halogenation, nitration, sulphonation and Friedel-Craft's alkylation/ acylation.

Practical:

After the course students will be able to do the following

1. Student will learn the proper protocol for using chemistry laboratory, handling various


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equipments, disposal techniques of chemicals and also learn to present laboratory work as a scientific report.

2. How to purify an organic compound by filtration, crystallization and determination of melting point.

3. How to identify pure solid and liquid organic compounds by different chemical analysis.

CHEMCC4 : PHYSICAL CHEMISTRY - 2

UNIT 1: Chemical Thermodynamics

Students will learn various mathematical tools for chemist *viz.* partial derivative, cyclic rule, exact differentials, cross-derivative rule, and ideas on state and path function, extensive and intensive variable of the system. They will get a detail idea about various thermodynamic process *viz.* isothermal, isobaric, isochoric, adiabatic, reversible and irreversible process.


First law: They will learn on a detail about internal energy, heat content and work. They can also learn about Joule experiment and Joule-Thomson experiment and hence inversion temperature.

Thermochemistry: They will get a detailed qualitative idea on exothermic and endothermic reaction. They will learn about the calculation of the enthalpy of any reaction from simple addition subtraction method. They will also learn about various types of heat of reaction.

Second Law: They will learn about entropy and the qualitative idea on the spontaneity of any process. Further they will learn about Carnot cycle and will know about the principle behind the operation of heat engine, refrigerator, heat pump and can calculate the efficiency of the same.

Free Energy Functions: They will introduce with the two important energy function G and A and will understand its physical significance. They will come know about the Maxwell relations and


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the thermodynamic equation of state. Moreover, they will learn Gibbs-Helmholtz equation and its physical significance.

UNIT 2 : Systems of Variable Composition

Students will know the concept of partial molar quantity and chemical potential. Further they will learn the brief mathematical manipulation during mixing of ideal gases especially change in entropy and free energy during the mixing. They can know about the relation between chemical potential and partial pressure of the gases and hence know about the modification required for the real system. Moreover, they will understand about activity and activity coefficient for real system.


UNIT 3 : Chemical Equilibrium

Students will know about various forms of equilibrium constant K_p , K_c , K_a , K_N and K_f and their inter relation with one another. They will learn both qualitative and quantitative about the influence of various external parameters on the equilibrium. They will learn about reaction isotherm and its importance regarding spontaneity of the reaction. They will also learn a detail about van't Hoff reaction isotherm and isochore. They will further know how equilibrium constant is affected by temperature both separately for exothermic and endothermic reaction. They further learn on qualitative treatment on Le-Chatelier principle. They can express the degree of dissociation in terms of equilibrium constant for various types of reaction. They will also introduce with the concept of exoergic and endoergic reaction.

UNIT 4 : Solutions and Colligative Properties

They will learn about the thermodynamics of ideal solution (dilute solution). They know details on Raoult's law and Henry's law, including its applicability and limitations for ideal solution. They will also understand a detail about four colligative properties viz. lowering of vapour pressure,


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elevation of bp, depression of fp and osmotic pressure. They will learn on the molecular origin of the colligative property. They can compute the detail derivation and mathematical manipulation of the associated problems of colligative properties. They will be self-sufficient to compute the molecular weight of any solute from the above two principle with the help of ebullioscopic and cryoscopic constant. They will also get a qualitative and a quantitative discussion on osmosis, reverse osmosis is given and also its parallelism with ideal gas. Further they will understand about vant Hoff factor for electrolyte solution and learn that the colligative property is also depend on the degree of dissociation. Finally, they will know about Trouton's rule.

Practical:

Students will be able to handle mechanical shaker. They will know about various calorimetric experiment by calorimeter and can calculate enthalpy of various chemical transformation/ neutralisation/ solution/ etc. They can perform the experiment of partition coefficient and equilibrium constant.

SEMESTER – III

CHEMCC5 : INORGANIC CHEMISTRY – 2

After completion of the course, the learner shall be able to understand:

1. General principles of metallurgy and their application in different metal extraction from their ores.
2. Chemistry of s and p-block elements.
3. Chemistry of noble gases.


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4. Inorganic polymers and their use.
5. Redox reactions in hydrometallurgy processes.
6. Structure, bonding of s and p block materials and their oxides/compounds.
7. Chemistry of boron compounds and their structures.
8. Chemistry of noble gases and their compounds; application of VSEPR theory in explaining structure and bonding.
9. Chemistry of inorganic polymers, their structures and uses.

Practical:

Students will be able to do Iodo / Iodimetric Titrations, Quantitative Estimation of metal ions.

CHEMCC6 : ORGANIC CHEMISTRY – 2


UNIT 1 : Chemistry of Halogenated Hydrocarbons

1. After studying this topic student will get a brief idea on different mechanistic approach with stereochemical aspects on nucleophilic substitution reaction (SN1, SN2, SNi) of alkyl halides.
2. They will get idea on nucleophilic aromatic substitution (SNAr) and Benzyne mechanism.

UNIT 2 : Alcohols, Phenols, Ethers and Epoxides

1. Student will be able to understand the difference between alcohols and phenols; importance and reactions of ethers and epoxides.
2. They will also learn some important reactions with mechanism like Bouvaelt-Blanc Reduction, Pinacol-Pinacolone rearrangement, Reimer-Tiemann and Kolbe's-Schmidt Reactions, Fries and Claisen rearrangements etc.


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UNIT 3 : Carbonyl Compounds

Students will able to

1. explain the relative reactivity of carbonyl compounds toward nucleophilic addition.
2. write the mechanism for nucleophilic addition and nucleophilic addition-elimination reactions of aldehydes, ketones and α , β -unsaturated carbonyl compounds.
3. predict the products of such reactions.
4. describe mechanism and predict the products of different rearrangement reactions.

UNIT 4 : Carboxylic Acids and their Derivatives

1. Students will get a brief idea on preparation, physical properties, reactions and reactivity order of monocarboxylic acids and their derivatives.
2. They will also learn the different mechanistic approach of ester hydrolysis along with some rearrangement and name reactions *e.g.* Claisen condensation, Reformatsky reactions, Hofmannbromamide degradation and Curtius rearrangement.

UNIT 5 : Sulphur containing compounds


They will get the concept on preparation and reactions of thiols, thioethers & sulphonic acids.

Practical:

After the course student will be able to do the following

1. How to set or perform any reaction at laboratory using different glass apparatus, reagents and substrates under room temperature and also at refluxing condition.
2. The workup procedure for the reactions like acetylation, bromination, nitration, reduction,


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hydrolysis, aldol condensation, Benzil-Benzilic acid rearrangement etc.

3. How to purify an organic compound by filtration, crystallization and determination of melting point.

4. Purity level of the prepared compounds can be checked by TLC.

CHEMCC7 : PHYSICAL CHEMISTRY – 3


UNIT 1 : Phase Equilibria

They can learn about phase diagram of one component system, two component system involving solid-liquid, liquid-liquid equilibria, and its application including the calculation of degree of freedoms in the various point of graph. They will understand about critical solution temperature, triple point, eutectic and thermal analysis. Further they can be familiar with a brief idea of three component system. They can learn about the principle of fractional distillation and steam distillation. They further come to know about the non-ideal system *viz.* azeotropism. They also learn about the principle and process of solvent extraction.

UNIT 2 : Chemical Kinetics

The module covers all most all ground level aspect of the kinetics of any chemical reaction. This includes a details treatment of zero/ first/ second/ nth order reaction. This further extended to opposing, consecutive and parallel reaction. They can also learn about the steady state approximation. They can compute various problems on order of reaction, rate constant, etc. they further learn on the temperature effect on rate constant and its implication. They come to know about details on activation energy and its key role on the reaction mechanism. Next, they come to


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know about various quantitative theory including transition state theory, collision theory etc. Further they come to know about ionic reaction and its associated outcomes.

UNIT 3 : Catalysis

Students will learn about the Physical concept of catalyst and its influences on reaction rate. They come to know about its distinction from inhibitor. They learn on the detail kinetics on enzyme catalysed reaction, acidbase catalysed reaction and reaction on solid surface.

UNIT IV 4 : Surface chemistry


They learn about the adsorption and how it influences by external parameter like temp. and pressure. They learn on various adsorption isotherm. This module extends by Gibbs's adsorption isotherm. They further learn about surfactant antsurface excess. They will also know about the concept of micelle and its chemistry. They also learn on the various type of colloid including sol and emulsion. They also learn on Hardy-Schulze rule, flocculation value, zeta potential and electrical double layer.

Practical:

Students will be able to perform the experiment of the kinetics of ester hydrolysis and its equivalent with details theoretical treatment.

Students will be able to perform the experiment on Freundlich adsorption isotherm.


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SEMESTER – IV

CHEMCC8 : INORGANIC CHEMISTRY – 3

After completion of the course, the learner shall be able to understand:

1. Coordination compounds – its nomenclature, theories, d-orbital splitting in complexes, chelate.
2. Transition metals, its stability, color, oxidation states and complexes.
3. Lanthanides, Actinides – separation, color, spectra and magnetic behavior
4. Bioinorganic chemistry – metal ions in biological system, its toxicity; hemoglobin.
5. The nomenclature of coordination compounds/complexes, Molecular orbital theory, d-orbital splitting in tetrahedral, octahedral, square planar complexes, chelate effects.
6. The transition metals stability in reactions, origin of colour and magnetic properties.
7. The separation of Lanthanoids and Actinoids, its color, spectra and magnetic behavior.
8. The bioinorganic chemistry of metals in biological systems.
9. Hemoglobin and its importance in biological systems.

Practical:

Students will be able to do the estimation of nickel, copper, iron and preparation of complex salts.


CHEMCC9 : ORGANIC CHEMISTRY – 3

UNIT 1 : Nitrogen Containing Functional Groups

Students will acquire the knowledge on

1. Preparation and important reactions of nitro, nitriles and isonitriles compounds.
2. Basicity of different amines and their methods of preparation.


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3. Separation procedures of mixture of different amines (primary, secondary and tertiary) and rearrangement reactions.

UNIT 2 : Polynuclear Hydrocarbons

After studying this topic, students will get the concept on structure elucidation, preparation and various reactions of naphthalene, phenanthrene and anthracene.

UNIT 3 : Heterocyclic Compounds

1. After studying this topic, the students will gain essential theoretical understanding of heterocyclic chemistry.

2. They will also be able to learn the general methods for heterocyclic ring synthesis (furan, pyrrole, thiophene, indole etc.) and application of such methods for the preparation of specific groups of heterocyclic systems.

3. The student will also get familiarized with the properties and reactions for the most important heterocycles like furan, pyrrole, thiophene, indole.


UNIT 4 : Alkaloids

After studying this topic, the students will gain essential theoretical understanding of their occurrence, structural features, isolation and physiological action. Medicinal importance of Nicotine, Hygrine, Quinine, Morphine, Cocaine, and Reserpine.

UNIT 5 : Terpenes

After studying this topic, the students will gain essential theoretical understanding of their occurrence and classification. Students will also understand the elucidation of structure and synthesis of Citral, Neral and α -terpineol.


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Practical:

Students will be able to detect extra elements in organic compounds and to perform functional group tests.

CHEMCC10 : PHYSICAL CHEMISTRY – 4


UNIT 1 : Conductance

Students can learn the details concept of specific conductance, molar conductance. They can learn the variation of molar conductivity upon dilution for both strong and weak electrolyte. With the help of Kohlrausch law they will be expert on calculating the equivalent conductance at infinite dilution for strong and weak electrolyte. They also understand about transport number and its experimental determination by moving boundary and Hittrof method. They will learn on a detail on Faradays' law of electrolysis and its application. Most interesting portion they learnis conductometric titration, its principle and advantages over ordinary titration. With the conductometric measurement they can calculate ionic product of water, solubility product, hydrolysis constant, etc.

UNIT 2 : Electrochemistry

Students will learn about electrochemical cell and electrolytic cell. They will know about half cell, electrode, electrolysis and electrolyte. They will know the concept of oxidation and reduction with the connection of cathode and anode and hence cell representation. They come to know about Nernst equation and it application in electrochemistry. Further they learn about reference electrode, calomel electrode and SHE. They learn about various kind of electrode including quinhydrone electrode, pH electrode and glass electrode. They also learn on concentration cell with and without transference number. Finally, they further introduce another type of titration viz. potentiometric titration, its principle and advantages.


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UNIT 3 : Electrical & Magnetic Properties of Atoms and Molecules

They can acquire a very basic knowledge on electrostatic. Know about the concept of orientation polarization. They learn about various equation expressing the polarity of molecule. They will get a qualitative idea on para, dia and ferro magnetic molecule. Further they will learn about Curie equation and molecular susceptibility.

Practical:

Students will be able to handle conductivity meter and its associated kit.

They can perform the conductometric titration of any pair.

They can also perform experiment based on conductance measurement.

SEMESTER - V

CHEMCC11 : ORGANIC CHEMISTRY – 4


UNIT 1 : Nucleic Acids

Upon successful completion of the course, the student will be able to draw or describe the structure of enzymes, lipids, and nucleic acids. They will able to explain the function of the above listed bio-molecules.

UNIT 2 : Amino Acids, Peptides and Proteins

Upon successful completion of this unit, the student will be able to draw or describe the structure of amino acids, peptides and proteins. They will gain knowledge on chemical as well as bio-synthesis of amino acids and peptides. Student will also know the C-terminal or N-terminal residue analysis method of the peptide/protein molecule.


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UNIT 3 : Enzymes

Upon successful completion of this unit the students will be able to know the mechanism of enzyme action, factors affecting enzyme action, Coenzymes and cofactors and their role in biological reactions, Specificity of enzyme action.

UNIT 4 : Lipids

Upon successful completion of this unit the students will be able to know about the oils and fats; common fatty acids present in oils and fats, Hydrogenation of fats and oils, Saponification value, acid value, iodine number. Reversion and rancidity.

UNIT 5 : Concept of Energy in Biosystems

Upon successful completion of this unit the students will be able to know about metabolism, ATP, Conversion of food to energy, Caloric value of food, standard caloric content of food types.

Practical:

After the course students will be able to do the following


1. Students will gain the knowledge on quantitative estimation methods of organic molecules like glycine, proteins etc. and will be able to determine the saponification value of oil/ester or fat.
2. Student will acquire knowledge on extraction procedure of natural products from natural resources.

CHEMCC12 : PHYSICAL CHEMISTRY - 5

UNIT 1 : Quantum Chemistry

Students will learn about the background for the development of quantum theory. They will understand the elementary concept about basic mathematics for quantum, like operators, eigen


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function, eigen values, etc. They will come to know about the concept of wavefunction, nodal plane, normalization, orthogonality, etc. They will learn about Schrodinger equation and its application. They will understand the ideas of particle in 1d, 2d and 3d box and its associated application. They will also learn on degeneracy and zero-point energy. Further they will also learn on wave particle duality and uncertainty principle. They can also solve the energy computation of vibrational and rotational energy. They will learn about polar co-ordinate and can solve the problem of H and H-like atoms using polar co-ordinate. Further they will get a brief idea of variation method and perturbation theory, and problems on many electrons system. They can also be expert on setting up Schrodinger equation and its computation.

UNIT 2 : Molecular Spectroscopy

They will learn about Born-Oppenheimer approximation and its accountability on molecular spectroscopy. They will understand on very details about rotational spectroscopy and vibrational spectroscopy, including selection rule, essential condition and applications. Students will further learn on vibrational-rotational spectrum and the P, Q, R branches. They will also learn about Morse potential, hot band and group frequencies. They will be able to calculate fundamental modes of vibration for polyatomic molecules. Next, they will come to introduce with Raman spectroscopy and its quantum mechanical explanation. They will learn about Stokes anti-Stokes and Rayleigh lines. They also learn on various modes of vibration and its activity towards IR and Raman spectroscopy. They also learn on mutual exclusion principle. They learn about electronic spectra and its application in molecular system. They can acquire details knowledge on Jablonski's diagram, fluorescence and phosphorescence, and several associated phenomena in electronic spectrum. They will also learn very brief on NMR and EPR spectroscopy

UNIT 3 : Photochemistry


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They will learn very details on Lambert-Beers law and its application in solution Chemistry. They learn on molar extinction coefficient and its physical significance. They learn on various laws of photochemistry and quantum yield. They will be able to compute the kinetics of photochemical reaction. They will learn the concept of chemical actinometer. They will further know the concept of photo stationary states and its application.

Practical:

Students will be able to handle calorimeter and UV-Vis spectrophotometer. They can perform the experiment of verification of Lambert-Beers law and determination of unknown concentration from OD value measurement.

SEMESTER - VI

CHEMCC13 : INORGANIC CHEMISTRY - 4


After completion of the course, the learner shall be able to understand

1. Definition and classification organometallic compounds.
2. Structural features of Metal carbonyls and their preparations.
3. VBT and MO theory in connection with structures of different metal carbonyls.
4. Structure of metal alkyls, their preparation and applications.
5. Inorganic reaction mechanism and reaction kinetics.
6. Mechanism and kinetics of substitution reactions in square planar and octahedral complexes.
7. Mechanism of Organometallic catalysis and their application in different industrial process.

Practical:

They will be able to do qualitative semimicro analysis of mixtures containing 3 anions and 3 cations.


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CHEMCC14 : ORGANIC CHEMISTRY – 5

UNIT 1 : Organic Spectroscopy

UV Spectroscopy:

After studying this topic students will know

1. The difference between absorption and emission spectroscopy.
2. General concept of electronic transitions and some basic terminology of UV-VIS spectroscopy like Chromophores and Auxochromes, Bathochromic and Hypsochromic shifts.
3. How to calculate λ_{max} value employing the Woodward Rules.

IR Spectroscopy:

After studying this topic student will know the fundamental concept of IR spectroscopy and will be able to identify the functional group present in a molecule with the help of their corresponding stretching frequency data.

NMR Spectroscopy:

After completion of this module, the student will gain knowledge on


1. Basic principles of ^1H -NMR, chemical shift and factors influencing it.
2. Spin – Spin coupling and coupling constant; Anisotropic effects,

Student will be able to interpret NMR spectra of simple compounds and also able to apply IR, UV and NMR for identification of simple organic molecules.

UNIT 2 : Carbohydrates

1. After completion of this module, the student will gain an understanding of immense chemistry constituting carbohydrates.


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2. The student will be able to distinguish between monosaccharides, disaccharides, and polysaccharides.
3. They will learn different reactions of monosaccharides.
4. They will be able to identify several major functions of carbohydrates.

UNIT 3 : Dyes

After this course, the student will get a brief idea on classification of dyes, reason for showing coloration, chemistry of dyeing, synthesis and applications of azo dyes, triphenyl methane dyes and edible dyes.


Practical:

Students will be able to synthesize some important organic molecules like urea formaldehyde resin, sodium polyacrylate and methyl orange.

They will also be able to analyze Carbohydrate based on aldoses and ketoses, reducing and non-reducing nature.

They will be able to identify simple organic compounds by IR spectroscopy and NMR spectroscopy.


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DSE COURSES

CHEMDSE1 : ANALYTICAL METHODS IN CHEMISTRY

After completion of the course, the student shall be able to understand


1. Familiarization with fundamentals of analytical chemistry.
2. Basics of spectroscopic, thermal, electrochemical techniques.
3. Basics of separation techniques and its applications.
4. Analytical tools, statistical methods applied to analytical chemistry.
5. Principle of UV-Vis spectroscopy and its applications.
6. Principles of thermo-gravimetric analysis and study of thermal decomposition of materials/characterization of materials.
7. Basics of electro-analytical techniques and its applications.
8. Principles of separation technology and its use in advanced instrumentations.

Practical:

1. After completion of this course, students will be able to know the principle, types and uses of chromatography (Paper chromatography, TLC, and Column chromatography).
2. By employing the gained knowledge on chromatography, they will be able to separate mixture of two amino acids by paper chromatography, mixture of two phenols by TLC. They will also be capable to separate the leaf pigments from green vegetables and mixture of dyes with the help of column chromatography.

CHEMDSE2 : INORGANIC MATERIALS OF INDUSTRIAL IMPORTANCE


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After completion of the course, the student shall be able to understand

1. Silicate materials, glass ceramic and cement.
2. Properties, classifications, manufacturing processes and applications of glass ceramics and cement.
3. Classifications, manufacture and application of different fertilizers.
4. Surface coatings and their applications.
5. Preparation, classification and application of paints.
6. Batteries and their components.
7. Working process of different types of batteries.
8. Alloys and their classification.
9. Preparation procedure of different types of steels.
10. Classifications of Catalysis and their properties.
11. Applications of homogenous and heterogeneous catalysis.
12. Chemical explosives originated from organic compounds.
13. Properties and preparation of some explosive chemicals.

Practical:

1. After completion of this course, students will able to determination of free acidity in ammonium sulphate fertilizer.
2. Estimation of Calcium in Calcium ammonium nitrate fertilizer.
3. Estimation of phosphoric acid in superphosphate fertilizer.

CHEMDSE3 : POLYMER CHEMISTRY


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Introduction and history of polymeric materials

Students will learn the basic elementary concept about the polymers. They also learn about the various type of classification of polymers.

Functionality and its importance

They will learn about functionality principle. Students also introduce with Carothers equation and the implication of the equation on the polymerization.

Kinetics of Polymerization

They will learn on details on various modes of polymerization viz. radical, cationic, anionic and its associated mechanism. They will also learn on details kinetic of condensation polymerization both in presence and absence of mineral acid.

Crystallization and crystallinity

They will learn about the morphology of the polymer. They learn how the polymer is different from traditional molecular system in crystalline nature.

Nature and structure of polymers

They will understand about Structure Property relationships among the polymers.

Determination of molecular weight of polymers

They will come to the importance of averaging the molecular weight of polymer. Next, they know about the four types of avg. molecular weight viz. number-, mass-, viscosity- and z- avg. molecular weight of polymer. They will further learn how each of this can be determined graphically from various tools, techniques and procedure.


Glass transition temperature (T_g) and determination of T_g

Students come to know about glass transition temperature and crystalline melting point.

Polymer Solution

They will learn details on the thermodynamics behind the polymeric solution and the related parameters govern the solubility. They will learn about Flory-Huggins theory and its implication.


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Properties of Polymers

They will learn about plenty of literature reported polymer synthesis, structure and uses.

Practical:

They can prepare urea-formaldehyde resins.

They can perform viscometry experiment and average molecular weight.

SEC COURSES

CHEMSEC1 : PHARMACEUTICAL CHEMISTRY


Upon successful completion of this course, the student will be able to

1. Know the history of drug discovery and development.
2. Classification of drug categories with examples.
3. Knowledge on the method of preparation of different drugs (analgesics agents, antipyretic agents, anti-inflammatory agents; antibiotics, Cardiovascular, antilaprosy and HIV-AIDS related drugs).
4. Understand the chemistry and role of various bio-molecules.
5. Understand the basic idea of Aerobic and anaerobic fermentation.

Practical:

After the course students will be able to prepare some important drug molecules in laboratory with proper precautions e.g. Aspirin.


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CHEMSEC2 : GREEN METHODS IN CHEMISTRY

After completion of this course, student will able to


1. Know what is Green Chemistry; and why do we need Green Chemistry.
2. Know the twelve principles of green chemistry and will gain the basic understanding of toxicity, threat and risk of chemical compounds.
3. Understand the stoichiometric calculations and relate them to various green chemistry metrics. They will also learn about atom economy, its calculation for different types of reactions and how it is different from percentage yield.
4. Design safer chemicals, products and processes that are less toxic, than current alternatives.
5. Familiar with the green solvents and auxiliary substances.
6. Understand the profits of use of catalyst as well as bio catalyst, use of renewable feed stock and renewable energy sources.
7. Practical application of green synthesis using MW irradiation, Ultrasound etc.
8. Know how can chemistry help to achieve sustainable civilization.

Practical:

After completion of this course, students will able to acquire some practical knowledge regarding synthetic methodology, work up procedure and recrystallization on the following aspects

1. Application of multicomponent reactions (Biginelli reaction, Hantzsch 1,4-dihydropyridine synthesis etc.),
2. Use of renewable resources (Preparation of biodiesel from vegetable/ waste cooking oil),
3. Use of safer starting materials (Preparation and characterization of nanoparticles of gold using tea leaves),
4. Use of enzyme as catalyst (Preparation and characterization of nanoparticles of gold using tea leaves),


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5. Use of alternative sources of energy (Photoreduction of benzophenone to benzopinacol in the presence of sunlight).

GE and DSC COURSES


Semester-I

GE-1 and DSC-1 (Inorganic Chemistry-1, Organic Chemistry-1)

On completion of this course, the students will be able to learn and understand about

1. Atomic theory and its evolution.
2. Learning scientific theory of atoms, concept of wave function.
3. How to predict the atomic structure, chemical bonding, and molecular geometry based on accepted models.
4. Atomic theory of matter, composition of atom.
5. Identity of given element, relative size, charges of proton, neutron and electrons, and their assembly to form different atoms.
6. Definition of isotopes, isobar and isotone.
7. Characterize bonding between atoms, molecules, interaction and energies.
8. hybridization and shapes of atomic, molecular orbitals, bond parameters, bond- distances and energies.
9. Valence bond theory incorporating concepts of hybridization predicting geometry of molecules.
10. Molecular orbital approach related to homonuclear and heteronuclear diatomic molecules.
11. Basic of organic molecules, structure, bonding, reactivity and reaction mechanisms.


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12. Stereochemistry of organic molecules – conformation and configuration, asymmetric molecules and nomenclature.
13. Aromatic compounds and aromaticity, mechanism of aromatic reactions.
14. Understanding hybridization and geometry of atoms, 3-D structure of organic molecules, identifying chiral centers.
15. Reactivity, stability of organic molecules, structure, stereochemistry.
16. Electrophile, nucleophiles, free radicals, electronegativity, resonance, and intermediates along the reaction pathways.


Semester-II

GE-2 and DSC-2 (Physical Chemistry-1, Organic Chemistry -2)

On completion of this course, the students will be able to learn and understand about

1. Laws of thermodynamics and concepts.
2. The concept of system, variables, heat, work, and laws of thermodynamics.
3. The concept of heat of reactions and use of equations in calculations of bond energy, enthalpy, etc.
4. The concept of entropy; reversible, irreversible processes. Calculation of entropy using 3rd law of thermodynamics.
5. Chemical equilibrium and Le Chatelier's principle.
6. Gibbers free energy, equilibrium constants and their relations.
7. Ionic equilibria – electrolyte, ionization, dissociation.
8. Salt hydrolysis (acid-base hydrolysis) and its application in chemistry.
9. Familiarization about classes of organic compounds and their methods of preparation.
10. Basic uses of reaction mechanisms.
11. Mechanism of organic reactions (effect of nucleophile/leaving group, solvent), substitution vs. elimination.


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12. Name reactions, uses of various reagents and the mechanism of their action.
13. Preparation and uses of various classes of organic compounds.
14. Organometallic compounds and their uses.
15. Organic chemistry reactions and reaction mechanisms.
16. Use of reagents in various organic transformation reactions.


Semester-III

GE-3 and DSC 3(Physical Chemistry-2, Organic Chemistry-3)

On completion of this course, the students will be able to learn and understand about

1. The theories/thermodynamics of solutions.
2. Phases, components, Gibb's phase rule and its applications, construction of phase diagram of different systems, the application of phase diagram.
3. Laws of conductivity, transference number, ionic mobility and their applications.
4. Applications of conductance measurement and conductometric titrations.
5. Electrochemistry cells, electrode, EMF, standard electrode potential, Nernst equation and its application and thermodynamic relations with the term involved in electrochemistry.
6. pH determination using different electrodes and potentiometric titrations.
7. Preparation and reactions of carboxylic acids and carboxylic acid derivatives.
8. Preparation and reactions of amines and diazonium salts.
9. The properties, classifications and synthesis of amino acids, peptides and proteins.
10. The properties, classifications and synthesis of carbohydrates.


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Semester-IV

GE-4 and DSC 4 (Inorganic Chemistry -2, Physical Chemistry-3)

On completion of this course, the students will be able to learn and understand about

1. Transition metals, its stability, color, oxidation states, complexes and magnetic properties.
2. Coordination compounds – its nomenclature, theories, d-orbital splitting in complexes, chelate.
3. Lanthanides, Actinides – separation, color, spectra and magnetic behavior
4. The separation of Lanthanoids and Actinoids, its color, spectra and magnetic behavior.
5. The nomenclature of coordination compounds/complexes.
6. Molecular orbital theory, d-orbital splitting in tetrahedral, octahedral, square planar complexes, chelate effects.
7. Familiarization with various states of matter.
8. Physical properties of each state of matter and laws related to describe the states.
9. Calculation of lattice parameters.
10. Understanding Kinetic model of gas and its properties.
11. Maxwell distribution, mean-free path, kinetic energies.
12. Behavior of real gases, its deviation from ideal behavior, equation of state, isotherm, and law of corresponding states.
13. Liquid state and its physical properties related to temperature and pressure variation.
14. Properties of liquid as solvent for various household and commercial use.
15. Solids, lattice parameters – its calculation, application of symmetry, solid characteristics of simple salts.
16. The basics of chemical kinetics, rate and order, determination of order, molecularity, and theories of reaction rates.


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SEMESTER-V (Programme course)

PHARMACEUTICAL CHEMISTRY

Upon successful completion of this course, the student will be able to

1. Know the history of drug discovery and development.
2. Classification of drug categories with examples.
3. Knowledge on the method of preparation of different drugs (analgesics agents, antipyretic agents, anti-inflammatory agents; antibiotics, Cardiovascular, antilaprosy and HIV-AIDS related drugs).
4. Understand the chemistry and role of various bio-molecules.
5. Understand the basic idea of Aerobic and anaerobic fermentation.

Practical:

After the course students will be able to prepare some important drug molecules in laboratory with proper precautions e.g. Aspirin.

SEMESTER-VI (Programme course)

INORGANIC MATERIALS OF INDUSTRIAL IMPORTANCE

After completion of the course, the student shall be able to understand

1. Silicate materials, glass ceramic and cement.
2. Properties, classifications, manufacturing processes and applications of glass ceramics and cement.
3. Classifications, manufacture and application of different fertilizers.
4. Surface coatings and their applications.


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5. Preparation, classification and application of paints.
6. Batteries and their components.
7. Working process of different types of batteries.
8. Alloys and their classification.
9. Preparation procedure of different types of steels.
10. Classifications of Catalysis and their properties.
11. Applications of homogenous and heterogeneous catalysis.
12. Chemical explosives originated from organic compounds.
13. Properties and preparation of some explosive chemicals.

Practical:

1. After completion of this course, students will be able to determine the free acidity in ammonium sulphate fertilizer.
2. Estimation of Calcium in Calcium ammonium nitrate fertilizer.
3. Estimation of phosphoric acid in superphosphate fertilizer.


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DEPARTMENT OF MATHEMATICS

PROGRAMME OUTCOMES:

1. Application of fundamental mathematics
2. Skills in Programming languages
3. Development of critical thinking
4. Ability to use in Mathematical real life problems
5. Skills in performing analysis and interpretation of data
6. Interdisciplinary approach
7. To inculcate awareness on environment and inclusive growth
8. Motivate towards higher studies and self reliance
9. Development of ICT skills

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COURSE OUTCOMES:

SEMESTER- I

❖ Unit-1, 2, 3, 4 of Core Course 1 (Calculus, Geometry, and Differential Equation)

Units 1 and 2:

Learning Calculus Results : After finishing this section of the course, the learner will be able to

- Recognize the characteristics of hyperbolic functions.
- Locate higher-order derivatives and use the Leibnitz rule to address issues pertaining to them. Plot the polynomial graphs of degrees four and five, as well as their derivative and second derivative graphs, and compare them.
- Use the idea and tenets of differential calculus to determine the curve's curvature, concavity, points of inflection, envelopes, and rectilinear asymptotes (only in Cartesian and parametric form).
- Trace standard curves in polar and Cartesian coordinates. Draw parametric curves, such as trochoid, cycloid, epicycloid, and hypocycloid.
- Utilize the notion and tenets of differential calculus to address various geometric and physical issues that may emerge in the fields of business, economics, and biological sciences.
- Derive reduction formulae for some complex integrations and so integrate functions of a higher degree that are appropriate in real-life situations.
- Solve a variety of limit issues using L'Hospital's rule.
- Use the integral calculator to find the area under a curve, the surface area, the volume of the surface of revolution, and the arc length of a curve and parametric curves.
- Visually obtain the curves' revolution surface.

Unit 3:

Studying Geometry Results: After finishing this section of the course, the student will be able to

- Rotate the axes to transform the coordinate system, lowering various second-degree equations to their corresponding simpler versions. This will also help you classify the constants using the discriminant.
- Learn about the polar equations of constants and their tangents and normals.
- Recognize the vocabulary used in geometry and possess a thorough understanding of the following: planes, straight lines in three dimensions, spheres, cylindrical surfaces, central conicoids, paraboloids, plane sections of conicoids, and the tangent and normals of the conicoids.
- Possess a classification scheme for quadrics.

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Create a concept for the generating lines.

- Recognize how to graph common quadric surfaces such as cones, paraboloids, hyperboloids, and ellipsoids.
- Classify distinct geometric solids and visually demonstrate geometric forms using instructional aids, ideally free software. ⇔ Conics are tracked in polar and cartesian coordinates. ⇔ Using cartesian coordinates, sketch the ellipsoid, hyperboloid of one and two sheets, elliptic cone, elliptic paraboloid, and hyperbolic paraboloid

Unit 4(ODE):

Learning Outcomes: After completing this course, the student will be able to recognize the kind of provided differential equation and choose and use the proper analytical method to solve it. Students will be proficient in the following categories of differential equations:

- First-order differential equations: exact differential equations and integrating factors, uniqueness and existence theorem of Picard, special integrating factors and transformations, linear equations and Bernoulli equations (Statement only).
- Equations that are reducible to linear form and linear equations. First order higher degree equations solvable for x, y and p. Clairaut's equations and singular solution.
- Fundamentals of linear systems in normal form, homogeneous linear systems with constant coefficients, two equations in two unknown functions.
- Second-order linear differential equations; Wronskian and its properties and applications; the Euler equation; the method of unknown coefficients of efficiency; the method of parameter change.


Course: Algebra 1, Units 1, 2, 3, 4, and 5:

Learning Objectives: After completing this course, the student will have a firm grasp of the following key ideas in linear algebra, abstract algebra, and classical algebra:

Unit 1:

- De Moivre's theorem for rational indices and its applications; polar representation of complex numbers; nth roots of unity, the complex variable's exponential, logarithmic, trigonometric, and hyperbolic functions.
- Equation theory: Root-coefficient relationship, equation transformation, Descartes' rule of signs, Sturm's theorem, cubic equation (solution via Cardan's approach) and quadratic equation (solution via Ferrari's method).
- Inequality: The Cauchy-Schwartz inequality involving $AM \geq GM \geq HM$.
- Linear difference equations up to second order with constant coefficients.


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Unit 2 :

- Relation : Equivalence Relation, Equivalence Classes & Partition, Partial Order Relation, Poset, Linear Order Relation.
- Mapping : Injective, Surjective, Invertible mapping, Composition of mappings, relation between the composition of mappings and various set theoretic operations. Meaning and properties of $f^{-1}(B)$, for any mapping $f: X \rightarrow Y$ and $B \subseteq Y$.
- Well-ordering property of positive integers, Principles of Mathematical induction, division algorithm, di-visibility and Euclidean algorithm. Prime numbers and their properties, Euclid's theorem. Congruence relation between integers. Fundamental Theorem of Arithmetic. Chinese remainder theorem. Arithmetic functions, some arithmetic functions such as ϕ , τ , σ and their properties.

Unit-3, 4 & 5:

- Rank of a matrix, inverse of a matrix, characterizations of invertible matrices.
- Systems of linear equations, row reduction and echelon forms, vector equations, the matrix equation $AX = B$, solution sets of linear systems, applications of linear systems.

SEMESTER - II

Core Course-3(Real Analysis: Unit-1,2,3)


Learning Outcomes:

After completion of this course, the students will be able to think about the basic proof techniques and fundamental definitions related to the real number system. They can demonstrate some of the fundamental theorems of analysis. The students will gradually develop Analysis skills in sets, sequences and infinite series of Real Numbers covered by the three respective units as follows:

Unit-1:

- Intuitive idea of real numbers. Mathematical operations and usual order of Real numbers revisited with their properties (closure, commutative, associative, identity, inverse, distributive). Idea of countable sets, un-countable sets and uncountability of \mathbb{R} . Concept of bounded and unbounded sets in R.L.U.B. (supremum), G.L.B. (infimum)


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of a set and their properties .L.U.B. axiom or order completeness axiom. Archimedean property of \mathbb{R} . Density of rational and Irrational numbers in \mathbb{R} .

- Intervals. Neighbourhood of a point. Interior point. Open set. Union, intersection of open sets. Limit point and isolated point of a set. Bolzano-Weirstrass theorem for sets. Existence of limit Point of every uncountable set as a consequence of Bolzano-Weirstrass theorem. Derived set. Closed set. Complement of open set and closed set. Union and intersection of closed sets as a consequence. No nonempty proper subset of \mathbb{R} is both open and closed. Dense set in \mathbb{R} as a set having non-empty intersection with every open interval.

Unit 2 :

- Real sequence. Bounded sequence. Convergence and non-convergence. Examples. Boundedness of convergent sequence. Uniqueness of limit. Algebra of limits.
- Relation between the limit point of a set and the limit of a convergent sequence of distinct elements. Monotone sequences and their convergence. Sandwich rule. Nested interval theorem. Limit of some important sequences. Cauchy's first and second limit theorems.
- Subsequence, Subsequential limits. A bounded sequence $\{x_n\}$ is convergent if and only if $\limsup x_n = \liminf x_n$. Every sequence has a monotone subsequence. Bolzano-Weirstrass theorem for sequence. Cauchy's convergence criterion. Cauchy sequence.

Unit-3

- Infinite series, convergence and non-convergence of infinite series.
- Cauchy criterion, tests for convergence: comparison test, limit comparison test, ratio test.
- Cauchy's n-th root test, Kummer's test and Gauss test (statements only). Alternating series.
- Leibniz test. Absolute and conditional convergence.

Core Course-4(Differential Equations: Unit-1, 2, 3 & 4)

Learning Outcomes:

Unit-1

- Basic Theory of linear systems in normal form, homogeneous linear systems with constant coefficients: Two Equations in two unknown functions.
- Linear differential equations of second order, Wronskian its properties and applications, Euler equation, method of undetermined coefficients, method of variation of parameters.

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Unit-2 & 3

- System of linear differential equations, types of linear systems, Differential operators, an operator method for linear systems with constant coefficients.
- Planar linear autonomous systems : Equilibrium (critical) points, Interpretation of the phase plane and phase portraits.
- Power series solution of a differential equation about an ordinary point, solution about a regular singular point(upto second order).

Unit-4

Graphical Demonstration (Teaching Aid-Preferably by computer software)

The students will gain hands on expertise in graphical demonstration of the following, Using computer software or otherwise:

1. Plotting of second order solution family of differential equation.
2. Plotting of third order solution family of differential equation.
3. Growth model (exponential case only).
4. Decay model (exponential case only).
5. Lake pollution model (with constant/seasonal flow and pollution concentration).
6. Case of single cold pill and a course of cold pills.
7. Limited growth of population (with and without harvesting).
8. Predator-prey model (basic volterra model, with density dependence, effect of DDT, two prey one predator).
9. Epidemic model of influenza (basic epidemic model, contagious for life, disease with carriers).
10. Battle model (basic battle model, jungle warfare, long range weapons).
11. Plotting of recursive sequences.
12. Study the convergence of sequences through plotting.
13. Verify Bolzano-Weierstrass theorem through plotting of sequences and hence identify convergent sub-sequences from the plot.
14. Study the convergence/divergence of infinite series by plotting their sequences of partial sum.
15. Cauchy's root test by plotting nth roots.

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Semester III:

Core Course-5 (Theory of Real Functions: Unit-1, 2 & 3)

Learning Outcomes: After completion of this course, the students will be able to understand the concept of real-valued functions, limit, continuity and differentiability in detail.

They can find expansions of real functions in series forms. The students will become conversant with many of the important theorems of Differential Calculus after the completion of this Core Course which has been covered in the following two units:


Unit-1:

- Limits of functions, sequential criterion for limits. Algebra of limits for functions, effect of limit on inequality involving functions, one sided limit. Infinite limits and limits at infinity. Some Important examples of limits.
- Continuity of a function on an interval and at an isolated point. Sequential criteria for continuity. Concept of oscillation of a function at a point. A function is continuous at x if and only if its oscillation at x is zero. Familiarity with the figures of some well-known functions $y = x^a$ ($a = 2, 3, -1, -2$), $|x|$, $\sin x$, $\cos x$, $\tan x$, $\log x$, e^x . Algebra of continuous functions as a consequence of algebra of limits. Continuity of composite functions. Examples of continuous functions. Continuity of a function at a point does not necessarily imply the continuity in some neighbourhood of that point.
- Bounded functions. Neighbourhood properties of continuous functions regarding boundedness and maintenance of the same sign. Continuous function on $[a, b]$ is bounded and attains its bounds. Intermediate value theorem.
- Discontinuity of functions, type of discontinuity. Step functions. Piecewise continuity. Monotone functions. Monotone functions can have only jump discontinuity. Monotone functions can have at most countably many points of discontinuity. Monotone bijective function from an interval to an interval is continuous and its inverse is also continuous.
- Uniform continuity. Functions continuous on a closed and bounded interval is uniformly continuous. A necessary and sufficient condition under which a continuous function on a bounded open interval will be uniformly continuous.
A sufficient condition under which a continuous function on an unbounded open interval will be uniformly continuous (statement only). Lipschitz condition and uniform continuity.

Unit-2:

- Differentiability of a function at a point and in an interval, algebra of differentiable functions. Meaning of sign of derivative. Chain rule.


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- Darboux theorem, Rolle's theorem, Mean value theorems of Lagrange and Cauchy— as an application of Rolle's theorem.

Unit-3:

- Taylor's theorem on closed and bounded interval with Lagrange's and Cauchy's form of remainder deduced from Lagrange's and Cauchy's Mean value theorem respectively. Expansion of e^x , $\log(1+x)$, $(1+x)^m$, $\sin x$, $\cos x$ with their range of validity (assuming relevant theorems). Application of Taylor's theorem to inequalities.
- Statement of L'Hospital's rule and its consequences. Point of local extremum (maximum, minimum) of a function in an interval. Sufficient condition for the existence of a local maximum/minimum of a function at a point (statement only). Determination of local extremum using first order derivative. Application of the principle of maximum/minimum in geometrical problems.

Core Course-6: (Group Theory: Unit-1,2,3 & 4)

Learning Outcomes: On the completion of this course, the students will understand the basic concepts of Group Theory in Abstract/Modern Algebra covered by the following three units:

Unit-1:

Symmetries of a square, definition of group, examples of groups including permutation groups, dihedral groups and quaternion groups (through matrices), elementary properties of groups, examples of commutative and non-commutative groups.

Subgroups and examples of subgroups, necessary and sufficient condition for an non empty subset of a group to be a subgroup. Normalizer, centralizer, center of a group, product of two subgroups.


Unit-2:

Properties of cyclic groups, classification of subgroups of cyclic groups. Cycle notation for permutations, properties of permutations, even and odd permutations, alternating group, properties of cosets, order of an element, order of a group. Lagrange's theorem and consequences including Fermat's Little theorem.

Unit-3 & 4:

Normal subgroup and its properties. Quotient group. Group homomorphism, properties of


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homomorphism, correspondence theorem and one-one correspondence between the set of all normal subgroups of a group and the set of all congruences on that group, Cayley's theorem, properties of isomorphisms. First, Second and Third isomorphism theorems.

Core Course-7: (Partial Differential Equation: Unit-1,2,3 & 4)

Learning Outcomes:

On completion of this unit of the course, the student will be able to understand, derive and solve different types of partial differential equations which may arise in real life problems:

Unit-1 & 2:

- Partial differential equations of the first order, Lagrange's solution, non-linear first order partial differential equations, Charpit's general method of solution, some special types of equations which can be solved easily by methods other than the general method.
- Derivation of heat equation, wave equation and Laplace equation. Classification of second order linear equations as hyperbolic, parabolic or elliptic. Reduction of second order linear equations to canonical forms.
- The Cauchy problem, Cauchy-Kowalewskaya theorem, Cauchy problem of finite and infinite string. Initial boundary value problems. Semi-infinite string with a fixed end, semi-infinite string with a free end. Equations with non-homogeneous boundary conditions. Non-homogeneous wave equation. Method of separation of variables, solving the vibrating string problem. Solving the heat conduction problem.

Unit-3:

Graphical Demonstration (Teaching Aid-Preferably by computer softwares)

The students will gain hands on expertise in graphical demonstration of the following, Using computer software or otherwise:


1. Plotting of a solution of Cauchy problem for first order PDE.
2. Plotting the characteristics for the first order PDE.
3. Plot the integral surfaces of a given first order PDE with initial data.
4. Plotting of a solution of wave equation for different initial and boundary conditions
5. Plotting of a solution of heat equation for different initial and boundary conditions.
6. Plotting of a solution of Laplace's equation for different initial and boundary conditions.

SEC Course-1(Logic and sets:Unit-1,2 & 3)

Learning Outcomes:

Introduction of logic and sets has been discussed. Students will learn about truth table, different propositions, predicates and quantifiers, various operations between two sets and logical equivalences etc in this course.


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- Introduction, propositions, truth table, negation, conjunction and disjunction. Implications, Bi-conditional propositions, converse, contra positive and inverse propositions and precedence of logical operators. Propositional equivalence: Logical equivalences. Predicates and quantifiers: Introduction, quantifiers, binding variables and negations.
 - Sets, subsets, set operations and the laws of set theory and Venn diagrams. Examples of finite and infinite sets. Finite sets and counting principle. Empty set, properties of empty set. Standard set operations. classes of sets. Power set of a set.
 - Difference and Symmetric difference of two sets. Set identities, generalized union and intersections.
- Relation: Product set. Composition of relations, types of relations, partitions, equivalence Relations with example of congruence modulo relation. Partial ordering relations.

Semester IV:

Core Course-8 (Multivariate Calculus & Vector Analysis:Unit-1,2, 3 & 4)

Unit-1 & 2: Multivariate Calculus

Learning Outcomes:

On completion of this course, the student will be able to

- Understand the concept of neighbourhood of a point in R^n ($n > 1$), interior point, limit point, open set and closed set in R^n ($n > 1$).
- Identify functions from R^n ($n > 1$) to R^m ($m \geq 1$).

Develop concepts on limit and continuity of functions of two or more variables, their partial derivatives, total derivative and differentiability, along with the sufficient condition for differentiability, Chain rule for one and two independent parameters, directional derivatives, the gradient, maximal and normal property of the gradient, tangent planes.

- Find Extrema of functions of two variables & understand the use of the method of Lagrange multipliers & solve constrained optimization problems.

Unit-3 & 4: Vector Analysis

Learning Outcomes:

After completion of this unit of the course which covers the following topics on multiple integrals, line integrals etc., the student will be able to apply these concepts to solve many real-life problems that may arise in different fields:

- Multiple integral: Concept of upper sum, lower sum, upper integral, lower integral and double integral (no rigorous treatment is needed). Statement of existence theorem for continuous functions. Iterated or repeated integral, change of order of integration. Triple integral. Cylindrical and Spherical coordinates. Change of variables in double integrals and triple integrals.

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Transformation of double and triple integrals (problems only). Determination of volume and surface area by multiple integrals (problems only). Differentiation under the Integral sign, Leibniz's rule (problems only).

- Definition of vector field, divergence and curl. Line integrals, applications of line integral : mass and work. Fundamental theorem for line integrals, conservative Vector fields, independence of path.
- Green's theorem, surface integrals, integrals over parametrically defined surfaces. Stoke's theorem, The Divergence theorem.

Core Course-9 (Complex Analysis: Unit-1,2, 3 & 4)

Learning Outcomes:

Students will grasp the idea of complex functions, its derivatives and integrations. Also, in the practical classes, they will learn how to represent complex numbers, to find line integrals, contour integration, plotting of complex functions etc by using mathematical software.

Unit-1:

Limits, Limits involving the point at infinity, continuity. Properties of complex numbers, regions in the complex plane, functions of complex variable, mappings. Derivatives, differentiation formulas, Cauchy-Riemann equations, sufficient conditions for differentiability. Milne's method.

Unit-2:

Analytic functions, examples of analytic functions, exponential function, Logarithmic function, trigonometric function, derivatives of functions, definite integrals of functions. Contours, Contour integrals and its examples, upper bounds for moduli of contour integrals. Antiderivatives, proof of antiderivative theorem, Cauchy-Goursat theorem, Cauchy integral formula.

Unit-3:

An extension of Cauchy integral formula, consequences of Cauchy integral formula. Mobius transformations.

Unit-4:

Declaring a complex number e.g. $z_1 = 3 + 4i$, $z_2 = 4 - 7i$. Discussing their algebra $z_1 + z_2$, $z_1 - z_2$, $z_1 \cdot z_2$ and $\frac{z_1}{z_2}$ and then plotting them.

- (ii) Finding conjugate, modulus and phase angle of an array of complex numbers.
- (iii) Compute the integral over a straight line path between the two specified end points
- (iv) Perform contour integration
- (v) Plotting of the complex functions

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Core Course-10 (Ring theory, Linear Algebra & Metric spaces)

Learning Outcomes: Introduction of Ring theory should be the next step when the concepts of group theory has been build up. That's why, basic concepts of Ring theory and Metric spaces, further idea of inner product spaces and linear transformations have been introduced in this course.

Unit-1:

Ring theory: Definition and examples of rings, properties of rings, sub rings, integral domains and fields, characteristic of a ring. Ideal, ideal generated by a subset of a ring, factor rings, prime and maximal ideals, ring isomorphism(statement only).

Unit-2:

Linear algebra: Inner product space. Linear transformations, null space, range, rank and nullity of a linear transformation, matrix representation of a linear transformation, algebra of linear transformations. Isomorphism, Isomorphism theorems, invertibility and isomorphism, change of coordinate matrix.

Unit-3:

Metric spaces: Definition and examples of Metric Spaces. Neighbourhoods. Limit points. Interior points. Open and closed sets. Closure and Interior. Boundary points. Subspace of Metric Space. Cauchy Sequence. Completeness. Cantor Intersection Theorem. Construction of \mathbb{R} as the completion of incomplete Metric Space Q (Deduction of no other completion process is required). Real number as a complete ordered field (No proof of the theorem).


SECCourse-2 (Graph theory:Unit-1,2 & 3)

Learning Outcomes:

Basic concepts of graphs, Eulerian circuits, Eulerian graphs, Hamiltonian cycles, representation of a graph by matrix etc. has been introduced in this course. Also, students shall learn the different applications of graph theory.

- Definition, examples and basic properties of graphs, pseudo graphs, complete graphs, bipartite graphs isomorphism of graphs.
- Eulerian circuits, Eulerian graph, semi-Eulerian graph, theorems, Hamiltonian cycles, theorems
- Representation of a graph by matrix, the adjacency matrix, incidence matrix, weighted graph
- Travelling salesman's problem, shortest path, Tree and their properties, spanning tree, Dijkstra's algorithm, Warshall algorithm.


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Semester V:

Core Course-11(Probability and Statistics)

Learning Outcomes:

In this Course students will know about basic concepts on Probability and Statistics. Definition of Probability, Application of Bayes theorem, various probability functions and their applications, numerous measures to determine the nature of sampling data etc. have been discussed in this course.

Unit 1 & 2 :

Random experiments, Simple and compound events. Event space. Classical and frequency definition of probability and their drawbacks. Axioms of Probability. Statistical regularity. Multiplication rule of Probabilities. Bayes' theorem. Independent events. Independent random experiments. Independent trials. Bernoulli trials and binomial law. Poisson trials. Random variables. Probability distribution. Distribution function. Discrete and continuous distributions: uniform, binomial, Poisson, geometric, negative binomial, continuous distributions: uniform, normal, exponential. Mathematical expectation, mean, variance, moments, central moments, dispersion, skewness and kurtosis. Median, mode, quartiles, moment generating function, Characteristic function.

Unit- 3, 4 & 5:

Joint cumulative distribution function and its properties, joint probability density functions, marginal and conditional distributions, expectation of function of two random variables, conditional expectations, independent random variables, bivariate normal distribution, correlation coefficient, joint moment generating function and calculation of covariance, linear regression for two variables. Chebyshev's inequality, statement and interpretation of (weak) law of large numbers and strong law of large numbers, Central Limit theorem for independent and identically distributed random variables with finite variance, Concept of population and Sampling. Sampling distribution of Statistic. Estimates of Population characteristic or parameter. Unbiased and consistent estimates. Sample characteristic as estimates of the corresponding population characteristic. Sampling distributions of the sample mean and variance. Exact sampling distributions for the normal population.

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CoreCourse-12 (Laplace Transform, Riemann Integration & Series of functions)

Learning Outcomes:

Theory and application of Laplace transformations, theory and concepts of Riemann integration and nature, convergence of series of functions and Fourier series will be discussed in this course.

Unit 1 (Laplace Transform:)

Laplace of some standard functions, Existence conditions for the Laplace Transform, Shifting theorems, Laplace transform of derivatives and integrals, Inverse Laplace transform and their properties, Convolution theorem, Initial and final value theorem, Laplace transform of periodic functions, error functions, Heaviside unit step function and Dirac delta function, Applications of Laplace transform to solve ODEs.

Unit 2: Riemann integration and Improper integral

inequalities of upper and lower sums, Darboux integration, Darboux theorem, Riemann conditions of integrability, Riemann sum and definition of Riemann integral through Riemann sums, equivalence of two definitions. Riemann integrability of monotone and continuous functions, properties of the Riemann integral; definition and integrability of piecewise continuous and monotone functions. Intermediate Value theorem for Integrals; Fundamental theorem of Integral Calculus. Improper integrals. Convergence of Beta and Gamma functions.

Unit 3 & 4: Series of functions and Fourier series

Pointwise and uniform convergence of sequence of functions. Theorems on continuity, derivability and integrability of the limit function of a sequence of functions. Series of functions. Theorems on the continuity, derivability and integrability of the sum function of a series of functions; Cauchy criterion for uniform convergence and Weierstrass M-Test. Fourier series, Trigonometric Fourier series and its convergence. Fourier series of even and odd functions, Fourier halfrange series.

DSE -1(Linear Programming and Game Theory)

Learning Outcomes:

In this course, the students will be able to learn about various optimization techniques pertaining to linear programming and apply linear programming to problems arising from real life. Also, the students will learn the basic concepts of game theory through a problem solving approach.


Unit 1:

Introduction to linear programming problem. Theory of simplex method, graphical solution, convex sets, optimality and unboundedness, the simplex algorithm, simplex method in tableau format, introduction to artificial variables, two-phase method. Big-M method and their comparison.

Unit 2:

Duality, formulation of the dual problem, primal-dual relationships, economic interpretation of the dual.


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Transportation problem and its mathematical formulation, northwest-corner method, least cost method and Vogel approximation method for determination of starting basic solution, algorithm for solving transportation problem, assignment problem and its mathematical formulation, Hungarian method for solving assignment problem.

Unit 3:

Game theory: formulation of two person's zero sum game, solving two person zero sum game, games with mixed strategies, graphical solution procedure, dominance property, linear programming solution of games.

DSE-2 (Introduction to Integral equation and Dynamical system)

Learning Outcomes:

Preliminary idea about integral equation and dynamical system have been discussed here. The applications in real world problems have also been discussed in dynamical system.

Unit 1 & 2: Integral equations:

- Introduction and basic Examples. Classification, Conversion to Volterra Equation to ODE, Conversion of IVP and BVP to Integral equation, Decomposition, Direct Computation, Successive Approximation, Successive substitution method for Fredholm Integral equations.
- Series Solution. Successive approximation. Successive substitution method for Volterra integral equation. Volterra integral equation of first kind. Integral equation with separable kernel.

Unit 3 & 4: Dynamical System

- Formulation of physical system, Existence and uniqueness of solution of a dynamical system, linear system, solution of linear system, fundamental matrix, Fundamental matrices of non-autonomous system.
- Linear systems with periodic coefficients, stability of systems, stability of linear autonomous systems, stability of non-autonomous system using linearization, properties of orbit, phase portrait.

Semester VI:


Core Course-13(Dynamics of a particle)

Learning Outcomes:

In this course of study, students grab the basic knowledge of the behaviour of objects in motion. Motion in a straight line, Expressions of velocity and acceleration in different coordinate systems, central orbit, motion of a particle with varying mass and particle motion in a resisting medium are the key topics of this course.

Unit 1 & 2:


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- Motion in straight line under variable acceleration. Simple Harmonic Motion. Hooke's law. Problems on elastic string. Expressions for velocity and acceleration of a particle moving on a plane in Cartesian and Polar coordinates.
- Motion of a particle moving on a plane with reference to a set of rotating axes.
- Central forces and central orbit.
- Tangential and normal accelerations. Circular motion. Simple cases of constrained motion of a particle. Motion of a particle in a plane under different laws of resistance. Motion of a projectile in a resisting medium.
- Trajectories in a resisting medium where resistance varies as some integral power of velocity. Terminal velocity. Motion under the inverse square law in a plane. Kepler's law and planetary motion. Escape velocity, time of describing an arc of an orbit, motion of artificial satellites.

Unit 3:

Equation of motion of a particle of varying mass. Problems of motion of varying mass such as those of falling raindrops and projected rockets.

Core Course-14(Numerical Methods)

Learning Outcomes:

This course will help students to understand the concept of error, various methods to find a root of an equation, solution of a system of linear equations, interpolation, numerical differentiation and integration etc. The students will also have hand on experience of the topic through computers using any software.

Unit 1&2:

- Errors: Relative, Absolute, Round off, Truncation.
- Transcendental and Polynomial equations: Bisection method, Newton's method, Secant method. Rate of convergence of these methods.
- System of linear algebraic equations: Gaussian Elimination and Gauss Jordan methods. Gauss Jacobi method, Gauss Seidel method and their convergence analysis.
- Interpolation: Lagrange and Newton's methods. Error bounds. Finite difference operators. Gregory forward and backward difference interpolation.

Unit 3:

Numerical Integration: Trapezoidal rule, Simpson's 1/3rd rule. Composite Trapezoidal rule, Composite Simpson's 1/3rd rule. Ordinary Differential Equations Euler's method. Runge-Kutta method of orders two and four.

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Unit 4 :

1. Solution of transcendental and algebraic equations by
 - Bisection method
 - Newton Raphson method.
 - Regula Falsi method.
2. Solution of system of linear equations
 - Gaussian elimination method
 - Gauss-Seidel method
3. Numerical Integration
 - Trapezoidal Rule
 - Simpson's one third rule
4. Solution of ordinary differential equations
 - Euler method
 - Runge- Kutta Method of orders two and four

DSE-3 (Number Theory)


Learning Outcomes:

Students will learn about number theory and the topic like congruences, Chinese remainder theorem, Fermat's little theorem, integer modulo n , Fermat's last theorem etc are key features of this course.

Unit 1, 2 & 3:

- Linear diophantine equation, The fundamental theorem of arithmetic, statement of prime number theorem, Goldbach conjecture, linear congruences, reduced and complete set of residues. Chinese remainder theorem, Fermat's little theorem, Wilson's theorem.
- Number theoretic functions, sum and number of divisors, multiplicative and totally multiplicative functions, Mobius function, the Mobius inversion formula, the greatest integer function, Euler's phi-function, Euler's theorem, some properties of Euler's phi-function.
- Order of an integer modulo n , primitive roots for primes, composite numbers having primitive roots, Euler's criterion, the Legendre symbol and its properties, quadratic reciprocity, quadratic congruences with composite moduli. Pythagorean triple, primitive Pythagorean triple, Fermat's Last theorem.


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DSE-4 (Boolean algebra and discrete mathematics)

Learning Outcomes:

Preliminary idea about Boolean algebra and its implementation to modern day computers have been discussed here. Also, foundations of discrete Mathematics have been introduced in this course.

Unit 1 & 2:

Boolean Algebra: Huntington postulates for Boolean algebra, Algebra of sets and switching algebra as examples of Boolean Algebra, duality principle, Boolean functions, Normal forms, minimal and maximal forms of Boolean polynomials. Karnaugh maps, Design of switching circuits, Logic gates.

Unit 3 & 4 : Discrete Mathematics

- Discrete Mathematics: Principle of inclusion and exclusion, Pigeon-hole principle, Finite combinatorics, Generating functions, Partitions, Recurrence relations, Linear difference equations with constant coefficients.
- Partial and linear orderings, Chains and anti-chains, Lattices, Distributive lattices, Complementation, sub-lattices, products and homomorphisms.

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Programme Specific Outcomes

Facilitate collaborative learning experiences during field training programs and educational excursions.

1. Encourage students and faculty to participate in conferences, seminars, workshops, and other professional development activities to enhance their academic and administrative competencies.
2. Promote and support research endeavors among faculty members and students to contribute to the advancement of geological knowledge.
3. Organize career counseling sessions to guide students in making informed decisions about their professional paths.
4. Cultivate an ethical consciousness and promote awareness on issues such as gender sensitivity, environmental conservation, and cleanliness.
5. Foster a value-oriented mindset among students, encouraging respect for their surroundings and diverse cultures.
6. Assist students in preparing for competitive examinations, such as the Joint Admission Test for M.Sc. (JAM), to pursue higher education opportunities in geology and related fields.

Course Specific Outcomes

Core Course

Course Code GELH CC 1

Course Title Earth System Science

Course Outcome :

- Concept of Plate tectonic
- Concept of time in geological Science


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- Cosmic abundance of elements
- Internal structure of Earth
- Ability to understand different processes working on Earth
- Ability to understand origin of life on Earth
- Complete knowledge about the tectonic framework of the Earth
- Idea about the inter-relationship between biosphere, hydrosphere and atmosphere

Course Code : GELH CC 2

Course Title : Mineral Science

Course Outcome :

- Concept of Crystallography, Crystal Chemistry and Structure.
- Idea about structure of minerals and chemical bonding
- Physical and Optical properties of rock forming minerals.
- Ability to identify different minerals in hand specimen
- Ability to identify different crystal systems
- Ability to identify different minerals under microscope
- Understanding the working principle and use of a petrological microscope.

Course Code GELH CC 3


Course Title Elements of Geochemistry

Course Outcome :

- Concepts of geochemistry
- Element transport
- Analytical Instruments, Data Acquisition and Interpretation
- Ability to understand geochemistry of Earth as a planet
- Ability to understand Layered structure of Earth
- Idea about Geochemical classification of elements
- Complete understanding of different geochemical techniques employed in geology
- Idea about Isotope Geochemistry


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Course Code GELH CC 4

Course Title Structural Geology

Course Outcome :

- Structure and Topography
- Stress and strain in rocks
- Folds, Foliation and lineation
- Fractures and faults
- Ability to understand different structural features of Earth
- Ability to understand the mechanics of deformation
- Complete knowledge to interpret topographic maps
- Complete grasp of mathematical methods to solve structural geology problems

Course Code : GELH CC 5

Course Title : Igneous Petrology

Course Outcome :

- Physical properties and formation process of magma
- Formation and types of igneous rocks
- Geothermal gradient
- Forms, Textures and Structures of igneous rocks
- Phase diagrams in understanding crystal-melt equilibrium
- Magma generation, their emplacement and evolution
- Different magmatic processes
- Magmatism in different tectonic settings
- Petrogenesis of various types of igneous rocks

Course Code : GELH CC 6

Course Title : Sedimentology

Course Outcome :

- Outline of sedimentation process
- Sedimentary textures
- Fluid flow and Mass flow
- Sedimentary structures and identification of sedimentary structures


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- Paleocurrent analysis
- Components and classification of Siliciclastic and carbonate rocks
- Tectonic control on sandstone composition
- Concepts and stages of diagenesis

Course Code : GELH CC 7

Course Title : Paleontology

Course Outcome :

- Fossilization and fossil record
- Species concept with special reference to paleontology
- Taxonomic hierarchy Theory of organic evolution
- Important invertebrate groups (Bivalvia, Gastropoda, Brachiopoda) and their biostratigraphic significance
- Paleobiogeographic implications of ammonites in Mesozoic biostratigraphy
- Functional adaptation in trilobites and ammonoids
- Origin and major steps in vertebrate evolution
- Origin, diversity and extinction of dinosaurs
- Horse and Human evolution
- Introduction to Ichnology
- Application of fossils in Stratigraphy

Course Code : GELH CC 8

Course Title : Metamorphic Petrology

Course Outcome :

- Controls and types of Metamorphism
- Concept of P-T-t paths
- Metamorphic Facies and grades
- Mineralogical phase rules
- Principles of geothermobarometry and textural identification
- Metamorphism and Tectonism
- Different Metamorphic rock Association
- Ultra High Pressure and Ultra High temperature metamorphism


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Course Code : GELH CC 9

Course Title : Principles of Stratigraphy and Indian Stratigraphy

Course Outcome :

- Walther's Law of Facies.
- Fundamentals of litho-, bio- and chrono-stratigraphy
- Introduction to concepts of dynamic stratigraphy
- Code of stratigraphic nomenclature
- Sequence stratigraphy and their subdivisions with Indian examples
- Concept of paleogeographic reconstruction
- Physiographic and tectonic subdivisions of India
- Phanerozoic Stratigraphy of India
- Deccan, Rajmahal, Sylhet Trap
- Precambrian-Cambrian boundary, Permian-Triassic boundary, and Cretaceous-Tertiary boundary in India

Course Code : GELH CC 10

Course Title : Hydrogeology

Course Outcome :

- Scope of hydrogeology and its societal relevance
- Hydrologic cycle
- Rock properties affecting groundwater
- Types, parameters, anisotropy and heterogeneity of aquifers
- Groundwater flow
- Well hydraulics and Groundwater exploration
- Physical and chemical properties of water
- Sea water intrusion in coastal aquifers
- Groundwater management
- Rainwater harvesting and artificial recharge of groundwater

Course Code : GELH CC 11


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Course Title : Economic Geology

Course Outcome :

- Basic understanding of the introductory concepts of genesis and localization of ore deposits .
- Awareness of the minerals associated with ore deposits.
- Understanding the structure and texture of ore deposits.
- Introductory concepts of mineral exploration.

Course Code : GELH CC 12

Course Title : Engineering Geology

Course Outcome :

- Introductory concepts on the geological aspects of the location, design, construction, operation and maintenance of various engineering works.
- Basic outline of rock mass properties and rock quality assessment
- To understand role engineering geologists in site investigation and characterization
- Causes of Natural disasters and its implication in various engineering constructions, possible mitigation and important case histories related to Indian Civil Engineering Projects

Course Code : GELH CC 13

Course Title : Geomorphology

Course Outcome :

- Understanding of the conceptual and dynamic aspects of landform development (introductory concepts of geomorphology)
- Role of plate tectonics in the landscape formation
- Overview of Indian Geomorphology and Extraterrestrial landforms

Course Code : GELH CC 14

Course Title : Remote Sensing and GIS


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Course Outcome :

- Fundamental concepts of photogeology (interpretation of aerial photographs)
- Basic principles to identify the earth surface features from satellite images and digital image processing
- Analyze the basic components of GIS ;
- introduction to GPS

Discipline Specific Elective Courses

Course Code GELH DSE 1

Course Title Earth and Climate

Course Outcome :

- Understanding of how the earth's climate system works.
- Climate controlling factors, response and feedback in the climatic system, orbital cyclicality.
- To understand the interaction between the hydrosphere and atmosphere.
- To discuss the heat budget of earth.
- To understand the response of the biosphere to earth's climate (especially the anthropogenic effects causing climate change).
- Basic outline of mechanism of monsoon.

Course Code : GELH DSE 2

Course Title : River Science

Course Outcome :

- Basic idea about stream hydrology; Physical properties of water, sediment and channel flow
- Introduction to the sedimentological processes associated in a river basin
- Basic idea about drainage network, pattern of alluvial rivers and associated landscapes
- Introductory concept of integrated stream management and river ecology.

Course Code GELH DSE 3

Course Title Oceanography


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Course Outcome :

- Introductory concept of chemical and Physical aspects of Ocean
- Role of plate tectonics on the land-Ocean distribution
- First order idea about the marine Life and the Environment

Course Code GELH DSE 4


Course Title Physics and Chemistry of Earth

Course Outcome :

- To understand what and how physico-chemical processes are working in Earth's surface and interior
- Basic idea on the elements of earth's magnetism
- Introduction to the environmental geochemistry


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Skill Enhancement Course (SEC)

Two SEC's are both Field Visit during 3rd and 4th Semester under CBCS. The locations chosen for these field work are usually different, but the outcome of the SEC are following :

Course Outcome :

- Field Mapping Skills: Proficiency in creating detailed geological maps.
- Rock Identification: Ability to identify and classify various rock types.
- Structural Analysis: Skills in analyzing geological structures like folds and faults.
- Stratigraphic Interpretation: Understanding of the sequence and age of rock layers.
- Sampling Techniques: Proficiency in collecting and documenting rock and soil samples.
- Geospatial Data Collection: Use of GPS and other tools for precise location mapping.
- Geological History Reconstruction: Capability to infer past geological events.
- Data Integration: Skills in integrating field data with remote sensing and lab analyses.
- Field Safety and Logistics: Knowledge of safety protocols and effective field planning.
- Team Collaboration: Experience in working collaboratively in diverse field teams.


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