

KIDDERPORE COLLEGE

2 & 3 PITAMBER SIRCAR LANE, KOLKATA -700023

PROGRAMME OUTCOME OF

B.A/B.SC (HONOURS/GENERAL /MAJOR) COURSES

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KIDDERPORE COLLEGE

SESSION -2017-18

DEPARTMENT OF BENGALI

(A Three - year B.A. (Honours) Course under 1+1+1 Regulations (2009) of University of Calcutta)

PROGRAMME OUTCOME- Bengali as a distinct language has its roots in Sanskrit. Bengali literature is emblematic of Indian literature as a whole through the success of its poets, scholars, essayists and novelists in both India and abroad. It has combined the rich traditional Bengali Indian culture and the good and positive ideas of Western culture peacefully and intelligently. Rabindranath Tagore's (1861-1941) art and philosophy deeply influenced artists and intellectuals worldwide. Medieval Bengali literature is also one of the richest of the subcontinent. The entire history of Bengali literature indicates the evolution of a society resplendent in the humane aspect and the finer senses. A robust and dynamic literature lends support to the vibrant tradition of performance in Bengali, primarily theatre, music and cinema.

YEAR	PAPER	NAME OF THE PAPER	COURSE OUTCOME
1	1	HISTORY OF BENGALI LITERATURE AND PHILOLOGY	1: Students will acquire a comprehensive knowledge of social economic and political impact on literature and culture of Bengal from 10th century onwards till 1960. 2: Study of history of the origin and development of the Bengali Language, varied phonetic patterns and epistemological studies.
1	2		1 The first two modules comprise of a detailed study of rhetoric and prosody including adequate capacity to scan any lines of poetry given. 2: Proof reading for blind students. 3: Analysis and reading of three important texts
2	3	STUDY OF THE NOVEL AND SHORT STORY	1: Detailed learning of various genres, literary terms and register. This includes a deep probing within the literary texts from 19 c and 20 c with a proper knowledge of the craft of fiction as a whole. 2: The course includes a comparative study of literary portfolios as tragedy, comedy, absurd theatre, satire, farce, third theatre and other contemporary experimentations.
2	4	FORMS OF THEATRE	Students learn about the history of Bengali Theatre from its very onset till 1876. The course includes a comparative study of literary portfolios as tragedy, comedy, absurd theatre, satire, farce, third theatre and other contemporary experimentations.
3	5	BENGALI POETRY	Emphasis is laid on a detailed method of structural analysis of poetry, how to read a poem, current literary terms , diction and multilayered discourse peculiar to each poet in a distinct time period.
3	6		Students learn about the advancement of novel and the short-story as a literary genre from 19 c to 20 c.
3	7		Study of non-fiction in essays and critical appreciation of different styles of non-fiction writing, reading and interpretation of language from the authors' point of view and decoding their craft on the readers' behalf. Students are taught how to enrich their essay and critical analysis, how to elaborate a deep study of literature keeping in mind the current trends in world literature as a whole.

3	8		History of Sanskrit literature History of English literature Overview of Hindi literature Detailed know-how of fundamental concepts of poetics with respect to 2 important texts.

Programme Specific Outcome - Bengali Honours

Students have ample opportunity to showcase their talents in research, education, literary and artistic ventures and in professions like journalism, cinema, multi-media and civil administration. The Bengali novels deal with important psychological aspects of an individual's existence and help the students to develop an open mind towards the complexities of a changing world around them.

KIDDERPORE COLLEGE

DEPARTMENT OF COMMERCE

2.6.1. Programme outcomes 2017-18

B. Com. Course

Programme Outcomes

B.Com (Honours& General) courses under CBCS System of the University of Calcutta has been designed to help the under graduate students of commerce to enhance their learning in different fields of the study. The course offers four areas of specialization, namely, Accounts and Finance. The University has structured the syllabus of B.CoM (H & G) in such a way that shall help the students to gather knowledge & skills not only in the subjects of Commerce but also in other allied subjects like Economics, Statistics, Information Technology etc with the object of attaining an integrated knowledge. The learning skills shall also help the students to be a successful entrepreneur as well as to be a professional in different fields of commerce.

Programme Specific Outcomes

B.Com. Honours& General Course Curricula / Structure

Paper Code	Subject	Outcome
AECC 1.1 & 6.1 & 2 (Ability Enhancement compulsory Course)	1.1: Language 6.1 & 2:Environmental Studies	1.1: Language is inevitable in the field of commerce. 6.1: Environmental studies shall make the students to learn about the utilization and preservation of natural resources
(Honours) GE 1.1, GE 2.1, GE 3.1, GE 4.1 (General) GE 1.1, GE 2.1, GE 3.1, GE 4.1 (Common Group for both honours& general)	1.1: Micro Economics I & Statistics	1.1 This paper helps to build the concept on market mechanism through demand & supply, production & cost analysis, consumer's & producer's optimization. Statistics:- This course is to familiarize the students with the basic statistical tools which can help them to analyse the business data to formulate the new business plan, policies and forecast trends of sales, demand, supply and market fluctuations etc. Statistical tools and techniques are used in market research before

		launching new products, stock market development and banking sectors etc. It is also helpful to make scientific business decision even in uncertain business environment.
2.1: E-Commerce & Business Communication (50+50)	2.1: The subject is essential for building the communication skills in trade, commerce & business electronically	
3.1: Business Mathematics & Statistics	<p>3.1: This subject helps to record, realize, and summarize the business transaction data. So practically it is used to record and manage the business operations, such as percentage calculation, ratio, equation, interest calculation, checking accounts, accounting equation, forecast sales, price discount, payroll calculation, asset, liabilities, capital calculation, and business decision.</p> <p>Business Mathematics: This subject helps to record, realize and summaries the business transaction data. So practically it is used to record and manage the business operations, such as percentage calculation, ratio, equation, interest calculations, and checking accounts, accounting equations, forecast sales, price discounts, payroll calculations, assets, liabilities, capital calculations and business decisions.</p>	
4.1: Microeconomics II & Indian Economy (50+50)	4.1 The first part of the paper helps to understand the students to enrich knowledge on several market types & optimization of the firms through equilibrium & model analysis. The second part of this subject paper helps the students to develop their understandings on basic issues & problems of Indian economy with the role of the	

		Government as the solver of those economical issues.
<u>CC (Core Course) (Honours)</u> 1.1, 2.1, 3.1, 3.2, 4.1, 4.2, 5.1, 5.2, 6.1 <u>CC(General)</u> 1.1, 2.1, 3.1, 4.1, 4.2, 5.1,	1.1: Financial Accounting –I	1.1 & 3.1: The subject helps to study the method of maintaining the books of accounts for a partnership firm, sole proprietorship business, nonprofit seeking organization etc. Thus,, augmenting their accounting & entrepreneurial skills.
	2.1: Cost and Management Accounting – I	2.1 & 4.2: The subject encompasses with the study of analyzing the cost of manufacturing of a product. It helps to analyze the various elements of costs.
	3.1: Financial Accounting II	4.1 & 5.2: The subject helps the students to learn the different provisions of both direct and indirect taxation. The students also learn the computation of income tax.
	3.2: Indian Financial System	3.2: The subject enriches with the scope of learning the Indian Financial System including Capital and Money Market and the Banking system.
	4.1: Taxation-I	
	4.2:Cost and Management Accounting II	
	5.1: Auditing & Assurance	5.1: The study helps the students to learn the role, importance and responsibilities of an auditor in a company and a firm.
	5.2 Taxation –II	
	6.1: Project Work	6.1: The study helps the students to undergo empirical research work in different fields
<u>CC (Core course)</u> 1.1Chg, 1.2 Chg, 2.1 Chg, 2.2Chg, 4.1 Chg (Common for both honours& general)	1.1: Business Laws	1.1: The subject encompasses with the study of various civil legal Acts and provisions of India.
	1.2: Principles of Management	1.2: The subject helps the students to learn the various principles and theories of management.
	2.1: Company Law	2.1: The subjects entitles with the study of learning various statutory provisions of the Indian Companies Act 2013.
	2.2: Marketing Management and Human Resource Management	2.2: The subject entitles with the study of sales, marketing, promotions, and advertising of

		a product and enlarges itself with the scope of analyzing various aspects of human resource management.
	4.1: Entrepreneurship Development and Business Ethics	4.1: The subjects teach the students how to be an ethical entrepreneur.
(Skill Enhancement Elective Course) SEC 3.1 Chg, SEC 6.1Chg	3.1 Information Technology & Its Application in Business (50+50)	3.1: The subject aims to provide the fundamental knowledge on Information Technology (IT) which is very vital in today's business, commerce & economy. It shall make the students enabled to learn database management system.
	6.1 Computerized Accounting and e-Filing of Tax Returns	6.1: The subject encompasses with the study of professional filing of e-tax returns and various accounting software like Database management system, payroll, tally, GST, preparation and submission of e- income tax files. The paper is fully practical that shall be helping the students in professional arena.
(Honours) DSE 5.1 A, DSE 5.2 A, DSE 6.1 A, DSE 6.2 A. (General) DSE 5.2 A, DSE 6.1 A, DSE 6.2 A. DSE 5.1 A (Discipline Specific Elective)	5.1A: Economics II and Advanced Business Mathematics	5.1A This paper of the subject helps to build the concept on Macro-economics with special emphasis on determination of equilibrium National Income, Equilibrium of Commodity & money market, Money & Inflation etc. <u>Advance Business Mathematics:</u> This subject is made up of two branches of mathematics. These are calculus and matrices. In differential calculus, concept of function is used to find different types of functions like, cost function, profit function and revenue function etc. Concept of differentiation is used to find different types of marginal functions, like marginal profit, marginal costs, marginal revenue, and maximum and minimum values of costs, profit etc. Integral calculus is used to calculate total revenue from the

	<p>marginal revenue given. Matrix is used to deal with the unique needs of the various sectors of industry. It gives opportunities to finance and logistics management, and customer relationship by providing them a variety of solutions. At last, this course acts as a bridge between Economics and Operation Management (Management Accounting).</p>
5.2 A: Corporate Accounting	<p>5.2A: The subject teaches the students to learn the applications of accounting principles, practices and Indian accounting standards for a Public limited company along with the students learn various financial statement analysis of companies.</p>
6.1A: Financial Reporting and Financial Statement Analysis	<p>6.1A: The subject encompasses with the study of analyzing the different aspects of financial statements for the purpose of comparative analysis among firms and companies.</p>
6.2A: Financial Management	<p>6.2A: The subject helps the students to learn financial, investment and dividend aspects with the object of profit and wealth maximization of financial institutions</p>
DSE 5.1 A Taxation II (GENERAL)	<p>DSE 5.1 A: The subject shall help the students to learn the various provisions of Income Tax Act 1961 along with all relevant amendments.</p>

KIDDERPORE COLLEGE

SESSION -2017-18

DEPARTMENT OF ECONOMICS

(A Three - year B.A. (Honours) Course under 1+1+1 Regulations (2009) of University of Calcutta

Course Outcomes - Economics Honours

This is a Three-year Honours Degree Course. There are 8 papers of 100 marks each and each paper has two groups carrying 50 marks each. Students undertaking this course obtain an understanding of the fundamental concepts and their practical applications. The learning outcomes can be identified as comprehension of the following :-

Paper IA Microeconomic Principles

- CO1: The basic economic problems and solutions.
- CO2: The role of market and the government.
- CO3: Understanding the concept of 'welfare economics'.
- CO4: Rationale behind market failures.

Paper IB Macroeconomic Principles

- CO1: The nature and scope of macroeconomics.
- CO2: Determination of aggregate output and income.
- CO3: The importance of money and monetary institutions.
- CO4: The relations between production and growth.
- CO5: Major Macroeconomic issues: inflation, unemployment, consumption, investment- concepts and analysis.

Paper IIA Statistics for Economics

- CO1: Classification and presentation of data, computation of central tendency, dispersion, skewness and kurtosis.
- CO2: The concept of random variable and probability distributions.
- CO3: Analysis of bivariate data, Understanding different measures for population statistics.

Paper IIB Mathematics for Economics

- CO1: The concepts of functions and graphs
- CO2: Derivatives and it's applications.
- CO3: Optimization with equality and inequality constraints.
- CO4: Difference and differential equations- Theory and applications.
- CO5: Game Theory- concepts of different kinds of games compatible with Microeconomic theory, solving games applying linear algebra and linear programme

Paper IIIA Microeconomics

- CO1: The theory of consumers Behaviour.
- CO2: Understanding and analysing consumer's behaviour in the light of Marshallian Cardinalistic approach, Indifference curve analysis and the theory of Revealed Preference.
- CO3: The Theory of production, Cost, and analysis of producer's behaviour.
- CO4: The theory of markets, the Market Morphology- From Perfect Competition to Collusive and Non-Collusive Duopoly.
- CO5: The theory of Factor Pricing, Rent and Profit.
- CO6: The theory of Welfare.

Paper IIIB Macroeconomics

- CO1: Nature of the economy in the short-run and long-run.
- CO2: Exchange rate and its relation with foreign trade.
- CO3: The theories of consumption and investment.
- CO4: The theories on demand for money- Keynesian REM, Tobin's PBA, Tobin and Baumol's Inventory Approach.
- CO4: The Solow growth Model.

Paper IVA The Theory and Issues of Development Economics

- CO1: The and factors of economic development.
- CO2: The process of development
- CO3: The Demographic Theory- relation between population growth and development.

CO4: Strategies and nature of development in a labour-surplus economy.

CO5: Inequality and poverty measures

CO6: Relation between environment and development

Paper IVB Indian Economy since Independence

CO1: The features of Indian economy.

CO2: The nature and role of Indian planning.

CO3: Agricultural and industrial development in terms of the policies.

CO4: Trends and patterns of employment and wages.

CO5: The movement of prices in India.

Paper VA International Economics

CO1: The basic tools and rationale of international trade

CO2: The standard trade models- Classical and neo classical.

CO3: Trade policies

CO4: Open economy macroeconomics.

CO5: Balance of Payments.

CO6: The theory of exchange rates.

Paper VIB Public Finance

CO1: Scope and significance of public economics.

CO2: Different forms and functions of government, government budget and policy

CO3: The role and importance of federal finance

CO4: Concept of public goods and public sector

CO5: Classification of taxes, tax structure, distribution and stabilization.

Paper VIA Comparative Development Experience

CO1: The Genesis of capitalism

CO2: Industrial Revolution.

CO3: Evolution of new international economic order

CO4: The role of the government

Paper VIB Contemporary Economic Issues: India and West Bengal

CO1: Economic reforms since 1991

CO2: Evaluation of the post- reform performances

CO3: Agriculture, poverty and social security

CO4: The growth and development of West Bengal economy

Paper VIIA Statistics and Basic Econometrics

CO1: Joint probability distribution

CO2: Sampling theory and solution techniques

CO3: Theory of classical statistical inference

CO4: Theories and solutions of basic econometrics and time series data

Paper VIIIB Applied Economics (Students choose between Group A and Group B)

Group A: Application of Economics to Managerial Issues

CO1: Nature and scope of managerial economics

CO2: Theories of Demand cost and profit

CO3: Pricing policies and practices.

CO4: Organisational and incentive design

CO5: Methods of capital budgeting

CO6: Cost of capital computation.

CO7: Inventory management and corporate governance

Group B: Mathematical Economics

CO1: Solving the problems on the theory of consumers, comparative statics, intertemporal choice, uncertainty, firms, games.

CO2: Applications of differential and difference equations.

Paper VIIIA Indian Economic History

- CO1: Land tenure system, policy of discriminating protection, managing agency system, de-industrialisation, the theory of Drain under British rule and their impact on Indian economy
CO2: Understand the different aspects of development during British rule like irrigation, railways and currency.

Paper VIIIB Dissertation Term Paper

CO1: To write a research paper within 5000 words based on any topic from the syllabus taught. Students get a good idea about how to explore data, read and analyse scholarly writings, reference material etc. The dissertation is written at the end of the programme and offers the students the opportunity to delve more deeply into and synthesise knowledge acquired by them. This also widens the scope for students to showcase their skills and capacity to conduct research and present the results through an original piece of content that will provide value for the academic and scientific community at large. At personal level, students learn how to be methodical, inquisitive, manage relevant data, keep an open mind, edit matter and adhere to the time frame.

Peogramme Outcomes - Economics Honours

PO1 Problem Analysis: Identifying, formulating and analysing complex economic problems to substantiate and conclude by applying the knowledge of statistics

PO2 Synthesis of Mathematics and Economics: Application of mathematics for understanding the different concepts of economics.

PO3 Research Orientation: Understanding research methodology for formulation, interpretation of data and analysis of specific economic problems.

PO4 Usage of Tools: Applying appropriate techniques for economic models with an understanding of the limitations.

PO5 Environment and Sustainability: Understanding the impact of economic dynamics on environment and to determine the need for sustainable development, to evaluate the sustainable performance level of an economy.

PO6 Effective Communication: To communicate effectively with the society at large with better comprehension and to make effective presentations

PO7 Individual and Team work: To function efficiently as an individual and as a team to share and shoulder responsibilities.

PO8 Critical Thinking: To analyse the economic situations critically and provide suggestions, checking the validity and accuracy using effective tools

PO9 Self-directed and Life-long Learning: Recognize the need for and engage in independent and life-long learning

PO10 Project Management and Finance: To demonstrate knowledge and to understand the economic and management principles, mange projects in multidisciplinary environment.

Peogramme Specific Outcomes - Economic Honours

- PSO1: Determination of economic variables, analysis of the trends of major variables in Indian and West Bengal economy
PSO2: Analyzing the macroeconomic policies for development
PSO3: Application of statistical tools to interpret data and understanding the nature of the economies
PSO4: To draw a relation between international trade, economic development and environmental quality
PSO5: Analyzing the challenges and opportunities of social sectors in West Bengal
PSO6: Understanding public economics, analyzing the role of the government in an economy
PSO7: Analyzing consumer's behavior, determination of production costs to understand the role of the market
PSO8: Application of mathematics, statistics and advanced econometrics for modeling economic problems.

Economics General (Elective) Subject Course Outcomes

Paper 1A Microeconomics I

Unit 1: From this unit, the students acquire knowledge about the subject matter of economics and the various economic agents, along with the behavior of market, through demand supply interaction.

Unit 2: In this unit, the students get an idea on the concept of demand and elasticity of demand with mathematical foundation. Along with it, it also gives idea about the basics of cardinal and ordinal theory of demand determination.

Unit 3: In this unit, the students get an idea about theory of production, production technology and function, concept of revenue and the theory of cost of production.

Paper 1B Macroeconomics I

Unit 1: In this unit, the students acquire knowledge on the basic concepts of national income accounting which includes GDP, GNP, NDP, NNP, along with the different methods of its measurement.

Unit 2: In this unit, the students acquire knowledge on the basic idea of money and banking like measures of money supply, quantity theory of money, role of Central and commercial bank along with the credit creation process.

Unit 3: This unit conveys the basic knowledge about consumption expenditure and investment expenditure including that of the Keynesian Consumption Function.

Unit 4: This unit throws light on budget and its basic components, principles of taxation and on the theory of public debt.

Paper 2A- Microeconomics II

Unit 1- Theory of Markets

CO1 In this unit students learn about different forms of market and their functions

Unit 2- Theory of Distribution

CO1 In this unit students learn about the theories of factor price determination such as rent, wage, interest and profit

Paper 2B- Macroeconomics II

Unit 1- Theories of Income and Employment

CO1 In this unit students learn the Classical and Keynesian theories of income and output determination

Unit 2- Prices and Inflation

CO1 In this unit students learn the concept of price indices, concept of inflation, its types, causes and effects

Unit 3- External Sector

CO1 In this unit students learn about internal trade , basis of trade and theories related to cost advantage in trade

Paper 3A Indian Economy I

CO1 Unit 1: This unit throws light on the structure of Indian economy, role of per -capita income and the features and causes of underdevelopment of Indian economy.

CO2 Unit 2: This unit talks about the trends of national income of India along with its estimation and distribution.

CO3 Unit 3: This unit gives an idea about the trends and pattern of population growth like demographic rates, along with the nature of population problems in India and the government policies related to it.

CO4 Unit 4: This unit gives knowledge on the concept of dualism, poverty line and poverty eradication programmes in India.

CO5 Unit 5: The subject matter of this unit includes Indian Planning and planning process, along with the objective, achievements and failures of India's Five Year plans.

Paper 3B Indian Economy II

CO1 Unit 1: This unit throws light on the characteristics of Indian agriculture, land reforms, Green Revolution and its effects and the effects of economic reforms on agriculture.

CO2 Unit 2: This unit gives knowledge on the structure of Indian industry, problems and strategies of industrial development along with industrial policy, labour and finance.

CO3 Unit 3: This unit gives knowledge on financial system in India, role of commercial bank and credit policy of RBI.

CO4 Unit 4: This unit gives an overview on the different concept associated with the central and state budgets, sources of revenue and the role of Finance Commission of India.

CO5 Unit 5: This unit gives an idea about the importance of foreign trade, its trends and direction of trade in post liberalisation period.

Paper 4A- Development Economics 1

CO1 Unit 1- Economic growth and economic development

In this unit students learn about the distinction between economic growth and development, growth indicators and the concept of HDI

CO2 Unit 2- Development planning and its necessity

In this unit students learn balanced vs. unbalanced growth, industry and agriculture and role of technology

CO3 Unit 3- Population and Economic Development

In this unit students study about the two way relation, problems and incentive of saving and investment

CO4 Unit 4- Foreign Investment

In this unit students study the role of foreign investment and international financial institutions in economic growth

CO5 Unit 5- Gender related issues

In this unit students study the concepts of gender inequality

Paper 4B

Group A - International Economics

CO1 Unit 1- Trade

In this unit students learn the concepts of trade and its theories

CO2 Unit 2- Balance of Payments

In this unit students learn about balance of trade and payments and foreign exchange agents

Group B- Statistics

CO1 Unit 1- Classification of Data

In this unit students learn the different types of data and their methods of presentation

CO2 Unit 2- Central Tendency

In this unit student learn the different measures of central tendency and solve related numerical problems

CO3 Unit 3- Dispersion

In this unit student learn the different measures of dispersion and solve related numerical problems

KIDDERPORE COLLEGE

SESSION -2017-18

DEPARTMENT OF EDUCATION

(A Three Year B.A. (Honours) Course under 1+1+1 Regulations (2009) of University of Calcutta)

Course Outcomes - Education Honours

Paper-I

PHILOSOPHICAL FOUNDATION OF EDUCATION AND CONTRIBUTION OF GREAT EDUCATORS

COURSE OUTCOME:

1. The students can understand the meaning, aims, functions and role of education.
2. The students can understand the relation between education and philosophy.
3. The students get acquainted with Indian and western schools of philosophy and their impact on education.
4. The learners get acquainted with the contribution of great educators.
5. The students understand the aims of education with special reference to Delor's Commission.
6. Students can understand and analyze the contributions of Western and Eastern educators Rousseau, Froebel, Montessori, Bertrand Russell, Dewey, Rabindranath and Vivekananda.

PAPER-II

PSYCHOLOGICAL FOUNDATION OF EDUCATION

COURSE OUTCOME:

1. The students can understand the meaning of Psychology, and they get acquainted with its different perspectives.
2. The students realize the relationship between Psychology and education.
3. Students know the patterns of different aspects of human developments and relate this knowledge with Education.
4. The learners get acquainted with the cognitive approach to development and thus to understand the processes and factors of cognition.
5. The students can discuss the various stages of development and their educational implications.
6. The students can understand and analyze the neural basis of cognition.
7. The students can explain the role and factors of perception.
8. The students can comprehend the role of attention in cognition and distinguish between the factors of attention.
9. The learners can discuss the process of memory and its related concepts.
10. The students understand the concept of motivation.
11. The learners can analyze intelligence and its theories

Part- II

PAPER III DEVELOPMENT OF EDUCATION IN INDIA COURSE OUTCOME:

1. The students get acquainted with the salient features of education in India in Ancient & Medieval times.
2. The students get acquainted with the development of education in British India.
3. The students come to know about the development of education in Independent India, including significant points of selected Education.
4. The learners were acquainted with current issues and trends in Education.
5. Students able to analyze the development of Education after 1947 in the light of constitutional provisions concerning education in India.
6. Students have a clear idea about the recommendations of Hunter Commission (1882- 83), Curzon Policy, National Education Movement, Calcutta University Commission(1917-1919), Basic Education and Sargent Plan etc.

PAPER- IV SOCIOLOGICAL FOUNDATION OF EDUCATION AND EDUCATIONAL ORGANIZATION & MANAGEMENT.

COURSE OUTCOME:

1. The students can understand the meaning of sociology and Education and realize its pertinence to education.
2. The learners become aware of the different social factors that influence education.
3. The students become aware of social groups that influence education.
4. The students become aware of the processes of social change and their impact on education.
5. The students get acquainted with current social issues and their relationship with Education.
6. The learners understand the concept of school organization.
7. The students get acquainted with modern aspects of school organization.
8. The students understand the difference between educational Management & Administration at different levels of education.
9. The learners understand the meaning, types and need for educational management.
10. The students understand the meaning, types, need and strategies of educational planning.

Part - III

PAPER- V PSYCHOLOGY OF ADJUSTMENT AND EDUCATIONAL GUIDANCE & COUNSELLING

COURSE OUTCOME:

1. The learners understand the concept of adjustment and maladjustment.

2. The students can identify some commonly found problem behaviors along with the etiology and remedial measures.
3. The students became aware of the role of parents and educational institution in promoting mental health.
4. The students became aware about different coping strategies for successful stress - management.
5. The students understand the concept of guidance and counseling.
6. The learners become aware about tools and techniques for conducting guidance and counseling services.
7. Students can classify various tools for collecting data for providing guidance to the students.

PAPER - VI
EVALUATION IN EDUCATION
COURSE OUTCOME:

1. The students develop understanding of the concepts of measurement and evaluation in education.
2. The students get acquaint with different types of measuring instruments and their uses.
3. The students get acquainted with the principles of test construction.
4. The learners develop understanding of the concepts of validity and reliability and their importance in educational measurement.
5. The learners develop the ability to organize relevant educational data. They also develop the ability to use various statistical measures in analysis and interpretation of educational data and the ability to interpret test data.
6. The learners develop the ability to represent educational data through graphs.
7. The learners develop skill in analyzing descriptive measures.

PAPER-VII
EDUCATIONAL TECHNOLOGY AND CURRICULUM
COURSE OUTCOME:

1. To enable the student to understand the concept of educational technology.
2. To expose the students to the basic developments in educational technology.
3. To acquaint the students with different instructional techniques.
4. The students develop the ability to analyze classroom teaching learning and the ability to observe classroom behavior and group dynamics.
5. The learners understand the meaning and scope of curriculum.
6. The students understand the basis of curriculum construction, evaluation and innovation.

PAPER-VIII
COMPARATIVE EDUCATION AND PRACTICAL
COURSE OBJECTIVES:

1. The students can analyze and compare Indian educational system with abroad.
2. The learners get acquainted with the process of collecting data.
3. The students can apply relevant statistical techniques to display and analyze data.

4. The learners acquire the skills of observation and inference in relation to some selected constructs in educational psychology.

Education General (Elective) Subject Course Outcomes

Paper 1

Principles of Education

1. Understanding the concept of education, its nature and scope.
2. Analyzing the difference between the individualistic and socialistic perspectives in education
3. Comprehending the concepts of freedom and discipline
4. Understanding the various factors influencing education CO5 Discussing the role of different agencies and institutions of education
5. Understanding and analyzing child-centricism.
6. Analyzing the role of play and play-way in education.

Paper II

Educational Psychology

1. Understanding the concepts, nature and scope of Psychology and Educational psychology
2. Discussing the various stages of development and their educational implications
3. Explaining the concept of personality and its related theories.
4. Comprehending the concept of emotion and its related theories.
5. Understanding Habit and its educational significance
6. Comprehending and classifying of intelligence
7. Discussing the process of memory and its related concepts
8. Explaining the nature and educational implications of attention and Interest
9. Discussing learning, its types and its relation to motivation and maturation
10. Analyzing remembering and forgetting LECTURE HOURS-4.5 Hours per week.

Paper III

Development of Education in Modern India

1. Understanding and comparing the features of ancient and medieval history of education in India
2. Identifying the activities of Serampore Missionaries activities in education
3. Highlighting the contribution of introduction of English education by Lord Bentinck
4. Analyzing the Adams Report, Anglicist Orientalist controversy, Macaulay's Minute, Bentinck's resolution and Wood Despatch.
5. Highlighting the social and educational contributions of Raja Rammohan and Vidyasagar
6. Highlighting the recommendations of Hunter Commission (1882-83)
7. Discussing the growth of national consciousness: Conflict with Lord Curzon (1902 to 1905) CO6 Understanding and analyzing the National Education Movement and contributions of Vivekananda, Rabindranath and Aurobindo
8. Highlighting the recommendations of The Sargent Plan 1944

9. Understanding the various Education Commissions-University Education Commission, Secondary Education Commission and Indian Education Commission
10. Analyzing education of women since independence
11. Assessing the National Policy on education (1986)

PAPER IV

Evaluation and Guidance in education

1. Identifying the concept, scope and needs of educational measurement and evaluation
2. Classifying and analyzing tools and techniques of evaluation
3. Understanding and classifying types of tests
4. Understanding the criteria of constructing standardized tests
5. Understanding Statistics and its use in the field of education
6. Organizing and graphically representing data
7. Calculating and applying measures of central tendencies
8. Calculating and applying measures of variability
9. Understanding and calculating Linear Correlation
10. Understanding the concept, scope, types for guidance and counseling
11. Analyzing the concept of adjustment, maladjustment: its causes and remedies.

Kidderpore College

Department of English

A Three Year B.A. (Honours) Course under 1+1+1 Regulations (2009) of University of Calcutta)

Course Outcomes of English Honours

CO1 History of English Literature, and Philology: Students will be able to understand the range, significance and scope of English Literature and the growth and evolution of the Language.

CO2 Poetry from Romantic Revival to Modern Age:

holistic development of an understanding of English Poetry of the 19th and 20th Centuries, and acquirement of rudiments of Rhetoric and Prosody.

CO3 Drama of the 16th, 17th and 18th Centuries: Close reading of some specific texts, enable students to examine the themes and structures and scope of Elizabethan drama and Anti-sentimental comedy.

CO4 Novel, Essay and Short Stories: Advancement of their acquaintance with fiction and non-fiction of writers from the Jacobean period to the 20th Century.

CO5 Poetry from the Elizabeth Age to the Neo-Classical Period: Understanding of antiquated vocabulary and structures and capability to appreciate the work of great writers of the 16th to the 18th centuries.

CO6 Novel, Essay and Writing: Critical engagement with fiction and non-fiction of writers from the Victorian period to the 20th Century, and learn the relevant literary terms.

CO7 Drama and Literary Types: A critical understanding of social and cultural contexts through the study of the 20th Century drama and also learn to distinguish the features of specific literary genres.

CO8 Optional Papers:

→ American Writing:

Knowing features of American Culture and the work of significant American writers of Poetry, Prose Fiction and Drama from across a wide range of literary history.

→ Indian Writing in English:

Interpreting Indian Culture via the English Language and acquaintance with the work of significant Indian writers of Poetry, Prose Fiction and Drama.

Programme Outcomes for Students of English Honours

PO1 Critical Thinking: Students will be able to critically involve themselves with literary texts by processing information and identifying Patterns.

PO2 Effective Communication: The capacity of expressing critical ideas in speech and writing would be one of the key outcomes of this course.

PO3 Social Interaction: The students will interact effectively with peers, faculty and management and effectively develop themselves in holistic cognizance of their surroundings and appreciate aesthetics in everyday life.

PO4 Ethics: The students will be able to discern the moral conundrums that are present in everyday life and be able to identify the right path based on the value system inculcated in them by the institution

PO5 Self-directed and Lifelong Learning: The course will inspire students to constantly upgrade their knowledge and skills.

Programme Specific Outcomes for Students of English Honours

PSO1 Literary Acumen: Students will get a comprehensive idea English Literature as a whole. They will also be able to judge literary quality of any literary text and to find connections and continuities of the past and present as well as identify disjunction in these traditions.

PSO2 Cultural Integration: Students will be aware of the importance of the coexistence of different cultural perspectives and be tolerant to views different from their own.

PSO3 Academic Writing: Skills of interpretation, analysis, appreciation of literature as well as writing and presentation skills that would eventually help in careers like journalism and media, publishing, research and teaching will be inculcated in the students.

Course Outcomes of Elective English

CO1: Poetry and Literary Terms Related to Poetry: critically understand and analyze poetry across a wide range of literary age and context.

CO2: Novels, Short Fictions and Essays: Enablement of the students to understand distinctive features of novels, shorter fiction and essays and relate the texts and contexts to real life.

CO3: Drama: Critically understand and read plays. Development of the critical idea of identifying genres of plays and literary terms and reference to specific context and relevance to everyday life.

CO4: Indian Writing in English: A holistic idea of the distinctive features of Indian Writing in English and their history through the texts and contexts of prose and poetry by Indian authors. Development of self-expression through various skills of creative writing.

Programme Outcomes of the Elective Course in English

PO1: Critical Thinking: Empowerment of students to exercise their ability to think clearly and cogently.

PO2: Cultural Integration: Enabling students to be aware of the importance of the coexistence of different cultural perspectives and be tolerant to views different from their own.

PO3: Writing: Capability of developing an argument in writing, state facts clearly and cogently and recognize and use the formats of different forms of writing like letters and essays.

PO4: Self-directed and Lifelong Learning: The course will inspire students to constantly upgrade their knowledge and skills.

Programme Specific Outcomes of Elective Course in English

PSO1 Cultural Integration: Awareness of the importance of the coexistence of different cultural perspectives will be inculcated. The students will become more tolerant to views different from their

own.

PSO2 Writing: Students will be able to develop an argument in writing, state facts clearly and cogently and recognize and use the formats of different forms of writing like letters and essays.

PSO3.Social Interaction: The students will be able to respond appropriately in discussion, state their views clearly and accept differences in opinion amicably.

Course Outcomes of Compulsory English and Alternative English

CO1: Critical interpretation of meanings and references of literary texts.

CO2: Understanding implied meaning of language and capability of self-expression.

CO3: Developing writing skills that are relevant and can empower in real life experiences in interview and professional fields, in everyday life.

Programme Outcomes of Compulsory English and Alternative English

PO1: Read and comprehend matter written in English

PO2: Write letters in the correct format and language.

PO3: Formulate appropriate curriculum vitae

PO4: Express themselves in speech and writing.

Programme Specific Outcomes of Compulsory English and Alternative English

PSO1: Development of skills of interpretation and analysis

PSO2: Learning appropriate responses in discussions

PSO3: Students learn to state their views clearly and accept differences in opinion amicably.

KIDDERPORE COLLEGE

Session: 2017 – 2018

DEPARTMENT OF GEOGRAPHY

Name of the Programme: B.A./B.SC General in Geography

Program Outcome

This program enables students to gain a thorough grounding in the fundamentals of Geography. The course offers a number of specializations and practical exposures for the students preparing them to face the modern-day challenges in academic as well as professional bodies.

This program could provide well trained students suitable to work in government sectors, geoinformatics sector, educational institutes and research centres. The broader perspective of this programme offers a number of value based and job oriented courses which ensure that the students are trained in latest techniques and theories in the field of Geography. At the end of the degree course, by virtue of the training, they can become a teacher, professor, environmentalist, climatologist, cartographer, G.I.S. analyst or have government jobs etc.

YEAR	PAPER	NAME OF THE PAPER	COURSE OUTCOME
First Year Part One	Paper I	MODULE I GEOTECTONICS AND GEOMORPHOLOGY	1.1 Structure of the earth's crust 1.2 Influence of rocks on topography 1.3 Broad outline of plate tectonics and major crustal formations: fold mountains, trenches, island arcs 1.4 Development of landforms: Fluvial, Aeolian, glacial, coastal and karst; cycles of erosion
		MODULE II SOCIAL AND ECONOMIC GEOGRAPHY	Growth and distribution of world population; Migration: Types, causes and consequences 2.2 Contemporary social issues: literacy, poverty, gender issues 2.3 Sectors of economy: primary, secondary tertiary and quaternary: Changing emphasis through time ; Forms of economy i) Tribal economies: hunting, gathering, shifting cultivation of India. ii) Traditional economies: Intensive

			<p>subsistence rice farming in India</p> <p>iii) Modern Economies: Commercial grain farming and mixed farming</p> <p>2.4 Scales of production, small-scale and large scale industries general characteristics and examples.</p> <p>2.5 Location, problems and prospects of Indian industries</p> <p>i) Agro-based: Cotton textile industry</p> <p>ii) Forest- based: Paper industry</p> <p>iii) Mineral based: Iron and steel industry</p>
Second Year Part II	Paper II	MODULE III CLIMATOLOGY, SOIL AND BIOGEOGRAPHY	<p>4.1. Insolation and Heat Budget; Horizontal and vertical distribution of temperature and pressure; Greenhouse effect</p> <p>4.2 Monsoon system: its origin and mechanism; Tropical disturbances: thunderstorm and cyclone</p> <p>4.3 Climatic classification after Koppen</p> <p>4.4 Origin of soils; Profile development; Concept of zonal, azonal and intrazonal soils</p> <p>4.5 Properties of soil: Physical and chemical</p> <p>4.6 Definition of ecosystem and Biomes; Tropical rainforest; Savannah; Hot desert;</p> <p>4.7 Plant types and distribution (halophyte, xerophytes, hydrophytes and mesophyte); animal communities</p>
		MODULE IV REGIONAL GEOGRAPHY OF INDIA	<p>5.1. Concept of region: formal and functional; scale macro, meso and micro</p> <p>5.2 Broad physiographic regions of India with special reference to Western Himalayas</p> <p>5.3 Vagaries of Indian Monsoon and its impact; problems of flood and drought; Forest resources of India: issues concerning deforestation and bio-diversity; Problems of soil erosion and conservation in India</p> <p>5.4 Regions of India</p> <p>i) Agricultural regions of India: with special reference to Punjab-Haryana wheat belt</p> <p>ii) Industrial regions of India: with special reference to Hooghly</p>

			Industrial Belt iii) Planning regions of India; with special reference to DVC Region
Second Year Part II	Paper III	MODULE V APPLIED GEOGRAPHICAL TECHNIQUES-I	<p>3.1 Scale: Concept of scale; drawing of linear scale 5 marks</p> <p>3.2 Statistics: 15 marks</p> <p>i) Nature and classification of data</p> <p>ii) Process of tabulation and graphical representation : histogram, frequency polygon, cumulative frequency curve</p> <p>iii) Measures of central tendency: mean, median and mode</p> <p>3.3 Map interpretation 22 marks</p> <p>i) Basis of numbering and scale of topographical sheets</p> <p>ii) Interpretation of 1: 50,000 topographical sheets: plain and plateau region and extraction of geographical information from maps, interpretation and explanation with suitable sketches, profiles and transect chart.</p> <p>3.4 Laboratory notebook and viva voce</p>
		MODULE VI APPLIED GEOGRAPHICAL TECHNIQUES-II	<p>Map projections: Concept and classification; Simple Conic with One standard Parallel, Cylindrical Equal Area; Polar Zenithal Stereographic. 12 marks</p> <p>6.2 Cartograms: Bar graphs, simple and compound; proportional divided circles and choropleth. 10 marks</p> <p>6.3 Project Report: Collection of secondary and primary data on the basis of questionnaire schedule (Mouza Wise/Ward Wise within West Bengal) which must be submitted along with the report. Maps, diagrams and photographs not to exceed 15 pages and text not to exceed 1500 words (Report + viva voce) 12+8= 20 marks</p> <p>6.4 Laboratory notebook and viva voce</p>
Third Year Part III	Paper IV	MODULE VII LAND USE AND SETTLEMENT	<p>7.1 Concept and attributes of land</p> <p>7.2 Objectives and principles of land use</p> <p>7.3 Factors influencing land use and land</p>

	GEOGRAPHY	categories i) Agricultural land use ii) Non agricultural land use: 7.4 Rural and urban settlements: i) Rural settlements: evolution, nature and characteristics, effect of physical environment; ii) Urban settlements: definition, morphology and functions
	MODULE VIII REMOTE SENSING AND THEMATIC MAPPING	7.1 Concept and attributes of land 7.2 Objectives and principles of land use 7.3 Factors influencing land use and land categories i) Agricultural land use ii) Non agricultural land use: 7.4 Rural and urban settlements: i) Rural settlements: evolution, nature and characteristics, effect of physical environment; ii) Urban settlements: definition, morphology and functions
	MODULE VIII REMOTE SENSING AND THEMATIC MAPPING	8.1 Definition of remote sensing, different methods of remote sensing; air photo and satellite imagery 8.2 Air photo: characteristics, interpretation 8.3 Satellite imagery: Types of satellite imageries, characteristics of IRS imageries 8.4 Definition, objective and principles of thematic mapping (climatic, economic and population)

Programme Specific Outcome

- To understand the role and functioning of global economies, industrial locations; and the use and exploitation of resources with impacts.
- To develop a sustainable approach towards the ecosystem and the biosphere with a view to conserve natural systems and maintain ecological balance.
- To study the indicators of socio-cultural diversity of India by studying and discussing contemporary concepts of social and cultural geography
- To assess the differential patterns of the human habitation of the Earth, through studies of human settlements and population dynamics.
- To emphasize the significance of regional disparities and accounting for poverty, unemployment and the impacts of globalization. Explaining and analyzing the regional diversity of India through interpretation of natural and planning regions.
- On hands training in practical techniques of mapping, cartography, interpretation of maps, photographs and images etc; so as to understand the spatial variation of phenomena on the Earth's surface.

DEPARTMENT OF HINDI

Name of the Programme: B.A. Honours in HINDI

Programme Outcome: Hindi Syllabus is student friendly and helps them to improve their creativity, imagination and intellectual ability. It enables students to maximise their efficiency and get more jobs.

YEAR	PAPER	NAME OF THE PAPER	COURSE OUTCOME
1	1	Prachin aur Madhyakaleen Hindi Kavya	Students learn about ancient and medieval Hindi poetry, its characteristics and different dialects.
1	2	Natak, Nibandh Ewam Anya Gadhya Vidhayen	Students learn different genres of Hindi literature. It promotes communication skill, team work, dialogue delivery and stimulates creative imagination.
2	3	Hindi Sahitya ka Itihass	This paper enables students to learn about Hindi literature and its historical development that takes place parallel on different tracks: Political, social, economic, religious conditions.
2	4	Adhunik Hindi Kavita	Students learn about modern poets, their poetry and their experiment with new structures, styles and content.
3	5	Sahitya Siddhant , Adhunik Alochna Tatha Bharatiya Sahitya	In this paper students study linguistic techniques used in literature. It will help them to understand that how different elements of a text come together and produce certain effects on the reader and stimulates critical

			thinking.
3	6	Bhasha Vigyan, Hindi Bhasha Tatha Prayojanamoolak Hindi	Bhasha Vigyan involves analysing language its meaning and context. Functional Hindi helps to understand about Hindi Standardization, its norms and area of application.
3	7	Hindi kahani Tatha Upanyas	This paper gives information about different Hindi stories and novels by various eminent Writers. It stimulates their curiosity.
3	8	Hindi Patrakarita, Jansanchar Madhyamaur media lekhan	Journalism is all about news reporting and its different aspects. Mass communication deals with different medium of media to spread information, facts, entertainment. So they learn about a wide variety of media fields and news

Programme Specific Out Come: The syllabus emphasizes on development of creativity and knowledge of the subject so that they can go for higher studies or employment in different fields of teaching, media, cinema(script writing), translation etc.

Hindi General (Elective) Subject Course Outcome

- **PAPER1**
Hindi BhashaAurSahityaKaltihas: AadhunikKaal
CO: Understanding the origin of Hindi language and concept of history of Hindi literature
- **PAPER-2**
Madhyakaleen Hindi Kavya, Aadhunik Hindi Kavita
CO: Understanding the role played by Madhyakaleen and Aadhunikkaleen poets.
- **PAPER-3**
NatakAur Katha Sahitya, NibandhEvam Anya GadhyaVidhaye
CO: Understanding the drama and essays written by modern Hindi writers.
- **PAPER-4**
Prayojanmulak Hindi Aur Media Lekhan
CO: Understanding the meaning, concept and importance of Prayojanmulak Hindi, translation, proof reading, acts of official language etc

HISTORY HONOURS PROGRAMME OUTCOME

(A Three - year B.A. (Honours) Course under 1+1+1 Regulations (2009) of University of Calcutta)

Course Outcomes - History Honours

CO1 Paper 1: Early Indian History (From the Beginning to 600 CE)

Students get acquainted with the early Indian History (From the Beginning to 600 CE) Literary and Archaeological Sources of History; human evolution from Pre-historic hunter-gatherers to the Food-producers in the Neolithic and Chalcolithic phase; Pre-Harappan Cultures and First Urbanisation with the rise of Harappan civilisation; the Aryan Debate; the Archaeological Cultures beyond the Vedic milieu; transition from chiefdom to kingdom, Ganasangha tradition and the Sixteen Mahajanapadas leading to the rise of Magadha; the growth and decline of the Mauryan Empire with special reference to Ashoka'sDhamma; the rise of regional power centres like the Kushanas, the Satavahanas; the rise and decline of the Gupta Empire; concepts of Classical Age and Threshold times; Art, Architecture and Patronage in the Mauryan and post Mauryan period; social systems and religious beliefs and practices in the Vedic period; Understanding the features of Slavery and Untouchability and the rise of new religious philosophies-Buddhism, Jainism, Ajivikas and Carvakas; the Rising Importance of Brahmanical Religion; structure of the economy especially the Agrarian Economy with reference to land grants and non-agricultural production-crafts, guilds and currency patterns; the Second Urbanisation-Urban Development; development of Inland and Maritime Trading Networks and the role of merchants and the guild system; understanding Cultural Life-Languages and Scripts, System of Knowledge and Education, Science and Technology.

CO2 Paper 2: History of India from C 600 to C 1500

Interpreting the literary and archaeological sources of early medieval and the historiography and major debates of the early medieval period; political developments in Bengal, Western and Peninsular India-600 to 1200 C.E.; nature and impact of Arab, Ghaznavid and Ghori invasions; land grants and tenure and agricultural technology; growth of urban centres and the expansion of crafts and guilds; growth of Indian and oceanic trade networks; concepts of Varna-jati and the growth of castes; gender relations with reference to the position of women and women saints; development of literature specially Bengali and Sanskrit and sculpture and temple and cave architecture; major religious sects-Buddhist, Vaishnavite, Shaivite and Bhakti; interpreting the literary sources and the historiography of the period 1200-1500; understanding the concepts of legitimacy, sovereignty and theories of Kingship, nature and composition of the ruling groups and their relation with the crown; religious political formations like Bengal, Vijayanagar and Bahamani kingdoms; evolution of the iqta and the Nayakara systems; the agrarian economy of the Delhi Sultanate-agricultural production/land tenure and revenue system, processes of urbanization, non-agricultural production, trade and currency; Understanding the economy of Peninsular India; evaluating rural society with special emphasis on slavery, peasant uprisings and militarization of peasant society of North and South India; cultural developments in the fields of literature, architecture, Science; major liberal religious movements- Sufism and Bhakti

CO3 Paper 3: Transformation of Europe (15th-17th Centuries)

Interpreting the debate on transition from feudalism to capitalism: problems and theories; the understanding the Impact of the fall of Constantinople and the Development of National Monarchy; Renaissance: its social roots and the features of Renaissance humanism and rediscovery of classics with emphasis on the impact of Italian renaissance on art, culture, education and political thought all over Europe; interpreting the origins and nature of Reformation movements with special reference to Martin Luther & Lutheranism, John Calvin & Calvinism; the Radical reformation: Anabaptists and Huguenots; the English reformation and the role of the state and the Counter Reformation; exploration of the new world-the Portuguese and Spanish voyages; shift of economic balance from the Mediterranean to the Atlantic. understanding major changes such as Commercial Revolution, Price Revolution, Agricultural Revolution and the Enclosure Movement; the Printing and military Revolution; the economic, social and political dimensions of the Crisis in Europe in the 17th century - Its economic, social and political; understanding the English Revolution and its major issues; emergence of scientific academies and Origins of Enlightenment; the Peace of Westphalia (1648) and the Emergence of modern European state system

CO4 Paper 4: History of India, C 1500-1750

Learning different historiographical approaches and sources of the Mughal Period and evidences of the rise, expansion and consolidation of the Mughal Empire, starting with Babur's invasion of India and its political and military significance; political ideology, inclusive political idea and state in Mughal India; evolution of administrative institutions such as the Mughal nobility, ruling groups like Mansabdars and Zamindars; system of agricultural production including agricultural technology and crop pattern, land rights and the Zabti system; identifying Sher Shah's administrative and military reforms; evaluating non-agricultural production in crafts, industries and organization and the currency system and market integration, inland and oceanic trade network, urban life including merchant communities, artisans and bankers; the disintegration of the Mughal Empire with special reference to Aurangzeb, the imperial elite, the Deccan wars, the Jagirdari Crisis and popular rebellions by the Jats, Satnamis, Afghans; the rise of the Marathas under Shivaji; the role of religion and culture in Mughal India with emphasis on Sufism and Bhakti movement; identifying the patterns of regional politics through case studies of Maharashtra and Bengal; the transition to colonialism.

CO5 Paper 5: History of East Asia from 1839 to 1950

Learning outcomes can be identified in terms of comprehension of the Late Imperial and Traditional China, the structure of the traditional Chinese society- the peasantry and the gentry class, Government bureaucracy and central control; evaluating China's pre-modern economy and Confucian Ideology, colonial penetration in China and transformation of China into an informal colony with reference to the tribute system, the Canton system and their collapse, the Opium wars and treaties with imperialist powers; identifying western economic interests, the rise of comprador bourgeoisie and the development of Finance Imperialism; understanding Popular Movements such as the Taiping Revolt and other rebellions such as Nien, Muslim rebellions (1855-1874) and the Miao rebellion (1850-1872); the Tungchi Restoration, the Self-strengthening Movement and the Reform Movement of 1898; the Boxer Rebellion; the Late Ching Reforms (1901-08); the Republican Revolution of 1911 with emphasis on the role of various social classes and the role of Yan Shi K; evaluating the contribution of Sun Yat Sen on the basis of his principles and politics; features of Warlordism (1916-1922); origin, nature and significance of the New Intellectual ideas and May Fourth; evaluating the problem of early industrialization; analysing the political crisis in the 1920's with reference to, the first United Front, the Kuomintang leading to Communist Conflict and Ten years of Nanking Government; understanding the rise of the Communist Party under Mao Tse Tung and the Red Army; creation of the Second United Front followed by the Long March and the Second Sino-Japanese War (1937); the ideology, causes and significance of the Chinese Revolution (1949) and the establishment of the Peoples' Republic of China.

Assessing the Tokugawa Shogunate and the feudal society and government in pre-modern Japan; crisis and fall of Shogunate; evaluating the Meiji Restoration (1867-68) and rise, nature and character of modern Japan; understanding the processes of social, military, political and educational modernization of Japan; the contrasting response of China and Japan to the impact of the West; evaluating popular and democratic movements such as the Satsuma rebellion, popular rights movement and movements leading to the Meiji constitution; assessing the rise of political parties, economic modernisation with the abolition of feudalism, new land settlement pattern and the role of state and private entrepreneurs in industrialisation and Zaibatsu; contextualising the emergence of Japan as an Imperial Power with reference to the Sino-Japanese War, the Anglo-Japanese alliance and the Russo-Japanese War; Evaluating the role of Japan in the First World War especially in the Pacific and the Washington Conference; understanding the Manchurian Crisis, the failure of the democratic system and the rise of militarism in the 1930's and 1940's; evaluating the role of Japan in World War II; Post War Japan under General MacArthur.

CO6 Paper 6: History of India from C.1750 to 1964

Understanding and situating Modern India and explaining its Concepts, terminologies and approaches; decline of Mughal empire and consolidation of British rule; rise of regional dynasties in different parts of India in the eighteenth century like Bengal - from Plassey to Buxar and the grant of Diwani; the rise of the Marathas; the emergence of East India Company as a super-ordinate power and the framework of Company's control (the Regulating Act, Pitt's India Act, Charter Acts); emphasizing on the utilitarian principles of Lord Cornwallis and Lord Bentinck; evaluating classical political thought in relation to India like theory of rent, laissez faire, and colonial paternalism; Interpreting the agrarian changes brought about by the East India Company - the Land revenue settlements the terms of Permanent, Ryotwari, and Mahalwari Settlement and interpreting the rural agrarian social structure set up; evaluating commercialisation of agriculture; rural credit and indebtedness, landlessness, process of de-industrialisation; changing rural landscape and environment: the issues concerning forestry; modern and indigenous banking systems; examining the emergence of modern industries railway, jute, cotton and steel; analysing the tribal dimension in revolts in the context of the changing economy and society of the tribal world and comprehending the early Peasant's resistance to Colonial; analysing and interpreting the Revolt of 1857: causes, interpretations and consequences; Indian response to cultural changes brought about by colonialism; socio-religious movements; the rise of Modern Education; the growth of a new intelligentsia and the press; the role of Rammohan, Vidyasagar and the Young Bengal Movement in Bengal similar socio-religious revivals/reform movements in other parts of India; the changing position of women and attitudes; the formation of early Political Associations leading

to the rise of Indian National Congress (1885); evaluating the History of Indian Nationalism up to 1919 and thereafter to the rise of extremism leading to the partition of Bengal and the Swadeshi and Boycott Movements; identifying the trends of revolutionary nationalism in India and abroad. Explaining the trends in Muslim Politics Aligarh Movement, the Muslim League, etc. Summarising the Gandhian Era and the beginning of the Satyagraha Movement including the Khilafat and Non-Co-operation, Civil Disobedience and Quit India Movement; the rise of the Leftists and the Communists; the role of various social groups and classes with special emphasis on Ambedkar. Identifying the Kishan-Sabha agitation; Trade Union Movements and such others Explaining the role of Subhas Chandra Bose and the INA in the freedom movement. Naval Mutiny, Tebhaga and Telengana movements. Analysing the Morley-Minto, Montague Chelmsford Reforms; the Simon Commission, Nehru Report and Round Table Conference, Govt. of India Act, 1935, working of the provincial Ministries and the Cripps Mission, Wavell Plan and Cabinet Mission; Partition and Independence national and regional responses to the demand British policies. Evaluating post-independent India 1947 -1964 - Integration of Princely States, Migration and Rehabilitation. Interpreting the framing of the Constitution, establishment and development of Parliamentary Democracy in the Nehruvian years, Economic Planning : First three five year plans, Situating India in the Global context Making of Indian Foreign Policy and Non-Alignment .

CO7 Paper 7: History of Europe from 1789 to 1919

Evaluating the crisis and problems of the ancient regime and interpreting the intellectual currents; examining the socio-economic and political background of and trends in the French Revolution analysing the role of women in French Revolution; formation of the Constituent Assembly

Understanding the rise of the radical groups - Girondins and Jacobins, Reign of Terror leading the rise and fall of the Jacobin Republic; examining the Thermidorian reaction and the Directory.

Explaining the rise of Napoleon Bonaparte: the legacy of the revolution, the debates of Napoleon's character and achievements and the reorganization of France and Europe during and after the fall of Bonaparte; explaining the Vienna Congress, Metternich and the Conservative order and Eastern European revolutions

Analyzing liberalism and democracy in Britain and unification of Italy and Germany and the role of Cavour and Bismarck; modernization of Russia and the rise of France under the Second Empire; Industrialization in Europe comparing France, German and Russian industrialization.

Evaluating the rise of the working class movements and the Socialist thought -Utopian Socialism, Marxism; understanding art and culture, literature and science of the 19th century Europe; the rise of The Third Republic in France, the Paris Commune and the new German Reich; political condition of Europe in 1871; assessing the rise of Kaiser William II and the new course in the German foreign policy; the Crimean War and the Balkan Nationalism; explaining the Age of imperialism (1871-1914) in Europe -the impetus behind colonial expansion, scramble for colonies and understanding the theories of imperialism; the causes behind the origin of the First World War and its impact on the dynastic empires in Europe; the Russian (October) Revolution and the success of the Bolsheviks; end of the First World War and the Fourteen Points of President Woodrow Wilson.

CO8-World Politics in the 20th Century from 1919 to C2000

Analysing the Versailles Settlement of 1919 and its ramifications, the League of Nations and causes of its failure, the Locarno treaty and the Kellogg Briand Pact, the German reparation issue and its impact on international relations. Understanding the Great Depression and its international historical repercussions, the rise of European Dictatorships and causes behind the origin of Fascism in Italy and Nazism in Germany along with their Impact on world politics; the responsibility of Hitler for the outbreak of Second World War; interpreting the diplomatic background of the Second World War and the Policy of Appeasement with special emphasis on the Munich Pact and the Nazi-Soviet Non Aggression Pact.; comprehending the Spanish Civil War.

Analysing the background of the foundation of UNO and the debate on the origins and nature of the Cold War and determining the responsibility for the Cold War, the emergence of Soviet and American economic and military alliances with special emphasis on the NATO, WTO, IMF, World Bank, Warsaw, COMECON; analysing USSR's relation with the East European countries (1945-64) and the formation of the Soviet Bloc and subsequent destalinization; the US foreign policy in the Post war period-Truman Doctrine and Marshall Plan; Bi-polarism and regional conflicts In Asia, Europe and Africa-: War in Korea - Crisis in Cuba - Conflict in the Middle East (Arab - Israel wars of 1948-49, 1967, 1973 - Activities of

P.L.O- Intifadah - Gulf War of 1990-91); decolonisation i.e. disintegration of European Empires; explaining the emergence of the Third World and the Non-Aligned Movement; analysing the Politics of Detente.

Examining the impact of the emergence of Communist China on world politics and examining Sino-Soviet relations and the conflicts; comprehending the rapprochement in Sino-U.S. relations.

Explaining Indo-Pakistan relations and the role of India in the liberation war of Bangladesh; the liberation struggle of Vietnam (1945-54 and 1954-1975); the origin and activities of ASEAN and SAARC; the reunification of Germany; end of socialism and disintegration of USSR; the end of the Cold War; the onset of Globalisation and its impact on world politics; explaining American unipolarism and its significance for international politics.

General Course-

1. Ancient & Medieval Indian History up to 1556
2. Indian History from 1556 to 1947
3. Modern Europe from 1789 to 1939 C.E.
4. India and the World

Peogramme Outcomes - History Honours

PO1- Critical Evaluation:

Honours in History is aimed at a holistic approach towards the human past as well as exploring new ideas and thoughts which have lead to the formation of the world as we know it today.

PO2-Coping-SkillDevelopment:

Applying the knowledge of understanding the complex relationship shared by human beings since the dawn of civilization ,it is expected that the present generation can survive the turmoil that clash of culturesand technological progress is generating daily.

PO3-Academic sophistication and Heritage Awareness:

Interpretation of textsand cultural artefacts as well as oral narratives with a view to conversions into easily understandable papers and presentations, engaging in debates to establish the validity of their ideas in a lucid manner through clear and precise language is sought to be inculcated in our students. Since graduating with History Honours can open up several avenues, academic or administrative career path being the most commonly traversed, it is hoped that our students can be proud of the five thousand year old Indian culture and at the same time appreciate its myriad local, ethnical, religious variations. Preservation of sub continental values without being prejudicial, awareness of pluralities resulting from gender, class and environmental differences and avoidance of attempts to homogenize or hegemonize will be the challenges that our students will face and it is the objective of our illustrious institution to equip them for those challenges.

PO4 - The Longue Duree of History:

As the Annales school would say History is a study of long term structures and draw conclusions from trends and patterns. When Edmund Burke said "Those who don't know history are destined to repeat it", he didn't mean that historical events or fallouts of the same will be replicated. But an understanding of historical patterns might prevent a tragedy, as for example, the Holocaust. It is not the prerogative of a historian - as a student, teacher or administrator - to surmise or predict or attempt social engineering but the knowledge of history can give an insight, a clarity of thought and action, which will benefit both the society and the individual. Students of History are encouraged to make local level micro studies but at the same time concentrate on the big picture. Globalization is not solely the product of modern technology; it is the result of our anthropocentric approach which started when civilization dawned.

Peogramme Specific Outcome - History Honours

PSO1: Getting a glimpse of the Wonder that was India-From Prehistoric Indian subcontinent to the Proto historic Indus civilization, from Aryans to the rise of Mahajanapadas down to the emergence of great empires of the Mauryas and Guptas.

PSO2: The introduction of Early Medieval India as a new historical category. A deeper understanding of socio-economic processes at work in shaping histories.

PSO3: The arrival of Islam as a political power- The resultant changes in the lived experience of the common man is studied separately from the process of state formation which came with the establishment of the Mughal Empire which in turn gave way to British colonialism.

PSO4: Contextualising British Colonialism-This area of the syllabus has particular emphasis on the period of decline of indigenous Indian economical & social mores leading to a permanent predominance of Colonial though not Western culture.

PSO5: Understanding the transformation of India-India was not modernized in the same way as industrialized Europe. The proto Nation underwent the birth pangs without reaping the benefits and the resultant national movement for freedom leading to the birth of New India posed several problematics that challenge us to this day.

PSO6: Understanding the trajectory of East Asian History (1839-1950) - China and Japan as case studies.

PSO7: Studying the political and socio-economic transformation of Europe from the 15th to the 17th centuries- Renaissance, Reformation, Geographical discoveries, momentous developments that changed the world forever.

PSO8 : Contextualising World Politics in the 20th century (1919-2000)- The rise of dictatorships, the Second World War, rise of the Communist ideology and the subsequent Bi-polar world leading to Cold War and eventual decline of the Communist world with the parallel rise of the Third World.

History General (Elective) Subject Course Outcomes

PSO1: Analysis and chronological narrative of ancient and medieval Indian History up to 1556.

PSO2: The trajectory of Mughal India leading to the coming of British rule and its impact on India up to 1947.

PSO3: Understanding the major events in modern European History from 1789 to 1939

PSO4: Contextualising India in the world scenario; development of India as a newly independent nation, and her role in the post Second World War world.

KIDDERPORE COLLEGE

PROGRAMME OUTCOME-ISLAMIC HISTORY AND CULTURE GENERAL

The general course in Islamic History and Culture under the CBCS system is aimed at providing a comprehensive and critical understanding of the history of Islam to the students. The course, divided into six semesters is designed to promote new and different interpretations of the history of Islam and its political, social, economic and cultural impact across the world. It also enables the students to study the subject in a career- oriented manner through interactive sessions, seminars and workshops and educational tours.

CC-1/ GE-1

The first paper traces the history of Islam from pre-Islamic Arabia to the life and achievements of Prophet Muhammad and the four Pious Caliphs.

CC-2/GE-2

The second paper chronicles the transition of the Caliphate to an imperial institution with the establishment of the Ummayad dynasty (661 A.D. – 750 A.D.). It also explains the political, social, economic and cultural achievements of the Ummayad rulers.

CC-3/GE-3

The third paper is a history of the achievements of the successors of the Ummayad Caliphs- the Abbasid Caliphs.(750 A.D.-1250 A.D.)

CC-4/GE-3

The fourth paper explains the advent and spread of Islam through the rise of the Delhi Sultanate- rule of five dynasties of Sultans from 1206-1526 with Delhi as their capital city. The second part of the paper, history of the Mughal empire in India (1526-1707) forms the illustrious phase of Muslim rule in India.

DISCIPLINE SPECIFIC ELECTIVE COURSE

The discipline specific elective course (DSE) under the CBCS system offers four papers and students are expected to select any two papers from the course.

DSE – A-1

This paper deals with the history of Central Asia through the rise of the Mongols and the contributions of Chengiz Khan, Kublai Khan and Timur.

DSE-A-2

This paper traces the history of medieval Europe from the breakup of the Roman Empire and ends with the rise of the Carolingian Empire and the 12th century Renaissance.

DSE-B-1

This paper focusses on the cultural history of India through an understanding of medieval art and architecture under the sultans of Delhi and the Mughal rulers.

DSE-B-2

This paper traces the history of medieval Bengal during the Sultanate and Mughal period

SKILL ENHANCEMENT ELECTIVE COURSE(SEC)

The skill enhancement course enlightens the students on the tools and methods of historical research and provides an understanding of India's cultural heritage and contemporary social and cultural developments. This course consists of four optional papers.

SEC-A-1

This paper lays emphasis on historical tourism with reference to art and architecture, field work and modalities of conducting tourism.

SEC-B-2

This paper enables the students to learn about the development and importance of museums and archives as repositories of India's cultural heritage.

SEC-A-2

This paper revisits Indian history and culture through environmental history and practices, urbanization, gender, cultural heritage and cultural expressions.

SEC-B-2

This paper traces the history of orality and oral culture in India as a research methodology and through life histories and written and visual documentation.

Kidderpore College

Department of Journalism and Mass Communication

Programme Outcome: Both the three years honours and general courses offer the students how to conduct reports, how to edit, how media is abide by the constitutional ethics and how advertisements and Public Relation industries growing rapidly and how to establish themselves in the media industry.

YEAR	PAPER	PROGRAMME SPECIFIC OUTCOME	COURSE OUTCOME
JORA : 1 ST Year	Reporting & Editing	The course offers students how to compose reports, how to write a report using the correct professional format and how to edit a report properly.	Defining reporting and editing. Describe the newsroom set up and newsroom personnel. Describe the process of editing terminologies
JORG : Print Journalism	History of Journalism	The course offers the student how Journalism in India came to existence and how gradually it became the weapon of democracy.	News Selection, Rewriting News Stories, Explain the objectivity of news. Writing about the news.
Practical for JORA	Practical	QuarkXPress Software. They also learn different modes of news writing, feature writing, reviews.	Define News , Classify the different types of news and sources
2 nd year III JORA	Mass Communication, Media Management, Law and Ethics	The course offers the communication system in the society and how it is abided by the law and Indian constitution.	Understanding Mass Communication. Origin of law and ethics in Indian constitution.
JORG :	Media Management, Ad and PR	The course also offers the study of advertising and Public Relation	Introduction to Advertising. Origin & development of Advertising. Purpose and goal of advertising
JORA : Practical	Practical Written +	The course offers the	Front Page Making

	Computer	practical experience in the media industry.	
3 rd Year : JORA V	National & international Affairs, Visual Media	This course offers the national & international information flow around the world and visual aspect of media literacy.	Define the International Relations. Understanding national & international information flow around the world
JORA :VI	Radio Journalism & TV Journalism	This course offer how the radio and TV industry function. Here ,the course also discusses in detain about the radio and TV programme	Trace the evolution of television. Explain the new trends in television.
VII JORA :	Advertising, PR	This course offers the brand positioning, Ad designing and marketing strategies. It also covers a wide range of a range of ad related activities, deals with the structure of advertisement etc. The course also covers a wide range of PR in modern day market.	Define brand positioning, Market Strategies. Define Advertisement Define Public Relation, types of publics. Structure of advertising organisation.
JORA : Practical	Documentary Making	This course offers practical experience in documentary film making, camera operation, editing. Writing ad copies, slogan etc that would make a student industry ready.	Practical experience in documentary film making, camera operation, editing. Writing ad copies, slogan
JORG	Media Laws	This course offers the media laws, Indian constitution and media economy as a part of course structure. The programme trains students for the media industry.	Understanding Media laws, Understanding Indian Constitution. Code of Ethics

MATHEMATICS GENERAL PEOGRAMME

(A Three-year B.Sc. (General) Course under 1+1+1 Regulations (2009) of University of Calcutta)

Course Outcomes - Mathematics General

The Three-year B.Sc. Mathematics General Course of the University of Calcutta enables the students to acquaint themselves with the methods towards the solution of the problems of the wide range of topics included in the syllabus. The course conducted by the University is an absolute necessity for different kinds of competitive examinations offered by various bodies or institutions in India and abroad.

The Course is comprehensive, well-planned and subject specific. The Three year course aims to habituate the students with the theory and applications of :

CO1. Classical, Abstract and Linear Algebra to the solution of algebraic linear, non-linear and transcendental equations and systems of simultaneous linear equations.

CO2. Analytical Geometry of 2 and 3 Dimensions to the concept and use of vectors as a mathematical tool; the different types of coordinate systems

CO3. Differential Calculus of a single and several variables in investigating the behaviour of a wide range of sequences, series (finite and infinite), the differentiation of functions, determination of extrema.

CO4. Integral Calculus and its application in different sectors.

CO5. Ordinary and Partial Differential Equations and the theory of Integral Transforms.

CO6. Numerical Analysis, Linear Programme and Game Theory

CO7. Analytical Statics of rigid bodies in equilibrium under coplanar and non-coplanar force systems.

CO8. Analytical Dynamics of a particle and rigid bodies.

CO9. Probability and Statistics

CO11. Computer Programme in FORTRAN/C and BASIC with hands-on training and Boolean Algebra

CO12. Discrete Mathematics

Programme Outcomes - Mathematics General

- Solve complex problems by critical understanding, analysis and synthesis.
- Construct hypotheses and use theories, methods and evidence within their proper contexts.
- Be acquainted with current developments in the subject.
- Critically interpret data, write reports and apply the basic rules of evidence.

- Develop proficiency in the analysis of complex physical problems and effective use of mathematical or other appropriate techniques to solve them.
- Demonstrate skills in the use of computers for control, data acquisition, and data analysis in experimental investigations
- Communicate effectively by oral, written, computing and graphical means.
- Make efforts to engage in lifelong learning through continuing education and research.

Programme Specific Outcome - Mathematics General

- B. Sc. (General) Mathematics programme endeavours to instil in students with a genuine interest in their subject area by fostering a creative spirit to help them fulfil their potential, to become creative mathematician and to become successful in a wide range of professions where logical and analytical thinking is required. Create a hypothesis and appreciate how it relates to broader theories. Demonstrate a range of appropriate general skills including IT competency.
- Be able to function in multidisciplinary teams by working cooperatively, creatively and responsibly as a member of a team.
- Provide a systematic understanding of the concepts and theories of mathematics and their application in the real world to an advanced level, and enhance career prospects in a huge array of fields.

Kidderpore College

Department of Persian

Name of the Programme - B.A. General Persian

A Three Year B.A. General Course under 1+1+1 Regulations (2009) of University of Calcutta)

Programme Out come:

This proposed programme is designed to inculcate and equip the students with three major components of Persian Language and Literature and Persianate culture which include the Indo-Persianate culture, the vital portion of our secular heritage. With these, a student not only becomes a responsible civilian but also well equipped to meet the growing demand of this language in south Asian studies which is becoming a fast growing discipline in many major universities at the world level. For imparting language skills especially, there are units for imparting education in functional language through language teaching modes, like practical classes in language labs and holding spoken language symposiums and interpretation sessions. Persian literature which is spread over more than a thousand years and in a vast region of minor Central Asia commonly known as Khurasan-e-Buzurg (Greater Khurasan), South Asia of which India is a major area and present Afghanistan, Tajikistan and a large Diaspora of the Persian speakers.

Year	Paper	Name of the Paper	Course Out Come
1	1	Unit 1 Persian Prose (Modern) and comprehension Selected text and Grammar Unit 11 Persian Poetry (Modern) selected Poems of modern Poets	In this Unit Student learn about the Modern Persian literature, writers of Persianate World and different Genre of Persian Prose. In comprehension and grammar, students would be able to read Persian text and translate it into English. In this unit, students learn modern Persian Poetry and its theme, different forms and importance of poetry in Iranian society. They become familiar with modern Persian Poets and their poetry writings like Iraj Mirza, Iqbal, Parveen Etesami and Bahar etc
11	11	Unit 1- A Selected	In this unit, student go through the

		<p>text from classical Persian Prose.(Historical, mystic and Philosophical Text)</p> <p>B. Comprehension, Grammar and translation</p> <p>Unit 11- B selected anecdotes from Gulistan of Saadi, Baharistan of Jami etc Composition and word meanings</p>	<p>classical Persian text and its ethical, philosophical and mystics values. They learn about the life and works of great Persian writers and philosophers.</p> <p>In comprehension and grammar, students would be able to read Persian text and translate it into English.</p> <p>In this unit, students come across the ethics and anecdotes writing in Persian literature. They learn the depth and aim of anecdotes writers and its relevance to human being.</p>
11	111	<p>UNIT I . Text:Poetry</p> <p>Ai Name to Bahtarain Aghaz By Nizami,</p> <p>Naat from Pand Nama of Jami, Guftar Andar Zadane Suhrab From Shahnama Qissa-i-Tuti-o-Baqqal</p> <p>Comprehension Vocabulary</p> <p>Unite 11</p> <p>Grammar & Composition</p> <p>Linguistics: Indo-Aryan Languages, Old Persian, Avestan Language, Pahlavi, Cuneiform Inscription and its decipherment</p>	<p>In this unit, students come to know about the great Persian epic Poet Firdausi and the Khamsa composer, Nezami. They will learn about different genre/forms of poetry such as epic, historical poem, Mathnavi writings etc and become familiar with great poets who were followed by next generation of Persian poets.</p> <p>In this unit, students learn about the route of Persian language and its different Alphabets through the passage of time. They come to know about the religious text Avesta and its significance in the development of Persian language. They also that how the Arabic script replaced the Pahlavi script.</p>
111	IV	<p>History of Persian Literature, literary history of Iran (From the beginning down to the Timurid Period)</p> <p>UNIT I Origin of Persian Poetry, Development of Ghazal, Qasida, Development of Persian Prose and</p>	<p>In this unit, students learn about a brief history of Persian literature starting from mythological stories and kings to the conquest of Arabs to Iran. They also read and understand that how the Arabic poetry Ghazal and Qasida came into Persian literature. Contribution of Samanids, Ghaznavids and Timurids to the development of Persian language and literature.</p>

		Poetry under the Samanids and Ghaznavids, Contribution of Rudaki Samarqandi, Firdausi, Unsuri, Menuchehri	
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Course outcome

After completing this proposed three years of Persian General Course, a student will be able to.

1. A student will be well versed in reading, writing and speaking Persian literature.
2. A student can translate Persian text, news papers and other historical documents.
3. A student will get an opportunity to work in Persianate world.
4. At this globalization ear, after completing this course, a student of Persian may get opportunities in different MNCs
5. A student may get a good jobs in different government agencies dealing with Iran, Afghanistan, Tajikistan and other neighbouring countries.

PHILOSOPHY HONOURS PROGRAMME

(A Three - year B.A. (Honours) Course under 1+1+1 Regulations (2009) of University of Calcutta)

Course Outcomes - Philosophy Honours

Philosophy Honours comprises of 8 papers with 100 marks each. Paper 1 and Paper 2 are taught in Part I, Paper 3 and 4 in Part II and Papers 5-6 in Part III.

CO1 Paper 1 - Indian Philosophy

In Paper I students read nine different schools of Indian thought, both Āstika and Nāstika.

CO2 Paper 2 - Psychology & Social-Political Philosophy

The first half is Psychology which is concerned with the general framework of thinking about mental phenomena. Students learn about different methods of Psychology and other theories regarding factors of mind. The second half of this paper consists of nature and scope of both social and political philosophy and their relation. Students acquire knowledge in basic concepts of society, family, Marxists' conception of class etc. In the part of Political philosophy, different views regarding social change, different Political ideals and many other topics are discussed.

CO3 Paper 3 - History of Western Philosophy

Students learn about the epistemological and metaphysical perspectives of the philosophers like Socrates, Plato, Descartes, Spinoza, Leibnitz, Locke, Berkeley, Hume and Kant.

CO4 Paper 4 - Logic

This paper discusses several topics of Logic in general. Logic being the Science of Thought, gives the students the fundamental insight into different types of arguments and inferences, truth and validity, symbolic interpretations, quantifications etc.

CO5 Paper 5 - Indian Logic and Epistemology

Epistemology is the philosophical study of the nature, origin, and limits of human knowledge. Nyāya is the science of logic, and provides the only sound methodology of philosophical inquiry into the nature of knowledge and the objects of knowledge. It is the means to obtain Right Knowledge (pramā) about the Self and to discover the purpose of life. The only way to impart our experience to others and to elucidate their implications for the rest of our life and defend their validity against hostile criticism is by means of logic. Indian Logic as the normative science of correct and perfect thinking, sharpens their intelligence, shapes their reasoning skill and enhances their power of argumentation.

In NET and SLET and other competitive exams most of the questions are based on logic and reasoning, so proper understanding and knowledge of this paper helps them to perform better in these exams. After Studying Indian Logic and epistemology, students will be able to critically evaluate various real life situations by resorting to Analysis of key issues and factors.

CO6 Paper 6 - An Introduction to Philosophical Analysis by John Hospers

In general, philosophy done in the analytic tradition aims at truth and knowledge, as opposed to moral and spiritual improvement. In general, the goal in analytic philosophy is to discover what is true, not to provide a useful guidelines for living one's life. To analyze means to break something down into its constituent parts. Analytic philosophy attempts to clarify by the meaning of statement and concepts by recourse to analysis. Analytic Philosophy helps the students to cope well in the competitive exams as many of the questions are analytical.

CO7 Paper 7 - Ethics and Religion

Ethics help the students in many ways, both in their personal and professional life. A code of ethics reflects an organisation's principles and values and provide guidelines for employees to follow. It is set of a formalised rules and standards describing what an organisation expects of its employees. An ethical organisational culture is one where employees speak up about any wrongdoing, leaders model integrity, there is an open and honest communication, and business is conducted with high ethical standards. A work ethics assessment is also an effective tool as it helps you understand a candidate's likelihood of engaging in counterproductive work behaviour. Ethical assessments provide the necessary framework for conducting training and mentoring session that can help the attitude of students to improve.

Work ethics is basically the belief that work is a good moral. It also refers to a set of values that are defined and characterized by diligence and hard work.

Ethics, both Indian and Western gives our students an overall view of how life should be led and by what principles and gives them the choice to be ethical or unethical while choosing their career.

Ethics and religion provides a concrete moral framework for how they should act, speak, or make decisions in their daily life. They may not even attend a religious institution and simply follow the rules of their religion for themselves but studying religion helps them to:

- Discuss historical view of religion from a sociological perspective
- Understand how the major sociological paradigms view religion

Archaeological digs have revealed ancient ritual objects, ceremonial burial sites, and other religious artifacts. Much social conflict and even wars have resulted from religious disputes. To understand a culture, sociologists must study its religion.

CO8 Paper 8 - Practical Ethics

Practical Ethics remain the backbone of counseling in the unfolding complicated and interconnected global space where technology has made change a constant in life style. Counseling practice is guided by code of ethics and standards which provide a common base for the application and interpretation of assessment and evaluation tools in counseling work. Here are some common job possibilities to explore as you think of ways to apply your sociology major to the work world.

- Guidance Counselor
- Human Resources (HR) Representative
- Management Consultant
- Market Research Analyst
- Media Planner
- Policy Analyst
- Public Relations (PR) Specialist

Peogramme Outcomes - Philosophy Honours

The study of Philosophy helps the students to get acquainted with different schools of Indian philosophy like Cārvāka, Jainism and Budhhism as Nāstika schools. On the other hand Sāṃkhya, Yoga, Nyāya, Vaiśeṣika, Mimāṃsā and Vedānta as Āstika school.

In paper 2 they learn both Psychology and Social and Political philosophy. In the part of Psychology students become aware of different theories like Interactionism, Philosophical behaviourism, Person theory along with different methods of Psychology, nature and relation of sensation and perception. They become acquainted with theories of learning, different levels of mind, Freuds theory of dream. They also learn different tests of Intelligence regarding I.Q. measurement. In the part of Social and Political philosophy students of philosophy learn about the nature of social and political philosophy and their relation . They also study the basic concepts of society, nature and role of family in society, different theories regarding the relation between individual and society. They also learn about secularism, nature and progress of Social changes, different theories of social changes, discussion about different political ideals.

By studying paper 3 students get acquainted the epistemological and metaphysical theories of the philosophers like Socrates, Plato, Descartes, Spinoza, Leibnitz , Locke Berkeley Hume and Kant.

The study of paper 4 helps the students to get acquainted with the use of logical rules for identifying a valid argument. Along with these they also learn existential import, symbolic interpretation, constructing formal proof of validity, proving invalidity, Quantification theory. Study of this paper helps them to be aware of Mill's different experimental methods, Science and Hypothesis and also different theories of probability.

Peogramme Specific Outcome - Philosophy Honours

The study of Philosophy in general develops the faculty of understanding of the students. The study of Logic enriches one's thinking skill and sharpens one's analytical abilities. It equips students to grasp the different issues discussed in mathematics, computer science etc. the study of Psychology gives the opportunity for the students to learn about brain states, different personality traits, the sub-conscious and conscious reasons for human. The study of Ethics helps a student to gain the ability so that they can make themselves to become a proper social being. The 3yr course enables the students to develop an insight into the intricacies of the subject and prepare them for more advanced courses on subject in the university of Calcutta as well as in the other universities both national and international. It also develops in them to think logically and essentially which is absolutely essential in realising the principles and theories of Philosophy.

Philosophy General (Elective) Subject Course Outcomes

In the general course of Philosophy there are 4 papers. Paper 1 is in the syllabus of Part I, which helps the students to be aware about epistemology and metaphysics of both Indian and Western Philosophy.

Paper II and III are in the syllabus of Part 2. By studying Paper II students learn Logic and Psychology. Paper III helps them to be acquainted with Ethics both Indian and Western, Practical Ethics and Religion.

Paper IV is in the syllabus of Part 3 for Pure General students. This helps the students to learn Social and Political philosophy along with Contemporary Indian philosophy.

KIDDERPORE COLLEGE

SESSION- 2017-02018

DEPARTMENT OF PHYSICAL EDUCATION

A Three - year B.A. (General) Course under 1+1+1 Regulations (2009) of University of Calcutta

Course Outcomes: By Course outcomes we mean the brief statement describing significance and learning that students will achieve and can reliably demonstrate at the end of a course i.e., after completing a paper. These relate to the skills, knowledge, and behaviour that students acquire in their curriculum through the course. The knowledge they will gain should be related to skill development, i.e., writing skill, skill of analytical thinking, critical thinking, problem solving. And then how these skills may be used to get different kind of jobs.

Students will acquire a comprehensive knowledge and sound understanding of fundamentals of Physical Education. They will develop practical, theoretical skills in Physical Education. Also, Students will be prepared to acquire a range of general skills, to specific skills to communicate with society effectively and learn independently.

Paper-I:

Group - A: Principles and History of Physical Education

- The students become aware of Meaning and definitions of Physical Education. Aim and objectives of Physical Education. The learners understand Physical development, Motor development, Mental development and social development objectives.
- The students can understand Nature and scope of Physical Education, History of Physical Education, Development of Physical Education and Sports in India, Olympic movement and Sports Schemes in India.

Group - B: Psycho-Social Aspects of Physical Education and Sports

- On completion of this course students will be able to understand psychology, learning, learning curve, motivation, instinct, and emotion, stress, personality and sociological aspects etc. Learning and psychological factors is building block to understand the psychology for physical education students of at higher level.

Group -C: Anatomy and Physiology

- Completion of this course will enable the students to: Know the basics of anatomy, physiology, exercise physiology, musculo-skeletal system, circulatory system, respiratory system. The basic knowledge in anatomy physiology to know at higher level.

Group -D: Dietetics and Hygiene

- On completion of this course students will be able to understand **Basic Nutrients** - Proteins, Carbohydrates, Fats, Minerals, Vitamins and water, Balance diet, Alcohol and tobacco, Personal hygiene etc. Basic knowledge of health education is essential to realize the higher physical education.

Paper – II:

Group - A: Management of Physical Education and Sports

- The course focuses to develop the basic knowledge in Management of Sports and Games in Schools, Colleges and Universities, Types Tournaments, Lay-out of Play-fields and Basic Rules, Care and maintenance of Sports equipment.

Group - B: Sports. Training and Mechanics

- On completion of this course students will be able to understandSports Training, Meaning, definition, components, benefits of Health related physical fitness and performance related physical fitness components, Load, different Training methods, Mechanical Principles like Motion, Equilibrium, Anatomical Lever, Centre of Gravity etc.

Group-C: Health Education & First Aid.

- Having successfully completed this course student will learn health, health education, personal hygiene, health problems-prevention, and control, physical fitness and wellness, health and first-aid-management.

Group - D: Exercise Physiology

- Completion of this course will enable the students to: Know the basics of anatomy, physiology, exercise physiology, Musculo-skeletal system, circulatory system, respiratory system. The basic knowledge in anatomy physiology to know at higher level.

Paper – III

Practical:

- On completion of this course students will have hands of experience to perform starting, finishing, relay race, long jump, high jump shot-put, discuss throw, javelin throw They will be having the concepts of track and field events.

Paper – IV

Group -A: Therapeutic Aspect of Physical Activity

- On completion of this course students will have hands of experience to Exercise and Hypokinetic diseases, Exercise therapy, Basic Principles of Electrotherapy, hydrotherapy, cryotherapy and thermotherapy, Basic Principles of Rehabilitation.

Group - B: Physical activities and life styles

- After completion of this course, students will Apply knowledge of Physical activities, health and wellness-modem concepts, Physical activity for the aged, exercise and physiology of aging, Physical activity and childhood -growth and development, Physical activity and childhood -growth and development.

Paper – IVB

Practical:

- Students will acquire knowledge and demonstrate skills to safely engage in physical activity. They will understand the principles of lifetime fitness and will incorporate fitness activities into a healthy and active lifestyle. Students will apply sculpting exercises into a fitness plan.

POLITICAL SCIENCE HONOURS PROGRAMME

(A Three Year B.A. (Honours) Course under 1+1+1 Regulations (2009) of University of Calcutta)

Paper 1: POLITICAL THEORY

CO 1- Analysing what is Politics and explaining the approaches to the Study of Political Science- Normative, Behavioral, Post Behavioral, Feminist.

CO 2- Assessing the theories of State (Origin, Nature, Functions): Contract, Idealist, Liberal and Neo-Liberal Theories.

CO 3- Explaining the Concept of State Sovereignty: Monistic and Pluralistic Theories. Analysing the changing concept of Sovereignty in the context of Globalisation.

CO 4- Classification of David Held's Democratic Theories.

CO 5- Understanding basic concepts of Liberty, Equality, Rights, Law and Justice.

CO 6- Assessing empirical Political Theory: System's Analysis, Structural Functionalism.

CO 7- Explaining Dialectical Materialism and Historical Materialism with special reference to relationship between base and superstructure.

CO 8- Analysing the theory of class and class struggle.

CO 9- Describing the Marxist Approach to politics.

CO 10- Analysing Marx's concept of Freedom and Democracy: Nature, Features and Critique.

CO 11- Discussing Marx's Theory of State with special reference to Relative Autonomy of the State.

CO 12- Explaining Marxian theory of Revolution.

CO 13- Evaluating the major debates in Marxism: Lenin- Rosa Luxemburg debate on Political party.

Paper 2: COMPARATIVE GOVERNMENT AND POLITICS

CO 1- Tracing the evolution of Comparative Politics as a discipline and drawing a distinction between Comparative Politics and Comparative Government.

CO 2- Investigating the nature and scope of Comparative Politics.

CO 3- Analysing the approaches the approaches and models of comparison: systems analysis; structural functionalism; and institutional approach.

CO 4- Critically analyzing the features of a liberal democratic and socialist political system with focus on UK, USA and the People's Republic of China.

CO 5- Discussing the features of a federal system with special reference to USA and Russia.

CO 6- Conducting an intensive comparative study of the Executive (UK, USA, France and Russia); Legislature (UK, USA and the PRC); the Judiciary (UK, USA and PRC).

CO 7- Critically looking at the rights of the citizens of UK, USA and PRC from a comparative perspective.

Paper 3: GOVERNMENT AND POLITICS IN INDIA

CO 1- Introducing the Indian Constitution with a focus on the role of the Constituent Assembly and examining the essence of the Preamble.

CO 2- Examining the Fundamental Rights and Duties of Indian citizens with a study of the significance and

status of Directive Principles.

CO 3- Assessing the nature of Indian Federalism with focus on Union-State Relations.

CO 4- Critically analyzing the important institutions of the Indian Union: the Executive: President; Prime Minister, Council of Ministers; Governor, Chief Minister and Council of Ministers; The legislature: Rajya Sabha, Lok Sabha, Speaker, Committee System, State Legislature, The Judiciary: Supreme Court and the High Courts: composition and functions- Judicial Activism

CO 5- Looking at the Constitutional Amendment Procedure with focus on the main recommendations of the Constitutional Review Commission (Venkatachalliah Commission)

CO 6- Critically evaluating the Indian Party system -its development and looking at the ideology of dominant national parties

CO 7- Evaluating the role of various forces on Indian politics: religion; language; caste; tribe; regionalism; business; working class and peasants

CO 8- Evaluating the Electoral Process in India with focus on the Election Commission: Composition, Functions and Role

CO 9- Investigating the New Social Movements since the 1970s:environmental movements, women's movement and human rights movement.

Paper 4: INTERNATIONAL RELATIONS

CO 1- Explaining scope and subject matter of International Relations as an autonomous academic discipline.

CO 2- Approaches and methods to study the discipline through Political realism, Pluralism and Worlds system's Model.

CO 3- Examining the issues of Underdevelopment, Terrorism, Regionalism and Integration that characterizes the Post second world war order.

CO 4- Studying the role of Diplomacy, Propaganda and Military capabilities in the making of foreign policy.

CO 5- Explaining certain basic concepts like Globalisation in contemporary world order.

CO 6- Describing the Cold War phases and understanding the post Cold War era.

CO 7- Discussing the developments in European Ethno-nationalism since 1990's. Tracing the growth of European Union

CO 8- Examining Indian Foreign Policy: Basic Principles, Evolution and Bilateral Relations.

CO 9- Evaluating the working of UN and its organs; Peace keeping Function and Human Rights.

CO 10- Analysing the Foreign Policy of USA and China.

CO 11- Studying the developments in third world countries in post world war II era like NAM: Relevance, ASEAN, SAFTA and SAARC, OPEC, OAU, West Asia-Palestine problem after Cold War

Paper 5: WESTERN POLITICAL THOUGHT

CO 1- Providing an insight into the dominant features of Ancient Western Political Thought: Ancient Greek political thought with focus on Aristotle and Plato; Roman Political Thought: its contributions with special emphasis on the emergence of Roman law.

CO 2- Examining the features of Medieval Political Thought.

CO 3- Evaluating the Renaissance; political thought of Reformation; and Machiavelli.

CO 4- Critically examining Bodin's contributions to the theory of Sovereignty; Hobbes as the founder of the science of materialist politics; Locke as the founder of Liberalism with focus on his views on natural rights, property and consent; and Rousseau's views on Freedom and Democracy; Bentham's Utilitarianism; and John Stuart Mill's views on liberty and representative government.

CO 5- Taking an insight into the following: Hegel's views on Civil Society and State; Utopian and Scientific socialism: basic characteristics.

CO 6- Examining the varieties of non-Marxist socialism: Fabianism, Syndicalism, Guild Socialism, German Revisionism.

Paper 6: INDIAN POLITICAL THOUGHT AND MOVEMENT

CO 1- Tracing the evolution of Indian political thought from ancient India to modern India.

CO 2- Analysing the nationalist thought of Raja Rammohun Roy.

- CO 3- Assessing the nationalist thought of Bankim, Vivekananda and Tagore.
- CO 4- Discussing the nationalism of Gandhi, M. N. Roy, Narendra Deva and Syed Ahmed Khan.
- CO 5- Explaining the formation of the Congress in 1885.
- CO 6- Tracing the Bengal Partition and the Swadeshi movement.
- CO 7- Analysing the Gandhian Movements such as the Khilafat, Non Cooperation, Civil Disobedience movements.
- CO 8- Assessing the alternatives to the Indian National Congress- the Forward Bloc, Congress Socialist Party, Communist Party of India.
- CO 9- Describing the movements against caste and untouchability, Ambedkar's views on Social Justice and the depressed classes.
- CO 10- Analysing the Working Class and Peasant movements under colonial rule
- CO 11- Discussing the roots of communalism- Savarkar and Hindu Nationalism and Jinnah and the two nation theory
- CO 12- Estimating the contribution of the August 1942 movement, the INA and the naval uprising

Paper 7: POLITICAL SOCIOLOGY

- CO 1- Studying the concepts of Power, Authority and Legitimacy in the context of society.
- CO 2- Examining social stratification through the index of class, caste and elite.
- CO 3- Evaluating the impact of Religion on society.
- CO 4- Relating Gender and Politics
- CO 5- Creating awareness among students about Nationalism and State building processes in Western Europe and third world
- CO 6- Establishing State society interrelationship.
- CO 7- Classifying the different types of Political systems.
- CO 8- Discussing the approaches to the study of Political Culture. Evaluating the different agents of Political Socialization and their interrelationships.
- CO 9- Evaluating the concept and types of Political Participation.
- CO 10- Discussing the relation between Military and Politics with reference to conditions and types of intervention
- CO 11- Studying groups in politics: political parties and pressure groups.
- CO 12- Assessing the approaches to Political Communication; Electoral Behaviour
- CO 13- Evaluating the concept of Political Development and Social Change- Role of Tradition and Modernity.

Paper 8: PUBLIC ADMINISTRATION

- CO 1- Explaining the nature, scope and evolution of Public Administration; Private and Public Administration; Principles of Socialist Management.
- CO 2- Discussing making of Public Policy Making and methods of Implementation
- CO 3- Analysing the major Concepts in Public Administration.
- CO 4- Tracing the Challenges in the discipline of Public Administration like New Public Administration (NPA); Comparative Public Administration (CPA) and Development Administration.
- CO 5- Discussing the Ecological approach to Pub. Adm.
- CO 6- Analysing the Administrative Processes: decision making; communication and control; leadership; co-ordination.
- CO 7- Discussing Weberian and Marxian theories of bureaucracy.
- CO 8- Studying the Organisation of the Union Government and State Government.
- CO 9- Examining the Institutions of Local Self Government in India
- CO 10- Assessing the relationship between the Citizen and Administration: Lokpal and Lokayukt.
- CO 11- Understanding the concept of District Administration in India.
- CO 12- Examining the Institutions of Financial Administration in India.
- CO 13- Analysing the Civil Service in India.
- CO 14- Explaining the Planning and Planned Administration in India. Continuity and Change in Indian Administration.

Peogramme Outcomes - Political Science Honours

PO1- Effective citizenship: the course curriculum inculcates among students a basic understanding of the rights and duties of citizenship and thereby to act as responsible citizens through the observation of important days such as Independence Day, Republic Day and also spreading awareness in society through street plays based on specific socio political issues such as domestic violence, disillusioned youth of the materialistic world etc.

PO2- Communication: Establishment of linkages between academics and civil society at large so as to successfully address socio political problems. The fortnightly wall journal is a means for keeping the entire student population up to date with political occurrences both global and domestic. Debates, seminars and panel discussions are also regularly organised on relevant themes and participation is sought from experienced resource persons. Some of the events in this regard have been an interactive session on the Presidential Election In America with members of the American Senate, Senator Wayne Harper, a Utah State Senator (Republican Party) and Mrs. Aruna Miller, a Maryland House Delegate (Democratic Party) and Mr. Greg Pardo, Assistant Public Affairs Officer, US Consulate Kolkata; a panel discussion and debate on Role of the Media in Politics in 21st Century India

PO3 - Political Science and Society: understanding the inter relationship between policy decisions and its effects on society. This is achieved through a comprehensive teaching of the practice of public administration in India.

PO4 - Critical thinking: the ability to analyse and predict socio political phenomena based on the study of existing socio economic determinants and past experiences. This goal is achieved by training students in the different methods and tools of investigation such as empirical research methods, survey research and data analysis of subject responses. Some of the research projects carried out by the students are Water Supply and Sanitation Provisioning in Schools in Kolkata; The Role of The Media in The 16th Lok Sabha Elections; Women's Empowerment and Local Self- Government: Kolkata Municipal Corporation Case Study.

PO5- Individual and team work: Function effectively as an individual and as a member/leader in different social settings. This aim is achieved through team research and presentations, especially inter college student seminars which have addressed themes such as Diverse Paradigms of Indian Democracy: Crises and Challenges and The Indian Parliament: A critical Retrospect and also by participating in the Youth Parliament competition organised by the Department of Parliamentary Affairs, Government of West Bengal

Peogramme Specific Outcome - Political Science Honours

PSO 1 - Building overall consciousness regarding national political history, international relations and present Indian and Western political thinkers.

PSO2- Encouraging a comprehensive, comparative understanding of specific world constitutions such as UK, USA, China, Russia, Switzerland and France.

PSO3 - Understanding the nature and developments in national and international politics PSO2 - Analysing the Indian constitutional provisions, major legislations and reforms.

PSO4 - Critical evaluation of social, economic and political variables for a proper understanding of the plurality of Indian society

PSO5 - Use of case study method for analysing the working of important international and regional organisations like UN, EU, ASEAN etc.

PSO6 - Developing knowledge of administrative studies with special reference to Indian administrative structures and practices.

PSO7 - Examining India's foreign relations with her neighbours and great powers.

Political Science General (Elective) Subject Course Outcomes

Paper 1: POLITICAL THEORY

- CO 1- Explaining nature and scope of Political Science. Discussing different Approaches: Normative approach (b) Behavioural Approach (c) Marxist Approach.
- CO 2- Analysing the concept of Sovereignty of the State. Discussing Monistic Theory, Pluralistic Theory, Doctrine of Popular Sovereignty.
- CO 3- Evaluating the theories of the State: Contract theory, Idealist theory, Liberal and Neo-liberal theory, Marxist theory and Gandhian theory.
- CO 4- Discussing the nature of International Relations. Analysing the Liberal Approach and Realist Approach of International Relations.
- CO 5- Accessing the different theories and concepts of Marxism, like Dialectical Materialism and Historical Materialism, concept of Class and Class Struggle, Revolution and Lenin's theory of Imperialism
- CO 6- Explaining Schools of Jurisprudence, Theories of Law and sources of Law
- CO 7- Methods of Representation, Political Parties and Pressure Group.
- CO 8- Accessing the concepts of Rights , liberties and their relationship.
- CO 9- Explaining the theories of Nationalism, Internationalism and fascism.

Paper 2: COMPARTIVE POLITICS AND GOVERNMENT

- CO 1- Examining diverse political systems: Liberal-democratic, Authoritarian, Socialist forms of political systems.
- CO 2- Exploring the Constitution of UK: salient features; the executive -the Crown, Prime Minister and cabinet; the legislature: House of Lords, House Commons, speaker and Committees; Party System in UK.
- CO 3- Exploring the US Constitution: salient features; the executive: President; Legislature: Senate. House of Representative; Speaker; Judiciary: the composition and role of the Supreme Court; Bill of Rights; Party System.
- CO 4- Making a comparative analysis of the following institutions of UK and USA: Legislature, Executive and party systems.
- CO 5- Exploring the Chinese Constitution: salient features in the light of the General Principles; the Executive; Legislature; Judiciary; and the role of the Communist Party.

Paper 3: GOVERNMENT AND POLITICS IN INDIA

- CO 1- Outlining the basic values and philosophy of Indian Constitution as expressed in the Preamble.
- CO 2- Studying Fundamental rights , duties and Directive Principles of State Policy.
- CO 3- Examining Indian federalism through Centre-state relations.
- CO 4- Evaluating the structures of government at the National level.
- CO 5- Evaluating the structures of government at the State level.
- CO 6- Examining the role of Political parties in Indian Democracy.
- CO 7- Studying the Election Commission and electoral process in India.
- CO 8- Assessing Judicial Activism in India with particular reference to Supreme Court.
- CO 9- Studying the process of interaction between society and politics in contemporary India- Caste, tribe and religion.
- CO 10- Creating awareness about social movements and empowerment related to women.

Paper 4; CONTEMPORARY POLITICAL AND ADMINISTRATIVE ISSUES IN INDIA

- CO 1- Explaining the determinants and features of Indian Foreign Policy.
- CO 2- Evaluating the role of UN and assessing its relevance in future.
- CO 3- Analysing the various dimensions of the working of the Indian Administrative system- PMO, Cabinet Secretariat, UPSC (Recruitment and Training of civil servants)
- CO 4- Understanding the concept of Human Rights. Assessing the availability of Human Rights in the Constitution of India. Studying the State Human Rights Commission.
- CO 5- Examining the dynamics of Globalisation.
- CO 6- Understanding the working of Urban and Rural Self Government in India with special reference to West Bengal
- CO 7- Explaining the Processes and Procedures of Union and State Legislatures.