

**CHANDIDAS
MAHAVIDYALAYA**

DEPARTMENT

OF

ENGLISH

COURSE OUTCOME

&

PROGRAMME SPECIFIC OUTCOME

English Literature courses in the Department of English expose students to a wide range of writing from British, American and Indian tradition and culture and theory. It helps students explore how writers use the creative resources of language-in fiction, poetry, nonfiction prose, and drama-to explore the entire range of human experience. Students are expected to strive, to be imaginative, rhetorically dexterous, and technically proficient and as a result, to gain a deeper insight into life. UG syllabus at Chandidas Mahavidyalaya will help students build skills of analytical and interpretive argument, and become careful and critical readers. They will learn the 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:

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 can gain courage and strength by living vicariously through well-developed characters. Through reading students will have an awareness for varied perspectives. This will also expand their range of experience and in the process they will learn to be more empathetic toward the plight of others.

Awareness about Culture and History: Students gain an understanding of the relations between culture, history and texts. They learn to use texts as a gateway to various cultural traditions and interpret them in their historical contexts.

Gaining of Critical Insight: With the help of their knowledge of various critical theories it is expected that they will be able to construct their own meaning about the reality and his historical situations.

Issue of Sexuality and Gender: Literature course teaches a student to believe that one's own sense of identity is not enough to persuade the rest of the world to agree. Human beings are no longer bound by such binary concepts as male-female or masculine-feminine. They will learn that sex is a biological concept based on biological characteristics, whereas gender deals with personal, societal and cultural perceptions of sexuality.

Interdisciplinary Methods: Students should be able to understand the process of communicating and interpreting human experiences through literary representation using historical contexts and disciplinary methodologies.

Self-directed and Lifelong Learning: The course will facilitate access to sources of information and students will be able to process information on a need to use basis, and constantly upgrade their knowledge and skills.

Use of International language: Graduates of English literature program have skills that are highly valued by many types of employers, including critical thinking skills and strong writing skills which make them employable in a wide range of professions, including teaching and publishing, script writing, stage

directions/theatricals, translations, journalisms, media productions, documenting, reporting and producing documentaries

COURSE OUTCOME

The Department strives to make its pass and honours 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.

Core Course: I & II: Classical Literature (Indian & European)

1. Read and understand about the rich classical texts from Greco-Roman literatures as well as Indian literatures written in Sanskrit, in translated versions.
2. Appreciate these texts as a source of great wisdom.
3. Interpret these texts from contemporary points of view.

CC - III: Indian Writing in English

1. Trace the development of history of English literature from its beginning to the present day.
2. Interpret the works of great writes of Indian writers in English.
3. Demonstrate, through discussion and writing, an understanding of significant cultural and societal issues presented in Indian English literature

CC - IV: British Poetry, Drama (16th – 17th Centuries) & Rhetoric and Prosody

1. Trace the developmental history of English Literature from Old English Period to modern.
2. Be acquainted with major religious, political and social movements in the 16th and 17th centuries and their influence on literature.

CC - V: American Literature

1. Demonstrate a knowledge and understanding of a range of American writing in its historical and cultural context.
2. Analyze elements of literature such as imagery, theme, motifs, style, tone, etc. and explain how these elements contribute to the overall effect of the work.

CC - VI: Popular Literature

1. Know the meaning of Popular Literature and its distinct characters.
2. Read and understand some of the representative popular literary pieces.
3. Understand how formulaic elements create the ideal world without limitations or uncertainties in readers' imagination.

CC - VII: British Poetry and Drama (17th– 18th Centuries)

1. Trace the developmental history of English Literature from Old English Period to 19th century.
2. Show familiarity with major literary works by British writers in the field of Drama and Poetry.
3. Be acquainted with major religious, political and social movements in the 17th and 18th centuries and their influence on literature.

CC - VIII: British Literature (18th Century)

1. It will give insights into the socio-political and intellectual backgrounds against which British poetry and drama of the 17th-18th centuries may be studied.
2. Engagement with dramatic, literary and other issues related to representative works of drama from the century in focus.
3. An understanding of Neoclassicism in literature & the later rise of the literature of sensibility.

CC - IX: British Romantic Literature

1. Students will have an understanding of Romanticism as a concept, a specific movement vis-à-vis early 19th century English Literature.
2. Learning about the characteristics of particular genres & the texts.

CC - X: British Literature (19th Century)

1. Background of the Victorian Age – economic, philosophical, religious and social movements like Utilitarianism, the various Reform movements, Aestheticism, the Oxford Movement, etc.
2. Interpretations of Victorian texts from different perspectives: sociological, gender, aesthetic, etc.
3. Analyses of the text of the selected novels - the novelist's milieu, character, plot, themes, the art of fiction.

CC-XI: Women's Writing

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 how the latter is a social construction.
4. Be aware about the issues and concerns of the women writers of the developed, developing and under-developed countries.

CC - XII: British Literature (Early 20th Century)

1. A reading of the socio-historical currents of the early 20th century & the rise of Modernism.
2. Know about the meaning and scope of the concepts of the Modern /Modernism.
3. Examine various literary techniques that writers of 20th century use in writing their texts, and demonstrate an understanding of these techniques

CC - XIII: Modern European Drama

1. An understanding of Ibsen, Brecht, Beckett as pioneers of innovative forms.
2. Acquaint them with the great tradition of modern European drama.

CC - XIV: Postcolonial Literatures

1. an understanding of the colonial experience & the emergence of diverse cultures: Asian, African, Caribbean, Latin American, Australian.
2. Know how a literary text, explicitly or allegorically, represents various aspects of colonial oppression.
3. Locate and represent subaltern voices through their own writings.
4. Trace the history of post-colonial movements in India and its textual representations.

DSE - 1 A: Modern Indian Writing in English Translation

1. A holistic understanding of society and social issues like freedom, caste, gender roles etc. through the various representations in drama, novels and poetry.
2. Encouragement to compare and analyze works in the original with their translations.
3. Demonstrate, through discussion and writing, an understanding of significant cultural and societal issues presented in Indian English literature.

DSE-1 B: Travel Writing

1. . Ability to analyze and discuss travel narratives.
2. An understanding that literary theory and criticism enhance the study of literature.

DSE-2: A: Partition Literature

- A socio-historical reading of the momentous events of Partition in India.

- Can understand critical interpretations and literary readings of the trauma, guilt, silences and sufferings evoked by Partition.
- An introduction to the different perspectives on the concepts of borders, boundaries, nation and the consequences of Partition.

DSE–2: B: British Literature: Post-WWII

- Understand the concept & types of fiction reflecting the age and its importance.
- Appreciate and analyse independently the poems of Larkin, Hughes, Heaney. Appreciate and analyse the prose and fictional narratives of Fowles.

DSE –3 A: Literary Theory

- The tradition of literary theory through the ages; the changes in literary approaches and criticism; an understanding that literary theory and criticism enhance the study of literature.
- Apply critical and technical theory and vocabulary to describe and analyze, and formulate an argument about literary and other texts.
- Think about the non-fixity of meaning of literary texts.
- Develop a skill in applying various literary theories in interpreting a specific text

DSE –3 B. Research Methodologies

- Understand some basic concepts of research and its methodologies.
- Identify appropriate research topics.
- To apply appropriate research methodologies to specific problems.

CHANDIDAS
MAHAVIDYALAYA

Department
of
History

COURSE OUTCOME

&

PROGRAMME SPECIFIC OUTCOME

History Honours

Core Course

Core Course: I History of India I (From Earliest Times to 600 A.D)

Students of History Honours can achieve knowledge regarding geographical background and sources with approaches to Ancient Indian History. They learn about pre and proto history of our country, emergence and growth of earlier dynasties like Maurya, Gupta and the empires in Post Maurya period as well as in Post Gupta period.

Core Courses: II Social Formations & the Cultural Pattern of the Ancient World

This paper proposes the Evolution of human Society & Food production : Beginnings of agriculture and animal husbandry, Bronze Age Civilizations etc. It also proposes the idea that humankind as a whole has a history to be investigated and that a world history course may be more than study of various “cultures,” each disconnected from the others. Students also learn about the ancient Greek civilization and its various components.

Core Courses: III History of India (600 –1206 A.D)

History students will acquire knowledge about historiography of Early Medieval India. The socio, political, economic, religious and cultural features of early medieval India are vividly depicted in this paper. They can learn about the

Feudalism and its debate in Indian history. The arrival of Islam in India through the Arab conquest of Sindh is also one of the main components of this paper.

Core Courses: IV Social Formation and Cultural Pattern of the Medieval World

The history of Roman Republic is thoroughly described in this portion. Students can gather knowledge regarding administration, economy, religion, culture, literature and Philosophy of ancient Rome. Various discussion about the economic development in mediaeval world like Feudalism, mode of production, towns and trade's developments, technological advancements is also here. Early rise of Islam in the central Islamic land and the concept of ummah, Caliphate, shariah, Mihna, Sufism is also thoroughly described.

Core Courses: V History of India III (1206 - 1525 A.D)

Students will acquire knowledge about the sources for studying and Interpreting the Delhi Sultanate.

The history of Delhi Sultanate is thoroughly described in this portion. Students can gather knowledge regarding Sultanate administration, socio-cultural and political situation of Delhi under Sultanate. Various regional political structure like Bahamanis, Vijayanagar and Bengal is also discussed in detail. Religious and cultural movement with the special reference of Bhakti and Sufi movement is one of the important portion in this paper.

Core Courses: VI Rise of Modern West – I (15th& 16th Centuries)

Students will get knowledge from the debates which explain the transition of feudalism to capitalism. They also learn about some significant events of Modern West. such as Geographical Expansion, Renaissance, Humanism, Reformation, Scientific Revolution, Price Revolution etc. Emergence of state system in Europe with special reference of Spain, England and France is also discussed here.

Core Courses: VII History of India III (1526 - 1757 A.D)

The Mughal is a topic of controversy and attraction for their purse-proud to history lovers. Students will learn from this paper how did Mughal polity, economy, trade, commerce, society, culture become so famous in medieval period. They also learn the history of downfall of the Mughals, the end of an era. With the downfall of Mughal various regional state like Hyderabad, Awadh, Bengal which became very prominent is also discussed here in detail.

Core Courses: VIII Rise of Modern West – II (17th & 18th Centuries)

17th century European crisis in economic, social and political field is one of the important portion in this paper. Mercantilism and European economics, gradual development of capitalism and various circumstances which led to the Industrial Revolution is also discussed here. Students can also learn about the development of parliamentary monarchy and absolute state in Europe.

Core Courses: IX History of India (1758 -1857)

To understand Modern India this paper is essential. Students from history stream will get knowledge about the penetration, expansion and consolidation of British Rule in India. The impact of British rule in India with the theory of Drain of Wealth and De- industrialization, Indian awakening, cultural changes and socio-religious reforms movements described in this paper. Various popular uprising against the British rule like Santhal uprising, Sanyasi Uprising, Kol Bhumij uprising, Wahabi Faraizi and ultimately the great Revolt of 1857 are also discussed here.

Core Courses: X History of India (1858-1964)

Students will acquire knowledge about The transformation of power from company to crown through the Queen's Proclamation. This paper is very important to know the actual history of Indian Nationalist Movements. The foundation of Indian National Congress, the early trends of Nationalist Movements like Swadeshi Movement, Gandhi's rise to indian politics through Rowlatt Satyagraha, Khilafat and Non-co-operation movement, Civil Disobedience Movement, Quit India Movement, Netaji's INA all are discussed here. Students of History Honours acquire knowledge about communal politics, partition in India in between 1947-1950 and also post-independence era under Nehru.

Core Courses: XI History of Modern Europe I (1789 - 1870)

This paper focused on the great French Revolution in 1789. Various consequences of it in post-revolution Europe. Students come to know about the emergence of Napoleon Bonaparte in Europe and his expansion, consolidation,

downfall. Vienna Congress, Metternich, July Revolution, February Revolution, Unification of Italy and Germany, the diplomatic politics of Bismarck all discussed here.

Core Courses: XII Studying History Writing: Indian & Western

Analysing the notion of time and space in History, understanding the historical facts, philosophy of history, various historical narrative and generalization all discussed here. In this paper students learn about various trends of Indian and western historiography and also the relationship between History with other disciplines.

Core Courses: XIII History of Modern Europe II (1871-1945)

This paper focused on the system of alliance, new imperialism and various European political discourse which led to the First World War in 1914. 1917 Russian Revolution, emergence of Fascism and Nazism, the great Depression and the origin of World War II all these important issues are incorporated in this paper.

Core Courses: XIV Making of the Contemporary World (1946 – 2000)

Students will gather knowledge about the impact of the Second World War on the International System like Cold War, emergence of third world, non-alignment, bipolar world through this paper. The system of military and economic alliances, decline of European Imperialism, decolonization has been explained in this paper. Globalisation in new world is also important portion of this paper.

Skill Enhancement Courses (SEC):

Skill Enhancement Courses (SEC): I Archives & Museums in India

Understanding the development of Archives and Museum with special reference to India. Understanding the different types of archives and museums, the traditions of preservation, Collection policies, ethics and procedures collection. Examining the importance of Museum presentation and exhibition Understanding the importance of Museums, Archives in the society.

Skill Enhancement Courses (SEC): II Art Appreciation: An introduction to Indian Art

Understanding the Indian art from 600 BCE to 600 CE. Understanding the Indian Art in Early Medieval India like Temple forms, painting traditions, sculpture etc. Analysing the Indian art and architecture from 1200 CE to 1800 CE : Sultanate and Mughal architecture, Miniature painting traditions. Understanding the Modern and Contemporary Indian art and Architecture with special reference to Colonial Period.

Discipline Specific Elective (DSE):

Discipline Specific Elective (DSE): I Life & Culture in Pre-Colonial Bengal

In this paper students acquire knowledge about the pre-colonial Bengal, its political structure with special reference of Sovereignty, Muslims

invasion and the rule of Nawabs. Its economic development like agricultural development, industries, trade and commerce all discussed here in great detail. Spread of various religious beliefs and its impact on the cultural life is also one of the important components in this paper.

Discipline Specific Elective (DSE): II Life & Culture in Colonial Bengal

This paper focused on the Establishment of East India Company's rule in Bengal. Battle of Plassy to grant of Diwani, Dual Government, Famine of 1770, impact of colonial rule in Bengal, Bengal Renaissance, various social reforms movement all discussed here in great detail. In this paper students also learn about the process of nationalism and Swadeshi Movement. Various cultural development in Bengal is also discussed.

Discipline Specific Elective (DSE): III History of Modern East Asia (1840-1919)

Understanding the nature and structure of the traditional Chinese society and pre-Meiji Japan. In this paper students learn about China and system of Imperialism, emergence of Nationalism and Communism in China. Canton commercial system, opium war, open door policy, Taiping Rebellion, Boxer Rebellion all these topics are included in this portion. In the second unit students learn about Japan- Meiji Restoration, Meiji constitution, Sino-Japanese war, Anglo-Japanese war and various nature and character of modern Japan.

Discipline Specific Elective (DSE): IV History of China & Japan(1919-1949)

In this paper students learn about the development of Nationalism in China, May 4th Movement and its origin, nature and significance. The Kuomintang and the Nationalist government, the KMT-CCP conflict, The Communist Victory in China under Mao Tse-tung and The Chinese Revolution in 1949 all important issues incorporated here. In the later part students learn about the Process of modernization in Japan in social, military, political and educational level, the rise of Political Parties, abolition of feudalism and economic growth, Industrialization and the role of the state, the Zaibatsu, Japan and World War II defeat, Post war Japan under General Douglas MacArthur.

CHANDIDAS MAHAVIDYALAYA

Department of **Mathematics**

- **Programme Outcome**
- **Programme Specific Outcome**
- **Course Outcome**

Programme Outcome

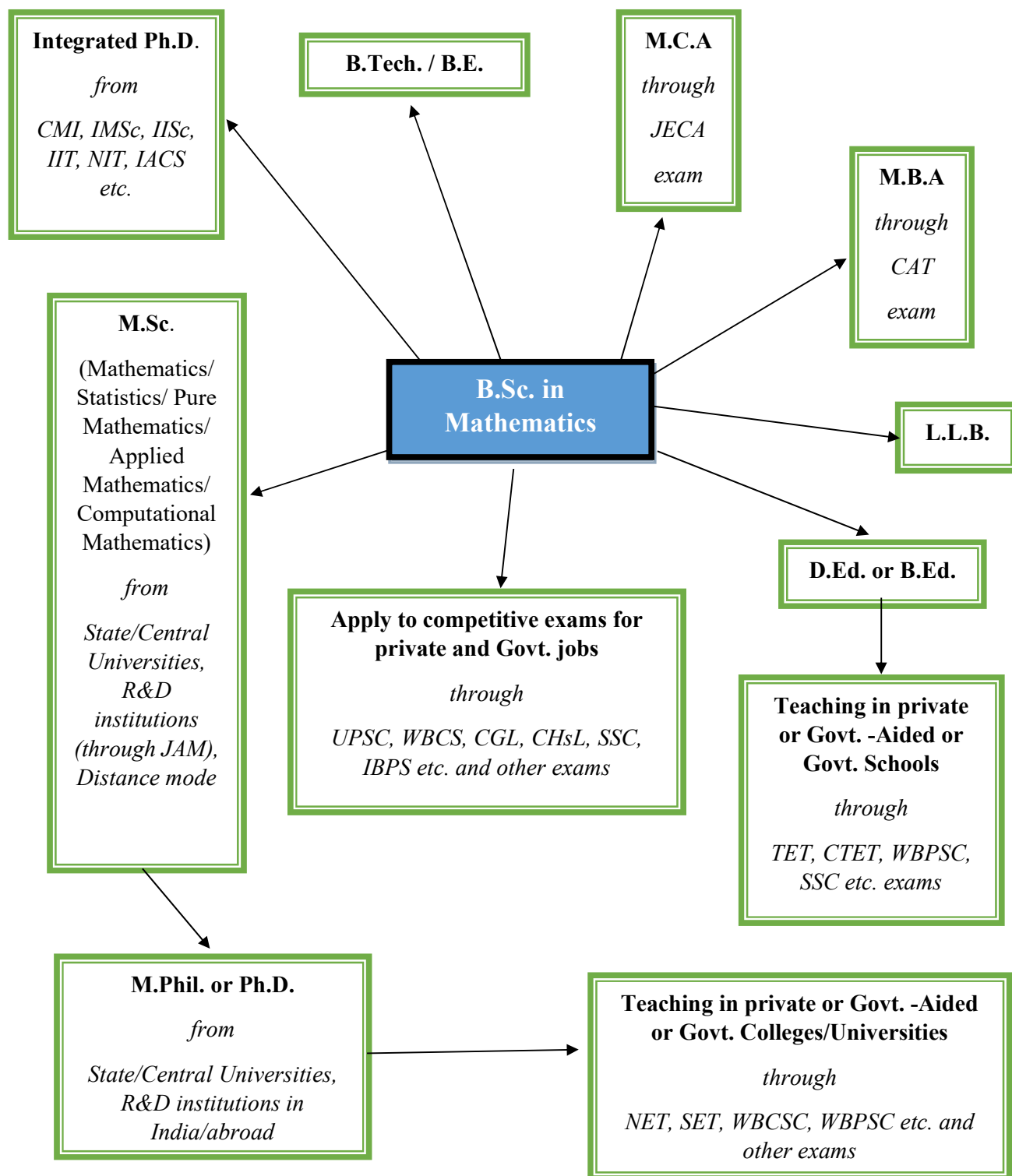
Mathematics is a fundamental part of human thought and logic, which attempts to understand the world and ourselves. The study of Mathematics makes students able to analyse, test, interpret and form independent judgments in both academic and non-academic contexts. The students should have adequate curiosity, patience, dedication, fundamental thinking and ability of asking the correct questions to teachers. The students can build a solid foundation for higher studies in Mathematics. Through studying Mathematics, the students can be capable to create, select and apply appropriate techniques, resources and modern technology in multidisciplinary environment. Also, it comprises critical thoughts to carry out scientific investigation objectively without being biased with preconceived notions. The skills and knowledge gained has intrinsic beauty, which also leads to proficiency in analytical reasoning. This can be utilised in modelling and solving real life problems. The study of Mathematics accumulates logic, axioms, facts, principles, concepts and methods within the mind, which makes students better at solving problems in both academic as well as non-academic environment and stimulates their cognitive growth and development. After completing the Programme of Mathematics, students should be able to present mathematics clearly and precisely, make vague ideas precise by formulating them in the language of mathematics, describe mathematical ideas from multiple perspectives and explain fundamental concepts of Mathematics to non-mathematicians. Therefore, B.Sc. in Mathematics is an exciting and important degree that can open up a lot of opportunities for under-graduate students.

Programme Specific Outcome

From the very beginning of recorded history, the discoveries in Mathematics have been at the forefront of every civilized society, and even it belongs to the most primitive of cultures. The needs of Mathematics arose based on the wants of society. Mathematics provides an effective way of building mental discipline and encourages logical reasoning and mental rigor. In addition, mathematical knowledge plays a crucial role in understanding the contents of other subjects such as science, social studies, and even music and art. Mathematics can teach us how to look longer and harder for solutions – a skill applicable to any career and life in general.

There are two major distinct Programme Specific Outcomes for graduate students in Mathematics: while some may work in academia as researchers, others work in diverse industry roles. After completing B.Sc. in Mathematics, a student can either decide to go for higher studies or apply for jobs. In the case of B.Sc. Honours in Mathematics, both the options are very promising. After being graduated in Mathematics (Honours), students can pursue M.Sc. in Mathematics followed by Ph.D. or M.Phil. programme from several Universities and R&D institutions in India as well as abroad. A student can admit to the post-graduate course in several subjects viz. Mathematics, Actuarial Science, Financial Mathematics and Computation, Actuarial Science, Statistics, Statistics and Operational Research, Computer Application, Business Administration, Data Science, Machine Learning etc. Moreover, a student can also get admitted in several professional courses viz. D.Ed., B.Ed., B.Tech., B.E., L.L.B. etc. for various jobs such as teaching, engineering etc. This sums up the point that there are plenty of courses that one can look forward on the completion of B.Sc. Honours in Mathematics. Also, a graduate student can apply for banking, accounting, private and even Govt. jobs. The exams like UPSC, WBCS, CGL, CHsL, SSC, IBPS, Railways etc. require expertise in solving problems in Mathematics.

In the next, a pictorial representation of Programme Specific Outcomes is given in form of the career planning for the students.



Course Outcome

In the course of **Algebra**, the students learn to follow a logical path to prove theorems and to solve problems. Students are introduced to abstract algebra, linear algebra. In abstract algebra, they can learn group theory, ring theory and field theory, which have a broad range of applications in Mathematics as well as multidisciplinary subjects. In linear algebra, the concept of vector space, normed linear space, inner-product space, linear transformation etc. have been introduced.

In the course of **Geometry**, the students can understand the foundations of Mathematics through visualizing two-dimensional and three-dimensional shapes/objects in terms of Mathematics. The students can gain knowledge and skills and develop the competency, which also leads to proficiency in analytical reasoning. Also, students can understand the beauty between the geometrical objects (such as straight lines, planes, conics, curves, surfaces etc.) and Mathematical equations.

In the course of **Calculus**, the students learn about the mathematical aspect of “change”. This course provides a framework for modelling systems in which there is change, and a way to deduce the predictions of such models. Also, students can learn multivariate calculus, differential calculus, integral calculus in this course. In integral calculus, the students encounter different concepts such as the area of various geometric shapes, the area under the curve by using the definite integral, the indefinite integral and various practical applications. The students can also develop their skills to apply calculus for problem solving such as finding extremum, area-volume of a shape, asymptotes of curves, monotonicity of functions, cusps, nodes, point of inflection, envelope of family of curves, mathematical model, velocity along a curve etc. which has crucial applications in any field of applied sciences.

In the course of **Real Analysis**, the students study about the concept of limits, continuity, differentiability of a real-valued functions. Also, students are able to learn about convergence, connectedness, compactness, convexity etc. This course helps to develop the skills of solving several analytical problems.

In the course of **Metric Spaces and Topology**, the students understand that metric is a generalization of the concept of distance and the topology is more general concept than the concept of metric space. The students study several theorems from Real Analysis in the new context of metric spaces and topology. Basically, this course teaches about the concept of generalization in Mathematics.

In the course of **Numerical Analysis and Methods**, the students learn that several numerical solutions can be obtained for problems, where an analytical solution does not exist. Major number of mathematical problems, which are originated from our real-life situation, do not have analytics solutions. But this course teaches about methods for finding numerical solutions by approximation.

In the course of **Probability and Statistics**, the students can be enabled to better understand, process, and interpret the vast amounts of quantitative data that exist all around them, and to

have a probabilistic sense in situations of uncertainty. The students understand that Probability is all about chance and Statistics is more about how we handle various data using different techniques for a certain purpose. This course stimulates the skills of students to understand the laws governing random events, including the collection, analysis, interpretation, and display of numerical data.

In the course of **LPP and Operation Research**, the students can learn the methods (such as transportation & assignment problems) of finding optimal solutions of several mathematical problems. This course makes logical thinking for students and provides better insight into business problems by evaluating the cost and profit.

In the course of **Mechanics**, the students learn several important topics in Mechanics such as Newton's laws of motion, Galilean transformation, Isothermal and adiabatic changes in Gases, Convective equilibrium, Stress in continuum body, Lagrange's equation of motion for holonomic system, Gibbs-Appell's principle of least constraint etc., which helps to develop the skills to formulate mechanical problems and finding their solutions.

In the course of **Graph Theory**, the students ultimately study the concept of relationships in more logical or mathematical ways. Students can learn many features of graphs like data flow diagram, decision making ability, displays relationships among objects, easy alterations and modifications in existing system etc. along with their real-life application. Also, the students can know historical notes about Leonhard Euler, the father of graph theory, settled a famous unsolved problem called the Konigsberg Bridge Problem, which motivates them in research.

In the course of **Boolean Algebra, Automata and Computer Language**, students can learn the concept of the truth or falsity of a given proposition or logical statement used as variables instead of the numeric quantities employed by ordinary algebra. Also, it helps students to create tools for describing and analysing the dynamic behaviour of discrete systems. In addition, students can learn several computer languages such as C, C++, FORTRAN, MATLAB etc. which are essential in the study of Mathematics.