

DEPARTMENTAL OUTCOMES

Programme Name : B.A(Honours)in Bengali

Programme Specific Objectives :

1. *Students should be familiar with representative literary and cultural texts within a significant number of historical, political, geographical and cultural contexts.*
2. *Students should be able to apply critical and theoretical approaches to the reading and analysis of literary and cultural texts in multiple genres.*
3. *Students should be able to identify, analyze, interpreted and describe the critical ideas, values and themes that appear in different literary texts.*
4. *Students should be able to write analytically in variety of formats including descriptive writing, research papers and reflective writing.*
5. *Students should be able to ethically gather and synthesize information's from a variety of written and electronic sources.*
6. *Students should be able to synchronies technology with literature.*
7. *Students will be prepared for higher education and the wide range career in educational institution.*
8. *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.*
9. *To make students aware about basic textual nuances of Medieval and Modern Bengali Literature.*

Course outcomes :

- ***BNGA CCI-1: Bangla Sahityer Itihas(1800 Khristqbd0 Parjonta) :***

Students learn History of Bengali Literature from beginning to 1760A in this course.. Students will be able to acquire the authority of the beginning periods of his literature . The students will be able to basic construction of his language . It has seemed to understand the structure of his language .

- ***BNGA CCI-2: Barnonamulok Bhasabiggan o Bangla Bhasha :***
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: Bangla Sahityer Itihas (Unish Shatak) :***
This paper served the Literary History from Modern period to Contemporary. The students will be able to acquire through knowledge of his contemporary literature .
- ***BNGG CC2-4: Bangla Sahitya : Probeshak Path :***
Students learn from this course some famous poetries, novels, short stories & dramas. Students will be able to understand the socio economical conditions of his society .

- **BNGA CC3-5: Bangla Sahityer Itihas (Bingsho Shatak)**
This paper focused on the 20th century History of Bengali Literature. The students will be able to acquire the vivid knowledge of recent past .
- **BNGA CC3-6: Oitihāsik Bhasabiggan :**
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. The students can understand the relation among modern Indian languages .
- **BNGA CC3-7: Kathasahitya :**
Students read some literatures which was written by eminent authors & come to know their views about society & life.
- **BNGA CC4-8: Pragadhunik Sahitya :**
This paper focused on Medieval Bengali Literature. Students come to know about the religion, society & literature of this period.
- **BNGA CC4-9: Chhanda, Alankar O Kabyatattwa :**
This paper focused on poem's rhythm & meter. Students learn to analyse aesthetically. They can be able to create their own literature .
- **BNGA CC4-10: Prabandha O Bibidh Rachana :**
A text of collected essays by important authors to be studied in this course. This course help the students write Essay on different socio economical aspects .
- **BNGA CC5-11: Sahityer Rup O Riti :**
Students learn from this paper about various genre of the literature. Students will be able to differentiate among the various genres .
- **BNGA CC5-12: Natok O Natyomancha :**
Students read some important dramas in this paper. They come to know about the History of Bengali Literature. They can make them self able to open their theatre club and able to direct cinema and theatre .
- **BNGA CC6-13: Adhunik Bangla Kabya-Kobita :**
In this paper the students would be introduced to Bengali poetry: Poet Madhusadan Dutt to Sunil Ganguly . They will be able to introduce them self renowned critic of Bengali poetry .
- **BNGA CC6-14: Sanskriti, Engreji O Protibeshi (Hindi) Sahityer Itihas :**
In this paper students are taught History of English, Hindi, Sanskrit Literature & so on.
- **BNGA DAEA5-1: Bangla Samaj O Sanskritir Itihas :**
This paper highlighted the cultural background & History of Bengali culture & society.
- **BNGA DSEB5-1: Bangla Shishu – Kishore Sahitya :**
Children's Literature Is an essential part of 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: Bangla Goyenda Sahitya, Kalpobiggan Ashroyi Rachana Ebong Oloukik Kahini :**
Our science fiction & detective stories are to be studied in this course.
- **BNGA DSEB6-4: Lokasanskriti O Lokasahitya :**
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-A2-3:Byboharik Bangla - 1**
This course helped students to learn about narrating stories or criticizing films. Students could be able to corelate between movies & literatures.
- **SEC-B2-4 :Byboharik Bangla -2**
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	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PSO 7	PSO 8	PSO 9
BNGA-CC-1	✓							✓	
<u>BNGA-CC-2</u>						✓			
<u>BNGA- CC-3</u>	✓							✓	
<u>BNGA-CC-4</u>		✓	✓						
<u>BNGA-CC-5</u>	✓								
<u>BNGA- CC-6</u>			✓			✓			
<u>BNGA-CC-7</u>		✓							
<u>BNGA- CC-8</u>						✓			✓
<u>BNGA-CC-9</u>						✓			
<u>BNGA- CC-10</u>		✓	✓						
<u>BNGA- CC-11</u>		✓							
<u>BNGA-CC-12</u>			✓						
<u>BNGA-CC-13</u>			✓						
<u>BNGA- CC-14</u>		✓					✓		
<u>BNGA-DSE-A1-5</u>	✓								
<u>BNGA- DSE-B1-5</u>		✓							
<u>BNGA-DSE-A3-6</u>		✓	✓						
<u>BNGA-DSEB4-6</u>	✓						✓		
<u>BNGA-SEC-B2-4</u>				✓					

Programme Name : B.A(General) in BENGALI(Generic Elective)

Program Specific Objectives

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

BNGG-CC/GE- 1-1 :Bangla Sahityer Itihas (Adhunik Jug) :

Can summarize the History of Bengali Literature(Adhunik Jug) through selected topics.

BNGG- CC/GE- 2-2 : Oitihashik Bhasabiggan, Chhanda O Alankar :

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 stronger and will improve the practical and intellectual skill. This paper they will understanding of theory of Prosody and Rhetoric, Scansion etc.

BNGG- CC/GE -3-3 : Bangla Kabya –Kobita O Natok:

Can express the ideas about the selected Vaishnab padabali poetry and modern poetry. They will also understand of Rabindranath Tagore`s drama.

BNGG- CC/GE- 4-4 : Bangla Kathasahitya O Prabandha :

Can differentiate of Modern Bengali Novels, Short stories and Essay through selected text.

BNGG- LCC(2) – 4-1 :Bangla Bhasabiggan, Sahityer Rupbhed O Kabya :

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) - 6-2:Samoyik Patro O Kathasahitya :

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-A2-5 : Bangla Goyenda Sahitya, Kalpobiggan Ashroyi Rachana Ebong Oloukik Kahini :

This paper highlighted the cultural background & History of Bengali Culture & Society.

BNGG-DSEB2 – 6 :Lokasanskriti O Lokasahitya :

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 – A2- 3/5 :Byboharik Bangla - 1

This course helped students to learn about narrating stories or criticizing films.Students could be able to co-relate between movies & literatures.

BNGG- SEC- B2- 4/6 :Byboharik Bangla- 2

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

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

Photo of Departmental Teachers together :**Departmental Profile :** Department of Hindi**Year of Establishment:** Gearnal – Since Inception

Honours – 2009

History of the Department : Department of Hindi,

Lalbaba College, 117,G.T.Road

Howrah, 711202

Telephone no: (033) 2654-6289

The Hindi Department is establishment at the time of inception of the College with General course. In 2009 honours / Advanced course is introduced by the college. Since 2009 There is two types of under Graduate courses, that is Honours course/Advance course and general course. There is no technical and Administrative staff in the Department. There are four (4) number of teachers , two male and two female.

Total no. of Teachers	Male	Female	Total
Teachers with Ph.D or equivalent as the highest qualification	2	2	4
Teachers with PG or equivalent as the highest qualification	-	-	-
Teachers with other specific eligible qualification(specify)	-	1	-
Technical staff	-	-	-
Administrative staff	-	-	-

In academic affairs, the department enjoys partial autonomy in matters such as distribution of syllabus, allotment of classes, framing of question papers of college examinations etc. Regarding administrative matters, the department under the purview of Master Routine sets its Departmental Routine. Department also enjoys autonomy while preparing its teaching plan and holding of class tests. The financial autonomy of the department is limited only to the extent of recommending books and journals for the library, it has no direct budgetary allocation. The department organized a national seminar on the topic – ‘Rastriyata, Sahitya, Sanskriti aur Ramvilash sharma ‘ on 27 and 28 February 2013. In this seminar prominent Indian scholars like Dr. Murlimanohar Prasad singh retired professor DU, Dr. Jagdishwar Chaturvedi (CU), Dr, Sudha Singh (D.U) , Dr. Rajshri shukla and prominent Indian writer Dr. Rekha Awasthi , gave their valuable thoughts and enriched the students. Department takes class and gives project work to the students to judge there overall performances during the class. The departmental teachers also organize group discussions, quizzes, debates etc. by which the performance of a particular students can be assessed. Home work is also assigned and evaluated regularly. The teachers updates themselves for discharging their teaching responsibilities through participating in seminars, workshop, orientation programs , refresher course besides reading books and journals.

Specialization:

HOD/ In charge : Dr. Lalit Kumar Jha

Number of Teachers : Four (4)

Ratio of teachers to student :

Program educational objectives of the B.A Hindi Honours and General program at Lalbaba college of Hindi department are as following. At 3-4 years after Graduation the students as a professional will:

PEO-1 Be able to play the role in various fields (teacher, translator, journalist, linguist) etc.

PEO-2 Develop the ability to solve real life problems.

PEO-3 Develop social and cultural ethics and play the role of a responsible citizen.

PEO -4 Understand the new linguistic responsibilities, will explore the possibilities of work in it.

PEO-5 Being a student of language, will explore possibilities of solving national and international issues at a multidimensional level.

Program specific outcomes :

PSO-1 While studying the literature of the language, the teachers will first assess the knowledge of the students understanding the level of their knowledge so that the prescribed syllabus can be made.

PSO-2 Once the ability of understanding is developed.attention will be drawn to the way students can relate it to their life and the social life around them ,so that their analytical ability can be developed.

PSO -3 Once the analytical ability is developed, it will be seen whether the students have established contact with new ideas while studying their curriculum ornate and attracted towards new levels of knowledge.

PSO-4 By doing cognitive assessment of the students till the end of the course, it will be seen by the teachers whether the majority of the students have achieved the objective of the course and whether they are already better aware of various aspects of the language and literature.

PSO-5 To develop the ability among the 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-6 To get acquainted with the activities happening in the literature of other languages of the world.

PSO-7 To familiarize themselves with the literary contributions of contemporary and past composers of language Hindi.

PSO-8 Evaluating the uniqueness of Hindi language by explaining the interrelationships of multilingualism.

PSO -9 To evaluate the social, political, cultural, religious impact of books at national and international level

PSO- 10 To study the special works of other languages of the world level in their own language Hindi.

Course outcomes : Students may get different results while studying Hindi Honours subject.

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 of different Kal and study their famous creations.

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

Besides Studying general introduction, features and poets of Seven Kal Bhartendu Yug, Dwidewi Yug, Chhayawad, Prayogvaad, Pragativad, Nayee kavita, 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 एवं मध्यकालीन हिंदी कविता Adikaleen and Madhyakaleen Hindi Kavita

The students will study the Pada, Sawaiya and Dohas 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, Raghuv eer Sahay, Sarveshwar dayal Saksena and Girija Kumar Mathur.

CO-6 भारतीय काव्यशास्त्र Bhartiya Kavyashastra

The Students study the Characteristics of Poetry, Purpose of Poetry, Rasa theory, Sound theory, Alankar theory, Riti theory, Vakrokti theory, Justification theory and General introduction of History of Poetics.

CO-7 पाश्चात्य काव्यशास्त्र Pashchatya KavyaShastra

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

CO-8 भाषा विज्ञान एवं 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 - Vrindavan Lal Verma, Manas Ka Hans - Amritlal Nagar and Mahabhoja – Mannu Bhandari.

CO-10 हिंदी कहानी Hindi Kahani

The students do critical study of Usne Kaha Tha – 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, Parindey – Nirmal Verma, Dopahar Ka bhojan – Amarkant, Sikka Badal Gaya – Krishnasobti 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, Vish Kanya, Aur wah Ja na saki, Bhor ka Tara

CO-12 हिंदी निबंध एवं अन्य गद्य विधाएं 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, Vidyaniwas Mishra – Mere Ram Ka Mukut Bhig Raha Hai, Shivpujan Sahai – Mahakavi Jaishankar Prasad, Ramvriksha Benipuri – Razia, Dr. Nagendra - Dada Swaragiya Balkrishna Sharma 'Naveen', Makhanlal Chaturvedi – Tumhari Smriti, Vishnukant Shastri - Yeh Hain 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, Premchand and 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, Hindi as official language, colloquial Hindi, standard Hindi and literary Hindi, Hindi in constitution, dialects of Hindi - Hindi, Urdu and Hindustani, origin and development of Hindi language, Standardization of Hindi, Areas of use of Hindi, Major types of purposeful Hindi, Scientific Hindi and 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 in Hindi.

Revised syllabus of CBCS : Honours

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 : Honours

DSE –A(1)-5 Group –A1 Lok Sahitya
Rashtriya Kavyadhara

DSE –B (1)-5 Group –B 1 The students study **Identity discourse and Hindi literature /
Chhayawad**

DSE –A(2)-6 Group –A2 The 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: Sewa Sadan (novel), Karbala (drama), Sahitya Ka Uddeshya (essay),
Poos Ki Raat,
Shatranj Ke khilad , Panchparameshwar, Idgah, Do Bailon ki Katha
(stories)

Course outcomes : Students may get different results while studying Hindi General subject.

CO -1 हिंदी साहित्य का इतिहास Hindi Sahitya Ka Itihas

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

CO-2 मध्य कालीन हिंदी कविता Madhya Kalin Hindi Kavita

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

CO'S	1	2	3	4	5	6	7	8	9	10
CO 1							✓			
CO 2							✓			
CO 3							✓			
CO 4							✓			
CO 5							✓			
CO 6							✓			
CO 7						✓			✓	✓
CO 8							✓	✓		✓
CO 9							✓			
CO 10							✓			
CO 11							✓			
CO 12							✓			
CO 13										✓
CO 14										✓
CO 15 DSE A-1							✓			
CO 16 DSE B-1									✓	
CO 17 DSE A-2										✓
CO 18 DSE B-2							✓			
CO 19 SEC A-1						✓				✓
CO 20 SEC B-2						✓				✓
CO 21 AECC-1								✓		

Curriculum Mapping (General)

PO'S CO'S	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PSO 7	PSO 8	PSO 9	PSO 10
CO 1	✓	✓	✓	✓	✓		✓			
CO 2	✓	✓	✓	✓	✓		✓			
CO 3	✓	✓	✓	✓	✓		✓			
CO 4	✓	✓	✓	✓	✓		✓			
CO 5 DSE A-1	✓	✓	✓	✓						
CO 6 DSE B-1	✓	✓	✓	✓			✓		✓	
CO 7 DSE A-2	✓	✓	✓	✓						✓
CO 8 DSE B-2	✓	✓	✓	✓			✓			
CO 9 SEC A-1	✓	✓	✓	✓		✓				✓
CO 10 SEC B-2	✓	✓	✓	✓		✓				✓
CO 11 AECC-1	✓	✓	✓	✓				✓		
CO 12 LCC -1	✓	✓	✓	✓	✓			✓		
CO 13 LCC -2	✓	✓	✓	✓	✓			✓		

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CURRICULUM MAPPING

DEPARTMENT OF URDU

LAL BABA COLLEGE

AFFILIATED TO UNIVERSITY OF CALCUTTA

PROGRAMME NAME: B.A. (HONOURS) IN URDU

PROGRAMME OUTCOME

PO-1:

- To provide the knowledge of the major traditions of literatures written in the national and international language like Hindi, Punjabi, Gujri and English etc for the diversity of literary and social voices within and sometimes marginalized by those traditions. To acquaint to read and appreciate various forms of literature
- To create the basic and essential knowledge of Urdu language, literature with its terms. Theories and devices and to impart the knowledge of the Urdu prose, poetry, fiction and criticism.
- To provide many words and meanings in literary texts to identify the difference between literary language and ordinary language.

PO-2:

- To acquaint the knowledge of Urdu language, literature on the background of its social and cultural history and understand the different views about Urdu language. Reference Paper I&VIII
- To acquaint the learners with different movements which influence the Urdu literature such as Sir sayed Tahrik, Taraqqi pasand tahrik (Progressive movement), jaded tahrik ,Modernism and post modernism in Urdu poetry and learn famous Urdu ghazals poet, their poetry and its special features: Reference Paper I,VII &VIII

PO-3:

- To teach and create knowledge of the Urdu poetry and its various kinds Specially Urdu ghazal and Nazm as well as Marsiya,Qasida and Masnawi: Reference Paper I,IV&V

PO-4:

- To acquaint learners with the essence of Urdu prose,Dastan,Novel, Short Stories and Drama, and to create interest in prose such as letterwriting,eassy ,biography and sketch story and Learn about the major contribution of famous Urdu writers
- To impart the knowledge about the origin and development of literary criticism and to

analyse prose and poetry: Reference Paper II,III&VI

PO-5:

- To acquaint the creativity in constructing different literary forms and provide the arts and style of writing easy in Urdu and learn about Urdu mazamin: Reference Paper MIL (Urdu Compulsory)

PROGRAMME SPECIFIC OUTCOME

PSO-1:

- To be able to get knowledge about history of Urdu literature, its meaning and importance of major Urdu dialects.
- To understand the different views and expansion about Urdu language and know about with its historical perspective.
- To develop an ability to read texts in relation to their historical and cultural contexts, in order to gain a richer understanding of texts and context, and become more aware of them historically and culturally.

PSO-2:

- To develop awareness about life through the study of Urdu literature and to know the sensitivity and respect towards the Urdu literature.
- To design solutions for the problems to meet the specified needs with appropriate consideration for the cultural, social and environmental well being.
- To learn to communicate effectively with society and are able to comprehend and write effective reports and design documentation, also make effective presentation and give and receive clear instruction, understand the importance of critical thinking, social interaction, effective citizenship, ethics, environment and sustainability and to acquire the ability to engage in independent and life-long Learning.

PSO-3:

- To know about the syncretic genius and importance of Urdu culture, language and literature and to create the love and respect for values especially human values.
- To gain the basic and essential knowledge in their language and to develop awareness about life through the study of Urdu literature.

PSO-4:

- To be able to ignite the passion for learning teaching and employability based on human utility.
- To be able to ignite the sense of elegance, dignity, magnanimity & delicacy and to spread awareness about the syncretic and synergetic genius and importance of Urdu culture & literature,
- To promote and protect the creativity and originality and to promote communicative skills to become successful in the market and society.

Mapping of PO & PSO for Urdu Honours Syllabus of CBCS 2018-19 of CU

PSO	PO				
	1	2	3	4	5
1	✓	✓	✓	✓	✓
2	✓	✓		✓	✓
3	✓	✓			✓
4	✓	✓	✓	✓	

Programme Outcome for Partial Semester wise CBCS Courses in Urdu Honours 2018-19

TABLE

COURSE DURATION	COURSE DETAIL	PROGRAMME OUTCOME (PO)				
		1	2	3	4	5
2018 Sem -1 Hons Paper CC-1	1. Linguistic: Definition and kinds of linguistic The history of Urdu language from its origins to the development of Urdu literature. The development of Indo-Aryan language. Different views according to Urdu language and its origin.	✓	✓		✓	

	2.The beginning and Maturing of Urdu in Dacceni and Shumali Hind	✓	✓	✓	✓	
	3. The aegis of Fort William College and Delhi College.	✓	✓	✓	✓	
	4. Western affect after 1857.	✓	✓	✓	✓	
	5.New trends in literature,Anjuman Punjab, Sir Sayed movement,patriotic poetry .The progressive movement and its Affect.	✓	✓	✓	✓	
	6.The history of Journalism	✓	✓	✓	✓	
	7. The art of Humorous (Tanzo-Mizah).	✓	✓	✓	✓	
	8. The Modernity. (RTC)	✓	✓	✓	✓	

COURSE DURATION	COURSE DETAIL	PROGRAMME OUTCOME (PO)				
		1	2	3	4	5
2018 Hons Paper SEM-1 CC-2	1.Urdu ghazal in deccan and shumali hind , Urdu ghazal in lukhnow	✓	✓	✓	✓	
	2.The classical ghazal A great changing in Urdu ghazal after 1857 Urdu ghazal under progressive movement Modern Urdu ghazal	✓	✓	✓	✓	
	3, Famous Urdu ghazal, poets, their poetry and its special features.	✓	✓	✓	✓	
2019 Hons Paper SEM-2 CC-3	1. Urdu eligies and famous elegy poets 2. Urdu Qasida and famous Qasida poets 3. Ilm-eBayan(Literary devices and its types) Taqti	✓	✓	✓	✓	

COURSE DURATION	COURSE DETAIL	PROGRAMME OUTCOME (PO)				
		1	2	3	4	5
2019 Hons Paper SEM - 3 CC - 4	1. Urdu Masnawi, definition, style, terms Kinds and its values, from beginning to end. A critical view on Masnawi Zaher - e -Ishq.	✓	✓	✓	✓	
	2. Urdu Poem: Definition ,style,terms,topics and its values Famous poets and their poems Nazir Akbarabadi,Hali, ,Iqbal,Faiz,Meeraji, N.M.Rashid,Akhter ul Iman,,Parvez Shahidi,NidaFazili 3. Urdu Rubayat: Definition,style,terms, Topics and its history Rubayi poets as Mir Anis,Amjad Haiderabadi,Josh Malihabadi and Fraq Gaurakhpuri	✓	✓	✓	✓	
Hons Paper SEM - 3 CC -5	Urdu fiction writer 1. Dastan Bagh o Bahar ,Fasana Ajayeb 2. Famous Urdu Novel and Novelist	✓	✓	✓	✓	
Hons Paper SEM – 3 CC - 6	1. short stories and famous story writers	✓	✓	✓	✓	
	2..Urdu Drama Famous Urdu drama, dramatist and their contribution in Urdu literature	✓	✓	✓	✓	
Hons Paper SEM-3 CC-7	Urdu Prose 1,The arts and trends of letter writing in Urdu literature Letters of famous	✓	✓	✓	✓	

	writers Ghalib ke khutoot Gubar-e-Khatir, Maulana Abul Kalam Azad Aaj kal laila-e-sukhan ghair hazir hai : Faiz Ahmed Faiz					
	2. Biography : Yadgar-e- Ghalib, Hali 3. sketh writing Md. Ayyub Ansari, Rashid Ahmed Siddiqi	✓	✓	✓	✓	
2019 Hons Paper SEC-A-1	Baqi zaraye Iblagh 1. Radio 2. Television 3. Asre hazir mein zaraye iblagh ki ahmiat	✓	✓	✓	✓	
2019 Hons Paper SEC-A-2	Urdu adab aur Hindustani Film 1. Hindustani film ka agaz o irteqa 2. Matni Tadrees a) Sahir Ludhyanwi b) Kaifi Azmi c) Shaharyar d) Mantoo e) Mirza Hadi Ruswa	✓	✓	✓	✓	
2020 Hons Paper SEM-4 CC-8	1. Inshayya : Barf ki almari 2. Article writing The meaning of article, the history and tradition of articles and its famous writers Sir Sayed Ahmed Khan : Taassub 3. Sahafat: Maulana Abul Kalam Azad Maulana Abdur Razzaque Malih Aabadi	✓	✓	✓	✓	
SEM-4 CC-9	Nai, Taraqqi pasand aur jaded ghaza : 1. 1857 kay bad ghazal kay mizaj me tabdili 2. Siyasi, samajiaur inqelabi pas manzar 3. Jadidiyat ka rujhan aur ghazal 4. 1980 kay bad ghazalia shairi ka manzar nama. 5. Ghazaliyat baraye tadrees	✓	✓	✓	✓	
SEM-4 CC-10	Taraqqi pasand aur jaded Nazm: 1. Taraqqi pasand Nazm	✓	✓	✓	✓	

	<p>a) Idhar Na Dekho:Faiz b) Ek Ladka: Akhtarul Iman</p> <p>c) Be cheragi: Parvez Shahidi</p> <p>2. Halqa arbab e zauq aur Urdu Nazm a) Kalark ka Naghma e mohabbat: Miraji b) Andha Kabadi: Noon Mim Rashid</p>					
SEM-4 SEC-B-1	Urdu Sahafat	✓	✓	✓	✓	
SEM-4 SEC-B-2	Urdu mein Awami Zaraye Iblagh	✓	✓	✓	✓	
2020 Hons Paper SEM-5 CC-11	<p>Adabi Tahrikat:</p> <p>1. Aligarh tahrir</p> <p>2. Roomani Tahrir</p> <p>3. Taraqqi pasand Tahrir</p> <p>4. Halqa e arbab e zauq</p> <p>5. Jadidiyat ka mafhoom</p> <p>6. Tahrir e Niswan</p>	✓	✓	✓	✓	
SEM-5 CC-12	<p>Famous Urdu critics, some aspects of criticism What is criticism, its meaning, literary criticism, the value of literary criticism</p> <p>Different school of Criticism. Special study of tasurati tanqid, jamaliyati tanqid and marxi tanqid and study of Hali, Shibli, Aal Ahmed Suroor, Majnu Gaurakhpuri Ahtesham Hussain, Kalimuddin Ahmed and Shams ur Rahman Farooqi</p>	✓	✓	✓	✓	
SEM-5 DSE-A-1	<p>Meer:</p> <p>1. Meer-Sawanah aur ahad</p> <p>2. Meer ki ghazal goi</p> <p>3. Meer ki shairi Masnawi, Marsia aur Rubayee kay hawalay se</p> <p>4. Meer ki Tazkarah nigari :Nakatush shora</p>	✓	✓	✓	✓	

SEM-5 DSE-B-1	Sir Sayed aur un ka Ahad: 1. Sir Sayed: Shakhsiyat aur Ahad 2. Sir Syed aur Aligarh Tahrik 3. Sir Syed kay rafaqa aur maasreen 4. Arbab ilm o aagahi aur sahafat me Sir Syed ka hissa	✓	✓	✓	✓	
2021 SEM-6 CC-13	Ghalib Life history of Ghalib, his date and place of birth, his period, The political and social condition of his period, The, journey of Calcutta. The poetic art of Ghalib, his different publication both prose and poetry. The students of Ghalib To read 5 ghazals of Ghalib and its meaning	✓	✓	✓	✓	
SEM -6 CC -14	The Urdu literature in West Bengal The beginning and development of Urdu literature in West Bengal, before and after freedom, Different trends of Urdu literature such as,translation,poeetry,fiction Criticism and drama. The aegis of Fort William College in the development of Urdu prose. The influence of progressive movements The Urdu literature of Bengal after 1960.	✓	✓	✓	✓	
SEM -6 DSE - B - 3	Mohd Hussain Azad	✓	✓	✓	✓	
SEM -6 DSE - B - 4	Nazir Akbar Aabadi	✓	✓	✓	✓	

Department Specific Outcome

Department of English

Honours Course Specific Outcome

CO1 - History of Literature and Philology:

Literary history is always shaped by socio-political History of the time. In this core course students are taught both the history of English literature and English language. History of English Literature ranges from the Old English Period to the Modern Period. In order to teach the literary history of England, students are also taught the social, political history of England, and the history of kings and Queens who ruled at that time. English Language too has a history on its own. The Language, the very becoming of it, owes its resources to other languages.

CO2 - European Classical Literature:

Myths have always been a part of English literature. Classical writers Like Homer, Ovid, Sophocles, Plautus and Horace have used myths and mythological characters in their works time and again. They put forward their ideas by using stories of Gods and other mythological characters.

CO3 - Indian Writing in English:

Perhaps indigenous literary works, but these Indian literary works, written in English bear larger significance. This core course has the very first novel ever written in English by Bankim Chandra Chattopadhyay. Besides it has Indian Poetry and Indian Drama.

CO4 – British Poetry and Drama:

This Core Course focuses on the social and intellectual background of British poetry and British drama. It offers a window into the society in which the poets and the dramatists lived. It charts the trajectory to which the studies on these poets and dramatists have evolved to the present time.

CO5 – American Literature:

This Core Course has works from all four genres of American literature: poetry, short-story, novel and drama. It has wide range of topics from the myth of Helen, Harlem Renaissance, and black history of America to the great American dream.

CO6 – Popular Literature:

What is non-sense literature? Why students would read that which is non-sense? Is there a sense in non-sense then? These questions and more have been pondered on in the popular literature. Perhaps, one more important question is how one should read nonsense literature in class. While on the other hand, a relationship has been established between the concept of time and Literature.

CO7 – British Poetry and Drama:

Much like core course four, this core course also offers the social and intellectual background of British poetry and drama, but here the social history of England is of Puritan England.

CO8 – 18th Century British Literature:

Eighteenth Century is called the age of “prose and reason”. The period is thus called because the literary works which were produced at that time were mainly prose. Social background at that time or prior to it was the history of civil war and restoration of monarchy.

CO9 – British Romantic Literature:

French Revolution has shaped the literature of Romantic Period. It is perhaps the most important event in social and intellectual background of the period. Romantic poets have often acknowledged its influence in their writings. This Course also features pre-Romantic poet, essayist and novelist.

CO10 – 19th Century British Literature:

British literature in 19th century has an odyssey from Jane Austen’s social nitty-gritty of a close-knit family to the murder of Robert Browning’s duchess. In this core course of Romantic literature individuality is championed against all odds. Charles Dickens has also shown Child labour as an evil.

CO11 – Women’s Writings:

This core course is the introduction of feminism through the works of women writers of twentieth century. It features Mary Wollstonecraft, a writer of first wave feminism; Mahasweta Devi bringing Draupadi from the crevices of history to talk to patriarchy. The course also features poetry and fiction.

CO12 – Early 20th Century British Literature:

This core course is also known as early twentieth century modern literature. The literature in this period has been shaped largely by the Great War. These writers were writing at a time when artists around the world were trying to find ways to express themselves through arts.

CO13 – Modern European Drama:

Modern European literature for that matter was suffering from an existential crisis at that time. There was a tug of war between existentialism and modernism. This course features Samuel Beckett’s drama of the theatre of the absurd. Henrik Ibsen and Bertolt Brecht put up the “Woman Question”.

CO14 – Postcolonial Literatures:

After T S Eliot’s metonymic reference of modern Europe to the waste land, postcolonial literature brings before the world the critical portrayal of European Colonialism. This core course brings to light the negative effect of colonization both on the colonized and the colonizer.

CO15 - DSE A2 – Literary Theory and Criticism:

After Introduction of feminist text in the previous core course, here one of the seminal texts of Feminism by Virginia Woolf is taught in literary theory. Apart from it, there is Rabindranath Tagore’s idea of nationalism, literary criticism by the Romantics and T S Eliot.

CO16 - DSE B2 – Contemporary India: Women and Empowerment:

Gender Studies is the new discipline which has dominated classrooms, seminars, conferences, and now webinars, not only in India but around the world. This core course sensitizes students of what Gender is, social construction of Gender, and how they are affected by it.

CO17 - DSE A4 – Media and Communication Studies:

Now India and the world for that matter are dominated by Media. In that regard, it is one's responsibility to use media sensibly. This core course prepares students to communicate sensibly and to use media for progressive journalism by engaging them in poster competition and the like.

CO18 - DSE B3 – Autobiography:

This course forms a support base of some of the previous courses. Here students learn about the lives of those writers whose works they have already read in previous courses. The knowledge of the writers' lives has helped them in getting a view of the social and historical background of the texts.

CO19 - AECO 1 – Communicative English:

This is to my knowledge is perhaps one of most thoughtful core courses where students get another chance to test their abilities of writing English. Students learn grammar to build vocabulary, writing skill, and develop communication skill.

CO20 - SEC A1 – Translation Studies:

In a multi-linguistic and multi-cultural society like India translation is the best way to communicate. This course incorporates the value of translation into students. It encourages them to translate texts, to read texts in translation. Besides, there are a lot of translated texts in the syllabus.

CO21 - SEC B2 – Academic Writing and Composition:

Teaching academic writing is as much a challenging job as any. However, in this course students are taught what is plagiarism and what is citation, the format of citation, preferably MLA. Students are also made aware of different formats like APA and the like.

Programme Specific Outcome

PSO 1 - Creative Writing:

Being a writer is as much for readers as it is for the sheer love of writing. Craft of language is something which tickles one's imagination. A writer uses his imagination to colour the imagination of others. One of the primary aims of opting for English honours is perhaps building ability of putting pen to paper. However, students now type instead. The fact of the matter is that it makes students narrate an event with evocative details. Writing is the ability to differentiate between summary, otherwise known as, putting mere words together, and to sneak past one's intuitive knowledge for counter-intuitive approach.

PSO 2 – Academic Writing:

There is very little scope for imagination in academic writing. What one thinks is immaterial until and unless it is substantiated with research. It is aimed to explore a hypothesis. Behind every discovery there is an idea. The concept is defended through the research for it to become a possibility. Students apply their analytical minds in search of a possible answer. The use of language is argumentative and analytical. Students organize their thoughts to tie all the loose ends of the imagination to arrive at a plan. They use methodologies suitable to their approach to find a conclusion.

PSO 3 – Translation:

The world has now woken up to the importance of translation for its own survival. People have realised that translation holds the thread with which the whole world can be connected. So much so that Google has introduced Cloud Translation; Amazon has come up with Amazon Translate. Although these are machine translations, people have been learning the language of machine for some time now. The translation machines often translate erroneously. There the role of humans comes to play. One is to apply the same rules of translation while working with machines also.

PSO 4 – Journalism:

Journalism has its links to the widest network of media: television, radio, magazine and newspaper. With the advent of digital media, the scope for journalism and mass communication has increased multifold. There are other avenues which students may explore like fashion photography, digital marketing and film industry.

PSO 5 – Blogging:

Even before the concept of work from home was made popular, blogging existed as work which can be done from home or anywhere in the world for that matter. The focus of a blogger is to inform the readers. The blogging account can be both personal and public.

PSO 6 – Content Writing:

It has become a very popular field after the internet has been made available worldwide. Those who are proficient in English language, may avail the opportunity it offers. Students are required to write informative monograph with specific word limits. What is more exciting is that this kind of work can be done both from office and home.

PSO 7 – Print Media:

Like the digital media, print media also have wide scope for work. Readers find print media – magazine and journals – to be more trust worthy. It offers opportunities for young graduates to support their career. Many Journals also have its web version. But the requirement is the skill of English language in both the media.

PSO 8 – Public Relation and Advertising:

In both the fields of public relation and advertising, the skill required is communication. The more presentable the narrative is, the better opportunities it creates. Both public and private sector now use it for marketing. Its idea is to keep a relationship with the clientele, customers and the like.

PSO 9 – Event Management:

The credentials for event management are somewhat same with what is needed for marketing. Good communication skill is a must-have in reaching out to people. The ability to express the idea with control is also a key skill in this field. Those who have command over English language are going to succeed.

PSO 10 – Publishing House:

All one needs is the ability to write correct English to secure a career in one of the publishing houses in the country. This is the most preferred field among the graduates in English. Many universities also conduct a certificate course. However the job is challenging. A reputed publishing house would always need someone with the ability to do research.

PSO 11 – Law Firm:

It is not that Students do not take law degree after graduation in English Literature; they also seek law firms to support their career. They are often hired as interns for assistance in legal matters.

Curriculum Mapping

PSO	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7	PSO8	PSO9	PSO10	PSO11
CSO											
CO1	✓	✓									
CO2	✓	✓									
CO3	✓	✓									
CO4	✓	✓									
CO5	✓	✓									
CO6	✓	✓									
CO7	✓	✓									
CO8	✓	✓									
CO9	✓	✓									
CO10	✓	✓									
CO11	✓	✓									
CO12	✓	✓									
CO13	✓	✓									
CO14	✓	✓									
CO15	✓	✓									
CO16	✓	✓									
CO17				✓	✓	✓	✓	✓	✓	✓	
CO18	✓	✓									
CO19				✓	✓	✓	✓	✓	✓	✓	
CO20	✓	✓	✓								
CO21		✓									✓

CO1 - GE1 – Poetry and Short Story:

This core course is divided between two parts: first part is of poems, featuring romantic poems and one Shakespearean sonnet; and the second part is of short stories, featuring modernist writers. Focus of this paper is on Romantic and Modern Writers.

CO2 - GE2 – Essay, Drama and Novel:

The texts of this core course range from renaissance to the early modern period. However, George Orwell's journalistic style of writing with lucid prose is a striking feature of the paper. Interestingly, both G B Shaw and George Orwell are political activists.

CO3 - GE3 – Women's Writing and Women's Empowerment:

One of the most striking features of this core course is that the poets of its first part are from three different continents: Asia, America and Europe. The second part comprises of essays of two feminists from Bengal under British rule.

CO4 - GE4 – Academic Writing:

Although it is Pass Course, all of us in the department strive to maintain the same standard both for Honours and Pass in teaching academic writing. Apart from helping them in improving their language, students are also made aware of plagiarism. For citation students are taught MLA Edition nine.

CO5 - LCC1/1 – Language, Variety and Stylistics:

This core course is offered with a view to official communication and personal communication because the language used in each is different. Differences between British and American English are also taught – spelling, pronunciation and words which are different in meaning because of two different cultures.

CO6 - LCO1/2 – Language, Imagination and Creativity:

The primary aim of this core course is make students apply of what they have learnt in English language classes. Students learn to write travelogue and content for advertisement. However, primarily they have been taught to identify figure of speech from literary poems, and that also helps them in creative writing.

CO7 - LCO2/1 – Language, Society and Personality:

In part one of this paper, three very popular and contemporary writers are in the syllabus. Among them the research interests include: political and social history of India, female sexuality and femininity, and Indian politics. The second part includes journalists, two from India and one from Denmark.

CO8 - LCO 2/2 – Language, Creativity and Analysis:

This course is divided into two parts: prose and poem. In first part, all the writers are classical Indian writers, one of them being one of the foremost Hindi writers of the early twentieth century. The next part is of poems from colonial to postcolonial period.

CO9 - DSE A1 – British Literature:

The course is divided into three genres: poetry, drama and fiction. In first two genres students read core British Romantic poets and Shakespearean drama respectively, and in the last genre students get to read children's literature which is a different genre in itself.

CO10 - DSE B2 – Translation Studies:

The paper shares the same syllabus with one of the honours courses. However, the approach of teaching translation studies is the same approach taken to teach the students of honours. The course geared towards enabling students taking translation studies as a means to expand their exposure of reading and learning literature.

CO11 - AECC1 – Communicative English:

Again, like the previous one, this course shares the same syllabus with one of the honours courses. Therefore, the approach and the expected outcome of the course remains that the students write correct English language.

CO12 - SEC A1 – English Language Teaching:

English is perhaps the second, may be third, language for most Indians. In this course different perspectives of English language have been taught. Students also learn methods of teaching English language and assess language skills. They know about the features a language learner should have.

CO13 - SEC B2 – Spoken English:

This is the course where students learn the difference between written and Spoken English. Students are taught how to start, continue and end a conversation. Students learn how different phrases in a sentence anchor an on-going conversation. They learn how quintessential correct pronunciation is for a good speech.

Programme Specific Outcome

PSO 1 – Content Writing:

It has become a very popular field after the internet has been made available worldwide. Those who are proficient in English language, may avail the opportunity it offers. Students are required to write informative monograph with specific word limits. What is more exciting is that this kind of work can be done both from office and home.

PSO 2 – Blogging:

Even before the concept of work from home was made popular, blogging existed as work which can be done from home or anywhere in the world for that matter. The focus of a blogger is to inform the readers. The blogging account can be both personal and public.

PSO 3 – Translation:

The world has now woken up to the importance of translation for its own survival. People have realised that translation holds the thread with which the whole world can be connected. So much so that Google has introduced Cloud Translation; Amazon has come up with Amazon Translate. Although these are machine translations, people have been learning the language of machine for some time now. The translation

CO5				✓	✓	✓	✓	✓	
CO6	✓	✓							
CO7	✓	✓							
CO8	✓	✓							
CO9	✓								
CO10			✓						
CO11				✓	✓	✓	✓	✓	
CO12				✓	✓	✓	✓	✓	
CO13				✓	✓	✓	✓	✓	

B.A. (Honours) in SANSKRIT

Programme Specific Objectives (PSO)

PSO 1

Sanskrit is a very rich language of IE language group. Sanskrit is a medium to know about ancient Indian history, culture, religion, social life through its text. The academic programme of Honours degree courses are designed not only professional skill but also develop a deep understanding of rich heritage and dynamic prevalent scenario of India through various Sanskrit texts in different disciplines of ancient pedagogy, composed in Sanskrit.

PSO 2

Students will enhance communication skills through this course; like-Listening, Speaking, Reading and Writing. Students will learn Sanskrit Language and communication skills in Sanskrit very efficiently. By learning a new language they will be able to compare its characteristics, grammatical foundation, enriched vocabulary etc. with other Indian languages especially with those who belong to OIA family of languages.

PSO 3

Students will be able to command over Devanagari scripts which provide them palaeographical knowledge to read out the script of modern languages like Hindi and Marathi.

PSO 4

Students will get introduced to Indian Philosophical schools and will read a few texts on it. They will also know the differences and characteristics of Schools of Indian Poetics as well. After the completion of the course they will know their field of interest which will help them to choose future specializations in academic venture. Students will learn the Pāṇinian system of Sanskrit Grammar and will know the structure of any language very well and will be efficient enough to learn other languages than students of other streams.

PSO 5

Students will read the texts like Ramayana and Mahabharata which simultaneously will grow their interest in Indian Culture and literature and will develop their personality. Bhagavad Gīta, Nītiśataka and other nīti texts will help them to lead a healthy and balanced life which is the need of the hour.

PSO 6

Students will accrue the ability to apply relevant theoretical perspectives in Sanskrit philosophical and literary works to contemporary topics and also to develop a scientific approach towards analysis of modern texts. Students will enjoy Ancient and Modern Sanskrit literature and will be well-versed in Indian Poetics. Students will acquire good writing skill and will learn the art of articulating different aspects and emotions of life following the literary creation of great poets (kavi) of all time like Kālidāsa, Bāṇa, Māgha and others.

PSO 7

Through the Sanskrit language students will get connected to the ancient heritage of Indian subcontinent, its glorious culture and diversity, its history and its journey from past to present. The actual India with its splendid culture will be in front of the students devoid of any external misinterpretation because the students will be able to access the primary sources and will not depend on the secondary sources like translation or exposition in other languages.

PSO 8

Students will learn to read the ancient manuscripts and will get initial knowledge about Inscriptions, different ancient scripts and some other languages derived from Sanskrit like Pāli and Prākṛta etc. which will lead them to learn Ancient Indian History in a very authentic way. Students will be ready to serve in different projects related to Manuscripts and archives.

PSO 9

Students will know the base and basic ideas of Indian society and social Institutions and Indian Polity as well. Being aware about the evolution of Indian society with all its details they will be critical to the social rules and regulations and therefore they will be awakened citizens and will help to make a better Indian society. They will be able to bring forth the liberal ideas from Ancient Indian texts and to propound harmony in different aspects of society.

PSO 10

The syllabus gives the students a great chance to literate themselves in computer and computational Sanskrit simultaneously. Students will learn digitizing of texts, datatyping and printing, different software and machines (searching, translating, analysing etc.) related to Sanskrit. They will get a chance to get employed in few of trending fields of ICT as well.

PSO 11

The Honours course will make the students eligible for higher education. This course will thus make students better equipped to pursue their post graduate studies and undertake further research in these disciplines. Students will be well aware about the trending ideas of Indology in both East and West; this will provide them the chance to choose future streams of research in both India and abroad. Because of the revolution in Information and technology field students will get the chance to stay in touch with the learned researchers and their research works and with the renowned institutions as well.

PSO 12

Students will find themselves employable in academic fields, language teaching posts, administration through competitive examinations, different manuscript, translation and in other projects and also make them ready for further studies and research works in specific fields.

Course Outcomes (CO)

CO 1

Course Code :(Core Course) CC 1	
Course	Course Outcomes
Section A : Raghuvamśam	<ul style="list-style-type: none">Acquire knowledge on ancient kings, their belief and kingdom.
Section B : Kumārasambhavam	<ul style="list-style-type: none">Have a concept of different rituals associated with marriages in ancient India.
Section C : Kirātarjunīyam	<ul style="list-style-type: none">Build up an idea of political ethics and ideology.Learn the art of writing.Build up their individual ideology.
Section D : Nītiśatakam	<ul style="list-style-type: none">Ability to understand the role of moral values through the text <i>Nītiśatakam</i>.Morally and ethically well-nourished students contributing to create a better society.
Section E : Origin and Development of Mahākāvya and Gītikāvya	<ul style="list-style-type: none">Come to know about the rich literary culture of ancient India.

CO 2

Course Code :(Core Course) CC 2	
Course	Course Outcomes
Section A : Vedic Literature	<ul style="list-style-type: none">It imparts the basic knowledge of four <i>Samhitās</i>- its

	<p>philosophy and social life.</p> <ul style="list-style-type: none"> • An introductory outline helps to create a concept on vedic ages.
Section B : Rāmāyaṇam	<ul style="list-style-type: none"> • Ability to explain the social, historical and cultural status of ancient India through Rāmāyaṇa.
Section C : Mahābhārata	<ul style="list-style-type: none"> • Ability to explain the social, historical and Cultural status of ancient India through Mahābhārata.
Section D : Purāṇas	<ul style="list-style-type: none"> • Ability to interpret the Social, Cultural and historical importance of Purāṇas.
Section E : General introduction to Vyākaraṇa, Darśana, SāhityaŚāstra	<ul style="list-style-type: none"> • Understand the origin of different schools. • Identify the genre in which the specific text or statement belongs.

CO 3

Course Code :(Core Course) CC 3	
Course	Course Outcomes
Section A : Śukanāsopadeśa	<ul style="list-style-type: none"> • Able to understand the nature of prose and nerves of different treasures hidden in Baṇa's writing.
Section B : Rājavāhanacaritam	<ul style="list-style-type: none"> • Enhance the knowledge about Daṇḍī and his poetic excellence.
Section C : Origin and Development of prose, Important prose romances and fables	<ul style="list-style-type: none"> • Identify the nature of prose literature. • Identities of authors shaping the world of prose breed the will to think and write from their own.

CO 4

Course Code :(Core Course) CC 4	
Course	Course Outcomes
Section A : Gītā : Cognition and emotive apparatus	<ul style="list-style-type: none"> • Acquire the knowledge of self-management through Bhagavadgītā. • Cultivate self-realization, realizing the inner peace, thinking out of this material realm of things.
Section B : Gītā : Controlling the Mind Confusion and Conflict	<ul style="list-style-type: none"> • Build up inner strength. • Acquire wisdom of self. • Grow self-confidence.
Section C : Gītā : self Management Through devotion	<ul style="list-style-type: none"> • Self-management through Devotion. • Know the different schools and principles of different sects.

CO 5

Course Code :(Core Course) CC 5	
Course	Course Outcomes
Section A : Svapnavāsavadattam	<ul style="list-style-type: none"> • Have an idea about bhasa'snātakachakra. • Understand the flow of scripting a play.
Section B : Abhijñānaśakuntalam (Act I-IV)	<ul style="list-style-type: none"> • Sets an example of an Ideal drama. • Students set their moral standards and responsibilities towards society.
Section C : Abhijñānaśakuntalam (Act V-VII)	
Section D :Critical Survey of Sanskrit Drama	<ul style="list-style-type: none"> • Know about how the concept of drama evolves through decades.

CO 6

Course Code :(Core Course) CC 6	
Course	Course Outcomes
Section A : Introduction to Sanskrit Poetics	<ul style="list-style-type: none"> • Introduces Sanskrit poetic excellence. • Students can identify different genre of Kāvya.
Section B : Forms of Kāvya- Literature	<ul style="list-style-type: none"> • It acquaints with the qualitative differences among the various kāvyas. • Trained in judging different literary samples.
Section C :Śabda-śaktiand rasa-sūtra	<ul style="list-style-type: none"> • Different applications of words come into knowledge. • Noticeable improvement in writing skill.
Section D : Figures of speech and Meter	<ul style="list-style-type: none"> • Ability to scan the Metres of the ślokas. • Able to interpret the mood through metres.

CO 7

Course Code :(Core Course) CC 7	
Course	Course Outcomes
Section A :Indian Social Institutions: Nature and Concepts	<ul style="list-style-type: none"> • Acquire knowledge about the social rule and regulation as reflected in the Dharmasāstra of Ancient India.
Section B :Structure of Society and Values of Life	<ul style="list-style-type: none"> • Able to know the social structure of ancient India.
Section C :Indian Polity : Origin and Development	<ul style="list-style-type: none"> • An idea grows about the differences between ancient and modern Indian Polity.
Section D :Cardinal Theories and Thinkers of Indian Polity	<ul style="list-style-type: none"> • Enhance the critical thinking about Indian Polity.

CO 8

Course Code :(Core Course) CC 8	
Course	Course Outcomes
Section A :Epigraphy	<ul style="list-style-type: none">To acquaint learners with the varied openings of future research activities in archaeology, archival studies and museology with the main courses of Historical studies.
Section B :Palaeography	<ul style="list-style-type: none">Able to decipher ancient text, inscription.Get motivation for further study and research.Able to read different scriptsLearn the origin of newer scripts.
Section C : Study of Selected inscriptions	<ul style="list-style-type: none">Study on the journey of worshiping nature to idol drive them for further research.
Section D :Chronology	<ul style="list-style-type: none">Chronological study and eulogy make learner interpret the society and their belief.Able to decipher the specific time through the art of specific notation.Grow interest for further research work in this area.

CO 9

Course Code :(Core Course) CC 9	
Course	Course Outcomes
Section A :Mahākāvya and Charitakāvya (Survey of Modern Sanskrit Literature in Bengal.)	<ul style="list-style-type: none">Application of Sanskrit literature in present age.Able to understand how the language grows and still get nourishment through ages.Enable learners to think and write Sanskrit in modern approach.Acquire knowledge about the approach of this language in modern era.
Section B :Gadya and Rūpaka	<ul style="list-style-type: none">Better understanding about the prose that through ages how the literature differentiates its specification from the ancient one.Able to understand the flow of different writings.

CO 10

Course Code :(Core Course) CC 10	
Course	Course Outcomes
Section A :Sanskrit Studies in West	<ul style="list-style-type: none">Discover Sanskrit Studies in the West.
Section B :Sanskrit Studies in East	<ul style="list-style-type: none">Discover Sanskrit studies in East from Swami Vivekananda to RamaranjanMukherji.
Section C :Sanskrit Fables in World	<ul style="list-style-type: none">Discover Sanskrit Fables in the World Literature, Language & Art.

Literature	
Section D :Epic in South East Asia	<ul style="list-style-type: none"> Ability to know the translation of Epic in South East Asia.
Section E :Kālidāsa in the West	<ul style="list-style-type: none"> Ability to know English& German translation of Kalidasa's work & their Influence on Western Lit.& Art.
Section F :Sanskrit Studies across the World	<ul style="list-style-type: none"> Ability to know Sanskrit Studies Across the World.

CO 11

Course Code :(Core Course) CC 11	
Course	Course Outcomes
Section A :A general Concept of Vedic Literature	<ul style="list-style-type: none"> Ability to explain Vedic Mantras or Hymns. Clear concept of divine language and its beauty leaves great impact on learners' mind.
Section B :Vedic Grammar	<ul style="list-style-type: none"> Ability to know Vedic grammar & Language. Improve the understanding of Vedic texts, hymns.
Section C :A general concept of Vedic Brāhmaṇa and Upaniṣad	<ul style="list-style-type: none"> Ability to know Vedic rituals & philosophy Imparting knowledge of basic living and concepts from ancient literature which is timeless and still applicable to the society.

CO 12

Course Code :(Core Course) CC 12	
Course	Course Outcomes
Section A :Sanskrit Grammar	<ul style="list-style-type: none"> Building confidence and explore study on words and its application. Growth of understanding the language better. Root of words explores their word making ability better.
Section B : General Introduction of Philology	<ul style="list-style-type: none"> Enhance the stronger sense of pronunciation.
Section C :Kāraṅgaprakaraṇam Vaiyākaraṇasiddhāntakaumudī	<ul style="list-style-type: none"> Ability of proper sentence making will grow.
Section D : Samāsaprakaraṇam Vaiyākaraṇasiddhāntakaumudī	<ul style="list-style-type: none"> Utility of words in various ways will enhance their skill in Sanskrit.

CO 13

Course Code :(Core Course) CC 13	
Course	Course Outcomes

Section A :Essentials of Indian Philosophy	<ul style="list-style-type: none"> • Able to differentiate navyanyāya from nyāyabaiśeṣika. • Acquire the knowledge on PrācīnaNyāya.
Section B :Ontology (Based on Tarkasaṃgrahaḥ)	
Section C :Epistemology (Based on Tarkasaṃgrahaḥ)	

CO 14

Course Code :(Core Course) CC 14	
Course	Course Outcomes
Section A :Vibhaktyartha, Voice &Kṛt	<ul style="list-style-type: none"> • Effective communication skill grows. • Able to read and understand any Sanskrit text and find out the logic behind those grammatical citations easily. • Perfection grows.
Section B : Translation and Communication	
Section C :Essay	

CO 15

Course Code :(Discipline Specific Elective)DSE-1	
Course	Course Outcomes
Section A :Tarkabhāṣā	<ul style="list-style-type: none"> • Able to explain a statement through logical interpretation through these texts of NyāyaDarśana. • Build up confidence to justify any statement. • Grow strong decision making sense.
Section B :Saptapadārthī	

CO 16

Course Code :(Discipline Specific Elective) DSE-2	
Course	Course Outcomes
Kāvya : Sāhityadarpaṇa, Ch-I, Ch-II, Ch-III	<ul style="list-style-type: none"> • Able to know Role of Alaṃkāras in literature. • Works on Literary expression through alaṃkāras enhance the skill of literary criticism.

CO 17

Course Code :(Discipline Specific Elective) DSE-3	
Course	Course Outcomes
Section A : Siddhāntakaumudī-Strīpratyaya	<ul style="list-style-type: none"> • Able to identify the feminine gender.
Section B : Siddhāntakaumudī-TiṅantaPrakarāṇa	<ul style="list-style-type: none"> • Word and its application becomes more clear. • Stronger sense of sentence making will grow.

(√bhū)	
Section C : Siddhāntakaumudī Ajanta Puṁliṅga	<ul style="list-style-type: none"> • Gender knowledge becomes more specific and clear.

CO 18

Course Code :(Discipline Specific Elective) DSE-4	
Course	Course Outcomes
Section A :Eastern & Western interpretation of the Veda and Śunaḥṣepopākhyāna OfAitareyaBrāhmaṇa	<ul style="list-style-type: none"> • Acquire the knowledge of Moral sciences through story telling. • Get the inspiration and can carry it further for future. • Interpretation skill grows.
Section B : TaittiriyaopaniṣadŚikṣāvallī (Adhyāya-I, Anuvāka: 1-12) And Muṇḍakopaniṣad (Muṇḍaka-1.2.2)	<ul style="list-style-type: none"> • Know the value of ethics. • Stronger inner sense grows.

CO 19

Course Code : (Skill Enhancement Course) SEC-A-1	
Course	Course Outcomes
Sanskrit Writing Skill 1.Translation 2. Comprehension in Sanskrit 3.ParagraphWriting 4.Letter Writing 5.Essay Writing	<ul style="list-style-type: none"> • Skill adaptability in specific areas. • Enhance the knowledge of basic grammar. • Skilled in Independent article writing and thinking. • Question-answer making skill grows.

CO 20

Course Code :(Skill Enhancement Course) SEC-B-2	
Course	Course Outcomes
Spoken & Computational Sanskrit 1.Translation 2. Comprehension in Sanskrit 3.ParagraphWriting 4.Letter Writing 5.Essay Writing	<ul style="list-style-type: none"> • Skill adaptability in specific areas. • Enhance the knowledge of basic grammar. • Skilled in Independent article writing and thinking. • Question-answer making skill grows. • Enhance the communication skills.

Curriculum Mapping

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PSO 7	PSO 8	PSO 9	PSO 10	PSO 11	PSO 12
CO 1	√	√			√	√	√		√		√	√
CO 2	√	√		√	√		√		√		√	√
CO 3		√		√		√					√	√
CO 4	√				√						√	√
CO 5	√	√				√					√	√
CO 6		√		√							√	√
CO 7	√								√		√	√
CO 8		√	√					√			√	√
CO 9	√					√			√		√	√
CO 10					√	√	√		√		√	√
CO 11	√	√	√			√	√		√		√	√
CO 12		√	√	√							√	√
CO 13	√			√							√	√
CO 14		√	√	√							√	√
CO 15				√							√	√
CO 16	√			√		√					√	√
CO 17		√	√	√							√	√
CO 18	√					√	√		√		√	√
CO 19		√	√								√	√
CO 20		√	√							√	√	√

B.A. (General) in SANSKRIT

Programme Specific Objectives (PSO)

PSO 1

Sanskrit is a very rich language of IE language group. Sanskrit is a medium to know about ancient Indian history, culture, religion, social life through its text. The academic programme of General degree courses are designed not only professional skill but also develop a deep understanding of rich heritage and dynamic prevalent scenario of India through various Sanskrit texts in different disciplines of ancient pedagogy, composed in Sanskrit.

PSO 2

Students will enhance communication skills through this course; like-Listening, Speaking, Reading and Writing.

PSO 3

Students will be able to write Devnagari scripts which provide them palaeographical knowledge to read out the script of modern languages like Hindi and Marathi.

PSO 4

Students can develop a strong concept of ancient Indian history, philosophy and literature.

PSO 5

Students will gain knowledge of the major traditions of literatures written in Sanskrit.

PSO 6

The syllabus gives the students a great chance to literate themselves in computer and computational Sanskrit simultaneously. Students will learn digitizing of texts, data typing and printing, different software and machines (searching, translating, analysing etc.) related to Sanskrit. They will get a chance to get employed in few of trending fields of ICT as well.

PSO 7

After becoming graduated students can choose the profession of teacher and also they can apply in the field of UPSE, WBCS etc.

Course Outcomes (CO)

CO 1

Course Code :(Core Course) CC-A1	
Course	Course Outcomes
Section A :Raghuvamśam	<ul style="list-style-type: none">Acquire the knowledge of literary treasures through different literatures.
Section B :Śiśupālavadhā	
Section C :Nītiśatakam	<ul style="list-style-type: none">Ability to understand the role of moral values.Utilise the knowledge to tackle the hurdles in this journey of life.
Section D : History of Sanskrit Poetry	<ul style="list-style-type: none">Able to know the journey of Sanskrit Poetry.

CO 2

Course Code : (Core Course) CC-A2	
Course	Course Outcomes
Section A :Śukanāśopadeśa	<ul style="list-style-type: none">Able to understand the nature of prose and nerves of different treasures hidden in Baṇa's writing.
Section B : Śivarājavijayam,	<ul style="list-style-type: none">Enhance the knowledge about Daṇḍī and his poetic excellence.

Niśvāsa-I	<ul style="list-style-type: none"> • An idea of portraying historical character grows.
Section C :Survey of Sanskrit Literature	<ul style="list-style-type: none"> • Identify the nature of literature and its growth through decades. • Have an idea about origin of story writing for children.

CO 3

Course Code : (Core Course) CC-A3	
Course	Course Outcomes
Section A : Abhijñānaśākuntalam of Kālidāsa (Acts I-IV)	<ul style="list-style-type: none"> • Have knowledge about notable persons in a play. • Have an idea of staging a play. • Able to differentiate the present scenario of a play.
Section B : Abhijñānaśākuntalam of Kālidāsa (Act V-VII)	
Section C : Technical Terms from Sanskrit Dramaturgy	<ul style="list-style-type: none"> • Acquire more knowledge on dramaturgy. • Technical concepts become clearer.
Section D : History of Sanskrit Drama And an Introduction to Principle of Sanskrit Drama	

CO 4

Course Code : (Core Course) CC-A4	
Course	Course Outcomes
Section A :Laghusiddhāntakaumudī (Saṃjñāprakaraṇa)	<ul style="list-style-type: none"> • Base of grammar becomes clearer. • More efficient in writing. • Acquire knowledge about Parts of speech. • Grow a concept of grammatical note. • Understand the formation of Sūtras.
Section B :Laghusiddhāntakaumudī (Sandhiprakaraṇa)	
Section C :Laghusiddhāntakaumudī (VibhaktyarthaPrakarāṇa)	

CO 5

Course Code : (Discipline Specific Elective) DSE-1	
Course	Course Outcomes
Section A :Dharma	<ul style="list-style-type: none"> • Learners acquire the knowledge of the word 'Dharma' in broader sense.

Section B :Saṃskāra and Puruṣārtha	<ul style="list-style-type: none"> • Deeper knowledge on Dharmasāstra grows. • Know the causes behind societal rules and regulation in ancient India.
Section C :Svadharmā	

CO 6

Course Code : (Discipline Specific Elective) DSE-2	
Course	Course Outcomes
Section A : Historical Perspective (from R̥gveda, Chāndogyopaniṣad, Bṛhadāranyakopaniṣad)	<ul style="list-style-type: none"> • Know the inner qualities of a person. • Skilled in Studies on Human features and qualities. • Know the difference in behaviour, languages. • Help shaping cognitive, affective and behavioural abilities of students for building responsible academic professionals and researchers.
Section B : Concept of a Person (from Gītā)	
Section C : Personality Types (from Gītā)	
Section D : Measures for Behavioural Improvement (from Gītā)	

CO 7

Course Code : (Discipline Specific Elective) DSE-3	
Course	Course Outcomes
Section A :Kāvya prakāśa (Kāvya vaiśiṣṭya And Kāvya Prayojana)	<ul style="list-style-type: none"> • Skilled in literary elements. • Know the purpose of Kavyas.
Section B :Kāvya prakāśa (Kāvya Kāraṇa)	
Section C :Kāvya prakāśa (Kāvya Svarūpa and Kāvya bheda)	

CO 8

Course Code : (Discipline Specific Elective) DSE-4	
Course	Course Outcomes
Section A : Concepts and Basic Features Of Indian Nationalism	<ul style="list-style-type: none"> • Learner knows one's nation. • Awareness on your nation and nationalism grows. • Encourage integration of learning across academic disciplines.
Section B :Name of	

Country, National Symbols and Rise of Nationalism	
Section C :Nationalistic Thought and Modern Sanskrit Literature	

CO 9

Course Code : (Skill Enhancement Course) SEC- A-1	
Course	Course Outcomes
Basic Sanskrit : 1. Translation 2. Comprehension in Sanskrit 3. Paragraph Writing 4. Letter Writing 5. Easy Writing	<ul style="list-style-type: none"> • Skill adaptability in specific areas. • Enhance the knowledge of basic grammar. • Skilled in Independent article writing and thinking. • Question-answer making skill grows.

CO 10

Course Code : (Skill Enhancement Course) SEC- B-1	
Course	Course Outcomes
Spoken Sanskrit & Computer Awareness for Sanskrit (Basic Computer Awareness, Typing in Unicode for Preservation and Digitalization of Sanskrit Text Web Publishing)	<ul style="list-style-type: none"> • Literate themselves in computer and computational Sanskrit simultaneously. Students will learn digitizing of texts, data typing and printing, different software and machines (searching, translating, analysing etc.) related to Sanskrit.

CO 11

Course Code : (Skill Enhancement Course) SEC- A-2	
Course	Course Outcomes
Basic Elements of Āyurveda	<ul style="list-style-type: none"> • Acquire knowledge on medicinal theories on preventive and curative diseases. • Having knowledge on Ancient methods of various Vidyās. • Know the role of ancient Indian sciences.

CO 12

Course Code : (Skill Enhancement Course) SEC- B-2	
Course	Course Outcomes
Yogasūtra of Patañjali (Samādhipāda, Sādhanapāda, Vibhūtipāda)	<ul style="list-style-type: none">• Imparting knowledge of basic living and concepts from ancient literature which is timeless and still applicable to the society.

Curriculum 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	√			√			√
CO 12	√			√			√

LALBABA COLLEGE

DEPARTMENT OF

HISTORY

Overview

The Department of History has some of the most distinguished faculty among the History teachers of the University of Calcutta. Class room interactions are an occasion to cultivate a range of related skills such as those of writing, critical thinking, as well as the ability to discerningly wade through innumerable details and complex arguments. The department implemented online teaching in face of COVID19 to facilitate teaching-learning process; hopefully, in future online mode would complement classroom experience. Learning Outcome-based Curriculum Framework (LOCF) approach is employed to structure the teaching-learning experience in a more student-centric manner. An attempt is made to engage students with multiple perspectives on various historical themes and to enable them to analyse those perspectives critically. The exploration of past issues and of historical processes help students acquire necessary tools to tease out the underlying socio-political significations of the present and the past, of the mundane as well as the extraordinary.

Apart from having these specific academic objectives, the broader aim of the Department is to help students to become socially-aware citizens so that they can use the conceptual resources provided by the study of the distant as well as proximate past (of India and of the wider world) to better understand the universe around them, and to negotiate with that world in a socially responsible manner, deploying, among other things, the analytical techniques offered to them by classroom teaching and interactions. Pedagogic methods followed in the Department are tailored to these broader civic concerns.

History Honours graduates have made a mark in almost every possible field in their careers. They have excelled in diverse fields such as bureaucracy and management, theater, painting and dance, mass communication, NGOs, higher studies and research, and a whole range of other activities in India and abroad. But, in whatever capacity and career they might be, they have made a reputation for being sensitive and thinking beings.

CURRICULUM MAPPING

Programme Name: B.A. (Honours) in History

Course Outcomes

CO 1: History of India from the earliest times to C 300 BCE

This course helps the Honours students to reconstruct the Ancient Indian History by using literary and archaeological sources. It also delves into the detailed study of Harappan Civilisation, and the Aryan problem.

CO 2: Social Formations and Cultural Patterns of the Ancient World other than India

Students study about Evolution of human kind, food production, bronze age civilization, nomadic groups in Central and West Asia, slave society in ancient Greece and Rome, and polis in ancient Greece in this course

CO 3: History of India from C300 BCE to C 750 CE

In this course the students learn about the proliferation of varna, jati, untouchability, gender, marriage and property relation. It examines the political formation, cultural, religious and philosophical developments of Mauryan Empire, Kushana, Satvahana and Gupta period.

CO 4: Social Formations and Cultural Patterns of the Medieval World other than India

The students learn about the historiography of the crisis of the Roman Empire and its principal causes, origin and crisis in feudal society, and Judaism and Christianity under Islam in this course.

CO 5: History of India (CE 750-1206)

Students primary focus in this course is evolution of political structures of Rashtrakutas, Palas, Pratiharas, Rajput, and Cholas. The course also delves into the causes and consequences of early Turkish invasion, agricultural expansion, proliferation of castes, trade and commerce and also religious and cultural developments.

CO 6: Rise of the Modern West- I

This course aids the students to understand the transition from Feudalism to Capitalism, Renaissance, Reformation, discovery of New World, shift of economic balance from the Mediterranean to the Atlantic, Price Revolution, Agricultural Revolution, Enclosure Movement, and development of national monarchy and emergence of European state system.

CO 7: History of India (c.1206-1526)

A holistic knowledge about Delhi Sultanate, its political structure, society, economy, religion, and culture is covered in this course.

CO 8: Rise of the Modern West- II

Students primary focus in this course is to understand how Europe changed in the 17th and 18th century by focusing on various development that took place in Europe like printing revolution, scientific revolution, English revolution, and emergence of patterns of absolutism in Europe.

CO 9: History of India (c 1526- 1605)

The students learn about the foundation, expansion, and growth of the Mughal State in this course.

CO 10: History of India (c 1605-1750s)

This course is a continuation of *CO 9: History of India (c 1526- 1605)* and it highlights the political, visual, regional, trade and commerce politics under Jahangir, Shah Jahan and Aurangzeb.

CO 11: History of Modern Europe (c. 1789-1939)

This course examines socio, economic and political background of the French Revolution. It traces the revolutionary legacy of Napoleon Bonaparte and his downfall. It also looks into Unification of Germany and Italy, Russian modernization, the Origin of the First World War and the rise of Nazism and Fascism.

CO 12: History of India (c 1750s-1857)

This course examines society, economy, and polity of India in mid-18th century. It also explores the expansion and consolidation of colonial power, its ideology, popular resistance, rural economy and society, trade and industry.

CO 13: History of India (c 1857-1964)

This course is a continuation of *CO 12: History of India (c 1750s-1857)* and looks into cultural, social, religious reforms and movements. Students also study about growth of Nationalism, Gandhian era, Communal Politics, Partition, Independence, and emergence of an independent state.

CO 14: History of World Politics: 1945-1994

This course covers in detail the world politics of the 20th century right from the Cold War to the emergence of the People's Republic of China, West Asian crisis, decolonization and protest politics.

Discipline Specific Elective for Honours Students

CO 1: Paper 1 DSE-A-1 SEM -5: History of Bengal (c.1757-1905)

This course specifically revolves around the political history of Bengal under the Nawabs, administrative history, colonial economy, cultural, social, and religious reform movements. Other important aspects covered by this course are social reforms and the women's question, protest movements and insurgencies against the Raj, and Partition of Bengal 1905.

CO 2: DSE-B-1 SEM -5: History of Modern East Asia – I China (c.1840 – 1949) This

course deals with imperialism and China during the 19th and early 20th century.**CO**

3: DSE-A-3 SEM -6: History of Bengal (c.1905-1947)

In this course students study about the impact of colonial rule on Bengal.

CO 4: DSE-B-3 SEM -6: History of Modern East Asia – II Japan (c.1868 –1945)

Japanese history especially transition from feudalism to capitalism, imperialism and rise of fascism is covered in this course.

CO 5: DSE-B-2 SEM -5: History of Southeast Asia – The 19th Century

Students study about pre-colonial structures of power and authority, economy and society, and colonization and colonial transformations in 19th century Southeast Asia in this course.

CO 6: DSE-B-4 SEM -6: History of Southeast Asia – The 20th Century

This course emphasizes on Migration, resistance, and emergence of modern nations and states in 20th century Southeast Asia.

CO 7: DSE-A-2 SEM -5: History of United States of America – I (c.1776 –1945)

This course exclusively focuses on the history of the United States of America with special emphasis on the making of the Republic, evolution of American Democracy, early capitalism, the agrarian south, Ante Bellum foreign policy, and civil war.

CO 8: DSE-A-4 SEM -6: History of United States of America – II (c. 1776-1945)

This course delves into political changes and agrarian transformation, resistance and reform, US imperialism, Afro-American Movements, women's movement, and religious, cultural, and intellectual trends.

Skill Enhancement Courses for Honours Students

CO 1: SEC –A (1): Archives and museums

This course introduces students to the institutions that house and maintain documentary, visual and material remains of the past. Museums and archives are among the most important such repositories and this course explains their significance and how they work. Students will be encouraged to undertake collection, documentation and exhibition of such

materials in their localities and colleges. Visit to National Archives and National Museum are an integral part of this course.

CO 2: SEC –B (2): Art Appreciation: an Introduction to Indian Art

The purpose of this course is to introduce students to Indian art, from ancient to contemporary times, in order to understand and appreciate its diversity and its aesthetic richness. The course will equip students with the abilities to understand art as a medium of cultural expression. It will give students direct exposure to Indian art through visuals, and visits to sites and museums.

CO 3: SEC –B (1) Understanding Popular Culture

The paper examines some popular cultures expressed in different mediums like visual, oral and cultural. In the process of their evolution, these cultures eclectically draw from traditions, articulate anxieties, and even give rise to new traditions. The paper endeavours to equip students with understanding such phenomena historically, with special reference to India. It is imperative that the students use electronic devices to view, record, and document the subject matter.

CO 4: SEC –A (2) Understanding Heritage

This course will enable students to understand the different facets of heritage and their significance. It highlights the legal and institutional frameworks for heritage protection in India as also the challenges facing it. The implications of the rapidly changing interface between heritage and history will also be examined. The course will be strongly project-based and will require visits to sites and monuments. At least two Projects will be based on visits to Museums/Heritage Sites.

Programme Specific Objectives:

PSO1

History gives us a very clear picture of how the various aspects of society such as technology, governmental systems, and even society as a whole worked in the past so we understand how it came to work the way it is now.

PSO 2

Studying history allows us to observe and understand how people and societies behaved. For example, we are able to evaluate war, even when a nation is at peace, by looking back at previous events. History provides us with the data that is used to create laws, or theories about various aspects of society.

PSO 3

History can help provide us with a sense of identity. This is actually one of the main reasons that history is still taught in schools around the world. Historians have been able to learn about how countries, families, and groups were formed, and how they evolved and developed over time. When an individual takes it upon themselves to dive deep into their own family's history, they can understand how their family interacted with larger historical change. Did family serve in major wars? Were they present for significant events?

PSO 4

History helps us to understand present-day issues by asking deeper questions as to why things are the way they are. Why did wars in Europe in the 20th century matter to countries around the world? How did Hitler gain and maintain power for as long as he had? How has this had an effect on shaping our world and our global political system today?

PSO 5

If we want to truly understand why something happened in any area or field, such as one political party winning the last election vs the other, or a major change in the number of smokers you need to look for factors that took place earlier. Only through the study of history can people really see

and grasp the reasons behind these changes, and only through history can we understand what elements of an institution or a society continue regardless of continual change.

PSO 6

History can help us become better informed citizens. It shows us who we are as a collective group, and being informed of this is a key element in maintaining a democratic society. This knowledge helps people take an active role in the political forum through educated debates and by refining people’s core beliefs. Through knowledge of history, citizens can even change their old belief systems.

PSO 7

The skills that are acquired through learning about history, such as critical thinking, research, assessing information, etc, are all useful skills that are sought by employers. Many employers see these skills as being an asset in their employees and will hire those with history degrees in various roles and industries.

Curriculum Mapping Table for History Honours

PO'S CO'S	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							
CO 12							

CO 13							
CO 14							
DSE CO1							
DSE CO2							
DSE CO3							
DSE CO4							
DSE CO5							
DSE CO6							
DSE CO7							
DSE CO8							
SEC CO1							
SEC CO2							
SEC CO3							
SEC CO4							

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

Course Outcomes

CO 1: History of India from the Earliest Times up to 300 CE

This course helps the General students to reconstruct the Ancient Indian History by using literary and archaeological sources. It also delves into the study of Harappan Civilisation, the Vedic period, rise of the Mahajanpadas. Jainism and Buddhism, Mauryan empire, Satvahana period, Sangam period, and the age of the Indo-Greeks, Shakas: Parthians & Kushanas.

CO 2: History of India from C. 300 to 1206

In this course the students study about the Gupta period, Harsha and his times, South Indian polity, society, economy, and culture, and the early medieval Indian period.

CO 3: History of India from 1206 to 1707

Students study about the foundation, expansion, consolidation of the Delhi Sultanate and the Mughal Empire.

CO 4: History of India; 1707-1950

Students primary focus in this course is to understand Modern India especially the expansion and consolidation of British rule, its ideology, economy, society, popular resistance, Indian response, growth of Nationalism, Gandhian era, Communal Politics, Partition, Independence, and Constitutional development.

Discipline Specific Elective for General Students

CO 1: DSE- A -2: Some Aspects of European History: C.1780-1945

This course examines socio, economic and political background of the French Revolution. It traces the revolutionary legacy of Napoleon Bonaparte and his downfall. It also looks into Unification of Germany and Italy, Russian modernization, a the Origin of the First World War, rise of Fascism and Nazism, and Origin of the Second World War.

CO 2: DSE- B-1: Patterns of Capitalism in Europe: C.16TH Century to early 20th Century

In this course the students explore the definition and concept of capitalism, commercial capitalism, industrial revolution in England, industrial capitalism in France, growth of industries in Germany, and the impact of industrial revolution on European society, polity, and economy.

CO 3: DSE –A -1: National Liberation Movements in 20th century World

The importance of nationalism, nature of imperialism and colonialism, national movements in Nigeria, Kenya, Congo, Angola and South Africa and also how China transformed between 1911 and 1949 is taught in the course.

CO 4: DSE-B-2: Some aspects of Society & Economy of Modern

Europe: 15th –18th Century

In this course Modern European society and economy between 15th and 18th century is covered.

Skill Enhancement Courses for General Students

CO 1: SEC-A- 1: Historical Tourism: Theory and Practice

In this course the students will acquaint themselves with the historical tourism and its importance

CO 2: SEC-B -1: Museums and Archives in India

This course will help the students to understand the importance of museums and archives

CO 3: SEC-A -2: Indian History & Culture

Important aspects of Indian history and culture is taught in this course.

CO 4: SEC-B- 2: Orality and Oral Culture in India

How oral sources are used to reconstruct Indian history is taught in this course.

Programme Specific Objectives:

PSO1

History gives us a very clear picture of how the various aspects of society such as technology, governmental systems, and even society as a whole worked in the past so we understand how it came to work the way it is now.

PSO 2

Studying history allows us to observe and understand how people and societies behaved. For example, we are able to evaluate war, even when a nation is at peace, by looking back at previous events. History provides us with the data that is used to create laws, or theories about various aspects of society.

PSO 3

History can help provide us with a sense of identity. This is actually one of the main reasons that history is still taught in schools around the world. Historians have been able to learn about how countries, families, and groups were formed, and how they evolved and developed over time. When an individual takes it upon themselves to dive deep into their own family's history, they can

understand how their family interacted with larger historical change. Did family serve in major wars? Were they present for significant events?

PSO 4

History helps us to understand present-day issues by asking deeper questions as to why things are the way they are. Why did wars in Europe in the 20th century matter to countries around the world? How did Hitler gain and maintain power for as long as he had? How has this had an effect on shaping our world and our global political system today?

PSO 5

If we want to truly understand why something happened in any area or field, such as one political party winning the last election vs the other, or a major change in the number of smokers you need to look for factors that took place earlier. Only through the study of history can people really see and grasp the reasons behind these changes, and only through history can we understand what elements of an institution or a society continue regardless of continual change.

PSO 6

History can help us become better informed citizens. It shows us who we are as a collective group, and being informed of this is a key element in maintaining a democratic society. This knowledge helps people take an active role in the political forum through educated debates and by refining people's core beliefs. Through knowledge of history, citizens can even change their old belief systems.

PSO 7

The skills that are acquired through learning about history, such as critical thinking, research, assessing information, etc, are all useful skills that are sought by employers. Many employers see these skills as being an asset in their employees and will hire those with history degrees in various roles and industries.

Curriculum Mapping Table for History General

PO'S	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PSO 7
------	-------	-------	-------	-------	-------	-------	-------

CO'S							
CO 1							
CO 2							
CO 3							
CO 4							
DSE CO1							
DSE CO2							
DSE CO3							
DSE CO4							
SEC CO1							
SEC CO2							
SEC CO3							
SEC CO4							

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

Programme Specific Objectives:

PSO1

An ability to **define (Remembering)** how political institutions emerge, **how (Remembering)** they operate, how they interact with their external environment, and how they shape individual and collective behaviour and ability to **formulate (Creating) and construct (Creating)** logical arguments about political phenomena and an ability to **evaluate (Evaluating)** these through empirical and theoretical methods.

PSO2

The study of the processes and dynamics of Indian government and politics will help the students to familiarize 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. **Summarise (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.

PSO4

Analyze (Analyzing) and adopt (Creating) the contribution of the main traditions of Indian Political Thought and help understand the relevance of their thought in present times.

PSO5

Discuss (Creating) and build (Creating) the concepts of important theories and issues of international relations in its historical context as well as contemporary times. Also **illustrating (Understanding)** the working of United Nations and its role in global politics since its formation.

PSO6

Summarizing (Understanding) the evolution, development and trends of India's foreign policy.

PSO7

Discuss (Creating) about the contribution of the main traditions of western political thinkers to political thought.

PSO8

Acquaint with the basic **theorise (Creating)**, concepts, principles and dynamics of public administration will help the students to **adopt (Creating)** the working of Local Self Government.

PSO9

Ability to **classify (Understanding) and construct (Applying)** the sociological aspects of political phenomena and the State- Society relationships.

PSO10

Applying research methods appropriate for **listing (Remembering)**, **examining (Analyzing)** and **interpreting (Evaluating)** data and interrelationships between concepts, pertaining to the discipline of political science.

Course outcomes

C.O. 1 Understanding Political Theory: Concepts-

Analyzing (Analyzing) what politics is and **adapting (Creating)** the approaches to the study of political science, the theories of state, nation and the evolution of Sovereignty. An **extend (Understanding)** and deeper **analysis (Analyzing)** of the type and linkages between power and authority. The students **construct (Analyzing)** basic concepts of Law, Liberty, Equality, Freedom and Justice. They can also **distinguish (Analyzing)** the concepts of Democracy and Authoritarianism in political system, which helps them to participate as a civically engaged member of society.

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

Classify and **compare (Understanding)** between different approaches of politics and **explaining (Evaluating)** the **theories (Creating)** of structural political basis. Besides that, students can **compose (Creating)** their ideas and concepts deeper with different political debates that were 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 Indian constitutional heritage, the structural area of a federal state. This area of **interpretation (Understanding)** will help them to make an **outline (Understanding)** about the constitutional features, the fundamental rights and duties of the citizen. The process of amending the constitution or the area of judicial activism will enable them to critically **evaluate (Evaluating)** the relevance of various Articles, which will help them to shape their mind to **develop (Creating)** a positive attitude towards it.

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

In this course students are served the structural and executional area of politics in India. The role of religion, language, cast and tribe or the new social movement centre studies help them to enlighten their political, sociological and as well as economic outlook more clear. They can **compose (Creating)** their ideas on Indian Electoral Processes as well.

C.O. 5 Indian Political Thought- I -

The students get to **find (Remembering)** an experience from the course, immense amount of knowledge originating from the ‘ancient ages’ (Kautilya) continuing through the ‘medieval ages’ (Barani, Abul Fazal) till (modern time periods) (M.K. Gandhi, Rammohun Roy, Rabindranath Tagore)

C.O. 6 Comparative Government and Politics –

The students are engaged in comparing and **contrasting (Understanding)** different forms of government and structures through different approaches. The constitutions of U.K., U.S.A., P.R.C., France, Russia and Bangladesh are covered so that they are able to conduct an intensive comparative study of the Executive Legislature and the Judiciary of several countries. In this course they get to discuss and **construct (Creating)** their ideas on major approaches to the study of Comparative Politics.

C.O. 7 Perspectives on International Relations:

The students are engaged in **illustrating (Understanding)** about the scope and subject matter of international relations through different **theories (Creating)** (Classical Realism, Dependency Theory, World Systems Theory). This course helps the students to **examine (Evaluating)** the issue of Development, Environment, Terrorism and Migration. Students get to have a deep sense of the evolution of Indian Foreign Policy in a historical aspect. They are also able to **assess (Evaluating)** present relations between two or more nations.

C.O. 8 Indian Political Thought II :

In this area, the students can **find (Remembering)** and make an **outline (Understanding)** on the political, social thoughts and theories from the Pioneers of Indian historical heritage. The socialist ideas from Narendra Deva, Jayaprakash Narayan or the ideas of Jyotiba Phule and a Ambedkar on caste system and untouchability, help them to **discover (Analysing)** a deeper insight of Indian political and social thoughts and ideas.

C.O. 9 Global Politics since 1945:

The students are engaged in **developing (Applying) and assessing (Evaluating)** of how historical events like the Cold War impacts the relations and they are able to **analyse (Analyzing)** the dynamics of International Relations and world order. They also **relate (Remembering)** how the foreign policy of several nations was framed keeping in mind the global situation and is subject to change further which changing equations and experiences. They get to **build (Applying)** their ideas about major institutions of global governance (World Bank, IMF, WTO) or about different regional organizations (ASEAN, SAFTA). They also **compile (Creating)** their thoughts on the working of UN and its organs and its peacekeeping functions, which helps them to **assess (Evaluating)** how international disputes are resolved.

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

In this course students are served the philosophical and ideological foundation for governments around the western world in a historical outlook. They get to **find (Remembering)** 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 (Understanding)** to the contemporary political society.

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. From Greek political thought (Plato, Aristotle) to Medieval political thought (Machiavelli, Reformation thought) and from Medieval to Modern (Locke, Rousseau), western political thoughts help students to **construct (Creating)** their historical, social and cultural context to **relate (Understanding)** to contemporary political society.

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 **construct (Applying)** their ideas how political phenomenon creates an impact on society. It enables students to **create (Creating)** an idea on State Society relationships. The complex political environment of a nation is **adapted (Creating)** here.

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

In this course students get to **build (Applying)** their thoughts about the amalgamation up history, organizational theory, social and political theory and related studies focused on the meaning, structures and functions of public service in all its forms. They can **invent (Creating)** their thoughts about public administration in theoretical as well as global point of view.

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. After completing this course the students will be able to **find (Remembering)** how human and material resources can be used to reach its desired goals. This course will also help the students to **build (Applying)** the idea on the formulation and implementation of public policies, organizational structures and machinery of administration as well as administrative planning also.

C.O. 15: Gender and Politics –

Gender study offers updated empirical knowledge of gendered practices, norms and discourses in politically significant ways. This course will help the students to **determine (Evaluating)** a 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 (Analyzing) and assess (Evaluating)** social norms around the society and the world.

C.O. 16: Understanding South Asia –

In this area of study, students get to **build (Applying)** their concepts about the historical, geo-political and colonial legacies of South Africa, different regional issues and challenges, the socio political and governmental structures of South Asia.

C.O. 17: Indian Foreign Policy in a Globalising World –

In this course, students get to **find (Remembering) and relate (Understanding)** 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. Also the students can **construct (Creating)** their ideas about the world and the impact of politics, anthropology and sociology and India's role in the contemporary multipolar world.

C.O.18: Development Process and Social Movements in Contemporary India –

Studying development process and social movements, the students can **analyze (Analyzing)** the state, planning, developmental processes, different reforms which have sought social change. These will help them to **develop (Applying)** critical thinking skills about the process of social change. By **explaining**

(**Understanding**) about the mixed economy, privatization, agrarian crisis since 1990s they get to **compose (Creating)** a more comprehensive understanding of India's developmental process in a contemporary outlook.

C.O. 19: Public Policy in India –

The analytical study of policies of India helps students to **develop (Creating)** their abilities and practical judgments about Socio Political outlook. The political economy and ideological politics of India from different visions and the further developments help the learners to **modify (Creating)** their insights from almost all the social science discipline more effective.

C.O. 20: Understanding Global Politics –

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

C.O. 21: Citizenship in a Globalising World

The concept of historical evolution of citizenship, idea of cosmopolitan citizenship or citizenship in global periphery help the learners to deal with situations of conflict and controversy knowledgeably and tolerantly. The idea of citizenship in diversity or the citizenship in a globalising world helps them to **adopt (Creating)** the formation of civic competence.

C.O. 22: Human Rights in a Comparative Perspective:

In this area of the course the students get to **relate (Understanding)** the different theories and issues regarding Human Rights, in a global outlook. The theories related to human rights helps the students to **create (Creating)** a basic idea of Human Rights. The issues regarding Human Rights in around the world (Torture, Caste, Race gender or the land questions) helps them to **create (Creating)** a framework to **analyze (Analyzing) and distinguish (Analyzing)** such differences.

C.O. 23 Democratic Awareness through Legal Literacy:

This course of education helps the students to **build (Creating)** an effective and practical awareness to strengthen the social fabric for a successful democracy. The awareness of different laws relating to criminal jurisdiction to personal or customary laws to the laws relating to Dowry or cybercrimes will **develop (Applying)** the concepts of the learners to shape an enlightened idea on their rights and duties towards a democratic state.

C.O.24 Understanding the Legal System

After completion of the course, the students will be able to **relate (Remembering)** with the legal framework (courts, tribunals, special courts, Lok Adalat) of India. As the judges and courts exist to protect our liberties and our most fundamental and sacred rights, the students get help from this area to **construct (Creating)** the basic knowledge of Indian legal system, as the law governs our conduct.

C.O.25 Legislative Practices and Procedures:

As legislation is one of the most important instruments of government in organising society and protecting citizens, these make students more enriched on our Indian parliament. The concept of committee system and their important role on our parliament or the functions of local self-government help the students to **extend**

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

Programme Specific Objectives:

PSO1

An ability to **define (Remembering)** how political institutions emerge, **how (Remembering)** they operate, how they interact with their external environment, and how they shape individual and collective behaviour and ability to **formulate (Creating)** and **construct (Creating)** logical arguments about political phenomena and an ability to **evaluate (Evaluating)** these through empirical and theoretical methods.

PSO2

Compare and **discuss (Understanding)** 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. **Evaluate (Evaluating)** the government mechanism, its functions, duties and responsibilities.

PSO3

Distinguish and **differentiate (Understanding)** with the diverse political systems of several countries like U.K, U.S.A, China, France, Switzerland, Russia and Bangladesh.

PSO 4

Familiarise with important theories and issues of international relations in its historical context as well as contemporary times. Also **relate (Remembering)** with the working of United Nations and its role in global politics since its formation.

PSO5

An **interpretation (Understanding)** the evolution, development and trends of India's foreign policy.

PSO6

Relate (Remembering) with the basic concepts, principles and dynamics of public administration and familiarize students with the working of Local Self Government.

PSO7

Ability to **develop (Applying)** sociological aspects of political phenomena and the State- Society relationships.

PSO8

Apply (Applying) research methods appropriate for **constructing (Creating) and interpreting (Understanding)** data and interrelationships between concepts, pertaining to the discipline of political science.

Course outcomes

C.O.1. Introduction to Political Theory

Defining (Remembering) what is political science with different approaches like- Normative, Behavioural, post behavioural, Marxist and Feminist they. They also **interpret (Understanding)** about the origin of the

state by- Contract, Idealist, Marxist and Gandhian theory. They also **analyse (Analyzing)** 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 classifying and **comparing (Understanding)** different forms of government and 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, Legislature, The Judicial system of several countries.

C.O. 3 Government and Politics in India

Assessing (Evaluating) 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 **build (Applying/ Creating)** their ideas and **develop (Analysing)** their studies on the heritage of Indian Federalism.

C.O. 4. International Relations

Students **develop (Analysing)** the concept and approaches of International Relations as an autonomous academic discipline. The basic concepts of International Relations – (Classical Realism, Neoliberalism, World Systems Approach) or the Feminist perspective to International Relations, make the students able to relate (Remembering) with the trending global issues, which places a great emphasis on economics, culture, domestic or strategic impact on society.

C.O. 5 Public Administration-

In this course students can **build (Creating)** their ideas about the amalgamation of history, organizational theory, social and political theory and studies **relating (Understanding)** on the meaning, structures and functions of public service in all its forms. They can **assess (Evaluating)** public administration in theoretical as well as practical point of view.

C.O. 6 Indian Foreign Policy –

In this course of study, the students will be able to **interpret (Understanding)** and **adopt (Creating)** all the aspects of the foreign policy of India. They started discovering (Analysing) about different instruments (diplomacy, propaganda, military) of India's foreign policy. By understanding India's foreign policy and the engagement with her neighbours- (Bangladesh, Pakistan, Nepal, Sri Lanka) the students make themselves more knowledgeable.

C.O. 7 Feminism: Theory and Practice –

The study of the **theory (Creating) and analyze (Analyzing)** Feminism, helps the students of this course to better understand **and categorise (Analyzing)** unequal and oppressive gender relations. The theoretical ideas of this area (Liberal, Socialist, Marxist), the historical background of the evolution of Feminism or the movements related to this make the learners more conscious about gender opportunities and inequalities.

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

In this course the students will be able to **build (Applying)** their ideas about the origin, evolution and significance of human rights in India. The ideas of human rights in the context of Indian Constitution and the National and State Commission of Human Rights will **build (Creating)** the learners more aware of the basic rights of humans and the problems of Indian Human Rights and also the solutions for the same.

C.O. 9. Legal Literacy –

In this area of study students get to **define (Remembering)** the concepts and also the major processes of Indian legal system. The concept of the evolution of Indian Penal Code or personal laws (Hindu, Islam and Christian Marriage laws) help them to **assess (Evaluating) and relate (Understanding)** with the scope of their rights under the law.

C.O. 10 Elementary Dimension of Research-

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

C.O. 11 Understanding the Legal System –

In this course, students get to **define (Remembering) and build (Applying)** their ideas about the legal framework (PIL, Administrative Tribunals, Subordinate Courts) of India. Students get to **construct (Creating)** ideas about the concept of different Elections Laws or other constitutional dimensions that help the learners to know more about Indian legal system.

C.O. 12 Basic Research Methods

The students can **relate (Remembering)** with the research aspect of social sciences, both qualitative and quantitative approaches are introduced to them. This helps them to **compose (creating)** 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 (Applying)** an idea of cause-and-effect relationships on their own.

PO'S CO'S	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		✓						
CO 10								✓
CO 11		✓						
CO 12								✓

**Curriculum
Mapping**

B.A. HONOURS IN EDUCATION

Choice Based Credit System

In the 3 years B.A. Honours in Education there will be 6 Semesters. The curriculum consists of 14 Core Courses (CC), 2 Ability Enhancement Compulsory Courses (AECC), 2 Skill Enhancement Courses (SEC) and 4 Discipline Specific Elective (DSE) courses and 4 Generic Elective (GE) Courses. Each course is of 100 Marks.

Semester wise Courses							
		1	2	3	4	5	6
Core Courses (CC)		2	2	3	3	2	2
Elective Courses	Generic Elective (GE)	1	1	1	1		
	Discipline Elective					2	2
Ability Enhancement	Language / Environment	1	1				
	Skill Based Electives			1	1		
Total Credit		20	20	26	26	24	24

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 Recall and define the meaning of education, its aims, factors, agencies and various Perspectives like the importance of child centricism 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. Analyzing the contribution of western and eastern educators and its relevance in the present age.

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

PSO: 04 To relate 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 Analyzing 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 Explain 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 analyzing and interpreting data and graphically represent them.

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

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

PSO: 09 To illustrate the current issues of population education and analyze 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 Interpret different instructional techniques and develop in them the ability to use ICT and different E-learning tools and encourage classroom behavior 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 estimate the meaning, nature, scope and aims of education.
- To explain the factors of education and their interrelationship.
- To distinguish between different agencies of education that influence education.
- To be associated with the concept of child- centricism and play-way in education

CO 2: History of Indian Education

- To be able to describe the salient features of education in India during ancient and medieval times
- To sequence the development of education in British India
- To be able to recall and summarize the significant points of selected education commissions & national policy of education in independent India

CO 3: Psychological Foundation of Education:

- To define the meaning of Psychology and be able to illustrate its different aspects.

- To retrieve the patterns of different aspects of human development and relate this knowledge with education.
- To be associated with the cognitive approach of development and thus to distinguish the process and factors of cognition.

CO 4: Philosophical Foundation of Education :

- To define the meaning and relation of philosophy and education
- To estimate the importance of philosophy in education
- To differentiate the Indian schools of philosophy and their impact on education
- To interpret the western schools of philosophy and their impact on education
- To develop an understanding of philosophy and apply for development of humanity

CO 5: Sociological foundation of Education:

- To associate the relation between Sociology and Education : nature, and scope of Sociology of education.
- To explain the concept of Social Groups and Socialization process.
- To enable the students to demonstrate the concept of Social change and Social interaction in education
- To judge the importance of social Communication in Education

CO 6: Educational Organization, Management and planning :

- To develop the concept of an ideal organization in educational institutions.
- To illustrate the essential functions of educational management.
- To classify the different aspects of planning,

CO 7: Guidance and Counseling:

- To define the concept of guidance
- To distinguish various types of Guidance
- To discuss the basic concept of Counseling
- To categorize the basic data necessary for Guidance

CO 8: Technology in Education:

- To develop an understanding of educational technology
- To describe with the system approach
- To relate the importance of the use of computer in education and communication
- To relate with the instructional techniques and illustrate models of teaching
- To infer the importance of ICT & e-learning.

CO 9: Curriculum Studies:

- To describe concept, nature, types and major approaches of curriculum
- To illustrate the relation among curriculum, pedagogy and assessment
- To discuss about curriculum development and national curriculum frame work, 2005
- To summarize content selection and selected theories in this regard
- To relate with evaluation & reform of curriculum

CO 10: Inclusive Education :

- Retrieve the meaning of Inclusion and exclusion
- Illustrate the types of exclusion and their causes
- analyze how to bring about inclusion in different spheres

CO 11: Evaluation and Measurement in Education :

- To explain the concepts of measurement and evaluation in education.
- To infer the various process of Evaluation
- To estimate the different types of measuring instruments and their uses.
- To differentiate of the concepts of validity and reliability and their importance in educational measurement.
- To be able to demonstrate the principles of test construction.

CO 12: Statistics in Education:

- To develop the concept of statistics and to develop skill in analyzing descriptive measures
- To be associated with the concept of Normal Probability Curve and its uses in education
- To discuss the concept of measures of relationship
- To develop the ability to organize relevant educational data and to represent educational data through graphs and to develop skill in analyzing, evaluating and integrating the displaying data

CO 13 : Psychology of Adjustment:

- To differentiate the concept of adjustment, maladjustment and some commonly found problem behavior.
- To classify the multi-axial classification of mental disorders.
- To be aware about different coping strategies for stressful situation and apply in real life
- To discuss the administration, scoring and interpretation of the psychological test and rate it.

CO 14: Basic Concept of Educational Research:

- Have a association with the concept of educational research
- Learn about the various steps to be followed for conducting a research and implement it
- construct a research proposal and review research papers

CO 15: Communication Skills:

- To discuss the basic elements of Communication
- To identify Listening Skills
- To repeat Speaking Skills
- To apply and implement Reading and Writing Skills

CO 16: Skill for Democratic Citizenship:

- Explain about their duties as citizens
- Recall about their rights as citizens
- Express idea about child violence and child rights
- Relate the evils of domestic violence and apply domestic rights

CO 17: Teaching skills :

- To explain the basic concept of Teaching
- To differentiate the Types of Teaching
- To apply the Skills of Teaching

- To present the Concept of Learning Design (LD)

CO 18: Life Skill Education:

- To illustrate the meaning of life skills.
- To relate with the different types of life skills.
- To analyze the ways in which individual's personality can be built through the development of these life skills.

CO 19: Peace and Value Education:

- To discuss concept of peace education
- To summarize peace and non-violence
- To develop the concept of value education
- To classify peace, value and conflict resolution

CO 20: Educational Thoughts of Great Educators:

- To develop an association of educational ideas of Indian and Western Educators
- To classify pedagogical concepts given by Indian and Western educational thinkers

CO 21: Gender and Society:

- To retrieve the basic terms, concepts used in gender studies.
- To interpret the gender discrimination in construction and dissemination of knowledge.
- To develop an awareness and sensitivity and apply in real life

CO 22: Population Education:

- To define the concept of Population Education
- To analyze Population growth and its impact and responsibilities
- To judge population education and role of school

CO 23: Teacher Education:

- To discuss the basic concept of teacher education.
- To explain the historical perspective and development of teacher education in India.
- To enable the students to differentiate the Role of the different agencies in teacher education:
- To have an idea about Some Courses for preparation of teachers

CO 24 : Open and Distance Learning:

- To be associated with the concept of open and distance education
- To relate about the modes and strategies of open and distance education
- To differentiate and associate the relationship among non-formal, correspondence, distance and open education
- To examine the present status and role of multi-media in open and distance education
- To judge the different agencies, problems and remedies of open and distance education in India

CO 25: Human Rights Education:

- To explain the basic concept of human rights
- To recall the role of United Nations and human rights
- To demonstrate the enforcement mechanism in India

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), LC(C1 – 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**

Semester wise Courses							
		1	2	3	4	5	6
Core Courses (CC)	Discipline - 1	CC – 1	CC – 2	CC – 3	CC – 4		
	Discipline - 2	CC – 1	CC – 2	CC – 3	CC – 4		
	Language (LCC)			C1 English (1)	C2 MIL (1)	C1 English (2)	C2 MIL (2)
Elective Courses	Generic Elective	GE - 1	GE - 2				
	Discipline Specific					DSE – A (DSC – 1)	DSE – B (DSC – 1)
						DSE – A (DSC – 2)	DSE – B (DSC – 2)
Ability Enhancement Compulsory Course		AECC - 1	AECC - 2				
Skill Enhancement Course (SEC)				SEC – A	SEC – B	SEC – A	SEC – B
Total Credit		20	20	20	20	20	20

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 analyze the importance of child centricism 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 analyze 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 fulfillment 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 endeavors 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 1: Introduction to Education :

- To estimate the meaning, nature, scope and aims of education.
 - To explain the factors of education and their interrelationship.
 - To distinguish between different agencies of education that influence education.
- To be associated with the concept of child-centricism and play-way in education

CO 2: Psychological Foundation of Education:

- To define the meaning of Psychology and be able to illustrate its different aspects.
- To retrieve the patterns of different aspects of human development and relate this

knowledge with education.

To be associated with the cognitive approach of development and thus to distinguish the process and factors of cognition

CO 3: Sociological foundation of Education:

- To associate the relation between Sociology and Education :nature, and scope of Sociology of education.
- To explain the concept of Social Groups and Socialization process.
- To enable the students to demonstrate the concept of Social change and Social interaction in education
- To judge the importance of social Communication in Education

CO 4 : Inclusive Education :

- Retrieve the meaning of Inclusion and exclusion
- Illustrate the types of exclusion and their causes
- analyze how to bring about inclusion in different spheres

CO 05 : Peace and Value Education:

- To discuss concept of peace education
- To summarize peace and non-violence
- To develop the concept of value education
- To classify peace, value and conflict resolution

CO 06 : Educational Thoughts of Great Educators:

- To develop an association of educational ideas of Indian and Western Educators
- To classify pedagogical concepts given by Indian and Western educational thinkers

CO: 07 Human Rights Education

- To explain the basic concept of human rights
- To recall the role of United Nations and human rights
- To demonstrate the enforcement mechanism in India
- To relate the role of advocacy groups

CO: 08 Women Education

- To illustrate the historical perspectives of Women Education
- To Present the Policy Perspectives and Committees and Commissions on Women Education
- To Examine the role of Indian thinkers towards Women Education
- To identify major constraints of Women Education and Women Empowerment and integrate it in real life.

CO: 09 Communication skill

- To discuss the basic elements of Communication
- To identify Listening Skills
- To repeat Speaking Skills
- To apply and implement Reading and Writing Skills

CO: 10 Skill of Democratic Citizenship

DEPARTMENTAL OUTCOME

Programme Name: **B.A (Honours) in Philosophy** (Under CBCS System) Programme

Specific Objectives:

PSO1:

The course is to create critical insight in socio-political ideas of governance and ideals about socio-political system.

PSO 2:

Proper understanding of any kind of situation through logical and rational thinking.

PSO3:

Building overall awareness regarding rights and duties towards environment. The student becomes conscious of the environmental issues and tries to take initiative towards environmental protection and sustenance.

PSO4:

Acquaint with different views of traditional Indian philosophical orthodox and heterodox school.

PSO5:

Proper realization of the nature of life and society.

PSO6:
Acquaint with different views of Western philosophers.

PSO7:
Development of moral consciousness that enables the students to become complete human beings and responsible citizens.

PSO8:

Acquiring the knowledge to develop the defensive power and ability to establish their own views and challenging problems of philosophy.

PSO9:

Understand the basic tenets of some major religions in India and able to know their various religious concept.

PSO10:

Acquire the potential of thinking beyond the structural boundaries. The skill of philosophizing will develop the potential to create an out of box thinking.

PSO11:

Studying the history of Indian and Western Philosophy student are able to know that Philosophy is an aspiring and inspiring discourse on thought and life.

PSO12:

Ability to learn peace-making strategies to overcome persecution and transform society to attain a more just and equitable international community.

PSO13:

Familiarise with the emerging trends of thought.PSO14:

Understand the contribution of Modern Indian Thinkers and their philosophical thought.

PSO15:

Understand our own fundamental rights and natural rights and make people aware about various discriminations like gender, race, religious discrimination.

PSO16:

Understand the nature of language, the relations between language, language users, and the world. Investigations may include inquiry into the nature of meaning, intentionality, reference, the constitution of sentences, concepts, learning, and thought.

PSO17:

Acquire knowledge about the concept of Brahman and the atman. Familiarize with the whole Indian spiritual tradition and various important principles that relate to work, life, religion, philosophy and spirituality.

PSO18:

Understand the nature of the mind and mental states or processes, and how minds are affected by and can affect the body.

Course Outcomes:

Co1: *Indian Philosophy I*

Student can learn from this course about the various schools of Indian Philosophy- astika and nastika. Students can also understand the major and important concepts of Carvaka, Bauddha, Nyaya, Vaisesika 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. Samkhya, Yoga, Advaita Vedanta, Visistadvaita Vedantic philosophy is covered by this course.

Co 4: History of Western Philosophy I

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. Make 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 student is 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 explore 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 ownrights 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 illustrates 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 anvitabhidhanvada 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: Sadananda Yogindra Saraswati

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

Co29: Srimadbhagbadgita

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

Co30: Western Logic-II

This course introduces to 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 discuss about the idea of universal Religion and make the students familiar with the concept of PraticalVedanta.

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- Amanda. 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.

Curriculum Mapping

PO'S	PS O 1	PS O 2	PS O 3	PS O 4	PS O 5	PS O 6	PS O 7	PS O 8	PS O 9	PS O 10	PS O 11	PS O 12	P S O 1 3	P S O 1 4	P S O 1 5	P S O 1 6	P S O 1 7	P S O 1 8
CO'S																		
CO1				✓							✓							
CO2						✓					✓							
CO3				✓							✓							
CO4						✓					✓							
CO5																		✓
CO6	✓									✓								
CO7									✓	✓								
CO8		✓								✓								
CO9		✓								✓								
CO10										✓	✓							
CO11										✓	✓							

CO12						✓			✓								
CO13		✓							✓	✓							
CO14						✓			✓								
CO15		✓							✓								
CO16			✓			✓			✓								
CO17						✓			✓			✓					
CO18			✓			✓			✓			✓					
CO19						✓			✓					✓			
CO20									✓		✓	✓					
CO21						✓			✓			✓					
CO22									✓					✓			
CO23		✓							✓								
CO24						✓			✓								
CO25									✓						✓		
CO26						✓		✓	✓								
CO27								✓	✓								
CO28									✓							✓	
CO29									✓							✓	
CO30		✓							✓								
CO31			✓			✓			✓								
CO32									✓						✓		
CO33					✓				✓			✓					
CO34					✓				✓			✓					
CO35					✓				✓			✓					
CO36					✓				✓			✓					

DEPARTMENTAL OUTCOME

Programme Name: **B.A (General) in Philosophy** (Under CBCS System) Programme

Specific Objectives:

PSO1:

The course is to create critical insight in socio-political ideas of governance and ideals about socio-political system.

PSO 2:

Proper understanding of any kind of situation through logical and rational thinking.

PSO3:

Building overall awareness regarding rights and duties towards environment. The student becomes conscious of the environmental issues and tries to take initiative towards environmental protection and sustenance.

PSO4:

Acquaint with different views of traditional Indian philosophical orthodox and heterodox school.

PSO5:

Proper realization of the nature of life and society.

PSO6:

Acquaint with different views of Western philosophers.

PSO7:

Development of moral consciousness that enables the students to become complete human beings and responsible citizens.

PSO8:

Understand the nature of the mind and mental states or processes, and how minds are affected by and can affect the body.

PSO9:

Familiarize with the emerging trends of thought.

Course Outcomes:

Co1: Indian Epistemology and Metaphysics

This course helps students to understand the sources of knowledge in Indian view of philosophy. This course mainly focus on Carvaka and Nyaya epistemology and Vaisesika and Advaita Vedanta metaphysics.

Co2: Western Epistemology and Metaphysics

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'. This course also helps the students to know the origin of knowledge-rationalist and empiricist view in this regard. Various philosophical issues like mind-body problem, causal theories and various types of realism are discussed.

Co3: *Western Logic*

Studying this course student is able to understand the reasoning process well. Students gain the knowledge of the formal techniques of evaluating arguments and deductive system and Mill's methods of experimental enquiry. This course covers few part of symbolic logic. Students are able to know the values of special symbols and truth functions.

Co4: *Philosophy of Mind*

Studying this course student can understand the main concepts like sensation, perception, various theories of learning, consciousness, intelligence, etc.

Co5: *Logical Reasoning and Application*

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 acquaints the students with the application of inductive and deductive reasoning in law.

Co6: *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.

Co7: *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.

Co8: *Value Education*

This course is introduced for the students not only to understand the values, but also to reflect them in their attitudes and behavior. It helps the students to cope up with practical problems of life in present as well as in future.

Co9: Ethics: Indian and Western

Studying this course student is able to know the concept and classification of purusarthas and their relations, sakama and niskama karma and carvaka ethics. Buddhist concept of four noble truth and the eight fold path are explained in this course. Western ethical concepts like distinction between moral and non-moral actions, object of moral judgement, theories of punishment, teleological and deontological theories of Bentham, Mill and Kant are introduced in this course.

Co10: 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.

Co11: Applied Ethics and Philosophy of Religion

This course introduces the nature and scope of applied ethics. Some major issues related to applied ethics like killing, poverty, affluence, morality, some issues related to environmental ethics are discussed in this course. By learning this course students are able to explore the arguments for and against the existence of God. This course make the student familiar with the concept of the problem of evil and suffering .

Co12: Contemporary Indian thought

The outcome of the course Contemporary Indian Philosophy is to make students aware about the Modern Indian Thinkers i.e. Swami Vivekananda, M.K.Gandhi and B.R. Ambedkar.

Curriculum Mapping

PO'S CO'S	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					✓				

COURSE OUTCOME (CO): B.Sc. General -Physics

SEMESTER-I

CO 1:

Mechanics- CC 1/GE 1

Mechanics (Theory)

At the end of the course, the student will be able to:

- a) Discuss the role of vectors and coordinate systems in Physics and solve Ordinary Differential Equations.
- b) Describe Newton's Laws of motion and their applications, learn the concept of inertial reference frames their transformations. Also, the concept of conservation of energy, momentum, angular momentum and apply them to basic problems and the Concept of Potential Energy.
- c) Explain the dynamics of any system in rotational motion and also understand about torque.
- d) Discuss the concept of Kepler's Laws and Newton's Law of Gravitation, Satellite in circular orbit and geosynchronous orbits.
- e) Explain the phenomena of simple harmonic motion and the properties of systems executing such motions.
- f) Gain the knowledge of elastic properties of material; understand the concept of Hook's Law and Molecular theory of Surface Tension.

Mechanics (Practical)

- a) Students will be able to calculate the length (or diameter) of any object using vernier caliper, screw gauge and traveling microscope.
- b) Students will be able to analyze systematic and random errors introduced in different instruments.

SEMESTER-II CO 2:

Electricity and Magnetism- CC 2/GE 2

Electricity and Magnetism (Theory)

At the end of the course, the student will be able to:

- a) Explain and differentiate the vector (electric fields, Coulomb's law) and scalar (electric potential, electric potential energy) formalisms of electrostatics.
- b) Apply Gauss's law of electrostatics to solve a variety of problems.
- c) Demonstrate how magnetism is produced and relate examples where its effects are observed.
- d) Describe the magnetic field produced by magnetic dipoles and electric currents.

- e) Explain Faraday-Lenz and Maxwell laws to articulate the relationship between electric and magnetic fields.

Electricity and Magnetism (Practical)

- a) Students will be able to demonstrate how to use galvanometer and ammeter properly in the experiments.
- b) Students will be able to calculate the low resistance by Carey Foster method.

SEMESTER-III CO 3:

Thermal Physics and Statistical Mechanics- CC 3/GE 3

Thermal Physics and Statistical Mechanics (Theory):

At the end of the course, the student will be able to:

- a) Understand the basic concepts of thermodynamics, the first and the second law of thermodynamics, the concept of entropy and the associated theorems.
- b) Discuss the basic concepts of the thermodynamic potentials and their physical interpretations. They are also expected to learn Maxwell's thermodynamic relations.
- c) Explain the real gas equations, Van der Waal equation of state, the Joule-Thompson effect.
- d) Learn about the black body radiations, Stefan-Boltzmann's law, Rayleigh-Jean's law and Planck's law and their significances.
- e) Understand the concept of quantum statistical distributions, viz., the Bose-Einstein statistics and the Fermi-Dirac statistics.

Thermal Physics and Statistical Mechanics (Practical)

- a) Students will be able to verify Stefan's law.
- b) Students will be able to determine the Thermal coefficient of Resistance using Carey foster bridge and Coefficient of Thermal Conductivity of a bad conductor by Lee and Charlton's disc method.

CO 4:

Scientific Writing- SEC A-1 (Technical Skill)

Scientific Writing (Theory)

At the end of the course, the student will be able to:

- a) Understand the basic concepts of LaTeX, learn what LaTeX is, which features it has, and how it works.
- b) Distinguish the basic advantages of LaTeX over other more traditional systems.
- c) Compose different type of documents like article, report, book etc.

- d) Construct a web page using LaTeX.
- e) Integrate the mathematical equations, writing tables as well as customization of fonts in the documents.

Scientific Writing (Project)

Project work may enhance the technical skill of the students for scientific writing and they will be able to: -

- a) Distinguish how is scientific writing different from other kinds of writing? and
- b) Produce effective transitions between sections, paragraphs, sentences, and withinsentences.

CO 5:

Renewable energy and Energy Harvesting- SEC A-2 (Knowledge Skill)

At the end of the course, the student will be able to:

- a) Summarize the limitations of fossil fuels and the need of renewable energy for sustainable development process.
- b) Classify the non-conventional energy sources.
- c) Argue the importance along with the diverse use of solar energy.
- d) Design the mechanism for energy harvesting in the field of wind energy, Piezoelectric energy and Electromagnetic energy.
- e) Realize the power electronic interfaces and grid interconnection topologies.
- f) Relate environmental issues and sustainability.

SEMESTER-IV CO 6:

Waves and Optics- CC 4/GE 4

Waves and Optics (Theory)

At the end of the course, the student will be able to:

- a) Demonstrate S. H. M. and discuss the principle of Fourier's Theorem and show its application for various types of waves.
- b) Outline the concept of Superposition of vibrations and relate how to analyze them using graphical methods, analytical method and Lissajous Figures.
- c) Illustrate the concept of Huygens Principle and nature of light
- d) Integrate the principles of wave motion and superposition to explain the Physics of polarization, interference and diffraction.

Waves and Optics (Practical)

In the laboratory course, students will be able to:

- a) Extend hands-on experience of using various optical instruments and making finer measurements of wavelength of light using Newton Rings experiment. Resolving power of optical equipment can be learnt first-hand.
- b) Apply basic knowledge of principles and theories about the behavior of light and the physical environment to conduct experiments.
- c) Determine the focal length of a concave lens.
- d) Determine the frequency of a tuning fork and know the use of polarimeter.

CO 7:

Arduino- SEC B -1 (Technical Skill)

Arduino (Theory)

At the end of the course, the student will be able to:

- a) Define Arduino and open-source electronics platform.
- b) Express how to get started with Arduino
- c) Describe the key benefits of learning Arduino
- d) Develop the concept of different types of Arduino boards starting from the basic UNO and Leonardo**
- e) Relate how Arduino makes building electronics simple for people with not much technical knowledge
- f) Apply the knowledge towards the role of Arduino in real world applications.
- g) Develop the basic ideas for installation of IDE in PC/ laptop for Arduino programming (Sketch)**
- h) Integrate the programming structure, concept of variables, constants, operators, functions etc. and its interfacing.

Practical Projects

- a) Students can apply their theoretical knowledge for making practical projects in real time basis.
- b) They can Construct the experimental set up for Measurement of voltages, Construction of thermometer, Interfacing 7 Segment display etc. as simple projects.

CO 8:

Electrical Circuits and Network skills- SEC B -2 (Knowledge Skill)

At the end of the course, the student will be able to:

- a) Express the concept of pole, concept of stator and rotor, star and delta connections along with their current voltage relationships.
- b) Explain the principles upon which DC generators, DC motors and AC motors operate.
- c) Describe how to construct the DC motors, 3 phase induction motor,
- d) Discuss the different types of transformer, and their operating characteristics
- e) Recall magnetising current and construct equivalent circuit of single-phase transformer on no-load and on load, equivalent circuit of induction motor.
- f) Integrate the knowledge for measurement of three phase power by two and three wattmeter method, Unsymmetrical faults in distribution system,
- g) Explain how to represent the Block diagram of a utility distribution sub-station.

SEMESTER-V CO 9:

Analog Electronics - DSE-A(1)

Analog Electronics (Theory)

Students will be able to:-

- a) Develop the understanding of Semiconductor Diodes and principle and structure of Light Emitting Diode, Photo Diode, Zener diode and solar cell.
- b) Demonstrate the Transistor Amplifier.
- c) Explain the Regulated Power supply.
- d) Discuss the FET, JFET, MOSFET.
- e) Judge the necessity of negative feedback amplifier for stability.
- f) Analyze the Operational Amplifier and their types.

Analog Electronics (Practical)

- a) Student will describe hands-on experience of using various analog instruments such as Transistors, LM 317 IC, D.C. power supply etc.
- b) Have the ability to test the Thevenin and Norton's theorem, super position theorem and maximum power transfer theorem.
- c) Recognize and use Operational amplifiers and its characterization, circuits using OpAmp for making Summing and subtracting circuits, differentiators and integrators.

CO 10:

Modern Physics- DSE A (2)

At the end of the course, the student will be able to:

- a) Explain main aspects of the inadequacies of classical mechanics and understand historical

development of quantum mechanics and ability to discuss and interpret experiments that reveal the dual nature of matter.

- b) Recall the Schrödinger equation and postulates of Quantum Mechanics.
- c) Develop the concept of Special Theory of Relativity.
- d) Analyze the spontaneous and stimulated emission of radiation, optical pumping and population inversion. Three level and four level lasers. Ruby laser and He-Ne laser in details. Basic lasing.

SEMESTER-VI CO 11:

Digital Electronics- DSE B (1)

Digital Electronics (Theory)

At the end of the course, the student will be able to:

- a) Illustrate the basic concept of Integrated circuits and Number systems.
- b) Classify the basic logic gates such as AND, OR and NOT Gates, NAND and NOR Gates and XOR and XNOR Gates and combinational circuits to construct half adders, full adders, subtractors, 4 bit binary Adder -Subtractor and synthesis of circuits using Boolean algebra.
- c) Examine the basic idea of Multiplexers, De-multiplexers, Decoders, Encoders, various Flip-Flops and Registers and Counters.

Digital electronics (Practical)

- a) Students will be able to construct half adder and full adder using NAND/NOR gate.
- b) Will gain the hands-on experience of SR, D FF circuits using NAND gates.
- c) Learn to construct shift registers using D type FF IC 7476 and 4×1 Multiplexer using IC74151.

CO 12:

Nuclear & Particle Physics- DSE B (2)

Nuclear & Particle Physics (Theory)

At the end of the course, the student will be able to:

- a) Express the ground state properties of a nucleus – the constituents and their properties, mass number and atomic number, relation between the mass number and the radius and the mass number, average density, range of force, stability curve, the concepts of packing fraction and binding energy, binding energy per nucleon vs. mass number graph, explanation of fusion and fission from the nature of the binding energy graph.
- b) Describe the achievements of Nuclear Models of Physics and its limitations.
- c) Demonstrate about the process of radioactivity, the radioactive decay law, the emission of alpha, beta and gamma rays and the properties of the constituents of these rays.

- d) To give an extended knowledge about nuclear reactions such as nuclear fission and fusion.
- e) Realize the basic concept of Particle Physics.

PSO – CO Mapping:

PSOs COs	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PSO 7	PSO 8	PSO 9	PSO 10
CO 1	√	√	√			√				√
CO 2	√	√	√			√				√
CO 3	√	√	√			√				√
CO 4							√		√	
CO 5			√	√	√					
CO 6	√	√	√			√				√
CO 7				√				√	√	
CO 8			√					√		
CO 9	√	√	√			√				√
CO 10	√		√							
CO 11	√	√	√			√				√
CO 12	√		√							

LALBABA COLLEGE

DEPARTMENT OF CHEMISTRY

Programme Name: B.SC.(General) in Chemistry

Programme Specific Object:

PSO1: After completion of Degree a student will learn the theory as well as practical knowledge of handling chemicals. To explain stereochemistry reactivity and mechanism of the chemical reactions. Atomic structure, Acidic and Basic nature, Estimation of ion from binary mixture, Modern periodic table, Periodic Property, Atomic and ionic size, Ionization energy, Electron affinity, Electronegativity and Kinetic theory of gas. The existence of matter in the universe as solids, liquids and gases which are composed molecules, atoms and subatomic particles.

PSO2: Discuss the mechanism of different types of reactions both organic and inorganic. Determination of surface tension, Concept of solubility, Chemical equilibrium, Computer application, chemical reaction, Gaining the knowledge of phase equilibria, phase diagram, Application in petrochemical industry and solvent extraction.

PSO3: To relate the chemical bonding and determination of molecular, ions shapes, on the basis of VSEPR and hybridization. Application of electrolysis in metallurgy and industry, Electromotive force of a cell and its measurements, Learning of mechanism of reactions and prediction of products of unknown reactions.

PSO4: Analyzing the knowledge of a lot of chemical reactions for the further progression of research level. Understand the carbohydrate chemistry, amino acids, electromagnetic radiation and its interaction with matters. Qualitative analysis of single solid organic compound.

PSO5: Explain the inorganic solid of technological importance, mixed inorganic pigments, materials for mechanical constructions, various types of cast irons, alloy steels, copper, aluminium and their alloy like duralumin, super alloy thermoplastic and composite materials. Gold and silver metallic nanoparticles, conducting polymers, ion exchange resin, ceramic and refractory.

PSO6: To illustrate the Inorganic materials of industrial importance like manufacture and processing of glasses, cement, high technology ceramic and their application.

PSO7: Manufacture the fertilizers in industries, Surface coatings, Working of following battery: Pb-acid, Li-battery, Solid state electrolyte battery, Fuel cell, Solar cell, Polymer cell, Manufacture of steel, Homogeneous and Heterogeneous catalysis and their industrial application. Techniques for the quantitative estimation of trace level of metal ions from water, determination of Pk_a values. Chromatographic methods of analysis: IC, GLC, GPC.

PSO8: Interpret the different separation techniques by chromatography, analysis of soil, Ion exchange method and Determination of BOD, COD.

PSO9: To apply the analysis of food products. cosmetics, Biochemistry of disease: diagnostic approach by blood, Urine analysis, Drug discovery, design and development. Synthesis of antibiotics.

Course Outcomes:

CO1: Evolution about the (i) Atomic structure (ii), Chemical Kinetics (iii) Chemical periodicity (iv) Acid and Base (v), Liquids, (vi) Stereochemistry, (vii) Nucleophilic substitution, (viii) Elimination reactions and Estimation of ion by titration method.

CO2: The summary of (i.) Chemical Thermodynamics, (ii) Chemical Equilibrium, (iii) Solutions, (iv) Phase equilibria, (v) Solids, (vi) Aliphatic hydrocarbons, (vii) Error analysis, (viii) Computer applications and Redox reactions.

CO3: To Gaining the knowledge about (i.) chemical bonding and molecular structure, (ii) Study of P-block elements, (iii) Transition elements, (iv) Co-ordination chemistry, (v) Ionic equilibria, (vi) Conductance, (vii) Electromotive force, (viii) Aromatic hydrocarbons, Organometallic Compounds and Aryl halides.

CO4: To evaluate the reactions of (i) phenols, (ii) alcohols, (iii) ethers, (iv) carbonyl compounds, (v) carboxylic acids and their derivatives, (vi) Amines and Diazonium salts, Amino acids, Carbohydrates, (vii) Crystal Field Theory, (viii) Quantum Chemistry, Spectroscopy, (ix) Qualitative analysis of single solid organic compounds and Identification of a pure organic compound.

CO5: Synthesis and modification of (i) Inorganic Solids, (ii) Nanomaterials, Specialty polymers and Composite materials.

CO6: To Apply the methods in silicate industries: (i) Glass, (ii) Ceramic, (iii) Cement, (iv) Fertilizer, (v) Surface Coatings, (vi) Batteries, (v) Alloys, (v) Catalysis and Chemical Explosive.

CO7: To Apply the methods of Green Chemistry, Principle of Green chemistry and designing a chemical synthesis. Example of green synthesis, Reactions and some real-world cases, future trends in green chemistry, Alkaloids and Terpenes.

CO 8: To Apply the analytical method in green chemistry. For example: Optical method of analysis, Thermal method of analysis, electrolytical method of analysis, Separation techniques.

CO 9: Application of basic analytical chemistry, analysis of soil, water, food products, cosmetics, chromatography, ion exchange.

CO 10: Application of analytical clinical biochemistry, carbohydrates, proteins, enzymes, lipids, cholesterol, lipoproteins,

CO 11: Application of pharmaceuticals, chemistry of drugs and pharmaceuticals, fermentation.

CO 12: To illustrate about the Pesticide chemistry.

Curriculum Mapping

PS'O CO'S	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PSO 7	PSO 8	PSO 9
CO 1	√								
CO 2		√							

MATH GENERAL

Programme Specific Outcomes(PSO)

1. C++ programming is used in real life in advanced computation, graphics, banking applications, compilers. Mathematical Finance is a part of Mathematics which we have seen in banking purposes, corporate world.
2. Computer science is also a very important subject. In computer science, we use various fields of mathematics such as calculus, algebra, ring theory, group theory, C-programming, Boolean algebra, mathematical logic, Discrete mathematics.
3. To solve any real life problem we have to form a mathematical model. And to solve this model we can use LPP, game theory, numerical method, graph theory, PDE, ODE etc. Bio mathematics is used to form epidemic modeling.
4. To calculate force, velocity, torque, curvature we may use vector. Computer science can be used in advanced programming, artificial intelligence and artificial life, computational logic, computer graphics, computer modelling.
5. The aim of *dynamics* is to find the cause of motion, and knowing the cause to description. In particle dynamics, a '*Particle*' is a point mass at some position in space. It can move about, but has no characteristic orientation.
6. In advance 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 a part of mathematics that deals with symbols and the standards for controlling those symbols. Algebra is used in geometry, computer programming and many other fields. Algebra can be used in morning routine, cooking, technology, sports, logical thinking, home improvement and many more.

Calculus is a basic tool of mathematics, used in every branch of physics, computer science, medicine, business and engineering and in other fields wherever a problem can be mathematically modeled and an optimal solution is desired.

ODE is used in physics, engineering, biology, Bernoulli equation etc. In real life Ordinary differential equations are used to calculate the movement or flow of electricity, motion of an object and to explain thermodynamics concepts. Also, in medical terms, they are used to check the growth of diseases in graphical representation.

A student can apply geometry in their everyday life such as measuring circumference, area, volume, when they need to build something. Besides this to create video game, food design they can use geometry.

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

Differential Calculus is the branch of mathematics that studies the behavior 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, modeling, 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.

From vector algebra a students gain idea of vector, addition of two vector, subtraction of two vector etc. To calculate any vector quantity such as velocity, force, torque they can use vector algebra. Vector algebra can closely combine the geometric ideas with algebraic calculations.

Discrete Mathematics is a branch of Modern Mathematics which deal with computer programming, difference equation and solve the various kind of problems in integer theory like congruence, check digit of ISBN number and so on.

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

In Integral Calculus, we cover application of integrals. Calculus is used to improve the architecture not only of buildings but also of important infrastructures such as bridges. In Electrical Engineering, Calculus (Integration) is used to determine the exact length of power cable needed to connect two substations, which are miles away from each other.

Numerical Method is the branch of Modern Mathematics which apply in approximation of a quantity and solving 1st Order Differential Equation by various methods like Euler & RK4, in the case where analytical solution is found to be very tough.

Linear Programming and Game theory is a branch of Modern Mathematics which optimize a linear function by various method like Graphical & Simplex method. It solves the problem like Assignment, Transportation Problem.

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

In abstract algebra, *group theory* studies the algebraic structures known as groups. Groups can be found in geometry, representing phenomena such as symmetry and certain types of transformations. Group theory has applications in physics, chemistry, computer science and even puzzle like Rubik's cube.

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 various other field.

In Modern Science Computer is a useful tool not only our social life like corporate life, business world, also in educational society where research work has been done, it solve the many problem in just a few time.

CO-5 :C Programming Language :

In Modern Science, C Programming is the modern language which was used frequently in the present situation that handle the complicated form of a function and calculate the approximation in the numerical computation in just a few second.

CO-6 :Mathematical Logic :

In Modern Science Computer is a very useful tool that handle the problem in easy way that such that the use of hand calculator is very tough to handle and the Computer is based on the, Mathematical Logic which command the task have to do by machine and this is the importance of Logic, the source of which come from the Set Theory which is a basics of Modern Algebra.

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

C++ is better language than C programming language which have used in real life in advanced computation, graphics, banking applications, compilers, in the browsers, libraries, 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 :

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. Applied mechanics, bridges the gap between physical theory and its application to technology. It is used in many fields of engineering, especially mechanical engineering and civil engineering.

CO-10 : Graph Theory :

Graph Theory is an important branch of Modern Algebra which is very useful in Real Life in **transaction-safe, persistent storing, shortest path in road or network, network of communication.**

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, imageprocessing, signal processing, quantum mechanics, econometrics, thin-walled shell theory, etc.

CO-12 : Mathematical Finance :

Mathematical Finance is a part of Mathematics which we have seen from the old school using calculating simple interest of a sum and also the amount of the sum. In present situation we are used the compound interest in business purpose and banking and share trending purposes.

CURRICULUM MAPPING

	PSO-1	PSO-2	PSO-3	PSO-4	PSO-5	PSO-6
CO-1		*				
CO-2		*	*	*		
CO-3			*			
CO-4				*		
CO-5		*				
CO-6		*				
CO-7	*					
CO-8		*				
CO-9					*	
CO-10			*			
CO-11						*
CO-12	*					

DEPARTMENT OF GEOGRAPHY

COURSE OUTCOME AND PROGRAM SPECIFIC OUTCOME

Introduction: Geography is the study of places and the relationships between people and their environments. Geographers explore both the physical properties of Earth's surface and the human societies spread across it. They also examine how human culture interacts with the natural environment and the way those locations and places can have an impact on people. Geography seeks to understand where things are found, why they are there, and how they develop and change over time. The study of the diverse environments, places, and spaces of Earth's surface and their interactions. It seeks to answer the questions of why things are as they are where they are. The modern academic discipline of geography is rooted in ancient practice, concerned with the characteristics of places, in particular their natural environments and peoples, as well as the relations between the two.

CHOICE BASED CREDITS SYSTEM (CBCS): SYLLABUS IN U.G. GEOGRAPHY (CU):

Introduction: In compliance with recent directives from the University Grants Commission, the undergraduate syllabus for Geography is reframed into Choice Based Credit System largely following the model syllabus prepared by the West Bengal State Council of Higher Education and implemented by University of Calcutta from the Academic Session Session, 2018-2019 (May, 2018).

Objectives: The main objective of this new curriculum is to give the students a holistic understanding of the subject, putting equal weightage to the core content and techniques used in Geography. The syllabus tries to give equal importance to the two main branches of Geography: Physical and Human.

Principal: The principal goal of the syllabus is to enable the students to secure a job at the end of the undergraduate programme. Keeping this in mind and in tune with the changing nature of Geography, adequate emphasis is rendered on applied aspects of the subjects such as emerging techniques of mapping and field-based data generation, especially in the honours course. The syllabus emphasises on development of basic skills of the subject, so that everyone need not go for higher studies in search of professional engagement or employment.

DETAIL COURSE INCLUDING SPECIFIC SUBJECTS:

1. Honours Course: Core Subjects

- 1.1 GEO-A-CC-1-01-TH – Geotectonics and Geomorphology
- 1.2 GEO-A-CC-1-01-P – Geotectonics and Geomorphology Lab
- 1.3 GEO-A-CC-1-02-TH – Cartographic Techniques
- 1.4 GEO-A-CC-1-02-P – Cartographic Techniques Lab
- 1.5 GEO-A-CC-2-03-TH – Human Geography
- 1.6 GEO-A-CC-2-03-P – Human Geography Lab
- 1.7 GEO-A-CC-2-04-TH – Thematic Mapping and Surveying
- 1.8 GEO-A-CC-2-04-P – Thematic Mapping and Surveying Lab
- 1.9 GEO-A-CC-3-05-TH – Climatology
- 1.10 GEO-A-CC-3-05-P – Climatology Lab
- 1.11 GEO-A-CC-3-06-TH – Hydrology and Oceanography
- 1.12 GEO-A-CC-3-06-P – Hydrology and Oceanography Lab
- 1.13 GEO-A-CC-3-07-TH – Statistical Methods in Geography

- 1.14 GEO-A-CC-3-07-P – Statistical Methods in Geography Lab
- 1.15 GEO-A-CC-4-08-TH – Economic Geography
- 1.16 GEO-A-CC-4-08-P – Economic Geography Lab
- 1.17 GEO-A-CC-4-09-TH – Regional Planning and Development
- 1.18 GEO-A-CC-4-09-P – Regional Planning and Development Lab
- 1.19 GEO-A-CC-4-10-TH – Soil and Biogeography
- 1.20 GEO-A-CC-4-10-P – Soil and Biogeography Lab
- 1.21 GEO-A-CC-5-11-TH – Research Methodology and Fieldwork
- 1.22 GEO-A-CC-5-11-P – Research Methodology and Fieldwork Lab
- 1.23 GEO-A-CC-5-12-TH – Remote Sensing, GIS and GNSS
- 1.24 GEO-A-CC-5-12-P – Remote Sensing, GIS and GNSS Lab
- 1.25 GEO-A-CC-6-13-TH – Evolution of Geographical Thought
- 1.26 GEO-A-CC-6-13-P – Evolution of Geographical Thought Lab
- 1.27 GEO-A-CC-6-14-TH – Hazard Management
- 1.28 GEO-A-CC-6-14-P – Hazard Management Lab

Honours Course: Discipline Specific Electives

- 1.29 GEO-A-DSE-A-5-01-TH – Fluvial Geomorphology
- 1.30 GEO-A-DSE-A-5-01-P – Fluvial Geomorphology Lab
- 1.31 GEO-A-DSE-A-5-02-TH – Climate Change: Vulnerability and Adaptations
- 1.32 GEO-A-DSE-A-5-02-P – Climate Change: Vulnerability and Adaptations Lab
- 1.33 GEO-A-DSE-A-6-03-TH – Environmental Issues in Geography
- 1.34 GEO-A-DSE-A-6-03-P – Environmental Issues in Geography Lab
- 1.35 GEO-A-DSE-A-6-04-TH – Resource Geography
- 1.36 GEO-A-DSE-A-6-04-P – Resource Geography Lab
- 1.37 GEO-A-DSE-B-5-05-TH – Cultural and Settlement Geography
- 1.38 GEO-A-DSE-B-5-05-P – Cultural and Settlement Geography Lab
- 1.39 GEO-A-DSE-B-5-06-TH – Social Geography
- 1.40 GEO-A-DSE-B-5-06-P – Social Geography Lab
- 1.41 GEO-A-DSE-B-6-07-TH – Urban Geography
- 1.42 GEO-A-DSE-B-6-07-P – Urban Geography Lab
- 1.43 GEO-A-DSE-B-6-08-TH – Geography of India
- 1.44 GEO-A-DSE-B-6-08-P – Geography of India Lab

Honours Course: Skill Enhancement Electives

- 1.45 GEO-A-SEC-A-3-01-TH – Coastal Management

- 1.46 GEO-A-SEC-A-3-02-TH –Tourism Management
- 1.47 GEO-A-SEC-B-4-03-TH –RuralDevelopment
- 1.48 GEO-A-SEC-B-4-04-TH –SustainableDevelopment

2. General Course: Core Subjects

- 2.1 GEO-G-CC-1-01-TH –PhysicalGeography
- 2.2 GEO-G-CC-1-01-P – PhysicalGeographyLab
- 2.3 GEO-G-CC-2-02-TH –EnvironmentalGeography
- 2.4 GEO-G-CC-2-02-P – EnvironmentalGeographyLab
- 2.5 GEO-G-CC-3-03-TH –Human Geography
- 2.6 GEO-G-CC-3-03-P– HumanGeographyLab
- 2.7 GEO-G-CC-4-04-TH–Cartography
- 2.8 GEO-G-CC-4-04-P –CartographyLab

2.9 General Course: Discipline Specific Electives

- 2.10. GEOG-DSE-A-5-01-TH –RegionalDevelopment
- 2.11. GEO-G-DSE-A-5-01-P – RegionalDevelopmentLab
- 2.10 GEO-G-DSE-
A-5-02-TH – Geographyof Tourism
- 2.11 GEO-G-DSE-
A-5-02-P–GeographyofTourismLab
- 2.12 GEO-G-DSE-
B-6-03-TH –AgriculturalGeography
- 2.13 GEO-G-DSE-
B-6-03-P – AgriculturalGeographyLab
- 2.14 GEO-G-DSE-
B-6-04-TH –Population Geography
- 2.15 GEO-G-DSE-
B-6-04-P – PopulationGeographyLab

3 General Course: Skill Enhancement Electives

- 3.1 GEO-G-SEC-A-3/4-01-TH –CoastalManagement
- 3.2 GEO-G-SEC-A-3/4-02-TH – Forest andWildlifeManagement
- 3.3 GEO-G-SEC-B-5/6-03-TH –RuralDevelopment
- 3.4 GEO-G-SEC-B-5/6-04-TH –SustainableDevelopment

COURSE OUTCOMES [Honours]

The course outcomes of the different papers offered are presented below. After completion of the course the student will be able to:

Course Code	Course Title	Credits	Course Outcomes
CC-1-01Th+P	Geotectonics and Geomorphology	4+2=6	<ul style="list-style-type: none"> • Understand the theories and fundamental concepts of Geotectonic and Geomorphology. Understand earth's tectonic and structural evolution. Gain knowledge about earth's interior. Develop an idea about concept of plate tectonics, and resultant landforms. Acquire knowledge about types of folds and faults and earthquakes, volcanoes and associated landforms. Understanding crustal mobility and tectonics; with special emphasis on their role in landform development. • Overview and critical appraisal of landform development models. • Ability to record temperature, pressure, humidity and rainfall • Develop the skills of identification of features and correlation between them. • Do field surveys using appropriate techniques. • Identification of rocks and minerals.
CC-1-02Th+P	Cartographic Techniques	4+2=6	<ul style="list-style-type: none"> • Understand and prepare different kinds of maps. • Recognize basic themes of map making. • Development of observation skills.
CC-2-03Th+P	Human Geography	4+2=6	<p>Gain knowledge about major themes of human Geography.</p> <p>Acquire knowledge on the history and evolution of humans.</p> <p>Understand the approaches and processes of Human Geography as well as the diverse patterns of habitat and adaptations.</p> <ul style="list-style-type: none"> • Develop an idea about space and society

CC-2-04Th+P	Thematic Mapping and Surveying	4+2=6	<p>Comprehend the concept of scales and representation of data through cartograms.</p> <ul style="list-style-type: none"> • Interpret geological and weather maps. • Learn the usages of surveying instruments. <p>Brings direct interaction of different types of surveying instruments like Dumpy level and Theodolite with environment.</p> <p>Develop an idea about different types of thematic mapping techniques.</p>
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Course Code	Course Title	Credits	Course Outcomes
CC-3-05Th+P	Climatology	4+2=6	<p>Understand the elements of weather and climate, different atmospheric phenomena and climate change.</p> <p>Learn to associate climate with other environmental and human issues. Approaches to climate classification.</p> <p>To analyze the dynamics of the Earth's atmosphere and global climate. Assessing the role of man in global climate change.</p> <ul style="list-style-type: none"> • Prepare various climatic maps and charts and interpret them. • Learn the use of various meteorological instruments. • Learn the interaction between the atmosphere and the earth's surface. Understand the importance of the atmospheric pressure and winds. • Understand how atmospheric moisture works.
CC-3-06Th+P	Hydrology and Oceanography	4+2=6	<ul style="list-style-type: none"> • Analyze the concepts of Hydrology and Oceanography <p>Emphasizing the significance of groundwater quality and its circulation</p> <ul style="list-style-type: none"> • Evaluate the role of the global hydrological cycle. <p>Studying the behavior and characteristics of the global oceans.</p> <ul style="list-style-type: none"> • Realize the importance of water conservation. <p>Identify marine resources and characteristics of ocean waters.</p> <p>Interpret hydrological and rainfall dispersion graphs and diagrams.</p>

CC-3-07Th+P	Statistical Methods in Geography	4+2=6	<ul style="list-style-type: none"> • Learn the significance of statistics in geography. Understand the importance of use of data in geography <p>Recognize the importance and application of Statistics in Geography</p> <p>Interpret statistical data for a holistic understanding of geographical phenomena.</p> <p>Know about different types of sampling.</p> <ul style="list-style-type: none"> • Develop an idea about theoretical distribution. • Learn to use tabulation of data. <p>Gain knowledge about association and correlation.</p>
Course Code	Course Title	Credits	Course Outcomes
CC-3-SEC 1TH	Tourism Management	2	<ul style="list-style-type: none"> • Learn Scope and Nature: Concepts and issues, tourism, recreation and leisure inter-relations; Factors influencing tourism, Types of Tourism: Ecotourism, cultural tourism, adventure tourism, medical tourism, pilgrimage, international, national. • Use of information on factors (Historical, natural, socio-cultural and economic; motivating factors for pilgrimages) to plan destination marketing; tourism products; niche tourism planning ; Tourism impact assessment, Sustainable tourism, Information Technology and Tourism, Tour operations planning and guiding. • Increasing Global tourism; Tourism in India: Tourism infrastructure, access, planning for different budgets for case study sites of Western Himalayas, Goa, Chilka/Vembanad, Jaipur
CC-4-08Th+P	Economic Geography	4+2=6	<p>Understand the concept of economic activity, factors affecting location of economic activity. Gain knowledge about different types of Economic activities</p> <p>Assess the significance of Economic Geography, the concept of economic man and theories of choice.</p> <p>Analyze the factors of location of agriculture and industries.</p> <p>Understand the evolution of varied types of economic activities.</p> <p>Map and interpret data on production, economic indices, transport network and flows.</p>
CC-4-09Th+P	Regional Planning and Development	4+2=6	<p>Understand and identify regions as an integral part of geographical study.</p> <p>Appreciate the varied aspects of development and regional disparity, in order to formulate measures of balanced development.</p> <ul style="list-style-type: none"> • Analyzing the concept of regions and regionalization. <p>Studying typical physiographic, planning, arid and biotic regions of India. Understanding the detailed geography of India.</p>

			<p>Gain knowledge about definition of region, evolution and types of regional planning. Develop an idea about choice of a region for planning.</p> <ul style="list-style-type: none"> • Build an idea about theories and models for regional planning. Know about measuring development indicators. <p>They can know about delineation of formal regions by weighted index method and also delineation of functional regions by breaking point analysis.</p> <ul style="list-style-type: none"> • Gain knowledge about measuring inequality by Location Quotient, and also measuring regional disparity by Sopher Index
Course Code	Course Title	Credits	Course Outcomes
CC-4-10Th+P	Soil and Biogeography	4+2=6	<p>Have knowledge about the character and profile of different soil types.</p> <p>Understand the impact of man as an active agent of soil transformation, erosion and degradation.</p> <ul style="list-style-type: none"> • Recognize land capability and classify it. • Explaining the Pedological and Edaphological Approaches to Soil Studies - Processes of soil formation, types of soil, and principles of soil and land classification; and management. • Understand the varied ecosystems and classify them. <p>Recognize the significance of biogeochemical cycles and biodiversity.</p> <ul style="list-style-type: none"> • Comprehend the devastating impact of deforestation. • Identify soil types and derive their pH.
CC-4-SEC2	Rural Development	2	<ul style="list-style-type: none"> • Rural Development: Concept, basic elements, measures of level of rural development [5] • Paradigms of rural development: Gandhian approach to rural development Lewis model of economic development, 'big push' theory of development, Myrdal's model of 'spread and backwash effects' [10] • Area based approach to rural development: Drought prone area programmes, PMGSY, SJSY, MNREGA, Jan Dhan Yojana [10] • Rural Governance: Panchayati Raj System and rural development policies and programmes in India [5]

CC-5-11Th+P	Research Methodology and Fieldwork	4+2=6	<p>Have expertise in identification of area of study, methodology, quantitative and qualitative analysis, and conclusions to be drawn about the area – fundamental to geographical research.</p> <ul style="list-style-type: none"> • Handle logistics and other emergencies on field. <p>Develop skills in photography, mapping and video recording.</p>
Course Code	Course Title	Credits	Course Outcomes
CC-5-12Th+P	Remote Sensing, GIS and GNSS	4+2=6	<p>Have knowledge of the principles of remote sensing, sensor resolutions and image referencing schemes.</p>
			<p>Interpret satellite imagery and understand the preparation of false color composites from them.</p> <p>Training in the use Geographic Information System (GIS) software for contemporary mapping skills.</p> <ul style="list-style-type: none"> • Analyzing and interpreting remotely sensed satellite images and aerial photographs in order to understand topographical and cultural variations on the Earth's surface. <p>Conducting field excursions and preparation of field reports on research on problems in different areas of India</p> <ul style="list-style-type: none"> • Apply GIS to the preparation of thematic maps. • Use GNSS.
CC-6-13Th+P	Evolution of Geographical Thought	4+2=6	<ul style="list-style-type: none"> • Perceive the evolution of the philosophy of Geography. <p>Appreciate the contribution of the thinkers in Geography.</p> <p>Give power point presentations on different schools of geographical thought.</p> <p>Discussing the evolution of geographical thought from ancient to modern times.</p> <p>Establishing relationship of Geography with other disciplines and man-environment relationships.</p> <p>Analyzing modern and contemporary principles of Empiricism, Positivism, Structuralism, Human and Behavioral Approaches in Geography</p>

CC-6-14Th+P	Hazard Management	4+2=6	<ul style="list-style-type: none"> • Understand the nature of hazards and disasters. Assess risk, perception and vulnerability with respect to hazards. • Prepare hazard zonation maps. Assessing the nature, impact and management of major natural and man-made hazards affecting the Indian subcontinent.
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COURSE OUTCOMES

[DISCIPLINE SPECIFIC ELECTIVES]

Course Code	Course Title	Credits	Course Outcomes
GEO-A-DSE-A-5-02-TH+P	Climate Change: Vulnerability and Adaptations	4+2=6	<ul style="list-style-type: none"> • Understand climate change with reference to the geological time scale • Assess the Origin Greenhouse gases and global warming • Global climatic assessment and Impact of climate change: Agriculture and water; flora and fauna; human health and morbidity • Learn Global initiatives to climate change mitigation: Kyoto Protocol, carbon trading, clean development mechanism, COP, climate fund. <p>Analysis of trends of temperatures</p> <ul style="list-style-type: none"> • Analyze the rainfall variability of about three decades of climatic regions of India. <p>Understand Climate change vulnerability assessment and adaptive strategies with particular reference to South Asia</p> <ul style="list-style-type: none"> • Analyse Role of urban local bodies, panchayats and educational institutions on climate change mitigation: Awareness and action programmes • Develop concepts and skills regarding mitigation measures concerning climatic hazards.

GEO-A-DSE-A-5-04 T+P	Resource Geography	4+2=6	<ul style="list-style-type: none"> • Understand the concept and classification of resources • Understand the approaches to resource utilization • Appreciate the significance of resources • Assess the pressure on resources • Analyze the problems of resource depletion with special reference to forests, water and fossil fuels • Understand the concept of Sustainable Resource development • Understand the distribution, utilization, problems and management of metallic and non-metallic mineral resources • Analyze the contemporary energy crisis and assess the future scenario <p>Understand the concept of Limits to Growth, resource sharing and sustainable use of resources</p> <ul style="list-style-type: none"> • Develop the skill of mapping forest cover from satellite images • Develop the skill of mapping water bodies from satellite images • Analyze the decadal changes in state-wise production of coal and iron ore • Learn to compute HDI
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Course Code	Course Title	Credits	Course Outcomes
GEO-A-DSE-B-6-05-T+P	Cultural and Settlement Geography	4+2=6	<ul style="list-style-type: none"> • Understand the scope and content of cultural geography • Trace the development of cultural geography in relation to allied disciplines • Understand the concept of cultural hearth and realm, cultural diffusion, diffusion of religion • Develop an understanding of cultural segregation and cultural diversity, technology and development • Learn about the various races and racial groups of the world • Identify the cultural regions of India • Acquire knowledge about Rural settlements- Definition, nature and characteristics • Analyze the morphology of rural settlements • Learn the rural house types, census categories of rural settlements and idea of social segregation • Learn the census definition and categories of urban settlements • Analyze the urban morphology models of Burgess, Hoyt, Harris and Ullman • Differentiate between city-region and conurbation • Analyze the functional classification of cities • Develop the skill of mapping language distribution of India • Learn to plot proportional squares to illustrate housing distribution • Acquire the skill of identifying rural settlement types from topographical sheet • Understand Social Area Analysis of a city based on Shevky and Bell

GEO-A-	UrbanGeography	4+2=6	• Understandthenature,scope, approachesandrecenttrends in
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DSE-B-6-07-T+P		<p>Urban Geography</p> <ul style="list-style-type: none"> • Temporal analysis of urban growth using census data • Trace the origin of urban places over time and analyze the factors, stages and characteristics of these places • Analyze the theories of urban evolution and growth, Hierarchy of urban settlements • Understand the various aspects of urban place : location, site and situation; Rank-size rule and Law of primate city • Understand the concept of urban hierarchies • Understand the patterns of urbanization in developed and developing countries • Understand the ecological processes of urban growth; urban fringe; city-region • Analyze the models on city structure • Identify and analyze the problems of housing, slums and civic amenities • Understand the patterns and trends of urbanization in India • Assess the policies on urbanization in post-liberalized India • Study the changing land use of Delhi, Kolkata and Chandigarh • Learn the technique to plot Rank-Size Rule and establish a hierarchy of urban settlements • Assess state-wise variation and trends of urbanization • Learn to analyze census data to measure urban growth • Develop a skill to prepare urban land use map from satellite images
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PROGRAM OUTCOMES (PO)

- To understand the scope and evolution of the diverse discipline of Geography.
- Recognize, synthesize and evaluate diverse sources of knowledge, arguments and approaches pertinent to exploring human-environment problems. Explain societal relevance of geographical knowledge and apply it to real world human-environment issues.
- Appreciate and reflect critically on the importance of holistic and interpretative human-environment perspectives.
- An understanding and acknowledgment of the threats that endanger the earth's natural systems. This helps in further realization of the significance of anthropogenic causes of many of the disasters and threats that put life on this planet on the edge.
- Development of knowledge, skills and holistic understanding of the discipline among students. Encouragement of scientific mode of thinking and scientific method of enquiry in students. This goal is achieved through the regular field excursions conducted by the Department to various parts of India extensively and the writing of a report/thesis on it.
- Students become equipped with the ability to respond to both natural and man-made disasters and acquire management skills. This is attained through the curriculum by studying and analyzing hazards, disasters, their impact and management.

- Ability to undertake research in interdisciplinary studies and problems or issues beyond the realm of what strictly comes under the purview of geography. This is possible because of the varied nature of the curriculum that encompasses the study and analyses of concepts of sub-disciplines and allied disciplines of Geology, Seismology, Pedology, Hydrology, Environmental Studies, Disaster Management, Resource Management and Conservation, Regional Planning and Development Studies etc.

PROGRAMME SPECIFIC OUTCOMES

- PSO 1 - Student will gain the knowledge of physical geography. They will gather knowledge about the fundamental concepts of Geography and will have a general understanding about the geomorphologic and geotectonic process and formation. Imbibing knowledge, skills and holistic understanding of the Earth, atmosphere, oceans and the planet through analysis of landform development; crustal mobility and tectonics, climate change.
- PSO2- Associating landforms with structure and process; establishing man-environment relationships; and exploring the place and role of Geography vis-a-vis other social and earth sciences. Students can easily correlate the knowledge of physical geography with the human geography. They will analyze the problems of physical as well as cultural environments of both rural and urban areas. Moreover they will try to find out the possible measures to solve those problems
- PSO3- Understanding the functioning of global economies, geopolitics, global geostrategic views and functioning of political systems
- PSO 4 - Developing a sustainable approach towards the ecosystem and the biosphere with a view to conserve natural systems and maintain ecological balance.
- PSO 5 - The physical environment, human societies and local and/or global economic systems are integrated to the principles of sustainable development
- PSO 6 - Inculcating a tolerant mindset and attitude towards the vast socio-cultural diversity of India by studying and discussing contemporary concepts of social and cultural geography. Explaining and analyzing the regional diversity of India through interpretation of natural and planning regions.
- PSO 7 - Analyzing the differential patterns of the human habitation of the Earth, through studies of human settlements and population dynamics. Understanding and accounting for regional disparities, poverty, unemployment and the impacts of globalization
- PSO8- Understanding the history of the subject; overviewing ancient and contemporary geographical thought and its relationship with modern concepts of empiricism, positivism, radicalism, behaviour

ralism, idealism etc.

- PSO 9 – Sensitization and awareness about the hazards and disasters to which the subcontinent is vulnerable; and their management.
- PSO 10 – As a student of the Course they will enrich their observation power through field experience and in future this will be helpful for identifying the socio-environmental problems of their community.
- PSO 11 – Training in practical techniques of mapping, cartography, software, interpretation of maps, photographs and images etc; so as to understand the spatial variation of phenomena on the Earth's surface. They will learn how to prepare map based on GIS by using the modern geographical mapping techniques.

COURSE OUTCOMES [GEOGRAPHY-GENERAL]

SEMESTER	Course Code	Course Title	Credits	Course Outcomes
I	GEO-G-CC-1-01-TH+PR Core Course - I	Physical Geography	4+2=6	Co1. The students will be familiar with the earth's interior. Co2. Develop an idea about earth movements and the related topography. Co3. Acquire knowledge about different types of rock and their origin. Influence of the rocks on land form and topography. Co4. Getting familiar with the concept of hydrology Co5. Understanding the processes of erosion, deposition and resulting landforms.
II	GEO-G-CC-2-02-TH+PR Core Course - II	Environmental Geography	4+2=6	Co1. Students will learn about the atmosphere and the climate, pressure belts, wind systems,

				<p>monsoon and their importance, difference between climate and weather.</p> <p>Co3.Students can learn the significance of biogeography. They will also get to know about the factors responsible for plant growth.</p>
III	<p>GEO-G-CC-3-03-TH+PR</p> <p>Core Course – III</p> <p>SEC-Course-1</p>	<p>Human Geography</p> <p>a) Coastal Management</p> <p>b)Forest and Wildlife Management</p>	<p>4+2=6</p> <p>2</p>	<p>CO1. -The students will be aware of the scope and contents of human geography. CO2. Man’s adaptation in various environments.</p> <p>CO3. This particular module aims to develop an idea about the world population distribution and the factors that lead to uneven distribution of the population. It also focuses on the problem that is likely to arise due to an increase in the world population.</p> <p>CO4. - Different types of settlement and characteristics and their definitions.</p> <p>CO5. scope and content of social geography; race characteristics and distribution ;factors and characteristics of underdevelopment.</p>
IV	<p>Core Course IV...</p> <p>SEC-II: GEO-G-</p>	Cartography	4+2	<p>CO1: Understandandpreparedifferentkindsofmaps.</p>

	SEC-B	Rural Development Sustainable Development	2	<p>CO2: Recognize basic themes of mapmaking.</p> <p>CO3: Development of observations skills.</p> <p>CO1: Rural Development: Concept, basic elements, measures of level of rural development [5]</p> <p>CO2: Paradigms of rural development: Gandhian approach to rural development Lewis model of economic development, 'big push' theory of development, Myrdal's model of 'spread and backwash effects'</p> <p>CO3: Area based approach to rural development: Drought prone area programmes, PMGSY, SJSY, MNREGA, Jan Dhan Yojana</p> <p>CO4: Rural Governance: Panchayati Raj system and rural development policies and programmes in India</p>
V	<p>Discipline</p> <p>Specific Elective – I</p> <p>GEO-G-DSE-A TH+PR</p> <p>GEO-G-DSE-B TH+PR</p>	<p>Regional Development</p> <p>Geography of Tourism</p>	<p>4+2</p> <p>4+2</p>	<p>CO1: Appreciate the varied aspects of development and regional disparity, in order to formulate measures of balanced development.</p> <p>CO2: Analyzing the concept of region and regionalization.</p> <p>CO3: Studying typical physiographic, planning, arid and biotic regions of India.</p> <p>CO4: Understanding the</p>

				detailed geography of India.
VI	Discipline Specific Elective - II	Agricultural Geography Population Geography	4+2 4+2	<p>CO1: Concept of cropping pattern, crop combination, gross and net cropped area, crop rotation</p> <p>CO2: A critical review and contemporary perspective of von Thünen model</p> <p>CO3: World patterns of agricultural production and food security</p> <p>CO4: Land use survey and land classification (USDA)</p> <p>CO5: Globalization and agriculture with special reference to India</p> <p>CO6. Preparation of crop-combination regions by Weaver, Determination and mapping of cropping intensity, and Determination and mapping of crop diversity.</p> <p>CO1: Development of Population Geography as a field of specialization. CO2: Relation between population geography and demography. CO3: Sources of population data, their level of reliability and problems of mapping CO4: World patterns and determinants of population distribution and growth. Concept of optimum population CO5: Population distribution, density, and growth in India</p>

Program Specific Outcomes (Indices)

1.

Basic Concept: The fundamental concepts and philosophical foundation of each course need to be discussed.

2. Understanding Landscape: An understanding of landscape at different levels need to be discussed and understood for a thorough knowledge of spatial dimensions.

3. Understanding Ecosystem Structure and Potential: To comprehend the dynamic dimensions of human and ecosystem relationships.

4 Human Perception and Behaviour: Learning human perception and behaviour to acquire the geographical knowledge evolved over time, is essential to improve decision making process.

5 Identification of Critical Problems and Issues: Detection and identification of the critical problems and spatial issues are essential for sustainable development.

6 Field Based Knowledge: Field based knowledge is essential to understand the ground reality, spatial patterns and processes.

7 Spatial Tools and Techniques: The basics and applications of spatial tools and techniques are essential to make the studies more scientific and applicable.

8 Statistical Techniques: Use of statistical tools and techniques is essential for precise and objective geographical analysis and interpretation of complex phenomena.

9 Applied Dimensions: Identification of the critical problems and spatial issues form the core of the modern geography for various applications and decision making, including Resources, Environment & Disaster Management, Land Use Planning, and Urban and Regional Development together with Climate Change Mitigation and Adaptation, etc.

10 Case Study based Analysis: There is a need to understand the specificities of the problems in specific areas for their in depth comprehension and solution. The case studies are essential, especially to find out the solutions to the lagging regions for their solutions based on first hand information.

Course-Level Learning Outcomes Matrix (Honours)

PSO	CO/ Core Subjects													
	1	2	3	4	5	6	7	8	9	10	11	12	13	14
Basic Concept	x	X	X	X	X	X	X	x	x	x	x	X	X	X
Understanding Landscape	x	X	X				X		X	X	X	X	X	X
Understanding Ecosystem structure and Potential			X		X		X	X	X	X	X	X		X
Human Perception and Behaviour			X				X	X	X			X	X	X
Identification of Critical Problems and Issues	X		X		X	X	X	X	X	X	X	X		X
Field Based Knowledge		X		X	X					X	x	X		X
Spatial Tools and Techniques		X		X		X				X		X		X
Statistical Techniques		X		X		X				X		X		X
Applied Dimensions	X	X	X	X	X	X		X	X	X	X	X		X
Case Study based Analysis		X	X		X	X			X	X	X	X		X
Public Policy and Management					X	X	X	X	X	X	X	X		X
Communication Skills	x	X	X	X	X	X	X	X	X	X	x	X	X	X

Department of Economics (LBC)

BSc. Economics Hons.

▣ Programme Specific Outcomes

- **PSO 1. Knowledge of Economic System:** An ability to relate economic theories and functioning of basic microeconomic and macroeconomic systems.
- **PSO 2. Statistical and Mathematical Skills:** Acquaint with collection, organization, tabulation, and analysis of empirical data. Ability to implement basic mathematical and statistical tools to solve real economic problems.
- **PSO 3. Econometric Applications:** Acquaint with basic and applied econometric tools and methods used in economics. The aim of this course is to provide a foundation in applied econometric analysis and develop skills required for empirical research in economics. It also covers statistical concepts of hypothesis testing, estimation, and diagnostic testing of simple and multiple regression models.
- **PSO 4. Development Perspectives:** Delineate the developmental policies designed for developed and developing economics. The course also acquaints with the measurement of development with the help of theories along with the conceptual issues of poverty and inequalities.
- **PSO 5. Environmental Strategy and Management:** This course emphasises on environmental problems emerging from economic development. Economic principles are applied to valuation of environmental quality, quantification of environmental damages, tools for evaluation of environmental projects such as cost-benefit analysis and environmental impact assessments.
- **PSO 6. Perspectives on Indian Economy:** Acquaint with basic issues of Indian economy and learn the basic concept of monetary analysis and financial marketing in Indian financial markets. This course reviews major trends in economic indicators and policy debates in India in the post-Independence period.

▣ Course Outcomes

- **CO 1. Introductory Microeconomics:** Investigating the subject matter of Economics. Demand and Supply- How markets work. Market and adjustment. Market Sensitivity & Elasticity. Government Intervention. Utilitarian Approach.

- **CO 2. Mathematical Methods for Economics-I:**Analysing the preliminaries of Functions of one real variable. Simplifying Single variable optimization. Classifying the Integration of Functions.Outlining Matrix algebra & Game Theory.
- **CO 3. Introductory Macroeconomics:**Calculating the National Income Accounting. Applying the Income Determination in the short run (part-1)- SKM (Simple Keynesian Model). Distinguish the Classical System. Breakdown of Macroeconomic Foundation-I.
- **CO 4. Mathematical Methods for Economics-II:**Developing and categorizing the Functions of Several variables. Classifying and implementing the Multivariable optimizationspecially in Economic theories. Distinguish Difference Equations and Differential Equations, to create Economic application.
- **CO 5. Intermediate Microeconomics-I:**Examine the Theories of Consumer Behaviour and Applications in Macroeconomics. Differentiate in between Production and Costs. Drawing an outline for the firm and perfect market structure. Investigating Input markets in perfect competition for case studies.
- **CO 6. Intermediate Macroeconomics-I:**To examine the process of Income determination in the short run (part-II)- IS-LM model. Demonstrating the Aggregate demand and aggregate supply (CKM) -the complete Keynesian Model. Comparing Keynes vs. Classics for Macroeconomic policy formulation. To develop a critical design forMoney supply, monetary policy, and Government budgetary operations, so that fiscal and monetary co-operations in an economy can be judged. Developing the dynamic process of Inflation, Unemployment & Expectations to estimate the Macroeconomic variables in a clear way.
- **CO 7. Statistics for Economics:**To illustrate the empirical studies in Economics. To examine the basic nature of Economic variables by Descriptive Statistics. To associate with the Elementary probability theory and Probability distributions for concept development. Implementation of Sampling and Statistical inference for data collection and Statistical Experiment.
- **CO 8. Intermediate Microeconomics-II:**To combine and extend the knowledge of markets by studying Imperfect market structure. To label the workings of Input markets under imperfect competition. Identifying General Equilibrium so that to evaluate Efficiency and welfare.
- **CO 9. Intermediate Macroeconomics-II:**To compare and contrast Basic tenets of New Classical and new Keynesian Theories. To discuss and illustrate the workings of Macroeconomic foundation-II. Drawing an outline of critical discussion on Economic Growth.

- **CO 10. Introductory Econometrics:** Identifying Nature and scope of Econometrics. To examine and compare Classical Linear Regression model (Simple linear regression and multiple linear regression) part-1 and Classical Linear Regression model (Simple linear regression and multiple linear regression). To apply Statistical inference in linear regression model. To create a clear design of argument for and against Violations of classical assumptions and Specification Analysis.
- **CO 11. International Economics:** Identifying Absolute and Comparative advantages of trade. Developing the composition and interpretation between the building blocks of trade theory and Factor endowment and trade (Heckscher-Ohlin-Samuelson) model. Demonstrating the Applications of neo-classical trade models for developing countries. To define and explain the workings and formulation Trade policy, Open economy macroeconomics and balance of payments in a simple way.
- **CO 12. Indian Economy:** Analysing Economic Development since Independence. Describing and relating Population and human development in relation to Growth and distribution. Analysing the implementations of Economic reforms in India.
- **CO 13. Public Economics:** Investigating the case study in support for and against Government intervention in a market economy. To analyse Choice and Public economics. To formulate and calculate the revenue and expenditure of the government in relation to estimate Public finance.
- **CO 14. Development Economics:** To explain the meaning of economic development and Poverty and Inequality. To illustrate the workings of Dual economy models. To relate and demonstrate relationship between Population growth and economic development. To design and create Development strategies as per the need in economy. To identify the relationship between Political institutions and the state.
- **CO 15. Data Analysis:** To demonstrate and illustrate collection and representation of data in case studies. Analysing and estimating the role of Indian official Statistics (basic concepts).
- **CO 16. Rural Development:** Analysing the aspects of rural development in relation to Panchayats and rural development like Rural Credit and self-help groups (SHGs). Critical evaluation of selected government programmes and rural development.

- CO 17. **Research Methodology:** identifying and comparing Methodological Issues 1 and Methodological issues 2.

- CO 18. **Managerial Economics:** Defining - Demand, Cost, and profit analysis. Analysing Pricing policies and practices. Estimating Capital budgeting. Developing general idea about Cost of capital and Inventory Management.

- CO 19. **Applied Econometrics:** Developing experimental steps in empirical research. Computing and formulating Regression diagnostics and specification. Demonstrating Application of regression analysis.

- CO 20. **Economic History of India (1857-1947):** To examine the Impact of British rule on India. Retrieving the Aspects of Economic policies in British India.

- CO 21. **Comparative Economic Development (1850-1950):** To analyse and examine Strategies and policies for economic development. Identifying and investigating the Regions of Contemporary development in Indian context.

- CO 22. **Financial Economics:** To quote an outline over Investment Theory and portfolio analysis. To formulate and compute Options and derivatives. To identify Corporate Finance.

- CO 23. **Money and Financial Markets:** To define and describe money and to establish its relation with money banking and other Financial Institutions. To examine Markets, Instruments and Financial innovations. To relate Financial Markets and Interest rates behaviour. To explain Banking system in relation to Central banking and monetary policy.

- CO 24. **Issues in Indian Economy:** To examine Growth and structural changes in relation to Macroeconomic policies and their impact. To discuss Policies and performance in agriculture, Policies and performance in industry, Trends and performance in services.

- CO 25. **Environmental Economics:** Analysing the relation between Economics and Environment. To examine Efficiency and market failure and to implement design and implementation of environmental policy. To discuss International environmental

problems in relation to arguments for and against measuring the values of environmental costs and benefits.

- **CO 26. Issues in Development Economics:** Comparing Demography and development. To define and examine Land, labour, and credit markets, Individuals, communities, and collective outcomes. To establish relationship between Environment and Sustainable development. To explore the meaning Globalization.

▣ Curriculum Mapping

PSO'S CO'S	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
CO1	✓			✓		
CO2		✓	✓			
CO3	✓			✓		
CO4		✓	✓			
CO5	✓		✓	✓	✓	✓
CO6	✓		✓	✓	✓	✓
CO7		✓	✓			✓
CO8	✓		✓	✓	✓	✓

CO9	✓		✓	✓	✓	✓
CO10		✓	✓	✓	✓	✓
CO11					✓	✓
CO12				✓	✓	✓
CO13				✓	✓	✓
CO14				✓	✓	✓
CO15		✓	✓	✓		
CO16				✓	✓	✓
CO17		✓	✓	✓		✓
CO18	✓	✓				✓
CO19		✓	✓	✓	✓	✓
CO20				✓		✓
CO21				✓	✓	✓
CO22	✓	✓		✓		
CO23	✓	✓		✓		
CO24		✓	✓	✓		✓

CO25		✓	✓		✓	
CO26	✓			✓	✓	✓

Department of Economics (LBC)

B.A./BSc. Economics Gen.

Programme Specific Outcomes

- **PSO 1. Basic Knowledge of Economic System:** An ability to examine economic theories and functioning of basic microeconomic and macroeconomic systems.
- **PSO 2. Statistical and Mathematical Skills:** To identify collection, organization, tabulation, and analysis of empirical data. Ability to use basic mathematical and statistical tools to solve real economic problems.
- **PSO 3. Development Perspectives:** create clear outline to the developmental policies designed for developed and developing economics. The course also acquaints with the measurement of development with the help of theories along with the conceptual issues of poverty and inequalities.
- **PSO 4. Environmental Strategy and Management:** This course comprises and gives exploration to environmental problems emerging from economic development. Economic principles are applied to valuation of environmental quality, quantification of environmental damages, tools for evaluation of environmental projects such as cost-benefit analysis and environmental impact assessments.
- **PSO 5. Perspectives on Indian Economy:** To contrast and discuss with basic issues of Indian economy and learn the basic concept of monetary analysis and financial marketing in Indian financial markets. This course reviews major trends in economic indicators and policy debates in India in the post-Independence period.

Course Outcomes

- **CO 1. Introductory Microeconomics:** To illustrate and examine the subject matter of Economics. To compare and contrast Supply and demand- how markets work, markets, welfare, households. To make comparison between the firm and perfect market structure with Imperfect market structure. To estimate Input markets.
- **CO 2. Introductory Macroeconomics:** Creating discussion over Introduction to macroeconomics and national income accounting. The simple Keynesian model in a closed economy. The classical system. Money supply and money demand. Inflation. The external sector.
- **CO 3. Issues in Economic Development and India:** exploration and discussion over Meaning of economic development. Poverty, inequality, and development. Development. Development of the dual economy and development strategies. International organizations and economic development.
- **CO 4. Indian Economic Policies:** To discuss over Macroeconomic policies and their impact. Policies and performance in agriculture. Policies and performance in industry. Policies and performance in industry. Policies and performance of Indian foreign trade.
- **CO 5. Money and Banking:** Defining and discussion over Money supply and banking system with reference to India. Financial institutions and financial markets. Interest rates. Central banking and monetary policy.
- **CO 6. Sustainable Development:** Drawing an outline to The approach towards sustainability-introductory ideas. The meaning of sustainable development. Trans-boundary pollution, climate change and sustainable development. Sustainable resource management policies in India.
- **CO 7. Public Finance:** To discuss Theory of public finance. Issues from Indian public finance.
- **CO 8. Economic History of India (1857-1947):** To discuss and examine Colonial India-background and introduction. Macro trends. Agriculture. Railways and industry. Economy and state in the imperial context.
- **CO 9. Introductory Methods of Field Survey:** To compute and examine basic ideas of economic data. methodologies of collection of data. Recording of data.
- **CO 10. Elementary Rural Development:** To explore and contrast basic issues in rural development. Rural credit and self-help groups (SHGs). Selected government programmes and rural development.
- **CO 11. Economic Data Analysis and Report Writing:** To implement and formulate Tabular and graphical representation of statistical data. Basic descriptive statistics and its role in data analysis. Elements of report writing.
- **CO 12. Entrepreneurship and Development:** To explore basic issues of entrepreneurship. Entrepreneurship and economic development. Financial resources

for new ventures of an entrepreneur. Growth strategies in small business. Sickness in small business.

Curriculum Mapping

PSO'S CO'S	PSO1	PSO2	PSO3	PSO4	PSO5
C01	✓	✓	✓		
C02	✓	✓	✓		
C03			✓	✓	✓
C04				✓	✓
C05	✓		✓		✓
C06			✓	✓	✓
C07	✓		✓		✓
C08				✓	✓
C09		✓			✓

CO10			✓	✓	✓
CO11		✓			✓
CO12				✓	✓

B.Com. Honours Course Structure under Semesterised CBCS

Programme Specific Outcomes (PSO) and Mapping

The B.Com. (Honours) Course is of three years' duration and the degree is awarded by the University of Calcutta after successful completion of the course. During the course period, the University of Calcutta holds Six examinations, namely Semester I, II, III, IV, V and VI. There are Twenty Six (26) Compulsory papers in the B.Com. (Honours) course. The total marks including the paper on Environmental Studies is 2,600. The syllabus of study consists of Honours Group (Thirteen Core course papers), and General Groups (Eleven GE, SEC papers), one Language Group (One paper) and Environmental Studies. B.Com programme ensure students knowledge in the field of current business world and informing about the recent changes in several field of economy by offering various courses namely Accountancy, Tax, Cost, Marketing, Economics, Statistics, ICT, HRM, Entrepreneurship Development, Business Ethics, Computerized Accounting, E-filing and much more.

Programme Outcome (PO):

This program could provide Industries, Banking Sectors, Insurance Companies, Financing companies, Transport Agencies, Warehousing etc., well trained professionals to meet the requirements. After completing graduation, students can get skills regarding various aspects like Marketing Manager, Selling Manager, over all Administration abilities of the Company. Capability of the students to make decisions at personal & professional level will increase after completion of this course. Students can independently start up their own Business. Students can get thorough knowledge of finance and commerce. The knowledge of different specializations in Accounting, costing, banking and finance with the practical exposure helps the students to stand in organization.

Program Specific Outcome:

The students can get the knowledge, skills and attitudes during the end of the B.Com degree course. By goodness of the preparation they can turn into a Manager, Accountant, Management Accountant, cost Accountant, Bank Manager, Auditor, Company Secretary, Teacher, Professor, Stock Agents, Government employments and so on. Students will prove themselves in different professional exams like C.A, C S, CMA, PSC, UPSC as well as other courses. The students will acquire the knowledge, skill in different areas of communication, decision making, innovations and problem solving in day to day business activities. Students will gain thorough systematic and subject skills within various disciplines of finance, auditing and taxation, accounting, management, communication, computer. Students can also get the practical skills to work as accountant, audit assistant, tax consultant, and computer operator as well as other financial supporting services. Students will learn relevant Advanced accounting career skills, applying both quantitative and qualitative knowledge to their future careers in business. Students will be able to do their higher education and can make research in the field of finance and commerce.

To attain avowed educational goals and objectives, Program Specific Outcome, assumed to be set a framework for categorizing and consisted of six major categories: Knowledge, Comprehension, Application, Analysis, Synthesis, and Evaluation. The categories after Knowledge were presented as "skills and abilities," with the understanding that knowledge was the necessary precondition for putting these skills and abilities into practice.

You cannot understand a concept if you do not first remember it, similarly you cannot apply knowledge and concepts if you do not understand them. It is a continuum from Lower Order Thinking Skills (LOTS) to Higher Order Thinking Skills (HOTS). We can consider each

category of programme specific outcome as a gerund. They are arranged below in increasing order, from lower order to higher order.

1. **(PO1):Remembering** – Recognizing, listing, describing, identifying, retrieving, naming, locating, finding
2. **(PO2):Comprehending** – Interpreting, Summarizing, inferring, paraphrasing, classifying, comparing, explaining, exemplifying
3. **(PO3):Demonstrating** – Implementing, carrying out, using, executing
4. **(PO4):Analyzing** – Comparing, organizing, deconstructing, Attributing, outlining, finding, structuring, integrating
5. **(PO5):Evaluating** – Checking, hypothesizing, critiquing, Experimenting, judging, testing, Detecting, Monitoring
6. **(PO6):Creating** – designing, constructing, planning, producing, inventing, devising, making

B.Com. Honours Course Structure under CBCS

YEAR-1	Subject Code & Name with Course Contents	Credit	COURSE OUTCOMES
Semester-I	AECC1.1 Chg Language: English/Hindi/Bengali	2	
	GE1.1 Chg: Microeconomics-I (50) Module-I Unit: I Demand and Consumer behaviour Unit: II Production and Cost Unit: III Perfect Competition Module-II (Statistics)(50) Unit 1. Fundamentals Unit 2. Measures of Central Tendency Unit 3. Measures of Dispersion Unit 4. Moments, Skewness and Kurtosis Unit 5. Interpolation	6	The course aims to familiarize the learner's basic idea about how an individual use the economic resources, respond to incentives and engage them in decision-making. After the course competition the student will be able to understand 1. about the concepts of microeconomics dealing with consumer demand and consumer behaviour. 2. about the supply side of the market through the production and cost behaviour of firms. 3. about the perfectly competitive market and its short-run and long-run equilibrium process. 4. Deal with numerical and quantitative issues in economics 5. Use of statistical, graphical and algebraic techniques wherever relevant. 6. Have a proper understanding of statistical applications in economics.
	CC1.1 Chg: Business Laws Unit-1: The Indian Contract act,1872 Unit-2: The sale of Goods Act,1930 Unit-3: Partnership Laws Unit-4: The Negotiable Instruments Act, 1881 Unit-5: Consumers Protection Act,	6	After completing the course the learners are able 1. To gain understanding of the various legal and regulatory rules covered in the course and the respective rights and obligations created under these. 2. To apply basic knowledge of law in business transactions. 3. To gain a clear understanding of legal environment of business.

	1986		4. To communicate effectively by using proper legal terminology; 5. To acquire proper knowledge of legal part in respect of new business set up in India.
	CC1.2 Chg: Principles of management COURSE CONTENT: Unit-1: Introduction Unit-2: Planning Unit-3: Organizing Unit-4: Directing and Staffing Unit-5: Motivation, Co-ordination and Control	6	After completion of the course, learners will be able to: 1. Get the proper knowledge of different school of thoughts of man agent and its applicability in business; 2. To understand the concept and criteria of different functions of management such as planning, directing, staffing; 3. To understand the concept and application of motivation, co-ordination and controlling in business.
	CC1.1 Ch: Financial Accounting-I Unit-1: Introduction Unit-2: Concepts for determination of business income Unit-3: Introduction to Accounting Standard Introduction to Accounting Theory Unit-4: Final accounts of Trading Concern Unit-5: Financial Statements a. from Incomplete records b. of NPO Unit-6: Accounting for Special Sales transaction Sectional and Self-balancing Ledger Insurance Claim for loss of stock and for loss of profit	6	The course aims to help learners to acquire conceptual knowledge on financial accounting, to impart skills for recording various kinds of business transactions and to prepare financial statements. After completion of the course, learners will be able to: 1. Apply the generally accepted accounting principles while recording transactions and preparing financial statements; 2. Demonstrate accounting process based on accounting theory; 3. Measure business income applying relevant accounting standards; 4. Evaluate the importance of depreciation and inventories in financial statements; 5. Prepare cash book and other accounts necessary while running a business; 6. Prepare financial statements of sole proprietors firms; 7. Prepare accounts of non-profit organizations; 8. Get a proper accounting idea of special sales transactions such as consignment, self-balancing system; 9. can able to prepare insurance claim statement under loss of stock and loss of profit method.
		26	COURSE OUTCOMES
Semester-II	AECC 2.1 Chg: Environmental Studies	2	
	GE 2.1 Chg: E-Commerce & Business Communication Module-I: E-Commerce	6	The course aims to help learners to acquire conceptual knowledge on e-commerce. After completion of the course, learners will be able to: 1.To Understand the emergence importance of

<p>Unit-1: Introduction Unit-2: E-CRM and SCM Unit-3: Digital Payment Unit-4: ERP Unit-5: New Trends in E-Commerce Module-II: Business Communication Unit-1: Introduction Unit-2: Types of Communication Unit-3: Tools of Communication Unit-4: Drafting</p>		<p>digital economy and e-governance; 2.To get the knowledge of digital transactions for more transparency in economy 3.To understand the mechanism of e-business though proper data management 4.To Understand value of proper communication in several field; 5.To get the knowledge how to maintain a structured long term formal relationship with several stake holder in business for sustainable business development; 6.To acquire the proper mechanism to write formal business letter as well as how to prepare CVs for their future job opportunity.</p>
<p>CC2.1 Chg: Company Law Unit-1: INTRODUCTION TO COMPANY Unit-2: FORMATION OF A COMPANY Unit-3: COMPANY ADMINISTRATION Unit-4: SHARE CAPITAL and DEBENTURE Unit-5: CORPORATE MEETINGS</p>	6	<p>This course enhances the knowledge of corporate related laws among students. The major learning outcomes of this subject are as follows:</p> <ol style="list-style-type: none"> 1. After completing this course students can get the idea of regulatory framework of companies as per revised Companies Act,2013; 2. To gain the knowledge on difference between Companies Act,1956 and the revised Companies Act,2013; 3. To acquire the knowledge on several contemporary changes in business to facilitate the economy ; 4. Learners can get the proper knowledge of business administration say from business start up, registration to liquidation.
<p>CC 2.2 Chg: Marketing Management and Human Resource Management Module-I: Marketing Management Unit-1: Introduction Unit-2: Consumer Behaviour and Market Segmentation Unit-3: Product Unit-4: Pricing, Distribution Channels and Physical Distribution Unit-5: Promotion and recent developments in marketing Module-II: Human Resource management Unit-1: Nature and Scope Unit-2: Human Resource Planning Unit-3: Recruitment and Selection Unit-4: Training and Development</p>	6	<p>The course aims to equip the learners with the basic knowledge of concepts, principles, tools, and techniques of marketing and to provide knowledge about various developments in the marketing. LEARNING OUTCOMES: After completion of the course, learners will be able to:</p> <ol style="list-style-type: none"> 1. Develop an understanding of basic concepts of marketing, marketing philosophies and environmental conditions affecting marketing decisions of a firm; 2. Explain the dynamics of consumer behaviour and process of market selection through STP stages; 3. Analyze the process of value creation through marketing decisions involving product development; 4. Analyze the process of value creation through marketing decisions involving product pricing and

<p>Unit-5: Job Evaluation and Performance Appraisal</p>		<p>its distribution;</p> <ol style="list-style-type: none"> 5. Analyze the process of value creation through marketing decisions involving product promotion and also to equip them with the knowledge of various developments in marketing area that may govern marketing decisions of a firm. 6. Develop necessary skills to prepare an HR policy to enable the employees attain work life balance; 7. Prepare a Human Resource Plan in an organisation; 8. Prepare a report on job analysis; 9. Organize an induction programme in an organisation; 10. Have an understanding and use of different kinds of training and development strategies in real life scenarios; 11. Organize counselling sessions for employees in an organisation; 12. Design incentive schemes for different job roles in an organisation; 13. Create HR policies related to grievance redressal, employee health, safety, welfare, and their social security in an organisation.
<p>CC2.1 Ch: Cost and Management Accounting-I Unit-1: Introduction Unit-2: Material Costs Unit-3: Employee Cost and Incentive Systems Unit-4: Overhead and Cost Statement Unit-5: Cost Book-Keeping Unit-6: Costing Methods</p>	<p>6</p>	<p>After completing this course, learners can get the clear picture of production as well as service cost structure which will help them in industry.</p> <p>LEARNING OUTCOMES:</p> <ol style="list-style-type: none"> 1. To get the proper knowledge of mechanism how to calculate cost per unit of the product in manufacturing sector; 2. To acquire a proper idea on cost estimation; 3. Learners can capture a specific knowledge about the computation of cost in service sector; 4. To enhance the knowledge about the cost control criteria of the business; 5. To enlighten the knowledge about the optimum utilization of scarce resources for the sustainable business development; 6. To provide the proper knowledge of cost estimation and selling price determination in several market situation; 7. To emphasize the knowledge about stock taking in business under different market environment.
	<p>26</p>	<p>COURSE OUTCOMES</p>

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">YEAR-2</p> <p style="writing-mode: vertical-rl; transform: rotate(180deg);">Sem-III</p>	<p>SEC3.1 Chg: Information Technology & Its Application in Business (Theory-50+ Practical-50) Module-I (Theory) Unit1: Information Technology and Business Unit 2: Data Organization and Data Base Management System Unit 3: Internet and Its Applications Unit 4: Security and Encryption Unit 5: IT Act. 2000 and Cyber Crimes Module II (Practical) Unit 1: Word Processing Unit 2: Preparing Presentations Unit 3: Spreadsheet and its Business Applications Unit 4: Database Management System Unit 5: Website Designing</p>	<p>4</p>	<p>This course is a smooth blending of theoretical as well as practical knowledge of information technology and its application in business. So this entire course make students better equipped to handle their daily digital challenges in their personal and professional life.</p> <ol style="list-style-type: none"> 1. To enhance the knowledge of information technology and through it how proper inter and intra organizational communication can build up. 2. In the era of digitalization, how e-security will protect us that knowledge will provide this course; 3. This course provide the knowledge on how data, information are preserved, handled and applied for business purpose; 4. To enlighten about the proper usage of internet in business; 5. To provide the in depth idea about IT Act,2000 and its pros and cons; 6. After completing the application part of this course, students can get a wide knowledge of word, excel, power point presentation, website designing which are very much required skills in Indian as well as Global job market. 7. To consider the new changes in economy, this subject also spread the knowledge of database management system in several sectors of the business.
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<p>GE 3.1 Chg: Business Mathematics & Statistics Module I Unit-1: Permutations and Combinations Unit-2: Set Theory Unit-3: Binomial Theorem Unit-4: Logarithm Unit-5: Compound Interest and Annuities</p> <p>Module II Statistics Unit-6: Correlation and Association Unit-7: Regression Analysis Unit-8: Index Numbers Unit-9: Time Series Analysis Unit-10: Probability Theory</p>	6	<p>The course aims to teach the learners how to record and manage business operations. Business Mathematics typically mainly includes permutation and combination, set theory, binomial theorem, logarithm, compound interest, etc.</p> <ol style="list-style-type: none"> 1. Explain the concepts and use equations, formulae, and mathematical expressions and relationships in a variety of contexts 2. Apply the knowledge in mathematics (set theory, logarithm, compound interest) in solving business problems 3. Analyse and demonstrate mathematical skills required in mathematically intensive areas in Economics and business. 4. The usefulness of functions in business. 5. Different concept of population and sample and to make students familiar with calculation of various types of averages and variation. 6. How to use regression analysis to estimate the relationship between two variables and to use frequency distribution to make decision. 7. Techniques and concept of different types of index numbers and time series data.
<p>CC 3.1 Ch: Financial Accounting III Unit-1: Partnership accounts-I Unit-2: Partnership accounts-II Unit-3: Branch accounting Unit-4: Hire purchase and Instalment payment System Unit-5: Departmental Accounts Unit-6: Investment Accounts Unit-7: Business Acquisition and Conversion of partnership into limited company</p> <p><i>Relevant Accounting Standards issued by the Institute of Chartered Accountants of India are to be followed.</i></p>	6	<p>Learners can get the major benefit of this course after completing the entire syllabus and these outcomes are as mentioned below:</p> <ol style="list-style-type: none"> 1. To get the proper idea about the legal part in formation of partnership business, their financial transactions with several stakeholders of the business as well as the accounting knowledge on liquidation of the partnership business. 2. How to maintain branch accounts as well as importance of branch as the business expansion mode; 3. To boosting up the learners through the contemporary important knowledge on hire purchase system and its differences with instalment payment system; 4. To provide the in depth knowledge of Departmental Accounts as it's the essence of any large scale business; 5. How to maintain Investment Accounts in the books of Investor as per the guidelines of ICAI; 6. To enlighten the details accounting procedure about conversion of partnership business into limited companies and how the pre-acquisition and post-acquisition profit is accounted for;

	<p>CC 3.2 Ch Indian Financial System Unit:I Financial System and Its Components Unit:II Financial Markets Unit: III Financial Institutions Unit: IV Financial Services Unit: V Investors' Protection</p>	6	<p>The course aims to provide learners an overview of Indian Financial system. After completion of the course, learners will be able to:</p> <ol style="list-style-type: none"> 1. Describe the meaning and scope of Indian Financial system and its leading players to boost up our economy; 2. Evaluate the functioning of Money Market and Capital Market; 3. How several financial institutions are playing to make Indian economy faster; 4. Explain the concept of Non-Banking Financial Companies (NBFCs) and their functions; 5. To provide the knowledge about the banking system and the role of the central bank of India to ensure positive growth for our economy; 6. What are the financial services are offered by the Indian Financial Systems to investors, lenders and other market players; 7. To provide the details knowledge of Investors' protection.
Semester-IV	<p>GE 4.1 Chg: Microeconomics II & Indian Economy (50+50) Module I Microeconomics-II Unit: I Monopoly Unit: II Imperfect Competition Unit: III Factor Price Determination Module II Indian Economy Unit:I Basic Issues in Economic Development Unit:II Basic Features of Indian Economy Unit:III Sectoral Trends and Issues Unit:IV Social Issues in Indian Economy</p>	6	<p>After completion of Microeconomics I in semester I, this course tries to offer students to get a more profound idea of microeconomics and Indian economy that they can apply these in future job market. After completion of the course students will be able to</p> <ol style="list-style-type: none"> 1. To provide students knowledge of Micro Economic concepts and inculcate an analytical approach to the subject matter. 2. To arouse the students interest by showing the relevance and use of various economic theories like imperfect competition and factor price distribution. 3. To enable students to understand students to a new approach to the study of the Indian Economy. 4. to help the students in analyzing the present status of the Indian Economy. 5. To notify students with the emerging issues in policies of Indian economy along with the past policies.
	<p>CC4.1 Chg: Entrepreneurship Development and Business Ethics Module I: Entrepreneurship Development Unit-1: Introduction Unit-2 Unit-3</p>	6	<p>After completion of the course, learners will be able to:</p> <ol style="list-style-type: none"> 1. Understand the concept of entrepreneurship, entrepreneur and enterprise as well as their role and importance in the present versatile situation; 2. Identify the parameters to assess opportunities and constraints for new business ideas; 3. Develop a business idea by adopting systematic

<p>Unit-4 Module II: Business Ethics Unit 1: Business Ethics Unit 2: Principles of Business Ethics Unit 3: Ethics in Management Unit 4: Corporate Culture Unit 5: Ethics & Corporate Governance</p>		<p>process; 4. Design strategies for successful implementation of ideas; 5. Create a Business Plan. 6. How the sources of funds are identified and utilized for the entrepreneurship development; 7. Recent changes in government rules and regulations for start-ups and their implication in contemporary markets; 8. Design Code of Ethics for an organisation; 9. Discuss Ethical Performance of an organisation; 10. Describe and distinguish between various types of values; 11. Discuss issues related to whistle blowing and other moral issues; 12. Measure the level of participation of select companies/organisations related to Social Responsibility.</p>
<p>CC 4.1 Ch: Taxation I Unit 1 : a) Basic Concepts and Definitions under IT Act, b) Residential Status and Incidence of Tax, c) Incomes which do not form part of Total Income and d) Agricultural Income Unit 2 : Heads of Income and Provisions governing Heads of Income a) <i>Salaries</i> b) <i>Income from House property</i> Unit 3 : Heads of Income and Provisions governing Heads of Income a) <i>Profits and Gains of Business and Profession</i> b) <i>Capital Gains and c) Income from Other Sources</i> Unit 4 : a) Income of other Persons included in Assessee's Total Income b) Set off and Carry Forward of Losses c) Deductions from Gross Total Income and d) Rebate u/s 87A</p>	6	<p>Taxation is also very important course as it has a direct relation of all of our life. To complete the entire course of Taxation I, students will be able to understand:</p> <ol style="list-style-type: none"> 1. The relevant terminologies in Income tax as well as their definition as per the Income tax Act, 1961; 2. This course imparting the knowledge of Heads of Income and Source of Income; 3. This also provide a structured knowledge for computation of Incomes under several heads of Income tax Act and the provisions of laws; 4. To get the overall knowledge to compute the taxable income of the Assessee;
<p>CC 4.2 Ch: Cost and Management Accounting – II Unit-1: Joint Product & By product and Activity Based Costing Unit-2: Budget and Budgetary</p>	6	<p>The course aims to impart the learners, knowledge about the use of financial, cost and other data/information for the purpose of managerial planning, control and decision making. After completing the course learners will be able to:</p>

	<p>Control Unit-3: Standard Costing Unit-4: CVP Analysis, Marginal Costing Unit-5: Short-term Decision Making</p>		<ol style="list-style-type: none"> 1. Describe the concept of management accounting; 2. Enlighten the concept of joint products and by-products and the way of apportionment of joint cost among the said products; 3. To identify the relevance of Activity based Costing system and how it is fare better than the traditional costing system; 4. Prepare various budgets and to measure the performance of the business firm applying budgetary control measures; 5. Compute standard costs and analyze production cost preparing variance report; 6. Analyze cost, volume and profit and to solve short run decision making problems applying marginal costing and Break-Even technique; 7. To emphasis the knowledge of short term decision making in case of most suitable sales-mix determination including with limiting factor & without limiting factor in the business, make or buy decision of the business based on the sensitive market condition also.
		24	COURSE OUTCOMES
<p>Semester-V YEAR-3</p>	<p>CC 5.1 Ch Auditing & Assurance UNIT – I CONCEPT, NEED AND PURPOSE OF AUDIT <i>(This unit should be studied with SA 200[REVISED] and SA 240[REVISED])</i> UNIT – II AUDIT PROCEDURES AND TECHNIQUES <i>(This unit should be studied with SA 210, SA 230, SA 300, SA 500, SA 520 and SA 530)</i> UNIT – III AUDIT RISK AND INTERNAL CONTROL SYSTEM <i>(This unit should be studied with SA 610)</i> UNIT – IV VOUCHING, VERIFICATION AND VALUATION UNIT - V COMPANY AUDIT UNIT – VI AUDIT REPORT AND CERTIFICATE UNIT – VII OTHER THRUST AREAS Notes: 1) The provisions of the Companies Act, 1956 which are still in force would form part of</p>	6	<p>The course aims to provide knowledge of auditing principles, procedures, and techniques in accordance with current legal requirements in India. After completion of the course, learners will be able to:</p> <ol style="list-style-type: none"> 1. Understand the concept of the audit and its need and importance in business; 2. Analyze and interpret the contents of corporate annual report and auditor’s report to understand the true and fair financial position of a company; 3. How the internal checking system minimize the financial risk of the business; 4. Provide in details concept of vouching, verification and valuation in business and its importance; 5. The concept of Company Audit. 6. The Knowledge of Audit Report and Certificate and the types of them and the difference between both the terms. 7. Provide the details knowledge of cost audit, tax audit, performance audit, environmental audit.

<p>the syllabus till the time their corresponding or new provisions of the Companies Act, 2013 are enforced.</p> <p>2) If new Laws or Rules are enacted in place of the existing laws and rules, the syllabus would include the corresponding provisions of such new laws and rules with immediately following Academic Year.</p> <p>3) Students are expected to develop analytical mind for answering problem based questions along with the theoretical questions.</p>		
<p>CC 5.2 Ch: Taxation II Module I:Direct Tax Unit-1: Computation of Total Income and Tax Payable Unit-2: TAX MANAGEMENT Module II Indirect Tax Unit-3: Basic Concepts of Indirect Tax and overview of GST Unit-4: Taxable event Unit-5: Input and Output Tax Computation Unit-6: Customs</p>	6	<p>After completing the entire course learners are able to</p> <ol style="list-style-type: none"> 1. Understand the calculation of taxable income as well as tax liability of any Assessee (other than corporate); 2. Able to understand the tax return filling calculation and several technical part which is related with our working life; 3. To get the proper concept of GST and its applicability part 4. To acquire the knowledge about customs duty
<p>DSE 5.1 A: Economics II and Advanced Business Mathematics Module I Macroeconomics Unit – I:Introduction Unit – II: National Income Accounting Unit – III: Determination of Equilibrium Level of National Income Unit – IV: Commodity market and Money market equilibrium Unit – V: Money, Inflation and Unemployment</p>	6	<p>To familiarize the students with the basic concept of Macro Economics and its application. To aware students about Gross National Product (GNP), Net National Product (NNP) ,Income at Factor cost or National Income at Factor Prices ,Per Capita Income , Personal Income (PI) ,Disposable Income etc. After the course completion the learners will be able to understand the</p> <ol style="list-style-type: none"> 1. basics of national income accounting along with the different macroeconomic indicators. 2. equilibrium determination of both commodity and money market by Keynesian Models. 3. causes of different types of inflation 4. Concept of supply of money, measures of money supply including high powered money and money multiplier. 5. concept of Inflation and various monetary and fiscal policies to control inflation <p>The course aims to introduce the concept of</p>

<p>Module II Advanced Business Mathematics Unit-1: Functions, Limit and Continuity Unit-2: Differentiation and Integration Unit -3: Applications of Derivative and Integration Unit- 4 Determinants Unit-5: Matrix</p>		<p>financial maths and develops skill to solve financial problems. It helps to get an idea on mathematical functions, application of derivation and integration, determinants and matrix. After the course completion the students will be able to</p> <ol style="list-style-type: none"> 1. Define the basic terms in the areas of business mathematics which can help them practical problem solving in economics. 2. Explain derivative and its meaning, rules of differentiation, significance of derivative as a rate measure, second order derivatives, integration as an anti-derivative process. 3. Define the in depth concept of determinants and matrix.
<p>DSE 5.2 A: Corporate Accounting Unit 1: Company –Introduction And Accounting for Shares & Debentures Unit 2: Buy back and Redemption of preference shares Unit 3: Company Final Accounts Unit 4: Redemption of Debenture Unit 5: Valuation Unit 6: Company Merger And Reconstruction</p> <p><i>Relevant Accounting Standards issued by the Institute of Chartered Accountants of India are to be followed.</i></p>	6	<p>The course aims to help the learners to acquire advanced knowledge of corporate accounting and to learn the techniques of preparing accounts and statements under various corporate houses under the Companies Act, 2013. After completion of the course, learners will be able to:</p> <ol style="list-style-type: none"> 1. Understand the meaning of company and its share issue mechanism and the accounting part of the same under the traditional method including pro-rata allotment, share forfeiture, re-issue as per the revised Companies Act, 2013 and the concept of Book-building in share issue; 2. How the company issue debenture and its accounting part; 3. Concept of Buy back of equity shares and the relevant guidelines as per the Company Act, 2013 as well as the accounting part of Buy-back of shares and redemption of preference shares; 4. How to prepare Company Final Accounts as per the schedule III in the revised companies Act, 2013; 5. To provide the details knowledge about the accounting part of redemption of debentures; 6. How to compute the value of Goodwill and share under different methods; 7. To provide the knowledge about the concept of Amalgamation, Absorption and Reconstruction including internal reconstruction as per the relevant standard.
	24	COURSE OUTCOMES

Semester-VI	<p>SEC 6.1 Chg: Computerised Accounting and e-Filing of Tax Returns Unit-1: Computerized Accounting Package: Using Generic Software Unit 2: Designing Computerized Accounting System Unit-3: E-filing of Tax return Project Work: Assignment based for each and every topic should be prepared</p>	4	<p>This course is aimed at practical knowledge of computerized accounting and digitalized the business affairs. So this entire course makes students better equipped to handle their daily digital challenges in their personal and professional life.</p> <ol style="list-style-type: none"> 1. To enhance the knowledge of information technology and through it how proper inter and intra organizational communication can build up. 2. This course provides the knowledge on how data, information are preserved, handled and applied for business purpose; 3. To enlighten about the proper usage of internet in business; 4. After completing the application part of this course, students can get a wide knowledge of computerized accounting, e-filing and data based management which are very much required skills in Indian as well as Global job market. 5. To consider the new changes in economy, this subject also spreads the knowledge of database management system in several sectors of the business
	<p>CC 6.1 Ch: Project work (Project Report - 50 + Viva-Voce Examination - 50)</p>	6	<ol style="list-style-type: none"> 1. Install among the students the basic knowledge and spirit of entrepreneurship 2. Students will be encouraged to undertake independent research projects which can add value to society 3. To give a thorough understanding of different financial aspects in the current scenario 4. Develop oral communication skills of the students 5. Encourage students to understand the practical aspects of trade industry and commerce
	<p>DSE 6.1 A: Financial Reporting and Financial Statement Analysis Unit-1: Holding Company Unit-2: Accounting Standards Unit-3: Fund Flow Statement Unit-4: Cash Flow Statement Unit-5: Introduction to Financial Statements Analysis Unit-6: Accounting Ratios for FSA</p>	6	<p>The course aims to help the learners to analyze accounting and other information incorporated in the corporate annual reports, to analyze operating, financial, and structural performance of business firms with the help of appropriate analytical tools. After completion of the course, learners will be able to:</p> <ol style="list-style-type: none"> 1. Analyse and interpret the qualitative features of information provided in the Financial Statements of a company; 2. Analyse and interpret the contents of corporate annual report and auditor's report to understand the true and fair financial position of a company; 3. Compute and analyse accounting ratios of a

		company; 4. Conduct fund flow and working capital analysis; 5. Conduct cash flow analysis using cash flow statement.
DSE 6.2 A: Financial management Unit-1: Introduction and Basic Concepts Unit-2: Sources of Finance and Cost of Capital Unit-3: Leverage and Capital Structure Theories Unit-4: Working Capital Management (1) Unit-5: Working Capital Management (2) Unit-6: Capital Expenditure Decisions (1) Unit-7: Capital Expenditure Decisions (2) Unit-8: Dividend Decisions	6	The course aims to familiarize the learners with the principles and practices of financial management. After completion of the course, learners will be able to: 1a. Explain the nature and scope of financial management; 1. Assess the impact of time value of money in different business decisions; 2. Analyze capital budgeting process and apply capital budgeting techniques for business decisions; 3. Discuss the various sources of finance in today's competitive industry; 4. Explain various capital structure theories and analyze factors affecting capital structure decisions; 5. Critically examine various theories of dividend, identify and analyze factors affecting dividend policy; and suggest sound dividend policy; 6. Design working capital policy based on the assessment of financial requirements.
Total Credit	144	

**Mapping of PSO CO
DEPARTMENT OF COMMERCE**

AECC2(Environmental Studies)

Semester - II

Course outcomes

Unit 1: Introduction to Environmental Studies

Course outcomes: Through this module students will understand the multidisciplinary aspects of environmental studies and be aware and recall the key ingredients of mother nature.

Unit 2 : Ecology and Ecosystem

Course outcomes: Through this module students will understand the interrelationship between the abiotic and biotic components and apply their knowledge to solve the problems of different ecosystems of the nature.

Unit 3: Natural resources

Course outcomes:Through this module students will be able to analyze and evaluate about the depleting resources and learn some solutions to conserve natural resources in a sustainable manner.

Unit 4: Biodiversity and Conservation

Course outcomes: Through this module students will analyze the differences of rare, endangered, critically endangered and extinct species. They will also learn different scientific names of many species. Students will be able to evaluate the importance of biodiversity to the human beings.

Unit 5: Environmental pollution

Course outcomes: Through this module students will evaluate different aspects of environmental pollutions and learn some measures to combat the effects of pollution in their locality or surrounding areas.They will also be aware of different pollution related diseases and their effects to human beings and that of others.

Unit 6: Environmental policies and practices

Course outcomes: Through this module students will learn about different environmental laws and policies and all the punishments for violating such laws.They could easily get the guidelines about their do's and dont's regarding such environmental policies.

Unit 7:Human communities and the environment.

Course outcomes:Through this module students will be aware of several environmental disasters and accidents. They will be able to create some action plan to promote environmental awareness in their locality and beyond.

AECC2(Environmental Studies)

Semester - II

Programme outcome :

Each year projects on several topics are done by the students including plant's identification, plastic pollution, air pollution, water pollution, soil pollution, health hazards, global environmental issues etc. The main outcomes of those projects are as follows:

1) To provide students a complete framework for understanding the relationship between humans and their environment.

2) To provide students with informed perspectives on biological and physical processes relevant to environmental problems.

3) To make the students able to understand different environmental policies and practices.

4) To engage students in combating pollution related problems in local communities.

5) To prepare students for careers, citizenship and environmental stewardship through experiential activities through projects.

6) To equip students with the knowledge necessary to pursue higher studies and professional career related to environmental studies.