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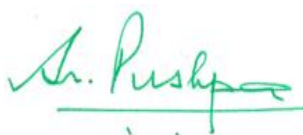
## ENGLISH

### PROGRAMME OUTCOME

The Under-Graduate courses in English taught in different colleges affiliated to University of North Bengal expose the students to a wide range of literature; British, American, Indian-English and Classical literary traditions. It helps students explore how writers use the creative resources of language in their fiction, poetry, nonfiction prose, and drama for them to comprehend the entire range of human experience. Students are expected to strive, to be imaginative, rhetorically dexterous, and technically proficient and as a result, and gain a deeper insight into life. With the introduction of new syllabus under CBCS that promotes a new thematic framework where classical Indian literature share space with popular contemporary literary crosscurrents, the UG programmes taught in colleges affiliated to University of North Bengal will help the students build skills of analytical and interpretive argument, and help them become careful and critical readers. Again, students' engagement with various strategies of drafting and revising, style of writing and analytical skills, diagnosing and developing scholarly methodologies, use of language as a means of creative expression, will make them effective thinkers and communicators—qualities which are crucial for choosing careers in our information-intensive society.

#### **Specific learning outcomes for English courses include the following:**

1. Reading: Students will gain awareness about the best literary traditions of the world. By learning how others live and handle their lives, one becomes connected with the world in a way we might not otherwise experience. They will discover that they are part of a huge conglomerate of human thought and emotion. Through reading, students will have an awareness of varied perspectives. This will also expand their range of experience and in the process, they will learn to be more empathetic toward the plights of the underprivileged and the suffering.
2. Literature, Nation and Tradition: The current syllabus in the UG level will provide students with an opportunity to know India's age-old literary and cultural tradition through their exposure to Sanskrit texts and modern Indian vernacular literature in translation. How the reading of literature in English can be an effective means to address the complex issues of identity, nationalism, historical tradition in the Indian context, is a new focus area of the present syllabus.
3. Awareness about Culture and History: Students gain an understanding of the relations between

  
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culture, history and texts. They learn to use texts as a gateway to various cultural traditions and interpret them in their historical contexts. How a literary text can appear as an ideal platform to locate dominant and marginalized voices of the society is an important focus of the under-graduate literature syllabus.

4. Gaining of Critical Insight: An exposure to various social and cultural traditions through the reading of representative texts from different periods help a student gain critical insight about the reality as a whole. With the help of their knowledge of various critical theories it is expected that they will be able to construct their meaning about the reality and its historicity.

5. Issue of Sexuality and Gender: Literature course teaches a student to identify and locate one's sense of identity. Human beings cannot be defined within cultural binaries of male-female or masculine-feminine. Students will learn that while sex is biologically given, gender is a cultural construct and know how one is born into gender. Appropriation of literary texts as tools of cultural study will help students to challenge centuries of rigid social frameworks and encourage them to walk towards a fair and impartial society.

6. Connection with allied Arts: Students of English Honours should also be able to articulate the relations among culture, history, and texts—for example, ideological and political aspects of representation, economic processes of textual production, dissemination and reception, and connect with other humanities subjects such as: architecture, sculpture, music, film, painting, dance, and theatre.

7. Acquisition of Values: Acquisition of values is needed for individual development and social transformation. English literature course at UG level, like any other literary course, helps a student to gain subjective experience of the text's aesthetic value. This helps in developing the quality of thinking and imagination and is a step forward to emerge as a better human being. Through their judgment of the aesthetic value of a literary text, students will learn to appreciate the value of life.

8. Writing skills and Process: Students will be able to recognize and comprehend different varieties of English language and develop a writing style of their own. English Honours students should be aware that textual analysis can be extended, not without returns, to political, journalistic, commercial, technical, and web-based writing. It is expected that their exposure to the ideas of a variety of writers and their cultural backgrounds, will have a bearing upon their literary styles. With the development of their writing skills and finesse of style, there will be a possibility of them emerging as prospective writers, editors, content developers, and good teachers.

9. Means of Effective Communication: Study of literature is intertwined with the study of language. Learning various language patterns, sentence structures and dialogue forms can help one in real life in

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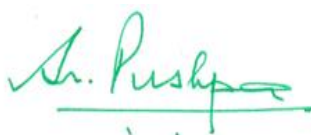
effectively communicating with others. English is the language of science, computers, diplomacy, and tourism. Knowing English increases students' job prospects in the international market. Means of Effective Communication: Study of literature is intertwined with the study of language. Learning various language patterns, sentence structures and dialogue forms can help one in real life in effectively communicating with others. English is the language of science, computers, diplomacy, and tourism. Knowing English increases students' job prospects in the international market.

The Under-Graduate course in English seeks to foster the intellectual development of its students by encouraging the study of literature and writing. The various programmes under UG strive to make its Honours and Programme students familiar with a wide range of works of British writers in particular and World literature in general with a special focus on Indian Writing in English. The issues of culture, history, gender, race, ethnicity, politics are addressed that help the student develop a critical mindset of their own. After the completion of the courses of Under-Graduate English, each student who graduates with a BA Honours in English from any of the colleges affiliated to University of North Bengal, will have an enduring interest in language and literature, an awareness of their historical and cultural legacies, knowledge of complexities of human existence, the political and social upheavals of human history and its bearing on literature, and understand the ability of great literature to arouse and challenge people to fight for their rights for human identity and values.

**1. History of Language, English Communication, Creative Writing etc. (CC1, AECC, SEC, LCC,)**

After completion of this Course, students will be able to:

1. Know the process of beginning and growth of the English language
2. Know about various innovative ways of using the English language in verbal and non-verbal communication.
3. Write, effectively, and creatively, and mould their writing style in appropriation to the content and the context.
4. Think about the relationship between language and literature.

  
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## 2. Classical Literature (CC2, CC3)

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

1. Read and understand about the rich classical texts from Greco-Roman literature as well as Indian Classical literature in translation.
2. Trace the nature of influence that all the classical texts have on modern English literature both in British and Indian Writings in English.
3. Appreciate these texts as a source of great knowledge.
4. Interpret these texts from postmodern point of view.

## 3. British Literature (CC6, CC7, CC8, CC9, CC10, DSC Paper 3, GE-Paper 2)

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

1. Trace the developmental history of English Literature from Old English Period to 19<sup>th</sup> Century
2. Show familiarity with major literary works by British writers in the field of Drama
3. Be acquainted with major religious, political and social movements from the 14<sup>th</sup> to 19<sup>th</sup> century and their influence on literature.
4. Learn various interpretative techniques to approach literary texts.

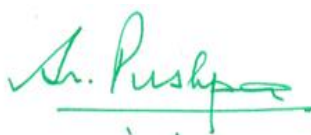
## 4. Women's Writing (CC 11)

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

1. Learn how and on what grounds women's writings can be considered as a separate genre.
2. Read and understand canonical texts written by Women writers across different ages.
3. Differentiate between sex and gender and know how the latter is a social construct.
4. Be aware of the issues and concerns of women.

## 5. Modernism and beyond (CC12, CC13)

After completion of this course, students will be able to

  
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1. Know about the meaning and scope of the concepts of Modern/Modernity/Modernism.
2. Study and interpret representative writings from the 20<sup>th</sup> and 21<sup>st</sup> Century.
3. Acquaint themselves with the great tradition of modern European drama.
4. Examine various literary techniques that writers of 20<sup>th</sup> century use in writing their texts, and develop an understanding of these.
5. Reflect upon the great upheaval that the world has undergone during the 20<sup>th</sup> century and the constructive role of literary activism/movements in restoring humane values.

### 6. Literary Theory & Criticism (DSE1)

After completion of this course, students will be able to

1. Learn the history of literary criticism and various literary theories.
2. Apply critical theories to understand texts, apply research vocabulary, analyze texts and develop research insights.
3. Use the theories as framework for their own research.

### 7. Post-colonial Experience (CC14)

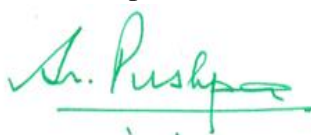
After completion of this course, students will be able to:

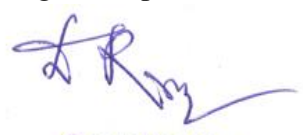
1. Know how a literary text, explicitly or allegorically, represents various aspects of the colonial experience.
2. Question how a text reveals about the problems of the postcolonial.
3. Learn how a text reveals about the politics and/or psychology of resistance.
4. Trace the history of postcolonial movements in India and its textual representations.
5. Locate and represent subaltern voices through their writings.

### 8. Indian Literature (DSC3, DSC4, DSC6)

After completion of this Course, Students will be able to

1. Know how and why Indian literature emerged as a distinct field of study.
2. Trace the development of the history of English literature from its beginning to the present

  
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3. Interpret the works of great writers of Indian Writing in English.
4. Demonstrate, through discussion and writing, an understanding of significant cultural and societal issues presented in Indian English.

### 9. Popular Literature (DSE2, DSE5)

After completion of this Course, Students will be able to

1. Know the meaning of Popular Literature.
2. Read and understand some of the incorporated representative texts of popular literature.
3. Probe into the literary and aesthetic merits of popular.

## B.A. PROGRAMME (ENGLISH) COURSE OUTCOME

Followings are the expected Programme outcomes of UG courses in English:

### **Critical Close Reading:**

An ability to read critically the prescribed texts and understand its broader implications. This includes:

Reading closely in the variety of forms, styles, structures

Use of various interpretative methods

### **Critical Thinking:**

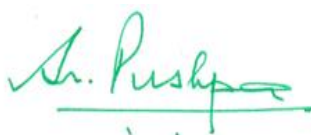
An ability to think critically on various issues and subject matters and relate the same with real-life situations.


This includes the ability to:

Synthesize and integrate

Practice and develop argumentative insights

In-depth study of the subject

  
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### **Integration of Knowledge:**

**Demonstrate detailed knowledge in one or more disciplines and the ability to integrate knowledge across disciplinary boundaries.**

This includes the ability to:

Studying the current state of multi-disciplinary learning

Showing familiarity with works from other disciplines

### **Communication Skill**

Demonstrate the ability to extract and convey information accurately in a variety of formats. This includes: An ability to adjust writing style appropriate to the content and the context

Ability to communicate ideas

Write clearly and effectively in a variety of forms

Adapting writing and analytical skills to all situations

### **Research Aptitude**

Development of a spirit of critical and scholarly inquiry for the subject. This includes:

- Identification and evaluation of appropriate research sources
- Incorporating of the sources into documented academic writing
- Formulation of original arguments in response to them
- Application of appropriate research methodologies to specific problems
- Role as a Global Citizen

A critical understanding of the ways of the world and the realization of one's role within communities to effect change.

This includes the ability of:

Acceptance of the liberal intercultural milieu

- Understanding of the meaning of cultural globalization
- collaboration respectfully with others, individually and through institutions.
- Maintain the high esthetical standards.

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## GEOGRAPHY

### PROGRAMME OUTCOME

The Under-Graduate courses in Geography taught in different colleges affiliated to University of North Bengal strives towards creating a scientific approach to address the various subject matters in Geography. It helps to develop critical thinking skills that train students to analyze problems and acquire greater understanding of the subject matter of geographical studies. The students are directed towards problem analysis and also inculcate a sense of environmental ethics that focus on the concerns of sustainability. The programme ensures that the lessons are self-directed and lead to lifelong learning.

- The syllabus is oriented towards emerging job opportunities and future prospects of the students.
- The comprehensive syllabus promotes and develops a thorough knowledge of concepts, methods and theories.
- Computer based techniques (RS, GIS) are incorporated in the syllabus which prepares the students for further analytical studies.
- In the course of field surveys, students acquire a greater understanding of the socio-economic and cultural dimensions of the population with greater focus on the marginalized sections of the society.
- The students are directed towards problem analysis which helps them develop a base for higher studies and research related activities.

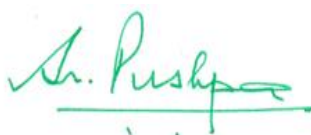
### FIRST SEMESTER

**COURSE CODE: GEO-H-CCHL-101**

#### **GEOTECTONIC**

##### **Objectives:**

1. To understand the Earth's tectonic and structural evolution with reference to geological timescale.
2. To understand Earth's Interior structure and theory of Isostasy given by Airy, Pratt, Bowie, Hayford , Heiskanen.
3. To know about the Earth movements and the types of folds and faults associated with it and also to understand the concept and theory of plate tectonics.
4. To understand the development of drainage on uniclinal and folded structure and mountain building

  
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theories given by Kober and Holmes.

**Course outcome:**

1. The students are able to understand the evolution of the earth with reference to geological timescale.
2. The students are able to have a conceptual understanding of Earth's Interior structure. It also helps them have an understanding of the different theories of Isostasy given by some eminent geographers like Airy, Pratt, Bowie, Hayford and Heiskanen.
3. The students are able to analyse and identify the different types of earth movements and the associated theories of Plate Tectonics, the different folded structures and mountain building theories.

**PRACTICAL**

**Objectives**

1. To understand the concept and application of scales and graphical construction of plain, comparative, diagonal and Vernier scales.
2. To know the classification, properties and uses of map projection and to understand the mathematical/graphical construction of Polar Zenithal Stereographic Projection, Bonne's Projection, Polyconic Projection, Sinusoidal Projection and Mercator's Projection.

**Course outcome**

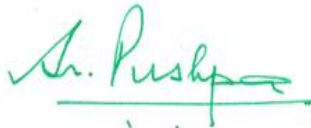
The practical portion of the paper helps the students to have a first-hand experience in learning and understanding the workings and applications of various topics provided under the syllabus like the different kinds of scales and projections. It also helps them acquire cartographic skills of making these scales and various projections graphically.

**COURSE CODE: GEOH-CCL-102**

**GEOMORPHOLOGY**

**Objectives**

1. To understand the nature and scope and fundamental concepts of Geomorphology.
2. To know about the geomorphic processes including weathering, mass-wasting, cycle of erosion given by Davis and Penck.
3. To understand the evolution of erosional and depositional landforms by the actions of fluvial, aeolian, glacial, coastal and karst.
4. To perceive the forms and processes of slopes and the theories of slope development given by Davis,

  
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Penck and King.

**Course outcome**

1. The students are able to have a conceptual understanding of the fundamental concepts of Geomorphology.
2. It helps them to understand the geomorphic processes of weathering, mass-wasting and identify the various landforms associated with cycle of erosion given by Davis and Penck .
3. The students are able to understand the evolution of erosional and depositional landforms created by the actions of rivers, glaciers, wind, waves etc.
4. The students are able to identify the forms and processes of slopes.

**PRACTICAL**

**Objectives**

- 1.To explain the Topographical Map by interpreting the plateau and mountain area with the help of cross and longitudinal profiles and interpretation of relief profile by superimposed, projected and composite and slope analysis by Wentworth's method and relative relief by Smith's method and also to understand the drainage density and drainage frequency and Transect chart.
2. To discern the megascopic identification of rocks and minerals.

**Course outcome**

1. The students are able to study the topographical map and identify and construct cross and longitudinal profiles using different methods. It also helps them understand the drainage patterns and calculate and draw drainage density and frequency.
2. The students are able to understand the properties of various rocks and minerals which further help them identify the rock and minerals.

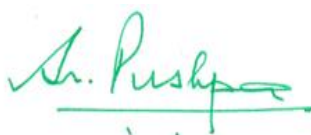
**GEOGRAPHY**


**SECOND SEMESTER**

**COURSE CODE: GEOH-CHL-201**

**HUMAN GEOGRAPHY**

**Objectives**

  
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1. To understand the scope and contemporary relevance of Human Geography.
2. To know about the space and society and its cultural regions including race, religion and language.
3. To have knowledge of population growth and distribution with special reference to India including population composition, Demographic Transition Theory and population policy of India.
4. To understand the concept of population resource relationship with reference to population resource regions of the world given by Ackerman.

#### Course outcome

1. The students are able to have a conceptual understanding of the scope and the contemporary relevance of Human Geography as a distinct discipline.
2. It helps to know about the inter-relationship between space and society and its cultural regions including race, religion and language.
3. It helps the students acquire knowledge of the processes of population growth and distribution with special reference to India and understand the Demographic Transition Theory and population policies of India.
4. The students are able to understand the concept of population and resource relationship with reference to different population resource regions of the world given by Ackerman.

#### PRACTICAL

##### Objectives

1. To understand the diagrammatic data presentation with isopleth ( isotherm, isohyet and isobar), bar (simple, compound and composite) and circles (proportional concentric circle and proportional divided circle).
2. To make sense of Thematic Mapping Techniques its properties, uses and limitations and Areal Data including choropleth, chorochromatic, Dot and Sphere and proportional cubes.

##### Course outcome

The students are able to graphically represent various data given to them through diagrammatic data presentations like isopleth, isotherm, isobar and circles.

The students also learn thematic techniques of representing data using choropleth, chorochromatic mapping techniques, dots, spheres and cubes.

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## **COURSE CODE: GEOH-CCL-202**

### **SETTLEMENT GEOGRAPHY**

#### **Objectives**

1. To know about the settlements and its origin and growth in rural and urban areas.
2. To understand the types, patterns and morphology of rural settlements.
3. To recognize the trends and patterns of world urbanization (ancient, medieval and modern).
4. To have knowledge of theories of urban land use with reference to Concentric Zone Theory, Sector Theory and Multiple Nuclei Theory.

#### **Course outcome**

1. The students are able to learn and understand the origin of settlements and the processes and factors that have lead to their growth in both rural and urban areas.
2. The students are able to have a clear understanding of the distribution of various settlement patterns and their types along with the morphological factors affecting the settlement patterns and functions.
3. The students are able to learn about the patterns and trends of world urbanisation processes and factors responsible for rapid urbanisation in different parts of the world. The students are enriched with theories pertaining to the study of urban land use like Concentric Zone Theory, Sector Theory and Multiple Nuclei Theory.

### **PRACTICAL**

#### **Objectives**

1. To understand the concept of levelling and surveying by Prismatic compass(closed traverse) and levelling by Dumpy Level along a given line by rise and fall and Collimation method and determination of height of an object with accessible and inaccessible base in the same vertical plain by Theodolite.
2. To understand the Geological Map and drawing of sections on uniclinal and folded structures depicting unconformity.

#### **Course outcome**

The students are able to learn and understand the workings of Prismatic compass, Dumpy level and theodolite which gives them a better understanding of the geological landscape.

The geological maps help the students depict unconformities in the landforms by drawing different aspects

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of the uniclinal and folded structures.

## GEOGRAPHY

### THIRD SEMESTER

**COURSE CODE: GEOH-CCHL-301**

#### **CLIMATOLOGY**

##### **Objectives**

1. To understand the atmospheric composition and structure including insolation and temperature and its factors and distributions including heat budget and temperature inversion.
2. To understand the atmospheric pressure and winds including planetary winds, forces affecting winds, general circulation, jet streams and about the origin and mechanism of monsoons with reference to thermal and jet stream theory.
3. To discern atmospheric moisture in addition to evaporation, humidity, condensation, precipitation types and climatic regions given by Koppen and Thornthwaite.
4. To know about cyclones and its types including tropical cyclones and extra tropical cyclones.

##### **Course outcome**

1. The students are able to learn about the atmospheric conditions, its composition and structure. They are able to understand the various factors responsible for temperature variations across the world, the students are able to have a conceptual understanding of the heat budget and its associated working and relevance.
2. The students learn about the various pressure belts of the world, the distribution of the planetary winds., the origin and mechanism of monsoons in relation to the various theories. This unit thus helps the students to have a clear understanding of the climatic phenomena.
3. The students are able to understand the important climatic activities like evaporation, humidity, condensation. They are also able to learn about the different types of precipitation and their distribution patterns across the world. The students gain knowledge about the various climatic regions as proposed by eminent scholars – Koppen and Thornthwaite.
4. The students are able to understand the nature and types of tropical cyclones and extra-tropical cyclones and their distribution patterns.

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## PRACTICAL

### Objectives

1. To gain knowledge about the meteorological instruments along with the recording of Maximum and Minimum thermometer, Hygrometer, Fortin's barometer.
2. To master on the interpretation of Indian daily weather report and representation of climatic data by climographs and hythergraphs.

### Course outcome

1. The students learn how to record the temperature variations using of Maximum and Minimum thermometer thereby understanding the factor affecting temperature distribution. The students learn how to measure and record humidity with the help of Hygrometer. Fortin's barometer helps them measure and record atmospheric pressure and learn about the different parts of the barometer.
2. The Indian daily weather report helps the students to interpret the climatic variables using isobars, pressure gradient, wind velocity, wind direction, cloud condition and various atmospheric phenomena. Climographs and hythergraphs help the students to represent the elements of climatic data graphically and interpret accordingly.

## COURSE CODE: GEOH-CCHL-302

## STATISTICAL METHODS IN GEOGRAPHY

### Objectives

1. To understand the significance of statistics in geography.
2. To know about the various uses of data in geography inclusive of sources of data, scales of measurements in addition to nominal, original, interval and ratio.
3. To understand the various sampling including purposive, random, systematic and stratified.
4. To learn about the theoretical concept on probability and normal distribution.

### Course outcome

1. The students are enriched with the use and understanding of statistical methods in geographical studies which helps them use data in preparing term papers and projects.
2. The students learn about the various types of data and their uses, the sources of data and their scales of measurement.

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3. The students gain knowledge and understanding of the various sampling methods and their appropriate utilisation which further helps them in research and survey-related activities.

## **PRACTICAL**

### **Objectives**

1. To know about the tabulation of data in addition to frequency distribution table, class group and class interval ; Descriptive statistics inclusive of Deciles, Quartiles, Percentiles ; Measures of Central Tendency which includes Mean, Median and Mode and Measures of Dispersion including Quartile Deviation, Mean Deviation , Standard Deviation, Variance and Coefficient of Variation.
2. To explain association and correlation together with Rank correlation, Product Moment Correlation and Simple Linear Regression.

### **Course outcome**

The practical portion of statistical methods in Geography enables the students to use various statistical techniques like frequency distribution, descriptive statistics like deciles, quartiles, percentiles, measures of central tendency, measures of dispersion, variance and coefficient of variation. Rank correlation, Product Moment Correlation and Simple Linear Regression allows the students to explain the association and correlation between variables.

## **COURSE CODE: GEOH-CCHL-303**

## **GEOGRAPHY OF INDIA**

### **Objectives**

1. To understand the physical features of India inclusive of Physiographic division, soil, vegetation and climate (its characteristics and classification)
2. To understand about the Economic resources of India including mineral and power resources, distribution and utilisation of iron ore, coal, petroleum , gas and agricultural production and distribution of rice and wheat; to know about the industrial development including Automobile and Information Technology.
3. To explain about the social factors of India in addition to spatial distribution of population by Race, Caste, Religion , Language and Tribes.
4. To know about the regionalization of India: Physiographic by R.L.Singh and Economic by P. Sen Gupta.

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### Course outcome

1. The students are able to learn and know about the distribution of different types of soil, vegetation and climatic variations across the Indian sub-continent.
2. This unit helps the students to gain elaborate knowledge and understanding about the distribution and utilisation of different available mineral and power resources with reference to India, the distribution and production of agricultural produce of India and the stage of Indian industrial development particularly the Automobile and IT sector.
3. The students are enriched with deeper knowledge and understanding of the various social aspects of India in terms of the spatial distribution of population by Race, Caste, Religion, Language and Tribes. This in-turn enhances their interest and awareness towards the various social factors in relation to the Indian context.
4. The concept of regionalization of India benefits the students in terms of their understanding of the physical, economic and social diversity of the country.

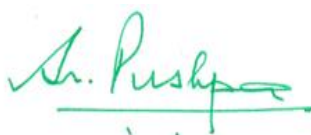
### PRACTICAL


#### Objectives

1. To learn about the ombrothermic graphs and ergograph.
2. To learn about the decadal growth rate of population and measures of inequality- Lorenz curve and Gini's coefficient.

#### Course outcome

1. The students learn how to draw ombrothermic graph by taking data of five weather stations. This helps the students to identify the effects of rainfall and temperature by dividing the portions enclosed by the temperature curve at the top and rainfall curve at the bottom as xeric period or dry period, particularly important for agricultural analysis.
2. The students learn about the ergograph which are composite graphs drawn to show the relationship between cropping patterns and annual rhythm or pattern of climatic elements.
3. The students learn about the decadal growth rate of population by collecting temporal data and representing them on a graph. The students also learn the calculation and drawing of Lorenz Curve which helps them understand the graphical method of comparing distributions on 2-dimensional surfaces

  
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**COURSE CODE: GEOH- SECT-305**

**REMOTE SENSING**

**OBJECTIVES**

1. To understand the basics of remote sensing like its definition and development, the different types of platforms, photogrammetry.
2. To enhance their knowledge on the functions and principles of Satellite Remote Sensing.
3. To learn about the visual satellite image interpretation.
4. To know and understand the application of remote sensing in Land use and Land cover mapping.

**COURSE OUTCOME**

1. The students are enriched with the advanced knowledge of remote sensing which is very useful in geographical analysis, particularly measuring, mapping, monitoring and modelling the surface features of the earth. Photogrammetry provides multispectral and multi-scale data for GIS data base.
2. The understanding of the functions and principles of Satellite Remote Sensing makes it possible for students to differentiate between different types of objects and to map their spatial distribution on the ground.
3. The visual satellite image interpretation enhances the skills of students in examining images for the purpose of identifying objects and judging their significance. It enables students to analyse data through logical processes to detect, identify, classify, measure and evaluate the significance of physical and man-made features, their pattern and spatial relationship.
4. The students have an increasing knowledge about photo interpretations based upon factors like shape, size, shadow, tone and associated features which in-turn helps them in the analysis of Land use and Land cover mapping.

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**Cluny Women's College**

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W.B. Govt. Aided Christian Minority College Affiliated to NBU & recognized by UGC under section 2(f) & 12(B)

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## **GEOGRAPHY**

### **FOURTH SEMESTER**

**COURSE CODE: GEOH- CCHL-401**

**ECONOMIC GEOGRAPHY**

#### **OBJECTIVES**

1. To have a clear understanding of the concepts of economic activities and the factors affecting the location of economic activities with special reference to Von Thunen and Weber's theories.
2. To learn about the various primary activities particularly subsistence and commercial agriculture and lumbering.
3. To learn about the manufacturing industries, the factors affecting their location and to understand the idea of Special Economic Zones (SEZ), their distinct characteristics and the factors responsible for their location.
4. To know about the various tertiary activities with special focus on transport and international trade.

#### **COURSE OUTCOME**

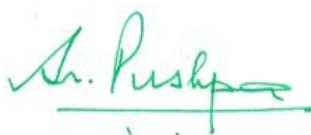
1. The students are able to have a basic conceptual understanding of the various economic activities and are enriched with some of the pioneer theories of Economic Geography given by Von Thunen and Weber.
2. The students are able to learn and decipher the differences between various economic activities- primary, secondary and tertiary by understanding their distinct characteristics and gain deeper knowledge about the various associated economic concepts.

**COURSE CODE: GEOH- CCHL-401**

**ECONOMIC GEOGRAPHY (PRACTICAL)**

#### **OBJECTIVES**

1. To learn about the transport network analysis and accessibility.
2. To represent the state-wise variation in occupational structure and work participation rate using appropriate techniques.

  
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## **COURSE OUTCOME**

1. The students are able to learn about the various connectivity indices like alpha, beta, gamma, theta and eta indices and help them analyze transport accessibility, development and draw transport accessibility maps.
2. The students are able to represent the state-wise variation in occupational structure and work participation rate using proportional circles and proportional divided circles.

## **COURSE CODE: GEOH- CCHL-402**


### **REGIONAL PLANNING AND DEVELOPMENT**

#### **OBJECTIVES**

1. To learn about the scope, content and basic concepts of regional planning and development, planning regions and regional imbalances.
2. To understand the characteristics of planning regions for delineation.
3. To have a deeper knowledge of the various theories and models for regional planning.
4. To understand the indicators for measuring levels of development.

## **COURSE OUTCOME**

1. The students are enriched with the basic concepts of regional planning. It helps the students to understand the different types of planning regions and know their specific properties and comprehend the need for regional planning and regional imbalances.
2. The students are able to learn about the basic characteristics of an ideal planning region which further helps them in understanding the process of delineation of planning regions. Based on this, the students are able to understand the regionalisation with reference to the Indian context.
3. The students are enriched with the knowledge of the various theories and models of regional planning like Growth Pole Model and Growth Foci Model which further enhances their understanding of the concepts of regional planning and the need for it.
4. The students are able to identify and learn about the various important measures of development-economic, social and environmental. They also learn about the significance of Human Development Index as a measure of development.

  
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**COURSE CODE: GEOH- CCHL-402**

**REGIONAL PLANNING AND DEVELOPMENT (PRACTICAL)**

**OBJECTIVES**

1. To delineate formal regions by weighted index method and functional regions by break point analysis.
2. To measure inequality by location quotient and clustering, regularity by Nearest Neighbour Test.

**COURSE OUTCOME**

1. The students learn the methods of delineation of formal and functional regions which helps them to identify and zone out the formal and functional regions.
2. The location quotient helps the students to determine the concentration of employment in a regional industry in relation to the national metrics. This enables the students to understand the strengths and weaknesses of a specific region and what industries tend to prosper in the particular economy.
3. Nearest Neighbour Test analysis helps the students to measure the distribution of something over a geographical space by assessing a degree to which a spatial point pattern departs from randomness in the direction of being either clustered or regular.

**COURSE CODE: GEOH- CCHL-403**

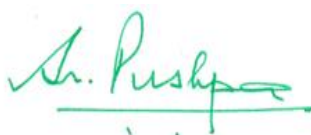
**FIELD WORK AND RESEARCH METHODOLOGY**

**OBJECTIVES**

1. To enable the students to understand the components, objectives, types and stages of research.
2. To understand the role, value and ethics of fieldwork in geographical studies.
3. To learn about the merits and demerits of the various field techniques used in geographical studies.
4. To understand the notion behind designing field report in terms of research problems, research design and hypothesis.

**COURSE OUTCOME**

1. The students are enriched with the knowledge of significance of research in Geography and learn about the components, objectives, types and stages of research.
2. The students are able to learn about the importance of field work in geographical studies and understand the role, value and ethics of fieldwork.

  
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3. The students are able to learn about the merits and demerits of the various field techniques used in geographical studies which in-turn helps them to identify and use appropriate techniques while conducting field-work.
4. The students acquire basic knowledge of research in terms of identification of research problems, outlining of research design or framework and creating suitable hypothesis for fulfilling the objectives of research.
- 5.

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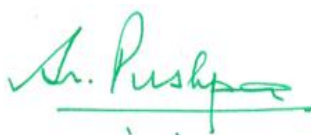
**FIELD SURVEY (PRACTICAL)**

**OBJECTIVES**

1. To learn the preparation of questionnaire and schedule taking into account the physical, socio-cultural aspects.
2. To learn the use of field tools for field survey.
3. To design field report with aims and objectives and analyse the same.

**COURSE OUTCOME**

1. The students are able to decipher the differences between questionnaire and schedule and prepare questionnaires related to particular topics encompassing the social, cultural and physical dynamics of the area under study.
2. The students are enriched with the knowledge of different field tools and their uses which further helps to appropriately use these field techniques for collection of data pertaining to both physical and socio-economic survey.
3. The students gain idea about the various steps on how to design a field report with the aims and objectives, the procedures for analysis and interpretation of the data collected and proper method of report writing of the concerned topics of survey.

  
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**COURSE CODE: GEOH- SECT-405**

**GEOGRAPHICAL INFORMATION SYSTEM**

**OBJECTIVES**

1. To understand the concept and components of GIS (Geographical Information System).
2. To gain knowledge on the principles and uses of GPS (Global Positioning System).
3. To learn about the various types of GIS data structures and GIS data analysis.
4. To know about the application of GIS.

**COURSE OUTCOME**

1. The students are enriched with the advanced knowledge of GIS and its various components.
2. The students learn about the working, principles and uses of GPS with special reference to geographical studies.
3. The students gain deeper knowledge of the various types of GIS data structures and GIS data analysis which would further help them in research analysis.
4. The students learn about the application of GIS- particularly land-use mapping, urban sprawl and forest monitoring.

**GEOGRAPHY**

**FIFTH SEMESTER**

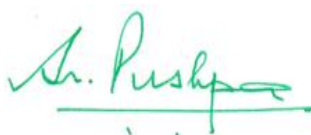
**COURSE CODE: GEOH- CCHL-501**


**BIOGEOGRAPHY AND PEDOLOGY**

**OBJECTIVES**

1. To learn about the factors and processes of soil formation, structure and texture and soil profile.
2. To gain knowledge about the classification of soil, the processes of soil erosion and conservation.
3. To understand the concept of biodiversity, its types and significance and the different biomes.
4. To acquire knowledge on the concept, structure and functions of ecosystem, trophic levels, food web, food chain and ecological pyramid.

**COURSE OUTCOME**

  
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1. The students gain deeper knowledge on the various characteristics of soil profile and the various soil forming processes and the factors affecting it.
2. The students are enriched with the knowledge of the various types of macro and micro nutrients present in the soil, classification of soil according to USDA, the factors responsible for soil erosion and the various steps involved in conservation of soil.
3. The students are able to understand the concept of biodiversity, its types and significance and the distribution of biomes across space.
4. The students gain knowledge and understanding of the concept, structure and functions of ecosystem; the relationship at different levels of the food chain and the relationship between different organisms in an ecosystem represented by the ecological pyramid.

**COURSE CODE: GEOH- CCHL-501**

**BIOGEOGRAPHY AND PEDOLOGY (PRACTICAL)**

**OBJECTIVES**

1. To learn how to make a climograph for savanna, desert and equatorial biomes.
2. To learn the methods of soil testing.

**COURSE OUTCOME**

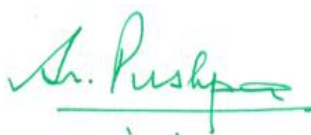
1. The students learn the skills of making climograph which is a 12-sided closed polygon for plotting mean-monthly values of selected climatic elements of a particular station against one another. This enables the students to illustrate the climatic characters of a particular place.
2. The students are enriched with the processes of soil testing which helps them analyse the physical and chemical properties and characteristics of the soil which may further be helpful for several purposes like recommendations for growing certain crops etc.


**COURSE CODE: GEOH- CCHL-502**

**REMOTE SENSING AND GIS**

**OBJECTIVES**

1. To learn about the basic concepts of remote sensing and GIS.

  
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2. To understand the principles, types and geometry of aerial photographs and satellite remote sensing, to understand the relationship of EMR interaction with atmosphere and earth surface, satellites and sensors.
3. To know about the various types of GIS data structures.
4. To learn about the application and interpretation of remote sensing and GIS in land use/landcover, urban sprawl analysis and forest monitoring.

### **COURSE OUTCOME**

1. The students are enriched with the advanced knowledge of remote sensing which is very useful in geographical analysis, particularly measuring, mapping, monitoring and modelling the surface features of the earth. Photogrammetry provides multispectral and multi-scale data for GIS data base.
2. The understanding of the functions and principles of Satellite Remote Sensing makes it possible for students to differentiate between different types of objects and to map their spatial distribution on the ground.
3. The visual satellite image interpretation enhances the skills of students in examining images for the purpose of identifying objects and judging their significance. It enables students to analyse data through logical processes to detect, identify, classify, measure and evaluate the significance of physical and man-made features, their pattern and spatial relationship.
4. The students have an increasing knowledge about photo interpretations based upon factors like shape, size, shadow, tone and associated features which in-turn helps them in the analysis of Land use and Land cover mapping.
5. The students are enriched with the advanced knowledge of GIS and its various components.
6. The students learn about the working, principles and uses of GPS with special reference to geographical studies.
7. The students gain deeper knowledge of the various types of GIS data structures and GIS data analysis which would further help them in research analysis.
8. The students learn about the application of GIS- particularly land-use mapping, urban sprawl and forest monitoring.

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**COURSE CODE: GEOH- CCHL-502**

**REMOTE SENSING AND GIS (PRACTICAL)**

**OBJECTIVES**

1. To learn the skills of air photo interpretation using pocket stereoscope and satellite imagery interpretation.
2. To learn image processing and classification, geo-referencing, editing and output and outlays.

**COURSE OUTCOME**

1. The students are able to interpret air photo using pocket stereoscope and also learn the steps of satellite imagery interpretation.
2. The students learn the advanced technique of GIS using the QGIS software which enables them in image processing and classification, geo-referencing, editing and digitisation producing a final output of the processed image.

**COURSE CODE: GEOH- DE1L-503**

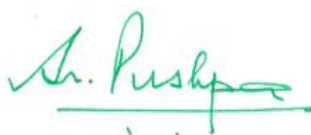
**POPULATION GEOGRAPHY**

**OBJECTIVES**

1. To study the nature and scope of Population Geography and to know about the sources of population data with special reference to India.
2. To study about the population size, distribution and determinants and population growth theories.
3. To acquire knowledge about the population dynamics like fertility, mortality and migration.
4. To study about the composition of population and its characteristics.

**COURSE OUTCOME**

1. The students are enriched with the knowledge of the nature and scope of Population Geography. They understand the various sources of data with special reference to India- Census, Vital Statistics and NSSO.
2. The students know about the various components of population like size, distribution and its determinants and gain deeper knowledge on the population dynamics through Demographic Transition Theory, Optimum Population Theory, Everett Lee's theory of migration.

  
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3. The students are able to understand the determinants and measures of population dynamics like fertility, mortality and the types, causes and consequences of migration.
4. The students gain a clearer understanding of the population composition and characteristics like age-sex composition, rural-urban composition, literacy and also become aware of the contemporary issues like declining sex ratio, malnutrition and unemployment.

### **COURSE CODE: GEOH- DE1L-503**

### **POPULATION GEOGRAPHY (PRACTICAL)**

#### **OBJECTIVES**

1. To learn about the population projection by arithmetic method and population density mapping for India.
2. To learn how to calculate the various measures of fertility and mortality.

#### **COURSE OUTCOME**

1. The students are able to predict future population projections by arithmetic method and learn the cartographic representation of population density for India using choropleth method.
2. The students are able to calculate the measures of fertility like crude birth rate, general fertility rate, age-specific fertility rate, total fertility rate and the various measures of mortality like crude death rate, age-specific death rate and infant mortality rate.

### **COURSE CODE: GEOH- DE2L-504**

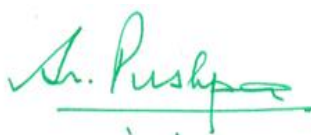
### **URBAN GEOGRAPHY**

#### **OBJECTIVES**

1. To learn about the basic concept of Urban Geography, its nature and scope.
2. To study about the patterns of urbanisation in developed and developing countries.
3. To study about the functional classification of cities and its qualitative and quantitative measures.
4. To study about the urban issues like problems of housing, slums, civic amenities in North Bengal.

#### **COURSE OUTCOME**

1. The students are able to have a conceptual understanding of the various components of Urban Geography, its nature and scope.

  
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2. The students are able to understand and compare the patterns of urbanisation in developed and developing countries.
3. The students learn about the functional classification of cities given by F.S Hudson, C.D.Harris and Ashok Mitra.
4. The students are able to identify the various urban problems by looking into the case studies of major urban centres in North Bengal.

**COURSE CODE: GEOH- DE2L-504**

**URBAN GEOGRAPHY (PRACTICAL)**

**OBJECTIVES**

1. To learn about the hierarchy of urban settlements with the help of rank size rule.
2. To learn about the state-wise variation and trends of urbanisation and temporal analysis of urban growth using census data of India.

**COURSE OUTCOME**

1. The students are able to understand the concept of hierarchy using population of different cities and applying the rank-size rule method given by Zipf.
2. The students learn the cartographic technique of showing the state-wise variation and trends of urbanisation using census data of India. The students also learn the methods of graphically representing temporal analysis of urban growth using census data of India.

**GEOGRAPHY**

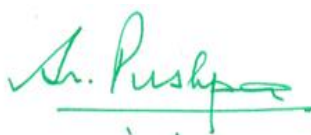
**SIXTH SEMESTER**


**COURSE CODE: GEOH- CCHL-601**

**EVOLUTION OF GEOGRAPHICAL THOUGHT**

**OBJECTIVES**

1. To learn about the evolution of geographical ideas during the ancient period in Western world and India.

  
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2. To learn about the evolution of geographical ideas during the medieval period in Western world and India.
3. To study the modern evolution of geographical thinking in Germany, Britain and USA.
4. To study the trends of the evolution of geographical thoughts like Environmental determinism, Possibilism, Systematic and Regional, Quantitative Revolution, Feminism and Post Modernism.

### COURSE OUTCOME

1. The students are able to know about the evolution of geographical ideas during the ancient and medieval period in Western world and India.
2. The students acquire knowledge about the modern evolution of geographical thinking in Germany, Britain and USA.
3. The students are enriched with the knowledge of the trends of the evolution of geographical thoughts like Environmental determinism, Possibilism, Systematic and Regional, Quantitative Revolution, Feminism and Post Modernism.

### COURSE CODE: GEOH- CCHL-601

### EVOLUTION OF GEOGRAPHICAL THOUGHT (PRACTICAL)

### OBJECTIVES

1. To learn the quantitative techniques in Geography like Chi square, standard score and dominant and distinctive analysis.
2. To learn the changing perception of the maps of the world by Ptolemy, Ibn Batuta and Mercators.

### COURSE OUTCOME

1. The students are able to calculate data using Chi Square to test how a model compares the actual observed data, standard score to test the deviation from the mean score and dominant and distinctive analysis to study or identify the dominant and distinctive attributes from the group of attributes in a particular region and area of workers engaged in different types of activities.
2. The students are able to learn about the changing perception of the maps of the world by Ptolemy, Ibn Batuta and Mercators.

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**COURSE CODE: GEOH- CCHL-602**

**DISASTER MANAGEMENT**

**OBJECTIVES**

1. To learn about the concept of disaster, hazards, their classification, risk perceptions, vulnerability and assessment.
2. To study the factors, consequences and management of earthquake, flood, cloud burst and landslide and pandemic as a biological hazard.
3. To study the response, mitigation and preparedness to disasters and indigenous knowledge and community-based disaster management.
4. To learn about the National Disaster Management Act, 2005 and the role of National Institute of Disaster Management.

**COURSE OUTCOME**

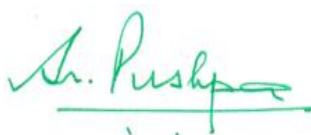
1. The students are able to gain deeper knowledge about the concept of hazard and disaster and their associated components.
2. The students are able to understand the factors causing earthquake, flood, cloud burst and landslide and analyse their consequences and management. The students are able to understand the causes of pandemic as a global biological hazard and its consequences.
3. The students are able to understand the response, mitigation and preparedness to disasters and also gain knowledge on the various measures used by the indigenous communities in their preparedness to disasters.
4. The students are enriched with the knowledge of the National Disaster Management Act, 2005 and the role of National Institute of Disaster Management which makes them aware of the government policies and objectives towards disaster affected regions.

**COURSE CODE: GEOH- CCHL-602**

**DISASTER MANAGEMENT**

**OBJECTIVES**

1. To prepare a project report based on primary and secondary data collected from local area to study one of the natural hazards- flood, landslide and cyclone as prescribed in the syllabus.

  
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## **COURSE OUTCOME**

1. The students learn the step wise method of preparing a field report for one of the mentioned natural disasters to understand the causes and consequences of it by preparing questionnaires for collecting primary data, compiling, analysing and finally interpreting the data to gain the required objectives.

## **COURSE CODE: GEOH- DE4L-603**

### **POLITICAL GEOGRAPHY**

#### **OBJECTIVES**

1. To learn about the basic concepts, nature and scope of Political Geography.
2. To learn about the concept of nation, state, attributes of states, frontiers and boundaries, Geopolitics of South-east Asia, Heartland and Rimland theories.
3. To study about the emerging geopolitical issues in India, reorganisation of states and water-sharing disputes.
4. To study about the politics of displacement, issues of relief, compensation and rehabilitation with reference to dams in India.

## **COURSE OUTCOME**

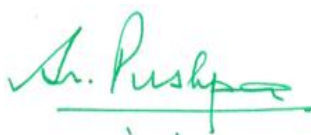
1. The students are able to understand the basic concepts, nature and scope of Political Geography.
2. The students acquire knowledge about the important components of the study of Political Geography like nation, state, its attributes, Geopolitics of South-east Asia, Heartland and Rimland theories.
3. The students are able to understand and be aware of the emerging geopolitical issues like reorganisation of states and water-sharing disputes with special reference to India.
4. The students are able to gain knowledge about the politics of displacement, issues of relief, compensation and rehabilitation with reference to dams in India.


## **COURSE CODE: GEOH- DE4L-603**

### **POLITICAL GEOGRAPHY (PRACTICAL)**

#### **OBJECTIVES**

1. To learn how to prepare the spatial distribution maps of India using different cartographic techniques to show gender, caste and religion.

  
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2. To understand the voting behaviour in India using line graphs, bar graphs and pie graphs.

### **COURSE OUTCOME**

1. The students are able to learn the various cartographic techniques to show the spatial distribution of gender, caste and religion of India.
2. The students are able to understand and analyse the voting behaviour in India using line graphs, bar graphs and pie graphs.

### **COURSE CODE: GEOH- DE4L-603**

### **SOCIAL AND CULTURAL GEOGRAPHY**

#### **OBJECTIVES**

1. To understand the concept, nature and scope of Social Geography.
2. To understand the social process, social groups, social space and social conflicts.
3. To learn about the cultural diffusion and convergence, cultural regions and cultural landscape.
4. To study about the concept and indicators of social well-being, health-care, health and disease pattern with special reference to India.

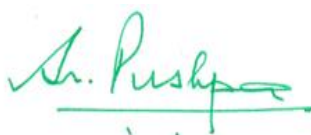
### **COURSE OUTCOME**

1. The students are able to acquire knowledge about the concept, nature and scope of Social Geography.
2. The students are able to understand the various social processes, social groups, social space and social conflicts of the society.
3. The students gain deeper understanding of the processes of cultural diffusion and convergence, and identify and study different cultural regions and cultural landscapes.
4. The students are able to understand and learn about the concept and indicators of social well-being, health-care, health and disease pattern with special reference to India.

### **COURSE CODE: GEOH- DE4L-603**

### **SOCIAL AND CULTURAL GEOGRAPHY**

#### **OBJECTIVES**

  
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1. To calculate and draw the flowchart to show migration trends in India.
2. To calculate and graphically represent the decadal variation of population components in India by using different cartographic techniques.

### **COURSE OUTCOME**

1. The students are able to show the migration trends in India using flowchart as a technique of representation.
2. The students are able to calculate and graphically represent the decadal variation of population components in India by using different cartographic techniques like choropleth, age-sex pyramid. Bar diagrams etc.

## **SOCIOLOGY**

### **Programme Outcomes, Programme Specific Outcomes and Course Outcomes**

#### **For UG Programme**

**Programme Name: B.A. Hons. in Sociology.**


**Number of Semesters: Six**

#### **Programme Objectives of Sociology**

Sociology learning provides initial knowledge about society, social life and social interactions. It prepares an individual to social life by inculcating values, morals, and manners. It gives knowledge about communities in which he interacts like rural urban and tribal communities.

#### **Mission and Vision of the Programme**

- To enhance the logical and analytical skill to understand the social issues and problems.
- To inculcate research culture among the students.
- To contribute subject knowledge to nurture creativity, research and development.
- To provide basic and advanced theoretical as well as methodological knowledge of sociology for application.
- This course has also aim to enhance the skills, capabilities and employment opportunities of the students.

  
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### **Program Outcomes (PO)**

On successful completion of this program, students would be able to:

- \*The sociological knowledge provides students scientific outlooks and attitudes to understand the human behavior, social issues and phenomena.
- \*Acquiring sociological knowledge in the forms of theories and methods would make students good social scientists.
- \*The sociological knowledge would help to make students, critical and logical.
- \*After studying this course, students would be also able to qualify the UPSC, MPSC/ UGCNET/JRF/ and other examination of Social Welfare Departments.
- \*Students would be able to get employment opportunities in the Teaching, Research and NGOs and Private sectors.

### **Overall Course Objectives (CO)**

The Under Graduate Programme in Sociology is designed to provide advanced sociological knowledge, perspectives and skills to wide cross sections of the learners. The major aim of this pattern is to provide opportunities to the students going beyond the boundaries of their own discipline and think over the interdisciplinary and multidisciplinary approaches and students have choice to select different types of electives as per his or her choice. Thus, this course is designed to provide basic and advanced theoretical as well as methodological knowledge of sociology for application.

This course has also aim to enhance the skills, capabilities and employment opportunities of the students. This course is designed such way which makes the students able to apply sociological knowledge in the different fields such as; teaching, research, NGOs, Public Policies, social sectors and developmental sectors.

Thus, this course has not only to provide employment opportunities to the students but also to make them rational, logical and critical. The aim of this programme is not only theoretically oriented to the students alone, but also make them able to analyze the social reality by using scientific knowledge of sociology to analyze the social issues with different theoretical and methodological perspectives.

Thus, this course has aim to make student rational, logical and critical about the social events and contemporary issues and to enhance the skills and capabilities of the students.

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**Overall Course Outcomes:**

This course is designed such way that offers multiple opportunities to the learners. After completion of this course, student would get job opportunities in the fields of teachings, research, NGOs, corporate sectors and Governmental sectors.

This course also helps students to qualify the NET/JRF/SET and Competitive Exams such as MPSC/UPSC/Social Welfare Departments and others etc.

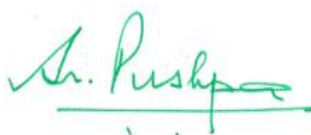
This course has also relevance in the field of production of knowledge about the human behavior, social issues and phenomena.

This production of knowledge would be helpful to the policy makers, developmental organizations, researchers, social activist and social scientists.

This course makes differentiate between common sense knowledge and sociological knowledge and this course provides scientific vocabulary, terms, concepts, methods and perspectives in accessing the social issues, events and problems.

The sociological knowledge would be useful in the social engineering and social reconstruction of the social structure. The sociology not only provides employment opportunities alone, but also makes the students rational, critical and logical.

Paper Hons	Objectives	Outcome
CORE COURSE-01 <b>Introduction to Sociology-I</b>	The course is intended to introduce the students to a sociological way of thinking. It also provides a foundation for the other more detailed and specialized courses in sociology.	<b>Knowledge gained</b> 1. Development of Sociology as Discipline 2. Sociology and Other Social Sciences 3. Basic Concept: - Society <ul style="list-style-type: none"> <li>• Institutions</li> <li>• Community</li> <li>• Associations</li> <li>• Status and Role</li> <li>• Social Groups</li> <li>• Culture and Society</li> </ul> 4. Culture and Society 5. Social Control

  
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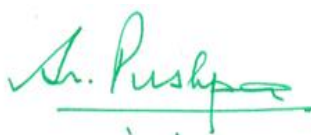
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		<p>6. Social Change and Social Mobility</p> <p><b>Skills developed</b></p> <p>1. Skill to read and grasp original classical texts. 2. Skill to comprehend and interpret basic knowledge. 3. Skill to look at social reality and its change from differential perspectives.</p>
<p>CORE COURSE-02</p> <p><b>INDIAN SOCIETY-I</b></p>	<p>This paper introduces the processes and modes of construction of knowledge of India. Further, it aims to draw attention to the key concepts and institutions which are useful for the understanding of Indian society.</p>	<p><b>Knowledge gained</b></p> <p>1. India: An Object of Knowledge 2. Social Organisation 3. Marriage and Family in India 4. Tribes in India</p> <p><b>Skills developed</b></p> <p>1. Skill developed 2. 1. Using sociological methods to study Indian Society. 3. 2. Having a critical view on Indian Social structure. 4. 3. Looking upon Indian social organisation as a dynamic phenomenon. 5. the significance to study Indian society and dynamics.</p>
<p>CORE COURSE-03</p> <p><b>INTRODUCTION TO SOCIOLOGY-II</b></p>	<p>This course aims to provide a general introduction to sociological thought. The focus is on studying from the original texts to give the students a flavour of how over a period of</p>	<p><b>Knowledge gained</b></p> <p>1. Sociological Perspective: Functionalism, Conflict Interpretative Feminist 2. Theories of Social Change: Unilinear, Multilinear and Cyclical, Marxian</p>

  
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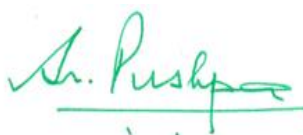
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	<p>time thinkers have conceptualized various aspects of society. This paper also provides a foundation for thinkers in the other papers.</p>	<p>3. Conflict Perspectives</p> <p><b>Skill developed</b></p> <ol style="list-style-type: none"> <li>1. Ability to understand theoretical perspectives in sociology and making it more inclusive.</li> <li>2. Ability to apply the theoretical knowledge of existing social realities to evolve new theoretical perspectives</li> <li>3. Ability to understand the significance to use theory for social dynamics</li> </ol>
<p>CORE COURSE-04</p> <p><b>INDIAN SOCIETY-II</b></p>	<p>This paper aims to draw attention to the variety of ideas and debates about India. Further, it critically engages with the multiple socio-political forces and ideologies which shape the terrain of the nation.</p>	<p><b>Knowledge gained</b></p> <ol style="list-style-type: none"> <li>1. Ideas of India: Gandhi, Rabindranath Ambedkar, G S Ghurye</li> <li>2. Resistance: Dalit, Women Peasant Movements</li> <li>3. Mobilization and Change: Gorkhaland Movement, Bodoland Rajbanshi Kshatriyisation</li> <li>4. Challenges to Indian Society</li> </ol> <p><b>Skill Developed</b></p> <p>. Ability to apply knowledge created by Indian sociologists to study Indian society. 2. Ability to apply different theoretical approaches to study Indian society. 3. Ability to appreciate the involvement of Indian thinkers in creating sociological knowledge. 4. Ability to apply methodology used by Indian thinkers to study Indian society.</p>

  
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<p>CORE COURSE-05 <b>RETHINKING DEVELOPMENT</b></p>	<p>This paper examines the ideas of development from a sociological perspective. It introduces students to different approaches to understanding development and traces the trajectory of Indian experience with development from an interdisciplinary perspective.</p>	<p><b>Knowledge Gained</b></p> <ol style="list-style-type: none"> <li>1. Knowledge of different perspectives in developmental studies.</li> <li>2. Knowledge regarding meaning and purpose of development.</li> <li>3. Knowledge regarding Indian experiences of development.</li> </ol> <p><b>Skills-Developed</b></p> <ol style="list-style-type: none"> <li>1. Ability to participate in and understand programmes of developme.</li> </ol>
<p>CORE COURSE-06 <b>SOCIOLOGY OF RELIGION</b></p>	<p>The course lays primacy to the understanding of the importance of religion in society. Drawing heavily from classical writings on the subject it reinforces importance of the positions developed in these texts. Implicitly numerous interconnections can be attempted between various themes, manifestly the overarching concern of the paper isto follow up the linkage between social and religious issues through different registers mentioned in the outline.</p>	<ol style="list-style-type: none"> <li>1. Thinking through Religion: The nature and scope of Sociology of Religion</li> <li>2. Religious Organization: The sacred and profane, Magic, sect, cult, myth, Ritual, denomination; Church</li> <li>3. Sociological Interpretations of Religion</li> <li>4. Religions in India: Hinduism Islam Christianity Buddhism Sikhism</li> </ol> <p><b>Skill Developed</b></p> <p>Knowledge about the theories and concepts about Religion. 2. Knowledge about the interrelationship between Religion and Religious organisation. 3. Knowledge about different theories on religion. 4. Knowledge about cultural diversities, and different</p>

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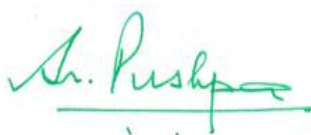
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		religion in India
<b>CORE COURSE-07</b> <b>SOCIOLOGY OF GENDER</b>	This course introduces gender as a critical sociological lens of enquiry in relation to various social fields It also interrogates the categories of gender, sex, sexuality, gender role, inequalities, theories of feminism and initiatives taken for development	<b>Knowledge gained</b>  1. Gender as Social Construct 2. Gender Differences and Inequalities 3. Gender, Power and Resistance 4. Theories of Feminism 5. Empowerment of Women  <b>Skill Developed</b> 1. Ability to interpret gender relations. 2. Ability to explain the problems that face the women of different categories. 3. Ability to apply theoretical perspectives in explaining gender relations.
<b>CORE COURSE-08</b> <b>RURAL SOCIOLOGY IN INDIA</b>	Rural sociology is a specialised branch of sociology. It analyses the nature and dynamics of village society and rural areas. In the context of India rural sociology occupies a unique position. This paper is designed to bring out the distinctive features, their structures, changing features, rural problems and development programmes in rural society in India	<b>Knowledge gained</b>  1. Rural Sociology: Origin, Subject matter and Scope 2. Rural Social Structure 3. Rural Social Problems 4. Local Self Government 5. Rural Development  <b>Skill developed</b> Comprehensive understanding of Rural Society. Understanding the Agrarian Social Structure. Knowledge of the impact of globalization on rural society. Understanding of rural politics
<b>CORE COURSE-09</b> <b>SOCIOLOGY</b>	This course aims to introduce general principles of kinship and marriage by reference to	<b>Knowledge gained</b>  1. Knowledge about sociological and anthropological perspectives on family,

  
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<p><b>OF KINSHIP</b></p>	<p>key terms and theoretical statements substantiated by ethnographies. The course looks at the trajectories and new directions in kinship studies</p>	<p>marriage and kinship.</p> <ol style="list-style-type: none"> <li>2. Knowledge about the nature and functioning of three important social institutions, namely, family, marriage and kinship.</li> <li>3. Knowledge about how these institutions in India have changed over times.</li> <li>4. Knowledge about how these intuitions operate and change in Western society.</li> <li>5. Knowledge about the problems that face these institutions in India under the influences of forces like urbanization, modernization and Westernization.</li> </ol> <p><b>Skills developed</b></p> <ol style="list-style-type: none"> <li>1. Ability to understand and explain the social institutions – family, marriage and kinship.</li> <li>2. Ability to interpret the functioning of these institutions in the light of the theoretical knowledge gained.</li> <li>3. Ability to draw a comparative perspective about how these institutions function in the West and in India.</li> </ol>
<p><b>CORE COURSE- 10 SOCIAL STRATIFICATION</b></p>	<p>This course introduces students to sociological study of social inequalities. It acquaints students with principal theoretical perspectives on and diverse forms of social</p>	<p><b>Knowledge gained</b></p> <ol style="list-style-type: none"> <li>1. Introducing Stratification</li> <li>2. Theories of Stratification</li> <li>3. Identities and Inequalities: Caste, Race, Ethnicity</li> </ol>

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	<p>inequalities in articulation with each other. This course discusses major sociological approaches to the study of social stratification and inequality. It introduces the students with concepts of social stratification social inequality, with an emphasis on the major dimensions and forms of stratification in India and global society.</p>	<p><b>Skill Developed</b></p> <ol style="list-style-type: none"> <li>1. Knowledge about theories on Social Stratifications.</li> <li>2. knowledge about concepts in the study of Social Stratifications</li> </ol>
<p>Core Course- 11: <b>SOCIOLOGICAL THINKERS-I</b></p>	<p>The course introduces the students to the classics in the making of the discipline of sociology through selected texts by the major thinkers</p>	<p><b>Knowledge gained</b></p> <ol style="list-style-type: none"> <li>1. August Comte</li> <li>2. Emile Durkheim</li> <li>3. Karl Marx:</li> <li>4. Max Weber</li> </ol> <p><b>Skill developed</b></p> <ol style="list-style-type: none"> <li>1. Skill to develop foundational knowledge of the discipline.</li> <li>2. To know Classical perspectives to understand society.</li> <li>3. Differential methods to study society.</li> <li>4. Difference between scientific and non-scientific knowledge.</li> </ol>
<p>Core Course- 12 <b>SOCIOLOGICAL</b></p>	<p>This course is a general introduction to the</p>	<p><b>Knowledge gained</b></p> <ol style="list-style-type: none"> <li>1. Knowledge of methodology and methods of</li> </ol>

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<p><b>RESEARCH METHODS-I</b></p>	<p>methodologies of sociological research methods. It will provide the student with some elementary knowledge of the complexities and philosophical underpinnings of research.</p>	<p>research in sociology.</p> <ol style="list-style-type: none"> <li>2. Knowledge of qualitative methods.</li> <li>3. Knowledge of quantitative methods.</li> <li>4. Knowledge of methods to deal with ethnographic data and data collected through survey method.</li> </ol> <p><b>Skills-Developed</b></p> <ol style="list-style-type: none"> <li>1. Ability to undertake social scientific research.</li> <li>2. Ability to make use of visual methods to undertake research.</li> <li>3. Ability to exercise ethics in research.</li> <li>4. Ability to unify acquired knowledge through inductive and deductive methods.</li> </ol>
<p>CORE COURSE-13 <b>SOCIOLOGICAL THINKERS-II</b></p>	<p>To introduce students to post-classical sociological thinking through some original texts. The course introduces the students to the classics in the making of the discipline of sociology through selected texts by the major thinkers</p>	<p><b>Knowledge gained</b></p> <ol style="list-style-type: none"> <li>1. Talcott Parsons: Action Systems.</li> <li>2. Claude Levi-Strauss             <ul style="list-style-type: none"> <li>▪ Structuralism</li> </ul> </li> <li>3. G. H. Mead and Erving Goffman Interactional Self</li> <li>4. Peter L. Berger and Thomas Luckmann</li> <li>5. C. Wright Mills</li> <li>6. School of Critical Theory: Frankfurt School, Habermas</li> </ol> <p><b>Skill Developed</b></p> <ol style="list-style-type: none"> <li>1. The students develop skills to compare advanced post- modern theories with the classical</li> </ol>

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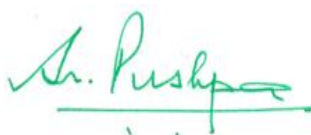
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		<p>theories, and they are now competent to address the significance of these theories in understanding the changing social realities</p> <p>2. The students are now skilled in application of theories in social research. Competency gained</p> <p>3. The students are now competent to interpret social issues by applying post- modern theories.</p> <p>4. The students develop critical views about society in the light of theories.</p>
<p>CORE COURSE- 14: <b>SOCIOLOGICAL RESEARCH METHODS-II</b></p>	<p>The course is an introductory course on how research is actually done. With emphasis on formulating research design, methods of data collection, and data analysis, it will provide students with some elementary knowledge on how to conduct both, quantitative and qualitative research.</p>	<p><b>Knowledge gained</b></p> <ol style="list-style-type: none"> <li>1. Knowledge of methodology and methods of research in sociology.</li> <li>2. Knowledge of qualitative methods.</li> <li>3. Knowledge of quantitative methods.</li> <li>4. Knowledge of methods to deal with ethnographic data and data collected through survey method.</li> </ol> <p><b>Skills-Developed</b></p> <ol style="list-style-type: none"> <li>1. Ability to undertake social scientific research.</li> <li>2. Ability to make use of visual methods to undertake research.</li> <li>3. Ability to exercise ethics in research.</li> <li>4. Ability to unify acquired knowledge through inductive and deductive methods.</li> </ol> <p>It also helps to carry out research useful for policy formulation and in the process creating knowledge.</p>
<p><b>SEC-01</b></p>	<p>The purpose of this paper is to</p>	<p><b>Knowledge gained</b></p>

  
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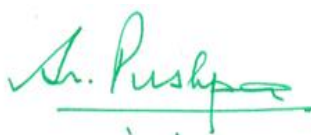
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<p><b>SOCIOLOGY OF MEDIA</b></p>	<p>introduce the students to certain major themes of outlining the interconnections between media and society. The focus specifically is on the transmission and reception of media content and thus the various sections in this paper study the <i>production, control</i> and <i>reception</i> of media and its <i>representations</i>.</p>	<p>Theoretical Approaches</p> <ul style="list-style-type: none"> <li>▪ Neo-Marxist</li> <li>▪ Feminist</li> <li>▪ Semiotic</li> <li>▪ Interactionist</li> </ul> <p>Old and New Media</p> <ul style="list-style-type: none"> <li>▪ Production, Control, challenges by New Media</li> <li>▪ Media Representation</li> <li>▪ Audience Reception</li> </ul> <p><b>Skill developed</b></p> <p>It offers a review of top-ranked, declared as key works in the media sociology field. It also identifies the key themes in both sociology research that contributes to media studies and media research that contributes to sociological studies. Giving the interdisciplinary kind of media and communication analysis, identifying the boundaries of media sociology and presenting a clear-cut and acceptable distinction among sociology, media and other approaches are indeed not an easy task to accomplish within the scientific research boundaries</p>
<p>SEC 2 <b>VISUAL SOCIOLOGY</b></p>	<p>This course focuses on doing sociology through forms other than the written in particular</p>	<p><b>Knowledge gained</b></p> <ol style="list-style-type: none"> <li>1. Visual Sociology as Method of Sociological Enquiry</li> </ol>

  
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	<p>Visual object; Visual sociology is an area of sociology concerned with the visual dimensions of social life. It is the use of sociological imagination to tell a story visually about social phenomena such as gender, social status, cultural forms and other social interactions in spatial contexts. Students learn to create sociological portraits, to study sociological landscapes, to do studies on social traumas and to study signs and representations. Students utilize digital cameras and other recording technology to collect data.</p>	<ol style="list-style-type: none"> <li>2. Visual and Visual Sociology</li> <li>3. Vision, Visuality, Scopic regime, Simulacrum, visual cultures.</li> <li>4. Ways of seeing : John Berger</li> <li>5. Methodological tools for Visual Sociology.</li> <li>6. Site, Production, Image, Photography , Audience, Modalities</li> <li>7. Discourse and visual culture. Intertextuality. Discursive formation Power/knowledge Regime of truth</li> <li>8. Project work: <ul style="list-style-type: none"> <li>▪ Documentary Photography</li> <li>▪ Photo journalism</li> <li>▪ Poster design</li> <li>▪ Film Review</li> </ul> </li> </ol> <p><b>Skill developed</b></p> <ol style="list-style-type: none"> <li>1. Visual sociology that helps to develop what we see and how we record, interpret, and react to what we see in the social world is no less important than what we say and how we record, interpret, and react to what we say about the social reality.</li> <li>2. One of the grounding ideas of visual sociology is that “valid scientific insight in society can be acquired by observing, analyzing and theorizing its visual manifestations:</li> <li>3. Use of visual imagery as a valid and</li> </ol>
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		<p>relevant type of data for sociological research. Visual sociology allows for using mixed methods, where quantitative and qualitative ones show different aspects of the studied phenomenon.</p>
<p>DSE-01: Urban Sociology</p>	<p>This course provides an exposure to key theoretical perspectives for understanding urban life in historical and contemporary contexts. It also reflects on some concerns of urban living while narrating the subjective experiences of urban communities. With case studies from India and other parts of the world this course will help students relate to the complexities of urban living.</p>	<p><b>Knowledge gained</b></p> <ol style="list-style-type: none"> <li>1. Knowledge about the theoretical perspectives on urban society.</li> <li>2. Knowledge about theoretical interpretation of urban issues.</li> <li>3. Knowledge about the history of urbanization in India since ancient period.</li> <li>4. Knowledge about the differential forces that led to urbanization and urban decline in different historical periods.</li> <li>5. Knowledge about the arrangement of urban society and culture in India at present.</li> <li>6. Knowledge about the urban problems.</li> <li>7. Knowledge about urban planning and development</li> </ol> <p><b>Skill developed</b></p> <ol style="list-style-type: none"> <li>1. Application of urban theoretical perspectives to interpret urban History.</li> <li>2. Application of knowledge to understand the structure and dynamics</li> </ol>

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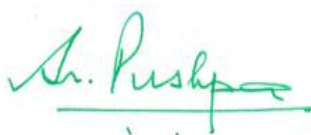
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		of Indian urban society. 3. Application of knowledge to understand the causes and nature of Urban problems.
DSE-02 : Agrarian Sociology	This course explores the traditions of enquiry and key substantive issues in agrarian sociology. It is comparative in nature but pays attention to Indian themes. It also introduces emerging global agrarian concerns	<p><b>Knowledge gained</b></p> <ol style="list-style-type: none"> <li>1. Agrarian Sociology: Definition, Subject Matter and Scope</li> <li>2. Key issues in Agrarian Sociology</li> <li>3. Themes in Agrarian Sociology in India</li> <li>4. Agrarian future</li> </ol> <p><b>Skill developed</b></p> <p>Application of Agrarian theoretical perspectives to interpret agrarian social structure and history. 2. Application of knowledge to understand the structure and dynamics of Indian Agrarian society. 3. Application of knowledge to understand the causes and nature of agrarian problems.</p>
DSE-04: <b>FIELD WORK</b>	This paper aims to equip students with empirical field data collection, analysis and writing analytical and standard dissertation or research report writing in sociology. For the purpose of data collection students require to undertake a field visit of neighbouring /area/ village/ town individually or in a group for 10 days. Students	<p><b>Knowledge gained</b></p> <ol style="list-style-type: none"> <li>1. First hand knowledge of society from the field on which the U.G Dissertation is written.</li> <li>2. Understanding the relation between sociological theories and empirical research.</li> </ol> <p><b>Skills-Developed</b></p> <ol style="list-style-type: none"> <li>1. Ability to undertake ethnographic field work.</li> <li>2. Ability to undertake field work for</li> </ol>

  
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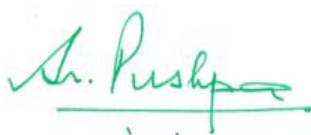
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	<p>must conduct survey of at least 30 households (for individual independent research) and adequate sample of households in case of survey in a group (Household Census to be provided by the provided by the Department). The interview schedule (Interview Schedule to be attached in the appendix) be prepared under the supervision of departmental faculty.</p>	<p>surveys. 3. Ability to conduct various types of interviews and collect data as a participant or non participant observer. Competency gained</p> <p>4. Ability to carry out independent research. 2. Ability to work for NGOs where information from the field is required.</p> <p>5. Ability to analyse data and draw relevant conclusions therefrom.</p>
<p>DSE-06 :</p> <p><b>INDIAN SOCIOLOGICAL TRADITIONS</b></p>	<p>Traditions in Indian Sociology can be traced with the formal teaching of sociology as a subject in Bombay University way back in 1914 while the existence of sociology in India and “Sociology of India “have been largely debated in terms of whether it has been influenced by western philosophy, is there a need for indigenization etc. sociologists in India primarily been engaged with issue of tradition and modernity, caste, tribe, and gender. This paper primarily provides perspectives of key Indian Sociologists on</p>	<p><b>Knowledge gained</b></p> <ol style="list-style-type: none"> <li>1. Knowledge regarding the Contribution of Pioneers in Indian Sociology.</li> <li>2. Acquaintance with concept formulation by Indian sociologists.</li> <li>3. Knowledge regarding applicability of theoretical frameworks in studying Indian society.</li> <li>4. Understanding of the subaltern.</li> </ol> <p><b>Skill developed</b></p> <ol style="list-style-type: none"> <li>1. Ability to apply knowledge created by Indian sociologists to study Indian society.</li> <li>2. Ability to apply different theoretical approaches to study Indian society.</li> <li>3. Ability to appreciate the involvement of Indian</li> </ol>

  
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	some of these issues.	<p>thinkers in creating sociological knowledge.</p> <p>4. Ability to apply methodology used by Indian thinkers to study Indian society.</p> <p>5. Competency to develop sociological insights in understanding Indian society.</p> <p>6. Competency in applying subaltern forms of Knowledge to understand the subaltern society in India.</p>
<p>Generic Elective GE- 01 a. GENDER AND VIOLENCE</p>	<p>Gendered violence is routine and spectacular, structural as well as situated. This course attempts to provide an understanding of the logic of that violence, awareness of its most common and tries to equip the students with a sociologically informed basis for making pragmatic, ethical and effective choices while resisting or intervening in the context of gendered violence</p>	<p><b>Knowledge gained</b></p> <ol style="list-style-type: none"> <li>1. Women as a special category and the place in a patriarchal order.</li> <li>2. Theoretical perspectives on gender relations.</li> <li>3. Status of Indian women and the problems they face.</li> <li>4. Knowledge about gender wellbeing and feminist movements.</li> </ol> <p><b>Skills developed</b></p> <ol style="list-style-type: none"> <li>1. Ability to interpret gender relations.</li> <li>2. Ability to explain the problems that face the women of different categories.</li> <li>3. Ability to apply theoretical perspectives in explaining gender relations.</li> <li>4. The students now have a thorough understanding of gender relations</li> </ol>

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		<p>and problems.</p> <p>5. The students can apply their knowledge to policy formulation.</p> <p>6. The students can apply their knowledge to work for an egalitarian gender relation.</p> <p>7. The students can take part in gender sensitization programmes.</p>
GE- 01 b. SOCIOLOGY OF EDUCATION	This course intends to familiarize the students with perspectives on the social meaning of education and the relationship between education and society. This includes issues of knowledge, comprehension, empowerment and contestation to sites and practices of education.	<p><b>Knowledge gained</b></p> <ol style="list-style-type: none"><li>1. Meaning of Sociology of Education and Educational Sociology</li><li>2. Sociology as an agent of Education Sociological</li><li>3. Determinants of Education</li><li>4. Education as Socialisation Education as Social Reproduction</li><li>5. Education and Resistance Education and Gendered Identities</li></ol> <p><b>Skill developed</b></p> <ol style="list-style-type: none"><li>1. Knowledge of different perspectives in Sociology of Education</li><li>2. Knowledge regarding meaning and purpose of Sociology of Education</li><li>3. Knowledge regarding Indian experiences of education development.</li><li>4. Ability to participate in and understand programmes of developme.</li></ol>

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<p>GE -02 a. POPULATION AND SOCIETY</p>	<p>This course provides a critical understanding of the interface between population and society. It analyses the role of fertility, mortality and migration on the composition, size, and structure of population. The course addresses the issue of domestic and international population movements and their economic, political and social implications.</p>	<p><b>Knowledge gained</b></p> <ol style="list-style-type: none"><li>1. Knowledge about theories on social Demography.</li><li>2. Knowledge about concepts in the study of social Demography.</li><li>3. Knowledge about demographic processes operating in India.</li><li>4. Knowledge about relation between population and environment.</li></ol> <p><b>Skills-Developed</b></p> <ol style="list-style-type: none"><li>1. Ability to understand demography from the view point of social sciences.</li><li>2. Ability to take up research on demographic variables.</li><li>3. Ability to understand demographic changes by studying the sources of demographic data over a long period of time.</li><li>4. Ability to make projection around demographic behavior.</li><li>5. Ability to carry out research by coordinating research methods and demographic data on any topic of importance.</li><li>6. Ability to understand problems around India's population</li></ol>
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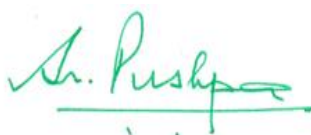
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<p>G E- 02 b. SOCIOLOGY OF WORK</p>	<p>The course introduces the idea that though work and production have been integral to societies through time, the origin and spread of industrialisation made a distinct rupture to that link. This rupture can also be seen mirrored in the coming of sociology as a discipline that considered work as central to the study of society. It familiarises the students with different types and problems of workers in the changing nature of work, problems of security and risks and hazards facing the workers</p>	<p><b>Knowledge gained</b></p> <ol style="list-style-type: none"> <li>1. Interlinking Work and Industry: Basic concepts</li> <li>2. Forms of Industrial Culture and Organisation</li> <li>3. Dimensions of Work</li> </ol> <p><b>Skill Developed</b></p> <ol style="list-style-type: none"> <li>1. Application of understanding about Sociological theories to analyse the functioning of the industry and work ethics</li> <li>2. Application of the perspectives to interpret the relationship between the industry and organisation.</li> <li>3. Application of the knowledge to the development of dimension of work in globalised world.</li> </ol>
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Paper - DSCP Programme	Objective	Outcome
<p>DSC -1 Introduction to Sociology</p>	<p>The course is intended to introduce the students to a sociological way of thinking. It also provides a foundation for the other more detailed and specialized courses in sociology.</p>	<p><b>Knowledge gained</b></p> <ol style="list-style-type: none"> <li>1. Development of Sociology as Discipline</li> <li>2. Sociology and Other Social Sciences</li> </ol> <ul style="list-style-type: none"> <li>• Basic Concept: - Society               <ul style="list-style-type: none"> <li>○ Institutions</li> </ul> </li> </ul>

  
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		<ul style="list-style-type: none"><li>○ Community</li><li>○ Associations</li><li>○ Status and Role</li><li>○ Social Groups</li><li>○ Culture and Society</li></ul> <p>3. Culture and Society</p> <p>4. Social Control</p> <p>5. Social Change and Social Mobility</p> <p><b>Skills developed</b></p> <ol style="list-style-type: none"><li>1. Skill to read and grasp original classical texts.</li><li>2. Skill to comprehend and interpret basic knowledge.</li><li>3. Skill to look at social reality and its change from differential perspectives.</li></ol>
DSC – 2 Sociology of India	This paper aims to provide an outline of the institutions and processes of Indian society. The central objective is to encourage students to view the Indian reality through a sociological lens.	<p><b>Knowledge gained</b></p> <ol style="list-style-type: none"><li>1. India as a plural society.</li><li>2. Social Institutions and practices.</li><li>3. Institution of Family and Kinship.</li><li>4. Identities and Change.</li><li>5. State and Society.</li></ol> <p><b>Skills developed</b></p> <ol style="list-style-type: none"><li>1. Using sociological methods to study Indian Society.</li></ol>

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		<ol style="list-style-type: none"><li>2. Having a critical view on Indian Social structure.</li><li>3. Looking upon Indian social organisation as a dynamic phenomenon.</li><li>4. The significance to study Indian society and dynamics</li></ol>
DSC – 3 Sociological theories	This course introduces the students to the classical sociological thinkers. It further helps the students to have an idea about how their thought and work has shaped the discipline of Sociology.	<b>Knowledge gained</b> <ol style="list-style-type: none"><li>1. August Comte</li><li>2. Karl Marx</li><li>3. Emile Durkheim</li><li>4. Max Weber</li><li>5. Herbert Spencer</li></ol> <b>Skill developed</b> <ol style="list-style-type: none"><li>1. Skill to develop foundational knowledge of the discipline.</li><li>2. To know Classical perspectives to understand society.</li><li>3. Differential methods to study society.</li><li>4. Difference between scientific and non-scientific knowledge</li></ol>
DSC – 4 Techniques of Social Research	This course aims to enhance the skills of students to understand and use techniques employed by	<b>Knowledge gained</b> <ol style="list-style-type: none"><li>1. Research Design.</li><li>2. Data Collection.</li><li>3. Data Analysis.</li></ol>

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	social scientists to investigate social phenomena. With emphasis on formulating research design, methods of data collection, and data analysis, it will provide students with some elementary knowledge on how to conduct both, quantitative and qualitative research. The focus is on understanding through suggested exercises.	<b>Skill Developed</b> <ol style="list-style-type: none"><li>1. Ability to undertake social scientific research with a specific research design and data collection tools and techniques.</li><li>2. Ability to make use of visual methods to undertake research.</li><li>3. Ability to exercise ethics in research.</li><li>4. Ability to unify acquired knowledge through inductive and deductive methods. It also helps to carry out research useful for policy formulation and in the process creating knowledge</li></ol>
DSE – 01 a. Religion and Society	This course acquaints the student with a sociological understanding of religion. It examines some forms of religions in India and its role in modern society.	<b>Knowledge gained</b> <ol style="list-style-type: none"><li>1. Understanding Religion.</li><li>2. Religion in India: Fundamental Doctrine, Features and Influence.</li><li>3. Secularism and Communalism in India.</li></ol> <b>Skill developed</b> <ol style="list-style-type: none"><li>1. Knowledge about the theories and concepts about Religion.</li><li>2. Knowledge about the interrelationship between Religion and</li></ol>

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		<p>Religious organisation, ideas on the issues of secularism and communalism in India.</p> <p>3. Knowledge about different theories on religion.</p> <p>4. Knowledge about cultural diversities, and different religion in India.</p>
DSE – 01 b. Marriage, Family and Kinship	<p>This course aims to highlight and critically examine contemporary concerns in the fields of marriage, family and kinship. It considers theoretical issues and ethnographies with particular emphasis on diversity of practices.</p>	<p><b>Knowledge gained</b></p> <ol style="list-style-type: none"><li>1. Introduction: Kinship, Critique and the Reformulation.</li><li>2. Descent, Alliance.</li><li>3. Family and Household.</li><li>4. Contemporary issues in Marriage, Family and Kinship.</li></ol> <p><b>Skill developed</b></p> <ol style="list-style-type: none"><li>1. Ability to understand and explain the social institutions – family, marriage and kinship.</li><li>2. Ability to interpret the functioning of these institutions in the light of the theoretical knowledge gained.</li><li>3. Ability to draw a comparative perspective about how these institutions function in the West and in India.</li></ol>

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DSE – 02 a. Social Stratification	The course introduces the students about the various ideas of social inequality and their sociological study. The different forms and institutional manifestations of social stratification are explored here both theoretically and through case studies.	<b>Knowledge gained</b> <ol style="list-style-type: none"><li>1. Social Stratification.</li><li>2. Forms of Social Stratification.</li><li>3. Gender.</li><li>4. Poverty.</li><li>5. Social Mobility.</li></ol> <b>Skill developed</b> <ol style="list-style-type: none"><li>1. Knowledge about theories and forms of Social Stratifications.</li><li>2. Knowledge about concepts of gender, poverty and social mobility in the study of Social Stratifications</li></ol>
DSE – 02 b. Gender and Sexuality	This course aims to introduce students to a basic understanding of gender by interrogating the categories of gender, sex and sexuality. The complexity of gender relations in contemporary societies are further explored by looking in the areas of work and family.	<b>Knowledge gained</b> <ol style="list-style-type: none"><li>1. Gendering Sociology.</li><li>2. Gender as a Social Construct.</li><li>3. Gender</li><li>4. Politics of Gender.</li></ol> <b>Skill developed</b> <ol style="list-style-type: none"><li>1. Ability to interpret gender relations.</li><li>2. Ability to explain the problems that face the</li></ol>

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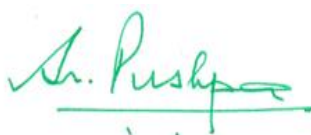
		women of different categories. 3. Ability to apply theoretical perspectives in explaining gender relations.
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**POLITICAL SCIENCE**  
**PROGRAMME OUTCOME**

**Programme Objective and Outcome**

**Objectives:**

- ❖ Educate students about political values, concepts and debates centred on these along with political process, theories, government in India and other countries and about international relations between these countries.
- ❖ Prepares students for variety of graduate, carrier and professional degree programme in fields such as law, bureaucracy, academics and policy formulation.
- ❖ Offers students the analytical and research skills needed to understand, explain and evaluate society, politics and various international and national organisations and institutions.
- ❖ The students will be able to understand the working procedure and background of institutions, organisations and the society as a whole.
- ❖ The degree acquaints students inculcate various citizenship values like: empathy, tolerance, leadership quality, make them responsible in nation building and develop in them law abidingness.
- ❖ The programme will inculcate values of debate, discussion and spirit of constitutionalism.

  
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**Outcomes:**

- ❖ The students will be able to understand the institution, process, constitutional background and policy framework and outcomes of the government or other power structure and will be able to compare one country's system with the other around the world.
- ❖ Students will have a complete knowledge of key theories and concepts, historical developments, organisations and modern issues in international relations.
- ❖ The students will have a better understanding of government institutions, electoral process and policies in a variety of countries around the worlds and the ability to compare the effectiveness or impact of differing political arrangements around the countries.
- ❖ The students will be able to use the comparative case study method of analysis, quantitative form of analysis, and legal analysis in oral communications and in written research.

**1<sup>st</sup> SEMESTER**

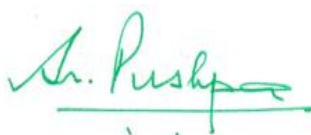
**DSC-101: UNDERSTANDING POLITICAL SCIENCE (H+P)**

**COURSE OBJECTIVE:**

1. The course attempts to familiarise student with central debates in political theory and provides them and overview of the concept.
2. It provides a broader view of subject relationship with the social science discipline.
3. The course helps the students to understand the formation of the state and its difference between various other institutions.
4. It provides the various theories on state and serve unity in the context of globalisation.

**LEARNING OUTCOME:**

1. The students will be able to understand the concept of political science as a social science discipline.
2. The students will have a better understanding on the various elements and theories of the origin of the State.
3. The students will have better understanding on the concept and its inter relationship between rights, liberties, equality and justice.

  
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## DSC-102: PERSPECTIVE ON PUBLIC ADMINISTRATION

### COURSE OBJECTIVE:

1. The course introduces the history and practice of public administration at global, National, state and local levels.
2. The course provides various theories on administrative behaviour and decisions making at various levels.
3. The first provides a clear concept on Public Policy and applicability at various levels.
4. It provides of feminist perspective on public administration as a whole.

### LEARNING OUTCOME:

1. The students will be able to understand the concept of public administration in political science.
2. Students will be able to understand and apply the administrative theories in various institutions and organisations.
3. The students will have a better understanding on the various policies made by the government.

## 2nd SEMESTER

## DSC – 203 (H) and 202 (P): INDIAN GOVERNMENT AND POLITICS

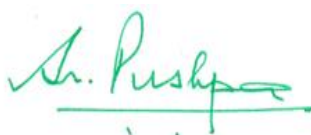
### COURSE OBJECTIVE:

1. The course explains the complexes of the Indian political process and its effect on the constitutional institutions of India.
2. The course provides a background on the framing of the Indian constitution its philosophy and various rights and duties provided to every citizen.
3. The course provides and appointment procedure, composition and functions of the union and State.
4. The course provides the nature and trends of all national commerce state, regional political parties.
5. The curse also provides the role of religion cast and class in Indian politics.

### LEARNING OUTCOME:

1. The students will understand the background of Indian constitutionalism as a whole.
2. The students will get an inside on the composition power and functions of the legislature, executive and judiciary
3. The students will understand the nature of party system in India.

## DSC – 204: WESTERN POLITICAL THOUGHT

  
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### COURSE OBJECTIVE

1. The course conceptualizes that theory of Western political philosophy.
2. The course introduces the students with the nature of society before the formation of state.
3. The course helps the students understand the Marxist theory of state.

### LEARNING OBJECTIVE:

1. The students get to understand the various philosophers and their theories.
2. The student will understand the historical origin of political theory as a field of study and the ultimate roots of contemporary political thought.
3. The students will exchange their knowledge by critically examining the philosophy of Western political thinkers.

### 3rd SEMESTER

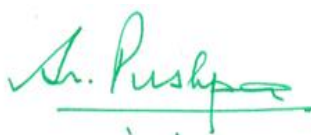
#### DSC – 305 (H) and DSC 202 (P): COMPARATIVE POLITICS

##### COURSE OBJECTIVE:

1. The course provides the nature, approaches or and scope of comparative politics.
2. The first the major governing principles of the various countries.
3. The course provides a background and a comparison on working procedures composition power and functions of various countries.
4. The course helps to understand the nature of party system of UK, USA and China.

##### LEARNING OUTCOME:

1. The students will be able to compare States according to the historical evolution political culture form of Government State institution and public policy.
2. The student will be able to describe the importance details of political system a just in the course.
3. The students will be enable to analyse and access the level of democratization the regions studied in the course.
4. The students will be able to examine and understand metre questions and issues in the contemporary comparative politics.

  
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## **COURSE – 306: PUBLIC POLICY AND ADMINISTRATION**

### **COURSE OBJECTIVE:**

1. The course introduces the basic policy concepts the policy process and the elements of machineries of government. True.
2. The course introduces the students to understand broader concepts like budget, local self-government e governance Lokpal citizen starters.
3. The chords provide the policies of social welfare introduced by the government for the betterment of its citizens.

### **LEARNING OUTCOME:**

1. The students will be able to completely assume foundation all positions in policies during organisations implementations and evaluation and private sectors implementation skills in all aspects of management.
2. The students will understand how to analyse data and make effective management decision given the diversity and complexity of the Indian social reality.
3. The students will also be able to effectively recognise communicate and concentrate foundational concepts and issues in public policy and administration in India.
4. the students will understand union budget process and access financial implications of public decisions to people of India.

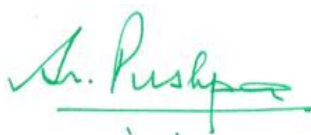
## **COURSE 307: NATIONALISM IN INDIA**


### **COURSE OBJECTIVE:**

1. The course will focus on the concept of nationalism in India addressing the conflict and operation that can be endangered through nationalism.
2. The course provides a comprehensive knowledge of the central concept and major functions of nationalism.
3. The cost price to identify the key issues and problems of nationalism through comparative approaches.

### **LEARNING OUTCOME:**

1. The students will be familiar with multi-disciplinary nature of nationalism in the context of Indian

  
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nationalism.

2. The students will be able to think correctly about the phenomena of nationalism and enable them to carry out substantial research.
3. The students will enable to cultivate a theoretical framework for analysing the various manifestations of identities, engage in critical enquiry and develop a comparative prospective and rise and growth of Indian nationalism.

### SEC – 301: PUBLIC OPINION AND SURVEY RESEARCH (H+P)

#### COURSE OBJECTIVE:

1. The course is a skill-based workshop get to train students to critically consume generate and interpret survey data including poles.
2. The course will help student understand the sampling theory, questionnaire mode of design and different modify interview.
3. The course will see to provide basic and necessary experience with the use of survey data and statistics.

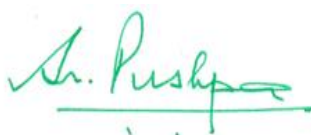
#### LEARNING OUTCOME


1. The students will develop a large number of cross disciplinary skill and research experience.
2. The students will gain advance training in the theory and hands on design of survey and public opinion policies instruments.
3. Students will be able to analyse the result of the survey instrument's identity how to make data accessible.

### GE– 301: READING GANDHI

#### COURSE OBJECTIVE:

1. The course examines the original writings and source of the major interpretation of better understanding of Satyagraha and civil disobedience.
2. The course will help students understand the relevance of Gandhian concepts in the present day.
3. The first will help students understand human nature as developed by Gandhi.

  
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**LEARNING OUTCOME:**

1. The students will have a good knowledge about human values and Gandhian principles. To. The students will be able to improve their attitude of Gandhian and its philosophy.
3. The students will be able to get an overall picture of Gandhi as a writer, as a humanist, as a philosopher, as a maker of modern India and its relevance to the contemporary India.

**4th SEMESTER**

**DSC-408 (H) and DSC 404 (P): INTRODUCTION TO INTERNATIONAL RELATION**

**COURSE OBJECTIVE:**

1. The course provides a clear concept on the origin and growth of I.R. in the international politics.
2. The course and able the students to understand the major theories of I.R. like the realistic, liberal, Marxist and feminist theories.
3. The course tries to identify contemporary issues related to globalisation, environment, energy and terrorism.
4. The course introduces various international issues relating to Pacific settlement of international dispute and various other concepts like NPT, CTBT MTCR and FMCT.

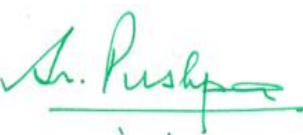
**LEARNING OUTCOME:**

1. The students will be able to understand the key concept and concerns in the international relations including the power acquired globally and how stage and non-States actors interact.
2. The students will be familiar with the contemporary theories of I.R.
3. The students will understand the relationship between personal ethics individual decisions and public outcomes at the national and international levels.

**DSC-409: POLITICAL SOCIOLOGY**

**COURSE OBJECTIVE:**

1. The course helps the students to understand the main concepts of political sociology its nature and development.
2. The course helps the student understand the various concepts of political culture and its types of political

  
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socialization and its agencies.

3. The course enables the students to understand the various concepts and theories of pole development, modernisation and social change.

### **LEARNING OUTCOME :**

1. The students get familiar with different theoretical and conceptual issues in political sociology.
2. The students are able to understand the relationship between state and society and shaping politics both historically and analytically.
3. The students are aware of the relationship between politics and society and examine the basis of social power in political sociology.

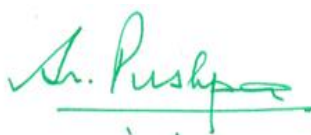
### **DSC-410: POLITICAL THEORY: CONCEPTS AND DEBATES**

#### **COURSE OBJECTIVE:**

1. The course provides a detailed concept on the importance of freedom types of freedom in modern political philosophy.
2. The course provides a clear concept on the equality and its importance of equality and also deals with the concept of rights and justice.
3. The course provide a major debate on the concept of why state should be obeyed and the issues of political obligation and civil disobedience.
4. The course also provide a clear concept on human rights universality and also give details account on issues of multi culturalism and toleration.

#### **LEARNING OUTCOME:**

1. The students get familiar with the basic normative concept of political theory: Liberty, equality, rights and justice.
2. The students get introduced to the importance debates in the subjects like political application cultural relativism, multi culturalism and diversity.
3. The students learn to appreciate how these values and concepts enrich the discourses of political life sharpening their analytical skills in the process.

  
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## **GE – 402: FEMINISM: THEORY AND PRACTICE**

### **COURSE OBJECTIVE:**

1. The course helps to identify the key concept and movements in feminist theory and practice theories of particularly gender and global women's movement.
2. The course enables the students to understand the history of feminism and the history of feminist struggle.
3. The course also covers the history of feminism in the West, socialist societies and in the anti-colonial struggles.
4. The course focuses on a gender analysis of Indian society economy and polity with a view to understand the structure of gender inequalities.

### **LEARNING OUTCOME:**

1. The students will be able to understand the feminist movement and the role of women in society and their contributions.
2. The students are aware of the concept of analysing women's experience of general supporter nation and identify the underlying courses of gender operation.
3. The students are able to understand the various rights of women specially property rights marital rights and other social and political rights.
4. The students are able to understand the difference between 'sex' and gender and also appreciate women's contribution to society historically, cultural and politically.

## **5TH SEMESTER**

### **DSC-511: UNDERSTANDING GLOBAL POLITICS**

#### **COURSE OBJECTIVES:**

1. The course explains in detail the concept and evolution of state and sovereignty.
2. The course will provide and understanding on the issue that makes the world.
3. The course will also provide the concept and idea of global inequalities, violence and terrorism which contributes to derive world apart.

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**LEARNING OUTCOME:**

1. The students will have a better and in depth understanding on the concept of state and sovereignty.
2. The students will be able to analyse the critical concepts like global inequalities, terrorism, war, violence etc.
3. The students will understand the role of environment and civil society in the present day.

**DSC 512: INDIAN POLITICAL THOUGHT**

**COURSE OBJECTIVE:**

1. The course provides the evolution of Indian political thought and its theories.
2. The course provides a critical examination on the Gandhian ideas of states and trusteeships.
3. The course provides and estimation of the contributions of ancient, medieval and modern political philosophers.

**LEARNING OUTCOME:**

1. The students will be able to trace the evolution of Indian political thought and thinkers.
2. The student will be able to analyse the ideas of various modern thinkers.
3. The students will get an overall estimation of the contribution of ancient, medieval and modern political philosophers.

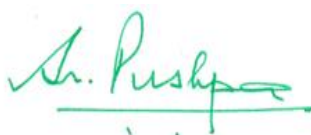
**DSE- 501 A (H) AND DSE 501 A (P): PARTY SYSTEM IN INDIA**

**COURSE OBJECTIVE:**

1. The course provides a background of the meaning and features of party system in India. True. The course focuses on the comparative ideology of national as well as regional political parties. 3. The course tries to explain the development of political parties and various levels as well as impacts of it.

**LEARNING OUTCOME:**

1. The students will explore the nature and emergence of the party system in India.
2. The students will also get to understand the organisation and working procedure of national as well as regional parties as a whole.
3. The students will get to understand the role of political parties in the season making at levels.

  
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## DSE 502 B (H+P): INTERNATIONAL ORGANISATIONS

### COURSE OBJECTIVE:

1. The course will explore the understanding of historical development of international organisation and their current operations in different issues.
2. The course will analyse the contemporary debate on the role and effect of international organisations.
3. The course includes discussion of traditional and critical approaches to the study of international organisations.

### LEARNING OUTCOME

1. The students will be able to demonstrate knowledge and critical understanding of the major traditional theories of IR.
2. The students will be able to understand the historical development of international organisations.
3. The students will be able to explore the effects and role of international organisations as an actor in international relations.

## 6 SEMESTER

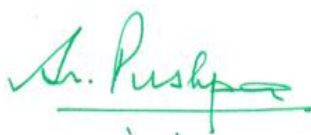
### DSC 613: India's Foreign Policy in a Globalised world.

#### COURSE OBJECTIVE:

1. The course enables the students to understand a boarder introduction on India's Foreign Policy.
2. The course aims to familiarize students about the role foreign policy plays in the growth and development of a nation.
3. It also threw light on the evolution of India's Foreign Policy since independence, India's relations and its policies towards some important world's powers and its changing dimension with time.

#### LEARNING OUTCOME:

1. The student will acquire knowledge about the evolution of India's foreign policy and the forces and the factors that have continuously shaped and influenced it.
2. Students will also be able to understand India's approach and outlook towards different global issues.

  
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3. The students will also be familiar with India's style of negotiation and strategies while dealing with other countries.

### **DSC 604: Political Ideologies**

#### **COURSE OBJECTIVE:**

1. The course enables the students to understand the concept of political ideology and political science.
2. The course helps the student to understand the role of ideologies in moulding public opinion and political values as the focus of the course.
3. The course enables the students to understand the concept of liberalism and its proceed of development.

#### **LEARNING OUTCOME:**

1. The students will gets familiar with the concept of political ideology and political science.
2. The students will be able to have a clear conception on liberalism, fascism, socialism and Marxism.
3. The students will be able to make a distinction on the various theories of development.

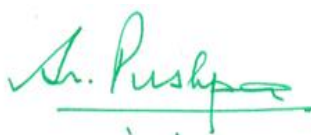
### **DSE 603 A (H+P): India and her neighbours**

#### **COURSE OBJECTIVE:**

1. To provide a better understanding on India's relationship with Bangladesh.
2. To understand India's relations with Pakistan.
3. To help students analyse India's relationship with Srilanka.
4. To provide a better understanding on India's relationship with Nepal.

#### **LEARNING OUTCOME:**

1. The students will be able to have a critical understanding on India's relationship with Asian countries.
2. The students will be able to compare India's policy towards other Asian countries.
3. The students will learn to the historical background and evolution of India's relation with Pakistan, Nepal, Srilanka and Bangladesh.

  
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## DSE 604 A (H+P) : Grass Root democracy in India

### COURSE OBJECTIVE:

1. The course provides a historical background of decentralisation in India.
2. The course provides a working of grassroots democracy in India.
3. The course provide a critical evaluation on democratic decentralisation in India.

### LEARNING OUTCOME:

1. The student will be able to examine the evolution of decentralisation in India.
2. The students will be able to learn the working process of grassroot democracy especially Panchayats and Municipalities in India.
3. The students will be able to provide a critical view on democratic decentralisation in India.

## BACHELORS OF COMPUTER

### APPLICATIONS

### Program Outcomes (PO):

BCA is a three-year undergraduate degree course for students who wish to delve into the world of Computer languages and related fields. BCA Course is to provide young women with the required knowledge and necessary skills to get rewarding careers into the changing world of Information Technology. The program provides a sound academic base of creating a link between theory & practice, supporting an advanced career in computer application and substantial understanding of concepts in key areas of Computer Science with the latest industry and business best practices. Students will attain an ability to analyse the local and global impact of computing on individuals, organizations, and society. Apart from core knowledge program inculcates communication skills, problem solving skills, and creative thinking.

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**Course Outcomes (CO)**

**BCA Sem 1**

**CC12+CC12L: Programming in C (Theory and Lab)**

**Outcomes:**

1. By learning the concept of C language, students will be able to develop real life applications in C
2. After learning the basic programming constructs, they can easily switch over to any other programming language in future.
3. After learning the language they will have a clearer understanding of the working of system software like compilers, loaders and linkers.
4. To provide confidence in students to switch to new object oriented languages after understanding the drawbacks of procedural language.
5. To get hands on practice on developing small working applications.

**CC13: Digital Electronics (Theory)**

**Outcomes:**

1. Students will be able to identify the different hardware parts and they can also resolve minor technical issues.
2. Students will be able to perform arithmetic operations in binary system and understand the exact evaluation procedure that takes place in a computer.
3. Have a thorough understanding of the fundamental concepts and Techniques used in digital electronics
4. Students will understand and examine the structure of various number systems and its application in digital design.
5. Students will have knowledge on the different software related issues, so they will be able to fix it.

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### BCA Semester II

#### **AEC21: MIL Communication**

##### **Outcomes:**

#### **CC22:+CC22L: Programming in Java (Theory and Lab)**

##### **Outcomes:**

1. Students are able to understand the concept of Objects and classes.
2. Students will be able to develop real life applications in Java.
3. After learning the language they will have a clearer understanding of the working of system software like compilers, interpreters, loaders and linkers.
4. To get hands on practice on developing working applications.
5. After getting the fundamental knowledge on a powerful language like java, students can further explore its functionalities.

#### **CC23+CC23L: Computer System Architecture (Theory and Lab)**

##### **Outcomes:**

1. Students will be able to design small digital circuits in the Lab and will be able to clearly understand their working principle.
2. Students can make a small digital project using the various ICs.
3. Students will be able to identify all the hardware components present in a computer and will be able to assemble and disassemble a computer.
4. Students will be able to design small digital circuits in the Lab and will be able to clearly understand their working principle.
5. Students will be able to identify the different hardware parts and they can also resolve minor technical issues.
6. Students will be able to perform arithmetic operations in binary system and understand the exact evaluation procedure that takes place in a computer.

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### **BCA Sem 3**

#### **CC31+CC31L: Data Structures (Theory and Lab)**

##### **Outcomes:**

1. Ability to analyze algorithms and algorithm correctness.
2. Ability to summarize searching and sorting technique.
3. Ability to describe stack, queue and linked list operation
4. Ability to have knowledge of tree and graphs concept.

#### **CC32+CC32L: Operating System (Theory and Lab)**

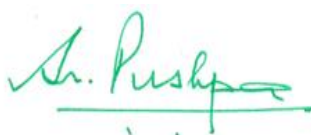
##### **Outcomes:**

1. An ability to understand basic concepts about operating system.
2. An ability to describe process management, scheduling and concurrency control mechanism.
3. An ability to analyze memory management and deadlocks.
4. An ability to compare various file systems and its operating systems example.
5. Ability to implement shell scripting on UNIX Operating System.

#### **CC33+CC33T: Discrete Structures (Theory and Tutorial)**

##### **Outcomes:**

1. Ability to apply logic and mathematical reasoning in practical applications like computer programming.
2. Ability to employ number theory concepts in cryptography and security.
3. Ability to differentiate set theory concept in designing efficient algorithms both in space and time.
4. Ability to solve various methods of solving recurrence relations.
5. Ability to solve various graph theory problems.

  
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## **SEC35+SEC35T: Website design with HTML and PHP (Theory and Tutorial)**

### **Outcomes:**

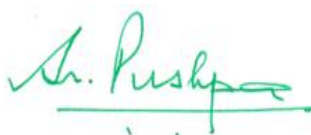
1. Students will be able to understand the basic concepts of development of web pages.
2. Students will be able to implement interactive and responsive web pages using HTML, CSS and PHP.
3. Students will be able to describe and differentiate different wave extensions and web services.
4. Students will be able to build dynamic websites using server side PHP programming.

## **BCA Sem 4**

## **CC41+CC41T: Computer Networks (Theory and Tutorial)**

### **Outcomes:**

1. Students will be able to describe the function of each layer in OSI and TCP/IP model.
2. Students will be able to classify the routing protocols and analyze how to assign the IP addresses for the given network.
3. Students will be able to explain the types of transmission media with real time applications.
4. Students will be able to explain the function of application layer and presentation layer paradigms and protocols.

  
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### **CC42+CC42L: Software Engineering (Theory and Lab)**

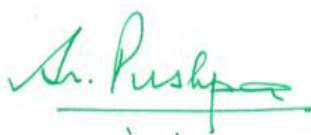
#### **Outcomes:**

1. Students will be able to define various software application domains and remember different process models used in software development.
2. Students will be able to explain needs for software specification and also to classify different types of software requirements and their gathering techniques.
3. Students will be able to classify different testing strategies and tactics and compare them.
4. Students will be able to convert the requirements model into the design model and demonstrate use of software and user interface design principles.
5. Students will be able to generate project schedule and can construct, design and develop network diagrams for different types of projects.

### **CC43+CC43L: Database Management System(Theory and Lab)**

#### **Outcomes:**

1. Students will be able to explain the features of Database Management System and Relational Database.
2. Students will be able to design conceptual models of a database using ER Modeling for real life applications and also construct queries in Relational Algebra.
3. Students will be able to create and populate a Relational Database Management System for a real life application with constants and keys using SQL.
4. Students will be able to analyze the existing design of a database schema and apply concepts of normalization to design an Optimal Database.
5. Students will be able to build indexing mechanisms for efficient retrieval of information from a database.

  
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### **SEC45+SEC45T: VB.NET Programming (Theory and Tutorial)**

#### **Outcomes:**

1. Students will be able to describe .net framework, components and characteristics.
2. Students will be able to design user interface and develop activity for .net application.
3. Students will be able to design and implement web pages and applications.
4. Students will be able to discuss various components of the .net.

### **BCA Sem 5**

### **CC51+CC51T: Computer Networks (Theory and Tutorial)**

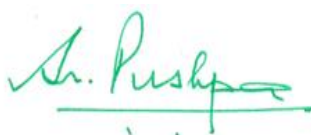
#### **Outcomes:**

1. Students will be able to describe the function of each layer in OSI and TCP/IP model.
2. Students will be able to classify the routing protocols and analyze how to assign the IP addresses for the given network.
3. Students will be able to explain the types of transmission media with real time applications.
4. Students will be able to explain the function of application layer and presentation layer paradigms and protocols.

### **CC52+CC52T: Theory of Computation (Theory and Tutorial)**

#### **Outcomes:**

- The students will be able to design Finite Automata machines for given problems.
- The students will be able to analyze a given Finite Automata machine and find out its

  
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Language.

- The students will be able to design Pushdown Automata machine for given CF language(s)
- The students will be able to generate the strings/sentences of a given context-free languages using its grammar.
- The students able to design Turing machines for given any computational problem.

### **DSE53+DSE53L: Microprocessor (Theory and Lab)**

#### **Outcomes:**

- The students will be able to learn about the internal architecture of 8085 microprocessor.
- The students will be able to learn the assembly language programming of 8085 microprocessor.
- The students will be able to learn the various interfacing devices.

### **DSE54+DSE54L: Operational Research (Theory and Lab)**

#### **Outcomes:**

- The students will be able to formulate a real-world problem as a mathematical programming model
- The students will be able to understand the theoretical workings of the simplex method for linear programming and perform iterations of it by hand
- The students will be able to solve specialized linear programming problems like the transportation and assignment Problems
- The students will have an idea about game theory and its applications.

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# Cluny Women's College

8th Mile, Kalimpong - 734301  
West Bengal, INDIA

(Established & Administered by Sisters of St. Joseph of Cluny)  
W.B. Govt. Aided Christian Minority College Affiliated to NBU &  
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## BCA Sem 6

### **CC61+CC61L: Mobile Computing (Theory and Lab)**

#### **Outcomes:**

- The students will be able to learn about mobile computing and its applications.
- The students will be able to think and develop new mobile application.
- The students will be able to learn about mobile network layers and databases issues.
- The students will be able to develop new ad hoc network applications and/or algorithms/protocols.
- The students will be able to understand & develop any existing or new protocol related to mobile environment.

### **CC62+CC62L: Design and Analysis of Algorithms(Theory and Lab)**

#### **Outcomes:**

- The students will be able to learn all the basic design and analysis techniques of algorithm.
- The students will be able to learn different techniques involved in algorithm designs.
- The students will be able to compare various searching and sorting algorithms.
- The students will be able to learn decision trees, red black trees, graphs and string processing techniques.

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## **COMMERCE**

### **Program outcome**

- This program could provide Industries, Banking sectors, Insurance companies, Financing companies, Transport Agencies, Warehousing etc., well trained professionals to meet the requirements.
- After completing graduation, students can get skills regarding various aspects like Marketing Manager, Selling Manager, over all Administration abilities of the company.
- Capability of the students to make decisions at personal and professional level will increase after completion of this course.
- Students can independently start up their own Business.
- Students can get through knowledge of finance and commerce.
- The knowledge of different specializations in Accounting, Costing, Banking and Finance with the practical exposure helps the students to stand in organization.

### **Program Specific Outcome**

- The students can get the knowledge, skills and attitudes during the end of the B.Com degree course.
- By goodness of the preparation they can turn into a Manager, Accountant, Management Accountant, Cost Accountant, Bank Manager, Auditor.

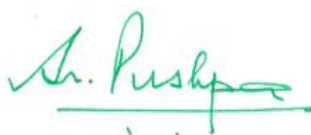
### **Course Outcome**

#### **DSC1 Financial Accounting**

- To enable the students to learn principles and concepts of Accounting.
- The students will get through knowledge on the accounting practice prevailing in partnership firm and other allied aspects.
- To find out the technical expertise in maintaining the books of accounts.
- To encourage the students about maintaining the books of accounts for further reference.

#### **DSC2 Business Law**

- This course helps to impart basic knowledge of the important legislation along with relevant case law.

  
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### **DSC3 Management Principles and Applications**

- To understand the concept and functions and importance of management and its application.
- Helps the students know how to meet the managerial activities within the organization.

### **DSC4 Corporate Laws**

- Helps to impart basic knowledge of the provision of the Companies Act. This course aims to enlighten the students on the accounting procedures followed by the Companies.
- Student's skills about accounting standards will be developed.
- To make aware the students about the valuation of shares.
- To impart knowledge about holding company accounts, amalgamation, absorption and reconstruction of company.

### **DSC5 Human Resource Management**

- Helps the students to regulate and influence human action in an organization.

### **SEC1 Entrepreneurship**

- Helps the students become entrepreneur.
- The burden of the course is to orient the learner towards entrepreneurship as a career option and creative thinking and behavior.

### **DSC6 Income Tax Law and Practice**

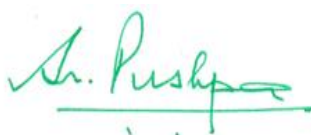
- To provide basic knowledge and equip students with application of principles and provisions of Income Tax Act, 1961 and the relevant rules.

### **DSC14 Fundamentals of Financial Management**

- To familiarize the students with the principles and practices of financial management.

### **DSC3 a. Computerized Accounting and Systems**

- This course seeks to enhance the skills needed for computerized accounting system and to enable the students to develop simple accounting applications.

  
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### **b. Fundamentals of Investment**

- To familiarize the students with different investment alternatives, introduce them to the framework of their analysis and valuation and highlight the role of investor protection.

### **DSC8 Cost Accounting**

- To understand basic concepts, elements of cost and cost sheet.
- Providing knowledge about difference between Financial Accounting and Cost Accounting.
- Ascertainment of material and labor cost.
- Student's capability to apply theoretical knowledge in practical situation will be increased.

### **Business Math-DSC9**

- To use and understand useful functions in business as well as the concept of EMI.
- To understand the different concept of population and sample and to make students familiar with calculation of various types of averages and variation.
- To understand the techniques and concept of different types of index numbers.

### **DSC10-Principles of Marketing**

- This course enables the students the practical knowledge and the tactics in the marketing.
- To study and critically analyze the basic concepts and trends in marketing.
- To aware of the recent changes in the field of marketing.

### **DSE 4**

- To provide students a basic knowledge of financial market and institution and to familiarize them with major financial services in India.
- To provide the general understanding of business research and the method of business research.
- To impart learning about how to collect analyze present and interpret data.

### **DSC 11**

- To make students familiar with computer environment and operating system.
- To introduce students with accounting packages like Tally
- To develop knowledge and skill among students in application of internet in education of computer.

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### **DSC 13 AUDITING AND CORPORATE GOVERNANCE**

- Students will be versed in the fundamental concept of auditing
- To give knowledge about preparation of audit report

### **DSE 1[A] BANKING AND INSURANCE**

- To make students aware of the banking system.
- To enable students to understand the reform and other in banking system.
- To impart knowledge about the function and role of banks
- To familiarize students with the basic concepts tools and techniques of advertising used in marketing.

## **EDUCATION**

### **B.A.HONOURS AND PROGRAMME**

#### **COURSE SUMMARY**

A Bachelor of Education, abbreviated as Education is an undergraduate degree in Education and its related subjects. The course curriculum is designed to provide pupils with a wide range of educational skills and understanding in streams like education management, value education, great educators, yoga education, philosophy of education, sociology of education, history of education, technology, statistics etc. This course curriculum helps pupil to understand the basic knowledge of the foundation of education, philosophy, history, psychology and inclusive education etc. The main focus is to develop knowledge in educational curriculum. This course curriculum will teach students to evaluate different types of educational curriculum, to explore educational skill and to develop knowledge in the educational subjects.

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### **MISSION AND VISION OF THE COURSE**

- \*To enhance the logical and analytical skill to understand the basic concept of curriculum related with education.
- \* To inculcate research culture among the pupils.
- \*To provide basic and advanced Theoretical as well as Methodological knowledge of Education for application.
- \*This course has also aim to enhance pupil skill, capabilities and employment opportunities among the students.

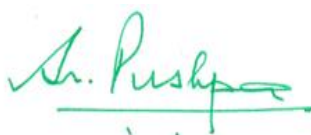
### **PROGRAMME OUTCOMES**


On successful completion of this programme, students would be able to-

- Understand various knowledge about Education Management, Value Education, Foundation of Sociology and Philosophy of Education, Statistics Research, Inclusive Educational Technology, Educational Psychology, Principles of Education and History of Education etc.
- Capability of the students to make decisions at personal and professional level will increase after completion of this course.
- Students can get through knowledge of education curriculum.
- After studying this course students will get chance to sit for various competitive exams.
- Students will be able to get employment opportunities in different field specially teaching – private/public sectors.

### **Program Specific Outcome**

- The students can get the knowledge, skills and personality development during the end of the Education degree course.
- By goodness of the preparation, they can turn into an efficient administrator, principal, good educationist, counselor, and organizer.

  
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## COURSE OBJECTIVES AND COURSE OUTCOMES

### B.A. EDUCATION (HONOURS)

#### SEMESTER-I

##### EDU-H-DSC-T-1: Philosophical Foundation of Education

###### Course Objectives:

- To understand the meaning, nature, of educational philosophy.
- To understand the factors of education and their relationships.
- To understand the knowledge, reality and value of different Indian schools of philosophy namely Sankhya, Nyaya, Yoga and Buddhism, Charvaka, Jain.
- To understand the educational view of different Western schools of philosophy namely Idealism, Naturalism, Pragmatism, and Marxism.
- To understand about the Philosophy of Indian Great Educators like-Swami Vivekananda, Rabindranath Tagore and Mahatma Gandhi
- To understand about the Philosophy of Western Great Educators like - Rousseau, Pestalozzi, Froebel and Montessori.

###### Course Outcome: After completion of the course the learners will be able to:

- To discuss the meaning, nature, scope and aims of education.
- To discuss the meaning and scope of educational philosophy.
- To explain the factors of education and their relationships.
- To describe the knowledge, reality and value of different Indian schools of philosophy namely Sankhya, Nyaya, Yoga and Buddhism, Charvaka, Jain.
- To discuss the educational view of different Western schools of philosophy namely Idealism, Naturalism, Pragmatism, and Marxism.
- To explain about the Philosophy of Indian Great Educators like- Swami Vivekananda, Rabindranath Tagore and Mahatma Gandhi
- To explain about the Philosophy of Western Great Educators like - Rousseau,

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Pestalozzi, Froebel and Montessori.

### **EDU-H- DSC -T-2: Sociological Foundation of Education**

#### **Course Objectives:**

- To understand the meaning nature and scope of Educational sociology and Relation between Education and Sociology.
- To understand the Social factor and their relation to Education.
- To understand social group, socialization and Social Institution and Agencies of Education.
- To understand the Social change and its impact on Education.

#### **Course Outcome: After completion of the course the learners will be able to:**

- To discuss the meaning nature and scope of Educational sociology and Relation between Education and Sociology.
- To describe the Social factor and their relation to Education.
- To define social group, socialization and Social Institution and Agencies of Education.
- To explain the Social change and its impact on Education.

### **SEMESTER-II**

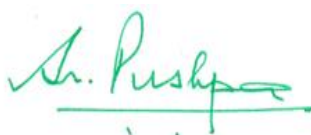
### **EDU-H- DSC -T-3: Psychological Foundation of Education Core Course;**

#### **Course Objectives:**

- To understand the concept, nature, scope and uses of Psychology in education.
- To understand the influence of growth and development in education.
- To understand the meaning and concept of learning, its theories and factors.
- To understand the application of learning theories in classroom situation.
- To understand the concept and theories of intelligence and creativity.
- To understand the concept and development of personality.

#### **Course Outcome: After completion of the course the learners will be able to:**

- To discuss the concept, nature, scope and uses of Psychology in education.

  
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- To explain the influence of growth and development in education.
- To describe the meaning and concept of learning, its theories and factors.
- To explain the application of learning theories in classroom situation.
- To discuss the concept and theories of intelligence and creativity.
- To explain the concept and development of personality.

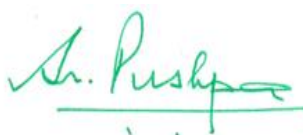
### **EDU-H- DSC –T-4: History of Education in Ancient and Medieval IndiaCore**

#### **COURSE OBJECTIVES:**

- To understand the features, aims, objectives, curriculum, teaching methods, student teacher relationship and evaluation system of Brahmanic system of Education.
- To understand the education system of different educational institutions of Brahmanic system of education.
- To understand the features, aims, objectives, curriculum, teaching methods, student teacher relationship and evaluation system of Buddhistic system of Education.
- To understand the education system of different educational institutions of Buddhistic system of Education.
- To understand between Brahmanic and Buddhistic system of Education.
- To understand the features, aims, objectives, curriculum, teaching methods, student teacher relationship and evaluation system of Islamic system of Education.
- To understand the educational contribution of Akbar, Aurangzeb.
- To understand the women and vocational education in Ancient and Medieval India.

#### **Course Outcome: After completion of the course the learners will be able to:**

- To discuss the features, aims, objectives, curriculum, teaching methods, student teacher relationship and evaluation system of Brahmanic system of Education.
- To explain the education system of different educational institutions of Brahmanic system of education.
- To discuss the features, aims, objectives, curriculum, teaching methods, student teacher relationship and evaluation system of Buddhistic system of Education.

  
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- To explain the education system of different educational institutions of Buddhist system of Education.
- To compare between Brahmanic and Buddhist system of Education.
- To discuss the features, aims, objectives, curriculum, teaching methods, student teacher relationship and evaluation system of Islamic system of Education.
- To discuss the educational contribution of Akbar, Aurangzeb.
- To explain the women and vocational education in Ancient and Medieval India.

### **EDU-H- DSC -T-5: Psychology of Instruction**

#### **Course Objectives:**

- To understand the concept, factors, and principles of teaching.
- To understand the Flander's Interactional analysis
- To understand the characteristics of a good teacher.
- To understand the nature of classroom teaching, traditional teaching, and constructive is teaching.
- To understand the concept and implications of Micro-teaching principles of teaching.
- To understand different types of teaching methods.

#### **Course Outcome: After completion of the course the learners will be able to:**

- To discuss the concept, factors, and principles of teaching.
- To explain the Flander's Interactional analysis
- To explain the characteristics of a good teacher.
- To discuss the nature of classroom teaching, traditional teaching, and constructive is teaching.
- To explain the concept and implications of Micro-teaching principles of teaching.
- To discuss different types of teaching methods.

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### SEMESTER-III

#### **EDU-H- DSC -T-6: Educational Evaluation & Statistics**

##### **Course Objectives:**

- To understand the concepts, scope and need of measurement and evaluation
- To understand the relation between Evaluation & Measurement and scale of Measurement
- To understand the basic concept of Statistics
- To know the basic concept to organize and tabulate data
- To understand different types of measuring scales and their uses in education
- To understand different types of Tools and Techniques in the field of Education.
- To understand the concept and methods of validity, reliability and norms and their importance in educational measurement.
- To understand different type of Evaluation process

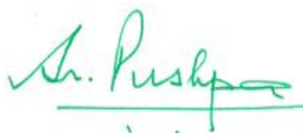
##### **Course Outcome: After completion of the course the learners will be able to:**

- To discuss the concepts, scope and need of measurement and evaluation
- To explain the relation between Evaluation & Measurement and scale of Measurement
- To describe basic concept of Statistics
- To organize and tabulate data
- To explain different types of measuring scales and their uses in education
- To describe different types of Tools and Techniques in the field of Education.
- To elaborate the concept and methods of validity, reliability and norms and their importance in educational measurement.
- To explain different type of Evaluation process

#### **EDU-H- DSC –T-7: History of Education in Colonial India**

##### **Course Objective:**

- To understand the development of education in Colonial India in historical perspectives.

  
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# Cluny Women's College

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(Established & Administered by Sisters of St. Joseph of Cluny)

W.B. Govt. Aided Christian Minority College Affiliated to NBU &  
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cwc@rediffmail.com

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- To understand the contributions of Education Commission in post independent India.
- To understand the Educational Policy in Colonial India.
- To understand the Bengal Renaissance and its influence on Indian Education
- To understand the National Education Movement and its impacts on Education.
- To understand the different educational reform under colonial rule.
- To understand the nature of basic education.
- To understand the impact of the colonial rule on the development of Indian Education.

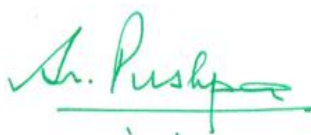
### Course Outcome: After completion of the course the learners will be able to:

- To discuss the development of education in Colonial India in historical perspectives.
- To elaborate the contributions of Education Commission in post independent India.
- To describe the Educational Policy in Colonial India.
- To discuss Bengal Renaissance and its influence on Indian Education
- To describe National Education Movement and its impacts on Education.
- To state different educational reform under colonial rule.
- To explain the nature of basic education.
- To discuss the impact of the colonial rule on the development of Indian Education.

### EDU-H-SEC-T-1(A): Statistical Analysis

#### Course Objectives:

- To understand the concept of central tendency, variability and their properties
- To understand the concept of Percentile and Percentile Rank and its application.
- To understand the concept of co-relation and their application
- To understand the concept of Parametric and Non-Parametric Test
- To understand the knowledge and calculate different statistical values

  
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**Course Outcome: After completion of the course the learners will be able to:**

- To explain the concept of central tendency, variability and their properties
- To discuss the concept of Percentile and Percentile Rank and its application.
- To describe the concept of co-relation and their application
- To explain the concept of Parametric and Non-Parametric Test
- To apply the knowledge and calculate different statistical values

**SEMESTER-III**

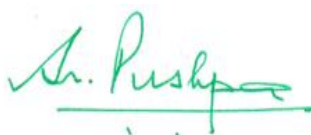
**EDU-H-SEC-T-2(A): Computer Application**

**Course Objectives:**

- To understand the beginning, basic editing, templates by using M S word
- To work with Graph, Pictures, Tables by using M S word
- To work with Desktop Publishing, Mail Merge by using M S word
- To understand about the Proofing, Printing, Publishing, Comparing, Merging and Protecting Documents by using MS word
- To understand to activate Power Point, uses of Themes and Layouts
- To understand the basic concept of insert Text, WordArt, Graphics, Animations, sounds
- To help students to understand basic concept to apply, Edit, save, print and publish by using M S Power Point

**Course Outcome: After completion of the course the learners will be able to:**

- To explain the beginning, basic editing, templates by using M S word
- To work with Graph, Pictures, Tables by using M S word
- To work with Desktop Publishing, Mail Merge by using M S word
- To discuss about the Proofing, Printing, Publishing, Comparing, Merging and Protecting Documents by using MS word

  
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- To activate Power Point, uses of Themes and Layouts
- To insert Text, WordArt, Graphics, Animations, sounds
- To apply Edit, save, print and publish by using M S Power Point

### **SEMESTER-IV**

#### **EDU-H-DSC-T-8: Inclusive Education**

##### **Course Objectives:**

- To understand the Concept, nature, need of Inclusive Education.
- To understand the theories of Inclusive Education.
- To understand the development of competencies for Inclusive Education.
- To understand the practices of Inclusive Education
- To understand the Infrastructural facilities for an ideal Inclusive School.
- To understand the Role of teacher in Inclusive Classroom setting.

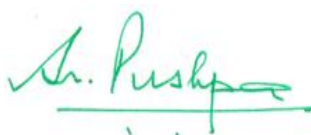
##### **Course Outcome: After completion of the course the learners will be able to:**

- To discuss the Concept, nature, need of Inclusive Education.
- To describe the theories of Inclusive Education.
- To explain the development of competencies for Inclusive Education.
- To discuss the practices of Inclusive Education
- To describe the Infrastructural facilities for an ideal Inclusive School.
- To discuss the Role of teacher in Inclusive Classroom setting.

#### **EDU-H-DSC-T-9: Educational Management and Administration**

##### **Course Objectives:**

- To understand the Meaning, Nature, Scope, Function and Needs and types of Educational management.
- To understand the meaning and function of Educational Administration.
- To understand the meaning, purpose of supervision and distinguish between

  
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supervision and inspection.

- To understand the educational planning and types of educational planning.
- To understand the functions of some selected administrative bodies.

**Course Outcome: After completion of the course the learners will be able to:**

- To explain the Meaning, Nature, Scope, Function and Needs and types of Educational management.
- To explain the meaning and function of Educational Administration.
- To explain the meaning, purpose of supervision and distinguish between supervision and inspection.
- To illustrate educational planning and types of educational planning.
- To discuss the functions of some selected administrative bodies.

**EDU-H-DSC-T-10: History of Education in Post-Independence India Core Course;**

**Course Objectives:**

- To understand the Preamble, various articles and act on education in Indian Constitution.
- To understand the recommendations and educational importance of various Education Commission in post Independent India
- To understand the functions of some educational bodies in West Bengal
- To understand the National Policy on Education in different time.
- To understand the Human Rights Education in National and International Context

**Course Outcome: After completion of the course the learners will be able to:**

- To describe the Preamble, various articles and act on education in Indian Constitution.
- To explain the recommendations and educational importance of various Education Commission in post Independent India
- To discuss the functions of some educational bodies in West Bengal

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- To discuss the National Policy on Education in different time.
- To describe the Human Rights Education in National and International Context

### **EDU-H-SEC-T-1(B): Community Development Skill Enhancement Course**

#### **Course Objectives: Objectives: -**

- To understand the basic concept of community and its development
- To understand community group dynamics
- To understand the concept of equality, diversity, social justice within community
- To understand the community development programme in India

#### **Course Objectives: After completion of the course the learners will be able to:**

- To understand the meaning and characteristics of Lesson Plan
- To understand the advantages of Lesson Plan
- To understand different Lesson Plans
- To understand the steps of constructing Lesson Plan
- To understand the principles of Lesson Plan
- To understand the Lesson Plan

### **SEMESTER-V**

### **EDU-H- DSC -T-11: Contemporary issues in Education**

#### **Course Objectives:**

- To understand constitutional provisions with special reference to RTE Act. DPEP, SSA-SSM of Universalization of Elementary Education.
- To understand the meaning, aims & objectives, significance of Universalization of Secondary Education and Role of RMSA.
- To understand the concept, role of Higher Education and Knowledge Commission and RUSA.

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- To understand the modern issues in Indian Education like- Peace Education, Sustainable development, Inclusive Education, Open & Distance learning, Equality & Equity in Education, Women Education.
- To understand the Gender and its importance in educational and social context

**Course Outcome: After completion of the course the learners will be able to:**

- To explain constitutional provisions with special reference to RTE Act. DPEP, SSA-SSM of Universalization of Elementary Education.
- To describe the meaning, aims & objectives, significance of Universalization of Secondary Education and Role of RMSA.
- To explain the concept, role of Higher Education and Knowledge Commission and RUSA.
- To discuss modern issues in Indian Education like- Peace Education, Sustainable development, Inclusive Education, Open & Distance learning, Equality & Equity in Education, Women Education.
- To discuss Gender and its importance in educational and social context

**EDU-H- DSC -T-12: Educational Technology**

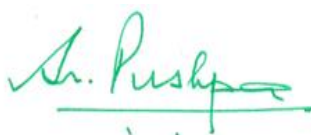
**Course Objectives:**

- To understand the concept nature and scope of educational technology.
- To understand the role of communication & multimedia approach in the field of Education.
- To understand the role Seminar, Panel Discussion. Team teaching in the field of education.
- To understand the role of technology in modern teaching – learning process.

**Course Outcome: After completion of the course the learners will be able to:**

- To discuss the concept nature and scope of educational technology.
- To explain the role of communication & multimedia approach in the field of Education.
- To discuss the role Seminar, Panel Discussion. Team teaching in the field of education.
- To describe the role of technology in modern teaching – learning process.

**EDU-H-DSE-T-1/2(A): Value Education**

  
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## Course objectives:

- To understand the meaning, nature, classify value and its reflection in Indian Constitution.
- To understand the meaning, objectives and need of value Education
- To understand the role of value education through Curriculum, Co-curricular activities.
- To understand the meaning, advantages and disadvantage of Storytelling, Play-way method and Role plays.

## Course Outcome: After completion of the course the learners will be able to:

- To explain the meaning, nature, classify value and its reflection in Indian Constitution.
- To discuss the meaning, objectives and need of value Education
- To describe the role of value education through Curriculum, Co-curricular activities.
- To explain the meaning, advantages and disadvantage of Storytelling, Play-way method and Role plays.

## EDU-H-DSE-T-1/2(B): Population Education

### Course Objectives:

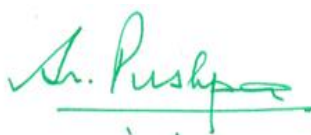
- To understand the meaning, concept, scope & objectives of Population Education.
- To understand the historical development of Population Education.
- To understand the definition, factors, causes and prevention of population growth.
- To understand the Population Education curriculum and policies.

## Course Outcome: After completion of the course the learners will be able to:

- To explain the meaning, concept, scope & objectives of Population Education.
- To discuss the historical development of Population Education.
- To describe the definition, factors, causes and prevention of population growth.
- To explain the Population Education curriculum and policies.

## EDU-H-DSE-T-1/2(C): Distance Education

### Course Objectives:

  
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- To understand the meaning, characteristics, objectives, merits & demerits of distance & open education.
- To understand the mode and strategies of distance education.
- To understand the relationship among Non-formal, Correspondence, Distance and Open Education.
- To understand the present status of distance and open education in India.
- To understand the role of multi-media Distance and Open Education.
- To understand the problems and remedies of distance and open education in India.

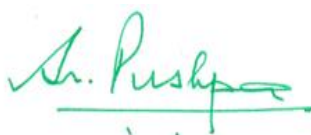
### Course Outcome: After completion of the course the learners will be able to:

- To explain the meaning, characteristics, objectives, merits & demerits of distance & open education.
- To discuss the mode and strategies of distance education.
- To describe the relationship among Non-formal, Correspondence, Distance and Open Education.
- To discuss the present status of distance and open education in India.
- To explain the role of multi-media Distance and Open Education.
- To discuss the problems and remedies of distance and open education in India.

### EDU-H-DSE-T-1/2(D): Great Educators

#### Course Objectives:

- To understand the philosophies of great thinker of the east and west
- To understand the educational ideas of great thinker of the east and west
- To understand some experiments on education of eastern and western philosophers and thinkers
- To understand the ideas of contemporary thinkers on education of eastern and western philosophers and thinkers

  
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## Course Outcome: After completion of the course the learners will be able to:

- To discuss the philosophies of great thinker of the east and west
- To explain the educational ideas of great thinker of the east and west
- To explain some experiments on education of eastern and western philosophers and thinkers
- To discuss the ideas of contemporary thinkers on education of eastern and western philosophers and thinkers

## SEMESTER-VI

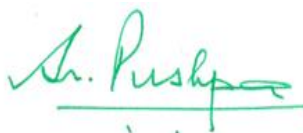
### EDU-H-DSC-T-13: Curriculum Studies

#### Course Objectives:

- To understand the meaning, nature, scope, determinants and functions of Curriculum.
- To understand the types and bases of curriculum.
- To understand the concept of curriculum framework and NCF-2005.
- To understand the basis of curriculum construction, evaluation and innovation.
- To understand the definition and types of curriculum theories

#### Course Outcome: After completion of the course the learners will be able to:

- To illustrate the meaning, nature, scope, determinants and functions of Curriculum.
- To discuss the types and bases of curriculum.
- To explain the concept of curriculum framework and NCF-2005.
- To discuss the basis of curriculum construction, evaluation and innovation.
- To describe the definition and types of curriculum theories

  
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### **EDU-H-DSC-T-14: Educational Research**

#### **Course Objectives:**

- To understand and explain the meaning, and nature of research.
- To understand and explain the meaning and nature of Educational research.
- To understand sources of data for Research.
- To understand the types of Research.
- To understand the meaning of Research problem, Review of Related Literature.
- To understand the concept of Hypothesis, Variables, and Research data.
- To understand the Qualitative and Quantitative data.
- To understand with the process of collecting data.

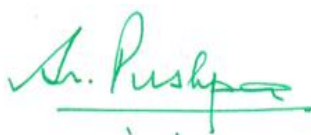
#### **Course Outcome: After completion of the course the learners will be able to:**


- To define and explain the meaning, and nature of research.
- To define and explain the meaning and nature of Educational research.
- To identify sources of data for Research.
- To describe the types of Research.
- To describe the meaning of Research problem, Review of Related Literature.
- To explain the concept of Hypothesis, Variables, and Research data.
- To analyze the Qualitative and Quantitative data.
- To acquaint with the process of collecting data.

### **EDU-H-DSE-T-3/4(A): Mental Hygiene**

#### **Course Objectives:**

- To understand the concept, nature, aims and scope of Mental Hygiene
- To understand the concept, nature, symptoms and causes of mental illness
- To understand the different characteristics of mental disorder
- To understand the role of parents for preventing Mental health
- To understand the role of teachers for preventing Mental health

  
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**Course Outcome: After completion of the course the learners will be able to:**

- To discuss the concept, nature, aims and scope of Mental Hygiene
- To discuss the concept, nature, symptoms and causes of mental illness
- To explain the different characteristics of mental disorder
- To discuss the role of parents for preventing Mental health
- To discuss the role of teachers for preventing Mental health

**EDU-H-DSE-T-3/4(B): Comparative Education**

**Course Objectives:**

- To understand the meaning, nature, scope, importance, and methods of Comparative Education.
- To understand the concept of Universalization of Elementary and Secondary Education in UK & USA.
- To understand the Indian Education system with USA
- To understand the Indian Education system with UK

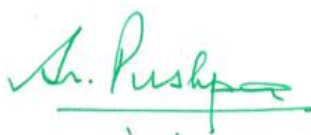
**Course Outcome: After completion of the course the learners will be able to:**


- To discuss the meaning, nature, scope, importance, and methods of Comparative Education.
- To explain the concept of Universalization of Elementary and Secondary Education in UK & USA.
- To compare Indian Education system with USA
- To compare Indian Education system with UK

**EDU-H-DSE-T-3/4(C): Guidance & Counseling**

**Course Objectives:**

- To understand the concept, nature, scope, types & importance of Guidance.
- To understand the concept, nature, scope, types & importance of Counseling.
- To understand different tools and techniques used in Guidance & Counseling.
- To understand the characteristics of diverse learner

  
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- To understand the need of Guidance for diverse learner

### **Course Outcome: After completion of the course the learners will be able to:**

- To explain the concept, nature, scope, types & importance of Guidance.
- To discuss the concept, nature, scope, types & importance of Counseling.
- To discuss different tools and techniques used in Guidance & Counseling.
- To identify the characteristics of diverse learner
- To explain the need of Guidance for diverse learner

### **EDU-H-DSE-T-3/4(D): Project Work/Educational Tour**

#### **Course objectives:**

- To understand the knowledge gained through different courses in practical field.
- To understand problems related to his course of study.
- To understand the concept of document, calculation, analyse and interpret data.
- To understand to deduce findings from different studies
- To know the basic concept to write and report in standard academic formats.

### **Course Outcome: After completion of the course the learners will be able to:**

- To apply the knowledge gained through different courses in practical field.
- To solve problems related to his course of study.
- To document, calculate, analyse and interpret data.
- To deduce findings from different studies
- To write and report in standard academic formats.

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## **B.A. Education**

### **(Programme)**

### **SEMESTER-I**

#### **EDU-P-DSC-1(PAPER-1): Philosophical Foundation of Education**

**Course Objectives: After completion of the course the learners will be able to:**

- To understand the meaning, nature, scope and aims of education.
- To understand the meaning and scope of educational philosophy.
- To understand the factors of education and their relationships.
- To understand the concept of Democracy, Socialism and Secularism.
- To understand the educational philosophies of Swami Vivekananda, Rabindranath Tagore, Rousseau, Dewey.

### **SEMESTER-II**

#### **EDU-P-DSC-1(PAPER-2): Psychological Foundation of Education**

**Course Objectives:**

- To understand the concept, nature, scope and uses of Psychology in education.
- To understand the influence of growth and development in education.
- To understand the meaning and concept of learning, its theories and factors.
- To understand the application of learning theories in classroom situation.
- To understand the concept and theories of intelligence and creativity.
- To understand the concept and development of personality.

**Course Outcome: After completion of the course the learners will be able to:**

- To explain the concept, nature, scope and uses of Psychology in education.
- To explain the influence of growth and development in education.

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- To describe the meaning and concept of learning, its theories and factors.
- To explain the application of learning theories in classroom situation.
- To discuss the concept and theories of intelligence and creativity.
- To explain the concept and development of personality.

### **EDU-P-DSC-1(PAPER-3): Sociological Foundation of Education**

#### **Course Objectives:**

- To understand the meaning, nature and scope of Educational sociology and Relation between education and sociology
- To understand the social factors and their relation to Education.
- To understand social groups, socialization and Social Institution and Agencies of Education.
- To understand the Social change and its impact on Education.

#### **Course Outcome: After completion of the course the learners will be able to:**

- To discuss the meaning, nature and scope of Educational sociology and Relation between education and sociology
- To describe the social factors and their relation to Education.
- To define social groups, socialization and Social Institution and Agencies of Education.
- To explain the Social change and its impact on Education.

### **SEMESTER-III**

#### **Skill Enhancement Course**

### **EDU-P-SEC-T-1 (A): Educational Statistics**

#### **Course Objectives:**

- To understand the concept of central tendency, variability and their properties
- To understand the concept of Percentile and Percentile Rank and its application.

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- To understand the concept of co-relation and their application
- To understand the concept of Parametric and Non-Parametric Test
- To understand the knowledge and calculate different statistical values

**Course Outcome: After completion of the course the learners will be able to:**

- To explain the concept of central tendency, variability and their properties
- To discuss the concept of Percentile and Percentile Rank and its application.
- To describe the concept of co-relation and their application
- To explain the concept of Parametric and Non-Parametric Test
- To apply the knowledge and calculate different statistical values

**EDU-P-SEC-T-1(B): Computer Application**

**Course Objectives:**

- To understand the beginning, basic editing, templates by using M S word
- To understand the basic concept of Graph, Pictures, Tables by using M S word
- To understand the basic concept of Desktop Publishing, Mail Merge by using M S word
- To understand about the Proofing, Printing, Publishing, Comparing, Merging and Protecting Documents by using M S word
- To understand to activate Power Point, uses of Themes and Layouts
- To understand to insert Text, Word Art, Graphics, Animations, sounds
- To understand the basic concept to edit, save, print and publish by using M S Power Point

**Course Outcome: After completion of the course the learners will be able to:**

- To explain the beginning, basic editing, templates by using M S word
- To work with Graph, Pictures, Tables by using M S word
- To work with Desktop Publishing, Mail Merge by using M S word
- To discuss about the Proofing, Printing, Publishing, Comparing, Merging and Protecting Documents by using M S word
- To activate Power Point, uses of Themes and Layouts

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- To insert Text, Word Art, Graphics, Animations, sounds
- To apply edit, save, print and publish by using M S Power Point

### SEMESTER-IV

#### **EDU-P-DSC-1(PAPER-4): Historical Foundation of Education**

##### **Course Objectives:**

- To understand the development of education in India in historical perspectives.
- To understand the British Indian education system.
- To understand the significant points of selected educational documents and report of ancient, medieval and British India.
- To understand the Constitutional Provision of Education.
- To understand the contributions of Education Commission in post Independent India.
- To understand the National Policy on Education and National Education System.
- To understand the Functions of Some Major Educational Organization in India.

##### **Course Outcome: After completion of the course the learners will be able to:**

- To explain the development of education in India in historical perspectives.
- To discuss the British Indian education system.
- To explain the significant points of selected educational documents and report of ancient, medieval and British India.
- To describe the Constitutional Provision of Education.
- To discuss the contributions of Education Commission in post Independent India.
- To explain the National Policy on Education and National Education System.
- To explain the Functions of Some Major Educational Organization in India.

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### **SEMESTER-IV**

#### **EDU-P-SEC-T-2(A): Community Development**

##### **Course Objectives:**

- To understand the basic concept of community and its development
- To understand community group dynamics
- To understand the concept of equality, diversity, social justice within community
- To understand community development programme in India

##### **Course Outcome: After completion of the course the learners will be able to:**

- To know the basic concept of community and its development
- To understand community group dynamics
- To understand the concept of equality, diversity, social justice within community
- To know community development programme in India

#### **EDU-P-SEC-T-2(B): Lesson Planning**

##### **Course Objectives:**

- To understand the meaning and characteristics of Lesson Plan
- To understand the advantages of Lesson Plan
- To understand the different Lesson Plans
- To understand the steps of constructing Lesson Plan
- To understand the principles of Lesson Plan
- To understand the Lesson Plan

##### **Course Outcome: After completion of the course the learners will be able to:**

- To discuss the meaning and characteristics of Lesson Plan
- To explain the advantages of Lesson Plan
- To classify different Lesson Plans

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- To explain the steps of constructing Lesson Plan
- To discuss the principles of Lesson Plan
- To develop Lesson Plan

### SEMESTER-V

#### **EDU-G-DSE-T-1(A): Value Education**

##### **Course Objectives:**

- To understand the meaning, nature, classify value and its reflection in Indian Constitution.
- To understand the meaning, objectives and need of value Education
- To understand the role of value education through Curriculum, Co-curricular activities.
- To understand the meaning, advantages and disadvantage of Storytelling, Play-way method and Role plays.

##### **Course Outcome: After completion of the course the learners will be able to:**

- To explain the meaning, nature, classify value and its reflection in Indian Constitution.
- To discuss the meaning, objectives and need of value Education
- To describe the role of value education through Curriculum, Co-curricular activities.
- To explain the meaning, advantages and disadvantage of Storytelling, Play-way method and Role plays.

### SEMESTER-V

#### **EDU-P-DSE-T-1(B): Comparative Education**

##### **Course Objectives:**

- To understand the meaning, nature, scope, importance, and methods of

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Comparative Education.

- To understand the concept of Universalization of Elementary and Secondary Education in UK & USA.
- To understand the Indian Education system with USA
- To understand the Indian Education system with UK

**Course Outcome: After completion of the course the learners will be able to:**

- To discuss the meaning, nature, scope, importance, and methods of Comparative Education.
- To explain the concept of Universalization of Elementary and Secondary Education in UK & USA.
- To compare Indian Education system with USA
- To compare Indian Education system with UK

**EDU-P-DSE-T-1(C): Distance Education**

**Course Objectives:**

- To understand the meaning, characteristics, objectives, merits & demerits of distance & open education.
- To understand the mode and strategies of distance education.
- To understand the relationship among Non-formal, Correspondence, Distance and Open Education.
- To understand the present status of distance and open education in India.
- To understand the role of multi-media in Distance and Open Education.
- To understand the problems and remedies of distance and open education in India.

**Course Outcome: After completion of the course the learners will be able to:**

- To explain the meaning, characteristics, objectives, merits & demerits of distance & open education.

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- To discuss the mode and strategies of distance education.
- To describe the relationship among Non-formal, Correspondence, Distance and Open Education.
- To discuss the present status of distance and open education in India.
- To explain the role of multi-media in Distance and Open Education.
- To discuss the problems and remedies of distance and open education in India.

### **EDU-P- DSC -T 2(A) - : Measurement and Evaluation in Educational**

#### **Course Objectives:**

- To understand the concepts, scope and need of measurement and evaluation
- To understand the relation between Evaluation & Measurement and scale of Measurement
- To understand the basic concept of Statistics
- To organize and tabulate data
- To explain different types of measuring scales and their uses in education
- To describe different types of Tools and Techniques in the field of Education.
- To elaborate the concept and methods of validity, reliability and norms and their importance in educational measurement.
- To explain different type of Evaluation process

#### **Course Outcome: After completion of the course the learners will be able to:**

- To discuss the concepts, scope and need of measurement and evaluation
- To explain the relation between Evaluation & Measurement and scale of Measurement
- To describe basic concept of Statistics
- To organize and tabulate data
- To explain different types of measuring scales and their uses in education
- To the describe different types of Tools and Techniques in the field of Education.

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- To elaborate the concept and methods of validity, reliability and norms and their importance in educational measurement.
- To explain different type of Evaluation process

### **EDU-P-DSE-T-2(B): Guidance and Counseling**

#### **Course Objectives:**

- To explain the concept, nature, scope, types & importance of Guidance.
- To discuss the concept, nature, scope, types & importance of Counseling.
- To discuss different tools and techniques used in Guidance & Counseling.
- To understand the characteristics of diverse learner
- To understand the need of Guidance for diverse learner
- To understand the need of counseling for diverse learner

#### **Course Outcome: After completion of the course the learners will be able to:**

- To explain the concept, nature, scope, types & importance of Guidance.
- To understand the concept, nature, scope, types & importance of Counseling.
- To know about the different tools and techniques used in Guidance & Counseling.
- To understand the characteristics of diverse learner
- To explain the need of Guidance for diverse learner
- To explain the need of counseling for diverse learner

### **EDU-P-DSE-T-2(C): Great Educators**

#### **Course Objectives:**

- To understand the philosophies of great thinker of the east and west
- To explain the educational ideas of great thinker of the east and west

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- To explain some experiments on education of eastern and western philosophers and thinkers
- To understand the ideas of contemporary thinkers on education of eastern and western philosophers and thinkers

**Course Outcome: After completion of the course the learners will be able to:**

- To discuss the philosophies of great thinker of the east and west
- To explain the educational ideas of great thinker of the east and west
- To explain some experiments on education of eastern and western philosophers and thinkers
- To discuss the ideas of contemporary thinkers on education of eastern and western philosophers and thinkers

**SEMESTER-VI**

**Lifelong Learning and Education: EDU-P-GE-T-1(A)**

**Course Objectives:**

- To understand the concept, characteristics, aims, nature, scope and need of Life Long Education
- To understand the different dimensions of Life Long Learning
- To understand the different teaching methods of Life Long Learning
- To understand the curriculum construction of Life Long Learning
- To understand the Historical background of Life Long Learning
- To understand the different recommendations of different education commission on Life Long Learning.

**Course Outcome: After completion of the course the learners will be able to:**

- To explain the concept, characteristics, aims, nature, scope and need of Life

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### Long Education

- To describe the different dimensions of Life Long Learning
- To explain the different teaching methods of Life Long Learning
- To explain the curriculum construction of Life Long Learning
- To discuss the Historical background of Life Long Learning
- To describe the different recommendations of different education commission on Life Long Learning.

### Gender and Society in Educational Context EDU-P-GE-T-1(B)

#### Course Objective:

- To understand the basic terms, concepts used in gender studies.
- To understand the gender discrimination in construction and dissemination of knowledge.
- To develop an awareness and sensitivity.

#### Course Outcome: After completion of the course the learners will be able to:

- To understand the basic terms, concepts used in gender studies.
- To understand the gender discrimination in construction and dissemination of knowledge.
- To develop an awareness and sensitivity.

### Yoga Education EDU-P-GE-T-2(A)

#### Course Objectives:

- To explain the meaning, nature, aims and role of teacher of Yoga Education
- To discuss different types of Yoga
- To express the guide lines of Yoga Education

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- To understand the significance of Yoga Education
- To explain the historical background of Yoga Education
- To understand the relationship among Yoga, Sankhya Philosophy and Bhagwat Gita
- To understand the need of Yoga for healthy lifestyle

**Course Outcome: After completion of the course the learners will be able to:**

- To explain the meaning, nature, aims and role of teacher of Yoga Education
- To discuss different types of Yoga
- To express the guide lines of Yoga Education
- To discuss the significance of Yoga Education
- To explain the historical background of Yoga Education
- To discuss the relationship among Yoga, Sankhya Philosophy and Bhagwat Gita
- To describe the need of Yoga for healthy lifestyle

**NEPALI**

**PROGRAMME OUTCOME**

**पाठ्य सूचिको सार**

स्नातक नेपाली पाठ्य सूचि अनर्स, जेनरिक इलेक्टिभ, प्रोग्राम गरी वर्गीकृत गरिएको छ। पाठ्य सूचि अन्तर्गत नेपाली साहित्य, व्याकरण, भाषा विज्ञान, लोक साहित्य आदि विषयहरू समावेश गरिएको छ। विद्यार्थीहरूले यो पाठ्य सूचि सम्पूर्ण रूपमा पढिसके उनीहरूले नेपाली कविताको इतिहास, नेपाली कविताको स्वरूप, कथाको इतिहास, नेपाली कथाको स्वरूप, नाटकको इतिहास, नेपाली नाटकको स्वरूप, निबन्धको इतिहास, नेपाली निबन्धको स्वरूप, महाकाव्यको इतिहास, नेपाली महाकाव्यको स्वरूप, एकाङ्कीको इतिहास, नेपाली एकाङ्कीको स्वरूप, खण्डकाव्यको इतिहास, नेपाली खण्डकाव्यको स्वरूप, उपन्यासको इतिहास, नेपाली उपन्यासको स्वरूप आदि विषयमा अध्ययन गरिसकेको हुनेछ। यसका साथै विभिन्न नेपाली लेखकहरूका विभिन्न रचनाहरू

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अध्ययन गरिसकेका हुनेछन्। पूर्वीय साथै पाश्चात्य साहित्य सिद्धान्तहरूको विचरण पनि विद्यार्थीहरूले गरिसकेका हुनेछन्। पाठहरू पढ्दा प्रयोगमा आउने विभिन्न साहित्यिक सिद्धान्तलगायत पूर्वीय अनि पाश्चात्य सिद्धान्तहरू पनि पाठ्य तालिकामा समावेश गरिएको कारण विद्यार्थीहरूले यस विषय पनि यथेष्ट अध्ययन गर्न पाइसकेका हुनेछन्। यति मात्र होइन लोक साहित्य, अनुवाद साहित्य, विश्व साहित्यमाथि पनि अध्ययन गरी जानकारी हासिल गरिसकेका हुनेछन्। सन्तुलित पाठ्य सूचि रहेको कारण विद्यार्थीहरूले धेरै विषयमा ज्ञान प्राप्त गर्नेछन् मात्र होइन उनीहरूलाई अग्र अनि उच्च शिक्षा प्राप्त गर्न योग्यको समेत बनाइसकेको हुनेछ। व्याकरण अनि भाषा विज्ञानलाई पनि पाठ्य सूचिमा स्थान दिइएकोले यस अन्तर्गत विद्यार्थीहरूले सामान्य भाषा विज्ञान, नेपाली वर्ण व्यवस्था, नेपाली शब्द निर्माण प्रक्रिया, शब्द भण्डार, नेपाली भाषा र भाषिका, रूपिम, अर्थ र वर्ण विज्ञान, संसारका भाषा परिवार आदि विषयमा अध्ययन गरिसकेका हुने छन्। नेपाली हिज्जे शुद्धाशुद्धि साथै व्याकरणका विविध पक्ष पनि अध्ययन गरिसकिएको हुनेछ। पाठ्य सूचि अन्तर्गत नै विद्यार्थीहरूले निबन्ध लेखन, चिट्ठी लेखन, वाग्धारा, उखान टुक्का आदि विषय पनि अभ्यास गरिसकेका हुनेछन्।

ज्ञानानुशासनका यथेष्ट कुराहरू पाठ्य तालिकामा समावेश रहेको नेपाली स्नातक पाठ्य तालिका अध्ययनले विद्यार्थीहरूलाई यथेष्ट कुराहरूमा अध्ययन गराउन सकेको बुझिन्छ।

पहिलो सत्र

NEPH CC – 1 नेपाली साहित्यको इतिहास

COURS OBJECTIVE

TO ENABLE THE LEARNERS

1. नेपाली साहित्यको पृष्ठभूमि र विकासको चर्चा
2. नेपाली कविताको विकासक्रमको चर्चा
3. नेपाली गद्याख्यानको विकासक्रम (कथा, उपन्यास)को चर्चा
4. नेपाली निबन्धको विकासक्रमको चर्चा
5. नेपाली नाटकको विकासक्रमको चर्चा
6. नेपाली समालोचनाको विकासक्रमको चर्चा
7. नेपाली पत्र-पत्रिकाको इतिहास र केही प्रमुख पत्रिका जस्तै

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चन्द्रिका, खोजी, भारती, दिवाली, शारदा, गरिमा नेपाली सय संस्थाको इतिहास र केही सङ्घ संस्थाको अध्ययन नवयुग नेपाली पुस्तक मन्दिर गोरुवधान, अपतन साहित्य परिषद, नेपाली साहित्य सम्मेलन दार्जिलिङ, गोर्खा दुख निवारक सय दार्जिलिङ, गोर्खा जनपुस्तकालय खर्साद असम नेपाली साहित्य सभा, नेपाली अध्ययन समिती कालेबुङ आदिको चर्चा

#### COURSE OUTCOME

1. नेपाली साहित्यको पृष्ठभूमि र विकासको जानकारी
2. नेपाली कविता, गद्याख्यानक, निबन्ध, नाटक र समालोचनाको विकासक्रमबारे जानकारी
- ७ नेपाली पत्र-पत्रिकाको इतिहास र केही प्रमुख पत्रिकाबारे जानकारी

#### CC-2 नेपाली कविता

#### COURSE OBJECTIVE

#### TO ENABLE THE LEARNERS

1. कविताका तत्त्वको परिचय
2. नेपाली कविताका विविध रूप र प्रवृत्तिहरूको अध्ययन वीरकविता, भक्तिकविता (रामभक्ति, कृष्णभक्ति, निर्गुणभक्ति) शृङ्गारिक कविता, आधुनिक कविता, गद्य कविता, गजल, मुक्तक, हाइकु, खण्डकाव्य, महाकाव्य, लामो कविता इत्यादिको परिचय।
3. पृथ्वीनारायण- सुवानन्ददास
4. रामायण सुन्दरकाण्ड - भानुभक्त
5. टुङ्ना भजन ज्ञानदिल
6. पिँजडाको सुगा - लेखनाथ पौड्याल

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# Cluny Women's College

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(Established & Administered by Sisters of St. Joseph of Cluny)

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7. पागल – लक्ष्मीप्रसाद देवकोटा
8. छोरालाई – अगमसिंह गिरी
9. आमाको सपना – गोपालप्रसाद रिमाल
10. बिहान – वीरेन्द्र
11. प्रतीक्षा प्रभातको- बनिता सिंह
12. असीमको सीमा- दानखालिङ
13. नयाँ वर्ष- भूपि शेरचन
14. सारङ्गी- मोहन कोइराला
15. भित्री मान्छे बोल्न खोज्छ – हरिभक्त कटुवाल
16. मातेको मान्छेको भाषण – वैरागी काइला
17. त्यो एकलो वृक्षलाई – ईश्वर बल्लभ

## COURSE OUTCOME

1. कविताका तत्त्वहरूको परिचय दिन्छ।
2. कविताका विविध रूप र प्रवृत्तिहरूको परिचय गराउँछ।
3. राजा पृथ्वीनारायण शाहको नेपाल एकीकरण अभियानको परिचय दिन्छ।
4. हनुमानको प्रभुभक्ति दर्साउँछ।
5. आत्मा र परमात्माको सम्बन्ध उपाय बताउँछ।
6. नेपाली जनताले भोग्नु परेको राणाहरूको अत्याचार र आध्यात्मिक चेतना दिलाउछ।
7. मानिसको स्तर, लक्षण र चेतना बुझाउँछ।
8. जातीय अस्तित्व अस्मिता जोगाउने युवा पिढीलाई आह्वान
9. नेपाल र नेपाली जनताको मर्म र क्रान्ति बुझाउँछ।

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10. बिहान र गृहणीको तुलना गरिएको बुझाउँछ।
11. प्रभातको प्रतीक्षा बुझाउँछ।
12. जीवन दर्शन दर्शाउँछ।
13. नयाँ वर्षको शुभ कामना र परिवर्तन बुझाउँछ।
14. सारङ्गीको प्रतीकात्मकरूपमा जीवन बुझाउँछ।
15. यथार्थ जीवनको परिचय दिन्छ।
16. जीवनर जिउने आधारहरू बुझाउँछ।
17. मानिसको अन्तरमनको चेतना दर्साउँछ।

NEPH CC-3

दोस्रो सत्र - साहित्यका तत्त्वहरू

Course Objectives

To Enable the learners

1. साहित्यको अर्थ र परिभाषाबारे विशद् चर्चा।
2. साहित्यको प्रयोजन हेतुबारे चर्चा।
3. साहित्यका प्रमुख विधाहरूको परिचय कविता कथा, उपन्यास, निबन्ध, नाटक, प्रबन्धक आदिको परिचयात्मक चर्चा।
4. छन्द अर्थ र परिभाषा गर्दै छन्दका प्रमुख प्रकारहरूको सोदाहरण परिचयात्मक चर्चा।
5. अलङ्कार अर्थ र परिभाषा चर्चा। अलङ्कारका प्रमुख प्रकारहरूको सोदाहरण परिचय गराइन्छ।
6. शब्दशक्ति परिभाषा, शब्दशक्तिका भेद उपभेदहरूको परिचय चर्चा।

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7. रस- अर्थ, परिभाषा, प्रकार र स्थायीभावहरूको परिचय गराइन्छ।
8. काव्यगुण, काव्यगुणका लक्षणहरूका प्रकारबारे चर्चा।
9. काव्यदोष, काव्यका लक्षणस्वरूप दोषको वर्गीकरणबारे चर्चा।
10. बिम्ब, प्रतीक, मिथक, संरचना, बुनोटको परिचय।

Course Outcome

1. साहित्यको अर्थ र परिभाषा अध्ययनपछि विद्यार्थीहरूले साहित्य शब्द, यसको तात्पर्य, विभिन्न विद्वान्हरूका मतमा साहित्य विषय विचार र अवधारणाहरू जान्ने छन्।
2. साहित्यको प्रयोजन हेतु अन्तर्गत साहित्य प्रयोजन तथा हेतु विषय पूर्वीय तथा पाश्चात्य साहित्यका विचारधाराहरू अध्ययन गर्ने छन्।
3. कथा, उपन्यास, निबन्ध, नाटक, प्रबन्ध विषय परिचयात्मक अध्ययनका साथहरू तत्त्वहरूको पनि अध्ययन गरिन्छ।
4. छन्द अर्थ र परिभाषा, छन्दका तत्त्वहरू, गणविचार सूत्र आदि अध्ययन गर्दै छन्दका प्रमुख प्रकारहरूको सोदाहरण चर्चा गरिने छ।
5. अलङ्कार अर्थ र परिभाषा विषय विभिन्न विद्वान्हरूको मतमतान्तर चर्चापछि अलङ्कारका प्रमुख प्रकारहरूको सोदाहरण अध्ययन गरिने छ।
6. शब्दशक्ति परिभाषा, शब्दशक्तिका भेद उपभेदहरूको उदाहरणसहित अध्ययन गरिन्छ।
7. रस- अर्थ, परिभाषा, प्रकार र स्थायीभावहरूको परिचय
8. काव्यगुण भनेको के हो चर्चा गरी काव्यगुणका लक्षणहरूका प्रकार विषय उदाहरणसहित अध्ययन गरिन्छ।

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9. कवितामा काव्यदोष के हो भन्ने विषय चर्चा गरी काव्यका लक्षणको वर्गीकरण गर्दै अध्ययन गरिन्छ
10. बिम्ब, प्रतीक, मिथक, संरचना, बुनोटको परिचय, तात्पर्य उदाहरणका साथ अध्ययन गरिन्छ।

दोस्रो सत्र

NEPH DSC – 4- प्रमुख साहित्यिक सिद्धान्त र वादहरू

COURS OBJECTIVES

TO ENABLE THE LEARNERS

रसवादको चर्चा

अलङ्कारवादको चर्चा

शास्त्रीयतावादको चर्चा

स्वच्छन्दतावादको चर्चा

यथार्थवादको चर्चा

अतियथार्थवादको चर्चा

प्रगतिवादको चर्चा

अस्तित्ववाद र नारीवादको चर्चा

मनोविज्ञानपरक समालोचनाको चर्चा

COURSE OUTCOME

Principal  
CLUNY WOMEN'S COLLEGE  
Kalimpong

Coordinator  
Internal Quality Assurance Cell (IQAC)  
Cluny Women's College  
Kalimpong





Cluny Women's College

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रसवाद, अलङ्कारवाद, शास्त्रीयतावाद, स्वच्छन्दतावाद,  
यथार्थवाद, अतियथार्थवाद, प्रगतिवाद,  
अस्तित्ववाद, नारीवाद, मनोविज्ञानपरक समालोचनाबारे जानकारी

तेस्रो सत्र

CC-5 सामान्य भाषाविज्ञान

COURSE OBJECTIVES

TO ENABLE THE LEARNERS

१. भाषाको अर्थ, प्रकृति र विशेषताको चर्चा
२. भाषाको पारिवारिक र आकृतिमूलक वर्गीकरणको चर्चा
३. भाषाविज्ञानको प्रमुख विभागहरूको परिचयको चर्चा
४. ध्वनिविज्ञान-भाषिक ध्वनि, ध्वनि उच्चारणका अवयवहरू, ध्वनि वर्गीकरणको चर्चा
५. वर्णविज्ञान- वर्ण र प्रकार को चर्चा
६. वाक्यविज्ञान- परिचय, परिभाषा र विविध प्रकारको चर्चा
७. अर्थविज्ञान- अर्थको परिचय, अर्थ परिवर्तनका कारण र दिशा, शब्द र अर्थको सम्बन्धको चर्चा
८. रूपविज्ञानको चर्चा

COURSE OUTCOME

१. भाषा, यसको अर्थ, प्रकृति र विशेषतामाथि ज्ञान दिन्छ।
२. भाषालाई कुन कुन विषयमा अध्ययन गर्न सकिन्छ, परिवारमा र आकृतिको आधारमा कसरी अध्ययन गरिन्छ त्यसको ज्ञात गराउँछ।

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३. भाषाको विभागहरू अर्थविज्ञान, शब्दविज्ञान, वाक्यविज्ञान, रूपविज्ञान आदिमाथि बताउँछ।
४. ध्वनिविज्ञानमा भाषिक ध्वनि के हो, ध्वनि कहाँ कहाँबाट उच्चरित हुन्छ, र ध्वनि वर्गीकरण कतिप्रकारको हुन्छ आदि बताउँछ।
५. वर्णविज्ञानमा वर्णको परिचय, यसको प्रकारमाथि ज्ञात गराउँछ।
६. वाक्यविज्ञानले वाक्य के हो, यसको परिभाषा र प्रकार, उपवाक्य आदिबारे जानकारी गराउँछ।
७. अर्थविज्ञानमा अर्थको अर्थ, अर्थ परिवर्तन किन र कुन कुन कारणले हुन्छ, कुन कुन दिशामा हुन्छ भने बोध गराउँछ।
८. रूपविज्ञानमा शब्दको रूप, संरूप, पद, पदावली आदिमाथि जानकारी गराउँछ।

योग्यता विकासमूलक अनिवार्य पाठ्यचर्या (AECC-2)

COURSE OBJECTIVES

TO ENABLE THE LEARNERS

प्रमुख भारतीय भाषा (MIL) –नेपाली- नेपाली भाषा व्याकरण र रचना

1. मुना मदन (खण्डकाव्य) को विश्लेषण र चर्चा।
2. लक्ष्मीप्रसाद देवकोटाको कवित्व चर्चा
3. भाषा अर्थ, परिभाषा, प्रकृति र विशेषता चर्चा
4. संसारका प्रमुख भाषा परिवारहरूको परिचय
5. नेपाली भाषाका विशेषताहरू- परिचय
6. भोट बर्मेली भाषाबाट आएका आगन्तुक शब्दहरूको परिचय

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7. नेपाली शब्दवर्ग - नाम, सर्वनाम, विशेषण, क्रियापद, क्रियायोगी, नामयोगी, संयोजकको सोदाहरणचर्चा
8. व्याकरणिक कोटि - लिङ्ग, वचन, पुरुष, काल, पक्ष, वाच्य, आदरको सोदाहरण चर्चा
9. बारधारा र गाउँखाने कथा विषय चर्चा
10. भावविस्तार विषय चर्चा
11. निबन्ध लेखन विधि र अभ्यास

#### COURSE OUTCOME

1. मुना मदन (खण्डकाव्य) को प्रवृत्ति, झ्याउरे छन्द विश्लेषण, नेपाली साहित्यमा खण्डकाव्य मुनामदनको स्थान अध्ययन गरिन्छ।
2. लक्ष्मीप्रसाद देवकोटाको कवित्व अध्ययन गरिन्छ।
3. भाषा अर्थ, परिभाषा, प्रकृति र विशेषता अध्ययन गरिन्छ।
4. संसारका प्रमुख भाषा परिवारहरूको विषयमा परिचयात्मक अध्ययन गरिन्छ।
5. नेपाली भाषाका विशेषताहरूको परिचयात्मक अध्ययन गरिन्छ।
6. भोट बर्मेली भाषाबाट आएका नेपालीमा आगन्तुक शब्दहरूको परिचयात्मक अध्ययन गरिन्छ।
7. नेपाली शब्दवर्ग - नाम, सर्वनाम, विशेषण, क्रियापद, क्रियायोगी, नामयोगी, संयोजकको सोदाहरण अध्ययन गरिन्छ।
8. व्याकरणिक कोटि - लिङ्ग, वचन, पुरुष, काल, पक्ष, वाच्य, आदरले शब्द वर्गलाई कसरी रूपायन गर्छ आदि सोदाहरण अध्ययन गरिन्छ।
9. बाग्धारा र गाउँखाने कथा विषय परिचयात्मक अध्ययन गरिन्छ।
10. भावविस्तार विषय उदाहरणस्वरूप अध्ययन गरिन्छ।

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11. निबन्ध लेखन विधि र अभ्यास गरिन्छ।

CC-6 नेपालीकथा

COURSE OBJECTIVE

TO ENABLE THE LEARNERS

पहिलोएकाइ

1. आधुनिकनेपालीकथाकाप्रमुखप्रवृत्तिहरूकोअध्ययन
2. परालकोआगो- गुरुप्रसादमैनाली
3. परिबन्द- पुष्करसमशेर
4. धनमतीकोसिनेमास्वप्न- रूपनारायणसिंह

दोस्रोएकाइ

5. माछाकोमोल- शिवकुमारराई
6. मैयाँसाहेब- भवानीभिक्षु
7. चौकीदार- हायमनदासराई 'किरात'

तेस्रोएकाइ

8. मेरीएउटानागाहुकी- हरिप्रसादगोर्खाराई
9. रातभरिहुरीचल्यो- इन्द्रबहादुरराई
10. ज्योतिबिनाकोउज्यालो- सानुलामा
11. पासाङहरूकोकथा- पूर्णराई

12. सन्तोषबाबुकोडायरीमाथि- सुखनम

चौथोएकाइ

13. निर्वासित- लक्ष्मीदेवीसुन्दास
14. चर्केकोछाना- देवकुमारीथापा

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15.चेत्री- सम्पूर्णराई

16.टोटलाकोफूल- मटिल्लाराई

COURSE OUTCOME

1. आधुनिकनेपालीकथाकामुख्यप्रवृत्तिहरूबारेबुझाउँछ।
2. लोभेस्वास्त्रीकोझगडापरालकोआगोभन्नेबुझाउँछ।
3. परिबन्दलेजीवनमाआइपर्नेचेपारोहरूबारेबुझाउँछ।
4. धनमतिकोसिनेमामोह, मोहभङ्गरपाएकोदुखतरैपनिचेतनखोलिएकोबुझाउँछ।
5. मान्छेकोजीवनकोमाछाकोमोलजतिकोपनिमूल्यनभएकोबुझाउँछ।
6. राणाहरूकोपतनपछिजीवनशैलीरप्रेमप्राप्तिनभएरत्यागबुझाउँछ।
7. चौकिदारीकामगर्नेहरूकोकथाव्यथाबुझाउँछ।
8. नागारगोर्खाहरूकोसुमधुरसम्बन्धदर्साउँछ।
9. समाजकोयथार्थचित्रणपाइन्छ।
10. बालसुलभमनकोमनोविश्लेषणपाइन्छ।
11. समाजकाथुप्रैपासाडहरूकोकथाव्यथाबुझाउँछ।
12. मानिसलेअरूकोकुभलोहोइनभलोगर्नुपर्नेबुझाउँछ।
13. निर्वासितजीवनकोकथापाइन्छ।
14. पतिपत्नीकोसम्बन्धमाआएकोफाटोबुझाउँछ।
15. चेत्रीजस्तैपात्रहरूकोप्रतिनिधित्वगरेकोपाइन्छ।
16. नारीहरूकोजीवनकोअस्तित्वरमहत्त्वबुझाउँछ।

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COURS OBJECTIVES

TO ENABLE THE LEARNERS

आधुनिक नेपाली उपन्यासको पृष्ठभूमि र विकासको चर्चा  
उपन्यासको परिभाषा, स्वरूप र औपन्यासिक तत्त्वहरूको चर्चा  
प्रमुख नेपाली उपन्यासकारका औपन्यासिक प्रवृत्तिको चर्चा  
भ्रमर र रूपनारायण सिंहको चर्चा  
लगडाको साथी र लैनसिंह बाङ्देलबारे चर्चा  
तीन घुम्ती र विशेश्वरप्रसाद कोइरालाको चर्चा  
पर्खालभिन्न र बाहिर अनि पारिजातको चर्चा  
जुनेली रेखा र इन्द्र सुन्दासको चर्चा  
मध्यान्तर र पुष्प राईको चर्चा

COURSE OUTCOME

आधुनिक नेपाली उपन्यासको पृष्ठभूमि र विकासबारे जानकारी  
उपन्यासको परिभाषा, स्वरूप र औपन्यासिक तत्त्वहरूबारे जानकारी  
प्रमुख नेपाली उपन्यासकारका औपन्यासिक प्रवृत्तिबारे जानकारी  
भ्रमर र रूपनारायण सिंह अनि लगडाको साथी र लैनसिंह बाङ्देलबारे जानकारी  
तीन घुम्ती र विशेश्वरप्रसाद कोइराला अनि पर्खालभिन्न र बाहिर र पारिजात बारे जानकारी  
जुनेली रेखा र इन्द्र सुन्दास अनि मध्यान्तर र पुष्प राई आदिबारे जानकारी

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CC-8

COURSE OBJECTIVES

TO ENABLE THE LEARNERS

नेपाली निबन्ध

1. निबन्धको परिभाषा अनिस्वरूप र प्रकारहरूको चर्चा
2. नेपाली निबन्ध साहित्यको विकासको सङ्क्षिप्त सर्वेक्षण विषय चर्चा
3. प्रमुख नेपाली निबन्धकारहरूका निबन्ध लेखन प्रवृत्ति, निबन्ध साहित्य क्षेत्रमा उनको योगदान र स्थाननिर्धारण विषय चर्चा
4. श्री गणेशाय नमः निबन्धमाथि चर्चा
5. लक्ष्मीप्रसाद देवकोटाको निबन्धकारितामाथि चर्चा
6. एब्स्ट्रयाक्ट चिन्तन प्याज निबन्ध विषयचर्चा
7. शङ्कर लामिछानेको निबन्धकारितामाथि चर्चा
8. साहित्य र हावापानी निबन्ध विषय चर्चा
9. कृष्णचन्द्र सिंह प्रधानको निबन्धकारितामाथि चर्चा
10. वक्ताहरूको कुनो नियामाथि चर्चा
11. तारानाथ शर्माको निबन्धकारितामाथि चर्चा
12. कविको धन निबन्धमाथि चर्चा
13. रामकृष्ण शर्माको निबन्धकारितामाथि चर्चा
14. तस्वीर निबन्धमाथि चर्चा
15. हृदयचन्द्रसिंह प्रधानको निबन्धकारितामाथि चर्चा
16. अजिब भोज निबन्धमाथि चर्चा
17. पारसमणि प्रधानको निबन्धकारितामाथि चर्चा

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18. हास्य निबन्धमाथि चर्चा
19. राजनारायण प्रधानको निबन्धकारितामाथि चर्चा
20. जय भुँडी निबन्धमाथि चर्चा
21. भैरव अर्यालको निबन्धकारितामाथि चर्चा
22. खै खै निबन्धमाथि चर्चा
23. केशवराज पिँडालीको निबन्धकारितामाथि चर्चा
24. भुँडी निबन्धमाथि चर्चा
25. अच्छा राई रसिकको निबन्धकारितामाथि चर्चा
26. गृहस्थीको समाधीनिबन्धमाथि चर्चा
27. रामलाल अधिकारीको निबन्धकारितामाथि चर्चा
28. रिस किन उठ्छ निबन्धमाथि चर्चा
29. सानुभाइ शर्माको निबन्धकारितामाथि चर्चा
30. वाह! दार्जिलिङ्ग-टी निबन्धमाथि चर्चा
31. सलोन कार्थकको निबन्धकारितामाथि चर्चा

#### COURSE OUTCOME

#### नेपाली निबन्ध

1. निबन्धको परिभाषा अनिस्वरूप र प्रकारहरू वि।य विभिन्न विद्वान्हरूको मतादिअध्ययन गरिन्छ
2. नेपाली निबन्ध साहित्यको विकासको सङ्क्षिप्त सर्वेक्षण विषय अध्ययन गरिन्छ
3. प्रमुख नेपाली निबन्धकारहरूका निबन्ध लेखन प्रवृत्ति, निबन्ध साहित्य क्षेत्रमा उनको योगदान र स्थाननिर्धारण विषय अध्ययन गरिन्छ

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Coordinator  
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4. श्री गणेशाय नमः निबन्धमाथि विश्लेषणात्मक अध्ययन गरिन्छ।
5. लक्ष्मीप्रसाद देवकोटाको निबन्धकारितार प्रवृत्तिअध्ययन गर्दै स्थान निर्धारण गरिन्छ।
6. एब्सट्रयाक्ट चिन्तन प्याजकस्तो किसिमको निबन्ध हो भन्ने विषयमा विश्लेषणात्मक अध्ययन गरिन्छ।
7. शङ्कर लामिछानेको निबन्धकारिता अध्ययन गरिन्छ।
8. साहित्य र हावापानी निबन्धको विश्लेषणात्मक अध्ययन गरिन्छ।
9. कृष्णचन्द्र सिंह प्रधानको निबन्धकारिता अध्ययन गरिन्छ।
10. नियन्त्राको परिचयकासाथ वक्ताहरूको कुनो नियन्त्राको विश्लेषणात्मक अध्ययन गरिन्छ।
11. तारानाथ शर्माको निबन्धकारितामाथि अध्ययन गरिन्छ।
12. कविको धन निबन्धको विश्लेषणात्मक अध्ययन गरिन्छ।
13. रामकृष्ण शर्माको निबन्धकारिता अध्ययन गरिन्छ।
14. तस्वीर निबन्धको विश्लेषणात्मक अध्ययन गरिन्छ।
15. हृदयचन्द्रसिंह प्रधानको निबन्धकारिता अध्ययन गरिन्छ।
16. अजिब भोज निबन्धको विश्लेषणात्मक अध्ययन गरिन्छ।
17. पारसमणि प्रधानको निबन्धकारिता अध्ययन गरिन्छ।
18. हास्य निबन्धको विश्लेषणात्मक अध्ययन गरिन्छ।
19. राजनारायण प्रधानको निबन्धकारितामाथि अध्ययन गरिन्छ।
20. जय भुँडीहास्य निबन्धको रूपमा अध्ययन गरिन्छ।
21. भैरव अर्याललाई हास्य निबन्धकारको रूपमा अध्ययन गरिन्छ।
22. हास्यनिबन्ध खै खै-को विश्लेषणात्मक अध्ययन गरिन्छ।

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23. केशवराज पिंडालीलाई हास्य निबन्धकारका रूपमा हेर्नेउनको निबन्धकारिता अध्ययन गरिन्छ।
24. हास्य निबन्ध भुँडीमाथि विश्लेषणात्मक अध्ययन गरिन्छ।
25. अच्छा राई रसिकको निबन्धकारिता अध्ययन गरिन्छ।
26. गृहस्थीको समाधीनिबन्धको विश्लेषणात्मक अध्ययन गरिन्छ।
27. रामलाल अधिकारीको प्रवृत्ति हेर्नेनिबन्धकारिताको अध्ययन गरिन्छ।
28. रिस किन उठ्छ निबन्धको विश्लेषणात्मक अध्ययन गरिन्छ।
29. सानुभाइ शर्माको निबन्धकारिता अध्ययन गरिन्छ।
30. वाह! दार्जिलिङ्गटी निबन्धको विश्लेषणात्मक अध्ययन गरिन्छ।
31. सलोन कार्थकको नियात्राकारिता अध्ययन गरिन्छ।

NEPH DSC – 9 नेपाली भाषाविज्ञान

COURS OBJECTIVES

TO ENABLE THE LEARNERS

नेपाली भाषाको उत्पत्ति र विकासको चर्चा

नेपाली भाषा र लिपीको परिचय

नेपाली भाषाको शब्द भण्डारको चर्चा

नेपाली भाषाको शब्द निर्माण प्रक्रियाबारे चर्चा

नेपाली भाषाको वर्ण विन्यासको चर्चा

नेपाली भाषाको अध्ययन परम्पराको चर्चा

नेपाली व्याकरणको इतिहासको चर्चा

नेपाली भाषाको अन्तराष्ट्रीय विस्तारबारे चर्चा

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भारतमा नेपाली भाषा मान्यता आन्दोलनबारे चर्चा  
नेपाली वर्तनी प्रयोग (ह्रस्व, दीर्घ, रेफ, हलन्त)-बारे चर्चा  
पदयोग, पदवियोग, संयुक्ताक्षर चर्चा  
वाक्य गठन विधिबारे चर्चा

COURSE OUTCOME

नेपाली भाषाको उत्पत्ति, विकास अनि नेपाली भाषा र लिपीको जानकारी  
नेपाली भाषाको शब्द भण्डार र नेपाली भाषाको शब्द निर्माण प्रक्रियाबारे जानकारी  
नेपाली भाषाको वर्ण विन्यास र नेपाली भाषाको अध्ययन परम्पराबारे जानकारी  
नेपाली व्याकरणको इतिहास र नेपाली भाषाको अन्तराष्ट्रीय विस्तारबारे जानकारी  
भारतमा नेपाली भाषा मान्यता आन्दोलनबारे जानकारी  
नेपाली वर्तनी प्रयोग (ह्रस्व, दीर्घ, रेफ, हलन्त ),पदयोग, पदवियोग, संयुक्ताक्षर  
र वाक्य गठन विधिबारे जानकारी

CC-10 समकालीननेपालीकविता

COURSE OBJECTIVE

TO ENABLE THE LEARNERS

पहिलोएकाइ

- 1.समकालीनशब्दकोअर्थ, परिभाषारअवधारणा
- 2.समकालीनकविताकाप्रमुखप्रवृत्तिरविशेषताहरूकोअध्ययन
- 3.तिमीलाईमसधैँदेख्छु- मोहनठकुरी
- 4.शान्तिसन्देश (कविता) - जसयोञ्जनप्यासी

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दोस्रोएकाइ

5. सपनाहरू- पवनचामलिङ 6. वल्लभदाईतपाईंभन्दामधेरैअभागी- जीवनथिङ
7. आजफेरिछोरासित - विकासगोतामे
8. मकहिलेबुद्धहुनुमनप्रसादसुब्बा

तेस्रोएकाइ

9. बेरोजगारयुवाकोआइडेन्टिटीकार्ड - राजेन्द्रभण्डारी
10. घायलफूलझरेकाकेहीपत्रहरू- नोज्याङस्याङदेन
11. जङ्गलएकसलिलकी- अविनाशश्रेष्ठ

चौथोएकाइ -

12. पौरखकोनदी- भविलाललामिछाने
13. परेलीपरेलीमाभिजेर- नरेशचन्द्रखाती
14. यूक्लिष्ट्आउँदोपिंढीलाईआशीर्वाद - नवसापकोटा
15. शकुन्तला- पदमछेत्री
16. मध्यरातकोसहर- विचन्द्र

COURSE OUTCOME

1. समकालीनशब्दकोअर्थरअवधारणाबुझाउँछ।
2. समकालीनकविताकोमुख्यप्रवृत्तिरविशेषताहरूबारेदर्साउँछ।
3. कवितालेदेशप्रेमबुझाउँछ।
4. पर्यावरणचेतनारशान्तिस्थापनाकोचाहनाबुझाउँछ।
5. जातिप्रेमरवैचारिकक्रान्तिकोआह्वानपाइन्छ।
6. सिक्किमलेगुमाउनुपरेकोआफ्नोअधिकारकोबोधरआत्मग्लानीबुझाउँछ।
- 7.

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देशस्वतन्त्रभएपनिजातिस्वतन्त्रनभएकोरयुवाहरूलेजातीयउनमुक्तिकालागिपहलगर्नुपर्ने  
बुझाउँछ।

8. बुद्धकोदर्शनरसाधरणआधुनिकमानिसकोजीवनचर्यापाइन्छ।
9. देशमादिनोदिनबढ्दैगइरहेकोबेरोजगारीसमस्याबुझाउँछ।
10. मानिसशरीरलेहोइनविचारलेशिक्तशालीहुनेबुझाउँछ।
11. जङ्गलकोआत्मकथापाइन्छ।
12. मानिसपरिश्रमिबन्नुपर्छभन्नेबुझाउँछ।
13. जातीयअस्तित्वस्थितिबुझाउँछ।
14. जीवनदर्शनबुझाउँछ।
15. शकुन्तलालाईहेरेरहामीचेलीहरूलेसमाजरपुरुषहरूकोषड्यन्त्रबुझ्नुपर्नेपाइन्छ।
16. प्रतीकात्मकरूपमामध्यरातमाउभिएकोसहरबुझाउँछ।

CC11

COURSE OBJECTIVES

TO ENABLE THE LEARNERS

समालोचनाको स्वरूप

1. केही प्रमुख समालोचकहरूका समालोचना विषय चर्चा
2. नैवेद्य समालोचना एक चर्चा
3. सूर्यविक्रम ज्ञवाली समालोचकका रूपमा चर्चा
4. टाक्सिएको नेपाली कविता एक चर्चा
5. रामकृष्ण शर्मा समालोचकका रूपमा चर्चा
6. कविता अनिर्धार्यतालेखमाथि चर्चा

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7. इन्द्रबहादुर राई समालोचकका रूपमा चर्चा
8. नेपालीमा शृङ्गारकालीन कविताको विकास विषय एक चर्चा
9. कृष्णचन्द्रसिंह प्रधानसमालोचकका रूपमा चर्चा
10. मुना मदन यथार्थवादी समालोचनामाथि एक चर्चा
11. गणेशलाल समालोचकका रूपमा चर्चा
12. आधुनिक नेपाली कथा: गति र प्रकृति लेखमाथि एक चर्चा
13. ईश्वर बराल समालोचकका रूपमा चर्चा
14. आधुनिक नेपाली नाटक लेखमाथि एक चर्चा
15. ताना शर्मा समालोचकका रूपमा चर्चा
16. दार्जिलिङमा नेपाली : एक ऐतिहासिक अध्ययनमाथि एक चर्चा
17. कुमार प्रधान समालोचकका रूपमा चर्चा
18. लक्ष्मी निबन्ध सङ्ग्रह लेखमाथि एक चर्चा
19. राजनारायण प्रधान समालोचकका रूपमा चर्चा
20. कविता के हो? माथि एक चर्चा
21. गुमानसिंह चामलिङ समालोचकका रूपमा चर्चा

#### COURSE OUTCOME

समालोचनाको स्वरूप

22. केही प्रमुख समालोचकहरूका समालोचना विषयविश्लेषणात्मक अध्ययन गरिन्छ।
23. नैवेद्य समालोचनाको विषयविश्लेषणात्मक अध्ययन गरिन्छ।
24. सूर्यविक्रम ज्ञवाली समालोचकका रूपमा अध्ययन गरिन्छ।
25. टाक्सिएको नेपाली कविता विषयविश्लेषणात्मक अध्ययन गरिन्छ।

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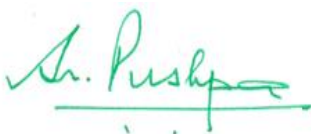


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26. रामकृष्ण शर्मालाई तार्किक निबन्धात्मक समालोचकका रूपमा अध्ययन गरिन्छ।
27. कविता अनिर्धार्यतालेखमाथिविश्लेषणात्मक अध्ययन गरिन्छ।
28. इन्द्रबहादुर राईको समालोचना प्रवृत्ति र प्राप्तिहरू अध्ययन गरिन्छ।
29. नेपालीमा शृङ्गारकालीन कविताको विकास विषय विश्लेषणात्मक अध्ययन गरिन्छ।
30. कृष्णचन्द्रसिंह प्रधानसमालोचकका अध्ययन गरिन्छ।
31. मुना मदन यथार्थवादी समालोचनामाथि विश्लेषणात्मक अध्ययन गरिन्छ।
32. गणेशलाल समालोचकका अध्ययन गरिन्छ।
33. आधुनिक नेपाली कथा: गति र प्रकृति लेखमाथिविश्लेषणात्मक अध्ययन गरिन्छ।
34. ईश्वर बराल समालोचकका अध्ययन गरिन्छ।
35. आधुनिक नेपाली नाटक लेखमाथि विश्लेषणात्मक अध्ययन गरिन्छ।
36. ताना शर्मा समालोचकका अध्ययन गरिन्छ।
37. दार्जिलिङमा नेपाली : एक ऐतिहासिक अध्ययनमाथि विश्लेषणात्मक अध्ययन गरिन्छ।
38. कुमार प्रधानलाई इतिहासपरक समालोचकका अध्ययन गरिन्छ।
39. लक्ष्मी निबन्ध सङ्ग्रह लेखमाथि विश्लेषणात्मक अध्ययन गरिन्छ।
40. राजनारायण प्रधान समालोचकका अध्ययन गरिन्छ।
41. कविता के हो? माथि विश्लेषणात्मक अध्ययन गरिन्छ।
42. गुमानसिंह चामलिङ समालोचकका रूपमा चर्चा

पाँचौ सत्र

  
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NEPH DSC – 12 - नेपाली नाटक र एकाकी

COURS OBJECTIVES

TO ENABLE THE LEARNERS

नाटक र एकाङ्कीका तत्त्वको चर्चा

नेपाली नाटक र एकाङ्कीको विकास क्रमको सक्षिप्त चर्चा

नेपाली नाटक र एकाङ्कीका प्रमुख प्रवृत्तिहरूको चर्चा

भीमसेनको अन्त्य र बालकृष्ण समको चर्चा

यो प्रेम र गोपालप्रसाद रिमालको चर्चा

अनि देउराली रुन्छ र मनबहादुर मुखियाको चर्चा

तीन दिशा र लक्ष्मण श्रीमलको चर्चा

टीका (एकाङ्की) र मोहन पुकारको चर्चा

अश्वत्थामा हतोहत र अविनाश श्रेष्ठको चर्चा

COURSE OUTCOME

नाटक र एकाङ्कीका तत्त्व बारे जानकारी

नेपाली नाटक र एकाङ्कीको विकास क्रमको नेपाली नाटकबारे जानकारी

एकाङ्कीका प्रमुख प्रवृत्तिहरूबारे जानकारी

भीमसेनको अन्त्य र बालकृष्ण समबारे जानकारी

यो प्रेम र गोपालप्रसाद रिमालबारे जानकारी

अनि देउराली रुन्छ र मनबहादुर मुखियाबारे जानकारी

तीन दिशा र लक्ष्मण श्रीमलबारे जानकारी

टीका (एकाङ्की) र मोहन पुकारबारे जानकारी

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अश्वत्थामा हतोहत र अविनाश श्रेष्ठबारे जानकारी

DSE- 1A

नेपाली भाषा साहित्यमा चलेका प्रमुख आन्दोलन र वादहरू

COURSE OBJECTIVES

TO ENABLE THE LEARNERS

१. झर्सेवादी आन्दोलनको चर्चा
२. हलन्त बहिस्कार आन्दोलनको चर्चा
३. राल्फाली आन्दोलनको चर्चा
४. तरलतावादी आन्दोलनको चर्चा
५. प्रगतिवादी आन्दोलनको चर्चा
६. आयामिक आन्दोलनको चर्चा
७. लीलालेखनको चर्चा
८. सङ्क्रमण लेखनको चर्चा

COURSE OUTCOME

१. झर्सेवादी आन्दोलनमा नेपालीकै शब्दहरूको प्रयाग गरौं भन्ने धारणाको विकास गराइन्छ।
२. हलन्त बहिस्कार आन्दोलनमा हलन्तको बढि प्रयोगको विरोध र आवश्यक ठाउँमा मात्र प्रयाग गरौं भन्न अभियान।
३. राल्फाली आन्दोलनमा स्थापित लेखकहरूले नवलेखकहरूलाई मान्यता दिनु पर्छ भन्ने माग पाइन्छ।

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४. तरलतावादी आन्दोलनले साहित्यमा नयाँ विचारहरूलाई मान्यता दिनपर्ने विचारको विकास
५. प्रगतिवादी आन्दोलनमा अधिकार भाग्यले होइन कर्मले प्राप्त गर्नपर्छ भन्ने भावनाको विकास।
६. आयामिक आन्दोलनले साहित्यमा सम्पूर्णतालाई मान्यता दिनपर्ने कुरामा जोड दिन्छ।
७. लीलालेखनमा हामी केवल नाटक गर्नमात्र आएका हौं, हामीलाई नियन्त्रित गर्ने परम शक्ति अरु नै छन्भन्ने बोध गराउँछ।
८. सङ्क्रमण लेखनमा सङ्क्रमणको समयमा लेखिएको साहित्यको महत्त्व बोध गराउँछ।

DSE-2A नेपालीसमाजरसंस्कृति

COURSE OBJECTIVE

TO ENABLE THE LEARNERS

पहिलोएकाइ -

1. समाजको अर्थरपरिभाषा
  2. संस्कृतिको अर्थरपरिभाषा
  3. समाज, संस्कृतिरसभ्यता
- दोस्रोएकाइ
4. नेपालीसमाजको संरचनाको परिचय
  5. नेपालीसमाजरसंस्कृतिका विशेषताहरू
- तेस्रोएकाइ

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6. नेपालीचाडपर्वररीतिथिति
7. नेपालीखानपान, वेश-भूषारगरगहना
8. नेपालीसंस्कारएवम्लोकविश्वास
9. नेपालीलोकबाजा
- चौथोएकाइ
10. हातहतियारएवम्लिल्प- शैली
11. बाँसलेबनेकासामाग्रीहरू
12. काठलेबनेकासामाग्रीहरू 13. दुङ्गरमाटोलेबनेकासामाग्रीहरू
14. ताँबालेबनेकाभाँडावर्तनहरू

## COURSE OUTCOME

1. समाजकोअर्थरपरिभाषाबुझाउँछ।
2. संस्कृतिकोअर्थरपरिभाषाबुझाउँछ।
3. समाज, संस्कृतिरसभ्यताकोसम्मानतारभिन्नताबुझाउँछ।
4. नेपालीसमाजकसरीबनेकोछपरिचयदिन्छ।
5. नेपालीसमाजरसंस्कृतिकोविशेषताहरूबुझाउँछ।
6. नेपालीचाडपर्वररीतिथितिकोपरिचयदिन्छ।
7. नेपालीखानपिन, भेषभुषारगरगरनाकोपरिचयदिन्छ।
8. नेपालीसंस्कारएवम्लोकविश्वासकोपरिचयदिन्छ।
9. नेपालीलोकबाजागाजाबारेबुझाउँछ।
10. हातहतियारकोपरिचयरप्रयोगबुझाउँछ।
11. काठलेबनेकासामाग्रीहरूकोपरिचयदिन्छ।

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12. बाँसलेबनेकासामाग्रीहरूकोपरिचयदिन्छ।
13. ढुङ्गारमाटोलेबनेकासामाग्रीहरूकोपरिचयदिन्छ।
14. ताँबालेबनेकासामाग्रीहरूकोपरिचयप्रयोगबुझाउँछ।

DSE-3A नेपालीबालसाहित्य

COURSE OBJECTIVE

TO ENABLE THE LEARNERS

पहिलोएकाइ

1. बालसाहित्यकोपरिभाषामहत्त्वप्रयोजन
2. नेपालीमौखिकरपारम्परिकबालसाहित्यकाविधाहरू  
शिशुगीत, बालखेलगीत, लोककथा, गाउँखानेकथा, उखान  
दोस्रोएकाइ

3. नेपालीबालसाहित्यलेखनकोथालनीरविकास
4. नेपालीबालकविताकोअध्ययन
5. नेपालीबालकथाकोअध्ययन  
तेस्रोएकाइ -

6. नेपालीबालगद्यलेखनकोअध्ययन-  
नेपालीबालउपन्यासकोअध्ययन

चौथोएकाइ

केहीप्रमुखनेपालीबालसाहित्यकोअध्ययन

7. नेपालीपरीकथाहरू- सुखनम - सातसिंगेअर्ना, जम्लेधाम, पाहारराँको, बल्सेरदैत्यनी,  
जुम्राउपयाँरगिद्ध, स्यालरआँधी, साधु, भ्यागुतोगंगटा

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8. मायाकोफूल- एडोनरोडगोड (दयालुराजारमैना, हितैसी, मायाकाफूलहरू,  
मोचीरराक्षससानाठुलाताराहरू)
9. चराकोचिरबिरभुराकीकिरकिर- भविलाललामिछाने (पहिलोकविता)
10. मालतीरोबो- मुक्तिउपाध्याय

## COURSE OUTCOME

1. बालसाहित्यकोपरिभाषा, महत्त्वउदेश्यबुझाउँछ।
2. शिशुगीत, बालखेलगीत, लोककथा, गाउँखानेकथारउखानकोपरिचयरप्रयोगबुझाउँछ।
3. नेपालीबालसाहित्यलेखनकोथालनीरविकासबुझाउँछ।
4. नेपालीबालकविताहरूकोबारेमाबुझाउँछ।
5. नेपालीबालकथाहरूकोबारेमाबुझाउँछ।
6. नेपालीबालउपन्यासकोबारेमाबुझाउँछ।
7. नेपालीपरीकथाहरूलेबालसुलभरमाइलारसन्देशमुलककथाहरूबुझाउँछ।
8. मायाकाफूलहरूलेपनिरमाइलाबालसुलभकुराहरूसाथैराम्रोसन्देशदिन्छ।
9. चराकोचिरबिरभुराकोकिरकिरकवितालेसुन्दरढङ्गमानानीहरूरपशुपक्षीमाझकोसम्बन्धबुझाउँछ।
10. मालतीरोबोउपन्यासलेविज्ञानकोउपलब्धिरबालसुलभमनकाजिज्ञासाहरूबुझाउँछ।

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DSE-4A

COURSE OBJECTIVES

TO ENABLE THE LEARNERS

विश्व साहित्यको अध्ययन

1. विश्व साहित्यको परिचयात्मक चर्चा
2. उपन्यास गोदानको चर्चा
3. उपन्यासकार प्रेमचन्दको परिचयात्मक चर्चा
4. उपन्यास आनन्दमठ विषय चर्चा
5. उपन्यासकार बकिमचन्द्र चट्टोपाध्यायको परिचयात्मक चर्चा
6. आत्मकथा आधालेखा दस्तावेजमाथि चर्चा
7. साहित्यकार इन्दिरा गोस्वामी (अर्धवृत जीवनरेखा अनु-किरणकुमार राई ) माथि चर्चा
8. नाटककारका रूपमा सेक्सपियरको चर्चा
9. ह्यामलेट नाटकको चर्चा
10. उपन्यास ओल्डम्यान एन्ड सी-माथि चर्चा
11. अर्नेस्ट हेमिङवेमाथि चर्चा
12. नाटक द घोस्ट-माथि चर्चा
13. नाटककार हेनरिक इब्सेनमाथि चर्चा

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COURSE OUTCOME

विश्व साहित्यको अध्ययन

1. विश्व साहित्य भनेको के हो? यसमा के के कुराहरू पछि आदि परिचयात्मक अध्ययन गरिन्छ
2. उपन्यास गोदानको प्रवृत्ति र साहित्यिक महत्त्व अध्ययन गरिन्छ।
3. उपन्यासकार प्रेमचन्दको प्रवृत्तिगत अध्ययन गरिन्छ।
4. उपन्यास आनन्दमठ विषय विश्लेषणात्मक अध्ययन गरिन्छ।
5. उपन्यासकार बकिमचन्द्र चट्टोपाध्यायको व्यक्तित्व र साहित्यकारिता अध्ययन गरिन्छ।
6. आत्मकथा आधालेखा दस्तावेजमाथि विश्लेषणात्मक अध्ययन गरिन्छ।
7. साहित्यकार इन्दिरा गोस्वामी (अर्धवृत जीवनरेखा अनु-किरणकुमार राई)को साहित्यिक व्यक्तित्व अध्ययन गरिन्छ।
8. नाटककारका रूपमा सेक्सपियरको विशद् अध्ययन गरिन्छ।
9. ह्यामलेट नाटकको विश्लेषणात्मक अध्ययन गरिन्छ।
10. उपन्यास ओल्डम्यान एन्ड सी-को विश्लेषणात्मक अध्ययन गरिन्छ।
11. अर्नेस्ट हेमिङवेको व्यक्तित्व र साहित्यकारिता अध्ययन गरिन्छ।
12. नाटक द घोस्टको विश्लेषणात्मक अध्ययन गरिन्छ।
13. नाटककार हेनरिक इब्सेनको व्यक्तित्व र साहित्यकारिता अध्ययन गरिन्छ।

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## नेपाली लोक साहित्य

### COURSE OBJECTIVES

#### TO ENABLE THE LEARNERS

१. लोक र लोकवार्ता शब्दका अर्थ र परिभाषाको चर्चा
२. लोकवार्ता अध्ययनको औचित्य र महत्त्वको चर्चा
३. लोकवार्ताको क्षेत्र र स्वरूपको चर्चा
४. लोकवार्ताका विविध भेदहरूको चर्चा
५. नेपाली लोकजीवन र लोक संस्कृति नेपाली लोक संस्कृति र लोक साहित्यको चर्चा
६. लोकवार्ता अध्ययनको परम्पराको चर्चा
७. नेपाली लोकसाहित्यका विधागत स्वरूप र विशेषताको चर्चा
८. नेपाली लोकगीत-प्रकार, स्वरूप र विशेषताको चर्चा
९. बाहामासा, हाक्पारे, संगिनी, सेलो, झ्याउरे, रसिया र टुङ्नाको चर्चा
१०. नेपाली लोक गाथा- प्रकार, स्वरूप र विशेषताको चर्चा
११. सोरठी, घाटु, वालूनको चर्चा
१२. नेपाली लोककविता – प्रकार, स्वरूप र विशेषताको चर्चा
१३. कवित्त, खाँडो र सिलोकको चर्चा

### COURSE OUTCOME

१. लोक र लोकवार्ता शब्दका अर्थ र परिभाषाको चर्चा गरियो।
२. लोकवार्ता अध्ययनको औचित्य र महत्त्वमाथि प्रकास पारियो।
३. लोकवार्ताको क्षेत्र र स्वरूपलाई विस्तृतरूपमा व्याख्या गरियो।

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Kalimpong

Coordinator  
Internal Quality Assurance Cell (IQAC)  
Cluny Women's College  
Kalimpong



## Cluny Women's College

8th Mile, Kalimpong - 734301  
West Bengal, INDIA

(Established & Administered by Sisters of St. Joseph of Cluny)  
W.B. Govt. Aided Christian Minority College Affiliated to NBU &  
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४. लोकवार्ताका विविध भेदहरू के के हुन् भन्ने विषयमा बताइयो।
५. नेपाली लोकजीवन र लोक संस्कृति बारे विश्लेषण गरियो।
६. नेपाली लोक संस्कृति र लोक साहित्यमाथि प्रकास पारियो।
- ७ लोकवार्ता अध्ययनको परम्परामाथि प्रकास पाउँँ लोकवार्ताको अध्ययन कहिलेदेखि भयो भन्ने चर्चा गरियो।
८. नेपाली लोकसाहित्यका विधागत स्वरूप र विशेषतामा लोकसाहित्य के हो, कस्ता हुन्छ र यसको विशेषता प्रकास पारियो।
९. नेपाली लोकगीत-प्रकार, स्वरूप र विशेषतामाथि चर्चा गरियो।
१०. बाहामासा, हाक्पारे, संगिनी, सेलो, झ्याउरे, रसिया र टुङ्ना कस्तो बेला गाइन्छ र यसको महत्त्वमाथि विवेचना गरियो।
११. नेपाली लोक गाथा- प्रकार, स्वरूप र विशेषताबारे जनाउँँ नेपाली साहित्यमा यसको महत्त्व जनाइयो।
१२. सोरठी, घाटु, वालून के हो र यसको प्रयोग परम्परामाथि जनाइयो।
- १३ नेपाली लोककविता – प्रकार, स्वरूप र विशेषतामाथि चर्चा गरियो।  
कवित्त, खाँडो र सिलोकको महत्त्व प्रकास पारियो।

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DBM: LCC-IA

COURSE OBJECTIVES

TO ENABLE THE LEARNERS

नेपाली व्याकरण र रचना

1. व्याकरणको इतिहास अर्थ र परिभाषा चर्चा
2. नाम, सर्वनाम, विशेषण र क्रियाको परिचयात्मक चर्चा
3. कारक र कारकका प्रकार विषय चर्चा
4. समास र समासका प्रकार विषय चर्चा
5. पर्यायवाची अनेकार्थी, समूहवाची, विलोम, ठेठर पारिभाषिक शब्दको चर्चा
6. छन्दको विषयमा चर्चा
7. सवाईसेलो झ्याउरे तोटकइन्द्रबज्राउपेन्द्रबज्राशार्दुलविक्रीडित शिखरिणी छन्दका लक्षणहरू विषय चर्चा
8. अलङ्कार विषय चर्चा
9. उपमा दीपक अनुप्रासरूपकयमक उत्प्रेक्षा अलङ्कारका लक्षण उदाहरणसहित चर्चा
10. प्रतिवेदन लेखन चर्चा
11. निबन्ध लेखन चर्चा
12. नेपाली उखान टुक्का

COURSE OUTCOME

1. व्याकरणको इतिहास अर्थ र परिभाषा अध्ययन गरिन्छ।
2. नाम, सर्वनाम, विशेषण र क्रियाको परिचयात्मक अध्ययन गरिन्छ।

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3. कारक र कारकका प्रकार विषय उदाहरणसहित अध्ययन गरिन्छ।
4. समास र समासका प्रकार विषय अध्ययन गरिन्छ।
5. पर्यायवाची अनेकार्थी, समूहवाची, विलोम, ठेटर पारिभाषिक शब्दको उदाहरण सहित अध्ययन गरिन्छ।
6. छन्दको अर्थ परिभाषा प्रकार आदि विषयअध्ययन गरिन्छ।
7. सवाईसेलो झ्याउरे तोटकइन्द्रबज्राउपेन्द्रबज्राशार्दुलविक्रीडित शिखरिणी छन्दका लक्षणहरू उदाहरणसहित अध्ययन गरिन्छ।
8. अलङ्कारको अर्थ परिभाषा प्रकार आदिविषयअध्ययन गरिन्छ।
9. उपमा दीपकअनुप्रासरूपकयमक उत्प्रेक्षा अलङ्कारका लक्षण उदाहरणसहित अध्ययन गरिन्छ।
10. प्रतिवेदन लेखन अध्ययन र अभ्यास गरिन्छ।
11. निबन्ध लेखन अध्ययन र अभ्यास गरिन्छ।
12. नेपाली उखान टुक्का उदाहरणसहित अध्ययनगरिन्छ।

LCC-IB

COURSE OBJECTIVES

TO ENABLE THE LEARNERS

### नेपाली गद्याख्यान

1. आख्यान र यसका तत्त्वहरू विषय विस्तृत चर्चा
2. बडा डिनर (कथा सङ्ग्रह)का छवटा कथाहरूको चर्चा
3. कथाकार शिवकुमार राई विषय चर्चा

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4. उपन्यास होइ च्याङ्बा विषय चर्चा
5. उपन्यासकार हायमानदास राई किरातविषय चर्चा
6. उपन्यास मने विषय चर्चा
7. उपन्यासकार सुवास विषय चर्चा
8. उपन्यास तर कहिले ? विषय चर्चा
9. उपन्यासकार प्रकाश कोविद विषय चर्चा

#### COURSE OUTCOME

1. आख्यान र यसका तत्त्वहरू विषय विस्तृत अध्ययन
2. बडा डिनर (कथा सङ्ग्रह)का छवटा कथाहरूको विश्लेषणात्मक अध्ययन गरिन्छ।
3. कथाकार शिवकुमार राईको कथाकारिता अध्ययन गरिन्छ।
4. उपन्यास होइ च्याङ्बा विषयविश्लेषणात्मक अध्ययन गरिन्छ।
5. उपन्यासकार हायमानदास राई किरातको साहित्यकारिता अध्ययन गरिन्छ।
6. उपन्यास मने विषय विश्लेषणात्मक अध्ययन गरिन्छ।
7. उपन्यासकार सुवासको उपन्यासकारिता अध्ययन गरिन्छ।
8. उपन्यास तर कहिले ? विषय विश्लेषणात्मक अध्ययन गरिन्छ।
9. उपन्यासकार प्रकाश कोविदको उपन्यासकारिता अध्ययन गरिन्छ।

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COURSE OBJECTIVES

TO ENABLE THE LEARNERS

नेपाली निबन्ध

1. नेपाली निबन्धको विकासको परिचय
2. निबन्ध र निबन्ध तत्त्वहरूको परिचय
3. नेपाली निबन्धको प्रमुख प्रवृत्तिहरूको परिचय
4. हाइहाइ अङ्ग्रेजी विषय चर्चा
5. लक्ष्मीप्रसाद देवकोटाविषय चर्चा
6. जुँघा विषय चर्चा
7. हृदयचन्द्रसिंह प्रधानको निबन्धकारिता विषय चर्चा
8. निबन्ध कविको धनविषय चर्चा
9. रामकृष्ण शर्माविषय चर्चा
10. देवताको काम निबन्ध विषय चर्चा
11. शङ्कर लामिछानेको निबन्धकारिता विषय चर्चा
12. गाँधी जीवनी विषय चर्चा
13. राजनारायण प्रधानविषय चर्चा
14. प्यारिसको पोक्ची निबन्ध विषय चर्चा
15. तारानाथ शर्मा नियात्राकारका रूपमा चर्चा
16. कवि चम्रेलजी एक शब्दचित्र हास्य निबन्धको रूपमा चर्चा।
17. भैरव अर्यालविषय चर्चा
18. पढेको मुखविषय चर्चा

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19. रामलाल अधिकारी निबन्धकारका रूपमा विषय चर्चा

COURSE OUTCOME

1. नेपाली निबन्धको विकास विषय अध्ययन गरिन्छ।
2. निबन्ध र निबन्ध तत्वहरूको अध्ययन गरिन्छ।
3. नेपाली निबन्धको प्रमुख प्रवृत्तिहरूको अध्ययन गरिन्छ।
4. निबन्ध हाइहाइ अङ्ग्रेजी विषय विश्लेषणात्मक अध्ययन गरिन्छ।
5. लक्ष्मीप्रसाद देवकोटा विषय चर्चा
6. जुँघा विषय विश्लेषणात्मक अध्ययन गरिन्छ।
7. हृदयचन्द्रसिंह प्रधानको निबन्धकारिता विषय चर्चा
8. निबन्ध कविको धन विषय विश्लेषणात्मक अध्ययन गरिन्छ।
9. रामकृष्ण शर्मा विषय चर्चा
10. देवताको काम विषय विश्लेषणात्मक अध्ययन गरिन्छ।
11. शङ्कर लामिछानेको निबन्धकारिता विषय चर्चा
12. गाँधीजीवनी विषय विश्लेषणात्मक अध्ययन गरिन्छ।
13. राजनारायण प्रधान विषय चर्चा
14. प्यारिसको पोक्ची नियत्राको विश्लेषणात्मक अध्ययन गरिन्छ।
15. तारानाथ शर्मा नियत्राकारका रूपमा चर्चा
16. कवि चमेलजी एक शब्दचित्र हास्य निबन्धको रूपमा विश्लेषणात्मक अध्ययन गरिन्छ।
17. भैरव अर्यालहास्य व्यङ्ग्य निबन्धकारको रूपमा अध्ययन
18. पढेको मुख्र विषय विश्लेषणात्मक अध्ययन।

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19. रामलाल अधिकारी निबन्धकारकारूपमा अध्ययन गरिन्छ।

छैटौँ सत्र

NEPH DSC – 13 - नेपाली प्रबन्ध काव्य

COURS OBJECTIVES

TO ENABLE THE LEARNERS

प्रबन्ध काव्यको अर्थ, परिभाषा र प्रकारको चर्चा  
नेपाली प्रबन्धकाव्यको विकास परम्पराबारे चर्चा  
महाकाव्यको संरचनात्मक स्वरूपको चर्चा  
खण्डकाव्यको संरचनात्मक घटकहरूको चर्चा  
लेखनाथ पौड्यालको तरुण तपसीको चर्चा  
लक्ष्मीप्रसाद देवकोटाको सुलोचनाबारे चर्चा  
आगो र पानी र बालकृष्ण सम चर्चा  
अगमसिंह गिरीको यादबारे चर्चा  
तुलसी अपतनको कर्णकुन्तीबारे चर्चा

COURSE OUTCOME

प्रबन्ध काव्यको अर्थ, परिभाषा र प्रकारबारे जानकारी  
नेपाली प्रबन्धकाव्यको विकास परम्पराबारे जानकारी  
महाकाव्यको संरचनात्मक स्वरूपबारे जानकारी  
खण्डकाव्यको संरचनात्मक घटकहरूबारे जानकारी  
तरुण तपसी नव्यकाव्य र लेखनाथ पौड्यालबारे जानकारी

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सुलोचना महाकाव्य र लक्ष्मीप्रसाद देवकोटाबारे जानकारी  
आगो र पानी खण्डकाव्य र बालकृष्ण समबारे जानकारी  
याद खण्डकाव्य र अगमसिंह गिरीबारे जानकारी  
कर्णकुन्ती खण्डकाव्य र तुलसी अपतनबारे जानकारी

तेस्रो सत्र

SEC-1A- रचना लेखन

COURS OBJECTIVES

TO ENABLE THE LEARNERS

रचना लेखनको अर्थ, स्वरूप र महत्त्वको चर्चा  
विज्ञापनको अर्थ, प्रकार, विज्ञापन लेखन विधिबारे चर्चा  
सारांशको अर्थ र लेखन विधि, पत्र लेखन विधि र पत्रका प्रकारहरूको चर्चा  
निबन्धको स्वरूप, प्रकार र प्रमुख तत्वहरू अनि रेडियो लेखनका विधि र विविध  
प्रकारहरूको चर्चा  
संवाद लेखन संवादको अर्थ विशेषता लेखन विधि र भाषा शैलीको चर्चा  
साक्षात्कार (भेटवार्ता) परिचय, प्रकार, उद्देश्य, प्रविधि महत्त्वको चर्चा  
समाचार लेखन- समाचारको परिचय, समाचारका तत्वहरू, समाचारका प्रकारहरू,  
समाचारका स्रोतहरू, समाचार लेख्ने विधिबारे चर्चा

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### COURSE OUTCOME

रचना लेखनको अर्थ, स्वरूप र महत्त्वबारे जानकारी

विज्ञापनको अर्थ, प्रकार, विज्ञापन लेखन विधि अनि सारांशको अर्थ र लेखन विधिबारे  
जानकारी

पत्र लेखन विधि र पत्रका प्रकारहरूबारे जानकारी

निबन्धको स्वरूप, प्रकार र प्रमुख तत्वहरू अनि रेडियो लेखनका विधि र विविध  
प्रकारहरूबारे जानकारी

संवादको अर्थ विशेषता लेखन विधि र भाषा शैलीबारे जानकारी

साक्षात्कार (भेटवार्ता)-को परिचय, प्रकार, उद्देश्य, प्रविधि र महत्त्वबारे जानकारी

समाचारको परिचय, तत्व, प्रकार, स्रोतहरू र समाचार लेखे विधिबारे जानकारी

चौथो सत्र

SEC-2A - चलचित्र अध्ययन

### COURS OBJECTIVES

TO ENABLE THE LEARNERS

चलचित्रबारे चर्चा

चलचित्रमा छायाङ्कन र चरित्र योजनाबारे चर्चा

चलचित्रमा दृश्य योजनाको चर्चा

चलचित्रमा ध्वनि योजना, चलचित्रमा प्रकाश योजनाको चर्चा

चलचित्रमा अभिनय र चलचित्रमा सङ्गीतको चर्चा

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चलचित्रमा सम्पादन र निर्देशनको चर्चा

चलचित्रमा भाषा प्रयोग, पटकथा लेखन, संवाद लेखन, गीत लेखनबारे चर्चा

चलचित्रको सामाजिक प्रयोजन र औचित्य अनि चलचित्रका व्यावसायिक आयामबारे चर्चा

COURSE OUTCOME

चलचित्रबारे जानकारी

चलचित्रमा छायाङ्कन र चलचित्रमा चरित्र योजनाबारे जानकारी

चलचित्रमा दृश्य योजना, चलचित्रमा ध्वनि योजना र चलचित्रमा प्रकाश योजनाबारे  
जानकारी

चलचित्रमा अभिनय, चलचित्रमा सङ्गीत, चलचित्रमा सम्पादन र निर्देशनबारे जानकारी

चलचित्रमा भाषा प्रयोग, पटकथा लेखन, संवाद लेखन, गीत लेखनबारे जानकारी

चलचित्रको सामाजिक प्रयोजन र औचित्य, चलचित्रका व्यावसायिक आयामबारे  
जानकारी

DSC-1 नेपाली नाटक

PROGRAM OBJECTIVE

TO ENABLE THE LEARNERS

पहिलोएकाइ -

1. नेपालीनाटकको विकासको संक्षिप्त इतिहास

2. नाटकका तत्त्वहरूको परिचय

दोस्रोएकाइ

निम्नलिखित नाटककारहरूको परिचयसहित नाटकको अध्ययन-

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3. प्रह्लाद- बालकृष्णसम
4. युद्धहरू- नन्दहाङ्खिम
5. पत्थरकोकथा- विजयमल्ल (एकाङ्की)
6. भोकोघर- गोबिन्दमल्लगोठाले (एकाङ्की)
7. अँध्यारामाबाँच्नेहरू- मनबहादुरमुखिया (एकाङ्की)
8. टीकापनिव्यापारपनि- रामलालअधिकारी (एकाङ्की)
9. टीका- मोहनपुकार (एकाङ्की)

## PROGRAM OUTCOME

1. नेपालीनाटककोविकासकोइतिहासबुझाउँछ।
2. नाटकमाचाहिँनेआवश्यकतत्त्वहरूकोपरिचयदिन्छ।
3. प्राह्लादनाटकमाप्रह्लादकोप्रभुभक्तिदर्साएकोपाइन्छ।
4. नन्दहाङ्खिमकोयुद्धहरूनाटकलेयुद्धबारेबुझाउँछ।
5. विजयमल्लकोपत्थरकोकथाको विश्लेषणात्मक अध्ययन गरिन्छ।
6. भोकोघरलेसमाजरसाहित्यकोसेवागर्दाआफ्नोघरपरिवारभोकोरहेकोबुझाउँछ।
7. अँध्यारोमाबाँच्नेहरूलेगरीबहरूमाथिजहिलेपनिशोषण, अत्याचारहुनेबुझाउँछ।
8. टीकापनिव्यापारपनिलेनेपाली संस्कृतिका झलकहरू प्रस्तुत गरेको पाइन्छ।
9. टीकालेदसैँकोटीकाकोमहत्त्वसमयलेमानिसमाआएकोपरिवर्तनबारेबुझाउँछ।

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DSC-2 नेपालीकविता

PROGRAM OBJECTIVE

TO ENABLE THE LEARNERS

पहिलोएकाइ

1. कविताकातत्त्व
2. नेपालीकविताकोविकासक्रमकोसर्वेक्षण
3. नेपालीकविताकाविविधप्रवृत्तिहरूकोअध्ययन  
केहीप्रमुखकविकापरिचयसहितकविताकोविश्लेषण

दोस्रोएकाइ

4. बिन्तीडिट्टाबिचारीसित- भानुभक्तआचार्य
5. टुङ्नाभजन- ज्ञानदिलदास
6. कविताकोसराजाम- मोतीरामभट्ट
7. पाटीमाढाक्रेकोपसारो- लेखनाथपौड्याल

तेस्रोएकाइ

8. यात्री- लक्ष्मीप्रसाददेवकोटा
9. साहित्यसुधा- धरणीधरकोइराला
10. केत्यसकोकवितालेखूँ? बालकृष्णसम

11. छोरालाई- अगमसिंहगिरी

12. साहित्यिकहोली- तुलसीअपन

चौथोएकाइ

13. उत्सर्ग- लक्ष्मीदेवीसुन्दास

14. बिहान- बीरेन्द्र

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## PROGRAM OUTCOME

1. कविताकातत्त्वहरूकोपरिचयदिन्छ।
2. नेपालीकविताकोइतिहासबारेबुझाउँछ।
3. नेपालीकविताकोप्रमुखप्रवृत्तिहरूकोपरिचयदिन्छ।
4. आफुलेगर्नुसक्नेकाममात्रगर्नुपर्नेबुझाउँछ।
5. आध्यात्मिकज्ञानरचेतनाजगाउँछ।
6. कवितालेखेविधिहरूसिकाउँछ।
7. मानवजीवनकोमहत्त्वरजीवनदर्शनबुझाउँछ।
8. ईश्वरमन्दिरमाहोइनआफैभित्रभेटिन्छभन्नेबुझाउँछ।
9. साहित्यरशिक्षाकोमहत्त्वबुझाउँछ।
10. गरीबबालककोकथाव्यथाकोमर्मबुझाउँछ।
11. जातिप्रेमरक्रान्तिकोआह्वानगर्छ।
12. नेपालीकविताक्षेत्रमाकविरपत्रिकाकोभूमिकासायैइतिहासबुझाउँछ।
13. देशनिर्माणमासिपाहीरकिसानहरूकोउत्सर्गबुझाउँछ।
14. विहानरनवदुलहीकोतुलनागरिएकोबुझाउँछ।

DSE-1B भारतीयनेपालीसाहित्यरसाहित्यकार

## PROGRAM OBJECTIVE

TO ENABLE THE LEARNERS

पहिलोएकाइ -

1. भारतीयनेपालीसाहित्यकोसंक्षिप्तसर्वेक्षण

दोस्रोएकाइ -

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केहीप्रमुखभारतीयनेपालीसाहित्यकारहरूकाव्यक्तित्वरकृतित्वकोपरिचयात्मकअध्ययन

2. कविअगमसिंहगिरी- याद
3. कथाकाररूपनारायणसिंहबिग्रेकोबाहुन, बितेकाकुरा(कथा)
4. कथाकारइन्द्रबहादुरराईरातभरिहुरीचल्यो, घोषबाबु (कथा)
5. उपन्यासकारलीलबहादुरछेत्रीअतृप्त (उपन्यास)
6. समालोचकरामकृष्णशर्मादसगोर्खा (पहिलोदुईवटालेख)
7. निबन्धकारराजनारायणप्रधान- हाँस्यरभानुभक्त (निबन्ध)

PROGRAM OUTCOME

1. भारतीयनेपालीसाहित्यकोइतिहासबुझाउँछ।
2. यादखण्डकाव्यको विश्लेषणात्मक अध्ययन
3. बिग्रेकोबाहुनरबितेकाकुरालेमानिसकोपरिचयरविगतकोप्रसङ्गबुझाउँछ।
4. रातभरिहुरीचल्योरघोषबाबुलेनिम्नवर्गीयपरिवारकोसमस्यारघोणबाबुकोस्थितिबुझाउँछ।
5. अतृप्तउपन्यासलेमानव मनको मनोविश्लेषण गरेको छ।
6. दसगोर्खाहरूलेगोर्खाहरूकोमहानहस्तीहरूकोपरिचयदिन्छ।
7. हाँस्यरभानुभक्तनिबन्धमा हाँस्यले हाँस्य रस उत्पन्नका आधारहरू बुझाउँछ भने भानुभक्तले आदिकवि भानुभक्तबारे बुझाउँछ।

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GE -1A

## नेपाली भाषाको परिचयात्मक अध्ययन

### COURSE OBJECTIVES

#### TO ENABLES THE LEARNERS

1. भाषाको अर्थ र परिभाषाको चर्चा
2. भाषाको प्रकृति र विशेषताको चर्चा
3. लिपिको परिचयको चर्चा
4. नेपाली भाषाको उत्पत्ति र विकासको इतिहासको परिचयको चर्चा
5. नेपाली भाषाका विशेषता सामान्य परिचयको चर्चा
6. तत्सम, तद्भव, आगान्तुक शब्दको परिचयको चर्चा
7. नेपाली वर्ण परिचय, वर्णका प्रकारहरूको चर्चा
8. नेपाली शब्द परिचय-शब्दका प्रकारहरूको चर्चा
9. नेपाली वाक्य परिचय, वाक्यका प्रकारहरूको चर्चा
10. नेपाली भाषाका शब्दवर्गको चर्चा
11. नाम, सर्वनाम, विशेषणको चर्चा
12. नेपाली भाषामा कारक व्यवस्थाको चर्चा
13. नेपाली भाषामा शब्द निर्माण प्रक्रिया विधि, परिचय, अभ्यासको चर्चा

### COURSE OUTCOME

1. भाषाको अर्थ र परिभाषा-भाषा के हो र यसमाथि विद्वानहरूले गरेको परिभाषा बारे जानकारी गराइन्छ
2. भाषाको प्रकृति र विशेषता - भाषाको प्रकृति र विशेषतामाथि चर्चाको

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3. लिपिको परिचय- लिपिको बारे ज्ञात गराइन्छ।
4. नेपाली भाषाको उत्पत्ति र विकासको इतिहासको परिचयको जानकारी गराइन्छ
5. नेपाली भाषा उत्पत्ति र विकासको ज्ञात गराइन्छ।
6. नेपाली भाषाका विशेषता सामान्य परिचय- नेपाली भाषाको विशेषतामाथि चर्चा गरिन्छ।
7. तत्सम, तद्भव, आगान्तुक शब्दको परिचय- तत्सम, तद्भव, आगान्तुक शब्द बारे बुझाइन्छ।
8. नेपाली वर्ण परिचय, वर्णका प्रकारहरू -वर्णबारे जानकारी गराइन्छ।
9. नेपाली शब्द परिचय-शब्दका प्रकारहरू शब्द र प्रकारबारे बुझाइन्छ।
10. नेपाली वाक्य परिचय, वाक्यका प्रकारहरू-वाक्यबारे बुझाउने कार्य गरिन्छ।
11. नेपाली भाषाका शब्दवर्ग- शब्दवर्ग के हो बारे चर्चा गरिन्छ।
१. 12. नाम, सर्वनाम, विशेषण,-नाम, सर्वनाम र विशेषणको परिचय गराइन्छ।
1२. नेपाली भाषामा कारक व्यवस्था- कारक के हो भन्ने बुझाइन्छ।
1३. नेपाली भाषामा शब्द निर्माण प्रक्रिया विधि, परिचय, अभ्यास- शब्द कसरी निर्माण गरिन्छ र यसको प्रयोगबारे बताइन्छ।

### GEC - 2B

### नेपाली लोक साहित्यको परिचय

#### COURSE OBJECTIVES

#### TO ENABLES THE LEARNERS

1. लोक साहित्यको अर्थ र परिभाषाको अर्थ र परिभाषाको चर्चा

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2. लोक साहित्यका विशेषताहरूको चर्चा
३. नेपाली लोक साहित्यका विधाहरूको परिचयको चर्चा
४. नेपाली लोक गीत- सेलो इयाउरे बाहामासा नेपाली लोक कविताको चर्चा –
- ५ कवित्त, खाँडो र सिलोक नेपाली ५. लोक नाटक- सोरठी र बालुनको चर्चा
६. नेपाली लोक गाथा धमारी र चाँचरी नेपाली उखान टुक्का बारधारा, गावाने कथाको चर्चा

#### COURSE OUTCOME

१. लोक साहित्यको अर्थ र परिभाषाको अर्थ र परिभाषाको व्याख्या।
२. लोक साहित्यका विशेषताहरूको व्याख्या।
३. नेपाली लोक साहित्यका विधाहरूको परिचयात्मक चर्चा गरियो।
४. नेपाली लोक गीत- सेलो इयाउरे बाहामासा नेपाली लोक कविताको व्याख्या र महत्त्व।
५. कवित्त, खाँडो र सिलोकको महत्त्व र व्याख्या।
६. नेपाली. लोक नाटक- सोरठी र बालुनको विशेषता र इतिहासमाथि चर्चा।
७. नेपाली लोक गाथा धमारी र चाँचरी नेपाली उखान टुक्का बारधारा, गाउँखाने कथाको महत्त्व र व्याख्या

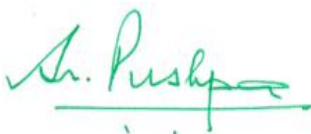
DSC -3

नेपाली कथा

#### COURSE OBJECTIVES

TO ENABLE THE LEARNERS

१. कथाका तत्त्वहरूको परिचय को चर्चा

  
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२. नेपाली कथाको विकासको सङ्क्षिप्त सर्वेक्षण को चर्चा
३. नेपाली कथाका प्रमुख प्रवृत्तिहरूको अध्ययन को चर्चा
४. परालको आगो को चर्चा
५. मि.एच बि ब्यासेटको चर्चा
६. सिपाहीको चर्चा
७. दिल्लीको सुर्मावालाको चर्चा
८. ईर्ष्याको चर्चा
९. छुट्याइयोको चर्चा
- १० जोइटिङ्ग्रेको चर्चा
११. मृत्युको मुखेञ्जीको चर्चा
- १२ जय विजयको चर्चा
१३. अन्त म को?को चर्चा

#### COURSE OUTCOME

२. कथा लेख्दा कुन कुन विषयमा ध्यान दिनु पर्छ बन्ने कुराको ज्ञात गराउँछ।
३. नेपाली कथाको इतिहास र कथाको विकासबारे जानकारी दिन्छ।
४. नेपाली कथामा देखिएका विविध प्रवृत्तिमाथि प्रकास पाउँछ।
५. परालको आगो सामाजिक विषय वस्तु र पारिवारिक झगडा क्षणिक हुनुपर्छ भन्ने सन्देश छ।
६. मि. एच. बि व्यासेटमा ठगारहरूको ढर्ल र सोझोहरू ठगिएको जानकारी पाइन्छ।
७. सिपाहीमा सिपाही चरित्रको मनोवैज्ञानिक प्रवृत्ति प्रकास पारेको छ।
८. दिल्लीको सुर्मावाला ऐतिहासिक विषयवस्तुमा आधारित छ।

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१. ईर्ष्यामा मानवप्रवृत्ति माथि वा ईर्ष्याले सम्बन्ध बिग्रन्छ भन्ने सन्देश छ।
१०. छुट्याइयोमा पारिवारिक सम्बन्धमा विक्षेदले निम्ताएका सङ्कट प्रकट गरेको छ।
११. जोइटिङ्ग्रे कथाले पत्नीको चङ्गुलमा फसेको चरित्रको प्रकाश पाछै।
१२. मृत्युको मुखेञ्जीमा मानिसको मरण अनिश्चित छ त्यसैले परिवारको सुरक्षाको निम्ति बचाउ जरूरी छ भन्न ज्ञान दिन्छ।
१३. जय विजय कथा मनोविश्लेषणमा आधारित छ।
१४. अन्त म को? कथाले नेपालीहरू असचेत भएर दुःख पाउँछन् भन्ने बताएको पाइन्छ।
- १५.

DSC -४

नेपाली उपन्यास

COURSE OBJECTIVES

TO ENABLE THE LEARNERS

१. उपन्यासका तत्त्वहरूको परिचयको चर्चा
२. नेपाली उपन्यासको विकासक्रमको सर्वेक्षणको चर्चा
३. नेपाली उपन्यासका प्रमुख प्रवृत्तिहरूको चर्चा
४. भ्रमरको चर्चा
५. डाकबङ्गलाको चर्चा
६. बसाइँको चर्चा
७. चालीस दिनको चर्चा

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### COURSE OUTCOME

१. उपन्यासका तत्त्वहरूको परिचयमा उपन्यास लेख्दा विशेष ध्यान दिनपर्ने कुराहरू उल्लेख गरिन्छ।
२. नेपाली उपन्यास कहिलेदेखि र कसरी लेखियो आदि विषयमा बोध गराइन्छ।
३. नेपाली उपन्यासहरू कस्तो विषय वा वादहरूमा लेखियो भन्ने कुरा उल्लेख गरिन्छ।
४. स्वच्छन्दतावादी र आदर्शोन्मुख उपन्यासको रूपमा भ्रमरको चर्चा गरिन्छ।
५. डाक बङ्गलालाई स्वच्छन्दतावादी उपन्यासको रूपमा चर्चा गरिन्छ।
६. बसाईमा मानिसको पलायनपरम्परा र बाध्यताको ज्ञात गराइन्छ।
७. चालीस दिनमा १९८६मा भएको गोर्खाल्याण्ड आन्दोलनको झलक पाइन्छ।

### HISTORY

### PROGRAMME OUTCOME

#### HONOURS:

The students will be able to know the history of ancient India, early medieval, medieval, modern Indian History, rise of the modern West, history of modern Europe, history of modern East Asia, and history of North Bengal. Ancient India covers the history from the pre-historic to the end of the Gupta empire. Medieval India covers the history from the invasion of Arabs to the Mughal empire. Select Themes in the Colonial Impact on The Indian Economy and society: It covers the history of Modern India. Modern Nationalism in India: It covers the history of nationalism, which was conducted against the British Government.

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### **PROGRAMME SPECIFIC OUTCOMES**

After successful completion of B. A. three-year-degree course (honours) in History, a student is expected to achieve the following outcomes.

- Critical approach to the study of history as a discipline by acquiring ability to distinguish between fact and fiction with understanding that there is no historical truth.
- Understanding the theories and history of historical writing.
- Developing perspectives on historical inquiry to understand different values and beliefs that shaped and affected the lives of the multiple cultures in the past.
- Recognition of continuity and change, sequence of historical events across every civilization and any given period of time.
- Understanding the concept of cause and effect to identify chains of events and developments, both in short term and long term. This concept aims to identify, examine and analyze the reasons why events have occurred and the resulting consequences or outcomes.
- Developing a range of historical skills, essential for the process of historical inquiry.
- Understanding the origin and purpose or usefulness of primary and secondary sources and production of well researched work using both sources.

### **CBCS HONOURS CORE COURSE**

#### **CORE COURSE (CC14)**

#### **PAPER CC I: HISTORY OF INDIA I (FROM EARLIEST TIME TO 300 A.D)**

- The students will trace the roots of Indian history. It will make them understand about the different sources that were available for understanding the ancient Indian history.
- The students can make understanding of the pre-historic society of Indian

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Subcontinent right through different stone ages.

- This makes students aware about the transformation of the society after the Neolithic civilization and development of the human settlements. About their nature of contact among the Harappan towns and surrounding areas and also their exchange activities with contemporary West Asian Civilization.
- The sources will be enable us to study the Epic Age. They will learn the changes in socio- political and economic and religious structure during the epic period.
- The students will learn about the emergence of new religion and philosophy of Lord Buddha nd Mahavira.
- It will explain about the literature that flourished during the age i.e. Sangam literature and how it shaped to formation of Tamil society and culture.

## **PAPER CC II: SOCIAL FORMATIONS AND CULTUREAL PATTERNS OF THE ANCIENT WORLD**

- The students will have a thorough knowledge about the evolution of humankind, the Paleolithic and Mesolithic culture.
- The students will be aware of the food production and the beginning of agriculture and animal husbandry.
- The students will be able to compare and discuss the Bronze Age Civilization of Egypt 9 Old Kingdom and the Shang (China) civilization, its economy, society and political, religious set up.
- The students will be able to discuss and debate about the early Nomadic groups in Central and West Asia, the discovery of the metal iron and its usefulness.
- The students will know about the slave society in Ancient Greece, its agricultural economy, growth of towns and commerce.

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- The class will be well versed with term “Polis” and discuss the city State of Athens and Sparta. Students will understand the Greek culture especially literature and architecture.

### **PAPER CC III: HISTORY OF INDIA –II (FROM 300 A.D. TO 750 A.D.)**

- This paper explains the students about the formation of empire in the Indian subcontinent with the rise of Magadha under Mauryans.
- It explains the social stratification that took place after the proliferation of Varna and Jati and further makes good understands on the topics like gender, marriage and property relation in the period.
- It explains the students about the dynamic of the society and economy after the advent of the Guptas and the later Guptas with the ignition of systems like bramanical and agrahara.
- It helps the students to understand the religious transformation that took after the revivalism by the mighty Guptas in the brahamnical tradition and the roots of theistic cults in India.
- The student can understand the cultural development with the intensification that happened after the flourishing of the art and architecture after the Mauryans and the Guptas.

### **PAPER CC IV: SOCIAL FORMATIONS AND CULTUREAL PATTERNS OF THE MEDIEVAL WORLD**

- The students will learn various aspects of the Roman Republic Empire, economic development, society, religion and culture in medieval Europe and central Islamic lands.

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### **PAPER CC V: HISTORY OF INDIA –III (C. 750-1206)**

- The students will learn sources of early medieval India, debate on feudalism, rise of the Rajputs and nature of the states.
- The students will get to know Arab conquest of Sindh and its impact, causes and consequences of Turkish invasions, Mahmud of Ghazna.
- The students will explore the agricultural patterns, crops, types of the landlords, peasants etc. It does talk about the varna fold division as because of which students will be able to understand the overall social composition, concept of caste, slavery such as untouchable, tribes, peasants etc.
- The students will create the entire dynamics of process of urbanization in early medieval India and also the growth of merchant class particularly guilds in south India.
- The students will study all major cultural development of the early medieval India such as growth of regional language, literature, along with the genesis and development of the regional art and architecture.

### **PAPER CC VI: RISE OF THE MODERN WEST –I**

- The students would be able to understand the gradual shift from the feudal society to a capital economy in Europe.
- The students would learn about the voyages and explorations undertaken and discovery of new territory, establishment of colonies and mining and plantation economies.
- The students would gain knowledge about renaissance and its origins and its effects on the social, cultural, economic and religious life of Europe.
- The students would be made aware of the reasons behind the emergence of the

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Reformation Movement, its course and effects in various parts of Europe.

- The students would be acquainted with economic developments of 16<sup>th</sup> century Europe, the Commercial revolution and the Price Revolution.
- The students would gain knowledge about the rise of the European State system in Spain, France, England and Russia.

### **PAPER CC VII: HISTORY OF INDIA –III (C. 1206-1526)**

- The students will learn the analysis of sources for studying the Delhi Sultanate, political structure, society and economy of the Delhi Sultanate, regional political structures, religion and cultural patterns in Medieval India.
- The students will learn emergence of provincial dynasties such as Bahamani, Vijayanagar, Malwa, Juanpur and Bengal.
- The students will able to know the regional identities, regional arts, architecture and literature.
- The students will get to know the Nathpanthis, Bhakt and Sufi Movements.

### **PAPER CC VIII: RISE OF THE MODERN WEST –II**

- The students will get to know the evolution of 17<sup>th</sup> and 18<sup>th</sup> century European economic, social and political scenario, intellectual currents and the issues involved in the American Revolution and Industrial Revolution..

### **PAPER CC IX: HISTORY OF INDIA –III (C. 1526-1605)**

- The students will know the sources and historiography of Mughal India.
- The students would be able to know the establishment of Mughal rule in India by Babur and Humayun struggle for empire.
- The students will learn Sher Shah and his administrative and revenue reforms.

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- The students will get to know empire Akbar's political, social, economic, religious and cultural developments.

**PAPER CC X: HISTORY OF INDIA –III (C. 1605-1750s)**

- The students will learn political, social, economic, religious and cultural conditions under emperors Jahangir, Shah Jahan and Aurangzeb.
- The students will be able to know agrarian and jagir crises and revolt.
- The students will be able to understand about the visual culture, paintings and architecture.
- The students will learn about the Rajput political culture and state formation.
- The students will get to know emergence of Marathas, Shivaji, expansion under the Peshwa.
- The students will be able to know decline of the Mughal rule, emergence of successor states.
- The students will learn the trade and commerce of the Mughal rule.

**PAPER CC XI: HISTORY OF MODERN EUROPE-I (C.1780-1939)**

- The students will get to know the French revolution and Napoleon Bonaparte, the revolutions of 1830 and 1848, industrialization and socio-economic transformation, nationalism and imperialism, the First World War and its aftermath.
- The students will learn the specificities of economic development, political and administrative reorganization Italy and Germany.

**PAPER CC XII: HISTORY OF INDIA –III (C. 1750-1857)**

- The students will get to know mid 18<sup>th</sup> century India's society, polity and economy.
- The students will learn the process of the establishment of the British colonial rule,

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changes in India economy, society, army, police and law under the colonial rule.

- The students will get to understand indigenous and modern education during colonial rule.
- The students will learn rural economy, society, land revenue systems, forest policy, famines, and commercialization of agriculture, pastoral economy and shifting cultivation.
- The students will know de-industrialization, trade and fiscal policy, drain of wealth and growth of modern industry.
- The students will learn popular resistance such as Santhal Uprising (1855-57), Indigo Rebellion (1860), Pabna Agrarian Leagues (1873) and Uprising of 1857.

#### **PAPER CC XIII: HISTORY OF INDIA –III (C. 1857-1950)**

- The students will learn the political, socio-cultural developments in the aftermath of 1857, early phase of Indian nationalism, the Gandhian era, emergence of various section of population in political movements, communal politics and Partition of India.
- The students will able to know various reform and revival movements such as Brahma Samaj, Parthna Samaj, Arya Samaj, Ramakrishna and Vivekananda, Wahabi and Deoband movements, Aligarh movement and Singh Sabha.
- The students will learn peasant, tribal and women movements.
- The students will get to know the aftermath of Partition, making of the new constitution and integration of Princely States.

#### **PAPER CC XIV: HISTORY OF MODERN EUROPE-II (C.1780-1939)**

- The students will get to know liberal democracy, working class movements and socialism in the 19<sup>th</sup> and 20<sup>th</sup> centuries.

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- The students will learn food riots in France and England.
- The students will be able to know Marxian socialism, Christian democracy, German social democracy, emancipation of serfs, revolution of 1905 and the Bolshevik revolution.
- The students will learn imperialism, First World War and aftermath, the Great Depression and recovery.
- The students will get to know regarding the Fascism and Nazism.
- The students will learn the origin of the Second World War and its aftermath.

#### DISCIPLINE SPECIFIC ELECTIVE (DSE)

##### **DSE-1: HISTORY OF MODERN EAST ASIA - I (1840-1949)**

The students will learn the pre-colonial Chinese society and economy, commercial relations with the west, the unequal treaties, financial imperialism, rebellion, restoration and nationalism, the revolution of 1911, the Koumintang, Pre-Meiji Japanese socio-economic and political condition, encounter with the West, fall of the Shogunate and the Meiji restoration, modernization of Japan, the Meiji Constitution, expansion of Japan till the First World War.

##### **DSE-2: HISTORY OF MODERN EAST ASIA - I (1868-1945)**

The students will get to know nationalism in China, the May 4<sup>th</sup> Movement, the Communist Party, the KMT-CCP conflict, the Communist party victory in China, process of modernization in Japan, industrialization in Japan and Japanese imperialism.

##### **DSE-3: HISTORY OF NORTH BENGAL - I**

The course ensures that the students learn the history of North Bengal starting from the historic period to the year 1773, covering the changes in the political, social, economic and cultural scenario that took place during the chronological span covered by the course thereby enhancing the knowledge of the students on historicity of the region.

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## **DSE 4: HISTORY OF NORTH BENGAL-II**

After completing the course, the students will gain familiarity with economic, political and social developments in North Bengal during the colonial; period and the response of the people of the region to the nation-wide freedom struggle movement.

## **SKILL ENHANCEMENT COURSE (SEC) FOR HONOURS AND PROGRAMME**

### **SEC-1: UNDERSTANDING HERITAGE**

- It helps the students to understand the heritage and heritage sites of India, it will further enhance the knowledge of them in understanding various legal and institutional law and ordinance that keeps these places intact to their originality.
- The field survey helps the students to understand heritage sites and know more about the importance of heritage in making the culture and society of the place.
- The course will develop the minds of the students towards inquisitiveness and makes them question and dig out the hidden facts of the places.

### **SEC-2: ART APPRECIATION: AN INTRODUCTION TO INDIAN ART:**

- The course will introduce the student to the evolution, diversity and aesthetic richness of Indian art from ancient to contemporary times through the visualized projects.

### **SEC-3: ARCHIVES AND MUSEUMS**

- The student will be introduced in the course to the archives and museums that house and maintain documentary, visual and material remains of the past.
- The student will learn to undertake collection, documentation and exhibition of such materials.

### **SEC-4: UNDERSTANDING POPULAR CULTURE**

- It covers the history of different part of popular culture.

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- The course will introduce the student to various expressions and changing nature of popular culture, regional variations, and impact of globalization on popular culture.

### **B. A. HONOURS GENERIC ELECTIVES (GE)**

#### **GE-1: HISTORY OF INDIA FROM THE EARLIEST TIMES TO 1193 A.D**

It covers the history from the pre-historic period up to the beginning of the Delhi Sultanate period.

- The students will trace the roots of Indian history. It will make them understand about the different sources that were available for understanding the ancient Indian history.
- This makes students aware about the transformation of the society after the Neolithic civilization. The domestication of the plants and animals which altered process of human civilization and development of the human settlement.
- About their nature of contact among the Harappan towns and surrounding areas and also their exchange activities with contemporary West Asian Civilization.
- They will learn the changes in socio-political and economic and religious structure during the epic period.
- The students will learn about the emergence of new religion and philosophy of Lord Buddha and Mahavira.
- They will about the political and administrative history of the Mauryan Age, it will further explain Ashokan Policies and Dhamma.
- The students will learn the Post-Maurya dynastic histories and aspects of polity, society, religion, arts and crafts, coins, commerce and towns.
- It will explain about the literature that flourished during the age i.e. Sangam literature and how it shaped to formation of Tamil society and culture.

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## GE-2: HISTORY OF INDIA (1193--1950)

The students will learn the aspects of polity, economy, society, religion, culture, arts and crafts, coins, commerce, towns during the Sultanate period.

The students will be learned polity, economy, society, religion and culture of some provincial kingdoms such as Mewar, Bengal, Vijaynagar and Bahamani.

The students will learn from Mughal emperors Babur to Bahadur Shah Zafar and emergence, expansion and decay of the Maratha power.

The students will get to know the aspects of the 18<sup>th</sup> century, establishment of the British colonial power, colonial economy, socio-religious movements, resistance against colonial rule, growth nationalism and communalism, freedom and partition of India, establishment of the republic.

## CBCS GENERAL COURSE

### CORE COURSE (CC): 4 PAPERS

#### CC I: HISTORY OF INDIA (FROM EARLIEST TIMES TO C. 300 CE)

- The students will trace the roots of Indian history. It will make them understand about the different sources that were available for understanding the ancient Indian history.
- The students can make understanding of the pre-historic society of Indian Subcontinent right through different stone ages.
- This makes students aware about the transformation of the society after the Neolithic civilization and development of the human settlements. About their nature of contact among the Harappan towns and surrounding areas and also their exchange activities with contemporary West Asian Civilization.
- The sources will be enable us to study the Epic Age. They will learn the changes in

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socio- political and economic and religious structure during the epic period.

- The students will learn about the emergence of new religion and philosophy of Lord Buddha and Mahavira.
- It will explain about the literature that flourished during the age i.e. Sangam literature and how it shaped to formation of Tamil society and culture.

## CC2: HISTORY OF INDIA FROM C. 300-1206

- This paper explains the students about the formation of empire in the Indian subcontinent with the rise of Magadha under Mauryans.
- It explains the social stratification that took place after the proliferation of Varna and Jati and further makes good understand on the topics like gender, marriage and property relation in the period.
- It explains the students about the dynamic of the society and economy after the advent of the Guptas and the later Guptas with the ignition of systems like brahmanical and agrahara.
- It helps the students to understand the religious transformation that took after the revivalism by the mighty Guptas in the brahmanical tradition and the roots of theistic cults in India.
- The student can understand the cultural development with the intensification that happened after the flourishing of the art and architecture after the Mauryans and the Guptas.
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- The student can understand the cultural development with the intensification that happened after the flourishing of the art and architecture after the Mauryans and the Guptas.
- The students will learn emergence of Rajput states, Arabs in Sindh and establishment of the Delhi Sultanate.

### **CC3: HISTORY OF INDIA 1206 CE TO 1707 CE**

- The students will learn the analysis of sources for studying the Delhi Sultanate, political structure, society and economy of the Delhi Sultanate, regional political structures, religion and cultural patterns in Medieval India.
- The students will learn emergence of provincial dynasties such as Bahamani, Vijayanagar, Malwa, and Bengal. The students will know the sources and historiography of Mughal India.
- The students would be able to know the establishment of Mughal rule in India by Babur and Humayun struggle for empire.
- The students will learn Sher Shah and his administrative and revenue reforms.
- The students will get to know empire Akbar's political, social, economic, religious and cultural developments.

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- The students will learn political, social, economic, religious and cultural conditions under emperors Jahangir, Shah Jahan and Aurangzeb.
- The students will be able to know agrarian and jagir crises and revolt.
- The students will be able to understand about the visual culture, paintings and architecture.
- The students will learn about the Rajput political culture and state formation.
- The students will get to know emergence of Marathas, Shivaji, expansion under the Peshwa.

#### **CC4: HISTORY OF INDIA 1707 CE TO 1950CE**

- The students will get to know mid 18<sup>th</sup> century India's society, polity and economy.
- The students will learn the process of the establishment of the British colonial rule, changes in India economy, society, army, police and law under the colonial rule.
- The students will get to understand indigenous and modern education during colonial rule.
- The students will learn rural economy, society, land revenue systems, commercialization of agriculture, pastoral economy and shifting cultivation.
- The students will know de-industrialization, trade and fiscal policy, drain of wealth and growth of modern industry.
- The students will learn popular resistance such as Santhal Uprising (1855-57) and Uprising of 1857.
- The students will learn the political, socio-cultural developments in the aftermath of 1857, early phase of Indian nationalism, the Gandhian era, emergence of various

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section of population in political movements, communal politics and Partition of India.

- The students will be able to know various reform and revival movements such as Brahma Samaj, Parthna Samaj, Arya Samaj, Ramakrishna and Vivekananda, Wahabi and Deoband movements, Aligarh movement and Singh Sabha.
- The students will learn peasant, tribal and women movements.
- The students will get to know the aftermath of Partition, making of the new constitution and integration of Princely States.

### **DISCIPLINE SPECIFIC ELECTIVE (DSE) FOR PROGRAMME**

#### **DSE-I: HISTORY OF NORTH BENGAL - I**

The course ensures that the students learn the history of North Bengal starting from the historic period to the year 1773, covering the changes in the political, social, economic and cultural scenario that took place during the chronological span covered by the course thereby enhancing the knowledge of the students on historicity of the region.

#### **DSE- II: HISTORY OF NORTH BENGAL-II**

After completing the course, the students will gain familiarity with economic, political and social developments in North Bengal during the colonial; period and the response of the people of the region to the nation-wide freedom struggle movement.

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## COMMERCE

### PROGRAM OUTCOME

- This program could provide Industries, Banking sectors, Insurance companies, Financing companies, Transport Agencies, Warehousing etc., well trained professionals to meet the requirements.
- After completing graduation, students can get skills regarding various aspects like Marketing Manager, Selling Manager, over all Administration abilities of the company.
- Capability of the students to make decisions at personal and professional level will increase after completion of this course.
- Students can independently start up their own Business.
- Students can get through knowledge of finance and commerce.
- The knowledge of different specializations in Accounting, Costing, Banking and Finance with the practical exposure helps the students to stand in organization.

#### **Program Specific Outcome**

- The students can get the knowledge, skills and attitudes during the end of the B.Com degree course.
- By goodness of the preparation they can turn into a Manager, Accountant, Management Accountant, Cost Accountant, Bank Manager, Auditor.

#### **Course Outcome**

##### **DSC1 Financial Accounting**

- To enable the students to learn principles and concepts of Accounting.
- The students will get through knowledge on the accounting practice prevailing in partnership firma and other allied aspects.
- To find out the technical expertise in maintaining the books of accounts.
- To encourage the students about maintaining the books of accounts for further reference.

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### **DSC2 Business Law**

- This course helps to impart basic knowledge of the important legislation along with relevant case law.

### **DSC3 Management Principles and Applications**

- To understand the concept and functions and importance of management and its application.
- Helps the students know how to meet the managerial activities within the organization.

### **DSC4 Corporate Laws**

- Helps to impart basic knowledge of the provision of the Companies Act. This course aims to enlighten the students on the accounting procedures followed by the Companies.
- Student's skills about accounting standards will be developed.
- To make aware the students about the valuation of shares.
- To impart knowledge about holding company accounts, amalgamation, absorption and reconstruction of company.

### **DSC5 Human Resource Management**

- Helps the students to regulate and influence human action in an organization.

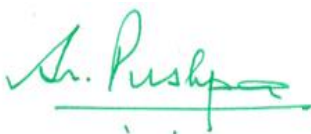
### **SEC1 Entrepreneurship**

- Helps the students become entrepreneur.
- The burden of the course is to orient the learner towards entrepreneurship as a career option and creative thinking and behavior.

### **DSC6 Income Tax Law and Practice**

- To provide basic knowledge and equip students with application of principles and provisions of Income Tax Act, 1961 and the relevant rules.

### **DSC14 Fundamentals of Financial Management**

  
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- To familiarize the students with the principles and practices of financial management.

### **DSC3 a. Computerized Accounting and Systems**

- This course seeks to enhance the skills needed for computerized accounting system and to enable the students to develop simple accounting applications.

### **b. Fundamentals of Investment**

- To familiarize the students with different investment alternatives, introduce them to the framework of their analysis and valuation and highlight the role of investor protection.

### **DSC8 Cost Accounting**

- To understand basic concepts, elements of cost and cost sheet.
- Providing knowledge about difference between Financial Accounting and Cost Accounting.
- Ascertainment of material and labor cost.
- Student's capability to apply theoretical knowledge in practical situation will be increased.

### **Business Math-DSC9**

- To use and understand useful functions in business as well as the concept of EMI.
- To understand the different concept of population and sample and to make students familiar with calculation of various types of averages and variation.
- To understand the techniques and concept of different types of index numbers.

### **DSC10-Principles of Marketing**

- This course enables the students the practical knowledge and the tactics in the marketing.
- To study and critically analyze the basic concepts and trends in marketing.
- To aware of the recent changes in the field of marketing.

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## DSE 4

- TO provide students a basic knowledge of financial market and institution and to familiarize them with major financial services in India.
- To provide the general understanding of business research and the method of business research.
- To impart learning about how to collect analyze present and interpret data.

## DSC 11

- To make students familiar with computer environment and operating system.
- To introduce students with accounting packages like Tally
- To develop knowledge and skill among students in application of internet in education of computer.

## DSC 13 AUDITING AND CORPORATE GOVERNANCE

- Students will be versed in the fundamental concept of auditing
- To give knowledge about preparation of audit report

## DSE 1[A] BANKING AND INSURANCE

- To make students aware of the banking system.
- To enable students to understand the reform and other in banking system.
- To impart knowledge about the function and role of banks
- To familiarize students with the basic concepts tools and techniques of advertising used in marketing.

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## VALUE EDUCATION

### Objectives:

- To enable students to have proper character development, personality development, and spiritual development.
- To bring balance in the trio sphere of Body, Mind, and Soul.
- To learn basic values like sensitivity, punctuality, neatness, scientific attitude, the dignity of labour, sportsmanship, equality, brotherhood, patriotism, secularism, cooperation, tolerance, respect for elders, non-violence, national integrity, and universal brotherhood.
- To learn the art of living for a successful and happy life through the Art of Meditation, Stress management, relationship management, Mental health, and hygiene.
- To build the right attitude and standards to face the outside world.

### Course outcome: At the end of the course the students will be able to:

- Build proper character development, personality development, and spiritual development.
- Bring balance in the trio sphere of Body, Mind, and Soul.
- Learn basic values like sensitivity, punctuality, neatness, scientific attitude, the dignity of labour, sportsmanship, equality, brotherhood, patriotism, secularism, cooperation, tolerance, respect for elders, non-violence, national integrity, and universal brotherhood.
- Learn the art of living for a successful and happy life through the Art of Meditation, Stress management, relationship management, Mental health, and hygiene.
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## CAREER ORIENTED PROGRAMME CERTIFICATE COURSE IN COMMUNICATIVE FUNCTIONAL ENGLISH

### PAPER -I PHONETICS

**Objectives:** To enable the students to acquire phonetics skills required for 'Oral Skills

**Course outcome:** At the end of the course students will be able to:

- Define Linguistics and Phonetics, Phonetics and Phonology- the Phonemes of English, speech organs, place of articulation, and manner of articulation.
- Identify 44 Phonetics symbols.
- Identify vowel and consonant sounds
- Speak fluently using correct word accent, rhythm, and intonation.
- listen, read, converse and speak correctly.

### PAPER II: Remedial Grammar

**Objectives:**

- To introduce corrective measures to students.
- To eradicate grammatical errors in speech.
- To eradicate grammatical errors in writing.

**Course outcome:**

- Students benefit as they are now able to write correctly, speak confidently without grammatical errors.

### PAPER III: Writing Skills

**Objectives:**

- To introduce corrective measures to students.
- To eradicate grammatical errors in writing.
- To enable students to independently prepare comparing scripts.

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**Course outcome:**

- Students can write formal, informal letters.
- Students can develop a paragraph on a given topic independently.

**DIPLOMA COURSE IN COMMUNICATIVE FUNCTIONAL ENGLISH**

**PAPER IV- INTERNET**

**Objectives:**

- To enable the students to search for information in the Internet.
- To enable the students to send receive or send mail through the internet.

**Course Outcome: At the end of the course students will be able to:**

- Search information on the Internet using various web browsers and search engines.
- Define key terms of the computers and internet.
- Send receive or send mail through the internet.
- designing Power Point.

**PAPER V: Conversational English**

**Objectives:**

- To understand the importance of non verbal communication.
- To use common phrases and idioms in conversations.
- To question, state opinions, ask for clarification and offer suggestions effectively.

**Course outcome:**

Students who successfully complete this course will be able to:

- Participate more confidently in formal and informal conversations.
- Understand the importance of non verbal communications.
- Use common phrases and idioms in conversations.

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## **PAPER VI- BUSINESS ENGLISH**

### **Objectives:**

- To enable students to learn various types of letter writing
- To enable students to draft notices, circulars, quotations, tenders, advertisements, and brochures.
- To enable students to conduct meetings and write minutes of the meetings.
- To enable students to have telephone conversations.
- To make a presentation.

**Course outcome:** At the end of the course the students will be able to :

- Write different types of letters: Inquiries, Replies, Follow up, sales letters, Orders, complaint letters, Packing – Forwarding – Dispatch Letters, Appointment Letters, and Demi Official Letters.
- Draft notices, circulars, quotations, tenders, advertisements, and brochures.
- Conduct meetings and write minutes of the meetings.
- telephone conversations.
- Make a presentation.

## **ADVANCED DIPLOMA IN COMMUNICATIVE FUNCTIONAL ENGLISH**

### **PAPER- VII: BROADCASTING AND TELECASTING**

### **Objectives:**

- To give practical training in news training and Announcing on the T.V./ Radio Stations.
- To give practical training in facing the camera
- To give practical training in Gestures and Speech, Faces expressions, lip movement, eye movement, stress, Intonation, etc.
- To use audio- visuals aids.
- To prepare the presentation.

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**Course Outcome: At the end of the course the students will be able to**

- Read and announce on the T.V./ Radio.
- Master facing the camera
- Learn Gestures and Speech, Faces expressions, lip movement, eye movement, stress, Intonation, etc.
- Use audio- visuals aids.
- Prepare the presentation.

**PAPER VIII: Project and On - the Job training Report**

**Objectives:**

- To give apprenticeship training in the teaching of conversational skills.

**Course outcome:**

- Students who successfully complete this course will be confident enough to work as a recreationalist at a hotel or tutor people in learning conversational English.

**Paper IX: Sector Specific English**

**Objectives:**

- To enable students to learn English for Hotel Industry.
- To enable students to learn English for call centers.
- To enable students to learn English for Medical Representatives.
- To enable students to learn English for Banking and Insurance sectors.

**Course outcome:** At the end of the course students will be able to:

- Speak English for Hotel Industry.
- Speak English for call centers.
- Speak English as Medical Representatives.
- Speak English for Banking and Insurance sectors.

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## ENVIRONMENTAL STUDIES

**Course objective:** The objectives in environmental studies are to understand the relationship and processes in the natural world, how humans and the natural world interact with each other and how human activities affect the natural world. The students learn how to communicate with complex environmental information of both technical and nontechnical audiences, understand and evaluate the global scale of environmental problems and reflect critically on their roles, responsibilities and identities as citizens, consumers and environmental actors in a complex interconnected world.

**Course outcome:**

- At the primary stage it envisages exposing children to the real situations in their surroundings.
- It helps them to connect, be aware of and appreciate their environment.
- Students are sensitized towards prevailing environmental conditions.
- They learn about medicinal and economic plants by doing their field work.
- Students learn to identify the major sources of air pollution and become aware and conscious students.

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