



Bamanpukur Humayun Kabir Mahavidyalaya

Achievement and Action Taken Report

Programme - Bengali

Minutes of the Departmental Meeting: BHKM/BNGA/2024/1, Resolution No. 06, dated: 24/01/2024

A glimpse of the meeting



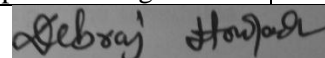
| Sl | Course Code | Course Title | Achievement | Action Taken |
|-----------|--------------------|--|---|---------------------|
| 1 | BNGACOR01T | PRAGADHUNIK BANGLA SAHITYER ITIHAS | Students are exposed to medieval literature and society. Their knowledge of medieval languages increased. They have come to know about the original source of Bengali literature. | Repetition |
| 2 | BNGACOR02T | PRAGADHUNIK BANGLA SAHITYA PATH | A complete understanding of Vaishnava literature and Sadhya literature is developed. Mangalkavya has come to realize how fiction was its original source. Students have become | Repetition |

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| | | | experienced about Chaitanya Dev's life. | |
| 3 | BNGACOR03T | VASATATTA | An idea has been created among the students about the origin of Bengali language. Bengali phonology as well as morphology and vocabulary Experience has been gained. A general idea has developed about the different dialects of Bengal. | Repetition |
| 4 | BNGACOR04T | ADHUNIK BANGLA SAHITYER ITIHAS | Understand the dynamic nature of modern Bengali literature. An idea has been developed about the various forms of Bengali literature. | Repetition |
| 5 | BNGACOR05T | BANGLA CHANDO-ALANKAR | A general idea has been developed about Bengali rhythmic ornamentation. Students become particularly experienced in the style and structure of Bengali poetry. | Repetition |
| 6 | BNGACOR06T | BANGLA NATAK O RANGAMANCHO | Students have become aware of the tragedy, allegory and symbolism of the drama as well as the idea of the source of Bengali theatre. Famine of Bengal (1350) also got to experience how terrible it was. | Repetition |
| 7 | BNGACOR07T | BANGLA GADYA O PRABANDHA | Students have become interested in the seven colors of the sun just as an idea has been created about space and planetary satellites. | Repetition |
| 8 | BNGACOR08T | BANGLA KABYA O KABITA | Students have been able to understand the modern epic developed under the influence of Renaissance. Rabindranath's poetry, Jibanananda's poetry and the poetry of modern poets develop a holistic understanding. Students also learn to understand the style of poetry. | Repetition |
| 9 | BNGACOR09T | ROBINDRA SAHITYA | Rabindranath Tagore's individual understanding of life Through his literature, students have been able to understand Rabindranath's thoughts on men and women, his experience of traveling to Russia, and his views on ancient literature. | Repetition |
| 10 | BNGACOR10T | SAHITYER RUP RITI O BHARATIO SAHITYATATTO | Through this paper, a complete understanding of the various forms and styles of Bengali literature has been developed. Special ideas are also developed | Repetition |

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| | | | about the rasa and sound of literature. | |
| 11 | BNGACOR11T | BANGLA UPANYAS | It has been possible to develop an experience about the beginning of Bengali novels and romance. The minds of the students have become more inquisitive about the extent to which the freedom struggle had an impact on literature. The students have become aware enough about the structure and language of the regional novel. | Repetition |
| 12 | BNGACOR12T | BANGLA CHOTO GALPA | A special idea is developed among the students about the origin and evolution of Bengali short stories. Students also got to experience how feminism, humanism has influenced short stories. | Repetition |
| 13 | BNGADSE01T | MADHYAYUGER SAHITYA PATH | Students become particularly experienced in the structure of medieval literature, language and reflected social life. They have also become aware of how to read medieval Bengali literature. | Repetition |
| 14 | BNGADSE02T | BANGLA GADYA O PRABANDHA PATH | Babu culture in nineteenth century society. Students have gained knowledge on the subject. A complete understanding of Eastern culture and Western culture is formed in the minds of the students. As the concept of beauty has been created in the literature, the students have been liberated in the world of understanding about the different phases of human life. | Repetition |
| 15 | BNGADSE03T | RABINDRA PAROBARTI BANGLA KABYA KABITA O KABYA BHABONA | Structure of poetry An aesthetic view of language style has developed. In addition to nature in modern poetry, the students have also gained a special understanding of how a new appreciation of mythology is developed. | Repetition |
| 16 | BNGACOR13T | SANSKRIT, ENGLISH, HINDI, ASOMIYA SAHITYER ITIHAS | Along with Bengali, Sanskrit, English, Hindi and Assamese literature have developed a general idea in the minds of the students. Along with making a connection with Bengali literature, a comparative perspective is also developed. | Repetition |

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| 17 | BNGACOR14T | BHRAMAN SAHITYA | As an idea is developed about travel literature, students become experienced about places they have not visited through reading literature. | Repetition |
| 18 | BNGADSE04T | BANGLA NATOK O NATYA BHABONA | Students have developed a deep understanding of Bengali theatre. Apart from historical tragedies, an idea has been created about the extent to which Swadeshi Movement influenced Bengali drama. They also became experienced in reconstructing medieval literature. | Repetition |
| 19 | BNGADSE05T | BANGLA KATHASAHITYE MANANTAR DESHBHAG AND DANGA | Students understands the impact of famine (1350) and partition(1947) on Bengali literature. Through literature, they have been able to understand the history of the period of famine and the period of partition. | Repetition |
| 20 | BNGADSE06T | RABINDRA JEEVAN, KARMA O SANGSHLISTHA SAHITYA | Students have developed a complete understanding of Rabindra jivan and Karma. Rabindranath's education thought, Pallibhabna, Village development ideas have developed deep views of the students. The students got to experience Rabindranath's folk literature practice. | Repetition |
| 21 | BNGGCOR01T | BANGLA SAHITYO EBONG BANGALIR SANSKRITI CHARCAR ITIHAS | In the early phase of Bengali literature, Buddhism, the students have developed a general idea about Buddhist culture. Students learn to appreciate Vaishnava Shakta and Nath literature as well as Arya non-Arya culture. Kabygan has been experienced as a literature of decadent era. | Repetition |
| 22 | BNGGCOR02T | BANGLA BHASAR ITIHAS O VASATATTTO | An idea has been created among the students about the origin of Bengali language. Bengali phonology as well as morphology and vocabulary Experience has been gained. A general idea has developed about the different dialects of Bengal. | Repetition |
| 23 | BNGGCOR03T | JIBANI SAHITYO | The students have developed a special idea about the definition, form and style of biographical literature. | Repetition |
| | | | Students have become | |

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| 24 | BNGLCOR01T | UNIS SATOKER GADYO, KABYO- KOKBITA | experienced in 19 th century Bengali poetry and prose. They also understood the 19 th century society through literature. | Repetition |
| 25 | BNGGCOR04T | BANGLA SISHU O KISHOR PATHYO SAHITYO | Students have developed a complete understanding of children and youth literature of Bengal. They have also developed the ability to understand the child mind. | Repetition |
| 26 | BNGLCOR02T | NATAK O KATHASAHITYO | Students are particularly interested in and experienced in 20th century drama and fiction. | Repetition |
| 27 | BNGGDSE01T | BANGLA KALPA BIGGAN O GOENDA SAHITYA | Special thinking space has been created in the minds of students about Bengali science fiction and detective literature. Students learn to analyze the criminal mentality of people. | Repetition |
| 28 | BNGGDSE02T | BANGLA KABYO O KOBITA | Revise the 19th century renaissance centered women's independence through Bengali poetry. Modern poetry has come to realize how intimately love is related to nature. | Repetition |
| 29 | BNGGDSE03T | BANGLA GADYA O PRABANDHA PATH | A general idea about folk literature is developed in the minds of the students. The students also learned how much Bengali girls in the 19th century expressed their personal thoughts through their prose. | Repetition |
| 30 | BNGGDSE04T | BANGLA NATAK O PRAHASAN | Students have developed a deep understanding of Bengali theatre. | Repetition |
| 31 | BNGSAEC01M | BANGLA BHASHA UCCARARN O BYBAHARIK BANAN CHARCA | Students have become proficient in Bengali language and Bengali grammar. | Repetition |
| 32 | BNGSSEC01M | CHALACHITRER BHASHA | Students found a connection between literature and film. Also Experienced in how film scripts are written. | Repetition |
| 33 | BNGSSEC02M | MUDRAN SHILPA O PRAKASHANA | Students generally become proficient in proofreading. | Repetition |



Head, Dept. of Bengali
BHK Mahavidyalaya

Programme – English

Minutes of the Departmental Meeting: Meeting No. BHKM/ENG/MET NO.02/2023, Resolution No. 07, Dated: 25.07.2023

A glimpse of the meeting



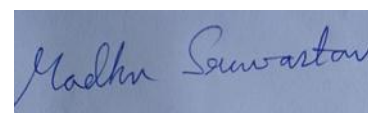
| Sl | Course Code | Course Title | Achievement | Action Taken |
|----|-------------|-----------------------------|---|---|
| 1 | ENGACORO1T | INDIAN CLASSICAL LITERATURE | Students became aware of their rich literary and cultural heritage. This somewhat helps in developing pride in own roots as the effect of colonization in looking down upon our culture still persists. | Discussion of ancient texts in comparison with western texts to make it more impactful. |

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| 2 | ENGACORO2T | EUROPEAN CLASSICAL LITERATURE | Students' knowledge about ancient cultures of faraway lands is increased so that they can compare with their own. They are somewhat assured that human beings and their values are similar across borders. | Discussion of western texts in comparison with ancient texts to make it more impactful. |
| 3 | ENGACORO3T | INDIAN WRITING IN ENGLISH | Students are familiarized with Indian English writers of different genres and somewhat learn to appreciate the writings in IWE and the interest to read them on their own. | Greater involvement to enable students to take up reading such texts on their own. |
| 4 | ENGACORO4T | BRITISH POETRY & DRAMA (14TH-17TH C) | Students learn to analyze and appreciate the different pieces and the social forces that brought about such writing. Their critical abilities are developed. | The students are given passages and stanzas to analyze from unknown pieces. |
| 5 | ENGACORO5T | AMERICAN LITERATURE | Students learn to appreciate the American literature in its similarity and differences with British and Indian Literature. How Americans who were colonized and the Blacks were uprooted from their culture write their identities in their literary works. | They are encouraged to need engage fully to appreciate American literature- asked to watch period movies. |
| 6 | ENGACORO6T | POPULAR LITERATURE | Students get an understanding of popular literature from different texts from different times and climes. They get a flavor of the texts that became so popular across borders. | They need to read more of the popular texts from their own culture to appreciate them. |
| 7 | ENGACORO7T | BRITISH POETRY & DRAMA (17TH-18TH C) | Students' knowledge is somewhat widened as they get to read, appreciate and analyze the creation of good and evil in the Christian world. They also somewhat get an understanding of English culture in 17th and 18th centuries. | Students are encouraged to read more to truly understand English culture periodically. |
| 8 | ENGACORO8T | BRITISH LITERATURE (18TH C) | Students get to understand the use of satire and different stages of development in a person's life through the iconic pieces by Blake. They somewhat learn the potential of mankind. | They are encouraged to read and write from what they learnt from these texts. |
| 9 | ENGACORO9T | BRITISH | Students somewhat learn the essence of romantic poetry and prose. They learn critical | They are encouraged to read and analyze more |

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| | | ROMANTIC LITERATURE | analysis of these poems and prose pieces. So, their critical and analytical skills are somewhat developed. | texts to be able to develop these faculties in their personalities. |
| 10 | ENGACORO10T | 19TH C BRITISH LITERATURE | Students somewhat learn and understand the link between colonialism and literature. The challenges of women and the role of men in supporting them is yet to be imbibed by them. | Real life situations are discussed with students to make them imbibe the spirit of gender equality and a noble conduct. |
| 11 | ENGACORO11T | WOMEN'S WRITING | Students get somewhat sensitized about women's issues though much remains. They learn about women's struggle across borders and somewhat get an idea of how women think and feel. | They are encouraged to consciously practice gender equality as the difficulty in uprooting deep-rooted biases cannot be achieved overnight. |
| 12 | ENGACORO12T | EARLY 20TH C BRITISH LITERATURE | Students get an idea of modern English literature. They learn some things about the crises and angst of modern society as expressed in the pieces. | They are asked to read more pieces on their own from their own vernacular literature to experience the feeling back home. |
| 13 | ENGACORO13T | MODERN EUROPEAN DRAMA | Students somewhat learn about several isms that try to explain the human situation at that point in history. They learn the need to change rigid gender biases or have another Nora walk out of the house. | They are asked to engage more with the isms in art forms available online for a better understanding. |
| 14 | ENGACORO14T | POSTCOLONIAL LITERATURE | Students learn the commonalities of the state of colonized people and their literature. They get a fair idea of the deep impact of colonialism and the need to assert one's own culture and values to write back to the empire. | They are asked to reflect more on their own culture which has undergone change in the process of colonization for a better understanding. |
| 15 | ENGADSE01T | OLD ENGLISH LITERATURE, PHILOLOGY, RHETORIC & | Students get an idea of the growth and development of the English language. Language is constantly growing and evolving entity completely assimilating from whatever | They need to work on their own English language – classes on language practice are |

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| | | PROSODY | language and dialect it comes in contact with, like a river. | taken in periodicals. |
| 16 | ENGADSE02T | LITERARY TYPES & TERMS | Students learn about the different literary types. They get somewhat familiar with the different terms that are required to decode and analyze novels and plays. They learn to differentiate between tragedy, comedy and somewhat understand the structure of a novel. | They are asked to watch plays to be able to identify these characteristics. These are discussed in tutorials. |
| 17 | ENGADSE04T | LITERARY CRITICISM | Students learn the history of literary theories. They get an idea of the critical and varying ways in which | Repetition |
| 18 | ENGADSE05T | PARTITION LITERATURE | Students have read about partition in history text books but reading the literature of the partition times gives them a humane aspect of the whole thing. They get a better understanding of peoples struggles, choices and agonies. | Films and TV Serials based on partition are further discussed to help them grasp the fervour of times. |
| 19 | ENGLCOR01T | Language literature. Writing. through Indian | Students engage with the of socio-political, economic and cultural history of the Indian life represented through their literature in the study of Indian writing in English literature. | They are encouraged to compare literature in their mother language with Indian English for a critical analysis |
| 20 | ENGLCOR01T | Language literature. Literature through World | Students are introduced to the socio-political and cultural history of England in the Middle Ages, Elizabethan and Jacobean period leading to its developments in the 17 th century. They get to somewhat know the human values and human life that is represented through the literature. | They are encouraged to compare literary expressions through the various genres of the period for a better understanding of aesthetics. |
| 21 | ENGGCOR03T | Novels and Plays | Students get a sense of the soft skill of English communication in personal, social and business affairs. This somewhat helps in acquiring the basic skills in English writings: such as writing of reports, CV, | Students are encouraged to converse in English as it also helps in personality development. |

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| | | | Emails, letter of correspondence in different fields. | |
| 22 | ENGGCOR04T | Poetry and Short stories. | Students get to identify the characteristic features of the Comedy of Manners and Mock-Heroic poetry and examine critically key themes in representative texts of the period, including Sin, Transgression, Love, Pride, revenge, sexuality, human follies, among others. | They are encouraged to analyse texts in terms of plot-construction, socio-cultural contexts and genre of poetry and drama. |



Head, Dept. of English
BHK Mahavidyalaya

Programme - Education

**Minutes of the Departmental Meeting: Meeting No. 02, Resolution No. 02,
Dated: 23.12.2023**

A glimpse of the meeting



| Sl | Course Code | Course Title | Achievement | Action Taken |
|----|-------------|------------------------|---|---|
| 1 | EDCACOR01T | Educational Philosophy | 1) Students have gained insight into the philosophical perspectives 2) Learners have learnt about similarities and dissimilarities between education and philosophy. | Discussion of philosophical perspective in comparison with western philosophy done to make it more impactful. |
| 2 | EDCACOR02T | Educational Psychology | 1) Students have gained insight into the psychological perspectives 2) Learners have learnt about similarities and dissimilarities between education and psychology. | Discussion of Psychological perspective in comparison with western psychology done to make it more impactful. |
| 3 | EDCACOR03T | Educational Sociology | 1) Students have gained insight into the sociological perspectives 2) Learners have learnt about similarities and dissimilarities between education and sociology. | They are encouraged fully to appreciate sociological concept. |
| 4 | EDCACOR04T | Pedagogy | 1) Students have gained insight into the pedagogical perspectives 2) Learners have learnt about similarities and dissimilarities between education and pedagogy | They are encouraged fully to appreciate pedagogical concept. |
| | | | 1) Students have explored the | Discussion of |

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| 5 | EDCACOR05T | Education in Pre independence India | basic elements that make up the Indian policies and how each policy contributes to the making of education system. 2) The learners have grasped the fundamental ideas of different commissions | ancient characteristics of ancient education in comparison with western education done to make it more impactful. |
| 6 | EDCACOR06T | Education in Post-independence India | 1) Students have explored the basic elements that make up the Indian policies and how each policy contributes to the making of education system. 2) The learners have grasped the fundamental ideas of different commissions | Discussion of post – Independence characteristics of education done to make it more impactful. |
| 7 | EDCACOR07T | Contemporary Issues in Indian education | 1) Students have explored the basic elements that make up the Indian contemporary issues and how each policy contributes to the making of education system. 2) The learners have grasped the fundamental ideas of different commissions | Discussion of characteristics of a contemporary education done to make it more impactful. |
| 8 | EDCACOR07P | Field tour & Report writing | 1) Students have achieved knowledge of historical importance of any field. 2) Idea of report writing . | Greater involvement to enable students to take up field tour and report writing on their own. |
| 9 | EDCACOR08T | Educational Management | 1) Students have achieved knowledge of management objectives and importance of management in the field of Education. | Discussion of characteristics of educational management done to make it more impactful |
| 10 | EDCACOR09T | Basics of Educational Research and Evaluation | 1) Students have achieved knowledge of research, objectives and statistical data 2) Relationships between theory and research, concept of mean, median, mode. | Discussion of characteristics of educational research done to make it more impactful. |
| 11 | EDCACOR010T | Statistics in Education | 1) Students have achieved knowledge of research, objectives and statistical data 2) Relationships between theory and research, concept of mean, median, mode. | Discussion of characteristics of educational research and statistics done to make it more impactful. |
| 12 | EDCACOR010P | Statistics in Education | 1) Students have achieved knowledge of research, objectives and statistical data | Practically application of Data done to |

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| | | | 2) Relationships between theory and research, concept of mean, median, mode. | make it more impactful. |
| 13 | EDCACOR011T | Guidance and Counselling | 1) Students have gained ideas about guidance and counselling. 2) Learners have learnt about similarities and dissimilarities between guidance and counselling | Discussion of characteristics of guidance and counselling done to make it more impactful. |
| 14 | EDCACOR012T | Educational Technology | 1) Students have achieved knowledge of educational objectives and educational technology. 2) Relationships between technology and education. | Discussion of characteristics of educational technology done to make it more impactful |
| 15 | EDCACOR012P | Basic ICT | 1) Students have achieved knowledge of Basic Information and technology. 2) Application of ICT in the field of education. | Practically application of Data done to make it more impactful |
| 16 | EDCACOR013T | Curriculum Studies | 1) Students have achieved knowledge of curriculum studies. 2) Application of curriculum studies in the field of education. | They are encouraged to achieve knowledge about curriculum studies. |
| 17 | EDCACOR014T | Special Education | 1) Students have achieved knowledge of Special education. 2) Inclusive education and its acceptance | They are encouraged to need engage fully to appreciate special education and asked to watch Black movie. |
| 18 | EDCADSE01T | Women Education Course Outcome | 1) Students have gained ideas about women education 2) Learners have learnt about history of women education | . They are encouraged to achieve knowledge about women education. |
| 19 | EDCADSE02T | Teacher Education Course Outcome | 1) Students have gained ideas about teacher education. 2) Learners have learnt about Blooms Taxonomy etc. | They are encouraged to know more about Teacher Education. |
| 20 | EDCADSE03T | Life skill education | 1) Students have gained ideas about life skill education. 2) Learners have learnt about | They are encouraged to know more about Life- Skill Education. |
| | | | 1) Students have gained ideas about guidance and counselling. | They are encouraged to |

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| 21 | EDCADSEO4T | Value Education | 2) Learners have learnt about similarities and dissimilarities between guidance and counselling | know more about value Education |
| 22 | EDCADSE05T | Peace Education | Students have achieved knowledge of Peace education. 2) They have also understood different perspectives needed for peace education. | They are encouraged to know more about Peace Education |
| 23 | EDCADSE06T | Environmental Education | 1) Students have achieved knowledge of environmental awareness. 2) They have also understood different perspectives needed for environmental awareness. | They are encouraged to know more about Environmental Education. |

B. A. in Education (General)

| Sl | Course Code | Course Title | Achievement | Action Taken |
|----|---------------------------------|--|--|--|
| 1 | EDCGCOR01T/ EDCHGEC01T | Philosophical Foundation of Education. | 1) Students have gained insight into the philosophical perspectives 2) Learners have learnt about similarities and dissimilarities between education and philosophy. | Discussion of philosophical perspective in comparison with western philosophy done to make it more impactful |
| 2 | DSC 1B (EDCGCOR01T)/ GE-2 | Psychological Foundations of Education. | 1) Students have gained insight into the psychological perspectives 2) Learners have learnt about similarities and dissimilarities between education and psychology | Discussion of psychological perspective done to make it more impactful |
| 3 | DSC 1C (EDCGCOR03T)/ GE-3 | Development of educational policies since Independence Course Outcomes: | 1) Students have explored the basic elements that make up the Indian policies and how each policy contributes to the making of education system. 2) The learners have grasped the fundamental ideas of different commissions. | Discussion of educational policies done to make it more impactful. |
| 4 | DSC 1D (EDCGCOR04T)/ GE-4 | Evaluation in education. Course Outcomes: | 1) Students have gained insight into the evaluation in education 2) Learners have learnt about measurement and evaluation. | Discussion of educational evaluation done to make it more impactful |
| | DSE 1A | Sociological | 1) Students have explored the basic elements that make up the Indian society. 2) The learners | Discussion of sociological foundation done |

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| 5 | (EDCGDSE01T) | Foundations of Education. | have grasped the ideas of primary group and secondary group. | to make it more impactful. |
| 6 | DSE 1A (EDCGDSE02T) | Psychology of Learning. | 1) Students have gained insight into the psychological perspectives 2) Learners have learnt about similarities and dissimilarities between education and psychology | Discussion of psychological perspective done to make it more impactful |
| 7 | DSE 1B (EDCGDSE03T) | Ancient Indian Education and contemporary Issues in Indian Education. | Students have explored the basic elements that make up the Ancient Indian Education system. | Discussion of Ancient Indian Education and contemporary Issues done to make it more impactful |
| 8 | DSE 1A (EDCGDSE01T) | Guidance and Counselling in Education. Course Outcomes: | 1) Students have gained ideas about guidance and counselling. 2) Learners have learnt about similarities and dissimilarities between guidance and counselling | Discussion of characteristics of guidance and counselling done to make it more impactful |
| 9 | SSEC-1 (B.A. EDCA and EDCG Students) EDCSSEC01M | Developmental skill for Social Awareness | 1) Students have gained ideas about Developmental skill for social awareness. 2) Learners have learnt about developmental skill for awareness | Discussion of characteristics developmental skill for social awareness done to make it more impactful. |
| 10 | SSEC-2 (B.A. EDCA and EDCG Students) (EDCSSEC02M) | Development of Observational Skill | 1) Students have achieved knowledge about observational skill | Discussion of characteristics developmental skill for social awareness done to make it more impactful. |
| 11 | GENERAL SSEC-3: | Collection and Analysis of Statistical Data | 1) Students have achieved knowledge of research, objectives and statistical data 2) Relationships between theory and research, concept of mean, median, mode. | Discussion of research, objectives and statistical data done to make it more impactful. |
| 12 | SSEC-4: | Development of Environmental Awareness | 1) Students have achieved knowledge of environmental awareness. 2) They have also understood different perspectives needed for environmental awareness. | They are encouraged to know more about Environmental Education. |

Sumita Chatterjee

Head, Dept. of Education
BHK Mahavidyalaya

Programme - History

Minutes of the Departmental Meeting: Meeting No.01, Resolution No. 02, Dated: 05.02.2024

A glimpse of the meeting



| Sl | Course Code | Course Title | Achievement | Action Taken |
|----|-------------|--|---|--|
| 1. | HISACOR01T | History of India-I (From Earliest Times to c.300 BCE) | <ul style="list-style-type: none">• Students gained knowledge about nature of the sources and interpretations of the ancient Indian history.• They knew about hunter-gatherers and advent of food products with reference to Paleolithic, Mesolithic, Neolithic and Chalcolithic cultures, distribution, subsistence pattern and technological development.• They gained knowledge about the origin, town planning, economic activity, religious belief, cultural practices and decline of the Harappan civilization and socio-political, | Remedial classes and discussion organized for the advanced and weaker section of the students. |

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| | | | economic, religious and cultural development North and Central India and the Deccan | |
| 2. | HISACOR02T | Social Formations and the Cultural Patterns of the Ancient World | <ul style="list-style-type: none"> • Students became acquainted with the economic activity of the ancient world other than India and knew about the polity, society, religion and economy of the Bronze Age civilizations like the Egyptian and the Chinese civilizations. • They knew about the debate regarding the advent of iron and its various implications in Central and West Asia. • Acquired knowledge about the economy and urbanization of the slave society in ancient Greece and Rome. | Remedial classes and discussion organized for the advanced and weaker section of the students. |
| 3. | HISACOR03T | History of India-II (From c.300BCE – 750CE) | <ul style="list-style-type: none"> • Students gained knowledge about the economic development, urban growth and social institutions of North and Central India and the Deccan between C 300 BCE and 300 CE. • They became acquainted with the agrarian and commercial economy, social practices and polity of the Gupta and post-Gupta period. • They gained knowledge about the cultural development in India between C 300 BCE and C 750 CE with reference to literature and art and architecture. | Remedial classes and discussion organized for the advanced and weaker section of the students. |
| 4. | HISACOR04T | Social Formations & the Cultural Patterns of the Medieval World | <ul style="list-style-type: none"> • They became acquainted with the tribal organization, economy and culture of the Bedouin Society in Arabia and the nature of polity and society and administration of the Mongol and the Ottoman Empire. • They gained knowledge about the crisis of the Roman Empire and about region and culture in Medieval Europe • They became aware about the origin and crisis of the feudal society in Europe. | Remedial classes and discussion organized for the advanced and weaker section of the students. |
| 5. | HISACOR05T | History of India -III (750 CE- 1206 CE) | <ul style="list-style-type: none"> • The students became acquainted with the political structure of the time with reference to the regional polities and Arab and Turkish invasion. • They understood the religious and cultural development of the period. • They gained knowledge about the economy, agrarian structure and social changes in Early Medieval India. | Remedial classes and discussion organized for the advanced and weaker section of the students. |

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| 6. | HISACOR06T | Rise of the Modern West- I | <ul style="list-style-type: none"> • They understood the debate on transition from feudalism to capitalism and the nature of exploration of the new world. • They gained knowledge about the meaning and nature of the European Renaissance and Reformation movement. • They became aware about the economic development of the west with reference to price revolution, enclosure movement etc. and became able to explain the rise of national monarchy and European state system. | Remedial classes and discussion organized for the advanced and weaker section of the students. |
| 7. | HISACOR07T | History of India IV (1206 CE– 1526 CE) | <ul style="list-style-type: none"> • They acquired knowledge about the political structure of the Delhi Sultanate and as well as provincial powers— their expansion, consolidation, theories of kingship and composition of ruling elites. • They became acquainted with the nature of social and economic activities of the time. • They understood the religious beliefs and cultural trend of the period with references to Sufi and Bhakti movement and literary and architectural activities. | Remedial classes and discussion organized for the advanced and weaker section of the students. |
| 8. | HISACOR08T | Rise of the Modern West-II | <ul style="list-style-type: none"> • They became aware of the meaning and significance of the revolution in printing and war techniques and political dimensions of the crisis in Europe in the 17th century. • They gained knowledge about English Revolution, scientific revolution, enlightenment, mercantilism and factors leading to the industrialization. • They learned about European politics in the 17th and 18th with reference to parliamentary monarchy and patterns of absolutism in Europe. | Remedial classes and discussion organized for the advanced and weaker section of the students. |
| 9. | HISACOR09T | History of India-V (1526 CE-1757 CE) | <ul style="list-style-type: none"> • They gained knowledge about foundation, consolidation and expansion of Mughal rule in India and patterns of regional politics, the concept of Mughal decline and 18th century debate. • Students became aware of the nature of the rural society and economy and the political and religious ideals of the time like Sulh-i-Kul, Sufism etc. • They acquired knowledge about the nature of trade and commerce during the period. | Remedial classes and discussion organized for the advanced and weaker section of the students. |

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| 10. | HISACOR10T | History of India- VI (1757 CE- 1857 CE) | <ul style="list-style-type: none"> • Students gained knowledge about expansion and consolidation British colonial power in India and the nature of the colonial state and ideology including army, police, law, the education system etc. • Students became aware about the various aspects of the rural economy and society like land revenue system, commercialization and indebtedness etc. and also about deindustrialization drain of wealth, growth of modern industries etc. • They came to know about know about the popular resistances like the Santhal uprising and the Indigo Rebellion. | Remedial classes and discussion organized for the advanced and weaker section of the students. |
| 11. | HISACOR11T | History of Modern Europe (1789 CE– 1919 CE) | <ul style="list-style-type: none"> • They knew about the French Revolution, the forces of restoration and revolution between c. 1815 and 1848; the concept of capitalist industrialization and the nature of social and economic transformation in Europe from late 18th century to 1914. • They understood the meaning of imperialism and nature of expansion of the European empires culminating in the First World War (1914-1918). • They acquired knowledge about Europe between the two world wars with reference to issues like the great depression, the Spanish Civil War etc. | Remedial classes and discussion organized for the advanced and weaker section of the students. |
| 12. | HISACOR12T | History of India VII (1858 CE- 1947CE) | <ul style="list-style-type: none"> • The students gained knowledge about cultural changes and socio-religious reform and revivalist movements in India like the Bramho Samaj, Prarthana Samaj, Wahabi and Aligarh movements etc. • They knew about the rise of nationalism in India with reference to moderates, extremists and revolutionaries and also about the different aspects the Gandhian nationalism. • They acquired knowledge about the growth of communalism in India and the causes and impact of the partition of India in 1947. | Remedial classes and discussion organized for the advanced and weaker section of the students. |
| 13. | HISADSE01T | Aspects of the History of | <ul style="list-style-type: none"> • They acquired knowledge about the pre-colonial structure of power of Southeast Asia (c. 1800). • The students understood the socio-economic and cultural | Remedial classes and discussion organized for the advanced and weaker |

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| | | Modern South East Asia I | <p>history Southeast Asia.</p> <ul style="list-style-type: none"> • They became aware of the process of colonization and colonial transformation with reference to peasant society, urbanization, culture and education. | section of the students. |
| 14. | HISADSE02T | Aspects of the History of Modern South East Asia II | <ul style="list-style-type: none"> • Students gathered knowledge about the history of migration of Indian and Chinese labour and capital to Southeast Asia. • They became acquainted with the movements of resistance. • They understood the emergence of modern nations and states with reference to Burma, Indonesia and Vietnam. | Remedial classes and discussion organized for the advanced and weaker section of the students. |
| 15. | HISACOR13T | History of India VIII (India since 1947 CE) | <ul style="list-style-type: none"> • They knew about the causes and impact of the partition of India in 1947. • They gained knowledge about the character of post-independence Indian state. • They became acquainted with the major issues related to economy, society and culture of post-Independent India. | Remedial classes and discussion organized for the advanced and weaker section of the students. |
| 16. | HISACOR14T | Trends in World Politics (1919CE-2001 CE) | <ul style="list-style-type: none"> • Students developed knowledge about Europe between the two world wars with reference to issues like the great depression, the Spanish Civil War etc. • They knew about the concept of Cold War—its origin, the role of USA and USSR in the world politics, formation of NATO, WARSAW Pact, COMECON etc.; decline of the Soviet Union, the rise of uni-polar world and globalization; meanings of De-Stalinization and Détente. • They became acquainted with forces of protest politics like civil rights Movement, anti-apartheid and Feminist movements. | Remedial classes and discussion organized for the advanced and weaker section of the students. |
| 17. | HISADSE04T | History of Modern East Asia I (1839 CE-1919 CE) | <ul style="list-style-type: none"> • Students became acquainted with the Society-economy and polity of modern south-East Asia. • They understood the growth of early European interest and the economic impact of colonialism. • They gathered knowledge about nationalism in Indonesia. | Remedial classes and discussion organized for the advanced and weaker section of the students. |
| | | History of Modern East | <ul style="list-style-type: none"> • They knew about nationalist protest movement in Indochina, Burma and Philippines. | Remedial classes and discussion organized for |

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| 18. | HISADSE05T | Asia II (1919 CE-1939 CE) | <ul style="list-style-type: none"> • They became acquainted with nationalism in British Malaya. • They gathered knowledge about decolonization and World politics and regional cooperative initiatives. | the advanced and weaker section of the students. |
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B.A. in History (General)

| Sl. | Course Code | Title of the Course | Achievement | Action taken |
|------------|--------------------|--|--|--|
| 1. | HISGCOR01T | History of India from the Earliest Times upto 300 CE | <ul style="list-style-type: none"> • Students gathered knowledge about Palaeolithic, Mesolithic and Neolithic Cultures, Harappan civilization, Vedic civilization, Macedonian invasion and rise of the Magadha empire and Satvahanas and their age. • They understood basic precepts of Jainism and Buddhism. • They understood the Mauryan state, art and architecture and gathered knowledge about the Sangam age. | Remedial classes and discussion organized for the advanced and weaker section of the students. |
| 2. | HISGCOR02T | History of India from. c. 300 to 1206 CE | <ul style="list-style-type: none"> • Students knew about the rise & Growth of the Guptas, Harshavardhana and his time. • The students became acquainted with society, polity, economy and culture of the then south India and understood politico-economic and social changes during the early medieval period. • They understood the nature of political power structure in Northern India and establishment of the Sultanate. | Remedial classes and discussion organized for the advanced and weaker section of the students. |
| 3. | HISGCOR03T | History of India from c.1206 to1707 CE | <ul style="list-style-type: none"> • They gathered knowledge about the foundation, expansion & consolidation of the Delhi Sultanate; Nobility & Iqta system. • Understood the Bhakti and Sufi movements. • Gathered knowledge about the emergence, consolidation, society and economy of Mughal State and the Marathas | Remedial classes and discussion organized for the advanced and weaker section of the students. |
| | | | <ul style="list-style-type: none"> • They knew about the emergence of Independent States | Remedial classes and |

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| 4. | HISGCOR04T | History of India c.1707-1950 CE | <p>& establishment of Colonial power.</p> <ul style="list-style-type: none"> • They gathered knowledge about the Uprising of 1857 • They became acquainted with colonial economy, society and different religious movements and understood emergence and growth of Nationalism with focus on Gandhian nationalism. | discussion organized for the advanced and weaker section of the students. |
| 5. | HISGDSE01T | Society and Economy of Modern Europe: c.15th – 18th Century | <ul style="list-style-type: none"> • The students gathered knowledge about the Feudal Crisis, the Renaissance and Reformation and era of colonization. • They became acquainted with the shift of economic balance from the Mediterranean to the Atlantic. • They understood transition from Feudalism to Capitalism and Industrial Revolution in England. | Remedial classes and discussion organized for the advanced and weaker section of the students. |
| 6. | HISGDSE04T | Some Aspects of European History: c.1780- 1939 CE | <ul style="list-style-type: none"> • They understood French Revolution, Napoleonic Era and aftermath and unification of Italy & Germany. • They knew about Imperialist Conflicts and the World War I. • They became acquainted with the process of the rise of Fascism and Nazism and understood origins of the second World War. | Remedial classes and discussion organized for the advanced and weaker section of the students. |

Brajna Paromita Podder

Head, Dept. of History
BHK Mahavidyalaya

Programme – Political Science

Minutes of the Departmental Meeting: Meeting No. BHKM/POL SCI/ 2024/1, Agenda no. 03, dated: 12.01.2024,

A glimpse of the meeting



| Sl | Course Code | Course Title | Achievement | Action Taken |
|----|-------------|--|---|--|
| 1 | PLSACOR01T | UNDERSTANDING POLITICAL THEORY | Ideas are generated for the creation of a better political world through understanding of concepts shaping politics, through the various approaches to the study as well as different models for studying political theory. Students learn to comprehend concepts like rights, equality, justice, liberty, democracy, citizenship in this course. | After-class discussion with students to clear their doubts. |
| 2 | PLSACOR02T | CONSTITUTIONAL GOVERNMENT AND DEMOCRACY IN INDIA | Acquaintance of students with the constitutional design of state structures and institutions and their functioning in changing times ,along with an interest in their operations in the larger extra-constitutional environment. | After-class discussion with students to clear their doubts. |
| 3 | PLSACOR03T | POLITICAL THEORY— CONCEPTS AND DEBATES | Provides students new and critical insights into interpretation of politics and shaping of the knowledge of fundamental concepts like sovereignty, rights, equality etc. | After-class discussion with students to clear their doubts. |
| 4 | PLSACOR04T | POLITICAL PROCESS IN INDIA | Familiarises students with the working of the Indian state and the issues which influence political processes like party system, religion, corruption and so on. | Students Seminar on Constitution Day which helps students further understand several topics pertaining to the syllabi of |

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| | | | | the course. |
| 5 | PLSACOR05T | INTRODUCTION TO COMPARATIVE GOVERNMENT AND POLITICS | Provides students an historical perspective of politics and governments, internationally / world wide, a comparative analysis of developed and developing countries and a knowledge of internal and external functioning of certain regimes in a euro-centric world. | After-class discussion with students to clear their doubts. |
| 6 | PLSACOR06T | PERSPECTIVES OF PUBLIC ADMINISTRATION | Students acquire a knowledge of classical and contemporary theories of Public Administration with a simultaneous emphasis on recent trends like feminism and ecological conservation as well as contemporary administrative developments. | After-class discussion with students to clear their doubts. |
| 7 | PLSACOR07T | PERSPECTIVES ON INTERNATIONAL RELATIONS AND WORLD HISTORY | Students are equipped with the basic intellectual tools for understanding international relations, accompanied by glimpses of the evolution of the international state, theories and major developments of the 20th century | After-class discussion with students to clear their doubts. |
| 8 | PLSACOR08T | POLITICAL PROCESSES AND INSTITUTIONS IN COMPARATIVE PERSPECTIVE | Students are trained in the scientific application of comparative methods to the study of politics and obtain insights into the nation-state system as well as political systems over time. | After-class discussion with students to clear their doubts. |
| 9 | PLSACOR09T | PUBLIC POLICY AND ADMINISTRATION IN INDIA | Better understanding of how governing philosophy is translated into programs and policies and making it a part of the community living along with an insight into issues like decentralisation, financial management, social welfare etc. | After-class discussion with students to clear their doubts. Providing additional notes and videos to help students understand the topics. |
| 10 | PLSACOR010T | GLOBAL POLITICS | The course imparts an understanding of the nature of globalisation by addressing its political, economic, social, cultural and technological dimensions and a better acquaintance with the changing nature of global economy and international relationships. | After-class discussion with students to clear their doubts. Providing additional notes and videos to help students understand the |

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| | | | | topics. |
| 11 | PLSACOR011T | CLASSICAL POLITICAL PHILOSOPH Y | Enlightens students with the normative aspects of political science, sets standards of judgment and defines constructive purposes for the use of political power. | After-class discussion with students to clear their doubts. Providing additional notes and videos to help students understand the topics. |
| 12 | PLSACOR012T | INDIAN POLITICAL THOUGHT-I | Along with an understanding of the political philosophy and structures of ancient India, it provides an understanding of the broad streams of Indian political thought with specific knowledge of individual thinkers and texts. | After-class discussion with students to clear their doubts. Providing additional notes and videos to help students understand the topics. |
| 13 | PLSACOR013T | MODERN POLITICAL PHILOSOPH Y | Provides knowledge about how western political thought has served as an ideological foundation for governments around the world. Also defines constructive purposes for the use of political power | After-class discussion with students to clear their doubts. Providing additional notes and videos to help students understand the topics. |
| 14 | PLSACOR014T | INDIAN POLITICAL THOUGHT-- II | Acquaints students with Indian political thinkers and themes that defines the modernity of Indian political thought also provides an understanding of local influences and time-frame on the thought process of political thinkers as well as political functioning. | After-class discussion with students to clear their doubts. Providing additional notes and videos to help students understand the topics. |
| 15 | PLSADSE02T | WOMEN,PO WER AND POLITICS | Contemporary issues of relevance like patriarchy and feminism can be better understood by students, leading to an increasing awareness of family issues, position of women and women's movements, making way for gender equality and redefined gender roles. | Identifying slow learners and helping them with further reading material. |
| 16 | PLSADSE03T | UNDERSTAN DING | This course helps students develop an understanding of the local, national and global dimensions of political activity, combined with issues of sovereignty, global | After-class discussion with students to clear their doubts. Providing |

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| | | GLOBAL POLITICS | economy, climate change, nuclear proliferation, terrorism and so on. | additional notes and videos to help students understand the topics. |
| 17 | PLSADSE04T | PUBLIC POLICY IN INDIA | Study of public policy helps examine how political processes create vital programmes that work to change society. It also sheds light upon the role of interest groups and social movements over policy-making and the original Nehruvian vision combined with recent developments. | Identifying slow learners and helping them with further reading material. |
| 18 | PLSADSE06T | GOVERNANCE:ISSUES AND CHALLENGES | This adds to the knowledge of students regarding governance and the influence of globalisation, market and civil society and environmental issues influencing it. | Identifying slow learners and helping them with further reading material. |
| 19 | PLSSSEC01M | DEMOCRATIC AWARENESS WITH LEGAL LITERACY | Acquaintance of students with the structure and manner of functioning of the legal system in India, different laws and their practical application, the constitution and its functioning. | Identifying slow learners and helping them with further reading material. |
| 20 | PLSSSEC02M | PUBLIC OPINION AND SURVEY RESEARCH | Introduction of students to the debates, principles and practices of public opinion polling in the context of democracies, with special reference to India. Familiarization with the concept and measurement of public opinion using various methods. | Identifying slow learners and helping them with further reading material. |
| 21 | PLSGCOR01T | INTRODUCTION TO POLITICAL THEORY | Ideas generated for the creation of a better political world through understanding of concepts shaping politics including freedom, equality, individuality, democracy, justice, liberty etc. | Identifying slow learners and helping them with further reading material. |
| 22 | PLSGCOR02T | INDIAN GOVERNMENT AND POLITICS | Acquaintance of students with the constitution -making process, constitutional design of state structures and institutions and their functioning in changing times ,along with an interest in their operations in the larger extraconstitutional environment. | Students Seminar on Constitution Day which helps students further understand several topics pertaining to the syllabi of the course. |
| 23 | PLSGCOR03T | COMPARATIVE GOVERNMENT AND POLITICS | Provides a historical perspective of politics and governments, internationally/world wide, a comparative analysis of developed and developing countries and a knowledge of internal and external functioning of certain regimes in a | Identifying slow learners and helping them with further reading material. |

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| | | | euro-centric world. | |
| 24 | PLSGCOR04T | INTRODUCTION TO INTERNATIONAL RELATIONS | Students are equipped with the basic intellectual tools for understanding international relations, accompanied by glimpses of the evolution of the international state, theories and major developments of the 20th century. | Identifying slow learners and helping them with further reading material. |
| 25 | PLSGDSE02T | WOMEN ,POWER AND POLITICS | Contemporary issues of relevance like patriarchy and feminism can be better understood by students, leading to an increasing awareness of family issues, position of women and women's movements, making way for gender equality and redefined gender roles. | Identifying slow learners and helping them with further reading material. |
| 26 | PLSGDSE04T | PUBLIC POLICY IN INDIA | Study of public policy helps examine how political processes create vital programmes that work to change society | After-class discussion with students to clear their doubts. Providing additional notes and videos to help students understand the topics. |

Kousik Baridya

Head, Dept. of Pol. Science
BHK Mahavidyalaya

Programme - Sanskrit

Minutes of the Departmental Meeting: Meeting No. BHKM/SANS/MET NO.06/2023, Resolution No. 02, dated: 20.12.2023

A glimpse of the meeting



| Sl | Course Code | Course Title | Achievement | Action Taken |
|----|-------------|--|--|--------------|
| 1 | SANACOR01T | Classical Sanskrit Literature(poetry) | 1) Students have achieved the knowledge of old classical language and literature. 2) Students has achieved the subject matter of ancient court epic like Ramayana Mahabharata. 3) Students has achieved the knowledge of the Epic of Raghuvamsa, Kiratarjuniyam and Kumarsambhavam. | Repetition |
| 2 | SANACOR02T | Critical Survey of Sanskrit Literature | 1) Students has achieved the knowledge and managed their cognition, emotive apparatus, confusion and conflict of mind through the Mahabharata. 2) The students have gained the knowledge about of Indian philosophy, philosophers and their thoughts. 3) Students have gained the knowledge of Sanskrit Grammer. | Repetition |
| 3 | SANGCOR01T | Sanskrit Poetry | 1) Students have gained the knowledge ancient Indian history of literature and literary criticism. 2) Students have learned Kalidasa, Bharabi, Magha and Bhavabhuti. 3) Students have gained the character of Rama, Laxman, Sita and Yudhistir. | Repetition |
| 4 | SANACOR03T | Classical Sanskrit Literature (Prose) | 1) Students have achieved a knowledge the concept of prose. 2) Students have been become fully aware of Dandin biography,his style of writing. 3) The students have achieved the knowledge of Ban Bhatta biography, his style of writing and | Repetition |

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| | | | the source of prose romance. | |
| 5 | SANACOR04T | Self-management in the Gita | 1) Through Gita students have achieved to develop their personality. 2) Students have gained proper knowledge about JyanaYoga, KarmaYoga and Bhakti Yoga. 3) Students have achieved to apply the philosophical thoughts and teaching of the Gita in practical life. | Repetition |
| 6 | SANGCOR02T | Sanskrit Prose | 1) Students have achieved to know the origin and development of prose romance. 2) The students have achieved the story of Sivarajavijayam.and history of Sanskrit literature. 3) Students have achieved the knowledge of History of Sanskrit Literature. | Repetition |
| 7 | SANACOR05T | Classical Sanskrit Literature (Drama) | 1) Students have achieved the knowledge of Sanskrit Drama ana the story of Abhijnanasakuntalam. 2) Learners achived knowledge about Durbasa,Dusmanta,karnamuni,Sakuntala, Udayana and Basabdutta. 3) Students will be able to know the origin and development of Sanskrit drama. | Repetition |
| 8 | SANACOR06T | Poetics and Literary Criticism. | 1) Students have achieved knowledge the subject matter of Sahityadarpana. 2) Students have observed here through Kavyaprakash by Mammat,the critical theories of poetry in Sanskrit literature. 3) Students have gained the knowledge the Alamkara,Guna and Rasa. | Repetition |
| 9 | SANACOR07T | Indian Social Institution and Polity | 1) Learners have achieved varna system and caste system. 2) Students have achieved about Dharma (Mnusmriti,Yajnavalkyasmriti). 3) Students have achieved the position of women in the Mahabharata. | Repetition |
| 10 | SANGCOR03T | Sanskrit Drama | 1) Students have achieved the subject matter of Abhijnanasakuntalam. 2) Students have achieved the drama of Svapnavasavadattam 3) Students have achieved the knowledge about origin and development of Sanskrit drama. | Repetition |
| 11 | SANACOR08T | Indian Epigraphy,Paleography and Chronology. | 1) Students have achieved knowledge about Epigraphy,Paleography and Chronology. 2) learners gained the history of Indian Inscription. 3) Students will get knowledge about Asoka , Girna rRock,Girnar inscription of | Repetition |

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| | | | Rudradaman,Mehrauli iron pillar. | |
| 12 | SANACOR09T | Modern Sanskrit Literature | 1) Students have achieved the knowledge about the time of modern sanskrit literature in Bengal. 2) Students have achieved the knowledge about SrijivaNyayatirtha,Haridas Siddhantabagish, RomaChowdhury, PanchananTarkaratna. 3) Students have achieved the knowledge about Chipitakacharbanam. | Repetition |
| 13 | SANACOR10T | Sanskrit and world literature | 1) Students have achieve the knowledge about Max muller,MacDonnel,Weber etc. 2) Students have achieve the knowledge about Swami Vivekananda and morality of his life. 3) Students have achieve about the writer of modern Sanskrit literature like PanchananTarkaratna and SiddheswarChattopadhyaya. | Repetition |
| 14 | SANGCOR04T | Sanskrit Grammar | 1) Students have achieved Sanskrit language perfectly to read grammar and grammatical literature like Siddhantakaumudi and others book. 2) The students have achieved how a Sanskrit term of Tinanta has been formed. 3) Students have achieved the form of sentences by Sandhi and Bibhakti. | Repetition |
| 15 | SANACOR11T | Vedic Literature | 1) Students have achieved knowledge about the classification of Veda, Vedic Samhita and Brahmanas. 2) Students have achieved knowledge about the Vedic grammar. 3) Students have achieved knowledge about Mundakopanisad and morality of this book. | Repetition |
| 16 | SANACOR12T | Sanskrit Grammar | 1) Students have achieved the basic concept of Sutra,Vartika,Bhasya. 2) Students have achieved the knowledge about philology. 3) Students have achieved the karaka and how to use in a sentences. | Repetition |
| 17 | SANADSE01T | Veda & Vyakarana | 1) Students have achieved the knowledge of SuklayajurvedaRudradhyay. 2) Students gained about the nature of AitareyaBrhmana and SatapathBrhmana. 3) Students have achieved the Vedic PadapathVedic Accent and Vedic grammar. | Repetition |
| 18 | SANADSE02T | Darshana | 1) Students have known Saptapadarthi of Nayadarshana. 2) Students have known about Samanya,Bises ,Samobayasambondho,and Sannikarsha. 3) Students have known about Abhava Padartha and classification ofAbhava. | Repetition |

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| 19 | SANGDSE01T | Veda & Darshana | <p>1) Students have achieved the knowledge of Vedic studies.</p> <p>2) Students have achieved a knowledge of Rkveda, Samveda, Yajurveda, and Atharvaveda.</p> <p>3) Students have known the Indian Philosophy like Carvaka, Buddha and Jaina</p> | Repetition |
| 20 | SANACOR13T | Ontology and Epistemology | <p>1) Students have known the Indian Philosophy.</p> <p>2) Students have known the classification of philosophical school in Indian Philosophy.</p> <p>3) Students have known about Vastuvada & Pratyayavada.</p> | Repetition |
| 21 | SANACOR14T | Sanskrit Composition and Communication | <p>1) The students have achieved the knowledge of Sanskrit Grammar, composition and communication.</p> <p>2) Translation is a most important part of Sanskrit studies. So, the students have known how to translate from Bengali to Sanskrit language.</p> <p>3) Students have achieved the knowledge that how to write Sanskrit essay.</p> | Repetition |
| 22 | SANADSE04T | Veda Vyakarana | <p>1) Students have know the Vedic culture and studies in West Bengal.</p> <p>2) Students have achieved the knowledge about computational linguistics.</p> <p>3) Students have achieved knowledge how to make Vedic sentences.</p> | Repetition |
| 23 | SANADSE06T | Kavya, | <p>1) Students have achieved the definition and classification of Kavya literature.</p> <p>2) Students have achieved the source of Bhatti Kavya.</p> <p>3) Students will able to know the character of Rama, Laxman, and Maricha.</p> | Repetition |
| 24 | SANGDSE04T | Vyakarana & Kavya | <p>1) Students have achieved the computational linguistics.</p> <p>2) Students have achieved the knowledge about the linguistics and its classification.</p> <p>3) Students have known Kavyalankarasutravritti.</p> | Repetition |

Sudepta chowdhury

Head, Dept. of Sanskrit
BHK Mahavidyalaya

Programme – Bachelor of Arts (General)

Department - Arabic

**Minutes of the Departmental Meeting: Meeting No. 24, Resolution No. 03,
Dated: 23/12/2023**

A glimpse of the meeting



| Sl | Course Code | Course Title | Achievement | Action Taken |
|----|---------------------------|---|--|----------------------------------|
| 1 | ARBDSC101T/ ARBMIN101T | History of Arabic literature (Pre- Islamic , Islamic & Umayyad period) Grammar & Translation | Students have been introduced with the poets of these periods and their thoughts and social cultures and practices in these periods. They could not achieve vast knowledge about various part of the Arabic speech and understand the grammatical sense. | Remedial classes have been taken |
| 2 | ARBGCOR01T SEM - 1 | History of Arabic literature (Pre- Islamic , Islamic & Umayyad period) Grammar & Translation | Students have been introduced with the poets of these periods and their thoughts and social cultures and practices in these periods. They could not achieve vast knowledge about various part of the Arabic speech and understand the grammatical sense | Remedial classes have been taken |
| 3 | ARBGCOR02T SEM - 2 | History of Arabic literature(Abbasid period) Grammar & Translation | Students have been introduced with the poets and litterateurs of these periods and their thoughts and social cultures and practices in these periods. They could not achieve vast knowledge about the grammatical analysis and how to use various words in the sentence . | Remedial classes have been taken |
| | ARBGCOR03T SEM - 3 | Prose (Islamic ,medieval& modern period) | Students have gained the knowledge of Arabic prose and poetry of Abbasid Period. They have developed their capacity to grasp the ideas conveyed by prose and poetry of | Repetition |

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| 4 | | | Abbasid Period. They have gained the information of the Quran, Hadith , classical and modern prose. | |
| 5 | ARBGCOR04T SEM - 4 | Poetry (Islamic & medieval period) | Students have been provided the information of classical and modern poetry. They have achieved the knowledge about the differences between the thoughts of Islamic & medieval poets | Repetition |
| 6 | ARBGDSE01T SEM - 5 | Rhetoric & prosody | Students have explored the inner meaning & alternate meaning of the same word. They have gained the knowledge about “أنواع البحر” and | Remedial classes have been taken |
| 7 | ARBGDSE02T SEM - 5 | Islamic history (Islamic , khilafat , Umayyad & Abbasid) | Students have been provided the information of the biography of Prophet Mohammad (s) and his Islamic movement in Arab and the information of life history of khulafye – Rashedin and how they rule khilafat as well as the history of Umayyad and Abbasid rulers and their activities. | Repetition |
| 8 | ARBGDSE03T SEM - 6 | Modern Arab world | Students have acquired general knowledge about the Modern Arab World and they have gained the knowledge about the history, geography , religion natural resources & social cultures of various Arabian countries in Middle - East . | after-class discussion with students to clear their doubts. |
| 9 | ARBGGEC04T SEM - 6 | Indo & modern Arabic literature | Students have gathered information on Indian & Modern Arabic literature and the life history of some Indian scholar and modern scholar and their services in Arabic literature . | Repetition |
| 10 | ARBGGEC01T SEM - 5 | Islamic history (Islamic , khilafat , Umayyad & Abbasid) | Students have been provided the information of the biography of Prophet Mohammad (s) and his Islamic movement in Arab and the information of life history of khulafye – Rashedin and how they rule khilafat as well as the history of Umayyad and Abbasid rulers and their activities. | After-class discussion with students to clear their doubts. |
| 11 | ARBGGEC02T SEM - 6 | Indo & modern Arabic literature | Students have gathered information on Indian & Modern Arabic literature and the life history of some Indian scholar and modern scholar and their services in Arabic literature . | Repetition |

Md. Nasir uldin Mondal

Head, Dept. of Arabic, BHKM

Department - Sociology

Minutes of the Departmental Meeting: Meeting No. 34, Resolution No. 04, Dated: 11.01.2024

A glimpse of the meeting



| Sl. No | Course Code | Course Title | Achievement | Action Taken |
|--------|-------------|----------------------------------|--|---|
| 1 | SOCGCOR01T | Introduction to Sociology | Students have gained insight into the sociological perspectives that drive “motivations” and “spirit” for in – depth understanding. Learners have learnt about similarities and dissimilarities between sociology and other social sciences. They have been equipped with the ideas on social institutions, social processes, social stratification, social control, deviance and conformity, and social change. | Students have been introduced to the key concepts of sociology as a scientific discipline |
| 2 | SOCGCOR02T | Sociology of India | Students have explored the basic elements that make up the Indian society and how each element contributes to the making of ‘India as a Nation’. The learners have grasped the fundamental ideas of village, caste, class, communalism and secularism etc. | Students have utilised ideas in their day to day life experiences of ‘living’ and ‘doing’ Indian society. |
| 3 | SOCGCOR03T | Sociological Theories | Students have traced the journey of sociology from the time of its inception and the contribution of Auguste Comte in establishing it as the youngest discipline of social | Some students had issues with grasping sociological theories so some extra effort and |

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| | | | science. Learners have been familiarised with the great works of Karl Marx, Max Weber and Emile Durkheim. | time on the part of the instructor have significantly helped. |
| 4 | SOCGCOR04T | Methods of Sociological Inquiry | Students have achieved knowledge of research, objectives and typology, relationships between theory and research, concept of hypothesis and the ideas of objectivity and reflexivity. They have also understood different methodological perspectives needed for social research. | Students have been able to employ research methods in their practical examinations of other major subjects. |
| 5 | SOCGDSE01T | Gender and Sexuality | Students have understood the basic concepts related to sociology of gender, explored the socio-cultural construction of gender as a category and learnt about the ideas behind gender differences, discrimination, segregation and other forms of exclusion. | Students have learnt to empathise with issues of gender and sexuality. |
| 6 | SOCGDSE02T | Family, Marriage and Kinship | Students understood about the basic concepts related to sociology of marriage family and kinship. Students have acquired an evolved understanding of family, marriage and kinship both in historical and evolutionary perspective, looked beyond the surface of issues to discover the "why" and "how" of kinship and explored the new possibilities and critical insights offered by reproductive technologies in revisiting kinship. | Repetition |
| 7 | SOCGDSE03T | Social Stratification | Students have understood about the basic concepts of social stratification, theories put forward by thinkers on stratification and the different axes of stratification that determines identity and also conditions inequality in society. They have also understood the concept of social mobility and how institutionalised practices sustain social mobility | Understanding social stratification has significantly improved in understanding one's social identity. |

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| 8 | SOCGDSE04T | Religion and Society | Students have got familiarised with the terms associated with Sociology of religion and learnt about the ideas of various thinkers on “religion” and how such ideas are relevant in the present day. | Religion as a contentious issue discussed in classes have helped in easing out tensions of belonging to a multi-religious classroom. |
| 9 | SOCGGECO1T | Polity and Society | Students have understood to situate society in the arena of politics and have got equipped with the fundamental knowledge of basic concepts in political sociology. They have also been enabled to explore the different types of political systems prevalent across the world | Politics, the staple of everyday social fabric have been understood from a logical and scientific point of view. |
| 10 | SOCGGECO2T | Economy and Society | Students have been familiarised with the basic concepts of economic sociology like formalism and substantivism and have learnt the complexities behind the ideas of exchange and how social exchanges reflect material reality. They have extensively learnt about the ideas of production and consumption with special reference to hunting gathering societies, capitalistic. | Some students had issues with understanding concepts of formalism and substantivism but with some extra help from teachers they have managed reasonably well. |

Runa Das Chaudhuri

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Department - Philosophy

Minutes of the Departmental Meeting: Meeting No.01/24, Resolution No. 03, Dated: 04.01.2024

A glimpse of the meeting



| Sl. No. | Course Code | Course Title | Achievement | Action Taken |
|---------|-------------|--------------------------------------|--|--|
| 1 | PHIGCOR01T | Western Logic | Students have gained the knowledge of formal Logic, symbolic logic and Inductive Logic. Learners have learnt about the logical ground of an argument. They have been introduced Various techniques to proof validity and invalidity of arguments. | Students have utilised the idea of logic as a foundational discipline. |
| 2 | PHIGCOR02T | Western Epistemology and Metaphysics | Students have gained the understanding of why knowledge serves to be important. Epistemology helps students gain knowledge of evaluating what we 'see' or 'perceive'. They also are capable of comprehending about the study of reality within the study of metaphysics. | Some students had problems in understanding the concept of metaphysics. The teacher concerned took tutorial classes for the same. |
| 3 | PHIGCOR03T | Indian Epistemology and Metaphysics. | Students have gained the understanding of why knowledge serves to be important. Epistemology helps students gain knowledge of evaluating what we 'see' or 'perceive'. They also are capable of comprehending about the study of reality within the study of metaphysics. | Some students had problems in understanding the concept of both Indian epistemology and metaphysics. The teacher concerned took tutorial classes for the same. |
| | | | Students have gained the | Students have |

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| 4 | PHIGCOR04T | Indian Ethics and Western Ethics | knowledge of ethical principles of justice, accountability, autonomy and what one is 'ought' to do or not. Students have understood the distinction between morality and immorality. | learnt to empathise upon the importance of application of ethics in their day to lives. |
| 5 | PHIGDSE01T | Applied Ethics | Students have gained an understanding of concepts like suicide, euthanasia, environmental ethics, human rights, animal rights, nature of applied and practical ethics. | Applied ethics has significantly improved the students capacity to understand his/her identity as human being. |
| 6 | PHIGDSE02T | Rabindranath, <i>Religion of Man</i> | No students enrolled for this paper. | NA |
| 7 | PHIGDSE03T | Social and Political Philosophy | Students have learnt the basic concept of society, community, Association, institution, social groups and caste, class attitudes and class consciousness. Students have also gained knowledge of democracy, socialism and their various forms. | Students are capable of comprehending social stratification has significantly improved in understanding one's social and political identity. |
| 8 | PHIGDSE04T | BimalKrishra Motilal, <i>Niti, Yukti, Dharma: Kahani O Sahitya Rama O Krishna</i> | No students enrolled for this paper. | NA |
| 9 | PHIGGECO1T | The Philosophy of Self-Development | Students have understood to concepts like Vedanta, Buddhism, Yoga, Karmayoga of Vivekananda, Gandhi's non-violence and truth. | Students had difficulty understanding Vedanta and associated conceptions. The concerned teacher took tutorial classes for it. |
| 10 | PHIGGECO2T | Critical Thinking | Students are able to apply critical thinking skills through a process of inquiry that explores evidence for developing innovative and creative solutions to make informed decisions and evaluation. | Some students had issues with understanding the concepts but with the help of tutorial classes from teachers they have managed to grasps the concepts. |

Paramita Mondal

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Department – Geography

Minutes of the Departmental Meeting: Meeting No. B.H.K.M/GEO/02/2023, Item No. 05, dated: 11/12/2023

A glimpse of the meeting



| Sl. No. | Course Code | Course Title | Achievement | Action Taken |
|---------|---------------|--------------------|---|--|
| 1. | GEOHGECO1T | PHYSICAL GEOGRAPHY | Students have gained a general understanding the basic concept of physical geography like origination of our solar system, Atmosphere, Lithosphere and the hydrosphere. Develop the skills of identification of features and correlation between them. Understood the concepts of Hydrology and Oceanography. | Remedial classes and discussion organized for the advanced and weaker section of the students. |
| 2. | GEOHGECO2T | HUMAN GEOGRAPHY | Students have understood with the nature of man-environment relationship and human capability to adopt and modify the environment under its varied condition. Students have acquired knowledge about the demographic principles and patterns on the local and global scale. They understand about the different cultural regions, race and varied types of economic activities. | After-class discussion with students to clear their doubts. |
| 3. | GEOHGECO3T/3P | GENERAL CARTOGRAP | Students have learned high level of understanding cartographic techniques. They have learned the Scale, Projection and Topographical map etc. | Remedial classes and discussion organized for the advanced |

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| | | HY | | and weaker section of the students. |
| 4. | GEOHGECO4T | ENVIRONMENT GEOGRAPHY | Students have achieved knowledge of meaningful relationships between people, place and the environment. They understood the nature of hazards and disasters. They have also achieved the knowledge of various kinds of Environmental movement, policy and management. | After-class discussion with students to clear their doubts. |
| 5. | GEOHM01T/ GEOHC01T (NEP) | PHYSICAL GEOGRAPHY | Students have understood the basic concept of physical geography like origination of our solar system, Atmosphere, Lithosphere and the hydrosphere. Develop the skills of identification of features and correlation between them. Students have gain the knowledge soil type, soil PH, erosion, varied ecosystems, deforestation and biodiversity etc. | Remedial classes and discussion organized for the advanced and weaker section of the students. |

Tapas Patra

Head, Dept. of Geography
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