

## COURSE OBJECTIVES AND PROGRAM

# COURSE OBJECTIVES AND PROGRAM OBJECTIVES

THE DEPARTMENT OF SANSKRIT

### SAMVITTA-1

### SEMESTER-1

The first semester of the B.A. Sanskrit program is designed to provide a foundation in the study of Sanskrit. The course is divided into two parts: the first part covers the basics of Sanskrit grammar and the second part covers the basics of Sanskrit literature. The course is designed to provide a foundation in the study of Sanskrit and to prepare students for the second semester of the program.

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PANDIT RAGHUNATH MURMU SMRITI  
MAHAVIDYALAYA

# PRMS MAHAVIDYALAYA

## COURSE OBJECTIVES AND PROGRAM

### OBJECTIVES

#### **B.A .in Sanskrit (Honours)**

##### **Programme Objectives:**

The B.A. course in general is the first introduction of higher education to the students who have just passed from the school. Though in schools Sanskrit is taught as third language and students can take it as optional subject in their school leaving course. But still here in this course students are introduced to the vast field of Sanskrit Literature. Sanskrit does not mean a language or just a literature. There are different branches of knowledge under the umbrella whose name is Sanskrit, such as Literature, Veda, Philosophy, Linguistics, Ethics, Politics etc. These disciplines are introduced in B.A. Sanskrit (Honours) course.

##### **Programme Specific Outcome:**

This programme will enable students to have a comprehensive idea of Sanskrit literature. It is expected that the course would form the knowledge and basic skills for the students to pursue masters in Sanskrit literature.

**Career Opportunities:** After completion of B.A. in Sanskrit students are eligible to do MA in Sanskrit. They are eligible to write exams for job which can be written after completion of BA. Students can pursue also MA in Archaeology, Museology etc.

#### **SEMESTER – I**

##### **AHSNS101C-1**

**Objectives:** The B.A. honours starts with works of poet Kālidāsa, and Bhāravi. There is fifth canto from Kumārasambhavam and first canto of Kirātārjunīyam. As Kālidāsa is the greatest among all it is necessary to get acquaintance with his poetry. Bhāravi has very distinct style altogether, and he is also remembered one of the greatest poet of Sanskrit literature. Chandomanajārī will tell about meters of Sanskrit poetry.

**Course Learning Outcome:** The selected portion of the texts will show glimpses of Sanskrit poetries along with the knowledge of Sanskrit meter. As it is necessary to understand the meter properly, while understanding the poetry.

##### **AHSNS102C-2**

**Objective:** In this paper there are Sanskrit prose literature of Bāṇabhaṭṭa and also one drama of Bhāsa . Bāṇabhaṭṭa is the most celebrated prose writer of Sanskrit. He has very distinct style of



writing. Bhāsa's time is considered previous of Kālidāsa. This drama is about famous story of the king Udayana. His style is very lucid yet very elegant.

**Course Learning Outcome:** Here students will learn first time about the richness of Sanskrit prose, as writings of Bāṇabhaṭṭa is not an easy one. Svapnavāsavadattam would give them to enter in a different world, where the world is full of love, responsibilities, politics through a wonderful simple, poetic language.

#### AHSNS 103GE-1

**Objective:** This paper is for students who study honours other than Sanskrit. Here those students are introduced to the Sanskrit literature through Kālidāsa's masterpiece Abhijñāśakuntalam. Along with that they will learn some basics of Sanskrit grammar.

**Course Learning Outcome:** Here students will learn about Sanskrit literature and also language.

### SEMESTER – II

#### AHSNS201C-3

**Objective:** Here there are brief descriptions of Sanskrit poetics, and there are two selected chapters of Sāhityadarpaṇa of Viśvanātha. It is a text of seventeen century.

**Course Learning Outcome:** Here students will learn about rich heritage of Sanskrit poetics. They will also learn about technical details of Sanskrit drama other poetic genres. They will also learn about different figure of speeches.

#### AHSNS202C-4

**Objective:** In this course students are introduced with both the genre of Sanskrit literature, such as drama and prose. In drama there is masterpiece of Kālidāsa's Abhijñāśakuntalam and selected portion from Daṇḍi's Daśakumārcaṇitām. No reading of Sanskrit literature is completed without reading of these two texts.

**Course Learning Outcome:** Here students will learn about one of the finest piece of Sanskrit literature. The language, handling the plot, dramatic moments give Abhijñāśakuntalam an unique place in world literature.

Daśakumārcaṇitām is unique in its own way. The magic world takes the reader into a different world itself. In this text there are place of everyone, from kings to thieves. This very text gives an entire different picture of ancient India.

#### AHSNS203GE-2

**Objective:** This course is for those students who have taken other subject as honours subject. Here they are going to read selected portion of Raghuvamśam of Kālidāsa. They will also have knowledge of Sanskrit meters.

**Course Learning Outcome:** Here students will learn about another gem of Sanskrit literature. Along with that they will also learn about Sanskrit meter.



**ASCHP204AECC-2**

**Objective:** This course is for those students who have taken other subject as honours subject. Studying a language is always part of curriculum. Without language any knowledge cannot reach towards us. Here student can take Sanskrit as optional.

**Course Learning Outcome:** Here the selected portion of Hitopodeśa of Nārāyaṇa armā is included. The age old tradition of storytelling and teaching thorough it to the young minds, reflected here. Students will also know about morality from Nītiśatakam of Bhartṛhari.

**SEMESTER – III****AHSNS301C-5**

**Objective:** As Veda is the oldest literature of Sanskrit, and one of the oldest literatures of world, it is an important content of this syllabus. There are selected hymns from the Ṛgveda, with the commentary of Sāyaṇa. Sāyaṇa, is the celebrated Vedic commentator of 13th century. Here Vedic grammar is also included. As the Vedic grammar is different than classical Sanskrit grammar in many aspects.

**Course Learning Outcome:** This course is designed to aware the students with Vedic hymes, along with that they will also learn about the language of Veda.

**AHSNS8C-6**

**Objective:** This course is about ancient Indian's social system and polity. It is about norms of society and about an ideal society. The selected portions are from Manusmṛiti, Yājñavalkya Smṛiti and Arthaśāstra.

**Course Learning Outcome:** Student will learn about the ancient notion of ideal king, ancient taxation system, ancient law, ancient way of running a kingdom.

**AHSNS303C-7**

**Objective:** This paper is about advaita philosophy. There is basic text of advaita vedānta, namely Vedāntasāra and selected portion from Bṛhadāraṇyaka upaniṣada.

**Course Learning Outcome:** Here students will learn about very basic concept of vedānta and basic technical terms of vedānta. They will also have a experience of studying one of the ancient philosophical text of the world.

**AHSNS304GE-3**

**Objective:** In this paper there is History of Sanskrit literature and Sanskrit translation from Bengali to Sanskrit.

**Course Learning Outcome:** This paper will give students an overview of Sanskrit literature. They will also learn to translate in Sanskrit literature from Bengali language. As writing in Sanskrit language will empower them to have a command over Sanskrit language.

**AHSNS305SEC–1**



**Objective:** In this paper Spoken Sanskrit and Computer application are included.

**Course Learning Outcome:** This paper tries to enable students in speaking Sanskrit and also they would learn some basics of computer application. In this age of technology it is necessary to know how to operate computer.

## SEMESTER - IV

### AH8N8401C-8

**Objective:** In this course there are history of Vedic Literature and History of Classical Sanskrit Literature.

**Course Learning Outcome:** Here students will get to know about a brief history of Vedic Literature. They will also know about Classical Sanskrit literature. Sanskrit is not only the language of literature and philosophy.

### AH8N8402C-9

**Objective:** This paper consists of History of Indian Philosophy.

**Course Learning Outcome:** Here students will get a brief overview of rich history of Indian philosophy.

### AH8N8403C-10

**Objective:** This paper gives an introduction to Linguistics based on Sanskrit. Sanskrit has great influence over comparative philology and later it is transformed into linguistics. Sanskrit has lot of materials for studying linguistics.

**Course Learning Outcome:** Here students will know about language families, especially about Indo-European language family. They would also learn about phonetic changes, semantic changes etc.

### AH8N8404GE-4

**Objective:** This course is designed for students who have taken different subject as their honours subject other than Sanskrit. Here selected portion from Manusamhitā is included and there is Iśopaniṣad.

**Course Learning Outcome:** The selected portion of Manusamhitā will speak about the ideal king, taxation system, warfare etc. The Iśopaniṣad is the principal text among upaniṣads. Saṅkarabhāṣya is one of the most erudite prose of Sanskrit literature.

### AH8N8405EC-2

**Objective:** This course aims to increase in learning Devnagari Script. This course aims to develop professional skill of the students in future.

**Course Learning Outcome:** Spoken Sanskrit –This course removes all misnomers and fears related to Sanskrit conversation and help students speaking Sanskrit confidently.



## SEMESTER – V

### AHSNS501C-11

**Objective:** This paper is Sanskrit grammar paper. Sidhāntakaumudī of Bhaṭṭojī Dīkṣita is the celebrated grammar text of sixteen century. Without Sanskrit grammar paper, no Sanskrit course is completed.

**Course Learning Outcome:** Here students will know about some selected rules of Pāṇini along with the commentary of Bhaṭṭojī Dīkṣita. The students will learn about how sentence are constructed in Sanskrit language through kāraka theory. The samāsa rules will teach about the word making in Sanskrit language.

### AHSNS502C-12

**Objective:** In this paper different ancient inscriptions and scripts are included. These are integral parts of Sanskrit Literature and important source of history. Though the inscriptions of emperor Aśoka are in Prākṛt, but they are the first written evidence of the subcontinent, other than the Indus valley civilisation. But without them neither Sanskrit literature nor Indian history is completed.

**Course Learning Outcome:** Students will learn Brāhmī script. They will study selected Prākṛt inscriptions and Sanskrit inscription in Brāhmī script, except Bilāśdev's inscription.

### AHSNS503DSE-1

**Objective:** This paper has four options. Generally in B.A. course, there is no space for specialization, but the CBCS pattern gives a chance to students to study their favourite topic little bit deeper. Here there are four options such as Veda, Kāvya, Nyāya and Vyākaraṇa. In Veda there are hymns from Atharvaveda and Ṛgveda. In Kāvya there are selected portion from Sāhityadarpaṇa. In Nyāya Tarkabhāṣa is included. In Vyākaraṇa selected portions from Laghusidhāntakaumudī of Varadāraja are included.

**Course Learning Outcome:** The different hymns from Vedas, will speak about preservation of nature, beauty of nature and the power of woman and language. The selected portion from Sāhityadarpaṇa will teach about ideal poetry and the soul of poetry. The Tarkabhāṣa will empower students with the sheer knowledge of logic. Selected portions of Laghusidhāntakaumudī will introduce students to the technical terms and meta language of Pāṇinian grammar, and morphophonemics phenomenon of Sanskrit language.

### AHSNS504DSE-2

**Objective:** It is the continuation of previous paper. Like the previous one it has four options such as Veda, Kāvya, Nyāya and Vyākaraṇa.

**Course Learning Outcome:** Here in Veda students will learn about philosophy of two selected upaniṣadas. The selected portion of Sidhāntakaumudī will explain them how different suffixes are added after base words (selected). After this addition the base words are ready to be used in the sentence. Thus students will be introduced to word (selected) making episode of Sanskrit



language. The Saptapadārthī would enable the students to understand the concept of Padārtha, Dharma, moksa etc. It would create an awareness about cognition and means of valid knowledge and impart an awareness about cause and effect theory among students. Students would understand the main theories about generality and particularity. It would create an awareness about the concept of inference in Vaiśeṣika philosophy. The Prahāsana Darīdradurdaivam reflects the selfishness and foolishness of the modern society, while Bhāratavivekam focuses on Swami Vivekananda's important life events and Teachings.

## SEMESTER – VI

### AHSNS601C-13

**Objective:** Here Tarkasaṃgraha of Annambhaṭṭa is introduced. It is a text of Nyāya- Vaiśeṣika philosophy.

**Course Learning Outcome:** Here students will learn about Indian Logic. This text will tell students about basics of Nyāya- Vaiśeṣika philosophy. They will get to know about technical term of Indian logic.

### AHSNS602C-14

**Objective:** Here the relation between Sanskrit and World literature is introduced.

**Course Learning Outcome:** Sanskrit literature is read and translated since ancient age not only in Indian subcontinent but outside also, such as in south east Asia, China, Tibet , central Asia and also in Europe. These appreciations, translations, and influences are found throughout the ages. Students will get to know about these topics here.

### AHSNS603DSE-3

**Objective:** This paper has also four options. It is a continuation from previous semester. Here there are four options such as Veda, Kāvya, Nyāya and Vyākaraṇa. No Sanskrit text is completed without commentary. Here also in Veda there are selected portion from R̥gvedādibhāṣyabhūmikā of Dayananda Saraswati. Along with that there is also Vedic Culture & Vedic studies in Bengal. In Kāvya section the text Kāvyaśāstrasūtravṛtti of Vāmana is introduced here. In Nyāya section selected portion from Sarvadarśanasāṃgraha of Mādhavachārya is included . In grammar there are selected portion from Sidhāntakaumudī.

**Course Learning Outcome:** The selected portion of Sidhāntakaumudī will explain them how different suffixes are added after base words (selected). After this addition the base words are ready to be used in the sentence. Thus students will be introduced to noun (selected) making episode of Sanskrit language.

By studying the R̥gvedādibhāṣyabhūmikā, the student can get knowledge of the continuity of the Vedas and the subject matter of the Vedas. From the study of the Second part one can gain knowledge of Vedic culture and the history of the study of Vedas in Bengal. Selected portions from Sarvadarśanasāṃgraha of Mādhavachārya helps to understand the students the opinion of Nyāya-Vaiśeṣika philosophy. It would enable the students to understand the basic



principles, logic and epistemology of those systems of Indian philosophy. The selected portion of Vamana's Kavyalankara-sutra-vṛtti explains the soul of Kavya, the need or prayojana of Kavya, Pada Dosa and Vakya Dosa etc.

AHSNS604DSE-4

**Objective:** This paper has also four options. It is a continuation from previous paper. Here there are four options such as Veda, Kāvya, Nyāya and Vyākaraṇa. In Veda there are selected prose texts from Brāhmaṇas. There are also discussion on different interpretations of Veda..In Kavya section there is selected portion from Bhaṭṭikāvya of Bhartṛhari. In Nyāya there are Navyanyāyabhāṣapradīpa of Maheśchandra Nyāyaratna and discussion about Nyāya studies in Bengal. In Vyākaraṇa there are selected portions from Laghusidhāntakaumudī.

**Course Learning Outcome:** Students will get to know about first prose literature of Sanskrit. They will also learn about different kinds of interpretation of Veda, both Indian and Western. Also one can get the knowledge of many narratives from the study of Brahman texts. The Nyāya portion will introduce them in the world of Navya Nyāya. The text will teach them the Meta language and the technical terms of Navya-Nyāya. This Course aims to introduce the basic and fundamental concepts of Indian philosophical systems, particularly of Nyaya system; Indian Model of Philosophical Analysis, Indian Model of Cognitive analysis, theory of verbal communication etc. The aim of Nyaya studies in Bengal is to produce general awareness about Origin and development of Nyaya Studies in Bengal and to familiarise students with the main teachers of Bengal of Nyaya system. The portion of Vyākaraṇa will introduce students about selected secondary suffixes (taddhita) of Sanskrit language. These suffixes are added after base word in some special meaning. Students will also know about different grammatical operation in the journey from adding the suffixes and up to making the new word. The technical name of this process is prakriyā. Bhaṭṭik vya focuses on two deeply rooted Sanskrit traditions, the Ramayana and Panini's grammar, while incorporating numerous other traditions, in a rich mix of science and art, poetically retelling the adventures of Rama and a compendium of examples of grammar and rhetoric.

## CODES

SNSK=Sanskrit (Subject Code) C= Core Course, AECC= Ability Enhancement Compulsory Course, SEC= Skill Enhancement Course, GE= Generic Elective, DSE= Discipline Specific Elective, IA= Internal Assessment, ESE= End- Semester Examination, Lec.= Lecture, Tu.= Tutorial, and Prc= Practical

*Sinha*

Head of the Department

Pandit Raghunath Murmu Smriti Mahavidyalaya

*Rhm*

Principal

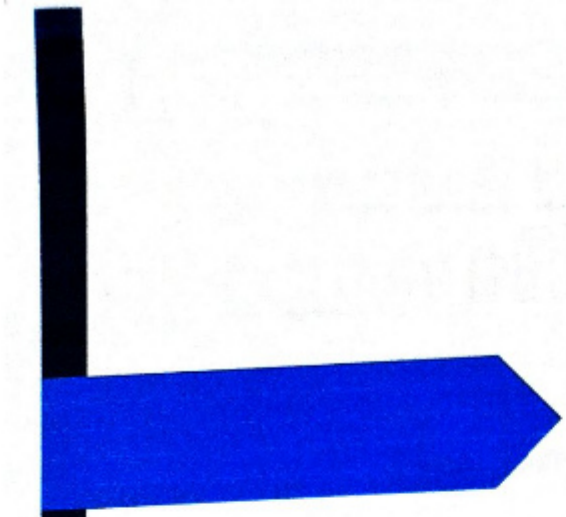
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THE DEPARTMENT OF SANSKRIT ...



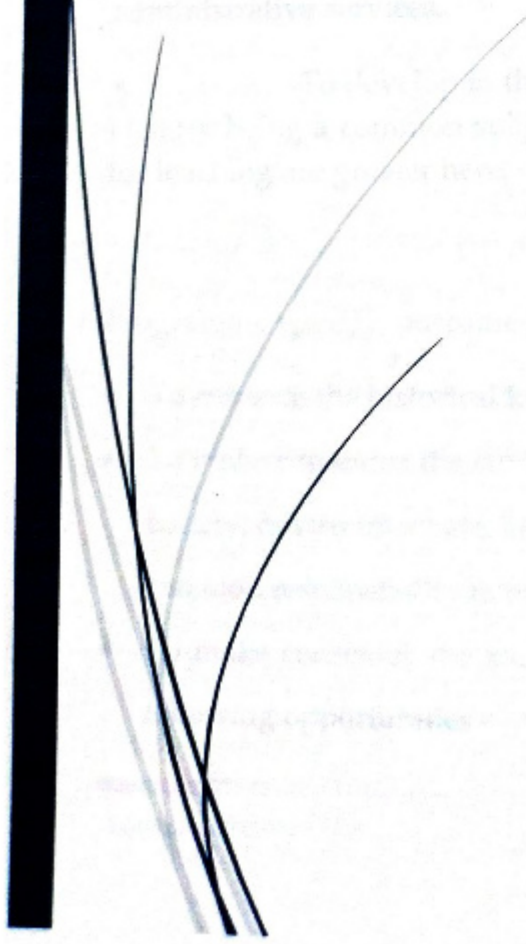
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PRMS MAHAVIDYALAYA  
BARAGARI, JAMBONI, BANKURA





# COURSE OBJECTIVES AND PROGRAM OBJECTIVES

THE DEPARTMENT OF HISTORY



PANDIT RAGHUNATH MURMU SMRITI  
MAHAVIDYALAYA

# **PRMS MAHAVIDYALAYA**

## **COURSE OBJECTIVES AND PROGRAM**

### **OBJECTIVES**

#### **The Department of History**

##### **Programme Outcome (B.A. Hons.)**

- To give the students an orientation regarding the different interdisciplinary fields in Arts and Humanities.
- To provide the students knowledge regarding different skills related to their disciplines.
- To enhance the inquisitiveness of the students regarding current affairs, other Social Sciences, Humanities and Literature.
- To develop in the students zeal for extra-curricular activities and student-centric activities like debate, mock teaching etc.
- To motivate the students for pursuing their goals in different administrative services.
- To develop in the students an interest in taking up teaching as a career. History being a common subject in most of the academic institutions, opportunities for teaching are greater here.

##### **Programme specific outcome**

- To enhance the historical knowledge to the students.
- To make conscious the students about their past values, culture, economy, polity, society, environment etc. as well as the weakness or errors of the past so that they can take responsibility to make the future well.
- To make conscious the students of History Honours for their career about the following opportunities -



- **Category I: Government job**

- a) Academic: Teaching job in school, college, universities; research oriented jobs in different research institutions
- b) Non-academic: U.P.S.C., P.S.C., S.S.C., W.B.C.S., Defense Service, Banking Service, Museum, Archives, Tourism, Duradarshan, Akashbani etc.

**Category II: Non-government job**

- a) Teaching job in school, college, universities; research oriented jobs in different research institutions
- b) Non-academic: Mass Communication, Tourism, Banking Sector & other private sectors etc.

**Course outcome**

1. The course has been designed in such a manner that a student can get a clear idea about Indian physical geography and antiquity of our civilization. It also denotes the values, tradition of our ancestry.
2. Students will explore and understand the historical development.
- 2 102C-2: History of Classical Greece Goal I.

Students will develop a crucial understanding of major traditions and ideas in the field of Ancient Greece.

**Outcomes:**

1. The classical period of world civilization is reflected in the history of Greece. Apart from polity, philosophy, art and architecture, drama, even games and sports of ancient Greece and its subsequent evolutions the moral of this course.

3. 201C-3: History of India (600 B.C. to 650 A.D.) Goal I.

Students will develop a crucial understanding of major traditions and ideas in the field of History of India (600 B.C. to 650 A.D.).

**Outcomes:**

- 1 This curriculum teaches two major areas – (i) emergence of India as a political power, (ii) The spirit of Indian culture.



4 201C-4: Medieval World

Goal II: Students will learn to understand and apply concepts of Medieval World.

**Outcomes:**

1. This curriculum teaches three major areas – (i)Economic developments in Europe from 7th century to 14th century, (ii)Religion & culture of Medieval Europe, (iii) Selected areas of central Islamic land.

5 301C-5 Early Medieval India (650 A.D. – 1206 A.D.) The course has been designed in such a manner that a student can get a clear idea about the conception of Indian feudalism, rise of different regional powers along with their struggle and the coming of Islam to India.

6 302C-6 Transformation of Europe

From this curriculum students will able to gather ideas on two major areas of European history– (i) Social, cultural as well as religious transformation of Europe, (ii) Political and economic transformation of Europe from the time of decline of feudalism to 17th century.

7 303C-7 History of Medieval India The medieval Sultanate period of Indian history is reflected in this curriculum. It will provide a clear idea to the students about the history of Sultanate from its establishment and consolidation to its disintegration and fall. Students will also be able to gather ideas on different regional powers and the socio-economic and cultural aspects during the period from 1206 A.D. to 1526 A.D.

8 304 SEC-1 Archives and Museum From this paper a student can get a clear idea about the conception of Museums, Archives and about its relation with society.

9 401C-8 History of Europe (1789 A.D. to 1870 A.D.) This curriculum teaches three major areas – (i) Familiarity with aspects of French Revolution from 1789 A.D. to 1830 A.D. and 1848 A.D., (ii) Major political events up to Balkan Nationalism, (iii) Society and economy in 19th century Europe.

10 402C-9 History of Medieval India (1526 A.D. to 1756 A.D.) Basically a large part of medieval Mughal period of Indian history is reflected in this curriculum. It will provide a clear idea to the students about the history of Mughal Empire from its establishment and consolidation to its disintegration. Students will also be able to gather ideas on different regional powers and the administrative, socio-economic and cultural aspects during the period from 1526 A.D. to 1756 A.D.

11 403C-10 History of India (1757 A.D. to 1885 A.D.) This curriculum teaches certain major areas – (i) Familiarity with aspects of Modern India, (ii) Emergence of



*regional powers after the downfall of Mughals. (iii) British Company's territorial expansion in India and its administration, economic and social policies. (iv) Effects and response to colonial rule.*

12 501C-11 History of Modern Europe (C. 1870 to C. 1990) This course covers major themes in Europe and global history during 20th century. It begins with a Europeanised world in the aftermath of the First World War and concludes with a multipolar world of the new millennium. The course module gives importance on the events of the century- World War I; the totalitarian state of Nazi Germany & Stalinist Russia; World War II; Cold War between super powers; de-colonization in Asia & Africa & the foundation of U.N.O. The focus will concern two major themes – the major ideologies of the century (liberalism, republicanism, fascism, communism and post 1989 neo-liberalism) and the global and imperial reconfiguration of the world power.

13 502C-12 History of India (1885 to 1947) This course will show that colonialism has had a deep impact on the sub-continent and that various sections in the region continue to grapple with its legacies. It will consciously move beyond the study of European perceptions of India, and focus much more on the lives, livelihoods and ideas of indigenous people. The modules will cover up historical period starting from the inception of colonial rule to a brief incursion into the struggle for freedom. In discussing this period, we will also analyse a number of historiographical perspectives of Indian history, including nationalist, imperialists, Marxists and post-colonial perspectives.

14 DSE paper among two options:-

1. 503 DSE-1: History of U.S.A. I (1776-1945)

2. 504 DSE-2: History of Modern China (1840-1949) These options will focus on two major world power, i.e. U.S.A. & China. The modernization of these two countries will show how they developed themselves in the modern scenario and became a developed country.

15 601C-13 History of India (1947 - 1992) This course presents some important aspects of a complex, highly diverse India that is also witnessing unprecedented changes since its independence in 1947 from Britain. The modules revolve around social dimensions of change, political democracy, economic transition from state to market, gender, caste, India's economic and political globalization and changing world view.

16 602C-14: History of South-West Bengal (1740-1947) This course will enhance knowledge of the region, the students belong to, that is South-West Bengal. The regional history will focus on the status of South-West Bengal in Mughal subah of



Bengal; establishment of British rule in South-West Bengal; agrarian structure in colonial times and agrarian revolts; socio-cultural and religious life; western impact on education; nationalist politics and role played by the locals in freedom struggle.

17 DSE paper among two options:-

1. 603 DSE-3: History of U.S.A. II (1776-1945)

2. 604 DSE-4: History of Modern Japan (1840-1949) These options will focus on two major world power, i.e. U.S.A. & Japan. The modernization of these two countries will show how they developed themselves in the modern scenario and became a developed country.

*A. Mandel*

Head of the Department  
Pandit Raghunath Murmu Smriti Mahavidyalaya

*[Signature]*

Principal  
Pandit Raghunath Murmu Smriti Mahavidyalaya

PRINCIPAL  
PRMS MAHAVIDYALAYA  
BARAGARI, JAMBOHI, BANKURA







# COURSE OBJECTIVES AND PROGRAM OBJECTIVES

THE DEPARTMENT OF POLITICAL  
SCIENCE

PANDIT RAGHUNATH MURMU SMRITI  
MAHAVIDYALAYA



# **PRMS MAHAVIDYALAYA**

## **COURSE OBJECTIVES AND PROGRAM**

### **OBJECTIVES**

#### **The Department of Political Science**

##### **PROGRAMME OUTCOME**

1. The learner develops the ability to use critical, analytical, and reflective thinking.
2. The learner acquires the ability to reflect on social and ethical responsibilities in his/her professional life.
3. The learner gains experience and confidence in the dissemination of project/research outputs
4. The learner acquires the competence to work responsibly and creatively as an individual or as a member or leader of a team and in multidisciplinary environments.
5. He /She learns to communicate effectively by oral, written, graphical and technological means and have competency in English.
6. On completion the learner can independently research and acquire information, and develop appreciation of the need for continuously learning and updating..
7. The learner becomes able to assess the impact of the economic, social, and political environment from a global, national and regional level.
8. The learner gets to know how to access written and visual, primary and secondary sources of information, interpret concepts and data from a variety of sources in developing disciplinary and interdisciplinary analyses.

In particular, this program offers a comprehensive and up-to-date review of the major fields of Political Science and provides the students with a rigorous conceptual framework, basic analytical tools and sound methodological training in the discipline. The program covers the major fields of Political Science (Comparative Politics, International Relations, Political Theory, Public Administration and Indian State and Society Human Rights, social movements, Indian political Thought and western Political Thought) and offers a rich set of specialization possibilities..

##### **Programme specific outcome**



This programme aims to give the students a comprehensive knowledge about the various concepts and principles of Political Science, develop a clear understanding of the working of Indian political and administrative system and promote and nurture among students a sense of responsible citizenship.

Through this programme and the various courses offered, all those undergoing the programme will also get a clear understanding of the various issues that any type of government would have to deal with, both at the national and international front and the various provisions therein according to the constitution. It also aims to make the students aware about a citizen's rights and duties and help develop in them confidence and commitment to participate and contribute in the formation, formulation and functioning of the various governmental structures and mechanisms.

### Course outcome

#### Political Theory

- Knowledge gained : About developments in political philosophy and detailed knowledge about key concepts in political theory
- Skill gained : To follow contemporary debates on justice, freedom, democracy
- Competency gained: To apply abstract theoretical arguments to practical situations

#### Western Political Thought

- Knowledge Gained: about the foundational thinkers and their thought, covering both the classical masters of political thought and major contemporary Western theorists.
- Skill Gained: Understanding text-context relationship of political thought and of the contemporary relevance of key philosophical ideas.
- Competency Gained: Ability to contextualize the concepts and ideas as well as philosophical connections with more specialized domains of Political Science.

#### Indian Political Thought

- Knowledge gained: About the political ideas of Indian thinkers covering both ancient and modern political thinkers from renaissance to modernity.
- Skill gained : Understanding and contextualizing the ideas to contemporary realities
- Competency gained: Develop the ability to critically assess and form opinions on philosophical and ideological issues relevant to contemporary India.



### Public Administration

- Knowledge gained : About the basic ideas about Public Administration as a discipline including its evolution.
- Skill gained : To apply the knowledge in understanding the role of administration.
- Competency gained: Ability to use knowledge in administrative careers and in the field of policy science

### International Relations

- Knowledge gained: Of historical origins, key debates and emerging trends in the discipline.
- Skill gained : Understanding of contemporary international political developments
- Competency gained: Awareness about the discipline and the international politics

### Social Movements in India

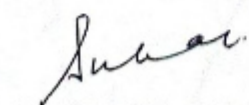
- Knowledge gained: About controversies regarding Indian traditions and about social movements in colonial and independent India.
- Skill gained: To assess strength and weaknesses of policies of social justice.
- Competency gained: To critically interrogate and research contemporary social movements.

### Human Rights

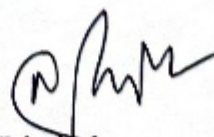
- Knowledge gained- about different nations Human Rights Condition.
- Skill gained- They have to develop a clear idea on the necessity of human rights. Competency gained- Critical view on the ideas of human rights.

### Constitution of India

- Knowledge gained- about basic features of Indian constitution.
- Skill gained- Importance of Indian constitution mainly fundamental rights, duties, different parts of indian constitution.
- Competency gained- They have to evaluate and analyze the role of indian constitution to protect liberty,equality,justice,fraternity.



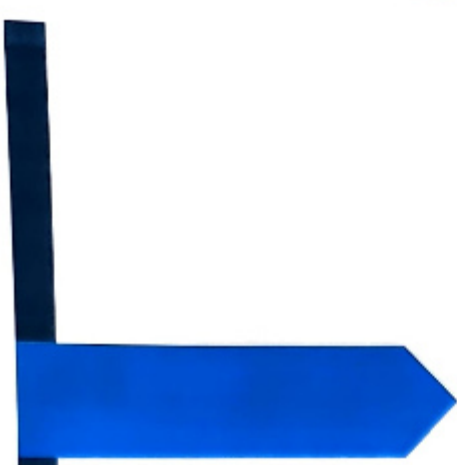
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# COURSE OBJECTIVES AND PROGRAM OBJECTIVES

DEPARTMENT OF SANTALI



PANDIT RAGHUNATH MURMU SMRITI  
MAHAVIDYALAYA



# **PRMS MAHAVIDYALAYA**

## **COURSE OBJECTIVES**

## **AND PROGRAM OBJECTIVES**

### **B.A. (Honours) in Santali**

#### **Programme Objectives (POs):**

This programme aims at training students in Santali Literary studies in a way so that they can pursue further research in the field. There are papers on the basic concepts of literary studies and trends in literary theory to provide an understanding of the conceptual points of departure in literary studies. One paper on socio-political background of Santali literature and Units on socio-political background of Santali literature and Units on such background in individual papers are expected to provide knowledge on how to situate literary production in the larger context of socio-political history. Papers on texts from various phases and genres of Santali literature will introduce the student to the salient features of respective phases, features of respective genres and contribution of individual authors. Further, these courses will help in understanding various ways of reading literary texts. Understanding of the idea of research will be nurtured through the course on Research Methodology and guided dissertation writing. Elective and Open Elective courses will initiate the student in a selected area providing in depth and comprehensive understanding of that area forming the base for formulating research questions and pursuing research in that area.

#### **Programme Specific Outcomes (PSOs):**

This programme will enable to have a comprehensive understanding of the history of Santali literature, its socio-political background, important movements, genres and authors, concepts and practices of literary studies, and basic skill for research writing. It is expected that the course will form the knowledge and skill-base for the students to take up various teaching assignments and pursue further research in the field.

#### **Programme Career Opportunities (PCOs) :**

This programme Career Opportunities are Teaching Position in Universities, Colleges Schools. And Professional Writing positions in government Organization. Position in profession requiring creative/ analytical/ linguistic skill and also Pursue M.A/ M.phil/ Ph.D. Programmes

#### **CODES**



SNT= Santali (Subject Code) CC= Core Course, AECC= Ability Enhancement Compulsory Course, SEC= Skill Enhancement Course, GE= Generic Elective, DSE= Discipline Specific Elective IA= Internal Assessment, ESE= End-Semester Examination, Lec.=Lecture, Tu.= Tutorial, and Prc.=Practical

## SEMESTER – I

### AHSNT-101C

#### Course Objectives:

The main objective of this course is that the students know about Origin of Santali language and other tribal language. The course introduces the students to the language origin Santal, Ho, Munda, Birhor, Mahali, Bhumij, , Mainly Austric Group.

#### Course learning outcomes:

The course will enable to know the students about different culture and social activity of Santal, Ho, Munda, Birhor, Mahali, Bhumij, Mainly Austric Group. Further it helps to understand their different kinds of life style and economical status.

### AHSNT-102C

#### Course Objective :

Basic knowledge of the Grammar features of a language is essential for understanding the literature of that language. This course aims to introduce students with the basic concept of Grammar with special reference to the Grammar features of the Santali language.

#### Course learning outcomes :

The course will help the students to understand feature of Santali language in Grammatical terms.

### AHSNT-103GE

#### Course Objective :

Basic knowledge of the Grammar features of a language is essential for understanding the literature of that language. This course aims to introduce students with the basic concept of Grammar with special reference to the Grammar features of the Santali language.

#### Course learning outcomes :

The course will help the students to understand feature of Santali language in Grammatical terms.

## SEMESTER –II

### AHSNT-201C

#### Course Objectives:

This course aims at giving general understanding of the History of Santali Literature. Detail analysis of various History of literature, features of lite, the concept of Historical Knowledge, methods of Literature research, and the history of Santali Literature in India will be taught in this course.

**Course learning outcomes:**

This course will enable students to understand various theoretical aspects of Santali Literature studies and will introduce them to the history of Santali Literature.

**AHSNT-202C**

**Course Objective:**

The course has been designed for an in-depth study of eastern and western literary criticism including Greek, English Sanskrit, Bengali, Santali aesthetics and poetics as well as western theories of criticism.

**Learning Outcomes:**

The students will be able to have a broad overview of the development of critical theories and their impact on Santali literature.

**AHSNT-203GE**

**Course Objectives:**

This course aims at giving general understanding of the theories of Literature. Detail analysis of various definitions of Language and tribal culture and literature, features of Santali-language, the concept of Santali-aesthetics, methods of folk Literature research, and the history of Santali Literature in India will be taught in this course.

**Course learning outcomes:**

This course will enable students to understand various theoretical aspects Santali Literature studies and will introduce them to the History of Santali Literature.

**ACSHP-204AECC**

**Course Objective:**

This course has been designed for Programme & Honours students to have basic groundings in Santali language and its Literature. Along with it to enable them to translate simple sentences.

**Course Learning Outcomes:**

At the end of the course the students will be able to have a basic knowledge of Santali Language and Literature.



**SEMESTER –III****AHSNT-301C****Course Objectives:**

This course aims at giving general understanding of the theories of folk Literature. Detail analysis of various definitions of folk and tribal culture and literature, features of folk-language, the concept of folk-aesthetics, methods of folk Literature research, and the history of Folk Literature in India will be taught in this course.

**Course learning outcomes:**

This course will enable students to understand various theoretical aspects of folk Literature studies and will introduce them to the history of folk Literature.

**AHSNT-302C****Course Objective:**

Detailed study of different genres of Santali literature, movements and trends from Pre-Independence Santali Literature and literary works of representative writers and poets of the same period.

**Learning Outcomes:**

At the completion of the course, the student will be able to have in- depth knowledge of the major movements, trends of Post Independence Santali Literature and different genres of their representative writers of the same period.

**AHSNT-303C**

**Course Objectives:** The course has been designed for detailed study of Santali Magazine or his History with reference of representative Santali Magazine.

**Course Learning Outcomes:** At the completion of the course the students will be able to have an in-depth knowledge of the history and development of Santali Magazine.

**AHSNT-304GE****Course Objectives:**

The course has been designed for detailed study of Santali Magazine or his History with reference of representative Santali Magazine and there are some important works literary essay by poets.

**Course Learning Outcomes:**

At the completion of the course the students will be able to have an in-depth knowledge of the history and development of Santali Magazine And Students are taught basics essay withing method in later life.

**AHSNT-305SEC****Course Objectives:**

The objective of this course thought this subject students will be able to match their thoughts and feelings in different ways and present their words and opinions.

**Course Learning Outcomes:**

At the completion of this course this will help student develop the ability to speak, the ability to discuss and the ability to present themselves

**SEMESTER – IV****AHSNT-401C****Course Objectives:**

The objective of this course to make students aware of various literary schools and trends in Whole Santali Poetry.

**Course Learning Outcomes:**

It makes students acquainted with various schools and trends prevailing in the period. And it makes them familiar with new genres of Santali poetry.

**AHSNT-402C****Course Objectives:**

The objective of the course is to make students acquainted with modern trends in Santali Short Stories writings and its salient features.

**Course Learning Outcomes:**

It makes the students aware of different trends in Short Story writings development in the Whole period. Further it helps to understand salient features of Santali writings in Whole period.

**AHSNT-403C****Course Objective:**

The purpose of this course is to provide the Literature concept study of her development of Novel through major writers and their Novel.

**Course Learning Outcomes:**

At the completion of this course the students will be able to have in-depth knowledge of the history and major text of Santali Novel.

**AHSNT-404GE**



**Course Objectives:**

The objective of the course is to make students acquainted with trends in Santali Poetry and Fiction Literature writings and its salient features.

**Course Learning Outcomes:**

It makes the students aware of different trends in Santali Poetry & Fiction writings development in whole period. Further it helps to understand salient features of Santali writings in whole period.

**AHSNT-405SEC**

**Course Objectives:**

The objective of this course thought this subject students will be able to match their thoughts and feelings in different ways and present their words and opinions.

**Course Learning Outcomes:**

At the completion of this course this will help student develop the ability to speak, the ability to Writing skills and the ability to present & future plan in own life.

**SEMESTER-V**

**AHSNT-501C**

**Course Objectives:**

The objective of the course is to make students acquainted with Whole trends in Santali One Act Play writings and its salient features.

**Course Learning Outcomes:**

It makes the students aware of different trends in Prose writings development in the Whole period. Further it helps to understand salient features of Santali Ona act play writings.

**AHSNT-502C**

**Course Objective:**

The purpose of this course is to provide the Literature concept study of her development of Essay through major writers and their Essay.

**Course Learning Outcomes:**

At the completion of this course the students will be able to have in-depth knowledge of the history and major text of Santali Essay.

**AHSNT-503DSE-1 SPECIAL PAPER (P-I)**

**Course Objective:**

The purpose of this course is to provide the highly specialized study of the development of Folk Literature, Linguistic & Philosophy, through major writers and their Folk Literature, Linguistic & Philosophy.

**Course Learning Outcomes:**

At the completion of this course the students will be able to have in-depth knowledge of the history and major text of Folk Literature, Linguistic & Philosophy.

**AHSNT-504DSE-2 SPECIAL PAPER (P-I)**

**Course Objective:**

The purpose of this course is to provide the highly specialized study of the development of Poetry, Prose, & Drama through major writers and their Poetry, Prose, & Drama.

**Course Learning Outcomes:**

At the completion of this course the students will be able to have in-depth knowledge of the history and major text of Santali Poetry, Prose, & Drama.

**SEMESTER-VI**

**AHSNT -601C**

**Course Objectives:**

The objective of the course is to make students acquainted with Whole trends in Santali Drama writings and its salient features.

**Course Learning Outcomes:**

It makes the students aware of different trends in Prose writings development in the Whole period. Further it helps to understand salient features of Santali Drama writings.

**AHSNT-602C**

**Course Objective:**

The purpose of this course is to provide the Literature concept study of her development of Santali Child & Tourisim Literature through major writers and their Santali Child & Tourisim Literature.

**Course Learning Outcomes:**



At the completion of this course the students will be able to have in-depth knowledge of the history and major text of Santali Child & Toursim Literature.

**AHSNT-603DSE-3**

**Course Objective:**

The purpose of this course is to provide the highly specialized study of the development of Folk Literature, Linguistic, & Philosophy. through major writers and their Folk Literature, Linguistic, & Philosophy

**Course Learning Outcomes:**

At the completion of this course the students will be able to have in-depth knowledge of the history and major text of Folk Literature, Linguistic, & Philosophy.

**AHSNT-604DSE-4 SPECIAL PAPER (P-II)**

**Course Objective:**

The purpose of this course is to provide the highly specialized study of the development of Poetry, Prose Literature, & Drama. through major writers and their Poetry, Prose Literature, & Drama

**Course Learning Outcomes:**


At the completion of this course the students will be able to have in-depth knowledge of the history and major text of Poetry, Prose Literature, & Drama.

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Principal  
Pandit Raghunath Murmu Smriti Mahavidyalaya

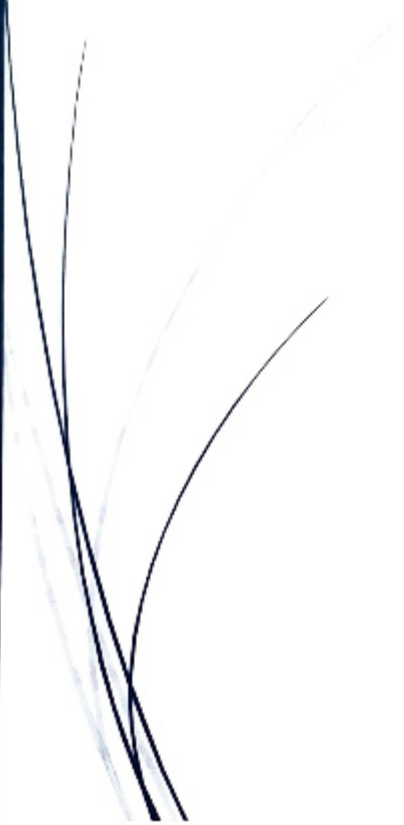
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BARAGARI, JAMBOINI, BANKURA





# COURSE OBJECTIVES AND PROGRAM OBJECTIVES

THE DEPARTMENT OF COMPUTER  
SCIENCE



PANDIT RAGHUNATH MURMU SMRITI  
MAHAVIDYALAYA



# **PRMS MAHAVIDYALAYA**

## **COURSE OBJECTIVES AND PROGRAM**

### **OBJECTIVES**

## **Department of Computer Science**

### **Programme outcome**

Computer Science graduates will be able to acquire sufficient knowledge, professional skills, and understanding of the subject so that they can find themselves suitable for employment and developing careers in a wide range of government and private sectors as well as for higher studies and research in computer science and information technology. Computer science careers offer opportunities to the students in every walk of life.

### **Programme specific outcome**

A graduate with a B.Sc. in Computer Science will have the ability to

PSO1. Demonstrate mastery of Computer Science in the following core knowledge areas  
Data Structures and Programming Languages Databases, Software Engineering and Development Computer Hardware and Architecture

PSO2. Apply problem-solving skills and the knowledge of computer science to solve real world problems.

PSO3. Develop technical project reports and present them orally among the users

### **Course outcome**

Course wise outcomes are

#### **1. Course Problem solving using computers:**

After completing this course, students will be able to (i) learn about computer fundamentals (ii) apply language features including strings, lists, tuples, dictionaries, regular expressions. (iii) Create and call functions.

#### **2. Database management System:**

Upon successful completion of this course, students should be able to: (i) Describe the fundamental elements of relational database management systems. (ii) Explain the basic concepts of relational data model, entity- relationship model, relational database design, relational algebra and SQL. All these are useful in different software project.

#### **3. Operating System:**

In this course Students will be able to

- learn how Operating System is Important for Computer System.
- aware of different types of Operating System and their services.
- learn different process scheduling algorithms and synchronization techniques to achieve better performance of a computer system.
- know virtual memory concepts.
- learn secondary memory management.

4. **Office Automation tools :**

By learning the course, the students will be able to Perform documentation, accounting operations, presentation skills.

5. **Computer System Architecture:**

In this course students will be able to understand the structure, function and characteristics of computer systems.

- understand the design of the various functional units and components of computers.
- identify the elements of modern instructions sets and their impact on processor design.
- explain the function of each element of a memory hierarchy,
- identify and compare different methods for computer I/O.

6. **HTML programming:**

In this course students learn to design webpages as well as websites.

7. **Programming in Java:**

- On completion of the course the student should be able to:
- Use an integrated development environment to write, compile, run, and test simple object-oriented Java programs.
- Read and make elementary modifications to Java programs that solve real- world problems.
- Validate input in a Java program.
- Identify and fix defects and common security issues in code.

8. **Programming in Visual Basic :** This course provides the skills and knowledge required to use essential features and capabilities of Visual BASIC, a programming system used to produce Graphical User Interfaces and applications in a Windows environment. It includes basic programming concepts, problem solving, programming logic, and the design of event-driven programming.

9. **Computer network:** After successfully completing this course, students should be able to: Describe the general principles of data communication. Describe how computer networks are organized with the concept of layered approach. Describe how signals are used to transfer data between nodes. Implement a simple LAN



with hubs, bridges and switches.

10. **Project work :** After studying this course, students should be able to.
- develop plans with relevant people to achieve the project's goals
  - break work down into tasks and determine handover procedures
  - identify links and dependencies, and schedule to achieve deliverables
  - estimate and cost the human and physical resources required, and make plans to obtain the necessary resources
  - allocate roles with clear lines of responsibility and accountability.

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BARAGARI, JAMBONI, BANKURA





# COURSE OBJECTIVES AND PROGRAM OBJECTIVES

THE DEPARTMENT OF GEOGRAPHY

PANDIT RAGHUNATH MURMU SMRITI  
MAHAVIDYALAYA



## **THE DEPARTMENT OF GEOGRAPHY**

Geography is one of the most emerging subjects that are gaining popularity among the students due to its versatility. Students from both Arts and Science stream are able to take Geography as their choice of study in the Under Graduate courses. The Department of Geography of PANDIT RAGHUNATH MURMU SMRITI MAHAVIDYALAYA presently follows the syllabus of Bankura University for all the semesters. The syllabus is more or less similar with some specific additions and alterations. Geography basically deals with space. The spatial aspects of the earth, their guiding laws and theories, nature and evolution are recorded and represented through a number of instrumental and mechanical ways. A holistic view of the Earth as an entity and the features within the earth are taught to students. The evolution of natural landscape to cultural landscape is illustrated. The mapping techniques are guides to represent all the physical, social, cultural features through proper scaling and elaborative description. The project based studies and analysis are very helpful in building up a research outlook among the students. They learn about the sample drawing procedures and detailed idea about the important issues around them. The course is sub divided into several small sections and put under expert faculties of that field to provide the students the desired benefit of the course.

# DEPARTMENT OF GEOGRAPHY

**Table 1: Bankura University Course outcome**

| Course Code                                   | Course Title  | Course Outcome  |
|---|---|---|
| UG<br>(Semester I)                            |   |   |
| S<br>H<br>G<br>E<br>O/<br>10<br>1/<br>C-<br>1 | Geotectonics and Geomorphology                        | <ol style="list-style-type: none"> <li>1. Understanding origin and evolution of Earth with special reference to cross-cutting approach like Big Bang Model</li> <li>2. Peep into and scan Earth's Lithospheric Slab/Plate by Plate Tectonic Theories</li> <li>3. Student Seminars have been organized on different issues like 'Wegener and his Pangaea' by Semester-I students through power point.</li> </ol>                                     |
| S<br>H<br>G<br>E<br>O<br>/<br>1<br>0          | Cartographic Techniques & Cartographic Techniques Lab | <ol style="list-style-type: none"> <li>1. Students got into the Practical Environment where they learnt about Making Maps with proper Cartographic technique and Sense.</li> <li>2. Students also acted as Surveyor and plotted LULC (Land use &amp; Land cover) Maps, Contour generation and Traverses by Dumpy Level and Prismatic Compass respectively.</li> <li>3. Skyline Generation survey has been done by Transit Theodolite for</li> </ol> |



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understanding urban

development at Ward 24, Bankura  
Municipality

UG  
(Semester II)

SHGE  
O/201/  
C-3

Human  
Geography

1. Understanding Dichotomy of Geographical analysis with the introduction of Human Geography.
2. Explanation of Space, Society and Culture, Ethnicity.
3. Human adaptation to environment especially Eskimos and Santhals.
4. Students have got information about Social Morphology, Pattern of Settlements in Rural areas etc.

SHGEO/  
202/C-4T

&

SHGE  
O/  
202/C-  
4P

Cartograms and  
Thematic  
Mapping

1. Cartographic representation of Geographical Data
2. Learning Mapping techniques and Topographical Maps (OSM)
3. Preparation of Laboratory Note Book

UG Semester III

SHGEO/  
301/C-5

Climatology

1. Understanding structure and composition of Atmosphere.
2. It's also a cross cutting issue through which students learnt about Mechanism of Condensation, Atmospheric Circulation with special reference to Monsoon, Jet Stream etc.
3. West Bengal is situated in a vulnerable location of Tropical Cyclone. In this concern it is very pertinent to study about Origin of Tropical Cyclone. Besides Students also will learn about Temperate Cyclone.

SHGEO/  
301/C-6

Geography of  
India

1. Discussion about Physical environment of both India and West Bengal is the base of this part of study.
- 2.
3. Learning and evaluation of Classified Physical, Economical, Social Regions of India and West Bengal.



|   |  |   |
|---|--|---|
| <p><b>SHGEO/<br/>301/C-7T</b></p> <p><b>&amp;</b></p> <p><b>SHGE<br/>O/<br/>301/C-<br/>7P</b></p> | <p><b>Statistical<br/>Methods<br/>in<br/>Geography</b></p> | <ol style="list-style-type: none"> <li><b>1. Students will learn about methods of statistics in the name of quantitative analysis. This will help students in analyzing research areas in near future.</b></li> <li><b>2. Students will use Computer application in Statistics to analyze geographical problems through algorithms in Computer environment</b></li> </ol> |
| <p><b>UG Semester IV</b></p>  |  |   |
| <p><b>SHGEO/40<br/>1/C-8</b></p>  | <p><b>Regional planning &amp;<br/>Development</b></p>      | <ol style="list-style-type: none"> <li><b>1. Develop Knowledge on Regionalization, regionalism and different types of regional planning adopted in India and application in regional scale.</b></li> </ol>  |
| <p><b>402/C-9</b></p>   | <p><b>Geography of Economic<br/>Activities</b></p>         | <ol style="list-style-type: none"> <li><b>1. Familiarity with different economic theories and models and develop skills in applying the theories in planning and development in primary, secondary and tertiary sectors of the economy.</b></li> </ol>  |

403/C-

10T &

C-10P

Geogra  
phy  
Environm  
ental

1. Understanding of the processes of the environmental problem with particular reference to man-environmental conflict in Junglemahal area .Also develop skills for environmental perception survey, field survey using soil kit & air quality assessment.

#### UG Semester V

501/C-11

Geograp  
hical  
Thoug  
ht

1. Develop an understanding of the basic philosophy of geography and its development since ancient age in and around the world with particular reference to various concept & issues.

502/c-  
12T

& C-  
12p

Remote Sensing

1. Capable of developing knowledge and skills in remote sensing technique its theories and application in the analysis of spatial data.

#### UG Semester VI

601/C-13T

Disaster  
Management

1. Will develop knowledge various kinds of Environmental hazards management techniques particularly earthquake, landslide, cyclone, forest fire etc.



602/C-

14T

&C-

14P

**Research  
Methodology**

1. Geography is basically a field based science. Students can enhance their understanding level of field observation and interpretation skill along with report writing and presentation skill in front of experts.

## PROGRAMME OUTCOME

Table 3: Programme Outcome

| YEA<br>R    | LEARNING<br>OUTCOME   |
|-------------|---|
| First Year  | <ol style="list-style-type: none"><li>1. Students will develop a general understanding of physical geographic processes, the global distribution of tectonic plates and landforms, origin and evolution of earth and its structural forms.</li><li>2. They will also be able to find out the relation between geography and human society.</li></ol>  |
| Second Year | <ol style="list-style-type: none"><li>1. Students will also develop clear understanding of various atmospheric processes which influence our day to day weather patterns.</li><li>2. At the end of the course, students will learn to prepare their own maps on the basis of statistical data and will be able to analyze spatial data.</li><li>3. Students will understand through the lectures the interconnection between people and places in different regions, the distribution of economic activities, man-environment interrelations in local and regional perspective.</li></ol> |
| Third Year  | <ol style="list-style-type: none"><li>1. During this year, students will be able to trace out the exact philosophy of geography, its evolution and its makers as well as various schools and approaches of study in geography.</li><li>2. Above all, the students will be able to clear the prevailing misconceptions about geography that it is nothing but a 'science of place names' but a modern regional science with deep focus into the environmental and resource management policies.</li></ol>  |



## PROGRAMME SPECIFIC OUTCOMES

Table 4: Programme Specific Outcomes

| YEAR        | LEARNING OUTCOME  |
|-------------|---|
| First Year  | <ol style="list-style-type: none"><li>1. Students will acquire an understanding of the various tectonic processes that made our earth.</li><li>2. At the end of the course, students will learn to prepare their own maps on the basis of statistical data and will be able to analyze spatial data.</li><li>3. They will also be able to find out the relation between geography and human society.</li></ol>  |
| Second Year | <ol style="list-style-type: none"><li>1. Students will have a clear understanding of the regional geographical approaches at the backdrop of India in general and West Bengal in particular.</li><li>2. Students will also develop clear understanding of various atmospheric processes which influence our day to day weather patterns.</li><li>3. They will also develop statistical data analysis in manual as well as automated mode.</li><li>4. Students will understand through the lectures the interconnection between people and places in different regions, the distribution of economic activities, man-environment interrelations in local and regional perspective.</li></ol> |

**Third Year**

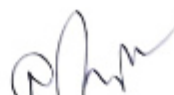
1. During this year, students will be able to trace out the exact philosophy of geography, its evolution and its makers as well as various schools and approaches of study in geography.
2. Students will develop a solid understanding of the concepts of 'space', 'place' and 'region' and their importance in explaining world affairs.
3. Students will be able to synthesize geographic knowledge and apply geographic research techniques in resource management practices.
4. Above all, the students will be able to clear the prevailing misconceptions about geography that it is nothing but a 'science of place names' but a modern regional science with deep focus into the environmental and resource management policies.
5. Finally, the students will become true geographers with a keen interest in areal differentiation of things and phenomena over space, equipped with spatial analysis tools and techniques, expert in land and socioeconomic surveys with great geographic intellect.



(Dr Jaidul Islam)

Assistant Professor and Head

Pandit Raghunath Murmu Smriti Mahavidyalaya



(Dr. Neelanshu Ghosh)

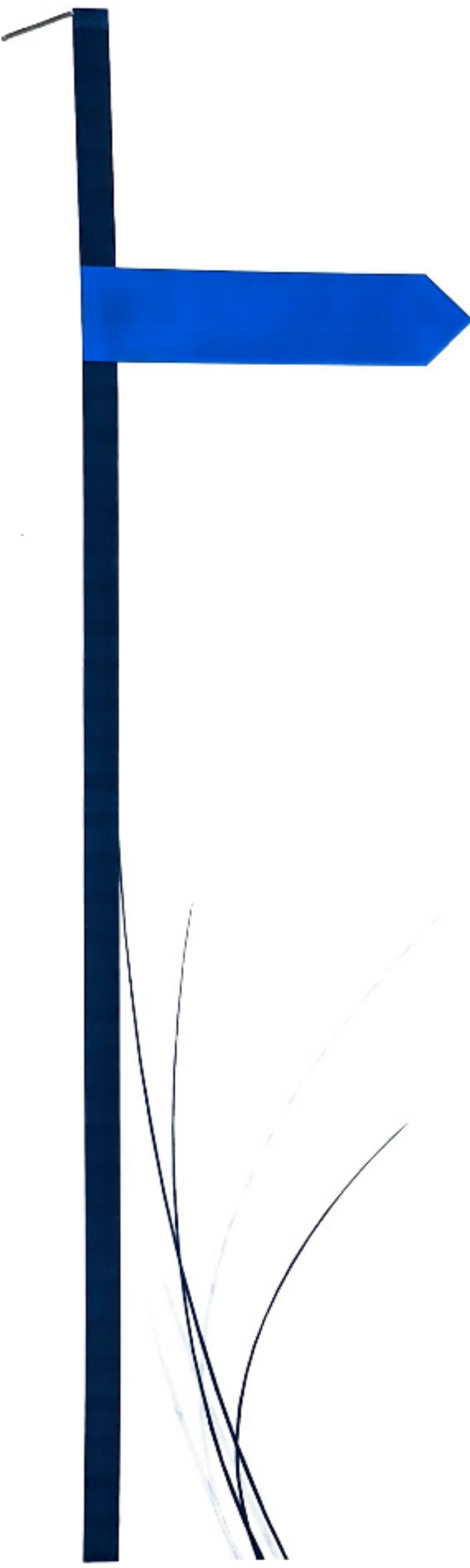
Principal

Pandit Raghunath Murmu Smriti Mahavidyalaya

PRINCIPAL  
PRMS MAHAVIDYALAYA  
BARAGARI, JAMBONI, BANKURA







# COURSE OBJECTIVES AND PROGRAM OBJECTIVES

THE DEPARTMENT OF FORESTRY

PANDIT RAGHUNATH MURMU SMRITI  
MAHAVIDYALAYA

# **PRMS MAHAVIDYALAYA**

## **COURSE OBJECTIVES**

## **AND PROGRAM OBJECTIVES**

**The Department of Forestry (Honours)**

**CBCS w.e.f 2022-23**

### **A. Program Outcomes:**

1. To impart students with practical knowledge and to assist them in becoming well-known forestry professionals.
2. To impart students with awareness for conserving and managing forest resources, as well as protecting wildlife.
3. To develop both quantitative and qualitative methods to analyse resources and solve problems.
4. To develop the design to provide students with the most up-to-date equipment and technology used in the field of forestry.
5. To develop consciousness among students for managing forest resources, incorporate knowledge of fundamental biology, physical science, forest and wildlife ecology, and social science.
6. To develop consciousness among students for information and methods from the fields of geomatics, silviculture, economics, operations, bioproducts, and policy to design and assess alternative approaches for managing forest resources.
7. To develop appropriate concepts, models, and efficient approaches to create and assess forest resource plans that take into account numerous conflicting objectives, from woodlots to landscapes
8. It will help to establish bonding with forest - dependent community. Thus it will help in community development.

### **B. Program Specific Outcomes:**

1. To impart knowledge about forestry techniques from antiquity to the present.
2. To disseminate comprehensive practical knowledge of technique of growing forest trees.
3. To provide thorough knowledge about agricultural related industries.
4. To develop knowledge consciousness for geomatics, silviculture, economics, bioproducts, and policy to design and assess alternative approaches for managing forest resources.
5. Detailed knowledge about forest policies and management of forests.

## **COURSE OBJECTIVES AND OUTCOMES**

### **SEMESTER - I**



**1. SH/FST/SA 1101- Introduction to Forestry (2+0)**

**Objective**

To impart knowledge about the basic concepts of Forestry and familiarize the students about developments in the field of forestry and world forestry.

**Outcome**

The student will gain knowledge about the various concepts and developments in the field of Forestry.

**2. SH/FST/SA 1102 Principles of Agroforestry (2+1)**

**Objective**

To impart knowledge about the basic concepts of Agriculture and agroforestry, the students familiarize about developments in the field of basic agriculture and agroforestry.

**Outcome**

The student will gain knowledge about the various concepts, types, and developments in the field of agroforestry.

**3. SH/FST/NR 1101- Introduction to Agronomy and Horticulture (2+1)**

**Objective**

To impart knowledge about the basic concepts of Agronomy, agricultural and forest weeds. Horticultural crops and their management, the students familiarize about developments in the field of basic agronomy and horticulture practice.

**Outcome**

- The student will gain knowledge about the various types of agriculture and horticulture crops.
- The student also will gain knowledge about weeds and their control measurements.

**4. SH/FST/FB 1101- Geology and Soil (2+1)**

**Objective**

To impart knowledge about the Geology, rocks and soil formation, the students familiarize how to soil is formed and their physicochemical property play important role in forest and their conservation.

**Outcome**

Student will gain knowledge about the geology, pedology and soil formation process. This paper also gain knowledge about physicochemical property of soil and its importance for tree and forest.

**5. SH/FST/BS 1101- Information and Communication Technology (1+1)**

**Objective**

- To encourage the learners to become critical and reflective users of ICT.
- To understand the building blocks of computer system (hardware and software) and its functions, networking basics, internet and web utilities and acquire the skill of audio visual aids.

### **Outcome**

- After completing this course the student must demonstrate the knowledge and ability to:
- Become competent and confident users of ICT who can make efficient, effective and creative use of basic application software in their everyday activities
- Understand and identify the integral components of a computer system
- Understand the basics of computer networks and gain applied knowledge of internet, email and web access utilization.
- Student can gain knowledge about computer and its application in forestry field.

### **6. SH/FST/BS 1102- Communication Skills and Personality Development (1+1)**

#### **Objective**

To improve knowledge about the English grammar, writing and communication skills.

#### **Outcome**

Student will gain knowledge about the English grammar, writing and communication skills. This paper also improves the writing skill for the student which is helpful for forestry students.

### **7. SH/FST/BS 1103- Seed Technology & Nursery Management (2+1)**

#### **Objective**

- To impart knowledge on production, collection, processing, quality control and storage of tree seeds and its application in production and conservation of forests.
- To impart knowledge on nursery preparation and management.

#### **Outcome**

- Student will gain knowledge on seed production, collection, processing and its importance for tree and forest.
- Students would acquire adequate knowledge and skill on production of nursery and clonal seedlings in trees. They will also gain knowledge on commercial tree nursery and clonal production.

### **8. SH/FST/BS 1104- Forest Botany (1+1) or SH/FST/BS 1104- Basic Mathematics (2+0)**

#### **SH/FST/BS 1104- Forest Botany (1+1)**

#### **Objective**

To inculcate the fundamentals of botany and taxonomy of gymnosperms and angiosperms.

#### **Outcome**

Student will gain knowledge on plants and its morphology of root, stem and leaves and flower, processing and its importance for tree and forest, also gain knowledge on tissue organization for monocot and dicot plants.

#### **SH/FST/BS 1104- Basic Mathematics (2+0)**

#### **Objective**



To understand and apply fundamental concepts of mathematics applicable in biology and to acquire about theoretical concepts of Algebra, Geometry, Calculus and Mathematical Modeling.

**Outcome**

Student will gain knowledge on basic mathematics which is help in forestry study.

**9. SH/FST/PE-1101- Physical education-I (0+1\*)**

Practical

**10. SH/FST/NP-1101- NCC-I/ NSS-I (0+1\*)**

Practical

**SEMESTER – II**

**1. SH/FST/FB 1202- Plant Physiology (2+1)**

**Objective**

To provide the fundamentals of botany and taxonomy of gymnosperms and angiosperms.

**Outcome**

The student will gain knowledge about the various concepts of tree physiology, Photosynthesis. tree structure, Growth and development etc.

**2. SH/FST/FP 1201- Ethnobotany, Medicinal and Aromatic plants (2+1)**

**Objective**

The course aims to inculcate the knowledge of the Tribal societies and their role in ethnobotanical importance.

**Outcome**

Students would acquire adequate knowledge on ethnobotany, medicinal and aromatic plants and its production. They will also gain knowledge on inter-relation between plant and people.

**3. SH/FST/SA 1203- Theory and Practice of Silviculture (2+1)**

**Objective**

- To develop basic understanding on forest and factors influencing forest growth and development.
- To impart knowledge on tending operations followed in forest with preliminary information on succession in forest.

**Outcome**

- The student will gain knowledge on basic of forestry and factors influencing forest growth and development with practical training on tending operations in forest.
- The students also gain practical and field knowledge on regeneration of forest and raising plantation with proper information on different silvicultural systems followed in Indian forest.

**4. SH/FST/FP 1202- Wood Anatomy (2+1)**

**Objective**

To develop basic understanding on Wood and plant kingdom (Gymnosperms and Angiosperms) influencing forest growth and development also impart knowledge on Tree growth and its mechanism.

**Outcome**

The students will gain knowledge on wood anatomy, Tree growth and its mechanism of wood formation. Also gain knowledge of anatomical differences on gymnosperms and angiosperms.

**5. SH/FST/WL 1201- Wildlife Biology (2+1)**

**Objective**

To develop basic understanding on Wildlife and their habitat this is influencing forest ecosystem.

**Outcome**

The students will gain knowledge on wildlife, Indian Mammals, Wildlife Ecology and Basic requirements of wildlife.

**6. SH/FST/NR 1202- Forest Protection (2+1)**

**Objective**

- Develop the understanding of forest disturbances.
- Enlighten the management of biotic and a biotic disturbances to forest.

**Outcome**

At the end of the course, the students are expected to gain knowledge on forest fire, weeds, and basic concepts of forest pathology such as causal agents, symptoms, host parasite relationship of trees and logs and gain knowledge on management practices.

**7. SH/FST/BS 1205- Statistical Methods & Experimental Designs (2+1)**

**Objective**

To understand and apply fundamental concept of statistical applications in forestry and to acquire about the theoretical concepts of data collection, graphical and diagrammatical representation of data, descriptive statistics, sampling methods, testing of hypothesis, correlation, regression, ANOVA and basic design of experiments.

**Outcome**

At the end of the course, the students are expected to gain knowledge on statistical applications in forestry and agricultural science, also to acquire knowledge about the theoretical and practical concepts of data collection, analysis and their representation.

**8. SH/FST/PE 1202- Physical Education-II (0+1\*)**

Practical

**9. SH/FST/NP 1202- NCC-II/NSS-II (0+1\*)**

Practical

**SEMESTER – III**



**1. SH/FST/NR 2103-Environmental Studies and Disaster Management (2+1)**

**Objective**

Develop the understanding the environment and conservation of nature and natural resources. To impart knowledge on different environmental and ecological Acts are help for conservation of nature and natural resources.

**Outcome**

Student acquires knowledge on multidisciplinary nature of environmental and Natural Resources and their management.

**2. SH/FST/NR 2104- Forest Survey & Engineering (2+1)**

**Objective**

Develop the understanding the tool and technique used for area evolution and construction.

**Outcome**

The theoretical and practical knowledge gained in this course will help in adaptation of surveying techniques in forest areas. The studies on roads will give a clear vision of laying out roads, its alignment and also on the various types of crossings as bridges and culverts in forest areas for its adoptability. The course will help on the practical applicability on different materials used for construction.

**3. SH/FST/NR 2105-Soil Biology & Fertility (2+1)**

**Objective**

To impart knowledge about the soil, and its importance in plant growth and development. The students familiarize how soil physicochemical and biological property play important role in forest and their conservation.

**Outcome**

Student acquires knowledge on physicochemical and biological property of forest and cultivated soil. Student also gains knowledge on different type of fertilizer and their use.

**4. SH/FST/NR 2106-Forest Ecology & Biodiversity (2+1)**

**Objective**

- ☐ Develop a balanced and broad understanding on forest ecology, biodiversity and conservation.
- ☐ Develop a working knowledge on forest ecosystem, productivity and interaction of forest with environment to solve forest based environmental issues.
- ☐ Be able to apply this knowledge base to unknown situations related to forest ecology.

**Outcome**

The student will gain knowledge to solve problems related to forest and their ecology, student also develop skills to conserve the ecology and biodiversity.

**5. SH/FST/FB 2103-Tree Improvement (2+1)**

**Objective**

- Develop a balanced and broad understanding of concepts and techniques related to tree breeding.

- Develop a working knowledge on tree breeding strategies.

**Outcome**

The students will gain theoretical and practical knowledge on seed orchard, seed production area, tree selection, hybridization and other tree improvement techniques.

**6. SH/FST/SA 2104-Dendrology (2+1)**

**Objective**

To inculcate the fundamentals of botany and taxonomy of gymnosperms and angiosperms.

**Outcome**

The students will gain theoretical and practical skill in identification of plant species using morphological identification keys and knowledge in economical values of the plant species.

**7. SH/FST/SA 2105-Forest Mensuration (2+1)**

**Objective**

- To impart various methods of measurements on standing, felled trees, crops and determining the volume of trees.
- To inculcate knowledge on volume table preparation for trees

**Outcome**

The students will gain knowledge on tree measurements for assessing the outturn of individual as well as group of trees.

**8. SH/FST/PE-2103—Physical Education-III (0+1\*)**

Practical

**9. SH/FST/NP-2103—NCC-III/NSS-III (0+1\*)**

Practical

**SEMESTER – IV**

**1. SH/FST/SA 2206-Forest Management (2+1)**

**Objective**

- To understand the principles and concepts of forest management
- To impart knowledge on normal forest and sustainable forest management
- To know the methodology of working plan preparation

**Outcome**

The students will gain knowledge on forest management, working plan preparation and sustainable forest management concepts.

**2. SH/FST/SA 2207-Silviculture of Indian Trees (2+1)**



**Objective**

To impart basic knowledge on silviculture and regeneration of broad leaved and conifer tree species

**Outcome**

The students would acquire basic knowledge on Silviculture and silviculture system of some broad leaved and conifer tree species of India

**3. SH/FST/FP 2203-Wood Products & Utilization (2+1)**

**Objective**

To provide basic knowledge about the various wood products and non-wood products

**Outcome**

The student will gain knowledge about the various wood products, non-wood forest products its utility, value and their marketing.

**4. SH/FST/FP 2204-Non Timber Forest Products (2+1)**

**Objective**

To acquire knowledge on different NTFP's and their role in rural and tribal development

**Outcome**

The student will gain knowledge about the various wood products, non-wood forest products its utility and marketing

**5. SH/FST/WL 2202-Ornithology & Herpetology (2+1)**

**Objective**

The course aims to inculcate the knowledge of the Ornithology & Herpetology and their ecological importance.

**Outcome:**

The student will gain knowledge about the various types of birds herpeto-fauna, non-wood forest products its utility and marketing

**6. SH/FST/FB 2204- Plant Biochemistry(1+1)**

**Objective**

The course aims to inculcate the knowledge of the Carbohydrate, lipid etc and different plant hormones and their importance.

**Outcome**

The student will gain knowledge about the various types of Carbohydrate, lipid, fat etc and also gain knowledge on different plant hormones and their importance

**7. SH/FST/NR 2207-Rangeland and Livestock Management (1+1)**

**Objective**

The course aims to improve the knowledge of the Grass, grassland and grazing behavior of animals and their management.

**Outcome**

The student will gain knowledge about the various types of livestock and their livestock management.

**8. SH/FST/BS 2206-Forest Tribology & Anthropology (2+0)**

**Objective**

The course aims to inculcate the knowledge of the Tribal societies and their role and importance in conservation.

**Outcome**

The student will gain knowledge about the various types of tribal and characteristics. Student also gains knowledge on relationship between tribal and forest.

**9. SH/FST/ST 2201-Study Tour of State Forest (0+1\*)**

Practical

**Semester V (23 Credit Hours)**

**1. SH/FST/SA 3108-Forest Hydrology and Watershed Management (2+1)**

**Objective**

To teach the students on different aspects of hydrology and watershed management and to impart basic knowledge on various measures of soil and water conservation.

**Outcome**

The knowledge gained in this course will help the students on the various aspects of watershed management and help them in framing and implementation of new projects in watershed development and treatment in forest areas. Also the studies on various measures of soil and water conservation measurement for sustainable utilization of the natural resources.

**2. SH/FST/NR 3108- Agrometrology and Climate Science (2+1)**

**Objective**

To teach the students on different aspects of Climate and Agrometeorology to impart basic knowledge on various measures of climatic parameters.

**Outcome:-**

The knowledge gained in this course will help the students on the various aspects of Climate which is help in agroforestry development also helping for treatment in degraded land, Westland etc . student also gain basis understanding on climate change and its consequences.

**3. SH/FST/FP 3105-Wood Science and Technology (2+1)**

**Objective**

To teach the students on different kinds of wood and preservation procedure.

**Outcome:-**

The knowledge gained in this course will help the students on the various types of wood and their mechanisms. The course also helps to gain knowledge on treatment of timber and there management which is improving the market value.



**4. SH/FST/FP 3106-Logging and Ergonomics (1+1)**

**Objective**

To teach the students on different kinds of logging, transportation of timber and Ergonomics.

**Outcome**

Students gain their knowledge on the various types of logging instrument and their mechanisms. The course also helps to gain knowledge on felling and logging procedure which is directly or indirectly improving the physical and mental problems of forestry workers

**5. SH/FST/BS 3107-Plant Cytology and Genetics (1+1)**

**Objective**

- Develop a balanced and broad understanding of concepts and techniques related to tree breeding
- Develop a working knowledge on tree breeding strategies.

**Outcome:-**

Basic principles of inheritance and modern concepts of genetics will be exposed to student.

**6. SH/FST/BS 3108-Entrepreneurship Development & Business Management (1+1)**

**Objective**

- To assess the entrepreneurial traits and promote entrepreneurial skills
- To provide an exposure to the entrepreneurship opportunities available
- To understand the skills required for management of enterprises

**Outcome**

Students gain their knowledge on the various types of economic system and their implementation for decision making by individual entrepreneurs. The course also helps to gain knowledge on different types of government schemes which help making individual entrepreneurs in different forestry sector.

**7. SH/FST/BS 3109-Forest Economics and Marketing (2+1)**

**Objective**

This course aims to introduce the basic principles of economics including the problem of economic decision – making and laws of economics relevant to farm and forest management.

To market concepts, marketing of agricultural/forest commodities, intermediaries involved, risks in agricultural marketing as well as forestry marketing, marketing institutions involved, price dynamics and the role of Government in regulation of markets. Impart knowledge on principles of finance, banking, farm financial analyses and different crop insurance products implemented in India

**Outcome**

Students gain their knowledge on the various types of economics, marketing process in forestry sector. The course also helps to gain knowledge on different type's analytical process which is useful Forest planning, forest policy and development.

**8. SH/FST/EL-I -Experiential Learning (0+5)**

**Practical**

**Outcome**

Students gain their knowledge on the process of project formulation, data analysis, project report writing and presentation.

**Semester VI (22 Credit Hours)****1. SH/FST/SA 3209-Plantation Forestry (2+1)****Objective**

This course aims to on intensive silvicultural practices for different forest plantations for obtaining higher utilizable biomass

**Outcome**

Students acquire hands on knowledge on the plantation techniques for important forestry operations and plantation techniques.

**2. SH/FST/NR 3209-Forest Laws, Legislation and Policies (0+2)****Objective**

To impart knowledge on various policies and acts related to forests

**Outcome**

The students will gain knowledge on policies, acts and criminal procedures related to forests and its conservation

**3. SH/FST/NR 3210-Geomatics (1+2)****Objective**

This course aims to clear the concept of remortsensing & GIS and their application in forestry and natural resource management.

**Outcome**

The students acquiring knowledge on remotesensing & GIS tools and technique, and their application related to forests and its conservation

**4. SH/FST/NR 3211-Recreation & Urban Forestry (1+1) Objective**

- To acquire knowledge on Recreation & Urban Forestry and their role in landscaping.
- To acquire knowledge on recreation & Urban Forestry plant species and their role in environmental reclamation.

**Outcome**

Students gain their knowledge on various types plantation designing and their management which is related to Recreation & Urban Forestry.

**5. SH/FST/NR 3212-Restoration Ecology (1+1)****Objective**

- To impart practical understanding about rejuvenation of forest with tree vegetation
- To Develop skills on tacking different problem soils with suitable vegetation



### **Outcomes**

The student will gain theoretical and field knowledge on rejuvenation of difficult site and problem soils with suitable tree vegetation

#### **6. SH/FST/NR 3213-Forest Extension and Community Forestry (2+1)**

##### **Objective**

To impart knowledge about the extension education and community forestry, the students familiarize how to extension education and community forestry management play important role in forestry education.

##### **Outcome**

Student acquiring knowledge on the process of extension education and community forestry programs which is play important role in sustainable forest management

#### **7. SH/FST/FP 3207-Certification of Forest Products (2+0) Objective**

- To impart practical understanding about process of forest products certification
- To Develop skills on tackling different problem of certification and trading of forest products.

#### **8. SH/FST/EL- II - Experiential Learning (0+5)**

##### **Outcome**

Students gain their knowledge on the process of project formulation, data analysis, project report writing and presentation.

### **Semester VII (23 Credit Hours including 3 Non-Credit)**

#### **1. SH/FST/FOWE- Forestry Work Experience (0+20) Objective**

- An appropriate exposure to applied aspects of forestry
- An insight into the various factors which the forests and on which the forester react
- To equip the students with adequate knowledge on range administration, forest resources, forest and wildlife management, forest economics, tribal welfare, agroforestry, social forestry, forest protection, etc.
- To understand socio-economic and institutional aspects of a village ecosystem
- To develop communication skills in "Transfer of Technology" and
- To understand agroforestry technologies adopted by local farmers and forestry related organizations, Non-Governmental Organization, etc.

#### **2. SH/FST/ST-4102-All India Study Tour (0+3\*)**

Practical

### **Semester VIII (23 Credit Hours)**

#### **1. SH/FST/NR 4214-Forest Inventory and Yield Prediction (1+1)**

##### **Objective •**

To impart various methods of Tree assessment techniques. • To inculcate knowledge on different sampling procedures used in ecological and forest assessment

##### **Outcome**

Student gain theoretical and practical knowledge on different forest & tree assessment techniques.

**2. SH/FST/FB 4205-Forest Biotechnology (2+1)**

**Objective**

To impart the art of biotechnology and their applications in forestry for higher productivity and conservation.

**Outcome**

The forestry students will gain biotechnological skills for mass multiplication, utilization and conservation of forest genetic resources.

**3. SH/FST/SA 4210-Agroforestry Systems and Management (2+1)**

**Objective**

To impart broad knowledge about the agroforestry system and practice, and their role in rural development.

**Outcome**

The students will gain theoretical and practical knowledge on existing agroforestry systems and their management practice.

**4. SH/FST/WL 4203-Wildlife Management (1+1)**

**Objective**

- To develop knowledge on Wildlife and their habitat which is influencing forest ecosystem.
- To develop knowledge on wildlife census methods, Healthcare, Disease Management

**Outcome:**

The students will gain knowledge on wildlife management and conservation in India. The student also gains practical knowledge on different wildlife population estimation techniques.

**5. SH/FST/BS 4210-Agricultural Informatics (2+1)**

**Objective**

- To encourage the learners to become critical and reflective users of Computer for data management.
- To understand the building blocks of analytical soft ware, its functions and application in Forestry and agriculture science

**Outcome**

Student gain theoretical as well as practical knowledge and confident users of ICT who can make efficient, effective and creative use of basic application software in their everyday activities. Familiarize the working environment of office automation software and gain applied knowledge of working with Microsoft Office. Gain applied knowledge of audio visual aids.

**6. SH/FST/PW- Project Work & Dissertation (0+10) Practical**

**Outcome**

Student gain and improve the knowledge on research project development, data collection, analysis, scientific writing skills and presentation.

*[Signature]*

Head of the Department

Pandit Raghunath Murmu Smriti Mahavidyalaya

*[Signature]*

Principal

Pandit Raghunath Murmu Smriti Mahavidyalaya



PRINCIPAL,  
PRMS MAHAVIDYALAYA  
BARAGARI, JAMBONI, BANKURA

THE DEPARTMENT OF FORESTRY

PANDIT RAHUNATH MURMU SMRITI MAHAVIDYALAYA

# **PROGRAM OUTCOMES AND COURSE OUTCOMES**

**THE DEPARTMENT OF ENGLISH**



**OLD CBCS**



# PRMS MAHAVIDYALAYA

## COURSE OBJECTIVES AND PROGRAM OBJECTIVES

### The Department of English

| Sl. No. | Program          | Program Outcome   |
|---------|------------------|---|
| 2       | B.A. (Hons)      | The BA Course in English (Hons) offers training in language and literature and develops language proficiency of students and promotes aesthetic and discursive practices. |
| 3       | B.A. (Programme) | The BA Programme in English offers training in language and literature and develops language proficiency of students and promotes aesthetic and discursive practices.     |

| Sl. No | Program          | Program Specific Outcome   |
|--------|------------------|--|
| 2      | B.A. (Hons)      | Developing over-all proficiency in the use of language, development of four language skills, development of literary perception, preparing students for higher studies and competitive exams, imparting values, and encouraging students to take part in community services. |
| 3      | B.A. (Programme) | Over-all proficiency in the use of language, development of four language skills, development of literary perception, preparing students for higher studies and competitive exams, imparting values, and encouraging students to take part in community services.            |

| SL NO | COURSE       | COURSE OUTCOMES   |
|-------|--------------|---|
| 1.    | B.A. HONOURS | <p><u>SEMESTER - I:</u><br/>           UG-ENG- 101/C-1 (British Poetry and Drama: From Old English Period to 16<sup>th</sup> Century):<br/> <b>Familiarity with the early stages of the literary history of England from the Old English up to the Elizabethan Period. Developing basic literary aptitude and critical faculties to appreciate literary texts.</b><br/> <b>Poetry and Drama: Students learn how to approach poems and plays</b></p> |

of the Renaissance and the Elizabethan England.

UG-ENG- 102/C-2 (British Poetry and Drama: 17th and 18th Centuries):

Familiarity with the early stages of the literary history of England from the Jacobean Period to the Restoration Period. Developing basic literary aptitude and critical faculties to appreciate literary texts.

Poetry and Drama: Students learn how to approach poems and plays of the Jacobean Period up to the Restoration Period.

UG-ENG-103/GE-1 (Academic Writing and Composition):

Introduction to different kinds of academic writing and composition and developing a critical insight. Familiarity with different aspects of grammar like parts of speech and their uses, phrases and clauses and types of sentences and different aspects of writing like summarizing and paraphrasing.

#### SEMESTER-II:

UG-ENG- 201/C-3 ( British Literature: 18th Century):

The Eighteenth century course exposes students to the coming of Enlightenment, modernity, print cultures, Romantic sensibilities, and the emergence of new genres (and modes) such as the novel, the periodical essay, gothic narratives, children's writing; sentimental literature, travel narratives, life narratives and more.

These emergent genres operating within the oral- literate dynamic, engaging with technological innovations and cross-cultural concerns (as a result of imperial expansions) now demand newer and more complex modes of reading-response. The course hopes to sensitize students to the same.

Satires: Students learn how to approach satirical writings of the 18th century and through the reading of satires they learn the socio-political nuances of the time.

UG-ENG- 202/C-4 (Indian Classical Literature):

The course makes students familiar with Indian aesthetic traditions, and enables them to appreciate cross-cultural aesthetics. The inclusion of Indic aesthetic texts like Kalidasa's *Abhijnana Shakuntalam*, The Mahabharata and The Indian Epic Tradition generates among students a deep reverence for the cultural and literary tradition of India.

UG-ENG-203/GE-2 (Nation, Culture and India):

Students develop a familiarity with some canons of Indian writings on the cultural traditions of India and thereby become respectful towards the concept of a secular nation like India.



### **SEMESTER-III:**

**UG-ENG- 301/C-5 (British Romantic Literature):**

Students become familiar with the major literary trends of the Romantic Period and develop knowledge in Romantic aesthetics. They learn how to appreciate literary texts and how to make critical assessment of different Romantic texts.

**UG-ENG- 302/C-6 ( British Literature: 19th Century):** The nineteenth century literature course (I and II) focuses on the crystallization of British cultural

supremacy in the known world. It engages students with 'Victoriana' that is cultural assumptions of the period of Queen Victoria's rule. It includes literary texts that engage with concerns as varied as industrial conflict, urbanization, crime, detection and horror, life-writing, scientific and technological speculation, women's issues, children's issues, education experiments, spiritual and paranormal research, fantasy and nonsense. The course gives the students a feel of the exciting experiments in the field of literature. Students become familiar with the major literary trends of the Victorian period and develop a comprehensive knowledge of the Victorian morality. They learn how to appreciate literary texts and how to make critical assessment of different texts of the Victorian period.

**UG-ENG-303/C-7 (Indian Writing in English):**

The course introduces students to a body of literature that has now assumed canonicity, and that perhaps most aptly exemplifies the hybrid nature of the operations of English in India today. Coming into existence with the introduction of English as the medium of instruction in India, pace the Anglicist victory in the great Indian education debate, Indian English is now acknowledged as a distinct language with a distinct tradition of literature. The course charts the growth, development and new directions of this vibrant body of literature.

The course introduces some significant Indian writers like R.K. Narayan, H.L.V. Derozio, Kamala Das, Nissim Ezekiel, Mulk Raj Anand and Salman Rushdie. Students learn the cross-cultural aesthetics of the Indian writings in English.

**UG-ENG- 304/GE-3 (Contemporary India: Women and Empowerment):**

The course introduces some key issues of social construction and gender as reflected in the Indian writings by women. It makes students familiar with some significant social aspects like masculinity and femininity, patriarchy and social constructionism. The course



also lays bare the history of women's movements in India and the participation of women in nationalist movements and their role during the Partition.

**UG-ENG-305/SEC-1 (English Language Teaching):** The course introduces students to the structures of English and the scenario of English Language Teaching in India.

Students come to know about the merits and demerits of different pedagogical approaches. Sufficient exposure to the grammar of English develops confidence in students and prepares them for their future. Students learn writing skills through exercises in letter writing, paragraph writing, report writing, précis writing, etc.

#### **SEMESTER-IV**

**UG-ENG-401/C-8 (American Literature)**

American literature offers a diversity that is reflective of its cultural ethos. The texts have been selected with the objective to make the students aware of the nation's history, politics, and culture which shapes its literature. The course traces the historical and aesthetic evolution of American Literature.

**UG-ENG-402/C-9 (European Classical Literature):**

The classical European literature course reminds students of the ideological and aesthetic assumptions of British literature and situates such writing within and between European linguistic/cultural traditions. The course also exposes students to European aesthetic traditions, and enables them to appreciate cross-cultural aesthetics. The course makes students familiar with different literary genres such as epic, comedy and tragedy in classical drama, catharsis and mimesis.

**UG-ENG-403/C-10 (Modern European Drama):**

The course introduces modern European drama and gives exposure to the plays of Ibsen, Brecht and Ionesco. Thereby students come to know about the recent trends in modern drama and the changes in social perspectives and innovations in technical aspects. Students also come to know about the intellectual movements that have shaped the drama in recent times.

**UG-ENG-404/CE-4 (Language and Linguistics OR Text and Performance):**

The course introduces different types of communication (verbal and non-verbal, formal and non-formal) and also phonetics and English phonology (vowel, consonants, phonemic transcription). Thereby students learn how to communicate effectively and how

**to pronounce words correctly.**

The other option introduces theories of performance, historical overview of Western and Indian theatre, perspectives on theatre and performance, historical development of theatrical forms, folk traditions, types of theatre, semiotics of performative spaces, e.g. proscenium 'in the round', amphitheatre, open-air, etc., voice, speech: body movement, gestures and techniques (traditional and contemporary), floor exercises: improvisation/ characterization.

**UG-ENG-405/SEC-2 (Creative Writing & Business Communication):**

The course introduces different modes of creative writing, essentials of Business Communication. Students learn how to write Project Reports, book reviews, film reviews, and media comment. The course is designed to develop creative skills as well as professionalism among students.

**SEMESTER-V**

**UG-ENG-501/C-11 (British Literature: The Early 20th Century):**

The first few decades of the twentieth century witnessed two world wars that changed geographical boundaries, cultural sensibility, aesthetic and literary values.

Several literary and aesthetic movements, such as Imagism, Dadaism, Futurism, Vorticism, articulated the intellectual impulses and responses to the upheavals of the times. This course offers to inculcate in the students an awareness and appreciation of the unique nature of literary and aesthetic modernism.

**UG-ENG-502/C-12 (Women's Writing):**

This course introduces different writings of women in American literature and Indian literature and thereby sensitizes students to gender assumptions in literary texts and points to ways in which such assumptions shape and produce literature. The course engages with ideologies such as feminisms, masculinities, and transgenderism.

**UG-ENG-503/DSE-1 (Literature of the Indian Diaspora OR British Literature: Post World War II):**

This course will offer a broad view of the literary corpus produced by the Indian writers from the diasporic locations. It will help the students explore the issues specific to the phenomenon of migration that figure in the representation of diasporic experience.

The second option proposes to study the Post 1950s English literature in the context of social, political and historical events that contributed to the formation of new cultural trends in England in the post-Second World War era. The course introduces concepts like Postmodernism in British Literature, Britishness after 1960s, Intertextuality and Experimentalism, Literature and Counterculture, and soon.

UG-ENG-504/DSF-2 (Science Fiction and Detective Literature OR Literature and Cinema):

The course introduces different varieties of science fiction and detective literature and thereby inculcates in students scientific inquisitiveness and analytical power.

The other option intends to introduce students to the issues and practices of cinematic adaptations, explore the interface of the creative agencies of film and literature. Literature opens up to diverse possibilities of adaptation and interpretation. The transformation of literary texts into film texts promises challenging and interesting discursive paradigms. The course includes canonical literary and filmic) as well as popular texts.

#### SEMESTER-VI

UG-ENG-601/C-13 (Popular Literature):

The study of literature, in contemporary times, can only be meaningful, with reference to popular texts for children such as Lewis Carroll, Agatha Christie as well as graphic novels with specific reference to *Bhishmyama*.

The course gives concepts of Caste, Gender and Identity, Ethics and Education in Children's Literature. The course intends to inculcate awareness among the students about the interrelation with and relevance of popular culture in literary and aesthetic discursive practices.

UG-ENG-602/C-14 (Postcolonial Literatures):

The course introduces different postcolonial texts with a view to making students aware of the recent developments in world literature. The course gives exposure to different cross-currents of literature in postcolonial times and introduces concepts like Globalisation and Literature, Literature and Identity Politics, Region, Race and gender.

UG-ENG-603/DSE-3 (World Literatures OR Partition literature):

The course on World Literatures gives sufficient exposure to different canons of literature in different languages and inculcates in students the cross-currents of literature like Memory, Displacement and Diaspora, Hybridity, Race and Culture as reflected



in literature and promotes discursive and aesthetic practices. The second option introduces topics and texts on Colonialism, Nationalism, and the Partition, Communalism and Violence, Homelessness and Exile, and the position of Women in the Partition.

#### **UG-ENG-604/DSE-4 (Research Methodology OR TravelWriting)**

The course introduces Practical Criticism and teaches how to write a term paper, how to conceptualize and draft research proposals. It also discusses Style Manuals and the technicalities of Notes, References, and Bibliography.

Students develop research and critical aptitude thus.

The second option introduces Travel Writing and Ethnography and gives exposure to Gender perspectives as reflected in Travel Writing.

2.

#### **B.A. PROGRAMME**

##### **SEMESTER-I**

APENG/101/C-1A (Academic Writing and Composition);

Introduction to different kinds of academic writing and composition and developing a critical insight. Familiarity with different aspects of grammar like parts of speech and their uses, phrases and clauses and types of sentences and different aspects of writing like summarizing and paraphrasing.

##### **SEMESTER-II**

APENG/201/C1B (Nation, Culture and India);

Students develop a familiarity with some canons of Indian writings on the cultural traditions of India and thereby become respectful towards the concept of a secular nation like India.

ACP/203/C-E-1 (British Poetry I);

The course introduces different poems starting from Shakespeare up to Keats and thereby inculcates in students aesthetic and critical insights.

ACSH/204/ABCCENG (English Communication Skills): Introduction: Theory of Communication, Types and modes of Communication 2. Language of Communication: Verbal and Non-verbal (Spoken and Written) Personal, Social and Business Barriers and Strategies Intra-personal, Inter-personal and Group communication 3. Speaking Skills: Monologue Dialogue Group Discussion Effective Communication/ Mis-Communication Interview Public Speech 4. Writing Skills Documenting Report Writing Making notes Letter writing **SEMESTER - III**

APENG/301/C1 (Contemporary India: Women and Empowerment);

The course introduces some key issues of social construction and

gender as reflected in the Indian writings by women. It makes students familiar with some significant social aspects like masculinity and femininity, patriarchy and social constructionism. The course also lays bare the history of women's movements in India and the participation of women in nationalist movements and their role during the Partition.

**APENG/304/SEC-1 (English Language Teaching):**

The course introduces students to the structures of English and the scenario of English Language Teaching in India. Students come to know about the merits and demerits of different pedagogical approaches. Sufficient exposure to the grammar of English develops confidence in students and prepares them for their future. Students learn writing skills through exercises in letter writing, paragraph writing, report writing, précis writing, etc.

**SEMESTER – IV**

**APENG/401/CID (Language and Linguistics):**

The course introduces different types of communication (verbal and non-verbal, formal and non-formal) and also phonetics and English phonology (vowel, consonants, phonemic transcription). Thereby students learn how to communicate effectively and how to pronounce words correctly.

**ACP/403/CE-2 (British Poetry 2)**

The course introduces select poems from the Victorian Period and the Modern Period and thereby makes students familiar with the cross-currents of poetry. Students are expected to develop aesthetic and critical insights.

**APENG/404/SEC-2 (Soft Skills):**

The course is expected to inculcate soft skills like teamwork, emotional intelligence, leadership qualities, adaptability, and problem-solving methodologies and thereby to prepare students for future career.

**SEMESTER – V**

**APENG/501/DSEIA (Literature of the Indian Diaspora):**

This course will offer a broad view of the literary corpus produced by the Indian writers from the diasporic locations. It will help the students explore the issues specific to the phenomenon of migration that figure in the representation of diasporic experience.

**APENG/503/CE-1 (Novel and Prose):**

The course introduces different novels and prose-pieces and inculcates in students aesthetic and critical insights.

**APENG/504/SEC3 (Creative Writing):**

The course introduces different modes of creative writing, essentials of Business Communication. Students learn how to write Project Reports, book reviews, film reviews, and media content. The course is designed to develop creative skills as well as professionalism among students.

**SEMESTER - VI**

**APENG/601/DSEIB (Partition Literature):**

The second option introduces topics and texts on Colonialism, Nationalism, and the Partition, Communalism and Violence, Homelessness and Exile, and the position of Women in the Partition.

**APENG/603/GE-2 (Drama):**

The course introduces three different plays of different times and thereby makes students familiar with different dramatic contents and techniques adopted in different times. It also introduces different socio-political problems of different times and thereby develops a critical insight in students.

**APENG/604/SEC4 (Business Communication):**

The course introduces the essentials of Business Communication and teaches students how to write project reports, reports on field work/visits to industries, business concerns, etc. Thereby students become capable of facing interview boards in job-market.

(Mr Anishan Ash)

Assistant Professor and Head

**Pandit Raghunath Murnu Smriti Mahavidyalaya**

ASSISTANT PROFESSOR AND HEAD

THE DEPARTMENT OF ENGLISH

CODE: ME/EN/PA/2019

(Dr. Neelanjana Ghosh)

Principal,

**Pandit Raghunath Murnu Smriti Mahavidyalaya**

PRINCIPAL

**PANDIT MAHAVIDYALAYA**

BEHAR, JAMSHEDPUR, JHARKHAND





# **PROGRAM OUTCOMES AND COURSE OUTCOMES**

## **THE DEPARTMENT OF ENGLISH**



**AS PER NEP**

# PRMS MAHAVIDYALAYA

## COURSE OBJECTIVES AND PROGRAM OBJECTIVES

### AS PER NEP-2020 PATTERN

#### The Department of English

### PROGRAM DETAILS

| TOPICS               | DETAILS  |
|----------------------|--|
| Programme Title      | ENGLISH MAJOR  |
| Programme Degree     | B.A. (Hons.) in English  |
| Programme Objectives | <p>1. To inculcate holistic and multidisciplinary education with the freedom and flexibility for students to shape their studies</p> <p>by opting for courses of their choice across disciplines, including the chosen major and minor</p> <p>2. To enable creative combinations of disciplinary areas for study in multidisciplinary contexts</p> <p>3. To train students to analyze, appreciate, understand and critically engage with literary texts written in English or</p> <p>available in English translation, approached from various perspectives and with an awareness of the locations of</p> <p>production and reception</p> <p>4. To cultivate language proficiency of students, the ability to communicate with clarity and confidence at different levels, as also familiarize students with the self-reflexive literary deviance of language and initiate them in current literary, discursive practices and developments in English Studies, including English Studies in India</p> <p>5. To introduce students to the rainbow palette of the English literary curricula, ranging from its Anglo-centric beginnings</p> <p>to the more recent shifts to new literatures e.g., Third World Literature, Commonwealth literature, American,</p> |

Australian, African Literature and of course, Indian Literature in English and Bhasha literatures in English translation,

with a parallel focus on Indian Classical Literature in translation and Comparative Literature as a multidisciplinary

option, so as to cultivate a comparative awareness of Indian languages, knowledge systems and literary traditions

6. To train students to translate learned concepts and critical-creative skills of analysis, reflection and interpretation in

real-life situations and contemporary texts in a multidisciplinary context

7. To enhance the employability of students across diverse sectors in government organizations, service sectors,

corporate set-ups and spaces global, national, regional and local

8. To increase flexibility through multiple entry and exit options as also flexible curricular structures and degree options

at the end of one, two, three or four years, in addition to incorporating a choice-based credit system

9. To develop clarity of thought and articulation in students as well as the skills of critical enquiry and analysis of texts

literary, cultural, multi-medial

10. To be receptive and responsive to students' differences and work towards inclusion and access of all in education

11. To promote students' creative and analytical faculties in thinking, reading and writing, including imaginative writing

12. To prepare the learners to continue academic study at a higher level and ease them into extensive use of varied digital

technologies in the teaching-learning process

13. To increase multidisciplinary curiosity, engagement and research skills of students

14. To inculcate human values such as inclusion, empathy, the ability to engage with difference or varied viewpoints, and

trans-orientation



|                                    |  |
|------------------------------------|--|
|                                    | <p>15. To inspire innovative, imaginative, lateral thinking across texts and situations</p> <p>16. To hone the power of reception, reflexive thinking, questioning, articulation, creating-curating arguments based on evidence/data synthesized from a variety of sources along with well-researched coherent presentation of one's views</p>   |
| <p>Programme Specific Outcomes</p> | <p>1. In-depth and specialized disciplinary knowledge of English Studies – its canons, contemporary trends and emergent possibilities – and a critical, historical understanding of the development of the discipline, with the ability to identify, speak and write about different literary genres, forms, periods and movements</p> <p>2. Ability to read, analyze, interpret texts and traditions closely and critically when mapped against their socio-historical, economic, political and cultural contexts, with focus on themes, generic conventions, literary history and linguistic stylistic variations, innovations</p> <p>3. Ability to come up with situated readings and creative-critical, reflective thinking around texts in terms of one's location in the immediate and global contexts, along with the ability to share the results of one's academic and disciplinary learning in formats such as essays, notes, presentations etc. across varied platforms of communication, including the classroom and the internet</p> <p>4. Skills to identify, systematically analyze and engage with extant scholarship and diverse resources and tools, including digital knowledge platforms, in order to explore a domain and present one's critical position and informed views in the area in a clear and concise manner to different groups/audiences using appropriate media</p> <p>5. Inculcate effective communication skills i.e., the ability to speak and write clearly and present one's contentions in standard, academic English</p> <p>6. To encourage flexibility and enable students curve their own learning trajectories and programmes suited to their specific questions and interests</p> <p>7. Ability to define problems, formulate appropriate research questions, formulate hypotheses, and design research proposals</p> <p>8. Interdisciplinary research skills and approach towards debates in</p> |

|                                |   |
|--------------------------------|---|
|                                | <p>the domains of humanities and social sciences</p> <p>9. To cultivate an appetite for new knowledge and understanding and adaptability to new situations</p> <p>10. To inculcate values – constitutional, ethical, moral, literary and humane – and the ability for self-questioning, as also to decode/interpret values represented in literary texts and criticism vis-à-vis the environment, religion and spirituality, and structures of power</p> <p>11. To cultivate teamwork and collaboration-coordination in a group situation, including in community-engaged services</p> <p>12. Development of problem-solving skills and analytical reasoning</p> <p>13. To cultivate curiosity and application-oriented engagement with learning and its praxis in new/unfamiliar contexts, through internships including research internships across academia and industry</p> <p>14. Ability to understand, appreciate, analyze and apply various literary-critical concepts and categories within a theoretical framework</p> <p>15. To ensure global competitiveness as also professional mobility among students, with a penchant for engagement with pluralities</p> <p>16. To engage with differences through the prism of empathy, especially towards margins including the differently-abled</p> <p>17. To understand the world and its contemporary critical issues, and be able to think, relate and articulate critically and clearly on the local and the global through a reading of literatures in translation and in the original, as a located Indian citizen of the world</p> |
| Programme Career Opportunities | <p>1. Scope of English Studies in career avenues across diverse fields such as professional writing, teaching English at multiple levels, publishing, translation, communication, journalism, mass media, soft skills and other allied fields in service and hospitality sectors</p> <p>2. Skilled to be employed in the fields of Editing, Content Writing etc. for advertising/marketing agencies and Media reporting in case of electronic and print media and news portals</p> <p>3. Eligibility for Government (both Central and State) jobs as IAS, IPS, and WBCS officers</p> <p>4. Eligibility for employment in multiple Government sectors through</p>  |

UPSC, SSC and PSC examinations

5. Eligible for the B.Ed. Course in order to be employed as teachers in Secondary and Higher Secondary schools
6. Employment opportunities in Banks and Financial sector
7. Scope to pursue higher studies and research interests in literary and culture studies as well as interdisciplinary domains
8. Burgeoning opportunities in all professions that require multidisciplinary application of acquired creative / analytical / linguistic / translational skills in the contemporary global context
9. Skilled to be employed locally and globally in community-engaged sectors and services in multiple capacities, including those of intermediaries, interviewers etc.
10. Trained to enter the field of entrepreneurship, including in the new media as web content creators and social influencers, and equipped to initiate and nurture the many modes of entrepreneurial ventures in spaces physical and digital

## SEMESTER - I

### COURSE DETAILS | MAJOR I

| TOPIC   | DETAILS   |
|---|---|
| Course Title (Discipline Specific Core Course):<br>Introduction to Literary Studies | Course Code: A/ENCG/101/MJC-1   |
| Course Objectives   | <ul style="list-style-type: none"><li>• To initiate undergraduate students to a basic understanding of the domain of literature and its different genres</li><li>• To equip them to appreciate and interpret a given text with critical insight</li><li>• To enable students to situate a text as mirror and provocator of its socio-historical context</li><li>• To introduce them to foundational concepts and methods of critique as applied to different literary texts</li></ul> |



**Course Outcomes**

- On successful completion of the course, students will be able to recognise, classify and engage with the different genres of literature.
- They would be able to apply diverse literary tools and concepts to critically engage with different types of literary texts.
- It would introduce them to processes of critical-creative thinking in relation to literature as a field of reflection and application.
- The foundational course would serve as a prerequisite for higher level coursework in diverse domains of English Studies.

## COURSE DETAILS | MINOR |

| TOPIC                              | DETAILS  |
|------------------------------------|--|
| Course Title (Minor Stream Course) | Introduction to Literary Studies   |
| Course Code                        | A/ENCS/102/MIN-1   |
| Course Objectives                  | <ul style="list-style-type: none"><li>• To initiate undergraduate students to a basic understanding of the domain of literature and its different genres</li><li>• To equip them to appreciate and interpret a given text with critical insight</li><li>• To enable students to situate a text as mirror and provocator of its socio-historical context</li><li>• To introduce them to foundational concepts and methods of critique as applied to different literary texts</li></ul>  |
| Course Outcomes                    | <ul style="list-style-type: none"><li>• On successful completion of this course, students will be able to recognise, classify and engage with the different genres of literature.</li><li>• They would be able to apply diverse literary tools and concepts to critically engage with different types of literary texts.</li><li>• It would introduce them to processes of critical-creative thinking in relation to literature as a field of reflection and application.</li><li>• The foundational course would serve as a prerequisite for higher level coursework in diverse domains of English Studies.</li></ul> |

## COURSE DETAILS | SEC-1 |

| TOPIC | DETAILS |
|-------|---------|
|-------|---------|

| Course Title (Skill Enhancement Course) | English Language and its Teaching   |
|---|---|
| Course Code                             | A/ENG/104/SEC-1   |
| Course Objectives                       | <ul style="list-style-type: none"> <li>• To develop students' insight into the structure of the English language and enable them acquire knowledge of the different aspects of English grammar and syntax through practice</li> <li>• To be familiar with different approaches and methods of English language teaching in India and learn the principles and procedures of communicative language teaching in that context</li> <li>• To identify and classify strategies used by a teacher to teach the English language in an Indian classroom, including the audio-lingual method of teaching</li> <li>• To familiarize students with the major theories of language acquisition and their application in pedagogy</li> <li>• To enable the learners to listen carefully, read texts analytically and present complex information in a clear and concise manner to different groups/audiences.</li> <li>• To inculcate writing skills among the students and teach them to write simple and grammatically correct descriptive sentences, compositions, letters, paragraphs, etc.</li> </ul>   |
| Course Outcomes                         | <ul style="list-style-type: none"> <li>• The different units of the syllabus include different aspects of the structure of the English language, methods of teaching the language and assessment of writing ability. Exposure to the grammar of English cultivates confidence in students and inculcates the skill to speak, write and communicate effectively in personal and professional spaces to diverse audiences.</li> <li>• On successful completion of the course, students will know different methods of English language Teaching in India and acquire skills in ELT. They will study principles and procedures of communicative language teaching and articulate the reasons for different types of tests that the teacher administers. The learners will be able to develop writing skills through exercises in letter writing, paragraph writing, report writing, précis writing, etc. The course will develop their ability to verbalise and compose their thoughts logically, clearly and coherently in English.</li> <li>• Students will develop communicative skills for multiple spheres enhancing their employability and opportunities across sectors, such as in academia or hospitality and service industries or such places where mass communication in English is a prerequisite. The scope remains enormous and expanding in a linguistically diverse, developing economy such as India.</li> </ul> |

- The course is designed to skill students in effectively coordinating-collaborating with others.
- Students will be able to confidently share views and convey ideas, thoughts, and arguments effectively in writing and orally using language that is respectful and sensitive to gender and minority groups.

## COURSE DETAILS | MD-II

| Course Title      | Literature and Environment   |
|-------------------|--|
| Course Code       | A/ENG/103/MD-1   |
| Course Objectives | <ul style="list-style-type: none"> <li>• To sensitise students from other disciplines to the contemporary crises of climate and environmental degradation from a multidisciplinary perspective</li> <li>• To enable them analyse and reflect on the reasons and results of environmental disasters designed by man, as projected in literature</li> <li>• To sensitise them to environmental awareness and action</li> <li>• To kindle in students an interest in literature and its role in anticipating, analysing and imagining alternatives to the emergent crises, as also as a tool of resistance and transformation in society and policy</li> </ul>  |
| Course Outcomes   | <ul style="list-style-type: none"> <li>• On successful completion of the course, students will learn to think about the resonant environmental issues of the day including that of climate disaster, from a multidisciplinary perspective.</li> <li>• They would gain exposure to the connect between socio-political movements and literature as a vehicle for change, analysis, debates, critique, reflection, resistance and alternative imaginings around the environment.</li> <li>• They would learn to link the environmental crises especially in the global South to its historic-political moorings, gearing them to take corrective community-engaged action in sustainable living.</li> <li>• The course is designed to inspire students to apply their literary-theoretical understanding of environmental issues to diverse real-life situations and community-oriented fields of praxis.</li> <li>• It would prepare them as Indian citizens of the planet, aware of and ready to engage with the looming environmental crises from a multidisciplinary paradigm, enhancing their employability across sectors as also their desire to empathise, intervene and serve.</li> </ul> |



## COURSE DETAILS | AEC-I |

| Course Title      | Compulsory English: Literature and Communication   |
|-------------------|--|
| Course Code       | ACS/105/AEC-1  |
| Course Objectives | <ul style="list-style-type: none"><li>• To train the students in various modes, methods, tools and types of communication in English in order to enhance their communication skills in diverse social setups</li><li>• To introduce students to the theory and fundamentals of communication and develop in them skills for clear and effective communication integral to personal, social and professional interactions</li><li>• To achieve competence in the English language with special emphasis on communication skills and exposure to literary application of the language</li><li>• To inculcate holistic and multidisciplinary education by making students across disciplines familiar with some representative specimens of English poetry and prose composed across various regions and periods</li><li>• To build in students the confidence of oral and interpersonal communication in various contexts by inculcating in them skills related to interview, group discussions and public speech through interactive modes of teaching-learning</li><li>• To provide a reflective understanding of the structure and complexity of the English language and literature</li><li>• To acquaint learners with the basic concepts of English Grammar and take remedial steps towards correcting errors that might creep in while learning English as a foreign language</li></ul> |

- The course will enable students to interact in personal and professional environments with enhanced LSRW skills.
- Students will acquire and demonstrate the core linguistic skills, including that of close critical reading.
- On successful completion of the course, students will develop skills to communicate with confidence and clarity with diverse audiences in all forms – oral and written.
- They will gain language proficiency by learning to engage with the rhetorical features of poetic language.
- The course will enable students to write English in a clear and concise manner.
- They will be trained and prepared for employment across diverse sectors in the job market, including in the service and corporate sectors, as also across media and the domains of English language teaching and content writing.
- Learners will be able to use English for all practical purposes and demonstrate positive group communication exchanges, facilitating coordination-collaboration in diverse teams.
- The course will kindle students across disciplines with an interest in literatures written in English and enhance their literary-critical skills, enabling a holistic multidisciplinary perspective.

## SEMESTER - II

### COURSE DETAILS [MIC-II]

| COURSE TITLE      | INDIAN ENGLISH LITERATURE   |
|-------------------|---|
| COURSE CODE       | M/ENG/201/MIC-2   |
| Course Objectives | <ul style="list-style-type: none"> <li>• To cultivate in students an interest in and awareness of certain texts and excerpts that mark the beginnings or important moments of sub-continental literary traditions, and have gained resonant afterlives across space and tense in the region, and beyond</li> <li>• To expose them to the breadth and emergent possibilities of English Studies in contemporary India, especially the translational dimension</li> </ul> |

|                 |   |
|-----------------|---|
|                 | <ul style="list-style-type: none"> <li>• To introduce them to the comparative aspect of English Studies in India, so that they develop a trans-temporal perspective comparing canonical literary texts composed in the Western and Indian schools of thought, art, ethics and aesthetics, when they would be introduced to literatures written in English, including British literature, in the next semesters</li> <li>• To cultivate in students an awareness of the economic, socio-political and cultural contexts of the age that produced Indian classical literature and its theories of aesthetics, ethics and epistemology</li> <li>• To historically situate the diverse classical Indian literatures composed in Sanskrit, Tamil, Prakrit, Pali with focus on major texts composed in principle genres, especially the epic tradition</li> <li>• On successful completion of the course, students will obtain comprehensive knowledge and coherent understanding of Indian aesthetic, ethical and literary-critical traditions, and will be equipped with tools of crosscultural aesthetics. It would help them analyze, interpret and appreciate various texts, including literatures composed in English, from a comparative translational perspective.</li> <li>• Students of English literature in Indian classrooms would gain a first-hand acquaintance of classical Indic texts like Kalidasa's <i>Abhijanasakuntalam</i>, the <i>Mahabharata</i> and the Indian Epic Tradition in translation. This would moor them in an awareness of the plural classical aesthetic and critical prisms of the subcontinent while engaging with global literatures in English/ English translation, thereby enabling them to unlearn the processes of epistemic colonization.</li> <li>• Students would be trained in close literary-critical readings of the texts in order to appreciate the inclusive attributes of Indian classical literature</li> <li>• This introductory course in the English (Hons.) syllabus would enable students to trace the evolution of diverse literary cultures in India in their historical contexts and explore issues of genre, themes and critical debates, thereby grounding the students in the ethics of translation, comparison and an India-perfumed global (global/local) prism. It could kindle research interest in Indian classical literature from a comparative perspective among students of English literatures in Indian classrooms.</li> </ul> |
| Course Outcomes |   |



## COURSE DETAILS [ MN - II ]

| COURSE TITLE     | Indian Classical Literature  |
|------------------|--|
| COURSE CODE      | A/ENG/202/MN-2   |
| COURSE OBJECTIVE | <ul style="list-style-type: none"> <li>• To cultivate in students an interest in and awareness of certain texts and excerpts that mark the beginnings or important moments of sub-continental literary traditions, and have gained resonant afterlives across space and tense in the region, and beyond</li> <li>• To expose them to the breadth and emergent possibilities of English Studies in contemporary India, especially the translational dimension</li> <li>• To introduce them to the comparative aspect of English Studies in India, so that they could develop a trans-temporal perspective comparing canonical literary texts composed in the Western and Indian schools of thought, art, ethics and aesthetics, when they would be introduced to literatures written in English, including British literature, in the next semesters</li> <li>• To cultivate in students an awareness of the economic, socio-political and cultural contexts of the age that produced Indian classical literature and its theories of aesthetics, ethics and epistemology</li> <li>• To historically situate the diverse classical Indian literatures composed in Sanskrit, Tamil, Prakrit, Pali with focus on major texts composed in principle genres, especially the epic tradition</li> </ul> |
| COURSE OUTCOME   | <ul style="list-style-type: none"> <li>• On successful completion of the course, students will obtain comprehensive knowledge and coherent understanding of Indian aesthetic, ethical and literary-critical traditions, and will be equipped with tools of cross-cultural aesthetics. It would help them analyze, interpret and appreciate various texts, including literatures composed in English, from a comparative translational perspective.</li> <li>• Students of English literature in Indian classrooms would gain a first-hand acquaintance of classical Indic texts like Kalidasa's <i>Abhijnanashakuntalam</i>, the <i>Mahabharata</i> and the Indian Epic Tradition in translation. This would moor them in an awareness of the plural classical aesthetic and critical prisms of the subcontinent while engaging with global literatures in English/ English translation, thereby enabling them to unlearn the processes of epistemic colonization.</li> <li>• Students would be trained in close literary-critical readings of the texts in order to appreciate the inclusive attributes of Indian classical literature</li> </ul>   |

- This introductory course in the English (Hons.) syllabus would enable students to trace the evolution of diverse literary cultures in India in their historical contexts and explore issues of genres, themes and critical debates, thereby grounding the students in the ethics of translation, comparison and an India-perfumed global (global/local) prism. It could kindle research interest in Indian classical literature from a comparative perspective among students of English literatures in Indian classrooms.

## COURSE DETAILS | MD - II |

| COURSE TITLE     | <b>Comparative Literature</b>  |
|------------------|--|
| COURSE CODE      | <b>A/ENG/203/MD-2</b>  |
| COURSE OBJECTIVE | <ul style="list-style-type: none"> <li>• To cultivate in students from other disciplines an interest in diverse literatures as a vehicle projecting and forming societies and their movements for change</li> <li>• To instil in them an understanding of the comparative lens in engaging with literatures, and societies, across space and time</li> <li>• To train students to engage with the diversity of modern Indian literatures and their interconnections, conversations, confluences from a multidisciplinary context</li> <li>• To make students creatively engage with the emergent and interdisciplinary in the domain of comparative studies, e.g. literatures of contact, literature and other arts</li> <li>• To explore translation as a pivotal technology, aesthetic and ethic of the comparative project in India</li> <li>• To critically engage with significant social issues like caste and gender through close literary-critical exegesis of prescribed bhasha literature texts in English translation</li> </ul> |
| COURSE OUTCOME   | <ul style="list-style-type: none"> <li>• On successful completion of the course, students of disciplines other than English would gain expertise in using the comparative lens for engaging with literatures composed across various regions and time-periods.</li> <li>• They would be trained in analysing the implications and ethics of comparison as a literary-critical method and philosophy.</li> <li>• The course would introduce them to close socio-historical readings of</li> </ul>   |

select iconic texts of world literatures, classical and contemporary.

- It would help cultivate in students an understanding of the historical trajectories of Indian literatures and the interconnections historically forged through translation between themes, forms and debates in bhasha literatures and Indian Writing in English.

- Students would learn to appreciate the impact of the translational, transnational and interdisciplinary, inter-literary in the domain of comparative studies, including multi-medial studies.

- The course would kindle research interest in comparison and translation as indispensable tools in the production, transmission and outreach of modern Indian literatures, in English and the bhashas.

## COURSE DETAILS | SEC - II |

| COURSE TITLE     | Creative Writing & Business Communication   |
|------------------|---|
| COURSE CODE      | A/ENG/204/SEC-2   |
| COURSE OBJECTIVE | <ul style="list-style-type: none"><li>• To introduce the students to diverse aspects of creative writing and the essentials of business communication so as to cultivate in them creative skills as also train them in the practical aspects of business communication,</li><li>honoring their proficiency and confidence in using language in multiple contexts and enhancing employability across sectors</li><li>• To familiarize the students with the main tropes, methods, objectives and figures of speech that distinguish literary or creative writing from other formats of written communication</li><li>• To enable the students to engage with language not as a mere means of verbal communication or information transmission but as something that can be played with, explored and reinvented for digging into the entire gamut of human emotion, thought, imagination and experience</li><li>• To skill students in diverse modes of draft composition from writing minutes of meetings to project reports, book reviews, film reviews and media content</li><li>• To enable the learners construct logical arguments using appropriate technical language related to a field of learning, work/vocation, or an area of professional practice</li></ul> |
| COURSE OUTCOME   | <ul style="list-style-type: none"><li>• After successful completion of the course, students would be capable</li></ul>  |



of various forms of creative writing and would learn to read closely, critically as well as to engage with the forms and aesthetics of literary writing, having gained an understanding and appreciation of different aspects of language such as the figures of speech, language codes and language registers.

- The course would enable students to appreciate and analyse creative writing as much as a craft as an art
- They would be trained to copy-edit and proof-read as also prepare drafts for publication
- It would help cultivate both basic and advanced skills in business communication in students, from writing minutes of meetings to project reports.
- The course would impart language skills necessary to communicate with clarity and precision across diverse social domains
- It would enhance employability of students in diverse sectors, including as content creator, social influencer and/or as entrepreneur across print, electronic and new media, and also train them to be employed as business personnel in different locations across a wide spectrum of industries

( Mr Anubhan Ash )

Assistant Professor and Head

Pandit Raghunath Murnu Smriti Mahavidyalaya

ASSISTANT PROFESSOR AND HEAD  
THE DEPARTMENT OF ENGLISH  
PRMS MAHAVIDYALAYA

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