

KIDDERPORE COLLEGE

2 & 3 PITAMBER SIRCAR LANE, KOLKATA -700023

PROGRAMME OUTCOME OF

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



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PROGRAMME OUTCOME

Programme Outcomes: Bachelor in Arts

- 1. Critical Thinking:** Ability to analyse, synthesize and integrate knowledge. Capability to evaluate the validity of arguments and conclusion.
- 2. Effective Communication:** Proficiency in speaking, reading, writing and listening in English and one Indian language and find meaning of the world by connecting people, ideas, books, media and technology.
- 3. Social Interaction:** Link with society and intercede the disagreement and help to reach conclusion in group sitting. Demonstrate intellectual awareness and competencies. Reflect on one's cultural identities and values.
- 4. Effective Citizenship:** Promote active citizenship and community engagement. Ability to understand the national development, informed awareness of issues and participate in civic life.
- 5. Ethics:** Understand and recognised value system, moral dimensions and self responsibility for nation and society. Demonstrate personal and intellectual integrity and academic accountability. Collaborate respectfully with others, individually and in teams.
- 6. Environment and Sustainability:** Understand the issues and perspectives of environment context and sustainable development.
- 7. Self directed and lifelong learning:** Acquire the ability to engage in independent and lifelong learning in broad context of socio-technological changes.
- 8. Individual and team work:** Function effectively as an individual and as a member or leader of diverse teams and in multi-disciplinary settings.
- 9. Evaluate and conduct research:** Engage in scholarly inquiry to identify and investigate questions of a theoretical and applied nature which identify gaps and limitations in the existing literature, understand the principles of the research process, apply appropriate research methodologies to specific problems and develop intellectual independence and practices self-directed inquiry.
- 10. Depth of understanding:** Demonstrate detailed knowledge and perspectives across disciplinary boundaries. Develop a detailed understanding of the current state of knowledge in one or more disciplines. Recognise the value, use and limits of multi-disciplinary learning. Cultivate an openness to consider and engage alternative research perspectives.



Programme Name : B.A (Honours) in Bengali

Programme Specific Objectives : (PSO)

1. Students should learn his own language deeply and widely.
2. Student will learn about his own history of Bengali language and literature. He should also know its geographical, socio-economical and cultural aspects from ancient times till modern time.
3. Creativity and imagination capacity of the students should be increased. Creative writing capacity and thoughtful thinking power of students will also get enhanced.
4. Students should be familiar with representative literary and cultural texts within a significant number of historical, political, geographical and cultural contexts.
5. Students should be able to apply critical and theoretical approaches to the reading and analysis of literary and cultural texts in multiple genres.
6. Students should be able to identify, analyze, interpret and describe the critical ideas, values and themes that appear in different literary texts.
7. Students should be able to write analytically in variety of formats including descriptive writing, research papers and creative writing.
8. Students should be able to synchronize technology with literature.
9. Students will be prepared for higher education and the wide range career in educational institution.
10. Students will be able to know about Religion, Society, Culture and development of the Bengali Literature use in prose, poetry, drama, short story and novel.
11. Students can become interpreter and can act as a coordinator among two or more languages.
12. Students will become conversant with desk top publishing and printing technology which will help them to get alternative career opportunities.
13. To make students aware about basic textual nuances of Medieval and Modern Bengali Literature.

Course outcomes (CO)

BNGA CC1-1: Students learn History of Bengali Literature from beginning to 1760A in this course..

BNGA CC1-2: This course provided a brief introduction to the History of Bengali Language. Students become to know various dialects of Bengal from this course.

BNGA CC2-3: This paper served the Literary History from Modern period to Contemporary.

BNGG CC2-4: Students learn from this course some famous poetries, novels, short stories & dramas.

BNGA CC3-5: This paper focused on the 20th century History of Bengali Literature.

BNGA CC3-6: The course provided a brief introduction to the History of Bengali Language. The course focuses by a discussion on the Language Family of the Indian sub continent & Indo Arian Family of Languages.

BNGA CC3-7: Students read some literatures which was written by eminent authors & come to know their views about society & life.

BNGA CC4-8: This paper focused on Medieval Bengali Literature. Students come to know about the religion, society & literature of this period.

BNGA CC4-9: This paper focused on poem's rhythm & meter. Students learn to analyze aesthetically.

BNGA CC4-10: A text of collected essays by important authors to be studied in this course.

BNGA CC5-11: Students learn from this paper about various genre of the literature.

BNGA CC5-12: Students read some important dramas in this paper. They come to know about the History of Bengali Literature.

BNGA CC6-13: In this paper the students would be introduced to Bengali poetry :Poet Madhusadan Dutt to Sunil Ganguly.

BNGA CC6-14: In this paper students are taught History of English, Hindi, Sanskrit Literature & so on.

BNGA DAEA5-1: This paper highlighted the cultural background & History of Bengali culture & society.

BNGA DSEB5-1: Children's Literature Is an essential part if Bengali Literature. This course will be dealing with some measure children's literature in Bengali. Students can enjoy by reading these & revisit to the memory lane of childhood.

BNGA DSEA6-3: Our science fiction & detective stories are to be studied in this course.

BNGA DSEB6-4: Bengali has a rich oral tradition form in the olden days. Objectives of this paper is to focus upon various oral traditions like-folk tales, folklore, folk dance, myths & proverbs of Bengali & to make the students familiar to that abundance of beliefs & practices which had been a source of energy for our everyday life & had been passed down from earlier generations to us.

SEC-A-3: This course helped students to learn about narrating stories or criticizing films. Students could be able to correlate between movies & literatures.

SEC-B-4 : Another approach to the practical use of the language is to know & try to work with the world of advertisements. This course will be dealing with how the language used in advertisement. Students learn basic concepts of IPA.

Curriculum Mapping

| CO | P S O 1 | P S O 2 | P S O 3 | P S O 4 | P S O 5 | P S O 6 | P S O 7 | P S O 8 | P S O 9 | P S O 10 | P S O 11 | P S O 12 | P S O 13 |
|--------------|------------------|------------------|------------------|------------------|------------------|------------------|------------------|------------------|------------------|-------------------|-------------------|-------------------|-------------------|
| BNGA CC 1 | | ✓ | | | | | | | | | | | ✓ |
| BNGA CC 2 | ✓ | | | | | | | | | | ✓ | | |
| BNGA CC 3 | | | | ✓ | ✓ | | | | | | | | ✓ |
| BNGA CC 4 | | | | | ✓ | | | | | | | | |
| BNGA CC 5 | | ✓ | | | | | ✓ | | | | | | |

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|---------------|--|---|---|--|---|---|---|---|---|---|--|--|---|
| BNGA CC 6 | | | | | | | ✓ | ✓ | | | | | |
| BNGA CC 7 | | | | | ✓ | | ✓ | | | | | | |
| BNGA CC 8 | | ✓ | | | ✓ | | | | | | | | |
| BNGA CC 9 | | | | | | | | ✓ | | | | | |
| BNGA CC 10 | | | | | | | ✓ | | | ✓ | | | |
| BNGA CC 11 | | | | | | | | ✓ | | | | | |
| BNGA CC 12 | | | | | | | ✓ | | | | | | |
| BNGA CC 13 | | | ✓ | | | ✓ | | | ✓ | | | | ✓ |
| BNGA CC 14 | | | | | | ✓ | ✓ | | | | | | |

| | | | | | | | | | | | | | |
|---------------------|--|---|--|---|--|---|---|--|--|---|--|---|--|
| BNGA DSE A5.1 | | | | ✓ | | | | | | ✓ | | | |
| BNGA DSE B1.5 | | ✓ | | | | ✓ | | | | | | | |
| BNGA DSE A6.3 | | | | | | ✓ | | | | | | | |
| BNGA DSE B6.4 | | | | | | ✓ | ✓ | | | | | | |
| BNGA SEC B4.2 | | | | | | | | | | | | ✓ | |

**Programme Name : B.A(General) in
BENGALI**

Program Specific Objectives (PSO)

1. To make students interested in Bengali Society, culture, literature and history of the Bengali people.
2. To create a sense of history and historical analysis about literature among the students.

3. To make students aware about basic textual nuances of Medieval and Modern Bengali Literature.
4. To make students aware about the evolution of the history of Bengali Literature and Culture.
5. To give the idea of the inextricable interconnection between Literature and Culture.
6. To create a strong foundation of studying future course of literature.

Course Outcomes (CO)

BNGG- CC/GE- 1 : Understanding of History of Bengali Literature(Adhunik Jug) through selected topics.

BNGG- CC/GE- 2 : European or Aryan Family of Languages and changed study of origin of Bengali language is the most important . Students will understand Bengali language in an historical context and they will learn how Bengali language origin from Indo- over time and how it varies from situation to situation and place to place. Study of Origin of Bengali Language will also help in making the foundation of language stranger and will improve the practical and intellectual skill. This paper they will understanding of theory of Prosody and Rhetoric, Scansion etc.

BNGG- CC/GE -3 : Understanding the ideas about the selected Vaishnab padabali poetry and modern poetry. They will also understanding of Rabindranath Tagore`s drama.

BNGG- CC/GE- 4 : Understanding of Modern Bengali Novels, Short stories and Essay through selected text.

BNGG- LCC(2) - 4 : Students learned linguistics, various types genre in Literature and Madhusudhan`s famous poem `Meghnadbadh kabya`. Students know primary ideas of linguistics and Literature in this course.

BNGG- LCC(2) - 6 : News is taking important role in our daily life. Students learn about nineteenth century`s important news paper and they came to know about the social cultural system of this periods. Students learn novel of Bankim Chandra`s `Rajani` and modern short story that helps students to know modern literature.

BNGG- DSE-A-5 : This paper highlighted the cultural background & History of Bengali culture & society.

BNGG- DSE-B-6 : Bengali has a rich oral tradition form in the olden days. Objectives of this paper is to focus upon various oral traditions like-folk tales, folklore, folk dance, myths & proverbs of Bengali & to make the students familiar to that abundance of beliefs & practices which had been a source of energy for our everyday life & had been passed down from earlier generations to us.

BNGG- SEC-A- 3/5 : This course helped students to learn about narrating stories or criticizing films. Students could be able to co-relate between movies & literatures.

BNGG- SEC- B- 4/6 : Another approach to the practical use of the language is to know & try to work with the world of advertisements. This course will be dealing with the what's & how's of the language used in advertisement

Curriculum Mapping

| CO | PSO 1 | PSO 2 | PSO 3 | PSO 4 | PSO 5 | PSO 6 |
|-------------------|-------|-------|-------|-------|-------|-------|
| BNGG- CC/GE -1 | ✓ | | | | | |
| BNGG- CC/GE -2 | | | ✓ | | | |
| BNGG - CC/GE - 3 | | | ✓ | | | |
| BNGG-SEC- 4/6 | | | | | ✓ | ✓ |
| BNGG- DSE -A /5 | | ✓ | | ✓ | | |
| BNGG - DSE- B/6 | | | | ✓ | | |
| BNGG- CC/GE -4 | | | ✓ | | | |
| BNGG- LCC (2) -4 | | | | | | ✓ |
| BNGG - LCC(2) - 6 | | | | ✓ | ✓ | |

DEPARTMENT OF ECONOMICS

PSO 1: Basics of Economics:

Economics, not being so much so a school subject, we would have some students for whom this level would explain what the subject Economics actually deals with. We would teach them the basics of microeconomics and macroeconomics at the first level. This would give them a fair understanding of the workings of the microeconomic and macroeconomic systems

PSO 2: Statistics and Mathematics as a tool to delve deeper:

Economics as a social science would need accurate analysis of data for any hypothesis testing. As the hypotheses for any economic model are tested outside a laboratory, we should acquaint our students with the basics of data collection, presentation and analysis of data. A thorough knowledge of statistical tools would help students to plan and pursue their research goals later in their career. Neo Classical Economics has been using Calculus as a tool to explain the concepts of optimality when variables are continuous; linear programming when variables involve discontinuities. Students will find these tools of immense help in solving real economic problems.

PSO 3: Econometric applications:

Econometric applications: tools and methods used in Econometrics help students in real work life to a) develop an active interest in research b) to establish the causal relationship between two variables c) helps in identifying variables necessary for growth of production in general d) helps in prediction of a future scenario

PSO 4: Indian economics and perspectives: Pre and Post-Independence

An understanding of the economics of the country they belong, the economic history of the country, the planning process, the fiscal, monetary, trade and industrial policies that have been adopted by the country for the last century acquaints them with the key economic indicators and policy debates of the country since Independence. It gives them a chance to visit the economic history of the India and identify the reasons behind the respective failures

PSO 5: Development economics:

No one size fits all. So, different policies has been prescribed by Economists for the developed and underdeveloped countries. The course identifies the indicators and compares their relative strength across countries. As issues of poverty, unemployment and inequality in income are the burning issues in the world economics, development economics theories acquaint students on the relative strengths and weaknesses of indicators. This allows a better understanding of the greater world economy.

PSO 6: Environmental strategy:

If development has to be sustainable, it should clear certain environmental nuances. Development would lead to a destruction of the environment and that would slow down the process of growth. Economic policies of optimality needs to be applied to environmental quality valuation, measurement and monetizing the impact of destruction will help to adjudge the Cost-Benefit scenario of a project, which would in a long way help towards sustainable development

PSO 7: International trade:

The theories of trade as to why a trade emerge, how both countries are better off by trade will acquaint the student with the outer world. Specialization that would come from using abundant resources and importing those produced out of scarce resources, will train them on judicious and selective usage of scarce resources. The partial and full convertibility of foreign exchange which is fast emerging as a global trade policy and the international trade agreement like GATT and subsequent emergence of WTO, the North-South Trade rift will encourage the student to pursue further studies into the international relations concept from the perspective of world trade.

PSO8 Introduction to the world of actual finances

The course would offer a direct introduction of the world of actual finances. What should be the guiding principles of investment in terms of rate of return, how are basic rates of interest determined, principles of corporate financing and how will a firm react to the dynamic variables fall under the course. The stock markets, markets for futures and derivatives, fast emerging as the backbone of any economy would be covered under the course

PSO9 Managerial economics: From theory to application

The class room theories from Microeconomics would be applied to find out how changes in demand and supply will affect the market and the rational consumer would make his decisions therein. The student, later as a manager of the firm, would be able to apply and decide on the optimal production choice mix when the firm is operating under varied market conditions.

PSO10: In totality

The entire course would prepare a student to think rationally, make his choices as a consumer or a producer rationally. He would better understand the various decisions taken by his country to come out to the problems of poverty, inequality and unemployment and the lapses faced therein. Comparing the different growth paths for different countries as various stages of development, he would, as an educated adult understand the international relations in general and the economic international relations in particular. He

would understand his environment better and would know how to quantify the pollution nuances and how to make the miscreant pay for it.

Course Outcomes (Economics Honours)

Semester -1

Core Course-I(CC-1-1): Introductory Microeconomics- Make familiar with the behavior of individuals, firms in making decisions regarding resource allocations.

Core Course-II(CC-1-2): Mathematical Methods for Economics I –Make able to use basic mathematical tools to solve economic problems.

Semester -2

Core Course-III(CC-2-3):Introductory Macroeconomics- Focuses on the aggregate economic activity, deals with the issues of national income, growth, unemployment, inflation etc.

Core Course-IV(CC-2-4):Mathematical methods for Economics II – make familiar with the use of mathematical tools to describe economic phenomena.

Semester-3

Core Course-V(CC-3-5): Intermediate Microeconomics –I - help to explain economic decision making by individuals, firms ,how market allocate resources, how govt intervention can improve the functioning of markets .

Core Course-VI(CC-3-6): Intermediate Macroeconomics-I – help to understand keynesian and classical macroeconomic theory of income determination, money supply, monetary policies and also inflation ,unemployment and role of adaptive expectations and rational expectations.

Core Course-VII(CC-3-7): Statistics for Economics- helps in collections, descriptions, analysis and inference of conclusions from the quantitative data.

Skill Enhancement Course-I(A Group SEC-3-1-A) : Data Analysis- make familiar with different Indian Official Statistics like CSO,NSSO, RBI, Census of India.

Rural Development : gives idea about Panchayats and Rural Development, different aspects of rural development and rural credit and self help Groups (SHGs) and highlighted on selected government programmes and rural Development.

Semester –IV

Core Course-VIII(CC-4-8): Intermediate Microeconomics II- explains how the structure of markets affects choices and social welfare, identify how equilibrium prices and quantities are determined in different types of markets.

Core Course-IX(CC-4-9): Intermediate Macroeconomics II : receives a rigorous treatment of modern models of economic growth – Solow, Harrod – Domar Model and learn about modern theories of consumption functions.

Core Course-X(CC-4-10):Introductory Econometrics : Develop command over data collections, data analysis ,sampling techniques.

Skill Enhancement Course-II(B Group SEC-4-2-B) : Managerial Economics : describe how changes in demand & supply affect markets, behavior of consumer, characteristics of different forms of markets and intercept regression analysis and discuss why it is employed in decision making.

Semester-V

Core Course-XI(CC-5-11): International Economics: explain the concepts of international trade theory – Absolute and comparative advantages & factor endowment models (Heckscher –Ohlin) on international trade and applications of Neo-classical Trade Models for developing countries.

Core Course-XII(CC-5-12): Indian Economy: Acquaint with basic issues of our economy and reviews major trends in economic indicators and policy debates.

DSE-5-A(1): Economic History of India: analyses key aspects of Indian economic development during the second half of British colonial rule and investigates the impact of economic policies on Indian economy.

DSE-5-B(1): Financial Economics : Understand the conceptual framework of financial market and institutions of India, financial instruments and their usage and also explain the instruments to control credit in the country.

Semester –VI

Core Course-XIII(CC-6-13): Public Economics : explain the nature and economic effects of public goods with regard to the public policies and the nature and economic effects of externalities and formulate policy with regard to their corrections.

Core Course-XIV(CC-6-14): Development Economics : describe different concepts of development theory, poverty and inequality. Discuss various theories and strategies of development, role of institutions and states in the process of development.

DSE-6-A(2): Money and Financial Markets : Describe the instruments, participants and operation of the money market and explain how financial market and institution work.

DSE-6-B(2): Issues in Development Economics : Interpret the basic trends of GDP growth, growth in per-capita income, trends in the service sector, performance of agriculture and industrial sector and also explain the impact of various macroeconomic policies of Indian Economy.

Curriculum Mapping

| PSO'S CO'S | PSO1 | PSO2 | PSO3 | PSO4 | PSO5 | PSO6 | PSO7 | PSO8 | PSO9 | PSO10 |
|---------------|------|------|------|------|------|------|------|------|------|-------|
| CC 1 | ✓ | | | | | | | | | ✓ |
| CC 2 | | ✓ | | | | | | | | |
| CC 3 | ✓ | | | | | | | | | ✓ |
| CC 4 | | ✓ | | | | | | | | |
| CC 5 | ✓ | ✓ | | | | | | | | ✓ |
| CC 6 | ✓ | ✓ | | | | | | | | ✓ |
| CC 7 | | ✓ | | | | | | | | |
| CC 8 | ✓ | ✓ | | | | | | | | ✓ |
| CC 9 | ✓ | ✓ | | | | | | | | ✓ |
| CC 10 | | ✓ | ✓ | | | | | | | |
| CC 11 | | | | | | | ✓ | | | ✓ |

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|--------|---|---|--|---|---|---|--|---|---|---|
| CC 12 | | | | ✓ | | | | | | ✓ |
| CC 13 | ✓ | ✓ | | | | | | | | ✓ |
| CC 14 | | | | | ✓ | | | | | ✓ |
| SEC A | | | | | ✓ | | | | | ✓ |
| SEC B | ✓ | | | | | | | | ✓ | ✓ |
| DSE A1 | | | | ✓ | | | | | | |
| DSE B1 | | | | | | | | ✓ | | |
| DSE A2 | | | | | | | | ✓ | | |
| DSE B2 | | | | ✓ | ✓ | ✓ | | | | ✓ |

Course Outcome (Economics General)

Semester 1

CC-1(GE-1): Introductory Microeconomics: Explore the subject matters of Economics, give concepts of supply and demand, utility, production and cost, different market structures and also the input markets.

Semester-2

CC-2(GE-2): Introductory Macroeconomics: give idea about the basic issues of macroeconomics, measurement of GDP, national income, Simple keynesian model and classical system, money supply and money demand, inflation and also the concepts of trade theories and balance of payments.

Semester-3

CC-3(GE-3): Issues in Economic Development and India: explore the meaning of economic development and growth, basic issues of poverty, inequality, different models of economic development and also role of different international organizations.

SEC-3-1-A: Elementary Rural Development : deals with the basic issues in rural development, rural credit and self help groups, government programs and rural development.

Semester-4

CC-4(GE-4): Indian Economic Policies : highlights on macroeconomic policies and their impact, performance in Agriculture and industries and foreign trade.

SEC-4-1B: Economic Data Analysis and Report Writing: explores basic ideas of economic data, methodologies of collection of data and also how to record data after completion of survey.

Semester-5

DSE-5-1A Money and Banking: give knowledge of the banking system of India, monetary policies, financial markets and institutions.

Semester- 6

DSE-6-1B: Public Finance: Gives knowledge of different theories of Public finance and issues from public finance.



DEPARTMENT OF EDUCATION

Programme Specific Outcomes: PSO

After completion of the Programme, **B.A. (Honours) in Education**, students are expected to reflect the particular quality and feature or characteristics of an individual, including the knowledge, skills, attitudes and values that are expected to be acquired by a graduate through studies at the higher education institution (HEI)

PSO: 01 Understanding the meaning of education, its aims, factors, agencies and various Perspectives like the importance of child centrist and play way in education.

PSO: 02 Highlighting the features of Ancient and Medieval education, contribution of the missionaries along other educational documents before and after Independence. Interpreting Indian and western schools of philosophy and their impact on education. Analysing the contribution of western and eastern educators and its relevance in the present age.

PSO: 03 Understanding the psychological theories and principles and their impact in the field of education . Comprehending the principles of guidance and counselling along with its tools and techniques. Justifying the difference between adjustment and maladjustment by citing suitable examples and their remedial measures.

PSO: 04 Acquainting students with various sociological theories, political systems and their impact on education. To understand the importance of Inclusive Education and to make them aware about the Democratic, Fundamental rights and their duties as a global citizen to ensure peace and harmony through value education.

PSO: 05 Analysing the principles of school organization and its application at different levels of education. Understanding the difference between Educational Management and Educational Administration and its relevance in the present day. Comprehending the concept of curriculum, its principles, construction, evaluation and innovation.

PSO: 06 Identifying the concept, scope, need and tools and techniques of educational measurement and evaluation. Understanding the criteria of constructing standardized tests and utility of statistics in the field of education and apply different psychological tests in real life and

drawing inferences. Developing in students the ability to organize relevant educational data, use various statistical measures for analysing and interpreting data and graphically represent them.

PSO: 07 To make the students acquaint with the basics of educational research, steps to be followed and writing a research proposal with real life significance.

PSO: 08 To acquaint about different life skills, communication skills and develop leadership qualities so that skills, attitude, values towards gender and society gets imbibed.

PSO: 09 To understand the current issues of population education and analyse the problems and their responsibilities as a dutiful citizen. To know the basics of Human rights and their enforcement mechanism in India to restore peace, harmony and equality. To identify the constraints of women education in day-to-day life and the recommendations of various committees to overcome them.

PSO: 10 Acquainting students with different instructional techniques and develop in them the ability to use ICT and different E-learning tools and encourage classroom behaviour and group dynamics. The students will be able to demonstrate the strategies of Open and distance education, agencies involved and the need, problems faced and ways to rectify it.

PSO: 11 They will be able to demonstrate the core values of teaching as a profession, develop core competencies and acquire technical knowledge about different teaching skills, strategies and historical background of Teacher Education.

Course Outcomes: (CO)

CO 1: Introduction to Education:

- To understand the meaning, nature, scope and aims of education.
- To explain the factors of education and their interrelationship.
- To become aware of different agencies of education that influence education.
- To be acquainted with the concept of child-centrism
- To be acquainted with play-way in education
- To understand the concept of Kindergarten, Montessori and Project method.

CO 2: History of Indian Education

- To be acquainted with the salient features of education in India during ancient period
- To be acquainted with the salient features of education in India during medieval Times
- To be acquainted with the salient features of education in India during modern times
- To be acquainted with the development of education in British India
- To be acquainted with the significant points of selected education commissions.
- To be acquainted with the importance of national policy of education in independent India

CO 3: Psychological Foundation of Education:

- To understand the meaning of Psychology and its relation with education.
- To understand the relationship education and philosophy and it acquainted with different aspects.
- To know the patterns of different aspects of human development and relate this knowledge with education.
- To be acquainted with the cognitive approach of development
- To understand the process and factors of cognition.
- To understand the Concept of intelligence and Theories with its significance.

CO 4: Philosophical Foundation of Education:

- To understand the meaning and relation of philosophy and education
- To understand the importance of philosophy in education
- To be acquainted with the Indian schools of philosophy and their impact on education
- To be acquainted with the western schools of philosophy and their impact on education

- To develop an understanding of philosophy for development of humanity
- To understand the Education for promotion of peace and harmony

CO 5: Sociological foundation of Education:

- To understand the relation between Sociology and Education .
- To understand the nature, and scope of Sociology of education.
- To explain the concept of Social Groups and Socialization process.
- To enable the students to understand the concept of Social change
- To enable the students to understand the Social interaction in education
- To become aware of social Communication in Education

CO 6: Educational Organization, Management and planning:

- To develop the concept of an ideal organization in educational institutions.
- To know the essential functions of educational management.
- To understand Concept of educational organization
- To understand the different aspects of planning
- To understand the Significance of educational management
- To know the significance of educational planning

CO 7: Guidance and Counseling:

- To know the concept of guidance

- To understand different kinds of Guidance
- To understand the importance of guidance in education organizations
- To understand the requisite of guidance programme for adolescents.
- To develop Knowledge about basic concept of Counseling
- To understand different types of counselling
- To understand different techniques of counselling
- To find out the necessity of data for Guidance
- To understand different tools for guidance

CO 8: Technology in Education:

- To develop an understanding of educational technology
- To be acquainted with the system approach
- To develop an understanding about computer
- To be acquainted with the use of computer in education
- To know about communication
- To understand about classroom interaction
- To get acquainted with the instructional techniques and different models of teaching
- To develop an understanding of ICT
- To get acquainted with the knowledge of e-learning.

CO 9: Curriculum Studies:

- To develop an understanding about concept of curriculum

- To understand the nature of curriculum
- To get acquainted with different types of curriculums
- To understand different major approaches of curriculum
- To understand the relation among curriculum, pedagogy and assessment
- To develop an understanding about curriculum development
- To develop knowledge about National Curriculum frame work, 2005
- To get acquainted with content selection and selected theories in curriculum development
- To develop an understanding of evaluation of curriculum
- To get acquainted about reform of curriculum

CO 10: Inclusive Education:

- To understand the meaning of inclusion
- To understand the meaning of exclusion
- To understand the types of exclusions
- To get acquainted with the causes of exclusions
- To know and understand about different types of differently abled child
- To develop understanding about how to bring about inclusion in different spheres

CO 11: Evaluation and Measurement in Education:

- To understand the concepts of measurement and evaluation in education.
- To be acquainted with the process of Evaluation
- To be acquainted with different types of measuring instruments and their uses in education.

- To develop understanding of the concepts of validity and reliability
- To understand the importance of validity and reliability in educational measurement.
- To be acquainted with the principles of test construction in education

CO 12: Statistics in Education:

- To develop the concept of statistics and to develop skill in analysing descriptive measures
- To be acquainted with the concept of Normal Probability Curve
- To be acquainted with the uses of Normal Probability Curve in education
- To develop a concept of measures of relationship
- To develop the ability to organize relevant educational data through graphs
- To develop the ability to analyze educational data
- To develop the skill in displaying educational data

CO 13: Psychology of Adjustment:

- To understand the concept of adjustment, maladjustment and some commonly found problem behaviour.
- To know the multi-axial classification of mental disorders.
- To be aware about different coping strategies for stressful situation.
- To know the administration, scoring and interpretation of the psychological tests.
- To explain factors that are related to happiness
- To describe several effective strategies for improving academic performance
- To summarize and evaluate theories about personality.
- To explain the nature and consequences of stress (positive and negative)

- To describe factor that increase stress tolerance
- To discuss coping strategies that people employ: defensive and constructive.
- To create an effective behaviour modification program.

CO 14: Basic Concept of Educational Research:

- To develop the understanding the concept of educational research
- To understand about the various steps to be followed for conducting a research
- To be acquainted with the process how to write a research proposal
- To understand the process of reviewing research papers
- To develop the understanding about the scope of Educational Research
- To understand the purposes and use of Educational Research
- To explain the concept of scientific enquiry.
- To understand and explain importance of theory development in educational research.
- To understand and explain the relationship among science, education and educational research.
- To know about fundamentals of educational research
- To understand about applied research
- To understand the basics of action research
- To understand difference among fundamental, applied, and action research
- To understand different paradigms of research

CO 15: Communication Skills :

- To understand the basic elements of Communication

- To understand barriers of communication
- To acquire Listening Skills
- To acquire Speaking Skills
- To understand some feature of verbal communication in the oral and written modes
- To understand some features of non-verbal communication
- To acquire understand about Reading skills
- To acquire understanding about Writing Skills

CO 16: Skill for Democratic Citizenship:

- To develop an idea about our rights as citizens
- To understand about the duties of citizenships
- To be acquainted with the idea about child violence
- To know about the child rights
- To be acquainted with the knowledge about legal actions for protection of child
- To develop an idea about domestic violence
- To be acquainted about domestic rights

CO 17: Teaching skills:

- To know the basic concept of Teaching
- To understand difference between teaching and training
- To know the Types of Teaching
- To understand the use of different types of teaching

- To understand different Skills of Teaching
- To be acquainted with the different phases of teaching
- To learn the Concept of Learning Design (LD)
- To be acquainted with the steps of learning design

CO 18: Life Skill Education:

- To understand the meaning and concept of life skills.
- To understand the history of life skills in education
- To be acquainted with the different types of life skills.
- To be acquainted with the training and techniques for life skill education
- To understand about the importance of life skills for leadership training
- To find different ways in which individual's personality can be built through the development of these life skills.
- To polish the ability to adapt to all kinds of circumstances and succeed in every aspect of the society
- By educating life skills, students can develop self confidence in them.
- It makes them cooperative and communicative

CO 19: Value and Peace Education:

- To understand the concept of peace education
- To understand teacher's role in promoting peace education
- To acquainted with the knowledge of peace and non-violence
- To develop the concept of value education

- To understand peace, value and conflict resolution
- Appropriating intellectual and emotional development of the individuals
- To develop the sense of social responsibility and solidarity
- To understand the principles of equality and fraternity towards all

CO 20: Educational Thoughts of Great Educators:

- To develop an understanding of educational ideas of Indian Educators
- To develop an understanding of educational ideas of Western Educators
- To understand pedagogical concepts given by Indian thinkers
- To understand pedagogical concepts given by Western educational thinkers
- To understand different educational philosophies

CO 21: Gender and Society:

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

CO 22: Population Education:

- To know the concept of Population Education
- To understand Population growth and its impact and responsibilities

- To understand population education and role of school
- To enable the students to appreciate the fact that for preserving the health and welfare of the members of the family and to ensure good prospects for the younger generation, the Indian families of today and tomorrow should be small and compact
- To provide the knowledge of causes of population growth and government's efforts to check it

CO 23: Teacher Education:

- To understand the basic concept of teacher education.
- To explain the historical perspective and development of teacher education in India.
- To enable the students to understand the Role of the different agencies in teacher education:
- To make an idea about Some Courses for preparation of teacher
- To develop proper attitude towards teaching
- To equip the prospective teachers with necessary teaching skills

CO 24 : Open and Distance Learning:

- To be acquainted with the concept of open and distance education
- To become aware of the modes and strategies of open and distance education
- To understand the relationship among non-formal, correspondence, distance and open education
- To be aware of the present status and role of multi-media in open and distance education
- To know about the different agencies, problems and remedies of open and distance education in India
- To improve the quality of conventional education through different kinds of support mechanisms and materials by the application of ICT.

- To Promote lifelong learning, continuing education and professional development through open and distance learning system by applying mix mode delivery mechanism

CO 25: Human Rights Education:

- To know the basic concept of human rights
- To know the role of United Nations and human rights
- To understand enforcement mechanism in India
- To know the role of advocacy groups
- To strengthen respect for human rights and fundamental freedoms,
- To value human dignity and develop individual self-respect and respect for others,
- To develop attitudes and behaviours that will lead to respect for the rights of others,
- To promote respect, understanding and appreciation of diversity,
- To empower people towards more active citizenship,
- To ensure genuine mime gender equality and equal opportunities for women and men in all spheres
- To promote democracy, development, Social Justice, Communal harmony, Solidarity and Friendship among people and nations,
- To further the activities of international understanding, tolerance and non-Violence.

CO 26: Women Education:

- To know the historical perspectives of Women Education
- To know the Policy Perspectives and Committees and Commissions on Women Education
- To know the role of Indian thinkers towards Women Education

- To identify major constraints of Women Education and Women Empowerment
- Educating women in all round development. That is mentally, socially, physically, psychologically, religiously and economically.
- To make women participate fully in all the affairs of their nation and to be at centre of sustainable development.
- To make women able to acquire their own basic needs of the society, like food, shelter, fuel, clothes and nurturing.
- To enhance nation building in terms of economic and human development.

CURRICULAM MAPPING

| | PSO1 | PSO2 | PSO3 | PSO4 | PSO5 | PSO6 | PSO7 | PSO8 | PSO9 | PSO10 | PSO11 |
|-----|------|------|------|------|------|------|------|------|------|-------|-------|
| CO1 | ✓ | | | | | | | | | | |
| CO2 | | ✓ | | | | | | | | | |
| CO3 | | | ✓ | | | | | | | | |
| CO4 | | ✓ | | | | | | | | | |
| CO5 | | | | ✓ | | | | | | | |
| CO6 | | | | | ✓ | | | | | | |
| CO7 | | | ✓ | | | | | | | | |
| CO8 | | | | | | | | | | ✓ | |
| CO9 | | | | | ✓ | | | | | | |

B.A. GENERAL IN EDUCATION (EDCG)

CHOICE BASED CREDIT SYSTEM

In the 3 years B.A. Program in Education there will be 6 Semesters. The curriculum consists of 12 Core Courses (CC), of which 4 core courses are to be taken from Discipline 1 (DSC – 1), 4 core courses are to be taken from Discipline 2 (DSC -2), LCC-1 – English courses, two papers, and C2–MIL courses, two papers), 2 Ability Enhancement Compulsory Courses like Communicative English/Hindi/MIL and Environmental Studies, 2 Generic Elective courses, 2 courses from 2 subjects, Skill Enhancement Courses (SEC) and 2 Discipline Specific Elective (DSE) courses from Discipline 1 and 2 such from Discipline 2 are to be taken. Each paper is of 100 Marks.

PROGRAMME SPECIFIC OUTCOME

After completion of the Programme, B.A. (Honours) in Education, students are expected to reflect the particular quality and feature or characteristics of an individual, including the knowledge, skills, attitudes and values that are expected to be acquired by a graduate through studies at the higher education institution (HEI)

PSO: 01 Will be able to understand the concept and aims of education with special reference to Delors Commission. They will also know the various factors and agencies involved in education and analyse the importance of child centrism in education.

PSO: 02 They will get a thorough knowledge about the different psychological theories on human development, learning concepts and their implications in the field of education. They will also be able to relate their understanding of the theories of educational psychology, philosophical and sociological foundations in various classroom situations and societal experiences.

PSO: 03 The students will be able to critically analyse the reports of various committees and commissions, national policies of education. Students are also encouraged to evaluate the contributions of western and eastern educators and national leaders. They can also demonstrate their critical thinking through comparing features of different recommendations related to Women education and the importance of women empowerment.

PSO: 04 Helping them to understand socio- cultural diversity through analysis of diverse social groups, schools of philosophy, religion, class, culture, role of family and other institutions and agencies in encouraging Inclusive Education and national integration. They will also explore new ideas and will be able to justify the need of peace and value education in 21st century.

PSO: 05 Applying the knowledge of education in order to inculcate awareness among students concerning racial and gender equity; human rights issues, social justice and other values. Encouraging students from diverse backgrounds are provided equal opportunity for fulfilment of their needs and interests. Differently Able students are encouraged to interact with other students in an Inclusive environment.

POS: 06 Encouraging students to demonstrate their communicational skills through paper presentations on various interdisciplinary themes. Students engage in rallies and debates to demonstrate effective communication skills.

PSO: 07 Developing self-sufficiency, sincerity, independent thinking as education is a lifelong process for empowering the students to face all challenges in their future endeavours and develop their leadership skills and coping strategies.

PSO: 08 The students will also become aware about the importance of technology in education and will be able to apply in classroom environment. They will be able to demonstrate the core values of teaching as a profession, develop core competencies and acquire technical knowledge about different teaching skills and learning design.

COURSE OUTCOME (CO)

CO: 01 Introduction to Education

- To understand the meaning, nature, scope and aims of education.
- To explain the factors of education and their interrelationship.
- To become aware of different agencies of education that influence education.
- To be acquainted with the concept of child-centrism
- To be acquainted with play-way in education

- To understand the concept of Kindergarten, Montessori and Project method.

CO: 02 Psychological Foundation of Education

- To understand the meaning of Psychology and its relation with education.
- To understand the relationship education and philosophy and it acquainted with different aspects.
- To know the patterns of different aspects of human development and relate this knowledge with education.
- To be acquainted with the cognitive approach of development
- To understand the process and factors of cognition.
- To understand the Concept of intelligence and Theories with its significance.

CO: 03 Sociological Foundation of Education

- To understand the relation between Sociology and Education .
- To understand the nature, and scope of Sociology of education.
- To explain the concept of Social Groups and Socialization process.
- To enable the students to understand the concept of Social change
- To enable the students to understand the Social interaction in education
- To become aware of social Communication in Education

CO: 04 Inclusive Education

- To understand the meaning of inclusion
- To understand the meaning of exclusion

- To understand the types of exclusions
- To get acquainted with the causes of exclusions
- To know and understand about different types of differently abled child
- To develop understanding about how to bring about inclusion in different spheres

CO: 05 Peace and value Education

- To understand the concept of peace education
- To understand teacher's role in promoting peace education
- To acquainted with the knowledge of peace and non-violence
- To develop the concept of value education
- To understand peace, value and conflict resolution
- Appropriating intellectual and emotional development of the individuals
- To develop the sense of social responsibility and solidarity
- To understand the principles of equality and fraternity towards all

CO: 06 Educational Thoughts of Great Educators

- To develop an understanding of educational ideas of Indian Educators
- To develop an understanding of educational ideas of Western Educators
- To understand pedagogical concepts given by different Indian educational thinkers
- To understand pedagogical concepts given by different Western educational thinkers
- To understand different educational philosophies

CO: 07 Human Rights Education

- To know the basic concept of human rights
- To know the role of United Nations and human rights
- To understand enforcement mechanism in India
- To know the role of advocacy groups
- To strengthen respect for human rights and fundamental freedoms,
- To value human dignity and develop individual self respect and respect for others,
- To develop attitudes and behaviours that will lead to respect for the rights of others,
- To promote respect, understanding and appreciation of diversity,
- To empower people towards more active citizenship,
- To ensure genuine gender equality and equal opportunities for women and men in all spheres
- To promote democracy, development, Social Justice, Communal harmony, Solidarity and Friendship among people and nations.
- To further the activities of international understanding, tolerance and non-Violence.

CO: 08 Women Education

- To know the historical perspectives of Women Education
- To know the Policy Perspectives and Committees and Commissions on Women Education
- To know the role of Indian thinkers towards Women Education
- To identify major constraints of Women Education and Women Empowerment
- Educating women in all round development. That is mentally, socially, physically, psychologically, religiously and economically.

- To make women participate fully in all the affairs of their nation and to be at centre of sustainable development.
- To make women able to acquire their own basic needs of the society, like food, shelter, fuel, clothes and nurturing.
- To enhance nation building in terms of economic and human development.

CO: 09 Communication skill

- To understand the basic elements of Communication
- To understand barriers of communication
- To acquire Listening Skills
- To acquire Speaking Skills
- To understand some feature of verbal communication in the oral and written modes
- To understand some features of non-verbal communication
- To acquire understand about Reading skills
- To acquire understanding about Writing Skills

CO: 10 Skill of Democratic Citizenship

- To develop an idea about our rights as citizens
- To understand about the duties of citizenships
- To be acquainted with the idea about child violence
- To know about the child rights
- To be acquainted with the knowledge about legal actions for protection of child

- To develop an idea about domestic violence
- To be acquainted about domestic rights

CO: 11 Teaching Skill

- To know the basic concept of Teaching
- To understand difference between teaching and training
- To know the Types of Teaching
- To understand the use of different types of teaching
- To understand different Skills of Teaching
- To be acquainted with the different phases of teaching
- To learn the Concept of Learning Design(LD)
- To be acquainted with the steps of learning design

CO: 12 Life Skill Education

- To understand the meaning and concept of life skills.
- To understand the history of life skills in education
- To be acquainted with the different types of life skills.
- To be acquainted with the training and techniques for life skill education
- To understand about the importance of life skills for leadership training
- To find different ways in which individual's personality can be built through the development of these life skills.
- To polish the ability to adapt to all kinds of circumstances and succeed in every aspect of the society

- By educating life skills, students can develop self confidence in them.
- It makes them cooperative and communicative

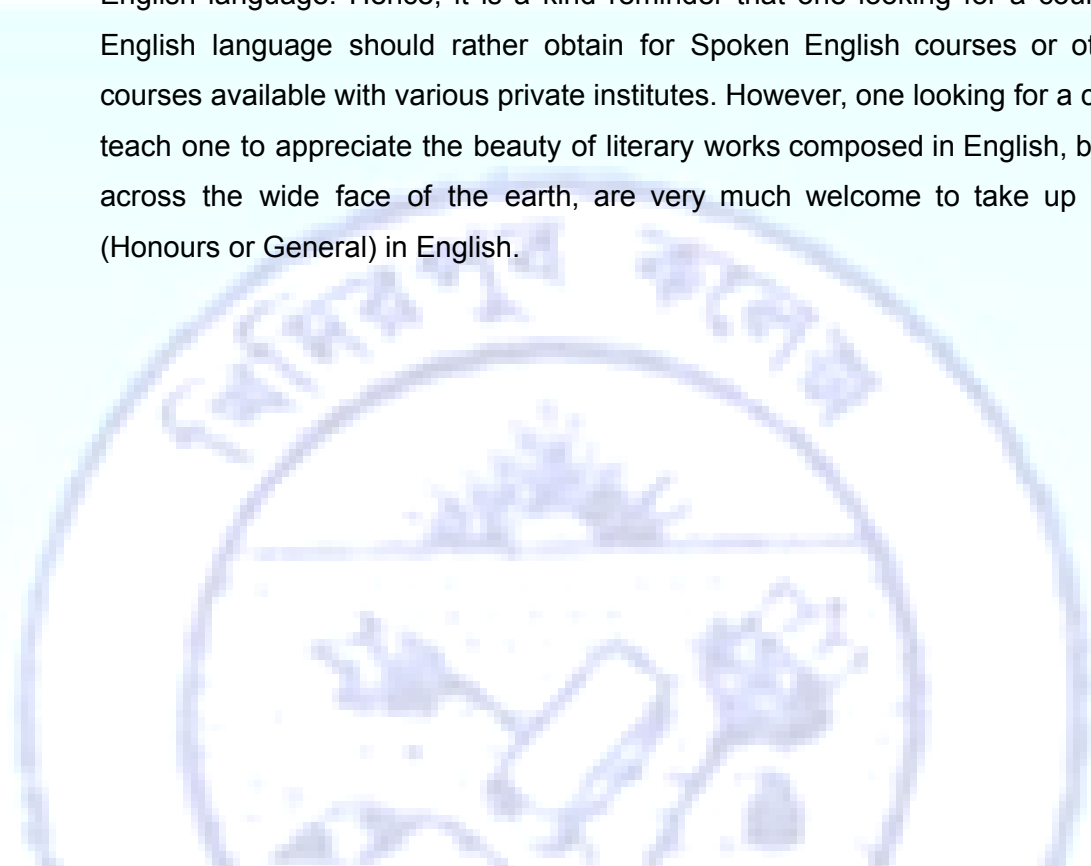
| | PSO 1 | PSO 2 | PSO 3 | PSO 4 | PSO 5 | PSO 6 | PSO 7 | PSO 8 |
|------|-------|-------|-------|-------|-------|-------|-------|-------|
| CO 1 | ✓ | | | | | | | |
| CO 2 | | ✓ | | | | | | |
| CO 3 | | ✓ | | ✓ | | | | |
| CO 4 | | | | ✓ | ✓ | | | |
| CO 5 | | | | | | | | |
| CO 6 | | | ✓ | | | | | |
| CO 7 | | | | | ✓ | | | |
| CO 8 | | | ✓ | | | | | |
| CO 9 | | | | | | ✓ | | |



BACHELOR OF ARTS IN ENGLISH

Program Outcome (P.O.)

In our contemporary times, taking up a course in Humanities has come to be as rewarding, as that of any course pursued in the discipline of Science, making courses in Humanities no longer the refuge of the weak in studies. One of the most popular courses among the students is the pursuit of Bachelor of Arts (Honours or General) in English. This is not only because of the fact, that the course is offered by almost every college or university, but also because of the fact that even to this day, English still enjoys a precedence over every other Indian vernacular languages. As a result of this, students are often driven towards taking up the course with the hope that it would help them master the language all the more. Little do they realize that a course in Bachelor of Arts (Honours or General) is not geared towards mastering the English language, but is rather formulated with the idea of teaching the students how to appreciate works of literature written in English, drawn from authors around the world. In addition to this, the three year Bachelors course also aims to equip the students with the necessary tools and the training by which they would be able to subjectively appreciate works of literature, and not merely limit their response to it based on their emotional outcome. Furthermore, the Bachelors course in English reveals before the students the underlying workings of the English pronunciation and such other nuances of the English language. Hence, it is a kind reminder that one looking for a course to master the English language should rather obtain for Spoken English courses or other professional courses available with various private institutes. However, one looking for a course that would teach one to appreciate the beauty of literary works composed in English, by authors spread across the wide face of the earth, are very much welcome to take up Bachelor of Arts (Honours or General) in English.



BACHELOR OF ARTS (HONOURS) IN ENGLISH

Program Specific Outcome (PSO)

Pursuing Bachelor of Arts (Honours) in English, is it significantly develops one's writing skills. During this course the student is taught to intuitively answer questions with a bit of imagination, and a lot of good arguments, which would firmly establish their opinions and interpretations about a work of literature. Such skills become quintessential if one wishes to take up a profession that largely depends on one's command of the English language. Thus, by pursuing a course on Bachelor of Arts (Honours) in English, the students could look forward to becoming a professional author, or take up plump positions in various private companies that are looking for content writers and/or content developers. In addition to this, pursuing Bachelor of Arts (Honours) in English also helps students secure positions, like secretaries or assistants to top bosses in different multinational companies.

PSO 2 - **The World of Translation:** As stated above, since the course Bachelor of Arts (Honours) in English trains the student to obtain a greater command over the English language, the student could also choose to take up the profession of a translator. As a translator, the student may choose to translate various works of literature, written in one's own vernacular languages, such as Bengali, Hindi, Urdu or Persian; and translate them to English. Such professional translators are often in great demand by various publishing houses, such as Oxford and Penguin, as they want to open up the treasure trove of literature before a wide audience, to whom English is the only common language. In other words, without the contribution of skilled translators, one may never hope to read literary works written in other foreign or Indian languages. Apart from this, a student could also work as a translator for various foreign dignitaries and ambassadors, who often visit India, and often find themselves in a difficult position, since they are not well versed in either English or the numerous Indian languages.

PSO 3 - **Media and Journalism:** By pursuing Bachelor of Arts (Honours) in English, a student may also take up positions in the world of media. Although a large number of media houses concentrate on developing content within the wide spectrum of the Indian vernacular languages, various media houses are coming up each day who are trying to come up with newer contents written in English. Such media houses primarily wishes to cater to the tastes and preferences of the young generation and includes such media giants as Amazon Prime and Netflix India, operating in India. As a student of Bachelor of Arts (Honours) in English, the students can not only exhibit their skill in the use of the English language, but also their keen understanding of literature, by coming up with ingenious plots and contents, if they choose to take up a job in media. Apart from this, there has always been a steady demand for professionals proficient in the English language for news agencies, such as the Times of India, The Telegraph and The Hindu. Recently with the introduction of 24x7 English news channels, there has also arisen the need to employ anchors and newscasters who are adept in the use of English. Students of Bachelor of Arts (Honours) in English can therefore easily look forward to a career opportunity in media.

PSO 4 - **Publishing Houses:** The command over the English language could also provide the students of Bachelor of Arts (Honours) in English the opportunity to pursue a career in the various book publishing firms. They could take up the position of editors in these publishing houses, or various such other jobs that are readily available in publishing houses of both national and international repute.

PSO 5 - **Government Officials:** Since English is one of the major subjects that forms a part of the curriculum of most competitive exams held in India for Government jobs, a thorough knowledge of English would greatly facilitate a student of Bachelor of Arts (Honours) in English in securing a good score in these competitive exams, and eventually a Government job.

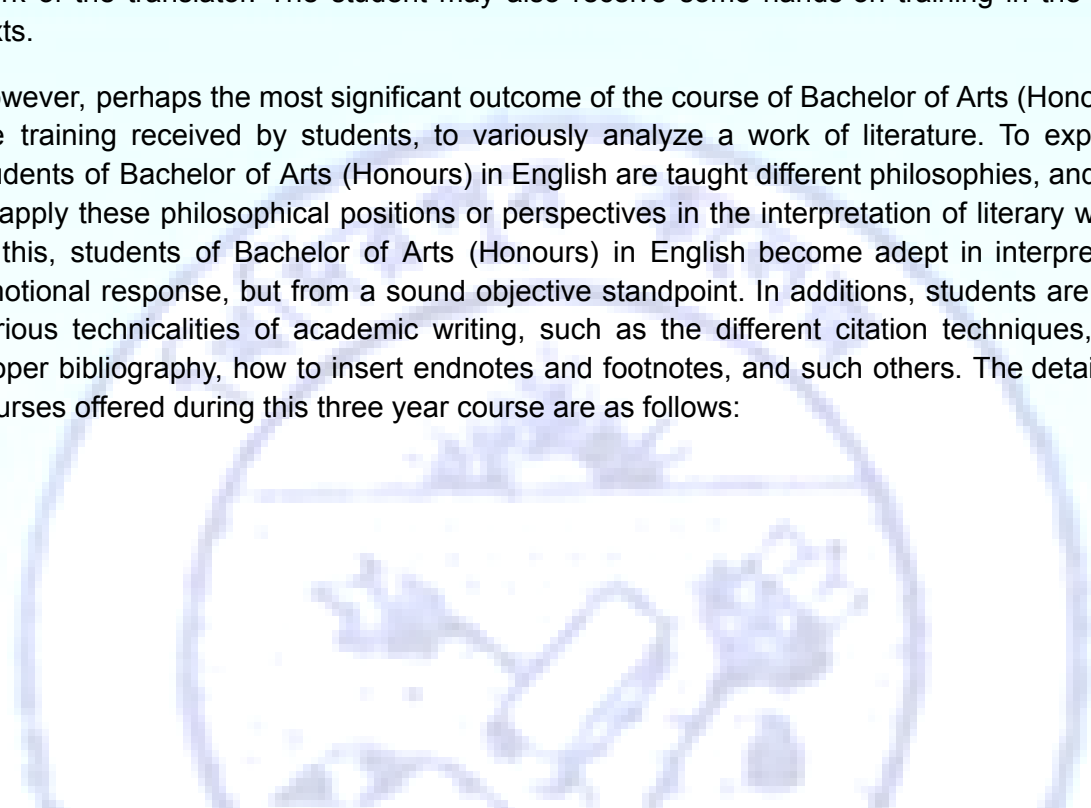
PSO 6 - **School / College Teacher:** With each passing day newer educational institutions are coming up in every village, town or city; and since English is always taught at these institutions there has been a steady demand for teachers to teach English in these institutions. Thus, students of Bachelor of Arts (Honours) in English could become English teachers in both schools and colleges across the nation.

PSO 7 - **Blogger and Youtuber:** With the explosion of the internet on the public life in India, the words “Blog” and “Youtube” have become household names. Since students of Bachelor of Arts (Honours) in English have a good knowledge of the English language, and being adept in the development of content, they could also explore the opportunity of becoming a blogger or a Youtuber.

Course Outcome

As a student of Bachelor of Arts (Honours) in English, one of the first things the student is required to learn is a detailed historical account of the various eras marking the development of English literature. In addition to this, the student is also introduced to the philological roots of the English language, whereby students learn the origin of various words that have now become a part of common usage. This helps the student obtain a basic overview of the world of English literature and language. In the following semesters, the students are made to critically analyze and interpret works of literature belonging to each of the eras of English literary history. Apart from these canonical works of literature, students are also acquainted with works of literature written in English by Indian authors and those written by authors of such other countries like the United States of America, Canada, Australia and some of the African nations. It is important to point out herein that most of these works of world literature are translations into English, and hence the student is made to realize the importance of the work of the translator. The student may also receive some hands-on training in the art of translating texts.

However, perhaps the most significant outcome of the course of Bachelor of Arts (Honours) in English is the training received by students, to variously analyze a work of literature. To expound vividly, the students of Bachelor of Arts (Honours) in English are taught different philosophies, and are then trained to apply these philosophical positions or perspectives in the interpretation of literary works. As a result of this, students of Bachelor of Arts (Honours) in English become adept in interpreting not from an emotional response, but from a sound objective standpoint. In additions, students are made aware the various technicalities of academic writing, such as the different citation techniques, how to make a proper bibliography, how to insert endnotes and footnotes, and such others. The details of the different courses offered during this three year course are as follows:



CO1 – History of Literature and Philology

The outcome of this course is to essentially develop a keen understanding of the fact that no literary work is ever created without being affected by the socio-cultural aspects of its time. Similarly, philology enhances the understanding of the student that English language has a unique history of its own which has helped it achieve its present form. Thus, this course helps in developing the historical sense of the students.

CO2 – European Classical Literature

The European classical literature course helps the students to gather a thorough understanding of the classical roots of English literature, as well as the philosophies of Plato and Aristotle, which forms the backbone of western philosophical thought.

CO3 – Indian Writing in English

Though this course students are acquainted with the kind of literatures written by Indian authors writing in English. Some of the works of literature taught in this course are translated works, and hence, students are introduced to the art of translating texts.

CO4 – British Poetry and Drama

With this course, the students are introduced for the first time to the kind of prose and poetry written by the British masters. As a result of this, students can compare and understand the chief differences between British literature, and such other literatures studied before

CO5 – American Literature

During the study of American literature, students are made aware of the history of the American people and thereafter a study of select works of American litterateurs helps in understanding the implication of American history on American literature.

CO6 – Popular Literature

Students have found the course on popular literature be the most interesting, as they are taught to critically interpret such works of literature like the comics of Tintin by Herge, the poems of Sukumar Ray, the detective novels by Agatha Christie and so on. Students are therefore made aware of the fact that all literary works are worthy of critical attention

CO7 - British Poetry and Drama

The course teaches the students about the epic tradition, and some of the most notable dramas written by the English authors, apart from William Shakespeare

CO8 – 18th Century British Literature

This period course dealing exclusively with literary works written by the authors of a particular period, namely the 18th Century.

CO9 – British Romantic Literature

The works of British Romantic authors, like Wordsworth and Coleridge, as well as those of Keats, Shelley and Mary Shelley are the chief subject of study for this course.

CO10 – 19th Century British Literature

Another period course dealing with the literatures of the Victorian era

CO11 – Women's Writing

Since discussions on women's rights, and sensitization of gender has permeated every walk of life, this course garners added importance as students are made aware of the experiences of women and how they are oppressed by the patriarchal society, through as select study of prose, poetry and drama written by women authors.

CO12 – Early 20th Century British Literature

The 20th Century is hailed as the Modern era of English literature, and accordingly this course is directed towards the study of the works of T.S. Eliot, W.B. Yeats, Virginia Woolf, James Joyce and such other authors.

CO13 – Modern European Drama

One of the most important courses centering on the study of selections from world literature, as students now study the dramatic works written by Brecht and Ibsen, among many others.

CO14 – Postcolonial Literatures

Literary works composed after the 1950's primarily revolve around the exposition of the bane of imperialist activities of the European nations. Hence, a study of select works of such authors not only acquaint the students with the genre of world literature, but also educates them about the need to identify colonialist policies.

CO15 – Discipline Specific Elective (DSE A2): Literary Theory and Criticism

The quintessential course of the whole curriculum as it teaches the students about the different philosophical stances, allowing them to train themselves to critically analyze works of literature from an objective standpoint.

CO16 – Discipline Specific Elective (DSE B2): Contemporary India – Women Empowerment

Much like the course on Women's writing, this course too aims towards gender sensitization and building awareness about the unequal treatment of women, by a select study of literary works written by Indian women authors.

CO17 – Discipline Specific Elective (DSE A4): Media and Communication Studies

Students are taught about the use of the tools of media and mass communication, so that it may act as the building blocks of knowledge for those students wishing to pursue an active career in media and journalism.

CO18 – Discipline Specific Elective (DSE B3): Autobiography

Centers around the study of select autobiographical works, like Rabindranath Tagore, M. K. Gandhi, Nirad C. Chauduri among others, so that students may be inspired to achieve greatness in life, just as these stalwarts had.

CO19 – AECC1: Communicative English

A refresher course on school level grammar and composition taught in the first semester. Helps in ensuring that students write grammatically correct sentences.

CO20 – Skill Enhancement Course (SEC A1): Translation Studies

A hands-on course teaching students the necessity and art of translating works from various Indian languages into English.

CO21 – Skill Enhancement Course (SEC A2): Academic Writing and Composition

A very fundamentally important course that teaches students the art of academic writing, involving lessons on how to cite sources, how to create bibliographies, how to use endnotes, and how to add footnotes. This course is important for students trying to pursue any career in their lives.

| CSO | PSO | PSO1 | PSO2 | PSO3 | PSO4 | PSO5 | PSO6 | PSO7 |
|-----|-----|------|------|------|------|------|------|------|
| CO1 | | ✓ | ✓ | | | | ✓ | |

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|------|---|---|--|--|--|---|--|
| CO2 | ✓ | ✓ | | | | ✓ | |
| CO3 | ✓ | ✓ | | | | ✓ | |
| CO4 | ✓ | ✓ | | | | ✓ | |
| CO5 | ✓ | ✓ | | | | ✓ | |
| CO6 | ✓ | ✓ | | | | ✓ | |
| CO7 | ✓ | ✓ | | | | ✓ | |
| CO8 | ✓ | ✓ | | | | ✓ | |
| CO9 | ✓ | ✓ | | | | ✓ | |
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|------|---|---|---|---|---|---|---|
| CO11 | ✓ | ✓ | | | | ✓ | |
| CO12 | ✓ | ✓ | | | | ✓ | |
| CO13 | ✓ | ✓ | | | | ✓ | |
| CO14 | ✓ | ✓ | | | | ✓ | |
| CO15 | ✓ | ✓ | | | | ✓ | |
| CO16 | ✓ | ✓ | | | | ✓ | |
| CO17 | ✓ | ✓ | | | | ✓ | |
| CO18 | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| CO19 | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| CO20 | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |

| | | | | | | | |
|------|---|---|---|---|---|---|---|
| CO21 | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
|------|---|---|---|---|---|---|---|

BACHELOR OF ARTS (GENERAL) IN ENGLISH

Program Specific Outcome (PSO)

PSO1 - **Content Developer:** Various multi-national companies (MNC) are always looking for content developers so as to enable them to effectively market their products. By studying for the degree of Bachelor of Arts (General) in English, students develop the necessary skills to become a content developer for these MNCs.

PSO2 - **Video Blogger:** Students of Bachelor of Arts (General) in English have good knowledge of English, as they can write and speak good English. This becomes very helpful in opening up self-earning opportunities for them, such becoming a video blogger.

PSO3 - **News and Media Houses:** Since a good knowledge of English is still a great incentive for finding a job here in India, students of Bachelor of Arts (General) in English are also presented with various job opportunities in News and Media houses across India, as well as abroad.

PSO4 - **Advertisement Industry:** A student of Bachelor of Arts (General) in English is often presented with job opportunities in the advertisement industry, where they may be asked to come up with innovative advertisement ideas; or they may have to develop contents for advertisements, since by completing the course Bachelor of Arts (General) in English the student already has a clear grasp over reading and writing skills in English.

PSO5 - **Law Firms:** Law firms are always in need of young minds who can not only interpret the various laws, by-laws and subsections of the Indian constitution, but also effectively argue a case or draft a good letter. Hence, students studying for Bachelor of Arts (General) in English course can use their skills of the English language to find employment in these Law Firms.

PSO6 - **Hospitality and Hotel Industry:** Fluent in English has always been an added bonus for people looking for job opportunities in the hotel and hospitality industry. Luckily a course in Bachelor of Arts (General) in English puts the student miles ahead of others, willing to work for the front office or even the managerial rank in top hotels.

PSO8 - **Event Management:** Today all major events and social functions are conducted effectively by event management organizations. The most important requirement for finding employment with these event management organizations is good communication skills. Since pursuing the course Bachelor of Arts (General) in English hones one's communication skills, and makes one an expert in communicating in English, finding employment with event management organizations would be very easy.

PSO9 – **School / College Teacher:** Students of Bachelor of Arts (General) in English are equipped with the necessary skills, upon completion of the course to become teachers in schools and colleges

Course Outcome

Although in the initial part of the Bachelor of Arts (General) in English course, the students are required to obtain a basic understanding as to how to interpret works of literature. For the development of this skill, students are made to read and interpret selections of literary works drawn from the different ages of English literature. In addition to this, students also receive training in translating texts from other Indian languages into English and vice versa, through a detailed reading and understanding of texts originally composed in Bengali or Hindi or Urdu, that have been later translated into English.

However the greatest emphasis is laid on teaching English for professional uses. Students are taught the art of using English for business communication, and for these they are trained to write business letters, minutes of a meeting, and even form their own curriculum vitae (CV). Apart from these, students of Bachelor of Arts (General) in English much like the students of Bachelor of Arts (Honours) in English are also taught the skills to effectively write academic papers, develop content which may be deemed at par with industry standards. In order to achieve this students are regularly handed down assignments to write on different topics, and are actively discouraged from submitting plagiarized content. In tandem with this, they are also taught the various technicalities of academic writing such as citations, making a bibliography, and adding endnotes and footnotes to their paper. In the final year of their course, students are also provided with a course on creative writing, whereby students learn about writing poetry or stories.

CO1 – Poetry and Short Story

This course introduces the students to some of the most famous works of literature written by some of the best authors of British English literature.

CO2 – Essay, Drama and Novel

Apart from poetry and short stories, the genres of essay, dramas and novels are some of the most important in British English Literature. Hence, in this course students are taught about the importance of these varied genres by a critical study of select examples from each genre.

CO3 – Women's Writing and Women's Empowerment

Much similar to the course for the Honours program, this course too aims at making students being aware of gender differences, and the unequal treatment of women by the patriarchal society, through a study of select works of fiction, depicting the women experience, written by women authors.

CO4 – Academic Writing

Students are taught to write papers which are in tune with the present industry needs, and along with it they are trained in citing sources, creating bibliographies and such other practices.

CO5 – Language, Variety and Stylistics

Students are taught about the differences between formal English, and informal English, as well as between American and British English. They are also trained about writing Formal and Informal letters, as well as reports and emails.

CO6 – Language, Imagination and Creativity

Students are taught the twin important subjects rhetoric and prosody, and use their knowledge to effectively analyze poems written during the different eras.

CO7 – Language, Society and Personality

Much similar to the course on Autobiographies in the Honours course, this course is too aimed at developing a working knowledge of the lives of some of the greatest stalwarts of India, like Rabindranath Tagore, Ishwarchandra Vidyasagar and M.K. Gandhi.

CO8 – Language, Creativity and Analysis

Very similar to the course on Postcolonial literature in the Honours course, this course also tries to help the students acquaint with the genre of literary works composed after the 1950's, through select study of prose and poetry by some of the greatest Indian authors writing in English

CO9 – Discipline Specific Elective (DSE A1): British Literature

The course is based on the study of select works of literature composed by British authors, belonging to different eras.

CO10 - Discipline Specific Elective (DSE A1): Modern Indian Writing in English Translation

Most of the works studied by the students in this course are English translations of works originally composed by India authors in their respective vernacular tongues. This is an important course, as it helps students be acquainted with the art of translation.

CO11 – Discipline Specific Elective (DSE B1): Partition Literature

The partition of the Indian sub-continent into Pakistan and East Pakistan in 1947 has been one of the most harrowing experiences for the people of pre-independent India. This course tries to help students understand the pangs of partition, by teaching them to critically analyze certain works of literature that have been composed exclusively to depict about the Indian partition.

CO12 - Discipline Specific Elective (DSE B2): Translation Studies

By studying this course, students receive a hands-on training about how to translate small pieces of writing from their vernacular language into English. In addition to this, students are also made to study some select works of translations in English so that they have a clearer understanding of the art of translation.

CO13 – AECC1: Communicative English

A refresher course on school level grammar and composition taught in the first semester. Helps in ensuring that students write grammatically correct sentences.

CO14 – Skill Enhancement Course (SEC A1): English Language Teaching

A very important course that teaches students how to teach English to others whose first language is not English. This course deals with the various technicalities of English language teaching to non-native English speakers. This is an upcoming course which has opened up huge career opportunities for the students.

CO15 – Skill Enhancement Course (SEC A2): Business Communication

The students are taught the nuances of business communication through this course. This involves writing business letters, taking down minutes for a meeting, and most importantly how to write one's curriculum vitae.

CO16 - Skill Enhancement Course (SEC B1): Spoken English

A refresher course helping students to master the art of speaking fluently in English

CO17 - Skill Enhancement Course (SEC B2): Creative Writing

Students are acquainted with the basic principles governing the art of writing short stories and poetry.



CURRICULAR MAPPING

| CO | PSO | PSO 1 | PSO 2 | PSO 3 | PSO 4 | PSO 5 | PSO 6 | PSO 7 | PSO 8 | PSO 9 |
|------|-----|----------|----------|----------|----------|----------|----------|----------|----------|----------|
| CO1 | | ✓ | | | | | | | | ✓ |
| CO2 | | ✓ | | | | | | | | ✓ |
| CO3 | | ✓ | | | | | | | | ✓ |
| CO4 | | ✓ | | | | | | | | ✓ |
| CO5 | | ✓ | | | | | | | | ✓ |
| CO6 | | ✓ | | | | | | | | ✓ |
| CO7 | | ✓ | | | | | | | | ✓ |
| CO8 | | ✓ | | | | | | | | ✓ |
| CO9 | | ✓ | | | | | | | | ✓ |
| CO10 | | ✓ | | | | | | | | ✓ |

| | | | | | | | | | |
|------|---|---|---|---|---|---|---|---|---|
| CO11 | ✓ | | | | | | | | ✓ |
| CO12 | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| CO13 | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| CO14 | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| CO15 | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| CO16 | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| CO17 | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |



Programme Name: B.A. /B.SC (General): Geography

Programme Specific Objectives (PSO)

PSO 1- Students should be familiar with all the physical parameters of the environment

PSO 2-Students must be associated with human, economic, social and cultural aspects of the environment

PSO 3-Students should be able to apply theoretical knowledge in practical aspects

PSO 4-Students should be aware about the modern mapping technologies like GIS and Remote Sensing

PSO 5-Students must have proper idea about field survey, collection and processing of data

PSO 6-Students must have expertise in application of quantitative techniques in various research fields

Course Outcomes (CO)

1. **GEO-G-CC-1-01-TH & P – Physical Geography** - Students learn about the interior and exterior of the earth's surface with various Geotectonics and geomorphic processes and also details about hydrology and oceanographic aspects with proper practical analysis.
2. **GEO-G-CC-2-02-TH & P– Environmental Geography** - Students come to know about the basic elements of the environment covering climatic, edaphic and biogeography phenomena with practical assessment.
3. **GEO-G-CC-3-03-TH & P– Human Geography** - Students get knowledge about the economic, social and cultural aspects of the human groups encompassing various anthropogenic phenomena and its practical implications.
4. **GEO-G-CC-4-04-TH & P– Cartography** - Students learn about the core geographical techniques of surveying and mapping with broad cartographic, mathematical and geometrical processes.

5. **GEO-G-DSE-A-5-01-TH & P – Regional Development** - Students get information about the regional development plans of India, various regional imbalances and crises, their management and models for future development with practical knowledge.
6. **GEO-G-DSE-A-5-02-TH & P– Geography of Tourism** - Students become aware about the potentiality of tourism industry, various technical aspects of Tourism, problems and management procedures etc.
7. **GEO-G-DSE-B-6-03-TH & P – Agricultural Geography** - Students can identify the various prospects of agricultural aspects as associated with geographical knowledge, world and Indian agricultural system and various techniques of crop combination and diversification processes.
8. **GEO-G-DSE-B-6-04-TH & P– Population Geography** - Students become aware about the rising population pressure and its possible consequences, various demographic attributes and their impacts on general development of any nation with special emphasis on demographic data analysis.
9. **GEO-G-SEC-A-3/5-01-TH – Coastal Management** - Students learn about the significance of coastal areas with various physical and anthropogenic attributes, coastal hazards and management etc.
10. **GEO-G-SEC-A-3/5-02-TH– Forest and Wildlife Management-** Students can get the knowledge about various procedures, strategies and acts of forest and wildlife management.
11. **GEO-G-SEC-B-4/6-02-TH – Rural Development** - Students can get information about various rural development programmes of India and their significance, models and strategies for rural development etc.
12. **GEO-G-SEC-B-4/6-04-TH – Sustainable Development-** This paper focuses on concepts, histories and challenges of sustainable development all over the world and various issues which need to be addressed for sustaining future generations.

| CO | PSO 1 | PSO 2 | PSO 3 | PSO 4 | PSO 5 | PSO 6 |
|----------------------------------|-------|-------|-------|-------|-------|-------|
| <i>GEOG - CC/GE-1</i> | √ | | √ | | | √ |
| <i>GEOG - CC/GE-2</i> | √ | | √ | | | √ |
| <i>GEOG - CC/GE-3</i> | | √ | √ | | | √ |
| <i>GEOG - CC/GE-4</i> | | | √ | √ | √ | √ |
| <i>GEOG - DSE - A-01</i> | | √ | | | √ | √ |
| <i>GEOG - DSE - A-02</i> | | √ | | | √ | √ |
| <i>GEOG - DSE - B-01</i> | | √ | | | √ | √ |
| <i>GEOG - DSE - B-02</i> | | √ | | | √ | √ |
| <i>GEOG - SEC - A-3/5</i> | √ | | | | | |
| <i>GEOG - SEC - A-3/5</i> | √ | | | | | |
| <i>GEOG - SEC - B-4/6</i> | | √ | | | | |
| <i>GEOG - SEC - B-4/6</i> | | √ | | | | |

Department of Hindi

(Honours)

Programme Specific Outcome(PSO)

PSO-1: The main purpose of it is to develop the power of students to see and understand the literature of a language. How the language (Hindi) works. How the students will develop his personality and collective behavior with the language. They will understand the social and cultural contribution of a language to any country.

PSO-2: To get acquainted with the activities happening in the literature of other languages of the world.

PSO-3 :To make them famelier with the literary contributions of contemporary and past composers of Hindi language.

PSO-4 :Evaluating the uniqueness of Hindi language by explaining the interrelationships of multilingualism.

PSO -5: To evaluate the social, political, cultural, religious impact of books at national and international level

PSO- 6: To study the special works of other languages of the world level in their own language Hindi.

PSO-7: Medival literature helps to develop our language and also gives plenty knowledge of history ,culture.

PSO-8: To prepare students for media industry and it employed students in the field of translation.

PSO-9: To make the students able the understand and acquire the knowledge to do the study of diaspora literature.

PSO-10: With the study of folk literature students get richer knowledge of its language and culture.

COURSE OUTCOME(CO)

CO-1 हिंदी साहित्य का इतिहास (रीतिकाल तक) Hindi Sahitya ka Itihaas(Till Ritikal)

Studying three Kal, Adikal, Bhaktikal and Ritikal students will come to know general introduction, features and related poets different Kal and study their famous creations.

CO-2 हिंदी साहित्य का इतिहास (आधुनिक काल) Hindi Sahitya ka Itihaas (Adhunikkal)

Besides Studying general introduction, features and poets of Seven Kal BhartenduYug, DwidewiYug, Chhayawad, Prayogvaad, Pragativad, Nayeekavita, Samkaleen Kavita students also study the Prose related to these kal too, which is divided into two parts –Pre-Independence Prose and Post-Independent Prose.

CO-3 आदिकालीन और मध्यकालीन कविता Adikaleen and Madhyakaleen HindiKavita

The students will study the Pada, Sawaiyan Doha of Vidyapati, Kabir, Jayasi, Surdas, Tulsidas, Rahim, Mira Bai, Bihari, Ghananand and Raskhan.

CO-4 आधुनिक हिंदी कविता (छायावाद तक) Adhunik Hindi Kavita(Till Chhayawad)

The students do critical study the poems of Bhartendu, Ayodhya Singh Upadhyay 'Hariaudh', Mathilisharan Gupta, Ramnaresh Tripathi, Jayshankar Prasad, Suryakant Tripathi 'Nirala', Sumitranandan Pant and Mahadevi Verma.

CO-5 छायावादोत्तर हिंदी कविता Chhayavadottar Hindi Kavita

The students do critical study of Kedarnath Agarwal, Nagarjuna, Ramdhari Singh dinkar, Makhanlal Chaturvedi, Ageya, Bhawani Prasad Mishra, Raghuvir Sahay, Sarveshwar dayal Saxena and Girija Kumar Mathur.

CO-6 भारतीय काव्यशास्त्र Bhartiya Kavya shastra

The Students study the Characteristics of Poetry, Purpose of Poetry, Rasa theory, Dhvani theory, Alankar theory, Riti theory, Vakrokti theory, Auchiya theory and general introduction of History of Poetics.

CO-7 पश्चात्य काव्यशास्त्र Pashchatya Kavya Shastra

The Students do critical study of Plato, Aristotle, Longinus, Wordsworth, Coleridge, Croche, TS Eliot, IA Richards, New Review, Marxist Review, Classicism, Romanticism, Realism, Stylistics, Modernism, Postmodernity and Colonialism, Structuralism and PostStructuralism.

CO-8 भाषा विज्ञान और हिंदी भाषा Bhasha Vigyan and Hindi Bhasha

The students study Language – Definition, Features, Causes of Language Change, Language and Dialects, Linguistics, phonetics, morphology, syntax, semantics, Apabhramsa, general features of Rajasthani, Awadhi, Braj and Khariboli, Hindi as national language, official language and contact language, features of Devanagari Script And Efforts To Improve It.

CO-9 हिंदी उपन्यास Hindi Upanyaas

The students do critical study of Gaban– Premchand, Tyagpatra–jainendra kumar, Mrignayani - VrindavanLal Verma, Manas Ka Hans - Amritlal Nagar and Mahabhoja – Mannu Bhandari.

CO-10 हिंदी कहानी Hindi Kahani

The students do critical study of UsneKahaTha–Chandradhar Sharma Guleri, Poos Ki Raat– Premchand, Akashdeep– Jaishankar Prasad, Har ki Jeet– Sudarshan, Pajeb– Jainendra Kumar, Tisri Kasam -Phanishwarnath Renu, Miss Pal - Mohan Rakesh, Parinde – Nirmal Verma, Dopahar Ka bhojan – Amarkant, Sikka Badal Gaya – Krishna sobti and Pita–Gyanranjan.

CO-11 हिंदी नाटक एवं एकांकी Hindi Natak and Ekaknki

The Students Do Critical Study Of

Drama–Andher Nagari,Skandagupta, Ashadh Ka Ek Din, Madhavi

Ekanki–Aurangzeb ki Akhiri Raat,Vishkanya, Aurwah Janasaki ,BhorkaTara

CO-12 हिंदी निबंध और अन्य गद्य विधाएँ Hindi Essay And Other Prose Genres

The students do critical study of Sardar Purna Singh – Majdoori aur Prem, Ramchandra Shukla – Karuna, Hazari Prasad Dwivedi – Deodaru,Vidyanivas Mishra – Mere Ram Ka Mukut Bhig Raha Hai, Shivpujan Sahai – Mahakavi Jaishankar Prasad, Ramvriksha Benipuri – Razia, Dr.Nagendra- Dada Swarajya Balkrishna Sharma Naveen', Makhanlal Chaturvedi–Tumhari Smriti,Vishnukant Shastri-Yeh Hai Professor Shashank.

CO-13 हिंदी की साहित्यिक पत्रकारिता Hindi literary journalism

The students study Literary journalism meaning, concept and importance, Bharatendu era literary journalism, Divedi era literary journalism, Premchandand Chhayavad era literary journalism, independent literary journalism, contemporary literary journalism, role of translation in literary journalism, important papers and magazines.

CO-14 प्रयोजनमूलक हिंदी Functional Hindi

The students do study Hindi as mother tongue and other language, contact language, Hindias official language, colloquial Hindi, standard Hindi and literary Hindi, Hindi in constitution, dialects of Hindi- Hindi,Urdu and Hindustani, originand development of Hindi language,Standardization of Hindi, Areas of use of Hindi, Major types of purposeful Hindi, Scientific Hindiand its main features, Professional Hindi and its main features, Hindi and its

main features of the medium of communication, Language behavior ,Government correspondence, Government and business letter-writing, Definitional word formation process and presentation Hindi.

AECC-1-1 The students study Essays, Poems, Stories And Technical Terminology

Skill Enhancement Course: Honours

SEC-A-3-1 The students study Advertisement: Concept, Construction and Application, Literature and Hindi Cinema.

SEC-B-4-2 The students study Translation: Theory and technique Visual-audio medium writing

Discipline Specific Elective :HonoursDSE–A(1)-5

Group–A1 Lok Sahitya

Rashtriya Kavyadhara

DSE–B (1)-5

Group–B1 The students study Identity discourse and Hindi Literature/

Chhayawad

DSE–A(2)-6 Group–A2The students study Pravasi Literature :Novels, Stories/

Tulsidas : Ramcharitmanas, Kavitali, Gitavali, Vinay Patrika

DSE–B(2)-6 Group–B2 The students will study Hindi Saint Poetry : Namdev, Kabir, Raidas, Jagannath,

Dadoodayal, Sunderdas, Paltudas, Gulab Sahib

Premchand:Seva Sadan (novel), Karbala(drama),Sahitya Ka Uddeshya (essay), Poos Ki Raat,

Shatranj Ke khiladi ,Panchparameshwar, Idgah, Do Bailon ki Katha (stories)

Curriculum Mapping

| PO'S CO'S | P S O 1 | P S O 2 | P S O 3 | P S O 4 | P S O 5 | P S O 6 | P S O 7 | P S O 8 | P S O 9 | P S O 10 |
|--------------|------------------|------------------|------------------|------------------|------------------|------------------|------------------|------------------|------------------|-------------------|
| CO1 | ✓ | | ✓ | | | | | | | |
| CO2 | ✓ | | ✓ | | | | | | | |
| CO3 | ✓ | | ✓ | | | | ✓ | | | |
| CO4 | ✓ | | ✓ | | | | | | | |
| CO5 | ✓ | | ✓ | | | | | | | |
| CO6 | | | ✓ | | | | | | | |
| CO7 | | ✓ | | | ✓ | ✓ | | | | |
| CO8 | ✓ | | ✓ | ✓ | | ✓ | | | | |
| CO9 | ✓ | | ✓ | | | | | | | |
| CO10 | ✓ | | ✓ | | | | | | | |
| CO11 | ✓ | | ✓ | | | | | | | |

| | | | | | | | | | | |
|-----------------|---|--|---|--|---|---|--|---|---|---|
| CO12 | ✓ | | ✓ | | | | | | | |
| CO13 | | | | | | ✓ | | ✓ | | |
| CO14 | | | | | | ✓ | | ✓ | | |
| CO 15 DSEA-1 | | | ✓ | | | | | | | |
| CO 16 DSEB-1 | | | | | ✓ | | | | | ✓ |
| CO 17 DSEA-2 | | | | | | ✓ | | | ✓ | |

HINDI(GENERAL)

Program specific outcomes:(PSO)

PSO-1 The main purpose of it is to develop the power of students to see and understand the literature of a language. How the language (Hindi) works. How the students will develop his personality and collective behavior with the language. They will understand the social and cultural contribution of a language to any country.

PSO-2 To get acquainted with the activities happening in the literature of other languages of the world.

PSO-3 To make them familiar with the literary contributions of contemporary and past composers of language Hindi.

PSO-4 Evaluating the uniqueness of Hindi language by explaining the interrelationships of multilingualism.

PSO -5 To evaluate the social, political, cultural, religious impact of books at national and international level

PSO- 6 To study the special works of other languages of the world level in their own language Hindi.

PSO-7 Medieval literature helps to develop our language and also gives plenty knowledge of history, culture

PSO-8 To prepare students for media industry and it employed students in the field of translation.

COURSE OUTCOMES(CO)

CO-1 हिंदी साहित्य का इतिहास Hindi Sahitya Ka Itihas

The students study Kaal Vibhajan and Namkaran, Primitive poetry stream, Bhakti movement, Ritibaddh, Ritisiddha, Ritmukt poet, Freedom struggle of 1857 in Hindi renaissance, Characteristics of Bharatendu era literature, Mahavir Prasad Divedi and his era, Major prose writer and poet of Dwivedi era, Maithilisharan Gupta and National Poetry Section, Origin and Development of Prose in Hindi–Novel, Story, Drama.

CO-2 मध्यकालीन हिंदी कविता MadhyaKalin Hindi Kavita

The students study the Pada, Sawaiyan Doha of Vidyapati, Kabir, Jayasi, Surdas, Tulsidas, Rahim, MiraBai, Bihari, Ghananand and Raskhan.

CO-3 आधुनिक हिंदी कविता Adhunik Hindi Kavita

The students study - Bhartendu-Naye jamane ki Mukriyan, Maithilisharan Gupta –Yashodhara, Jaishankar Prasad - 06 Poems, Suryakant Tripathi Nirala - 08 Poems, Satchidananda Hiranand Vatsayana Agyeya - 06 Poems, Nagarjuna – 06 Poems

CO-4 हिंदी गद्य साहित्य Hindi Gadya Sahitya

The students study Novel–Tyagpatra(Jainendra)

Story – Namak Ka Daroga (Premchand), Akashdeep (Jaishankar Prasad), Parda (Yashpal), Wapasi(Usha Priyamvada)

Essay–Lobh aur Priti (RamchandraShukla), Kutaj (Hazari Prasad Dwivedi).

Discipline Specific Elective Course:

DSE-1-5 GroupA-The students will study LokSahitya /Chhayawad

DSE-2-6 GroupB-The students will study RashtriyaKavyaDhara/

Premchand:Seva Sadan(novel),Karbala(drama),Sahitya Ka Uddeshya(essay),Poos Ki Raat, Shatranj ke khiladi, Panch Parmeshwar, Idgah,Do Bailon ki Katha(stories)

Language core course :General

LCC2(1)-4-1व्याकरण और संप्रेषण - The students will study Hindi Vyakaran Aur Sampreshan

LCC2(2)-6-2हिंदी भाषा और संप्रेषणThe students will study Hindi Bhasha Aur Sampreshan

Skill Enhancement Course: General

SEC-A-3-1 The students will study Advertisement: Concept, Construction and Application ,Literature and Hindi Cinema

SEC-B-4-2 The students will study Translation: Theory and technique Visual-audio medium writing

Revised syllabus of CBCS: General

AECC-1-1 The students will study Essays, Poems, Stories And Technical Terminology

CURRICULUM MAPPING

[illegible]

| | | | | | | | | | | | |
|-----------------|---|---|---|---|---|---|--|---|--|--|--|
| CO 6 DSE B-1 | | | ✓ | | ✓ | | | | | | |
| CO 7 DSE A-2 | | | | | | ✓ | | | | | |
| CO-8 DSE B-2 | | | | ✓ | | | | | | | |
| CO 9 SEC A-1 | | ✓ | | | | ✓ | | | | | |
| CO 10 SECB-2 | | ✓ | | | | ✓ | | ✓ | | | |
| CO 11 AECC-1 | | | | ✓ | | | | | | | |
| CO 12 LCC-1 | ✓ | | | ✓ | | | | | | | |
| CO 13 LCC-2 | ✓ | | | ✓ | | | | | | | |

DEPARTMENT OF HISTORY: Programme Specific Outcomes (PSO)

From the Academic Session 2018-19 CBCS was introduced by the Calcutta University, which is our affiliating university at present. It thus appears difficult to measure programme specific outcomes on definite terms. Besides, the University itself is yet to provide concrete Programme Specific outcomes to its affiliated Colleges. However, our esteemed teachers of the Department of History pondered over the current syllabus and tried to chalk out some specific outcomes of B.A. six semesters Honours Degree Programme of their own.

In a brief note Programme Specific Outcomes should be –

a. Sound Knowledge of different Historical Periods: Under the CBCS papers in each semester are devoted to the study of particular Historical phase in the historical in the events along with the study of a few major works by some master Historians of that period. These not only help the students to understand a historical period better, but also reduce the load of study in the concerned area.

b. Knowledge of the Development of Historical perspective: While pursuing Honours course of studies in History it is mandatory that a student develops proper knowledge of the historical events. In this sphere also the present syllabus appears to be illuminating, as it's provides the students with standard and up to date knowledge of historical events, impact, war and history, result. The students may acquire knowledge of the historical events of the Ancient, Medieval, Modern and European history in new aspects.

c. Development of the Historical Perspectives: The current syllabus is well chosen to represent different events from different angles. They are not only meant to make the students familiar with the dominant events of different ages, but also to open out new perspectives, the student may acquire a knowledge of the changing nature of politics or kingdoms of the changing times.

The current CBCS syllabus with its multi-disciplinary and holistic approach towards education offers students the opportunity to hone their skills and develop competencies not only in their

areas of specialisation but also in other disciplines according to their aptitude. Thus a student with a degree in History can develop skills that are applicable to a wide range

of careers such as law, publishing, journalism and the media, librarianship and archival work, advertising, tourism, heritage study, public administration, etc. Graduates in History can also work as museum curators, archaeologists, civil servants and teachers. In addition to using their training for such broader professional purposes, students of History can pursue higher studies and become academicians, historians and history experts. The CBCS system (an internationally acknowledged educational pattern), if effectively implemented, provides academic flexibility to meet various needs of the students through learner-centric approach. It establishes relation between education, employment and skill development by improving course-curricula and evaluation system. The Course outlines of the discipline of History are divergent and contemporary. After careful examination of the courses, the department of History has pointed out the following outcomes of the selected courses as sample. The students of all undergraduate courses are expected to acquire the following abilities at the time of their graduation.

a) Critical Thinking

b) Self-directed Learning

c) Ethics and Social Interaction

d) Awareness of Environment and Sustainability

e) Participation in Effective citizenship.

After successful completion of B.A. Hons. / General (Semester wise CBCS system) in History, a student is expected to achieve the following outcomes.

PSO 1 Critical approach to the study of history as a discipline by acquiring ability to distinguish between fact and fiction with the understanding that there is no one historical truth.

PSO 2 Understanding the theories and history of historical writing.

PSO 3 Developing perspectives on historical inquiry to understand different values and beliefs that shaped and affected the lives of the multiple cultures in the past.

PSO 4 Recognition of continuity and change, sequence of historical events across every civilization and any given period of time.

PSO 5 Understanding the concept of cause and effect to identify chains of events and developments, both in short term and long term. This concept aims to identify, examine and analyse the reasons why events have occurred and the resulting consequences or outcomes.

PSO 6 Developing a range of historical skills, essential for the process of historical inquiry.

PSO 7 Understanding the origin and purpose or usefulness of primary and secondary sources and production of well researched work using both sources.

PSO 8 Develop practical skills helpful in the study and understanding of historical events.

Such as - · **(a) Draw historical maps, charts, diagrams etc.**

· **(b) Prepare historical models, tools etc.**

PSO 9 Develop interests in the study of history and activities relating to history. Such

as -

· **(a) Collect ancient arts, old coins and other historical materials;**

· **(b) Participate in historical drama and historical occasions**

· **(c) Visit places of historical interests, archaeological sites, museums and archives;**

· **(d) Read historical documents, maps, charts etc.**

- ∴ (e) Play active roles in activities of the historical organizations and associations; and
- ∴ (f) Write articles on historical topics.

PSO 10 The study of history helps to impart moral education.

PSO 11 History installs the feeling of patriotism in the hearts of the pupils.

Studying History provides students with the analytical skills to critically assess the past and find connections with the events and ideas of the present – thereby allowing them to envision a better future.

KIDDERPORE COLLEGE

PROGRAMME NAME - 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 (academic and non-academic) through interactive sessions, seminars and workshops and educational tours.

Course Outcomes

CO1 – History of Islam: Early times, Prophet to four Pious Caliphs

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.

CO2 – History of Islam: Ummayyad Empire

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

CO3 – History of Islam: Abbasid Empire

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

CO4- History of Medieval India: Sultanate Empire and Mughal Empire

The fourth paper enables the student to understand 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 (DSE)

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.

CO1; DSE A-1: History of the Mongols and Timurids

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.

CO2; DSE A-2: History of Medieval Europe

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.

CO3; DSE B-1: History of Medieval Art and Architecture

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.

CO4; DSE-B-2: History of Medieval Bengal: Sultanate Period and Mughal Period

This paper traces the political, social and economic history of medieval Bengal since pre-Islamic times till the Muslim conquest of the province by the Sultans of Bengal followed by the Mughals.

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.

CO1; SEC- A-1: Historical Tourism: Theory and Practice

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

CO2; SEC- B-1: Museums and Archives in India

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

CO3; SEC-A-2: Indian History and Culture

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

CO4; SEC-B-2: Orality and Oral Culture in India

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.

PROGRAMME OUTCOME

PSO1

History is not simply a study of the past. It may be described as man's steady progression towards a civilized society. It also shows how the founding of a religion can have a profound impact on the political, social and economic fabric of a country.

PSO2

History shows how the emergence of a monarchical system of rule enables us to understand human behaviour when they are endowed with political power.

PSO3

History is also a record of the rise and fall of empires which enables us to learn from the mistakes of our predecessors. In the context of medieval India, the rulers learnt from the achievements and pitfalls of their predecessors. They made changes and improvements in every aspect of human life which were often adopted by their successors. Today they are the cultural heritage of our country.

PSO4

History shows how the markers of a civilized society are formed with the growth of education, development of technology and formation of cities and empowerment of women.

PSO5

The ability to interpret and write history can be achieved through visits to archives and museums. Thus, archives and museums are not only repositories of documents and historical artefacts. They are the primary tools of historical research.

PSO6

Oral accounts are an equally important tool of historical research because they do not form a part of official history. They enable us to understand the intricacies of human experience in the past.

PROGRAMME OUTCOME – CURRICULUM MAPPING

| <u>PSO/CO'S</u> | <u>PSO 1</u> | <u>PSO 2</u> | <u>PSO 3</u> | <u>PSO 4</u> | <u>PSO 5</u> | <u>PSO 6</u> |
|-----------------------------|---------------------|---------------------|---------------------|---------------------|---------------------|---------------------|
| <u>CO1</u> | ✓ | | | | | |
| <u>CO2</u> | | ✓ | ✓ | | | |
| <u>CO3</u> | | | ✓ | | | |
| <u>CO4</u> | | | ✓ | | | |
| <u>CO1DSE A1</u> | | ✓ | ✓ | | | |
| <u>CO2DSE A2</u> | | ✓ | ✓ | | | |
| <u>CO3DSE B1</u> | | | ✓ | | | |
| <u>CO1DSE B2</u> | | ✓ | ✓ | | | |
| <u>CO1SEC A1</u> | | | ✓ | | | ✓ |

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|----------------------------|--|--|---|---|---|---|
| <u>CO2SEC</u> <u>A2</u> | | | | ✓ | | |
| <u>CO3SEC</u> <u>B1</u> | | | | | ✓ | |
| <u>CO4SEC</u> <u>B2</u> | | | ✓ | | | ✓ |

Department of Journalism and Mass Communication

Programme Output

Semester - I (Honours)

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| <u>CC-1-1</u> | <u>Introduction</u> to <u>Journalism</u> | <u>After the classes, the students will be able to understand-</u> <u>:__Concept and meaning of News</u> <u>:__Values and features of important news elements</u> <u>:__News Treatment and the treatment politics</u> |
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| <p><u>CC-1-1</u></p> <p><u>PRACTICAL</u></p> | <p><u>Introduction to Journalism practical</u></p> | <p><u>After the classes, the students will be able to understand-</u></p> <ul style="list-style-type: none"> <u>: The concept of page makeup and display</u> <u>: Basic knowledge of computers for Print Journalism</u> <u>: How to write a News story, Anchor story, and article with proper intro and headline</u> |
| <p><u>CC-1-2</u></p> | <p><u>History of Indian Journalism</u></p> | <p><u>After the classes, the students will be able to understand-</u></p> <ul style="list-style-type: none"> <u>: Concept of the emergence and growth of press in the Indian sub-continent.</u> <u>: The challenges faced by early eminent journalists of the country and the values and morals with which they produced their newspapers</u> <u>: the then press acts and their consequences</u> <u>: How Journalism contributed to the Indian independence movement</u> |

Semester - I (General)

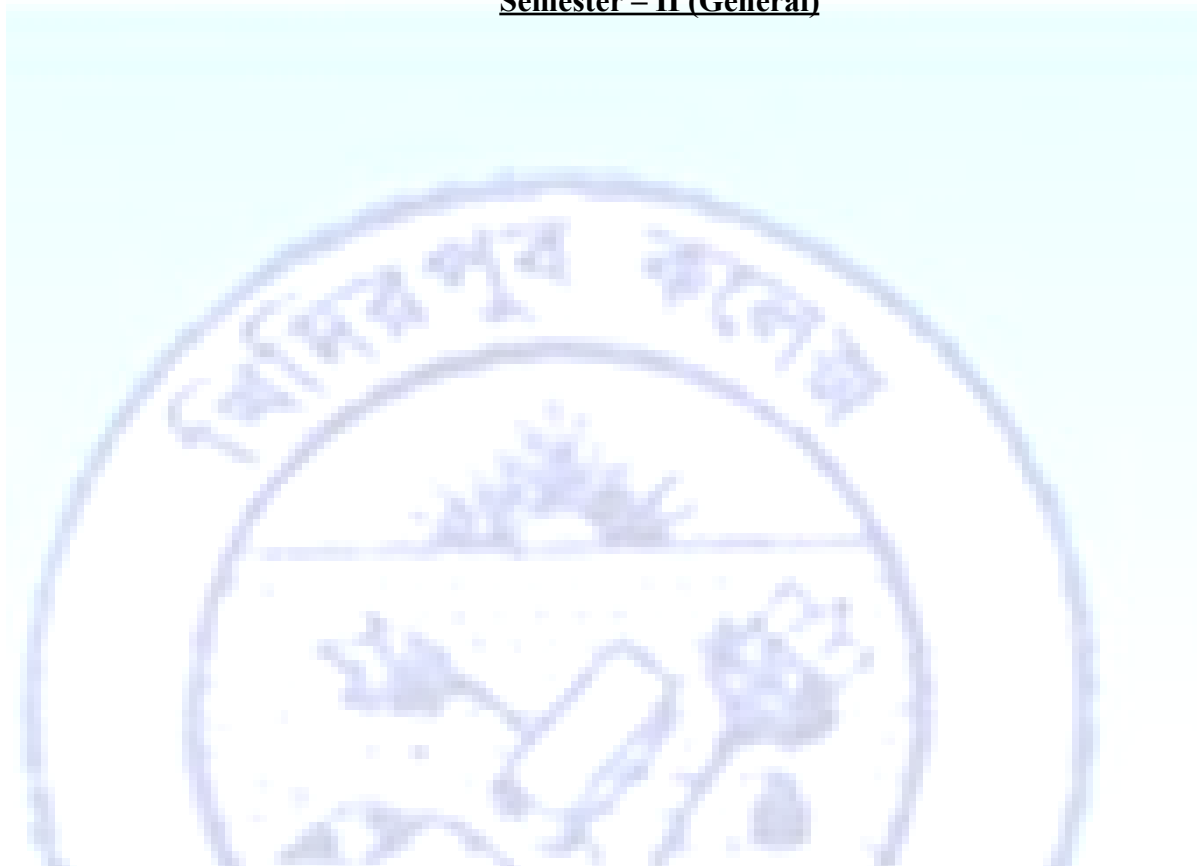
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| <p><u>CC/GE</u> <u>1-1 TH</u></p> | <p><u>Basis Of</u> <u>Journalism</u></p> | <p><u>After completion of the course student will be able to understand</u></p> <ul style="list-style-type: none"> • <u>Understanding of newspaper & socio-economic and cultural development in India.</u> • <u>Knowledge about definition of news, elements of news, news sources.</u> • <u>Understanding the duties and responsibilities of a reporter, chief reporter, foreign correspondent.</u> • <u>Learn about structure of news, style of presentation</u> • <u>Gain knowledge about language of news writing and objectivity</u> • <u>Understanding about principles of editing, copy testing, computer editing</u> • <u>Knowledge about different types of headlines</u> • <u>Gain knowledge of page make up, front page and other pages</u> • <u>Learn about photo journalism and why it is important, duties & responsibilities of a news photographer, also should know how to write photo caption</u> • <u>Understanding about importance of column, proof reading, duties and responsibilities of proof readers</u> • <u>Understanding the functions of news agencies, style of agency reporting</u> • <u>Knowledge about various international news agencies</u> • <u>How to write letters to editors</u> • <u>How to write political, financial and sports reporting</u> |
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Semester -II (Honours)

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| <u>CC-2-3</u> | <u>Reporting and Editing</u> | <p><u>After the course, the students will be able to understand-</u></p> <ul style="list-style-type: none"> <u>· Concept of news and new process</u> <u>: Learning about the Specialised and exclusive areas of reporting</u> <u>: Understanding the structures of news writing style, the language of newspaper, sourcing, attributions</u> <u>· A detailed idea about the positions and duties of various media professionals and their positions</u> |
| <u>CC-2-4</u> | <u>Media and Communication</u> | <p><u>After the course, the students will be able to understand-</u></p> <ul style="list-style-type: none"> <u>: Process of communication, including different forms, levels, and barriers.</u> <u>· Media Systems and their importance in a democracy</u> <u>· The notion of Online Journalism</u> <u>· The notion of Citizen Journalism</u> <u>: Basic Knowledge about digital media and communication systems in the present world scenario</u> |

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| <p><u>CC-2-4</u> <u>PRACTICAL</u> <u>L</u></p> | <p><u>Introduction to media and Communication</u></p> | <p><u>After the course, the students will be able to understand</u></p> <p><u>: _____ Practical training in designing pages of a tabloid journal by using professional software</u></p> <p><u>: _____ Understanding the concept of page makeup and display</u></p> <p><u>: _____ Knowledge about different page makeup and photo editing software</u></p> <p><u>: _____ Practical training in various news story writing types (Column, Book Review, Film Review, Editorial, Post Editorial, Feature, and Hard News</u></p> |
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Semester – II (General)



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| <p><u>CC/GE 2-2</u> <u>TH</u></p> | <p><u>Media Management</u></p> | <p><u>After completion of the course, the student will be able to understand</u></p> <ul style="list-style-type: none"> • <u>Understanding newspaper as a business enterprise & its public service role</u> • <u>Knowledge about ownership of newspapers, media conglomeration & convergence</u> • <u>Understanding the sources of revenue from newspaper</u> • <u>Learning about the departments of newspaper organization and their functions on, the front page of a daily newspaper</u> • <u>Learning about writing film reviews, book reviews, music reviews, radio & television review</u> • <u>Understanding the circulation of the newspaper</u> • <u>Gain knowledge about circulation factors like geographical factors, social factors, economic & technological factor</u> • <u>Learning about the circulation department, organization, functions, duties & responsibilities of the circulation manager</u> • <u>Gain knowledge of RNI, ABC, NRS</u> • <u>Understanding of advertisement department of a newspaper</u> • <u>Learn about the administration of the advertisement department</u> • <u>Concept of different types of advertisements in the newspaper</u> • <u>Learning about the duties & responsibilities of an advertisement manager</u> |
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| | | <ul style="list-style-type: none"> • <u>Understanding Prasar Bharati, TRAI & broadcasting bill</u> • <u>Gain knowledge about the evolution of the newspaper printing process</u> |
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Semester – III (Honours)

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| <u>CC-3-5</u> | <u>Communication, Media, Society</u> | <u>After the classes, the students will be able to understand-</u> <ul style="list-style-type: none"> • <u>The theoretical aspects of Interpersonal Communication.</u> • <u>The theoretical insights of Mass Communication</u> • <u>Theoretical development of Media's Audience</u> • <u>World Communication process</u> |
| <u>CC-3-6</u> | <u>Media and Cultural Studies</u> | <u>After the classes, the students will be able to understand-</u> <ul style="list-style-type: none"> • <u>Diverse school of thought guiding media-induced culture</u> • <u>Different genres of culture</u> • <u>Phases of cultural development</u> • <u>Third-world communication perspective</u> |

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| <u>CC-3-7</u> | <u>Introduction To Radio</u> | <u>After the classes, the students will be able to understand-</u> <ul style="list-style-type: none"> · <u>Development of Radio in India</u> · <u>Working principles of Radio</u> · <u>Different program genres of Radio</u> |
| <u>CC-3-7</u> <u>PRACTICAL</u> | <u>Introduction To Radio</u> | <u>After the classes, the students will be able to understand-</u> <ul style="list-style-type: none"> · <u>Radio program creation</u> · <u>Radio program execution</u> · <u>Radio program broadcasting techniques</u> |
| <u>SEC -A-3</u> | <u>Skill Enhancement Course</u> <u>[There are choices between two papers; namely – a) SEC -A-3-1 (Radio Writing and Presentation) or b) SEC-A-3-2 (Photo Journalism)]</u> | <u>After the classes, the students will be able to understand-</u> <ul style="list-style-type: none"> · <u>Lexicons of Professional Radio</u> · <u>Working on Radio Stations</u> · <u>Editing of Radio Programmes</u> <u>Or,</u> <ul style="list-style-type: none"> · <u>Technicalities of Photo Journalism</u> · <u>Development of Photo Journalism</u> · <u>Philosophy of Photo Journalism</u> |

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| <p><u>CC/GE 3-3</u></p> <p><u>TH</u></p> | <p><u>Advertising and Public Relations</u></p> | <p><u>After completion of the course, the student will be able to understand</u></p> <p><u>: _____ Understanding of fundamentals of advertising</u></p> <p><u>: _____ Knowledge about Advertising and Marketing</u></p> <p><u>: _____ Concepts of Advertising Planning and execution</u></p> <p><u>: _____ Understanding the function of an Advertising Agency and knowledge about advertising campaigns.</u></p> <p><u>: _____ Understanding the Legal and Ethical Aspects of Advertising</u></p> <p><u>: _____ Understanding Public Relations concepts, importance, functions, and elements</u></p> <p><u>: _____ Gain knowledge of corporate identity and image, corporate social responsibility, and crisis management</u></p> <p><u>: _____ Learn about the various tools of public relations and practice writing press release</u></p> |
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| <p><u>CC/GE 3-3</u></p> <p><u>PRACTICAL</u></p> | <p><u>Journalism</u></p> | <p><u>After completion of the course, the student will be able to understand</u></p> <ul style="list-style-type: none"> · <u>How to write a headline for any news story (both hard news and soft news)</u> · <u>Construction of daily news stories</u> · <u>How to write Anchor stories and articles</u> · <u>Basic knowledge of computers for Print Journalism</u> |
| <p><u>SEC</u></p> <p><u>A-3/5-1</u></p> | <p><u>Journalistic Writing</u></p> | <p><u>After completion of the course, the student will be able to understand</u></p> <ul style="list-style-type: none"> · <u>How to write various formats of news</u> · <u>Knowledge about news positioning.</u> · <u>Collecting news and editing them.</u> |



Semester – IV (Honours)

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| <u>CC-4-8</u> | <u>Introduction to television</u> | <p><u>After the classes, students will be able to understand</u></p> <ul style="list-style-type: none"> · <u>Exposure to the development of television as a technology and as a medium</u> · <u>Concept of the evolution of television in India</u> · <u>Analysis of TV program formats, news formats</u> · <u>Concept of television newsroom structure and its working process</u> |
| <u>CC-4-8</u> <u>PRAC</u> | <u>Introduction to tv practical</u> | <p><u>After the classes, students will be able to understand-</u></p> <ul style="list-style-type: none"> · <u>Practical training elements of television writing</u> · <u>Producing a complete documentary film on the topic of their own choices</u> · <u>Proper usage of advanced Video editing software</u> · <u>Producing a professional standard Piece to Camera with real news stories.</u> · <u>Writing original Voice Over, shooting, editing, and producing news per television standard.</u> · <u>Writing for the visuals, time management, understanding visuals, and use of lucid visual media language.</u> |

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| <u>CC-4-9</u> | <u>Film theories & production</u> | <p><u>After the classes, students will be able to understand-</u></p> <ul style="list-style-type: none"> · <u>_____the critical and technical language associated with film studies, including genres, classic narrative, non-narrative forms, mise-en-scène, cinematography, editing, sound, and modes of screen reality.</u> · <u>_____key terms and concepts and major trends and periods related to various modes of production (narrative, documentary, experimental, and/or animation), film history, and theory.</u> · <u>_____basic understanding of film theory and global film history, to be able to identify significant movements and articulate key concepts.</u> · <u>_____Stages and detail Technicalities of film production</u> · <u>_____Eminent National, International Filmmakers, and their Films</u> |
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| <u>CC-4-10</u> | <u>Media management, press laws</u> | <p><u>After the classes, students will be able to understand-</u></p> <ul style="list-style-type: none"> <u>: _____ Impart an understanding of media laws and ethics essential for every media Professional</u> <u>: _____ Legal Frameworks</u> <u>: _____ Freedom of the press from an Indian perspective</u> <u>: _____ Patterns of Media Ownerships - then and now</u> <u>: _____ Corporatization of media and its effect on mass</u> <u>: _____ Present status of FDI in the Indian media industry</u> <u>: _____ Digital development of media</u> <u>: _____ The working style of Apex regulatory and Publicity bodies</u> |
| <u>SEC B-4-1</u> | <u>Documentary film production</u> | <p><u>After the classes, students will be able to understand-</u></p> <ul style="list-style-type: none"> <u>: _____ Theoretical knowledge of research, scripting, budgeting, location setting, and shooting for making a documentary</u> <u>: _____ Knowledge of various stages of a documentary film production</u> <u>: _____ How to write and treat a concept</u> <u>: _____ Detailed idea of types of Documentary Film</u> |

Semester – IV (General)

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| <u>Semester-IV</u> <u>CC/GE-4-4</u> | <u>Press Laws and Indian Constitution</u> | <p><u>After the course, the students will be able to understand</u></p> <ul style="list-style-type: none"> · <u>Understanding of Indian constitution</u> · <u>Fundamental rights</u> · <u>President of India, power, and Position</u> · <u>Prime Minister's power and Position</u> · <u>Chief Minister's power and Position</u> · <u>Indian Foreign Policy</u> · <u>Finance Commission and its function</u> · <u>Press Laws: Defamation, Contempt of Court, Article 19(1)A, Freedom of Press, Etc.</u> · <u>Journalistic Ethics, Press Commission and Press Council of India</u> |
| <u>JORG-SEC-B-4/6-3</u> | <u>Anchoring</u> | <p><u>After the course, the students will be able to understand</u></p> <ul style="list-style-type: none"> · <u>Anchoring 3 minutes Programme Anchoring on topics of interest.</u> |

Semester - V (Honours)

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| <u>CC-5-11</u> | <u>Introduction to New Media</u> | <p><u>After the classes, the students will be able to understand-</u></p> <ul style="list-style-type: none"> <u>:___Theories encircling New Media</u> <u>:___Development of New Media</u> <u>:___New Media Journalism</u> <u>:___New Media challenges</u> |
| <u>CC-5-11</u> <u>PRACTICAL</u> | <u>Introduction to New Media</u> | <p><u>After the classes, the students will be able to understand-</u></p> <ul style="list-style-type: none"> <u>:___Instruments of Online Journalism</u> <u>:___Writing technique for New Media</u> <u>:___Content design for New Media</u> <u>:___New Media Management</u> |
| <u>CC-5-12</u> | <u>Development Communication</u> | <p><u>After the classes, the students will be able to understand-</u></p> <ul style="list-style-type: none"> <u>:___Media and societal developmental role</u> <u>:___Media and communication developmental role</u> <u>:___Media's role in anthropological development</u> |

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| <u>DSE -A-5</u> | <u>Discipline-Specific Elective</u> <u>[There are choices between two papers; namely – a) DSE-A-5-1 (Global Media and Politics) or b) DSE-B-5-2 (Communication Research)]</u> | <u>After the classes, the students will be able to understand-</u> <u>: Global Information protocols</u> <u>: Various Institutions guiding the Global Information Exchange</u> <u>: Cross-Cultural communication phenomenon</u> <u>Or,</u> <u>: Elements of Communication Research</u> <u>: Methodology of Communication Research</u> <u>: Tools of Communication Research</u> |
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Semester – V (General)

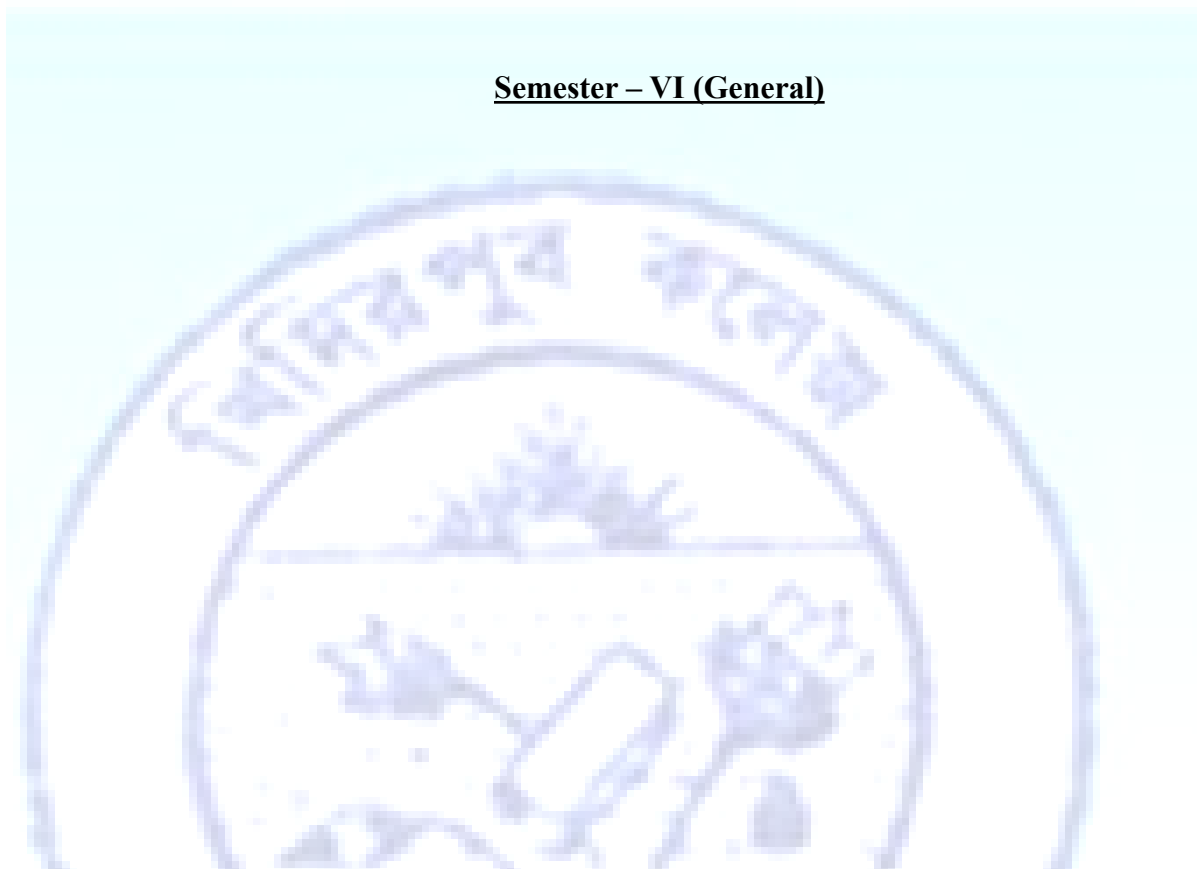


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| <u>JORG-DSE-A-1</u> | <u>Film Studies</u> | <p><u>After the course, the students will be able to understand</u></p> <ul style="list-style-type: none"> · <u>Film as a medium of mass communication</u> · <u>Concept of Avant-Garde</u> · <u>History of Documentary Cinema in India</u> · <u>Film Movements: French New Wave, Italian Neo-realism, Art or Parallel Cinema</u> · <u>Contributions of Directors: Sergei Eisenstein, Akira Kurosawa, Satyajit Ray, Ritwik Ghatak, Mrinal Sen, Etc.</u> · <u>Stages of film Production: Pre-production, production, post-production.</u> · <u>Principles of Editing, Film Marketing</u> |
| <u>JORG-SEC-A-3/5-3</u> | <u>Film Appreciation</u> | <p><u>After the course, the students will be able to understand</u></p> <ul style="list-style-type: none"> · <u>Analytical appreciation of 5 films (Pather Panchali, Gupi Gyne Bagha Byne, Meghe Dhaka Tara, Subarnarekha, Akaler Sandhane, Guide, Sholey, Jane Bhi Do Yaaro, Albert Pinto Ko Gussa Kyun Ata Hain, Dahan, Chitrangada)</u> |

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| <u>CC-6-13</u> | <u>Advertising</u> | <p><u>After the course, the students will be able to understand</u></p> <ul style="list-style-type: none"> · <u>Meaning and significance of Advertising</u> · <u>Origin & Development of Advertising</u> · <u>Advertising Types</u> · <u>Purpose & Goal of Advertising</u> · <u>Advertising Ethics</u> |
| <u>CC-6-13 P</u> | <u>Practical</u> | <ul style="list-style-type: none"> · <u>StoryBoard making</u> · <u>Slogan Writing</u> · <u>Types of Ads</u> |
| <u>CC-6-14</u> | <u>Public Relations</u> | <p><u>After the course, the students will be able to understand</u></p> <ul style="list-style-type: none"> · <u>Scope of Public Relation</u> · <u>Public Relation as Management Function</u> · <u>Nature of organization and its public</u> · <u>Public Relation Tools</u> |

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| <u>JORA-DSE -B-6</u> | <u>Folk _____ and Community Media</u> | <p><u>After the course, the students will be able to understand</u></p> <p>· <u>_____ Culture and Tradition – Meaning of Culture</u></p> <p>· <u>_____ Community and Folk Media</u></p> <p>· <u>_____ Various forms of Media in India</u></p> <p>· <u>_____ Impact of Five-Year Plan on rural development</u></p> |
| <u>DSE-A-6-3</u> | <u>Dissertation with Presentation</u> | <p><u>After the course, the students will be able to understand</u></p> <p>· <u>_____ Micro Research project on any topic of social, or cultural interest, with proper reference, bibliography</u></p> <p>· <u>_____ Presentation and Viva-Voce</u></p> |

Semester – VI (General)



| | | |
|--|--|---|
| <u>JORG-DSE</u> <u>-B-6-1</u> | <u>Broadcasting</u> <u>Media</u> | <p><u>After the course, the students will be able to understand</u></p> <ul style="list-style-type: none"> <u>: Development of Radio Broadcasting</u> <u>: Radio and Society</u> <u>: Elements of Radio News</u> <u>: FM Radio, Radio Jockey,</u> <u>: Programme Pattern of AIR</u> <u>: Television in India</u> <u>: Basic Camera Shots & Movements</u> <u>: Live Telecast for various TV Programme</u> <u>: Educational TV</u> |
| <u>JORG-SEC</u> <u>-B-4/6-3</u> | <u>Skilled</u> <u>Enhancement</u> <u>Course</u> | <p><u>After the course, the students will be able to understand</u></p> <ul style="list-style-type: none"> <u>: 3 Minutes Programme Anchoring on topics of interest.</u> |



DEPARTMENT OF MATHEMATICS

GENERAL

Programme Specific Outcomes (PSO)

1. The entire branch of Mathematics can be divided into different kind of sectors of which Calculus, Algebra, Ring theory, Group theory, C-programming, Boolean algebra, Mathematical logic and Discrete Mathematics are very much applicable to computer science which is again an important branch now a days.
2. C++ is programming is actually a better version of C- Programming and can be used in advanced computation, graphics, banking applications, compilers, libraries and software.
3. The applications of Mathematical Finance are known for solving problems in banking purposes as well as in corporate world.
4. Mathematical models are used to solve various kind of real-life problems for which we can apply LPP, game theory, numerical method, graph theory, PDE, ODE etc.
5. Vector Algebra and Vector Analysis are the main tools to calculate force, velocity, torque and curvature for solving any kind of physical as well as geometrical problems.
6. The main moto of *dynamics* is to calculate the motion which involves the velocity and acceleration of a 'Particle' considered as a point mass at some position in space.
7. Fourier Series and Laplace Transformations are the parts of advanced calculus. The Fourier series has various applications in electrical engineering, vibration analysis, optics, image processing, signal processing, quantum mechanics, econometrics etc. Laplace transformation transforms linear differential equations into algebraic equations and convolution into multiplication.

Course Outcomes (CO)

CO-1: Algebra -1, Differential Calculus-1, Differential Equation-1, Co-Ordinate Geometry:

Algebra is an important and basic part of mathematics that deals with the number system, functions, different kinds of mathematical structures along with various operations. Algebra is used in geometry, computer programming and many other fields.

Differential Calculus is a basic tool of mathematics can be used to calculate the rate of change such as slopes of tangent lines and velocities. It has various application in mathematical models to obtain optimal solutions as well as in every brunch of physics, computer science and engineering.

Ordinary differential equations are used to calculate the movement or flow of electricity, motion of an object to and fro like pendulum and to explain the thermodynamics concepts. Also, in medical terms, they are used to check the growth of diseases in graphical representation.

Coordinate Geometry is an essential branch of Mathematics and usually assists us in locating points in a plane. Coordinate geometry is offer to needed a connection between algebra and geometry with the use of graphs and lines in curves. Moreover, it also has many uses in the fields of trigonometry, calculus, dimensional geometry and many more.

CO-2: Differential Calculus-2, Differential Equation-2, Vector Algebra, Discrete Mathematics:

In this section the area of Differential Calculus deals with the behaviour of real numbers, sequences and series of real numbers. Real analysis serves as the basis for measure theory, axiomatic probability, which follow to stochastic processes. Stochastic processes are used in finance, trading, computer and network simulations, modelling, manufacturing, quality control.

Partial differential equations are used to mathematically formulate, and thus aid the solution of physical and other problems involving functions of several variables, such as the propagation of heat or sound, fluid flow, elasticity, electrostatics, electrodynamics, etc. PDE used in Biology, electrical engineering, economic etc.

Vector Algebra is useful to find the component of force in a particular direction. It has broad application in Physics and Engineering especially in the areas including the use of electromagnetic fields, gravitational fields and fluid flow.

Discrete Mathematics is a branch of Modern Mathematics confined to the set of integers. It includes various topics such as graph theory, probability theory, set theory and many more. It plays a significant role in the application of programming languages, software development, cryptography, algorithms etc.

CO-3: Integral Calculus, Numerical Methods, Linear Programming:

Integral Calculus are broadly used to estimate the area of the curve that involves the evaluation of the double and triple integral, curve tracing, calculation of the area of cartesian and polar curves, estimation of the length of the curve and in finding the volume of revolution about the axis.

Numerical methods are used to solve complex heat transfer problems involving mechanism such as conduction, convection, radiation or a combination of them. In Engineering the application of numerical methods includes iterative solution techniques, method for solving systems of equations, numerical integration, differentiation and graphical analysis.

Linear Programming and Game theory is a branch of Modern Mathematics which optimize (i.e., either to maximize the income or to minimize the cost of production scheme) a linear function by various method like Graphical method, Simplex method and Dual method. It is very much essential in solving problem like Assignment, Transportation Problem.

CO-4: Algebra -2, Computer Science & Programming:

In abstract algebra, *group theory* studies the algebraic structures known as groups. It is the study of symmetry, whenever an object or a system's property is invariant under a transformation then we can analyse the object using group theoretic methods.

Ring Theory is an extension of Group Theory, vibrant, wide areas of current research in mathematics, computer science and theoretical physics. They have many applications to the study of geometric objects and topology. Ring theory used in Cryptography, computer science, coding theory and in various other field.

Computer programming involves building things with code. The main application of computer science is to develop new computational strategies to simulate complex problems capable of running efficiently on supercomputers. The studies of computer science programming are to design data structures and algorithms. In addition to basic skills in the design of information processing systems, sound knowledge in one area of application of computer science plays a central role. Computer science is the better and effective area of programming languages and it uses for the development of software.

Statistics and Probability are important domains in the scientific world having many applications in various fields such as engineering, reliability, medicine, biology, economics and physics. Probability is a measure of the likelihood that an event will occur. Probability is used in everyday situations. Statistics is, in part, based on probability theory and determines the concept of random variables. Statistics deals with data. Statistics is used to describe data and to make inferences based on data.

CO-5: C Programming:

The C programming language is a very simple language generally used by programmers worldwide. Originally, this language was applied for system development work, in precise, the programs that make up the operating system. Some other applications of C programming are to develop the graphical user interface, to design the compiler, to code game and animation, to develop google chrome browser and many more.

CO-6: Mathematical Logic:

Mathematical logic is the study of formal logic within Mathematics. It includes model theory, set theory, proof theory and recursion theory. However, understanding mathematical logic helps the students to have an idea about the ambiguity and disagreement.

CO-7: Object Oriented Programming in C++:

C++ is a fast and strongly typed programming language which makes it an ideal choice for developing operating systems, games, GUI based application. Web browsers, embedded systems, banking applications, compilers and software.

CO-8: Boolean Algebra:

Boolean algebra is the branch of Modern Algebra which have application in Computer, Switching Theory, Logic and many more.

CO-9: Particle Dynamics:

Dynamics is the branch of the classical mechanics that is concerned with the study of forces and their effects on motion. Classical mechanics has many important applications in other areas of science such as Astronomy, Chemistry (the dynamics of molecular collisions), Geology (the propagation of seismic waves, generated by earthquakes, through the Earth's crust) and Engineering.

CO-10: Graph Theory:

In mathematics, graph theory is the study of graphs which are mathematical structures used to model pairwise relations between objects. It is widely used in the study of molecules, construction of bonds in chemistry and the study of atoms. Moreover, it has various applications in computational biology, in Operations Research, in modelling transport networks and in activity networks and games.

CO-11: Advanced Calculus:

The advanced calculus consists of Series of function which is used on Electrical engineering, computer science, biology etc. Also, the Fourier series has various applications in electrical engineering, vibration analysis, acoustics, optics, image processing, signal processing, quantum mechanics, econometrics, thin-walled shell theory, etc. Laplace transformation transforms the linear differential equation into algebraic equation and the convolution in to multiplication.

CO-12: Mathematical Finance:

Financial mathematics is an important branch of mathematics with a variety of applications in finance. Financial mathematics focuses on applying math to financial problems, modelling markets and analysing financial data. There are several real-world application of financial math including risk management, data mining, stock trading, econometrics, forecasting, marketing and investing strategies.

CURRICULAM MAPPING

| | PSO-1 | PSO-2 | PSO-3 | PSO-4 | PSO-5 | PSO-6 | PSO-7 |
|-------|-------|-------|-------|-------|-------|-------|-------|
| CO-1 | ✓ | | | ✓ | | | |
| CO-2 | ✓ | | | ✓ | ✓ | | |
| CO-3 | | | | ✓ | | | |
| CO-4 | ✓ | | | | | | |
| CO-5 | ✓ | | | | | | |
| CO-6 | ✓ | | | | | | |
| CO-7 | | ✓ | | | | | |
| CO-8 | ✓ | | | | | | |
| CO-9 | | | | | | ✓ | |
| CO-10 | ✓ | | | | | | |
| CO-11 | | | | | | | ✓ |

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|-------|--|--|---|--|--|--|--|
| CO-12 | | | ✓ | | | | |
|-------|--|--|---|--|--|--|--|

Programme Name: B. A. (General) in PERSIAN

Programme Specific Objectives (PSO)

1. To make students aware about the Persian language, literature, history, society art and culture.
2. To make students understand the different phases of Persian Alphabets, language and literature.
3. To create a strong Persian grammatical foundation among the students to understand, read, write and translate Persian text.
4. To make students aware of Classical Persian literature both prose and poetry with the help of prescribed text.
5. To make the students able to understand the development of Modern Persian literature and its literary features.
6. Student should be familiar with Persian figure of speech, Rhetoric, Prosody, Parsing and Analysis.
7. To make student aware of Indo-Persian literature, art and culture with special reference to Bengal.

Course Outcomes (CO)

PERG-CC/GE- 1 : Understanding the history of Persian literature- Pre and Post Islamic Period and acquaintance with literary works produced in the same period . Students will learn different phases of Persian alphabet and grammar.

PERG-CC/GE- 2 : Students will be able to read and understand the Classical Persian literature (Prose and Poetry) through prescribed text. They will be familiar with the poets and writers of Saljuq, Mangol, Ilkhani and Timurid period.

PERG-CC/GE- 3 : Students will learn about the Modern Persian Prose. (Short stories and essays) and will be able to differentiate the writing style and them of classical Persian Prose.

PERG-CC/GE- 4 : Students will manifest their skills in the reading and understanding of Modern and Classical Persian Poetry. They will be familiar with the them, style and prosody of poets and the poetry.

PERG- DSE - A (1) : Students will have the knowledge of Persian meters, Rhetoric and Prosodies which are the soul of Persian Poetry.

PERG- DSE - A (2) : Students will learn the Parsing and Analysis of Persian grammar. They will recognize each and every word with its grammatical values and positions.

PERG- DSE - B (1): Students will be aware of Indo-Persian literature produced in India and its characteristics and features with the help of few selected Persian text.

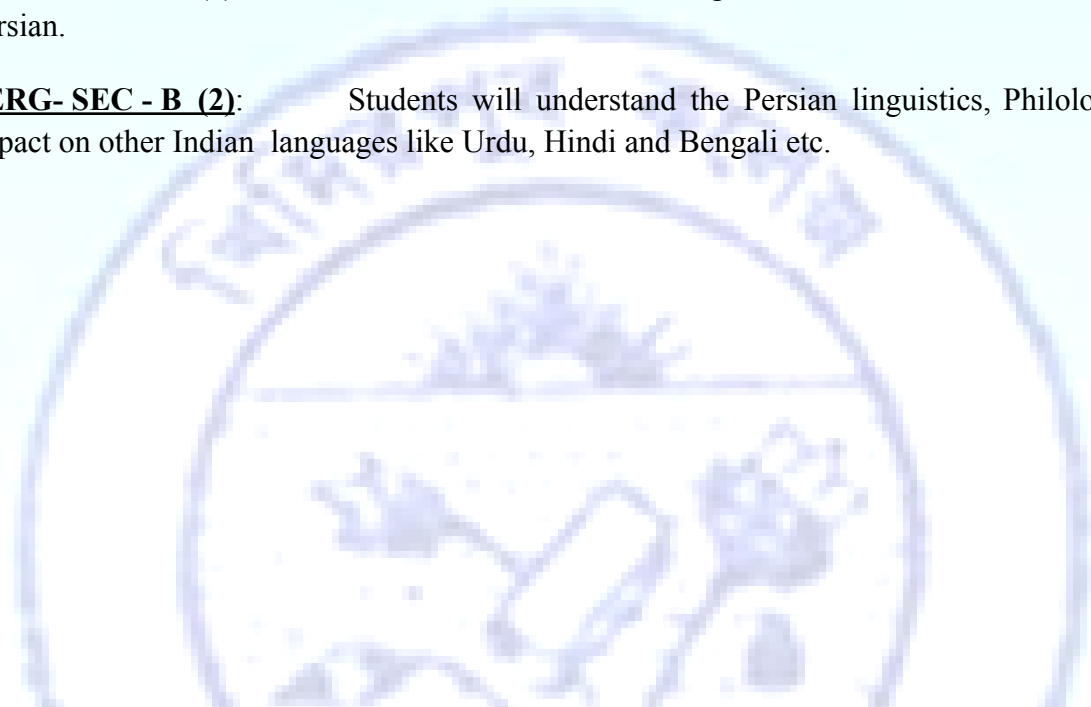
PERG- DSE - B (2): Students will learn about Persian studies in India with special reference to the Bengal. They will see that how the literature changes its them with the passage of time and will observe it in prescribed text written in Bengal.

PERG- SEC - A (1): Students will learn Persian grammar, translation and Short essay writings in Persian.

PERG- SEC - A (2): Students will read and learn about the literary features of Modern Persian and they will be familiar with the writings of few Modern Persian Prose writers.

PERG- SEC - B (1): Students will learn Persian grammar, translation and Short essay writings in Persian.

PERG- SEC - B (2): Students will understand the Persian linguistics, Philology, dialects and its impact on other Indian languages like Urdu, Hindi and Bengali etc.



| CO | PSO 1 | PSO 2 | PSO 3 | PSO 4 | PSO 5 | PSO 6 | PSO 7 |
|-----------------------------|----------|----------|----------|----------|----------|----------|----------|
| <u>PERG-CC/GE- 1</u> | ✓ | ✓ | | | | | |
| <u>PERG-CC/GE- 2</u> | ✓ | | | ✓ | | | |
| <u>PERG-CC/GE- 3</u> | | | ✓ | | ✓ | | |
| <u>PERG-CC/GE- 4</u> | | | | ✓ | ✓ | | |
| <u>PERG- DSE - A</u> (1) | | | | | | ✓ | |
| <u>PERG- DSE - A</u> (2) | | ✓ | | | | ✓ | |
| <u>PERG- DSE - B</u> (1) | | | | ✓ | | | |
| <u>PERG- DSE - B</u> (2) | | | | ✓ | | | ✓ |
| <u>PERG- SEC - A</u> (1) | | ✓ | ✓ | | | | |

| | | | | | | | |
|-----------------------------|--|---|---|---|---|--|---|
| <u>PERG- SEC - A</u> (2) | | | ✓ | | ✓ | | |
| <u>PERG- SEC - B</u> (1) | | ✓ | ✓ | | | | |
| <u>PERG- SEC - B</u> (2) | | | | ✓ | | | ✓ |



DEPARTMENT OF PHILOSOPHY

HONOURS

Programme Specific Objectives: (PSO)

PSO1:

The study of Philosophy helps the students to get acquainted with different schools of Indian Philosophy like Cārvāka, Jainism and Buddhism as Nāstika schools, Sāṃkhya, Yoga, Nyāya, Vaiśeṣika, Mimāṃsa and Vedānta as Āstika schools on the other hand.

PSO 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, nature and relation of sensation and perception. They become acquainted with theories of learning, different levels of mind, Freud's theory of dream. They also learn different tests of intelligence regarding I.Q measurement.

PSO3:

The study of Ethics helps a student to gain the ability so that they can make themselves to become a proper social being. The Honours course enables the students to develop an insight into intricacies of the subject and prepare them for more advanced courses on subject. It also develops in them to think logically and essentially which is absolutely essential in realising the principles and theories of philosophy.

PSO4:

Develops the ability to think logically, to analyse and solve problems, to assess proposed solutions, to write and speak clearly.

PSO5:

Enhances in a way no other activity does, one's problem-solving capacities, contributes uniquely to the development of expressive and communicative powers, persuasive powers, writing skills

PSO6: -

Brings the important questions to the table and works towards an answer. It encourages us to think critically about the world, it is the foundation of all knowledge and when utilised properly, can provide us with huge benefits.

PSO7:

Moral Philosophy involves systematizing, defending and recommending concepts of right and wrong behaviour. Development of moral consciousness enables the students to become complete human beings and responsible citizens.

Course Outcomes: (CO)

Co1: Indian Philosophy I

Students can learn from this course about the various schools of Indian Philosophy- āstika and nāstika. Students can also understand the major and important concepts of Cārvāka, Bauddha, Nyāya, Vaiśeṣika philosophy.

Co 2: History of Western Philosophy I

Students are able to know about the pre- Socratic philosophical concepts. Students gain the basic knowledge of the origin of western philosophy and also able to know the

philosophical thoughts of rationalist philosophers like Descartes, Spinoza and Leibniz. The mediaeval philosophy of St. Thomas Aquinas is also included in this course.

Co 3:Indian Philosophy- II

The students are engaged in learning outlines of different Orthodox schools of Indian philosophy and fundamental concepts of their schools. Sāṃkhya, Yoga, Advaita Vedānta, Viśiṣṭādvaita Vedāntic philosophy is covered by this course.

Co 4:*History of Western Philosophy II*

It is designed to enhance the knowledge of the student on empirical philosopher's concept of philosophy. Locke, Berkeley, Hume are the main focus of this course. Students can familiarize with the critical philosophy of Kant.

Co 5:*Philosophy of Mind*

Students get the basic idea of the nature and scope of psychology. The main concepts like sensation, perception, various theories of learning, philosophical theories of mind, consciousness, intelligence, personality etc. are covered by this course.

Co 6:*Social and Political Philosophy*

This course helps student to understand the nature and scope of social and political philosophy and the relation between them. They can familiarize with primary concepts related to the society. This course also covers the theories regarding the relation between individual and society. They gain basic political ideas about society like democracy, socialism, anarchism.

Co 7:*Philosophy of religion*

This course enlightens the students about various religious concepts. Makes the students familiar with the basic tenets of some major religions in India. By learning this course students are able to explore the arguments for and the against the existence of God. The religious language also covered by the course.

Co 8:*Western Logic-I*

Studying this course students become able to understand the reasoning process well. Students gain the knowledge of the formal techniques of evaluating arguments and deductive system and the basic concept of probability.

Co 9:Western Logic-II

Studying this course students are able to know about the values of special symbols and truth-functions. This course also introduces the three laws of thought and quantification theory.

Co 10:Epistemology and Metaphysics(Western)

This course helps students to understand the sources of knowledge in western view of philosophy. They are able to know the concept of truth, stronger and weaker sense of 'know'. Various philosophical issues like the problem of Induction, a priori knowledge, cause and causal principles, realism, idealism, phenomenism, substance and universal are discussed.

Co 11:Nyaya Logic and Epistemology-I

This course helps students to understand the distinct features of Indian Epistemology. It introduces logic in Indian philosophy and demonstrates causal condition; familiarize students with various concepts related to Nyaya Logic and Epistemology.

Co 12:Ethics (Indian)

This course introduces some ethical principles and concepts which is described in Bhagavat Gita. Students are able to know about the actual goal, the purusartha of life. Jaina, Bauddha, Mimamsa ethics also learned in this course.

Co 13:Nyaya Logic and Epistemology -II

This course demonstrates the concept of inference, upamana, testimony and the division of inference and hetvabhasa. This course also discusses the controversy between Nyaya and Mimamsa School regarding another source of knowledge known as arthapatti. Justification theory of cognition, known as pramanyavada and the error theory known as a-pramanyavada are also discussed.

Co14: Ethics-II

Studying this course students are able to understand what is good or right and what is bad or wrong. They can differentiate between moral and non-moral actions. Students also get the basic knowledge of morality and other ethical theories of the west.

Co15: Logical Reasoning and Application: Indian and Western

The topic like logical reasoning in theory and practice are very helpful for the students to make logical decisions in practical life. This course covers fundamentals of logical reasoning from the perspective of Indian logic. This course acquaint the students with the application of inductive and deductive reasoning in law.

Co16: Man and Environment

This course helps students to know the relation between man and environment. This paper creates an environmental awareness and responsibility among the students. Classical Indian environmental attitude with special reference to Rabindranath Tagore, the Western philosophical theories of respect towards nature, concept of intrinsic value of nature and eco-feminism are the prominent areas of discussion and analysis in this paper.

Co17: Business Ethics

This course introduces the purpose of business ethics and focus on the relation between Business Ethics and Environment. It also familiarizes the students with the role of ethics in Management.

Co18: Environmental Philosophy

Studying this course students are able to know different senses of Nature. It develops an awareness of respect for Nature. The course introduces G.E. Moore's theory of intrinsic value and make the learners acquainted with the key principles of Shallow and Deep Ecological Movements, also provide knowledge of the basic tenets and methodology of Eco-feminism .

Co19: Feminist Philosophy

This course makes the learners aware of the dichotomy between sex and gender and familiarize them with different forms of gender discrimination. It also present an introductory analysis of Androcentrism. The outcome of the course has a contemporary

relevance how philosophically environmental problems can be dissolve is the hard core of the course.

Co20: Peace Studies

This course explores the meaning of peace both Indian and western perspectives.

Co21: Recent trends in ethics

Studying this course student is able to understand Indian and Western perspective about the moral dilemma and can analyze the notion of moral luck.

Co22: Philosophy of Human Rights

The paper, Philosophy of Human Rights enable the students to know their own fundamental and natural rights. They are able to understand their own rights as a human being.

Co23: Western Logic-I

This course introduces Natural deductive techniques of symbolic logic, formal logic, its scope and limits. This course also demonstrates the appropriate methods of logic and describe the set theory.

Co24: Normative and Meta ethics

This course familiarizes the students with Postulates of Morality, virtue ethics concept of value and its different types and moral skepticism. It illustrate the distinction between normative and meta ethics and also focus on the notion of emotivism, intuitionism and prescriptivism.

Co25: Philosophy of Language(Indian)

This course introduces the concepts relating to verbal testimony as mentioned in Nyaya philosophy and illustrates the concept of anvaitabhidhanvada and avihitanvayavada.

Co26: An Enquiry Concerning Human Understanding- D.Hume

This course encourages the students to read an original text written by D. Hume and get the chance to know the important philosophical ideas of western philosophy.

Co27: The Problem of Philosophy—Bertrand Russell

This course encourages the students to read an original text written by B. Russell and make them aware about the thoughts of him.

Co28: Vedantasara: SadanandaYogindra Saraswati

This course also encourages the students to read an text and introduces the concept of mangalacharana, Vedanta and establish the relation between Isvara and Prajna and few things related to them.

Co29: Srimadbhagbadgita

Studing this course students are able to know about karmayoga and the three gunas (Gunatrayabibhaga).

Co30: Western Logic-II

This course introduces the students the idea of terms and the distinctions among them. It also introduces the idea of Predicable and the rules of Definition and Division.

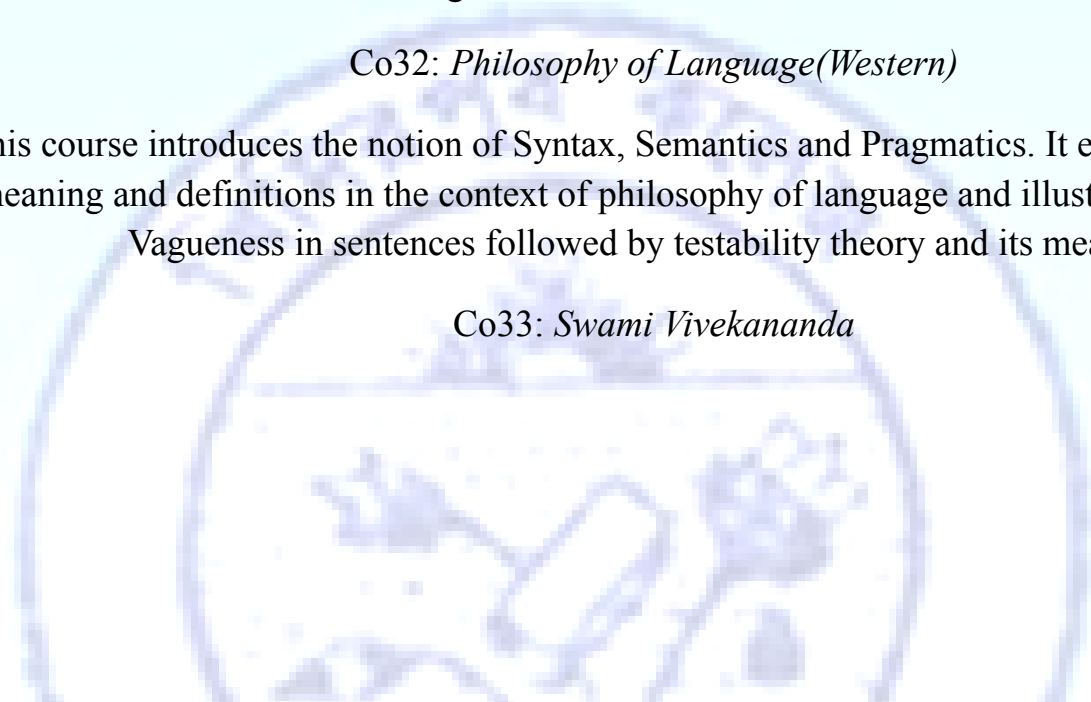
Co31: Applied ethics

This course introduces the nature and scope of applied ethics. Some major issues related to applied ethics like killing, poverty,affluence, morality; war and violence; human rights and the discrimination on the basis of race,caste and religion; care ethics; some issues related to environmental philosophy and ethics are discussed in this course. It also illustrates ecological view of Jaina and Bauddha.

Co32: Philosophy of Language(Western)

This course introduces the notion of Syntax, Semantics and Pragmatics. It explains the word meaning and definitions in the context of philosophy of language and illustrates the idea of Vagueness in sentences followed by testability theory and its meaning.

Co33: Swami Vivekananda



This course introduces Swami Vivekananda's view about the real nature of man. It also explains the nature of religion. In this context discussion about the idea of universal Religion makes the students familiar with the concept of Pratical Vedanta.

Co34: Rabindranath Tagore

This course introduces Tagore's notion of God, man and surplus in man. It also explains Tagore's view about the nature of Religion and the idea of Humanism.

Co35:Sri Aurobindo

This course introduces Sri Aurobindo's nature of Sat-Chit- Ananda. It also explains the Nature of creation including the ideas of involution and evolution and describes what Integral Yoga is.

Co36:M.K.Gandhi

This course introduces Gandhiji's theory about Truth and God. Some basic concepts related to Gandhiji's philosophy like non-violence, Satyagraha, Swaraj, Theory of Trusteeship are explained in this course. It states how Gandhi elaborated the nature of man.



Subject: Physical Education (General)

Semester-1

Subject Code: PEDN-G-CC-1-1-TH

Topic: Foundation and History of Physical Education

Unit- I: Introduction

Unit- II: Foundations of Physical Education

Unit- III: History of Physical Education

Unit- IV: Yoga Education

Learning outcomes:

1. The pass out would be able to compare the relationship between general education and physical education.
2. He would be able to identify and relate with the History of Physical Education.
3. He would be able to comprehend the relationship between Philosophy, Education and Physical Education.
4. He would be able to identify the works of Philosophers of Education and Physical Education.
5. He would know recent developments and academic foundation of Physical Education.
6. Meaning and concept of Yoga. History and Development of the Yoga in India and abroad. Various Asanas in sitting position and their advantages. Various Asanas in standing position. Various Asanas in lying position and their advantages Suryanamaskar and its benefits. Yogasana for treating various body ailments.

Semester- 2

Subject Code: PEDN-G-CC-2-2-TH

Topic: Health Education, Physical Fitness and Wellness

Unit- I: Introduction**Unit- II: Health Problems in India - Prevention and Control****Unit- III: Physical Fitness and Wellness****Unit- IV: Health and First-aid Management****Learning outcomes:**

1. The student will be able to identify and synthesize the factors that influence health.
2. The student will be able to recognize the health-related challenges in current time and able to apply the preventive measures.
3. The student will be able to identify the role of peers, community and media in health promotion and protection.
4. The student will be able to demonstrate the expertise in above stated domains in a school setup.
5. The student will be able to value the knowledge and skills required to preserve community health and well-being.

Semester- 3**Subject Code: PEDN-G-CC-3-3-TH-P****Subject: Anatomy, Physiology and Exercise Physiology****Unit- I: Introduction****Unit-II: Musculo-skeletal System****Unit- III: Circulatory System****Unit- IV: Respiratory System**

Learning outcomes:

1. The student will be oriented with the basic structure and function of human body by identifying, comparing and relating different systems, organs and their functional and structural units.
2. He would be able to Relate and interpret the role of exercise on body systems and its relation to well-being, through literature reviews and physical conditioning exercises.
3. Adapt the art to apply the knowledge of anatomy and physiology in physical activity classes at school level.
4. Construct anatomy and physiology related pedagogical materials exploring their creative imaginations while working in group and using technology.

Semester- 4**Subject Code: PEDN-G-CC-4-4-TH-P****Subject: Psychology and Sociology in Physical Education and Sports****Unit- I: Introduction****Unit- II: Learning****Unit- III: Psychological Factors****Unit- IV: Sociological Aspects****Learning outcomes:**

1. Understand the focus and scope of Sports Psychology and its application.
2. Understand the enduring psychological factors that may affect performance in various sports activities with specific reference to personality characteristics and psychological states and status.
3. Gain knowledge of the various attributes of motivation that an athlete uses to explain sports outcome.

4. Understand the importance of emotions of sportspersons and provide psychological interventions for better performance.
5. Analyse the topic of sport from a sociological perspective. Demonstrate the sociological theories, concepts, and ideas in large and small groups and express theoretical based opinions.
6. Demonstrate an understanding of sociological terms and concepts related to the study of social class, race, ethnicity, and gender.
7. Identify social and cultural factors that influence people's ability to participate in physical activity and sport. Describe how a range of perspectives can contribute to enhancing a co- operative group activity.
8. Understand the relationship between sports and several social issues and ideologies, such as, deviance, violence, social class, race, gender, etc.

Semester-5

Subject Code: PEDN-G-DSE-A-5-1-TH-P

Subject: Management in Physical Education and Sports

Unit- I: Introduction

Unit- II: Tournaments

Unit- III: Facilities and Equipment

Unit- IV: Financial Management

Learning outcomes:

1. Demonstrate history and modern concepts of sports and a professional discipline with an element of policies and principles adopted by organisations involved with sport.
2. Gain knowledge about sports organisational hierarchy with authority and jurisdiction of sports management involving ethical practices.
3. Utilize bylaws, constitutional law bodies and administrative sports in promoting sports

and learning of role of sponsor and legal issues in resolving the crisis and conflict management.

4. Identify different types of sport event, people involved, sponsors, contract involved, team management marketing of sports etc.

5. Explain the roles and duties of public relationship officer, eligibility for being public relations officer, role of promotion agencies, advertisements and relation ship building.

Semester-6

Subject Code: PEDN-G-DSE-B-6-1-TH-P

Subject: Sports Training

Unit- I: Introduction

Unit- II: Methods of Training and Conditioning in Sports

Unit- III: Training Load and Adaptation

Unit- IV: Training Techniques

Learning outcomes:

1. The learners will be able to identify the fundamental concepts, theories and principles of human body training related to sports performance.
2. The learners will be able to demonstrate the skills to train different fitness components and related planning.
3. The learners will be able to understand the organization to achieve high performance in sports.



Programme Name: B.A(Honours) in Political Science

Programme Specific Objectives:

PSO1

The objective of this programme is to enable the students to develop an ability to understand how the political systems of different states emerged, how the different political institutions came into being and how to analyse their effectiveness in making good governance achievable for all. It is the objective of this programme to enable the students to differentiate between democratic and authoritarian types of Governments and to decide on their own which Government is acceptable in today's society to meet the ever increasing complex demands of the society.

PSO2

To enable the students to understand the processes and dynamics of Indian government and politics. It also familiarizes the students with the vital contemporary emerging issues of centre-state relations, political parties, emergence of new leadership at different levels, demand for autonomy by various groups, ethnic conflicts etc.

PSO 3

To make the students aware of the different political systems and constitutions of the foreign countries particularly USA, Britain, PRC, Bangladesh, France, Switzerland and Russia.

PSO 4

To make the young learners aware of the contributions of the Indian Political thinkers like Rabindranath Tagore, Swami Vivekananda, Raja Rammohan Roy, Bankim Chandra Chattopadhyay to the Indian Political Thought and also to enable the students to analyse the relevance of their thoughts in the present day politics and society of India.

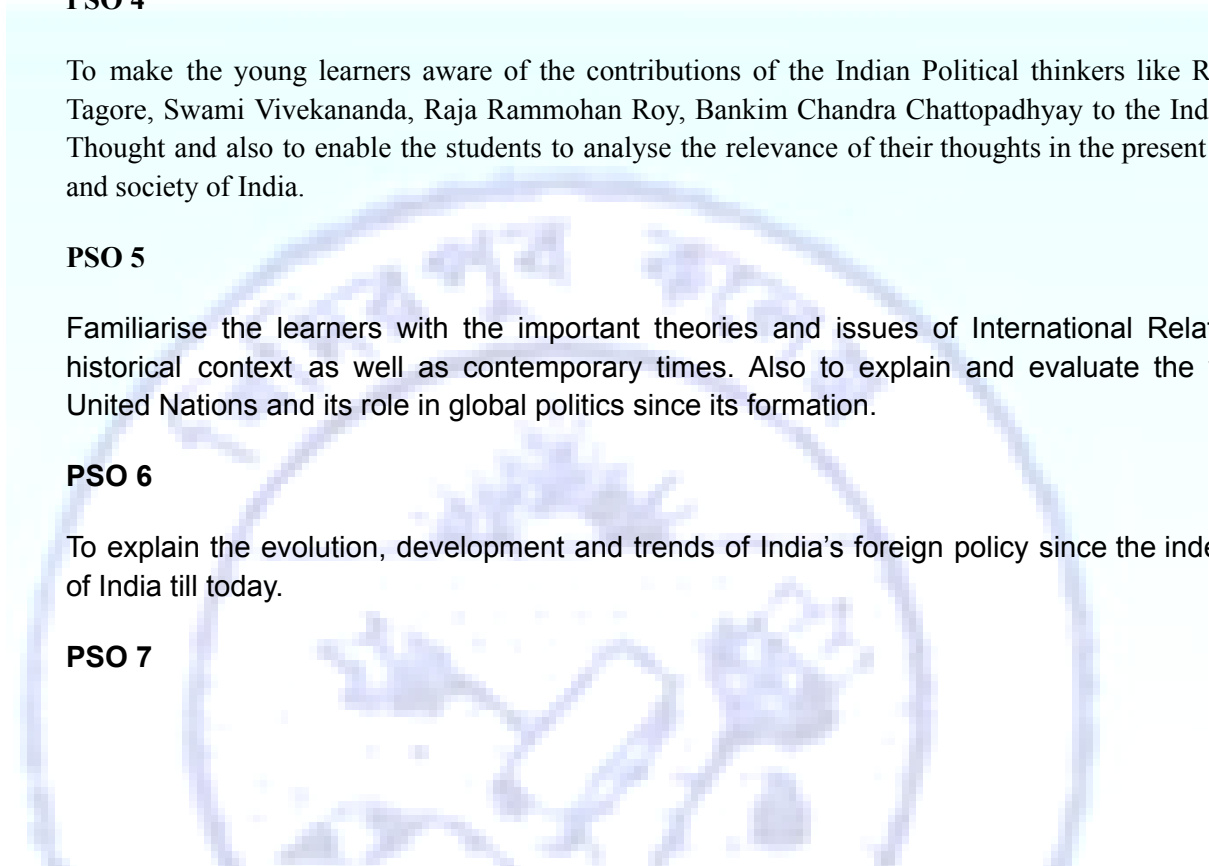
PSO 5

Familiarise the learners with the important theories and issues of International Relations in its historical context as well as contemporary times. Also to explain and evaluate the working of United Nations and its role in global politics since its formation.

PSO 6

To explain the evolution, development and trends of India's foreign policy since the independence of India till today.

PSO 7



To enable the young learners to comprehend the contributions of some of the significant western political thinkers to the Western political thought beginning from the ancient Greek age and continuing till the advent of the Marxist Political Thought. This paper aims to make the students understand and cherish the western ideals of liberalism, Democracy, Constitutionalism, rationalism and the free will of the citizens of a state.

PSO 8

Acquaint with the basic concepts, principles and dynamics of public administration and familiarize students with the working of Local Self Government. This paper is divided into two segments- the general theory of Public Administration and the policies and processes of the Indian Public Administration.

PSO 9

To enable the students to understand the intersection of the state, society and politics , to analyse the influence of politics on society and vice versa and to explain the significance of the political sociological thought on every political and social system of the states.

PSO 10

Apply research methods appropriate for accumulating and interpreting data and interrelationships between concepts, pertaining to the discipline of political science.

Course outcomes

C.O. 1 Understanding Political Theory: Concepts

Analysing what politics is and explaining the approaches to the study of political science ,the theories of state, nation and the evolution of Sovereignty. A deeper analysis of the types and relationship between power and authority. The students learn the basic concepts of Law, Liberty, Equality, Freedom and Justice. They also come to know about the concepts of Democracy and Authoritarianism in political system, which helps them to participate as responsible citizens of a civilised society.

C.O.2 Understanding Political Theory: Approaches and Debates –

Enabling the learners to understand different approaches of politics and explaining the theories of structural political basis. Besides that, students can relate their ideas and concepts of politics and political institutions intelligently with different political debates that occurred between the pioneers of social science following the basic political issues like Party, Revolution or Civil society.

C.O. 3 Constitutional Government in India:

From this course students can enlighten themselves with the Indian constitutional heritage, the structural dynamics of a federal state. This area of learning makes them learn about the salient

features of the Indian Constitution, the fundamental rights and duties of the citizens, the process of amending the constitution, the issue of judicial activism which enable them to critically evaluate the relevance of various Articles of the Constitution, and help them to shape their mind to develop a positive attitude towards the Indian political system.

C.O. 4 Politics in India: Structures and processes:

In this course students are delivered an inclusive idea of the burning issues of Indian politics and their impact over the Indian society. The role of religion, language, cast and tribe, the new social movements centering around the issue of environment, women's movements and human rights which help them to enlighten their political, sociological and as well as economic outlook.

C.O. 5 Indian Political Thought- I -

The students get to learn an idea of the statecraft originating from the 'ancient ages' (Kautilya) continuing through the 'medieval ages' (Barani, Abul Fazal) till the modern periods (M.K. Gandhi, Rammohun Roy, Rabindranath Tagore).

C.O. 6 Comparative Government and Politics –

The students are engaged in learning the different forms of governments and political structures through a comparative study of the constitutions of U.K., U.S.A., P.R.C., France, Russia and Bangladesh so that they are able to conduct an intensive comparative study of the Executive Legislative and the Judicial branches of the countries mentioned above.

C.O. 7 Perspectives on International Relations:

The students are engaged in learning about the evolution, scope and subject matter of international relations and analyse the different approaches (Classical Realism, Dependency Theory, World Systems Theory) to the study of International Relations. This course helps the students to examine the issue of Development, Environment, Terrorism and Migration in the International Political arena. Students learn to develop a deep sense of the evolution of the Indian Foreign Policy in a historical perspective. They are also able to understand present relations between the state and non-state actors.

C.O. 8 Indian Political Thought II :

In this area, the students get to know about the political and social thoughts and theories from The Pioneers of Indian Political Thought. The socialist ideas from Narendra Deva, Jayaprakash Narayan or the ideas of Jyotiba Phule and Dr Ambedkar on caste system and untouchability, help them to make a deeper insight of Indian political and social thoughts and ideas. At the same time the contesting notions of nation presented by Jinnah and Savarkar, the ideas of colonialism nurtured by Syed Ahmed Khan, Md. Iqbal and the feminist ideas of Pandita Ramabai enable the students to explore the diverse aspects of the modern Indian Political Thought.

C.O. 9 Global Politics since 1945:

The students are engaged in developing and understanding how the historical events like the Cold War left its impact on the relations among states and they are able to analyse the dynamics of International Relations and world order. They also understand, how the foreign policy of several nations was framed keeping in mind the global situation and is subject to change further with the changing equations and experiences of the Global politics . They get to know about major institutions of global governance (World Bank, IMF WTO) or about different regional organizations (ASEAN, SAFTA). They also learn the working of UN and its organs and its peacekeeping functions, which help the students to understand the mechanisms of conflict resolution.

C.O. 10 Western Political Thought and Theory I :

In this course students are served the philosophical and ideological foundations of governments around the western world in a historical outlook. They get to know about the Greek and Roman political thought, the Medieval Political thought in Europe as well as the Modern thought of Hobbes, Locke and Rousseau. It gives them historical, social and cultural context to relate to the contemporary political thought with the ancient, medieval and the modern thought.

C.O. 11 Western Political Thought and Theory II:

This area of study has served as a philosophical and ideological foundation for governments around the world that help students to relate their contemporary historical, social and cultural context with the thoughts of Hegel, Bentham, John Stuart Mill, Karl Marx and the post Marxist Political thinkers.

C.O. 12 Political Sociology:

This course helps students be aware of how society influences the political processes of a nation. They are also able to understand how political phenomenon creates an impact on society. It enables students to establish State Society relationships.

C.O. 13 Public Administration: Concepts and Perspectives –

Acquaint with the basic concepts, principles and dynamics of public administration and familiarize students with the working of Local Self Government.

C.O. 14 : Administration and Public Policy in India –

This course of study provides an insight into the management of affairs of the Indian government at all levels – national, state and local. This also help the students to understand how human and material resources can be used to reach the desired goal of socio-political development. This course also highlights the formulation and implementation of public policies, organizational structures and machinery of administration as well as administrative planning.

C.O. 15: Gender and Politics –

Gender study offers updated empirical knowledge of gendered practices, norms and discourses in politically significant ways. This course offers systematic analysis of the meaning of power, feminism, family, community and state. The study of these gender research and analysis will enable the students to examine and challenge social norms around the society and the world.

C.O. 16: Indian Foreign Policy in a Globalising World –

In this course, students get to understand India's foreign policy actions and behaviours towards other countries and the international environment in a global perspective, India's negotiating style and strategies on trade and security regimes and also the students get to know about the world and the impact of politics, anthropology and sociology and India's role in the contemporary multipolar world.

C.O. 17: Understanding Global Politics –

International political study is an intriguing and important course, that helps the learners to make great emphasis on economical (the global economy), cultural (identity and culture), political (sovereign state system) sociological (violence conflict) or even environmental (global environment) issues and examines the impact they have on International Society and politics.

C.O. 18: Human Rights in a Comparative Perspective:

In this area the students get to know about the different theories and issues regarding Human Rights, in a global outlook. The theories related to human rights helps the students to create a basic idea of Human Rights. The issues regarding Human Rights in and around the world (Torture, Caste, Race gender or the land questions) helps them to create a framework for analysing and resolving such problems with a rational approach.

C.O. 19 Democratic Awareness through Legal Literacy:

This course of education helps the students to make an effective and practical awareness to strengthen the social fabric for a successful democracy. The awareness of different laws relating to criminal jurisdiction as well as personal and customary laws to the laws relating to dowry or cybercrimes will help the learners to shape an enlightened idea on their rights and their duties towards a democratic state.

C.O.20 Legislative Practices and Procedures:

As legislation is one of the most important instruments of government in organising the society and protecting its citizens, an awareness of these Legislative practices and procedures make students more enriched about our Indian parliament. The concept of committee system and the important roles of the committees in our Parliamentary Democracy or the functions of the local self-governments make students more and more knowledgeable about their responsibilities towards the state.

C.O. 21 Elementary Aspects of Social Research:

This course of study provides a better evidence-based grounding for evaluating our social and political world. The social scientific approaches (Research Methodology, Hypothesis, Research Design, Data Collection) immerse students in new social research areas.

| PS O | PS O1 | PS O2 | PSO 3 | PSO 4 | PSO 5 | PSO 6 | PSO 7 | PSO 8 | PSO 9 | PSO 10 |
|---------|----------|----------|-------|-------|-------|-------|-------|-------|-------|--------|
| CO1 | ✓ | | | | | | | | | |
| CO2 | ✓ | | | | | | | | | |
| CO3 | | ✓ | | | | | | | | |
| CO4 | | ✓ | | | | | | | | |
| CO5 | | | | | | | | | | |
| CO6 | | ✓ | | | | | ✓ | ✓ | | |
| CO7 | | ✓ | | | | | | ✓ | | |
| CO8 | | | | | | | ✓ | ✓ | | |
| CO9 | | | ✓ | | ✓ | | | | | |
| CO10 | | ✓ | ✓ | | | | | | | |
| CO11 | | | | | | | ✓ | ✓ | | |
| CO12 | ✓ | ✓ | | | | | | | | |

| | | | | | | | | | | |
|------|---|---|---|--|---|--|---|---|---|--|
| CO13 | | ✓ | ✓ | | | | | | | |
| CO14 | ✓ | ✓ | | | | | | | | |
| CO15 | | | ✓ | | ✓ | | | | | |
| CO16 | | | | | | | | ✓ | ✓ | |
| CO17 | ✓ | ✓ | | | | | ✓ | | | |
| CO18 | | | ✓ | | ✓ | | | | | |
| CO19 | | ✓ | ✓ | | | | | | | |
| CO20 | | | | | | | ✓ | | | |

Programme Name: B.A(General) in Political Science

Programme Specific Objectives:

PSO1 - An ability to understand how political institutions emerge, how they operate, how they interact with their external environment, and how they shape individual and collective behaviour and ability to formulate and construct logical arguments about political phenomena and an ability to evaluate these through empirical and theoretical methods.

PSO2 - Understand the processes and dynamics of Indian government and politics. It also familiarizes with the vital contemporary emerging issues of centre-state relation, political parties, emergence of new leadership at different levels, demand for autonomy movement, ethnic conflicts etc. Understanding the government mechanism, its functions, duties and responsibilities.

PSO3 - Acquaint with the diverse political systems of several countries like U.K, U.S.A, China, France, Switzerland, Russia and Bangladesh.

PSO 4 - Familiarise the students with important theories and issues of international relations in its historical context as well as contemporary times. Also understanding the working of the UNO and its role in conflict resolution.

PSO5 - An understanding of the evolution, development and trends of India's foreign policy is imparted to the students.

PSO6 - Acquaint with the basic concepts, principles and dynamics of public administration and familiarize students with the working of Local Self Government bodies.

PSO7 - Ability to understand sociological aspects of political phenomena and the State Society relationships.

PSO8 - Apply research methods appropriate for accumulating and interpreting data and interrelationships between concepts, pertaining to the discipline of political science.

Course outcomes

C.O.1. Introduction to Political Theory

Analysing what is political science with different approaches like- Normative, Behavioural, post behavioural, Marxist and Feminist . They also learn about the origin of the state through Social Contract, Idealist, Marxist and Gandhian theory. They come to know about the different types of thoughts and theories of sovereignty. The fundamental concepts of- law, right, and equality help them to interrelate between them. The other basic theories of Marxism, Fascism ,Nationalism and Internationalism also help them to make their ideas more constructive.

C.O. 2 Comparative Government and Politics

The students are engaged in learning different forms of government and political structures through different approaches. Constitutions of UK, USA, PRC, Bangladesh, France, and Switzerland are covered so that they are able to conduct an intensive comparative study of the Executive, Legislative and the Judicial system of several foreign lands.

C.O. 3 Government and Politics in India

Studying Government and Politics in India provide insight into different basically political structures of India; the developmental process and more importantly India's constitutional structure. The idea of Party System, Regionalism, with the social and political movements will help them to enrich their studies on the heritage of Indian Federalism.

C.O. 4. International Relations

Students learn the concept and approaches of International Relations as an autonomous academic discipline. The essential approaches to the study of International Relations – (Classical Realism,

Neoliberalism, World Systems Approach) or the Feminist perspective to International Relations, make the students able to understand the gradual evolution of the discipline.

C.O. 5 Indian Foreign Policy

In this course of study, the students get to know about the evolution of the foreign policy of India since independence. They come to know about different instruments (diplomacy, propaganda, military) of India's foreign policy. They also learn about the bilateral relationship of India with her neighbours which helps them to grasp the crux of India's Foreign Policy matter.

C.O. 8 Human Rights: Theory and Indian Context –

In this course the students get to know about the origin, evolution and significance of human rights in India. The ideas of human rights in the context of Indian Constitution and the functions of the National and State Human Rights Commission and make the learners more aware of the miserable human rights scenario of the country and the lack of social justice in the Indian society.

C.O. 9. Legal Literacy –

In this area of study students get to know about the concepts and also the major processes of Indian legal system. The concept of the evolution of Indian Penal Code and personal laws (Hindu, Islam and Christian Marriage laws) help them to get acquainted with the scope of their rights under the law.

C.O. 10 Elementary Dimension of Research

This course helps students to become familiar with the research methods (Research Design, Report Writing, Data Collection or Sampling) for the study of human growth and development.

C.O. 11 Basic Research Methods

The students learn the research aspect of social sciences, both qualitative and quantitative approaches are introduced to them. This exposes them to the research ideas and innovative ways of thinking a concept in a non-biased manner and also the scientific research methods and the role of researchers also help them to develop an idea of cause-and-effect relationships on their own .

| PSOs COs | PSO1 | PSO2 | PSO3 | PSO4 | PSO5 | PSO6 | PSO7 |
|-------------|------|------|------|------|------|------|------|
| CO1 | ✓ | | | | | | |
| CO2 | | ✓ | ✓ | | | | |
| CO3 | ✓ | | | | | | |

DEPARTMENT OF URDU

HONOURS

Programme Specific Objectives : (PSO)

1. Student will learn about his own history of Urdu language and literature. He should also know its geographical, socio-economical and cultural aspects from ancient times till modern time.
2. Students should learn his own language & Literature deeply and widely.
3. Students should be familiar with representative literary and cultural texts within a significant number of historical, political, geographical and cultural contexts.
4. Creativity and imagination capacity of the students should be increased. Creative writing capacity and thoughtful thinking power of students will also get enhanced.
5. Students should be able to identify, analyze, interpret and describe the critical ideas, values and themes that appear in different literary texts.
6. Students should be able to apply critical and theoretical approaches to the reading and analysis of literary and cultural texts in multiple genres.
7. Students should be able to synchronize technology with literature.
8. Students should be able to write analytically in variety of formats including descriptive writing, research papers and creative writing.
9. Students will be able to know about Religion, Society, Culture and development of the Urdu Literature use in prose, poetry, drama, short story and novel.
10. Students will be prepared for higher education and the wide range career in educational institution.
11. To make students aware about basic textual nuances of Medieval and Modern Urdu Literature.
12. Students will become conversant with desk top publishing and printing technology which will help them to get alternative career opportunities.

Course outcomes (CO)

- **URDA CC1-1:** Students learn History of Urdu Language and Literature in this course..
- **URDA CC1-2:** This course provided a brief introduction to the History of Urdu Language and Literature.
- **URDA CC2-3:** In this paper students know different types of poetry, its characteristic and its beauty.
- **URDA CC2-4:** In this paper students learn how one genre differs from another just because of its form, despite its poetic quality.
- **URDA CC3-5:** In this paper students understand the history of Urdu Dastan & Novel, its types and the difference between Dastan and Novel.

- **URDA CC3-6:**In this paper students learn the beginning of Fiction and Drama and its differences.
- **URDA CC3-7:**In this paper students learn about Makatib, Swaneh & Khakey and its differences.
- **URDA CC4-8:**In this paper students comes to know about Inshaiya, Maqalat, Sahafat.
- **URDA CC4-9:**In this paper students learn about progressive, morden ghazal & their poetry.
- **URDA CC4-10:**In this paper students come to know about progressive and modern poem and its differences.
- **URDA CC5-11:**In this paper students learns about Several literary movement and its impact upon Urdu Literature.
- **URDA CC5-12:**In this paper students learn about Literary Criticism.
- **URDA CC6-13:**In this paper students come to know about the Life of Ghalib, his Era and his poetry deeply.
- **URDA CC6-14:**In this paper students come to know the development of Urdu Language and Literature in Bengal.
- **URDU DSE A5-1:**In this paper students come to know about the Life of Iqbal his philosophical thoughts and National spirit.
- **URDU DSE B5-1:**In this paper students comes to know about the Personality and Scholary and Literary work of Sir Syed Ahmed Khan.
- **URDU DSE A6-2:**In this paper students learn about modern poet and poetry.
- **URDU DSE B6-2:**In this paper Students learn about Mohammed Husain Azad and its work.
- **SEC-A-3:** In this paper students come to know about narrating stories or criticizing films and importance's of electronic media.
- **SEC-B-4 :** In this paper students know the importance's of Urdu Journalism.

Curriculum Mapping

| CO | PSO 1 | PSO 2 | PSO 3 | PSO 4 | PSO 5 | PSO 6 | PSO 7 | PSO 8 | PSO 9 | PSO 10 | PSO 11 | PSO 12 |
|-----------|-------|-------|-------|-------|-------|-------|-------|-------|-------|--------|--------|--------|
| URDA CC 1 | √ | √ | | | | | | | | | | |
| URDA CC 2 | √ | √ | | | | | | | | | | |
| URDA CC 3 | | | | √ | | | √ | | √ | | | |
| URDA CC 4 | | | | √ | | | √ | | √ | | | |
| URDA CC 5 | | | √ | | | | | √ | √ | | | |

Programme Name : B.A(General) in URDU
Program Specific Objectives (PSO)

1. To make students interested in Urdu Society, culture, literature and history of the Urdu people.
2. To create a sense of history and historical analysis about Ghazal & Nazm (literature) among the students.
3. To make students aware about basic textual nuances of Medieval and Modern Urdu Literature.
4. To make students aware about the evolution of the history of Urdu Literature and Culture.
5. To create a strong foundation of studying future course of literature.
6. Student will learn about his own history of Urdu language and literature.
7. Students will be prepared for higher education and the wide range career in educational institution.
8. Students will become conversant with desk top publishing and printing technology which will help them to get alternative career opportunities.

Course Outcomes (CO)

URDG- CC/GE- 1 : Students learn about the Urdu Language and Literature.

URDG- CC/GE- 2 : Students learn about Urdu Ghazal such as Classiki, progressive and modern Ghazal.

URDG- CC/GE -3 : Understanding the ideas about the selected poetry specially Qasida and Marsiya.

URDG- CC/GE- 4 : Understanding of Modern Urdu Novels & Dastan through selected text.

URDG- LCC(2) - 1 : Understanding the modern poetry (Ghazal & Nazm)

URDG- LCC(2) - 2 : Understanding the modern fiction, short stories and Novel.

URDG- DSE-A-5 : Students learn about the Urdu Ghazal

URDG- DSE-B-6 : Students comes to know about the Language and Literature of Bengal deeply

URDG- SEC-A- 3/5 : Students come to know about Urdu Journalism and its Importance's in the Society.

URDG- SEC- B- 4/6 : Students to learn about Narrating Stories or making Films.

Curriculum Mapping

| CO | PSO 1 | PSO 2 | PSO 3 | PSO 4 | PSO 5 | PSO 6 | PSO 7 | PSO 8 |
|--------------------|----------|----------|----------|----------|----------|----------|----------|----------|
| URDG-CC/GE-1 | | | | | ✓ | ✓ | | |
| URDG-CC/GE-2 | ✓ | ✓ | ✓ | | | | | |
| URDG-CC/GE-3 | ✓ | ✓ | ✓ | | | | | |
| URDG-CC/GE-4 | ✓ | | | ✓ | | | | |
| URDG-SEC-A-3/ 5 | | | | | ✓ | | ✓ | ✓ |
| URDG-SEC-B-4/ 6 | | | | | ✓ | | ✓ | ✓ |
| URDG-DSE-A-5 | | ✓ | | | | | | |
| URDG-DSE-B-6 | ✓ | ✓ | ✓ | | | | | |
| URDG-LCC(2)-1 | | ✓ | | | ✓ | | | |
| URDG-LCC(2)-2 | | ✓ | | | | ✓ | | |



COMMERCE DEPARTMENT

Programme outcomes

B. Com. Course Structure under CBCS

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.

Additional Information: Paper AECC2, Environmental Studies, has been included in the course structure of Semester-II which was included in the course structure of Semester-VI in the previous year, 2017-18.

B.Com. Honours & General Course Curricula / Structure

| Paper Code | Subject | Outcome |
|--|-------------------------------------|---|
| <u>AECC (Ability Enhancement compulsory Course)</u> AECC1, AECC2 (Common for both Honours & General) | 1.1: Language (Eng/Hind/Bng/Urd) | 1.1: Language is inevitable in the field of commerce. |
| | 2.1: Environmental Studies | 2.1: Environmental studies shall make the students to learn about the utilization and preservation of natural resources |
| <u>GE (Generic Elective)</u> <u>(Honours)</u> GE1.1, GE2.1, GE3.1, GE4.1 <u>(General)</u> GE1.1, GE2.1, GE3.1, GE4.1 (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 |

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| | | 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 2 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 |

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| | | 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. |
| CC (Core Course) (Honours) CC1.1, CC2.1, CC3.1, CC3.2, CC4.1, CC4.2, CC5.1, CC5.2, CC6.1 (General) CC1.1, CC2.1, CC3.1, CC4.1, CC4.2, CC5.1, | 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 |
| CC (Core course) CC1.1Chg, CC1.2Chg, CC2.1Chg, CC2.2Chg, CC4.1Chg | 1.1: Business Laws | 1.1: The subject encompasses with the study of various civil legal Acts and provisions of India. |

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| (Common for both Honours & General) | 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. |
| <u>SEC (Skill Enhancement Elective Course)</u> SEC3.1 Chg, SEC6.1Chg (Common for both honours & general) | 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. |
| <u>DSE (Discipline Specific Elective)</u> <u>(Honours)</u> DSE5.1A, DSE5.2A, DSE6.1A, DSE6.2A. <u>(General)</u> DSE5.2A, DSE6.1A, DSE6.2A. DSE5.1A | 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 |

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| | | 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 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). |
| | 5.2 A: Corporate Accounting | 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. |
| | 6.1A: Financial Reporting and Financial Statement Analysis | 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. |
| | 6.2A: Financial Management | 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 |

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| | DSE 5.1 A Taxation II (GENERAL) | 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. |
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**MAPPING OF PSO CO
DEPARTMENT OF COMMERCE**

| CO | COURSE NAME | SEMESTER | PSO1 Remember | PSO2 understand | PSO3 Apply | PSO4 Analyse | PSO5 Evaluate | PSO6 Create |
|------|--|-----------------|------------------|--------------------|---------------|-----------------|------------------|----------------|
| CO1 | Microeconomics I & Statistics | 1 st | | | ✓ | ✓ | ✓ | ✓ |
| CO2 | Business Laws | 1 st | | | ✓ | ✓ | ✓ | ✓ |
| CO3 | Principles of Management | 1 st | | | ✓ | ✓ | ✓ | ✓ |
| CO4 | Financial Accounting-I | 1 st | | | ✓ | ✓ | ✓ | ✓ |
| CO5 | E-Commerce & Business Communication | 2nd | | | ✓ | ✓ | ✓ | ✓ |
| CO6 | Company Law | 2nd | | | ✓ | ✓ | ✓ | ✓ |
| CO7 | Marketing Management and Human Resource Management | 2nd | | | ✓ | ✓ | ✓ | ✓ |
| CO8 | Cost and Management Accounting - I | 2nd | | | ✓ | ✓ | ✓ | ✓ |
| CO9 | Information Technology & Its Application in Business | 3rd | | | | | | ✓ |
| CO10 | Business Mathematics & Statistics | 3rd | | | | | | ✓ |
| CO11 | Financial Accounting II | 3rd | | | | | | ✓ |
| CO12 | Indian Financial System | 3rd | | | | | | ✓ |
| CO13 | Microeconomics II & Indian Economy | 4 th | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| CO14 | Entrepreneurship Development & Business Ethics | 4 th | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| CO15 | Taxation-I | 4 th | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| CO16 | Cost & Management Accounting-II | 4 th | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| CO17 | Auditing & Assurance | 5 th | | | | | | ✓ |
| CO18 | Taxation-II | 5 th | | | | | | ✓ |
| CO19 | Economics II & Advanced Business Mathematics | 5 th | | | | | | ✓ |
| CO20 | Corporate Accounting | 5 th | | | | | | ✓ |
| CO21 | Computerized Accounting & E-filing of Tax Returns | 6 th | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| CO22 | Project Work | 6 th | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| CO23 | Financial Reporting & Financial Statements Analysis | 6 th | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| CO24 | Financial Management | 6 th | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |

