

**Programme specific Outcome (PSOs)
Programme Outcome (Pos)
&
Course Outcomes (COs)**



LOKEPARA MAHAVIDYALAYA

Kuliara, Birbhum,
West Bengal, Pin-731218

Established- 2010
(Govt. Aided)

Affiliated to the University of Burdwan

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LOKEPARA MAHAVIDYALAYA

Department of Bengali Programme outcome

By completing bachelor's degree course in Bengali (Honours) and Bengali (General), students can benefit in following Ways.

PO 1: a clear understanding of the mother tongue is developed

PO 2: The ability to enjoy literature and analyze text increases.

PO 3 : Learn about different writers of Bengali literature and their working style.

PO 4 : The purpose of literature is to give pleasure. Students gain this Joy through intensive reading of literature.

PO 5 : Literature reflects time and society. Reading literature increases social knowledge as well as emotional ability.

PO : The various aspects of the curriculum creates interest in higher education among the students.

Programme Specific outcome

PSO 1: Students learn about the origin, evolution, diversity and richness of the Bengali language

PSO 2: From Bengali Curriculum students can understand the origin of the Bengali nation, the history of culture. They also know about heritage.

PSO 3 : Student can choose journalism, proof reader, Translator, radio and television anchoring etc. as future careers.

PSO 4 : Over all reading literature helps to make a good human being by developing moral sense empathy and social consciousness

Lokepara Mahavidyalaya

Course outcome, Bengali Honours

Semester 1 :

CC 1 : Bangla Sahitya Itihas : Prachin O Madhya

The text of this paper helps to know about the sources of Bengali literature. Charyapad the is only documents of ancient Bengali literature. In addition a comprehensive introduction to the literary creation of the medieval period is given here.



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CC 2 : Chhanda, Alankar

This paper provides basic knowledge about Rhythm and rhetoric so that's students can appreciate the beauty of poetry along with determining the rhythm of poetry.

Semester 2

CC 3 :

Vaishnav padavali and Sakta Padavali are taught in this paper. students are introduced to two rich literary genres of mediaeval period.

CC 4 :

Krittivas is the best translator of Bengali Ramayana. By familiarizing himself with his book 'Shriram Panchali' students can learn about the ancient epic. Bharatchandra is the last poet of the Mangal Kavya Dhara of the medieval age. His 'Annadamangal Kabya' reflects the contemporary times of conflict. Students get to know about this.

Semester 3 :

CC 5 : in this paper students are informed about modern era literature. Also they understand the difference between ancient and mediaeval and Modern era. Students get acquainted with the religious, social and political situation of modern literature as well as how it reflected in the field of literature.

CC 6 :

By starting linguistics students gain knowledge about phonetics morphology and Syntax of Bengali language. Students get acquainted with the characteristics of Bengali dialects in different places.

CC 7 :

From this papers students can learn about Madhusudan Dutta's patrakabya 'Birangana kabya' and Bihari Lal Chakraborty's lyrical poem 'Saradamangal'.

Semester 4 :

CC 8 :

Some selected poems of Rabindranath Tagore and modern poets are taught in this paper. Students learn how to analyze poetry by reading it attentively.

CC 9 :

Here's students are familiar with Dinabandhu Mitra's 'Nildarpan' and Rabindranath's 'Sarodatsab' dramas. they are aware of the form and style of drama.

CC 10 :

In this paper students will study two famous novels 'Chandrasekhar' by Bankim Chandra and 'Ganadevata' by Tarashankar. Students develop interest in reading novels and gain knowledge about the dynamic nature of Bengali novels.



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Semester 5 :

CC 11 :

The newest art form of the 19th Century is short story. In this paper students are introduced to selected short stories of Rabindranath Tagore as well as short stories of famous fiction writers of Bengali literature. Their habit of reading stories is developed and analytical ability is enhanced.

CC 12 :

In this course students know about Bengali essays written by notable writers and are informed about its content. They also get acquainted with 'Dhwani', 'Rasa' which is part of 'Kabyatatwa'.

DSE 1 :

In this paper students are introduced about the history of the origin of 19th century narrative poetry, lyrical poetry and essays. They are informed about the socio- historical context and notable poets of that time.

DSE 2 :

At the same time students get acquainted with the features, signs and authors of Bengali drama and early periodic fiction of the 19th century.

Semester 6 :

CC 13 :

By learning about the history of Sanskrit literature and English literature, its poets, writers, the boundaries of students knowledge expand. They are informed about Eastern and western traditions.

CC 14 :

Art can never be . It is expressed in a particular form or genre. The classification of literature and each of its forms and branches are discussed in this paper and students can understand the importance of structure and style of literature.

DSE 3 :

From this course students can learn about the dynamics of Pre- Independence Bengali literature and social, political and cultural conditions of the time. They can also understand how contemporary reflection has occurred in the works of literary writers.

DSE 4 :

This course develops students ability to think and write independently through essay writing. Besides by teaching Bengali folk culture and folklore their interest in Bengali roots increases.



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Course Outcome, Bengali General

Semester 1:

CC 1A :

In this course students are introduced to the essays of Rabindranath Tagore and Bankim Chandra. They are informed about the main discourse and aesthetics of essays.

Semester 2 :

CC 1B :

Through reading and analyzing the stories of Prabhat Kumar and Saratchandra in this paper literally sense of students is developed.

Semester 3 :

CC 1C :

From this paper students can learn about the outline of the history of Bengali literature from ancient to Modern Times.

Semester 4 :

CC 1D :

Linguistics is taught in this paper. Students can learn about the origin of Bengali language, its period, vocabulary and dialects of this language.

Semester 5 :

DSE 1A :

In this course students gain knowledge about the origin, development of the Bengali short story and know about the story writers of 19th century.

Semester 6 :

DSE 1B :

This paper is about drama in the 19th Century. Students get acquainted about the origin, evolution, common theatre and dramatists.

SEC Papers

From 3rd to 6 semester students read four SEC paper. SEC papers mainly emphasize on skill development of students. Here they know about Bengali grammar, how to write different types of letters and report. At the same time they also gain knowledge about translation practice



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Programme outcomes of Education

- Acquaint the students with an understanding of the concepts and nature, scope, theories and principles of the areas of study in education.
- Provide an understanding of some current problems relating to education.
- Help develop an adaptable and a positive attitude towards life.
- Develop the ability to represent educational data through graphs and to develop skills in analysing different descriptive measure.
- Develop the ability of making objective decision in educational planning and management.
- Acquaint the students with the problems faced by the mentally and physically challenged children and adopt an awareness program to solve problems of differently-abled children.

Course outcome Education (General)

Course code	Course title	Semester	Course outcome
CC 1 A	Principle of Education	Sem-1	<ul style="list-style-type: none"> • Acquires Basic knowledge about education. • Student understand the meaning, nature, scope, aims of education. • Understand of various teaching techniques, strategies and approaches.
CC1B	Educational Psychology	Sem -2	<ul style="list-style-type: none"> • Develop a concept of psychology and its relationshipwith education. • Get an idea of educational psychology.



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			<ul style="list-style-type: none"> • Understand the different aspects of child development and related that with education. • Learn about psychology of intelligence and creativity and related that with education.
CC1C	Educational sociology	Sem – 3	<ul style="list-style-type: none"> • Understand the meaning of sociology and its different perspectives related to education. • Realize the relationship between education and sociology. • Acquaintance with concept of culture and relationship with education. • Understand about national integration and inter national understanding. • Get an idea of social of social development and role of education. • Connect with some social issues in education.
CC1D	History of education in india	Sem – 4	<ul style="list-style-type: none"> • Develop an idea of education in India. • Know about the education under East india. • Explore the traditional



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			issues, social issues and educational issues of Indian educational system.
DSE1A	Women education	Sem-5	<ul style="list-style-type: none"> • To introduce the gender perspectives in health. • To identify various factors impinging upon women's health. • To provide analytical understanding of relation between patriarchy, power, and violence.
SEC – 3	Educational guide and counselling	Sem- 5	<ul style="list-style-type: none"> • Learners gain the basic knowledge about guidance and counselling its meaning, identification, functions, type, techniques and types of counselling and basic data necessary for guidance. • Understand the concept of adjustment and maladjustment.
GE-1	Current issues in Indian education	Sem – 5	Explore the traditional issues, social issues and educational issues of Indian educational system.



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DSE 1B	Educational technology	Sem -6	<ul style="list-style-type: none"> • Acquire knowledge about the concept and approaches of educational technology. • Understand the concept components and basic model of communication issues in education. • Know the techniques of instructional technology used in education.
GE – 2	Education of children with special needs	Sem- 6	<ul style="list-style-type: none"> • Acquire the knowledge of various disabilities. • Ability to recognize and assess special needs ,including early intervention and diagnosis. • Ability to work with families, professional, and inter disciplinary teams.
SEC-4	Distance education	Sem -6	<ul style="list-style-type: none"> • Know the concept of distance education. • Know about positive and negative sides of distance education. • Acquire knowledge of advantage and disadvantage of distance education.



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Department of English

Programme Outcome (B.A. General)

- The ability to critically engage with the theories, texts of literature and the socio- cultural issues.
- To become adept in communication skills both in written and oral mode.
- The ability to write an academic paper/ research paper for presentation and publication.
- To aspire for global networking for higher studies and research purpose.
- To prepare oneself for developing a research project on one's own specialised area.
- To be prepared for divergent work opportunities nationally and internationally as a translator, teaching faculty, research project manager etc.

Course Outcome

English B.A. general course offers several courses in six semesters. These are Core course (CC), Discipline Specific Elective (DSE), Generic Elective (GE), Ability Enhancement Compulsory Course (AECC) and Skill Enhancement Course (SEC). Following are the learning outcomes-

1. Reading Skill
2. Writing Skill
3. Oratory Power
4. Critical Thinking
5. Appreciation of literature across regional and national borders
6. Creative writing
7. Knowing society, culture and human values
8. Learning interdisciplinary trends

Paper- Wise Course Outcomes

Core Courses

- Poetry and short story (CC- 1A)
- Essay, Drama and Novel (CC- 1B)
- Contemporary India: Women and Empowerment (CC- 1C)
- Academic Writing and Composition (CC- 1D)
- Core Language: Language, Variety and Stylistics (L 1-1)
- Core Language: Language, Imagination and Creativity (L 1-2)

SEC

- Translation Studies (SEC- 1A)
- Film Studies (SEC- 2B)
- Business Communication (SEC- 3B)
- Spoken English (SEC 4B)



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DSE

- British Literature (DSE1A)
- Indian Literature in translation (DSE 2A)

GE

- Gender and Human Rights (GE1)
- Environment and Literature (GE 2)

CC- 1A

In this paper students come to know about the concept of poetry and short story. Different forms of poetry such as sonnet, romantic poetry, war poetry and the context in which those emerged is taught in this course. William Shakespeare's sonnet no 116 gives students exposure to the origin of sonnet form and its diverse world. Romantic poetry through Wordsworth's "A Slumber did my Spirit Seal" and John Keats's "Bright Star" reveals itself to the students. The concept of War Poetry and the stages within it is expressed through Wilfred Owen's "Strange Meeting".

The genre of short story is made available to the students through the writings of Charles Lamb's "Dream Children" and H. E. Bates' "The Ox".

CC- 1B

In this paper students became aware of concepts like essay, drama and novel. George Orwell's "Shooting an Elephant" and R. K. Narayan's "A Library Without Books" offer two different flavours of essay, one in British English and other in Indian English. The concept of Drama and how did it emerged is explored in this course while reading dramas by George Bernard Shaw and J. B. Priestley. George Bernard Shaw's 'Arms and the Man' is a comedy drama depending on practical issues and J. B. Priestley's 'An Inspector Calls' falls under the type of modern morality drama. The world of novel and its origin in the early 18th c is taught to the students while reading Ernest Hemmingway's 'The Old Man and the Sea'.

CC- 1C

This paper titled as 'Contemporary India: Women and Empowerment' introduces students to the vast and immensely critical and important concepts of gender studies. The difference between sex and gender and how gender is constructed is explored in this course. Concepts of masculinity, femininity, patriarchy, sex and gender, gender socialization, gender discrimination and gender stereotyping are thoroughly discussed here. The origin of the women's movement in India and the struggle of women in Indian context is discussed here with connecting factors such as nationalism, partition and women's political participation. Law and society cover a significant portion of this paper. How does law uphold women's emancipation in society is worth reading. Issues such as personal laws, customary practices on marriage and inheritance, women and the constitution etc are discussed critically in this



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paper. Different forms of violence/ oppression on women's body and mind are addressed here from multiple angles such as female feticide, sexual harassment, domestic violence and what is the role of state in such circumstances is discussed in this paper.

CC- 1D

This paper engages with themes of academic writing and composition. This paper broadly deals with the art of academic writing. Summary writing, paraphrasing and writing on a topic on one's own are taught in this paper. Students can also learn how to engage/think critically through practicing synthesis, analyses and evaluation. How to structure an argument through introduction, interjection and conclusion is a part of this paper. The techniques of book and media review, editing and styles of citing resources are taught in this paper.

Core Course L 1/1

This paper covers themes such as language, variety and stylistics. It broadly covers the subject of language and communication. Concepts such as standard and non- standard language, formal and informal language, different forms of language, register, collocation and style are discussed in details and students get broad understanding of the functioning of language.

Core Course L 1/2

This paper encompasses broader issues such as language, imagination and creativity. It covers figures of language with examples. Concepts of foregrounding to escape from banality is drawn from the world theory and literature. Students learn the use of ambiguity and its practice in writing.

DSE 1A

This paper entirely deals with the British literature and its various manifestations. Different genres like gothic fiction, poetry, drama (comedy) and essay are explored here. Students become aware of the British forms of literature and their origin through the study of writings of Robert Louis Stevenson, Shakespeare, Thomas Hardy and Robert Lynd.

DSE 2A/ 1B

This paper opens the world of Indian literature to the students through translation. Indian literature coming from different regions of India such as Bengal, Maharashtra, Punjab enrich students with their remarkable literary traditions. Rabindranath Tagore's 'The Wife's Letters', Mahasweta Devi's 'Draupdi', Vijay Tendulkar's 'Silence: The Court is in Session', Amrita Pritam's 'Bread of Dreams' and 'A Story of Fire' etc are true representatives of their respective genres and also open up each writers' creative world.

GE 1

This paper 'Gender and Human Rights' covers crucial categories such as caste, gender, gender atrocities (gang rape), patriarchy, manipulation of religion for the oppression of women, women's right as gender rights and rights of Naga people. Writings of Meena Kandaswamy, Tamsila Ao, Virginia Woolf, Manjula Padmanabhan and Tehmina Durrani in different literary forms explore all these issues in a very critical manner and students learn how to connect the reality with its literary manifestation.



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GE 2

This paper is titled as 'Environment and Literature'. This paper broadly expresses concepts of nature in oriental and western thought, deep ecology and third world environmentalism. The theme of the destruction of nature is prevalent all over the paper. Writings of G.M. Hopkins, Gordon J L Ramel, Mahasweta Devi, Ruskin Bond in different forms celebrate the contribution of nature in human life from healing to sustaining humanity. The lives of tribals are interconnected to the nature which is also subjected to destruction.

SEC 1A

This paper gives a rich history of translation studies in the context of India. Different modes of translation, and important concepts in translating texts are discussed in this paper. Those important concepts are- equivalence, language variety, dialect, idiolect, register, style, mode, code- mixing/ switching etc. How to translate a text with elaborate critical examination of standard translated texts and films enrich students to master the art of translation in an age of emerging trend of translation. This paper provides in details the nitty- gritty of the translation studies and interconnected fields with it like translation in mass communication/ advertising, subtitling, dubbing, role of translation in business, how to use the tools of technology in translation, various software used for translation.

SEC 2B

This paper exclusively deals with Film Studies. It provides an information on the genealogy and evolution of cinema. What are the cinematographic techniques- given in this paper. Students can learn how a cinema is adapted and appropriated. Students can learn how to respond and review films and publish in reputed journals and magazines thus can enhance their professional skill.

SEC 3B

This paper is solely on Business Communication. It introduces the essentials of business communication. Students can learn the art of writing project report, meeting minutes etc. They become confident in oral presentation. Thus students can opt for related jobs and as a confident speaker can excel in their work places.

SEC 4B

This paper is on spoken English and the content of this paper helps students to become confident orators/ speakers in English language. The content of this paper helps to groom student in all round manner like speaking, listening in English. How to speak based on context is also provided here like greeting and leave taking, making/ refusing requests, describing objects/ process etc. This paper is crafted to enhance students' presentation skills like how to take interviews, how to debate, anchoring, public address, broadcasting etc.



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Department of Environmental Studies

Programme outcome-

- The main object of this programme is to development students knowledge and clear thinking about environment.
- To help students solve environmental problems and solutions.
- The programme promotes environment awareness among the students.
- The students are trend about responsibility and role independence in environmental conservations.
- There are job opportunities in environmental institutions government and private organizations.
- Students are trends about responsibility and role independence in environmental conservations.

Course Outcome (Environmental Studies)

Semester I (AECC-I)

Sl No	Syllabus	Course outcome
1.	Basic of environmental studies	This programme helps to acquire the basic knowledge about environment.
2.	Natural resources (renewable @ non-renewable)	Student will gain a fundamental understanding of various natural resources and their importance in sustaining life on earth
3.	Ecology and ecosystem.	Students will be able to define key ecological concepts such as biodiversity ,tropic levels and ecological succession.
4.	Biodiversity and conservations	Students will gain a comprehensive understanding of the concept of biodiversity and its importance in maintaining healthy ecosystem.
5.	Environmental pollution and management	Students will analyze the cause and effects of the pollution on the environment and human health.
6.	Environmental policies and practices.	Environmental policies are designed to regulate and manage human activities to present the environment.
7.	Human communities @ environment	This programme outcome helps valuable insights into the impact of human activities on the environment.



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Course outcome (Environmental Science)

Nep- 2020, semester – I Multi Disciplinary (MDC)

Sl no	Syllabus	Course outcome
1.	Natural resources	Understand the concept of natural resources. Identify type of natural resources ,their distribution and use with special reference to India.
2.	Biotic and water resources	Describe the role of biotic components and their interactions with ecosystem.
3.	Soil and mineral resources	Explain factors affecting soil fertility and plant growth ,including nutrient cycles, soil ph and soil amendments.
4.	Energy resources	Describe various types of energy resources, including renewable and non renewable sources.
5.	Sustainable development	Explain sustainable development,its goal,target, challenges and Indian strategies for SDGs.

Course Outcome(Environmental Science / Education)

Nep 2020, Semester – I (Value Added Course – VAC)

Sl no	Syllabus	Course outcome
1	Basic of environmental studies	Understanding on environment and its importance
2	Natural resources	Knowledge on different natural resources, causes of depletion and its sustainable uses
3	Ecology and ecosystem.	Students will be able to define key ecological concepts such as biodiversity ,tropic levels and ecological succession.
4	Biodiversity and conservations	Understanding the significance of biodiversity and its conservation.
5	Environmental pollution and management	Students will analyze the cause and effects of the pollution on the environment and human health.
6	Environmental policies and practices.	Ideas on provisions of Indian constitution for environmental protection



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7	Human communities @ environment	Understanding the interrelationship among human population growth, environment and human health.
8	Field work	Knowledge of on-field experience on environmental issues through project work.

Course outcome(Environmental Science)

Nep 2020 ,semester – II (Multi disciplinary – MDC)

SI No	Syllabus	Course outcome
1.	Biodiversity and its distribution	Understand the concept of biodiversity and conservation
2.	Threats to biodiversity	Understand the factors impacting biodiversity loss in India and the world
3.	Conservation policies	Major conservation strategies taken in India
4.	Tourism leisure	Ideas on ecotourism with special emphasis on home stay tourism.



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Program Outcome (PO) of the Department of History

1. History honours and general are included in the B.A program as a core course under the Choice-Based Credit System (CBCS). Students, with a thorough knowledge of Indian and world history, can select the teaching profession.
2. The history curriculum, in both honours and general, is structured in a way that has been beneficial for preparing for competitive examinations such as SPSC, UPSC, SSC, banking, and so on.
3. It enhances the ability to answer MCQ-type questions in competitive examinations.
4. The skill enhancement courses are entitled to create interest in new spheres of career building such as art and craft, tourism, museum education, record management, exhibition management, archive management, heritage management, historical building inspection, archaeological contracts, and so on.

Program Specific Outcome (PSO) of the Department of History

1. Students can pursue post-graduation.
2. They will gain chronological knowledge of Indian and world history as well.
3. Studying history enhances their ability to analyse social science topics from a cause-and-effect perspective.
4. Students with a profound knowledge of history become more capable of writing analytical and descriptive essays on current affairs in the civil service examinations.
5. Moreover, history is a subject that fosters the development of progressive minds capable of valuing culture and traditions for a better society.

Course Outcome (CO) of The Department of History

Semester	Program	Course Code	Course Title	Credit	Course Outcome
I	Honours	CC-I	History of India (From Earliest Times to 600 CE)	6	This course will help students to have a general conception of India's social, political, economic and cultural history of the mentioned time frame.
I	Honours	CC-II	Social Formations and Cultural Patterns of Ancient World	6	The course enables students to gain general knowledge about pre-historic cultures, bronze age civilizations and ancient Greece chronologically.
II	Honours	CC-III	History of India II (From 600 CE-1200 CE)	6	This course will provide an understanding of the intermediate period of transition i.e. the early medieval history of India which witnessed the formation and functioning of several regional states manifesting the features of Indian feudalism.
II	Honours	CC-IV	Social Formations and Cultural Patterns of the Medieval World	6	This widely diversified course will offer a general understanding of European history from the rise and collapse of Roman civilization to the formation of medieval Europe, focusing distinctly on the feudal state formation and other factors.
III	Honours	CC-V	History of India III (Circa	6	The history of medieval India will be



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			1206 – 1525 CE)		introduced in this paper. In addition to the foundation and functioning of the Delhi Sultanate under Turkish-Afghan rule, students will also learn about the struggle of provincial dynasties in Bahamani, Vijaynagar, and Bengal to establish distinct identities in the context of art, architecture, literature, society, religion and politics.
III	Honours	CC-VI	Rise of The Modern West I (15 th & 16 th Centures)	6	Students will take a look at the social, religious, economic, political, and intellectual developments in early modern Western European societies through this course.
III	Honours	CC-VII	History of India IV (1526 – 1727 CE)	6	This course will deal with the second phase of medieval Indian history. The course will thoroughly enrich students with the history of the Mughal period, with a special reference to art and architecture. Furthermore, the course will provide a concise overview of the regional political landscape during the rise of the Marathas in Maharashtra, Nawabirule in Bengal and East India Company in Bengal.
III	HONOURS	SEC- I	Museums and Archives in India	4	This course will provide value-based and skilled-based knowledge. Archives, museums, heritage, archaeology, art, and architecture are among the topics covered in the course. In addition, the course will involve hands-on training or fieldwork.
IV	HONOURS	CC-VIII	Rise of Modern West – II (17th & 18th Centuries)	6	In this course, giving the seventeenth-century crisis the central position, topics like the English Revolution, growth of parliamentary monarchy, patterns of absolutism and the rise of modern science and mercantilism will provide a necessary backup to develop a general understanding of the social, political, and intellectual and economic evolution in seventeenth and eighteenth century Europe.
IV	HONOURS	CC-IX	History of India - V (1758 - 1857)	6	Considering the crucial hundred years of Indian history, this paper will explore the changing nature of movements from local uprisings to the larger uproar of anti-establishment struggle. The changing governance approach of British rule since the day of its foundation will be observed by studying the mechanism of revenue settlements, the sanction of acts and legislation from time to time.
IV	HONOURS	CC-X	History of India VI (1858 -	6	The final course in the history of modern



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			1964)		India will present a comprehensive examination of the final phase of the freedom movement. The nature of nationalism will be studied through various political events, such as the introduction of the Indian National Congress, the Swadeshi Movement, the rise of revolutionary terrorism, Gandhian movements, and communism. The post-independence period will document the history of a new phase of the struggle to achieve self-reliance through various socio-economic and political challenges.
IV	HONOURS	SEC -II	Art Appreciation: An introduction to Indian Art	4	In this skill developing course, students will learn about thousands of years of heritage in art and architecture from pre-historic times up to colonial period.
V	HONOURS	CC-XI	History of Modern Europe I (1789 - 1870)	6	Modern Europe's major historical events will be comprehensively covered in this paper. Events like the French Revolution and its impact, the age of Napoleon and its downfall, the Metternich system and the response of European countries to it, the unification of Italy and Germany etc.
V	HONOURS	CC-XII	Studying History Writing: Indian & Western	6	The methods of writing history and the history of its evolution will be discussed with reference to theories and schools of thought.
V	HONOURS	DSE-I	Life & Culture in Pre-Colonial Bengal_ Pre-Historic Times to Mid-18th Century	6	This course examines the history of ancient and medieval Bengal through various perspectives. The geographical features of this ancient region, which have undergone significant changes over time, will be of interest to students. The course will provide an in-depth study of Bengal's art, architecture, economy, socio-cultural, religious, and political status during different dynastic periods.
V	HONOURS	DSE-II	Life & Culture in Colonial Bengal (1757 -1947 CE)	6	As the next part of the history of the Bengal region, this course will explain the condition of Bengal under colonial rule. The arrival of colonial power and the response of regional systems in society, economy, religion, art, culture, and politics to it would be the focal point of discussion.
VI	HONOURS	CC-XIII	History of Modern Europe II(1871-1945)	6	The history of modern Europe shall demonstrate the gradual change in socio-economic and ruling ideology with the expansion of industrial capitalism. The



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					beginning of the age of imperialism which led to two world wars will cover a major portion of this course.
VI	HONOURS	CC-XIV	Making of the Contemporary World (1946 – 2000)	6	The course provides a foundation for understanding recent trends in world politics. Students can identify the continuity of various issues in international relations in the present times by studying topics such as the Cold War, decolonization, neo-imperialism, the non-alignment movement, Palestine-Israel relations, and globalization.
VI	HONOURS	DSE-III	History of Modern East Asia (1840- 1919)	6	Students will have the opportunity to study the modernization that entered East Asia without full-fledged colonization, unlike in other parts of Asia.
VI	HONOURS	DSE-IV	History of China & Japan(1919- 1949)	6	This course is a continuation of the previous one and will provide a glimpse of how China and Japan combated the manipulation of colonial traits by embracing modernity.

HISTORY GENERAL COURSE OUTCOME

Semester	Program	Course Code	Course Title	Credit	Course Outcome
I	General	CC-IA/ GE-I	History of India (From Earliest Times to 300 CE)	6	This course will help students to have a general idea of India's social, political, economic and cultural history of the mentioned time frame.
II	General	CC-IB/GE-II	History of India II (From 300 CE-1206 CE)	6	. This course will provide an understanding of the transitional phase, known as the early medieval period in the history of India.
III	General	CC-IC/GE-III	History of India II (From 1206 CE-1707 CE)	6	The history of medieval India will be introduced in this paper. Students will have a glimpse of medieval India under the rule of the Sultanate and then the Mughals.
III	General	SEC-I	Museums and Archives in India	4	This course will provide value-based and skilled-based knowledge. Archives, museums, heritage, archaeology, art, and architecture are among the topics covered in the course. In addition, the course will involve hands-on training or fieldwork.



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IV	General	CC-ID/GE-IV	History of India III (Circa 1707 – 1950 CE)	6	This course will concisely give an idea about the colonial rule of India. It is useful for various competitive examinations
IV	General	SEC-II	Ethnographic Practices in India: Tradition of Embroidery, Textile making, Knitting, Handicrafts	4	This course illuminates the history of numerous knitting, embroidery, and weaving industries across the country that have been established for hundreds of years and have become an integral part of their region. Students will learn how indigenous textiles have gained glory through unique practices in provinces such as Delhi, Kashmir, Punjab, Gujarat, Bengal, etc.
V	General	DSE-IA	Some Aspects of Society & Economy of Modern Europe: (15th to 18th Century)	6	This course attempts to develop conceptual knowledge about the process of transition to modernity in Europe between the 15th and the 18th centuries. The centuries have witnessed transitions in society, economy, religion, politics, technology, and intellect. It concludes by examining the Industrial Revolution in England, which was the beginning of industrial capitalism in European history.
V	General	SEC- III	An Introduction to Archaeology	4	This skill-based course covers various aspects of archaeology. The history of archaeological research and discoveries in India since the colonial period has been thoroughly discussed. Students will acquire knowledge about various terms, techniques, and scholarly interpretations in archaeological studies. Attending seminars and workshops on this course can help them find opportunities for career advancement.
V	General	GE-I	Women Studies in India	6	This course will allow students to learn how the academic discipline of feminism came into existence in modern India. The purpose of this course is to examine the functions of discrimination in private and



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					public spheres by giving a basic comprehension of gender, family, patriarchy, and the women's struggle against it during and after independence in India. Finally, the paper will provide information about various government initiatives in the form of laws, constitutional rights and other means of welfare activities for women's rights in public and private spheres.
VI	General	DSE-IB	SOME ASPECTS OF EUROPEAN HISTORY (1789-1945)	6	This course covers thoroughly European History from the pre-French Revolution crisis to the Second World War. Students will learn about important topics like the 1789 Revolution, the Napoleonic era, Vienna settlements, Nationalism, unification of Germany and Italy, imperialism, the First World War, Europe between two World Wars and the Second World War.
VI	General	SEC-IV	Art Appreciation: An Introduction to Indian Art	4	In this skill-developing course, students will learn about thousands of years of heritage in art and architecture from prehistoric times up to the colonial period.
VI	General	GE-II	Gender & Education in India	6	This course is a continuation of Generic Elective –I and focuses on the history of women's education in chronological order. The study will focus on the reformers and their contribution to women's advancement during the colonial period. Furthermore, the course will emphasise government initiatives to enhance women's education and economic independence in pre- and post-independence India.



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Department of Philosophy, B.A(Honours)

Programme outcome

After completion of B.A(honours) students will develop following skills:

1. After successfully completing of the B.A. Honours the students can pursue their post-Graduation in philosophy in various recognize University in India and abroad.
2. After completion of the B.A. Students are expected to develop an analytical and critical skill which will help them to solve the problem any related issues that she/he faces in next level of studies.
3. After completion of the B.A Honours in philosophy, it helps to the students to form the capacity to analyze various situations in life.
4. Philosophy is one thing that teaches to the learners how to think critically, how to explain reasons and how to speech and writing must clearly structure and express ideas.
5. It helps to the students make better decisions by developing critical thinking.
6. The course assists the students to develop ability in critical thinking and understanding of concepts of rights, wrong, good and bad and an understanding of moral principles and their application in everyday life.
7. The programme make familiar students with various philosophical areas.
8. B.A program in philosophy further encourages the learner to engage in academic or non-academic.
9. The program also encourages and prepare the students for competitive exam. Like CSE, Civil service exam etc.

Course outcome

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

1. Deliberate, in written or oral form, in a manner that indicates comprehension of a philosophical concept, issue, or perspective.

SL.NO	Name of the course	Semester	Course code	Course outcome
1.	Indian philosophy	1	CC-1	Students are introduced with the different schools of Indian philosophy. Indian philosophy consists Of nine different schools of Indian thoughts, both Astika and Nastika systems. There are Nyaya Vaisesika, Samkhya, Yoga, Mimamsa and Vedanta and they are classified as the Astika schools, and on the other hand there are carvaka, Jainism, and Buddhism



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				<p>as Nastika philosophy .After completion</p> <p>Of the Indian philosophy,students will be able to gain knowledge about reality of truth through thinking and speculation Indian philosophy describes the knowledge about the Epistemology Metaphysics Logic Ethics and Psychology as a whole</p>
2.	History of Western philosophy	1	CC-2	<p>This paper is included of the Epistemological and Metaphysical perspectives of the philosophers, likeSocrates, Plato, Descartes, Spinoza, Leibnitz, Locke,Berkeley, Hume, Kant, and Hegel.It enablesthe students to know about the philosophical thinking of the western philosophers. So, the aim of this paper to impart the learners with basic knowledge of origin and development of western philosophy</p>
3.	Indian philosophy	2	CC-3	<p>Students are introduced with the different schools of Indian philosophy. Indian philosophy consists</p> <p>Of nine different schools of Indian thoughts, both Astika and Nastika systems. There are Nyaya Vaisesika, Samkhya, Yoga, Mimamsa and Vedanta and they are classified as the Astika schools, and on the other hand there are carvaka.Jainism ,and Buddhism as Nastika philosophy .After completion</p> <p>Of the Indian philosophy, students will be able to gain knowledge about reality of truth through thinking and speculation Indian philosophy describes the knowledge about the Epistemology Metaphysics Logic Ethics and Psychology as a whole</p>
4.	History of western philosophy	2	CC-4	<p>This paper is included of the Epistemological and Metaphysical perspectives of the philosophers, like Socrates, Plato, Descartes, Spinoza, Leibnitz, Locke, Berkeley, Hume, Kant, and Hegel. It enables the students to know about the philosophical thinking of the western philosophers. So, the aim of this paper to impart the learners with basic knowledge of origin and development of western philosophy</p>
5.	Indian Ethics	III	CC-5	<p>This paper discusses about the core ideas of Indian Ethical thinking Such as theories of karma Re-birth</p> <p>And varies types of dharmas. It also discusses about</p>



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				<p>the meaning of purusarthas and their inter -relation. The paper also provides the basic features of Ethical thinking of Carvaka Jaina and Buddhist Philosophies. The study of Ethics helps a student to achieve the ability so that they can make themselves to become a proper social being</p>
6.	Western Ethics	III	CC-6	<p>This paper discusses about the nature of Ethics and scope of ethics, object of moral judgement and also About the moral theories of Plato and Aristotle. The paper also provides Standards of morality like Hedonism, Deontological Ethics and also theories of Punishment Moral philosophy involve systematizing defending and recommending concept of right and wrong behavior. They study of ethics</p> <p>Helps a student to achieve the ability, so that they can make themselves to become a proper social being.</p>
7.	Indian logic	III	CC-7	<p>Indian logic is a popular text book written by Navya Naiyayika Sri Annam Bhatta. Elaborate discussion of four pramanas of Nyaya philosophy has been introduced here to understand the student valid cognition and its origins according to Nyaya philosophy</p>
8.	Western logic - I	IV	CC-8	<p>Students are introduced with the use of logical rules for identifying a valid argument. They also learn existential import, symbolic interpretation, constructing formal proof of validity, proving invalidity, Quantification theory. Study of this paper helps them to be aware of Mills different experimental methods, Science and Hypothesis and also different theories of probability. From this paper students will gain the knowledge about traditional and Aristotelian logic. It helps the students to develop a critical and logical mental attitude.</p>
9.	Psychology	IV	CC-9	<p>From this paper students are introduced to the definition nature and scope psychology Students will learn the basic concepts of the field of psychology</p>



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				<p>with an emphasis on application of psychology in</p> <p>Every day They become acquainted with its different methods like introspection and extrospection</p> <p>Sensation, illusion and hallucination different levels of mind Freud theory of dream, measurement of Intelligence, different test of intelligence regarding I.Q. measurement are the important topics in this paper. It will enable the students to think critically about human mind.</p>
10.	Philosophy of Religion	IV	CC-10	<p>Philosophy of religion discusses different religious views regarding nature of religions scope of religion ,Arguments for the existence and non-existence of God ,belief, basic tenets of Christianity , Islam ,and Hinduism, the religious language . They are introduced to the theories of orthodox and heterodox schools of philosophy This course helps the students to understand the different religious traditions and their implications.</p>
11.	Socio-political philosophy	v	CC-11	<p>The paper is about the social and political Aspect of our society This paper helps the students to have a primary concept of social and political philosophy like society community family state Association Caste class, Democracy, socialism this course is designed to develop infest among the students about the contemporary social issues and theories like Ambedkar Gandhiji, Satyagraha. It enables the students to understand the nature and scope of social philosophy and political philosophy</p>
12.	Western logic - II	v	CC-12	<p>This paper helps the students to develop a critical and logical mental attitude Study of this paper aids the students to be aware of mills different experimental methods Science and Hypothesis and also</p> <p>Different theories of probability. This paper is framed for learning the standard forms of formal reasoning.</p>
13.	Philosophy in the Twentieth	VI	CC-13	<p>The paper is about the philosophical views of Rabindranath Tagore Vivekanand K.C Bhattacharya,</p>



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	Century: Indian			Sri Aurobindo, Mahatma Gandhi, Radhakrishna, Iqbal etc. Students will be acquired newer idea and newer philosophical thought from this paper which will enlighten the students about the reality of life.
14.	Philosophy in the Twentieth century: Western	VI	CC-14	This paper discusses about the thinkers of modern period like Moore, Russell, Satre, Ryle, Ayer, Wittgenstein, Heidegger. Students will be acquired newer idea and newer philosophical thought from this paper which will enlighten the students about the reality of life.
15.	Kathopanisad	V	DSE-1	Kathopanisad is the important Upanishads. The Upanishads have raised questions about the meaning and death of life. The Upanishad tells the story of Nachiketas the son of Vajashrava who learns the teaching imparted by Jama. It reveals the truths of this world and the other world that is beyond human comprehension.
16.*	The problem of philosophy	V	DSE-2	Students are introduced with the well popular Text "The problem s of philosophy 'written by Bertrand Russell. The text includes appearance and reality, existence of matter, idealism, knowledge by acquaintances and knowledge by description and Russell view.
17.	Rabindranath Tagore: Sadhana	VI	DSE-3	This paper discusses about the soul consciousness, evil, self, of love, of action and of beauty and the nature of union with the infinite and relation to the universe. Tagore Sadhana has been in writing poetry and in living his life in all its hues and colors and thereby attaining realization of life.
18.	An Enquiry concerning Human understanding	VI	DSE -4	British philosophers David Humes well -popular text 'An enquiry concerning Human understanding '. This paper helps the students to gain detailed knowledge about the views of 'David Hume 'a modern western Empiricist from both epistemological, metaphysical and ethical perspectives through his book 'AN ENQUIRY CONCERNING HUMAN UNDERSTANDING ' .
19.	Philosophy in practice	III	SEC-1	In this paper, Students will be able to know Explain the concepts of Indian philosophy and Western philosophy, common and differentiating



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				<p>characteristics of philosophy and darshan, the nature of Inquiry in philosophy and darshan, epistemological and metaphysical, The primary course of the world, a</p> <p>Valid instrument in philosophical debate or valid methods of philosophical discourse.</p>
20.	Philosophy in Human Right	VI	SEC-2	<p>In this paper, students will be able to know about the Identify and evaluate the historical, political, and culture developments establishing human right as a set of global norms arguments and procedures,</p> <p>Understand the importance of the human right act 1998, the idea of natural law, and natural rights of Thomas Hobbes and John Locke, explain the duties, natural right, fundamental right and human rights,</p> <p>Critically examine the impact of diverse geographical, culture and 'theoretical contests social acceptance</p> <p>And practical application of human right.</p>

B.A (GENERAL)

COURSE-OUTCOME

SUB-PHILOSOPHY

SL.NO	NAME OF THE COURSE	SEMESTER	COURSE CODE	COURSE OUTCOME
1.	Indian philosophy	1	CC-1A	<p>Students are introduced with the different schools of Indian philosophy. Indian philosophy consists</p> <p>Of nine different schools of Indian thoughts, both Astika and Nastika systems. There are Nyaya Vaisesika, Samkhya, Yoga, Mimamsa and Vedanta and they are classified as the Astika schools, and on the other hand there are carvaka, Jainism, and Buddhism as Nastika philosophy. After completion</p> <p>Of the Indian philosophy, students will be able to gain knowledge about reality of truth through thinking and speculation Indian philosophy describes the knowledge about the Epistemology</p>



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				Metaphysics Logic Ethics and Psychology as a whole
2.	Western philosophy	2	CC-1B	This paper is included of the Epistemological and Metaphysical perspectives of the philosophers, like Descartes, Spinoza, Leibnitz, Locke, Berkely, Hume, and Kant. It enables the students to know about the philosophical thinking of the western philosophers. So, the aim of this paper to impart the learners with basic knowledge of origin and development of western philosophy
3.	Logic	3	CC-1C	Students are introduced with the use of logical rules for identifying a valid argument. They also learn existential import, VenDiagram, Symboliclogic. Identify premises and conclusions in both formal as well as informalproofs, and demonstrate an awareness of the limits of deductive forms as well as linguistic ambiguities. students also learn Of symbolic logic -the use of symbols, the truth -functions and using truth -tables for testing the validity of arguments and statements -forms.From this paper students will gain the knowledge about traditional and Aristotelian logic. It helps the students to develop a critical and logical mental attitude.
4.	Philosophy in practice	3	SEC-1	In this paper, Students will be able to know Explain the concepts of Indian philosophy and Western philosophy, common and differentiating characteristics of philosophy and darshan, the nature of Inquiry in philosophy and darshan, epistemological and metaphysical, The primary course of the world,a Valid instrument in philosophical debate or valid methods of philosophical discourse.
5.	Contemporary Indian philosophy	4 th	CC-1D	The paper is about the philosophical views of Rabindranath Tagore Vivekanand K.C Bhattacharya, Sri Aurobindo, Mahatma Gandhi, Radhakrishna, Iqbal etc. Students will be acquired newer idea and newer philosophical thought from this paper which will enlighten the students about the reality of life.



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6.	Philosophy of human rights	4th	SEC-2	<p>In this paper, students will be able to know about the Identify and evaluate the historical, political, and culture developments establishing human right as a set of global norms arguments and procedures,</p> <p>Understand the importance of the human right act 1998, the idea of natural law, and natural rights of Thomas Hobbes and John Locke, explain the duties, natural right, fundamental right and human rights,</p> <p>Critically examine the impact of diverse geographical, culture and 'theoretical contests social acceptance</p> <p>And practical application of human right.</p>
7.	Philosophy of Religion	5th	DSE-1A	<p>Philosophy of religion discusses different religious views regarding nature of religions scope of religion, Arguments for the existence and non-existence of God, belief, basic tenets of Christianity, Islam, and Hinduism, the religious language. They are introduced to the theories of orthodox and heterodox schools of philosophy This course helps the students to understand the different religious traditions and their implications.</p>
8.	Indian philosophy	5th	GE-1	<p>Students are introduced with the different schools of Indian philosophy. Indian philosophy consists</p> <p>Of nine different schools of Indian thoughts, both Astika and Nastika systems. There are Nyaya Vaisesika, Samkhya, Yoga, Mimamsa and Vedanta and they are classified as the Astika schools, and on the other hand there are carvaka, Jainism, and Buddhism as Nastika philosophy. After completion</p> <p>Of the Indian philosophy, students will be able to gain knowledge about reality of truth through thinking and speculation Indian philosophy describes the knowledge about the Epistemology Metaphysics Logic Ethics and Psychology as a whole</p>
9.	Philosophical Analysis	5TH	SEC-3	<p>This paper is based on John Hospers 'Introduction to philosophical analysis. This paper discusses about the meaning of word and sentence, concept and truth, nature and source of knowledge, relation of</p>



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				Testability and meaning. After studying this paper students will learn the methods of fair criticism and will be able to compare the rationality of different philosophical arguments.
10.	Tarkasamgra	6TH	DSE-1B	Indian logic is a popular text book written by Navya Naiyayika Sri Annam Bhatta. Elaborate discussion Saptapadārtha of Nyaya philosophy has been introduced here. Students will learn Indian logic analysis of Nyaya epistemology in detail.
11.	Western philosophy	6th	GE-2	This paper is included of the Epistemological and Metaphysical perspectives of the philosophers, like Descartes, Spinoza, Leibnitz, Locke, Berkely, Hume, and Kant. It enables the students to know about the philosophical thinking of the western philosophers. So, the aim of this paper to impart the learners with basic knowledge of origin and development of western philosophy.
12.	Ethics in practice	6th	SEC-4	This paper discusses about the nature and scope of western ethics, object of moral judgement. The paper also provides Standards of morality like Hedonism, Deontological Ethics and also theories of Punishment Moral philosophy involve systematizing defending and recommending concept of right and wrong behavior. The paper also provides concepts of Indian ethics. The paper discusses about the meaning of purusarthas and their inter-relation. The paper also provides the ethical thinking of Jaina, yoga, and Buddhists philosophies, and Vedic concepts. From this paper students also will belearnthe meaning of Niskamakarma. They study of ethics Helps a student to achieve the ability, so that they can make themselves to become a proper social being.



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ACADEMIC PLAN AND LEARNING OUTCOME FOR B.A IN PHYSICAL EDUCATION

Programme outcomes

Physical Education involves physical exercise, recreational activities and sports, it is an integral part of education. Physical Education is providing both instant and long -term benefits such as stronger body-muscles and bone, increase energy level, coordination, maintain fitness for optimal health and well-being and reduced risk of chronic diseases. Physical education aims to develop all aspects of the human personality through physical and sports activities. The graduation-level course of physical education covers the foundation of Physical Education , Anatomy, Exercise physiology, Health and Nutrition, psychology, test and measurement, Sports training etc.

1. The curriculum would enable the talented students get selected for various sports activities.
2. Students will exhibit a physically active lifestyle and will understand that physical activity provides opportunities for enjoyment, challenge and self-expression.
3. The curriculum can devise training program for students engaged in different sports activities
4. The curriculum shall enable them to officiate, supervise various sports tournaments and orient them in organizing sports events at different levels.
5. The curriculum would enable the students to become entrepreneur (to start their own fitness center, gym, etc.) in future and device appropriate fitness program for different genders and age groups of people.
6. The curriculum would enable the students to devise adaptive training program for differently abled peoples.
7. The physical education and sports activities will develop a sense of discipline and personality in the students.
8. The curriculum helps to understand professional, ethical, legal, social issues and responsibilities in teaching, learning and evaluation processes.
9. The curriculum reduces unethical behaviour by promoting fair play.
10. To understand the values and ethics of life and personality development.



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ACADEMIC PLAN AND LEARNING OUTCOME FOR B.A IN PHYSICAL EDUCATION

Detailed Academic Plan with Learning Outcomes

SEMESTER	LEARNING OUTCOMES
Semester-1	<p>The learners would:</p> <ol style="list-style-type: none"> 1. Be able to compare the relationship between general education and physical education. 2. Be able to identify and relate with the History of Physical Education. 3. Students may know the strong background of physical education exercise and sports science. 4. Incorporate values of Olympism in our life. 5. Be able to identify the works of Philosophers of Education and Physical Education. 6. Understand recent developments and academic foundation of Physical Education 7. To make the students aware of the meaning and importance of Yoga and its role in stress management.
Semester-2	<p>The student would:</p> <ol style="list-style-type: none"> 1. Under stand the importance of management of Physical Education. 2. Gain knowledge regarding management of Physical Education and Sports at different level. 3. Be able to organize various Physical Education program and sports. 4. Know about planning of facility and financial management. 5. Students will be able to prepare fixtures of knockout, league & combination in various sports. 6. Understand the theoretical concept of sports management. 7. Understand the practical & theoretical implications of financial planning and personnel management 8. Gain knowledge of sports event management and their evaluation process. 9. Gain understanding of the competencies and skill of sports manager. 10. After completing the unit, the students will be able to develop Leadership qualities through Physical Activity and Sports.
Semester-3	<ol style="list-style-type: none"> 1. The students will under stand the meaning and definition, & identify the importance of human anatomy and physiology and exercise physiology. 2. The students able to understand structure and function of different organs, systems. 3. Effect of exercise on muscular system, circulatory



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	<p>system, respiratory system.</p> <ol style="list-style-type: none"> 4. The students will be able to understand the test procedure of BMI, WHR. 5. The students will be able to measure heart rate, blood pressure, respiratory rate.
Semester-4	<p>After completing the unit, the students will be able to:</p> <ol style="list-style-type: none"> 1. Under stand the different types of communicable and non- communicable diseases. 2. Understand the concept of a balanced diet and nutrition. Classify Nutritive and Non-Nutritive components of the Diet. 3. Identify the ways to maintain a healthy weight. 4. Know about foods commonly causing food intolerance. 5. Recognize the health- related challenges in current time and able to apply the preventive measures. 6. Classify physical fitness and recognize its importance in life. 7. Value the knowledge and skills required to preserve community health and well-being.
Semester-5	<p>After completing the unit, the students will be able to:</p> <ol style="list-style-type: none"> 1. Define the terms test, measurement, and evaluation 2. Differentiate formative and summative evaluation 3. Under stand BMI: A popular clinical standard and its computation 4. Discuss the importance of measurement and evaluation processes 5. Explain different physical fitness and skill tests. 6. Differentiate between Endomorphy, Mesomorphy & Ectomorphy, describe the procedure of Anthropometric 7. The students understand training as performance-based science and explain different means and methods of various training.
Semester-6	<p>After completing the unit, the students will be able to:</p> <ol style="list-style-type: none"> 1. Understand the basic concepts of psychology and sports psychology. 2. The students will be able to understand the meaning, definition concept of learning. 3. The students will be able to understand different psychological factors. 4. The students will be able to understand the meaning and definition of stress and anxiety, types of stress and anxiety. 5. The students will be able to manage stress and anxiety through physical activities and sports. 6. The students will be able to understand the test procedure of personality, stress and anxiety. 7. The students will be able to measure reaction time, depth perception and mirror drawing. 8. The students will be able to do projects.



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LokeparaMahavidyalaya

DEPARTMENT OF POLITICAL SCIENCE

Lokepara, Kuliara, Birbhum

Programme Specific Outcomes

Political Science is a social science discipline that has the utmost practical applicability and also that not only studies government & state but, at the same time, applies empirical theory & scientific methods to the analysis of political matters. Political Science is the study of political behaviour, governance and power and how these are shaped by institutional settings and by the ideas, interests and resources of political actors as well as understanding the nature and developments in national and international politics. Therefore, a degree in political science not only enables students to enhance their grasp of the basic structures and processes of governmental systems, public policies and political forces that directly impact their lives, but also help them analyse political problems, arguments, information and theories and to apply methods appropriate for accumulating and interpreting data applicable to this discipline. Above all, it aids students in becoming informed citizens by amplifying knowledge on their entitlement to the rights and duties within a state.

COURSE OUTCOMES

CO 1. POLITICAL THEORY

- Accruing advance level of knowledge in political theory and analysing what is Politics and explaining the approaches to the Study of Political Science – Normative, Behavioural, Post Behavioural, Feminist.
- Explaining the Concept of State Sovereignty: Monistic and Pluralistic Theories. Analysing the changing concept of Sovereignty in the context of Globalisation.
- Understanding basic concepts of Liberty, Equality, Rights, Law and Justice
- Analysing the theory of class and class struggle.
- Helping the students in the future preparation of their course of study in political theory:
- Updating their knowledge level in the field of study of political theory with latest information
- Helping the students in preparing them for different competitive examinations.

CO 2. WESTERN POLITICAL THOUGHT

- It helps students discover the political philosophy that forms the basis of politics in the western world, to interpret the political philosophies of the Greek, Roman, French, English and German philosophers in historical context as well as relate them to contemporary politics.
- Origin of the knowledge in Political Thought: Concretizing their base in political thought:



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- Differences of thought in the different phases of the History of political thought: Getting enlightened with fundamental features of political thought:
- Helping the students in the future preparation of their course of study in political thought.

CO 3. INDIAN POLITICAL THOUGHT

- Assisting students in acquiring knowledge of Indian Political Thought at the beginning of their studies.
- Informing students about India's contributions to the enrichment of political thought.
- Collecting knowledge about India's approach to politics.
- Guiding students in their advanced studies of Indian Political Thought.

CO 4. GOVERNMENT AND POLITICS OF INDIA

- To understand Functions of Government.
- To understand Judiciary of India.
- To understand Bureaucracy of India.
- To understand biggest Democracy of the World.
- Know the Ministries, their role & responsibilities.
- What are the roles & responsibilities of Members of Parliament from Lok Sabha and Rajya Sabha?
- Know the process of drafting & presenting a Bill in the Parliament / Assembly.

CO 5. COMPARATIVE GOVERNMENT AND POLITICS

- Accruing knowledge about the structure & functioning of four major governments in the world:
- Having a comparative study of these governments in a glance:
- Helping the students in building their base in the study of comparative government:
- Accruing knowledge about different forms of government found in different political systems in the world.
- Students have a stronger and more informed perspectives on approaches to studying politics, governments and political systems comparatively. They become familiar with the primary theories and concepts that form the building blocks of the subfield, specially as they apply to different states in the world.



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CO 6. LEGISLATIVE PRACTICES AND PROCEDURES

The main outcome of the programme is to build basic knowledge and capacity to obtain, analyse, and communicate information on the Power and Functions of People's Representatives: Local Government (Rural and Urban); State Legislature and the Parliament. Analysing the Legislative Process: How a Bill becomes an Act; Role of the Standing Committee in the Making of Law.

CO 7. PUBLIC OPINION AND SURVEY RESEARCH

- Understanding Public Opinion: Meaning and Features. Public Opinion and Democracy.
- To know about the Representation and Sampling (a) Sample- Meaning and Utility; (b) Types: Random, Non-random and Stratified Sampling.

CO 8. DEMOCRATIC AWARENESS THROUGH LEGAL LITERACY

- Main outcome of this course is to Outline the Legal System in India: Criminal and Civil Courts.
- Understanding the Application of Law. Criminal Jurisdiction, Filing an FIR, Arrest, Bail Search and Seizure. Prevention of Atrocities on Scheduled Castes and Scheduled Tribes.

CO 9. HUMAN RIGHTS EDUCATION

- The objective of the course is to prepare the students in identifying and analysing the the Human Rights: Meanings and Scope. UN Declarations and Covenants.
- To understand the role of Human Rights in India: Constitutional Provisions and Practices. The Role of National Human Rights Commission (NHRC)

CO 10. PUBLIC POLICY CONCEPTS AND IMPLEMENTATION IN INDIA

- **Understanding Public Policy:** Students gain a solid understanding of the concept of public policy and its relevance in contemporary contexts.
- **Evolution and Co-relationship:** The course delves into the evolution of the concepts of 'public policy' and 'development,' emphasizing their interconnectedness. Students explore how public policies impact development issues.
- **Functions of Institutions:** Students examine the functions of institutions within India that work in the domain of public policy.
- **Specific Policies and Dynamics:** The course analyses specific public policies to understand the dynamics of development in India. It explores challenges and potential solutions within the Indian context.
- **Impact on Society:** The course investigates how public policies affect various sections of society, including tribals, Dalits, minorities, and those below the poverty line, across domains like education, health, employment, and livelihood generation.



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BA Sanskrit

Programme Outcome:

Students are able to frame correct sentences both in spoken and written forms. Students receive advanced knowledge of ancient Indian religion, literature, and history through the study of Sanskrit texts.

Programme Specific Outcomes:

Students will gain knowledge of the major traditions of literatures written in Sanskrit. Translation of Sanskrit literature into Bengali and vice-versa.

Students acquire ability to apply relevant theoretical perspectives to topics within the field of ancient Indian religion, literature and history.

So it may be summed up the entire course of Sanskrit honours gives the learners ample opportunity to communicate, translate, correlate with other languages in one way and to enjoy the splendor of the language and literature through systematic reading of poetry, drama, grammar, methodologies etc.

Course outcome:

Semester- I

In the first semester two core papers are taught. Core paper 1 deals with Bhattikavyam by Bhartrihari and Kalidas's Raghuvamsham. It may be e said that the learners are expected to learn how to read and enjoy poetry or more specifically Epic poetry. ThesecondpapercontainsreadingofkiratarjuniyambyBharaviand rhetorical devices of this language called metre.

Semester- II

2nd semester aims at teaching of the richest treasure of Sanskrit literature — AbhijñānaSakuntalam by Mahakavi Kalidasa. Another paper teaches the art of writing i.e. what and how an author should write.

Semester- III

In sem - III students are taught the history of Sanskrit literature, general grammar and SiddhantaKaumudi that aims at teaching Karaka, an important component of Sanskrit grammar. SEC-1 paper is very important in the sense that it teaches tradition or communication which is normally considered as basic knowledge of a learners language acquisition.



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Semester- IV

In sem - IV also one paper is devoted to teach Samasaparakarana and another for linguistic competence which equips learners with ins and outs of a language. Everyone knows the Veda, the earliest text of the world is very important, so Vedic literature is incorporated with a view to making the learners aware of the life style, rituals, social system of the the Aryanor Vedic people. In SEC-2 gives the students glimpses of the Karmayoga — the lesson incorporated in the Bhagavad Gita. Needless to say it is one of the most comprehensive tests of all literature that gives mankind the knowledge of high moral lesson and helps them find out the right pathas Arjuna got it.

Semester- V

In sem -V two papers named Kavya-prakasha by Mammata and Sahitya-darpan by Viswanatha offer to teach Rhetoric. Other two DSE papers deal with Puranic literature and Patanjala Yoga-darshanam which has recently become part and parcel of many peoples day to day life.

Semester-VI

The final semester is almost general one for all categories of avid readers irrespective of any discipline — History, Philosophy, Economics etc. In this paper Arthashastra by Kautilya and Indian philosophy are taken up. Again in two other DSE papers general discussion follows on Indian Drama and Manusamhita.