

VIVEKANANDA COLLEGE FOR WOMEN

Department of Anthropology

**Programme Outcomes**

PO no	Programme outcomes (Upon completion of B.Sc degree programme the graduate will be able to)
PO-1	Differentiate among three sub-disciplines of anthropology: biological, social-cultural, and archaeological anthropology
PO-2	Develop their writing skill in preparing a report
PO-3	Conduct a fieldwork by using different anthropological methods
PO-4	Develop their skills in laboratories about techniques used in advanced human genetics and anthropometric and craniometric studies
PO-5	Analyse data and conduct the studies by making a team
PO-6	Understand the importance of taking ethical approvals for conducting any sort of study
PO-7	Communicate easily with others through their gained knowledge
PO-8	Learn the advanced courses related to this discipline in future

**Programme Specific Outcomes**

PSO no	Programme specific outcomes (Upon completion of the courses offered in B.Sc Anthropology, the students would)
PSO-1	Have good understanding in three main aspects of anthropology: human evolution, variation and adaptation
PSO-2	Be expertise in training in fieldwork in anthropology
PSO-3	Be expertise in rapport establishment with the people during the fieldwork
PSO-4	Be motivated for further higher studies and research in different sub-disciplines of anthropology
PSO-5	Have gained the skill to think, analyse, write, and recreate through assignments and project work
PSO-6	Get the assistance in taking preparation for competitive examinations like WBCS, IAS, and UGC-NET, GATE

**Course Outcomes**

Semester/ Year	Course code/title	COURSE OUTCOMES
Semester I (Honours)	CC 1 (Introduction to biological anthropology)	<p>Knowledge gained: To understand the aim and scope of biological anthropology, biological basis of inheritance and human skeletal morphology</p> <p>Skill gained: To be expertise in human cranial and post-cranial bones identification</p>
	CC 2 (Introduction to social and cultural anthropology)	<p>Knowledge gained: To understand the aim and scope of social-cultural anthropology, elements of society and culture, kinship system, marriage, family structure, religion and social change</p> <p>Skill gained: To be expertise in writing a report on phenomenological study with the help of methods used in fieldwork in anthropology</p>

Semester I (General)	CC/GE 1	<p>Knowledge gained: To understand the aim and scope of biological, social-cultural and archaeological anthropology, biological basis of inheritance and human skeletal morphology, concepts of society and culture, religion and social change, knowledge gained in palaeoanthropology, archaeological field methods and tool typology and technology</p> <p>Skill gained: Hands on practice of human cranial and post-cranial bones identification and craniometric measures</p>
Semester II (Honours)	CC 3 (Introduction to archaeological anthropology)	<p>Knowledge gained: To understand the concepts of archaeology and prehistoric studies in anthropology, methods used in prehistoric archaeology</p> <p>Skill gained: To be expertise in identification of prehistoric tool types and technologies and raw materials used</p>
	CC 4 (Fundamentals of human origins and evolution)	<p>Knowledge gained: To understand the variations in living primates, fossil primates and evolutionary trends in primates, hominoids and hominids</p> <p>Skill gained: Hands on practice for identification of living hominoids, fossil hominoids and fossil hominids</p>
Semester II (General)	CC/ GE 2	<p>Knowledge gained: To understand the basic concepts of human genetics and population variation, study on racial classification, prehistoric culture in Africa and Europe, and typo-technological development in different prehistoric cultures, Basic concepts of marriage, family, kinship and some applied aspects of social-cultural anthropology</p> <p>Skill gained: Hands on practice of anthropometric measures and human genetics study</p>
Semester III (Honours)	CC 5 (Ecology and culture in the past)	<p>Knowledge gained: To understand the climatic fluctuations and cultures in Pleistocene time, further development of cultures in Holocene times and the earliest civilizations</p> <p>Skill gained: Hands on practice of morphometric analysis of prehistoric tools</p>
	CC 6 (Human ecology, biological basis of growth and nutrition)	<p>Knowledge gained: To understand the concepts of human growth, nutrition, human ecology</p> <p>Skill gained: To be expertise in taking craniometric and osteometric measurements</p>
	CC 7 (Theories of culture and society)	<p>Knowledge gained: To understand the theories of social-cultural anthropology</p>

		Skill gained: To be expertise in writing a report on phenomenological study with the help of methods used in fieldwork in anthropology and qualitative analyses of data
	SEC A-1 (Public health and epidemiology)	Knowledge gained: To understand the principles of epidemiology in public health; psychological, behavioral and social issues in public health
Semester III (General)	CC/GE-3	<p>Knowledge gained: To Understand the theories of evolution, evolutionary trends of living primates and fossil primates and modern humans; palaeolithic and microlithic cultures of India; political and regional anthropology of South Asia</p> <p>Skill gained: To be expertise in identification of prehistoric tool types and techniques; develop the skill in studying toposheets</p>
Semester IV (Honours)	CC 8 (Human Genetics and Population Biology)	<p>Knowledge gained: To understand the biological basis of inheritance, the concepts of chromosome, gene, DNA, RNA and chromosomal abnormalities; application of Mendelian principles in human genetics</p> <p>Skill gained: To be expertise in conducting some genetic tests like dermatoglyphic, ABO blood group</p>
	CC 9 (Anthropology of India)	<p>Knowledge gained: To understand the contribution of Indian scholars in biological, social-cultural, and archaeological anthropology</p> <p>Skill gained: To be expertise in writing a project report on any archaeological sites; and a report on any social issue in public sphere</p>
	CC 10 (Study of human population)	<p>Knowledge gained: To understand the concepts of population genetics, racial classification, and racism</p> <p>Skill gained: To be expertise in taking anthropometric measurements on living individuals</p>
	SEC B-2 (Media and anthropology)	Knowledge gained: To understand the concepts of theory, paradigm and model of media approaches and themes
Semester IV (General)	CC/GE-4	<p>Knowledge gained: To understand the concepts of forensic anthropology, genetic counselling, and biostatistics; Neolithic and Chalcolithic cultures of India; anthropology of religion and backward communities in India</p> <p>Skill gained: To be expertise in fieldwork training and writing of an ethnographic report</p>
Semester V (Honours)	CC 11 (Anthropology in practice)	Knowledge gained: To understand the concept of forensic anthropology and genetic counselling;

		<p>applied, action and public anthropology; concept of archaeology in practice</p> <p>Skill gained: To be expertise in writing a report on major govt policies and programs for rural people of West Bengal; hands on practice in studying topographical maps</p>
	CC 12 (Research methods for practice 1)	<p>Knowledge gained: To understand the theoretical concepts of research methods used in social-cultural anthropology and archaeology</p> <p>Skill gained: To be expertise in writing an ethnographic report by conducting a fieldwork in social-cultural anthropology</p>
	DSE A-2 (Advanced human genetics)	<p>Knowledge gained: To understand the concept of advanced human genetics like electrophoresis techniques, DNA sequencing, Genetic mapping etc.</p> <p>Skill gained: To be expertise in writing a project report on any topic in this paper</p>
	DSE B-1 (Advanced Indian prehistory)	<p>Knowledge gained: To understand the current trends of Indian Prehistory, various Indian prehistoric sites</p> <p>Skill gained: To be expertise in writing a project report on the topic present in this paper</p>
Semester V (General)	DSE 1A (Human growth and development)	<p>Knowledge gained: To understand the concept of human growth, development, and maturation; the concept of human nutrition</p> <p>Skill gained: To be expertise in writing a project report on any topic given in this paper</p>
	SEC-A 2 (Physiological anthropology)	<p>Knowledge gained: To understand the concepts of physiological anthropology with various terms</p>
Semester VI (Honours)	CC 13 (Research methods for practice 2)	<p>Knowledge gained: To understand the concepts of research design, hypothesis, qualitative and quantitative research, ethics, and the procedure to data analysis and writing of an article</p> <p>Skill gained: To be expertise in writing a project report on the social movements in India</p>
	CC 14 (Research methods for practice 3)	<p>Knowledge gained: To understand how to write a review of a particular book mentioned in the syllabus</p> <p>Skill gained: To be expertise in data analyses and writing of an ethnographic report; a fieldwork on geomorphological study</p>
	DSE A-4 (Advanced forensic anthropology)	<p>Knowledge gained: To understand the use of forensic science in anthropology like dermatoglyphics, hair, skeletal remains</p>

		Skill gained: To be expertise in studying finger and palm prints and their analyses
	DSE B-4 (Advanced Indian Protohistory)	<p>Knowledge gained: To understand the emergence of civilization in the context of protohistory in India like Harappan civilization</p> <p>Skill gained: To be expertise in writing a project report on any topic present in this paper</p>
Semester VI (General)	DSE-3B (Heritage management)	<p>Knowledge gained: To understand the meaning of heritage, concepts of conservation, cultural heritage management and museum studies</p> <p>Skill gained: To be expertise in writing a project report on museum studies</p>
	SEC- B 2 (Earliest evidence of urbanization in India)	Knowledge gained: To understand the emergence and development of Harappan civilization

## DEPARTMENT OF BOTANY

### PO, PSO and CO

#### PO:

Biological science is a multidisciplinary field with new disciplines and branches being added with the advancement of Science and technology. Number of career options can be pursued after studying biology in class 11 and 12. One can apply for laboratory assistant in educational institutions and different industries. Careers in biology include new disciplines like Biotechnology, Microbiology, Natural Science, Veterinary Science etc., besides mother courses e.g. Botany, Zoology etc. Biologists are required for diverse jobs like Biomedical engineering, Environmental Science, Forensic Science etc.

#### PSO:

Botany is a natural science concerned with the study of plants, and the processes occurring in plant life. From Civil services to horticulture the field is wide open. B.Sc, M.Sc, and Ph. D degrees have ample scope for job opportunities in diverse sectors. Those include agriculture, industry, medicine, environment and energy. Botanical gardens also recruit botanists in India and abroad. Botanists are also in demand in nurseries, seed companies, medicinal and biotechnology farms, forensic laboratories. Botany (Hons.) graduates may serve the plant based medicinal companies and food industries e.g. Dabur, Patanjali etc. as scientific assistant. Horticulturists are needed in central and state municipal corporations, Public Works Departments and other Govt. and Public institutions. Botany graduates can opt for MBA to secure the managerial position in herbal pharmaceutical industries or in food and pharmaceutical business. The state departments, Botanical Survey of India (BSI), Indian Council of Agricultural Research, Department of Science and Technology, Department of Biotechnology, CSIR laboratories, Environment Protection Agency, Oil industry, Drug companies, Pulp & paper and Food & fermentation industries provide skill based jobs to botanists.

DEGREE in BOTANY	SECTOR	ORGANISATION	WORK TITLE
B. Sc (Hons.)	Govt. UPSC	State/Central services/ Institutions	Administration (IAS)/Police(IFS)/ Allied services (Finance, Accounts etc.)
	Public/Private		Scientific assistant, Technical assistant, Horticulturist.
	Do	Banks	Probationary officers

B.Sc. (Hons.) with B.Ed	Govt./Private	Schools	Teaching as TGT [Class 6-10]
M.Sc with B.Ed	Govt./Private	Schools	Teaching as PGT [Class 11-12]
M.Sc with NET/JRF	Govt./Private	Degree Colleges/ Universities	Teaching as Assistant Professor.
	Govt./Private	Universities/ Industries	Senior Technical Assistant/ Research Assistant/ Project Fellow
M.Sc	Govt.	Forestry(IFS)	Forest Officer/ Conservator of Forests
	Govt./Farm	Agricultural Universities/ Research Institutions	Research Scientist under R &D divisions.
Ph.D	Govt./Private	Degree colleges/ Universities	Teaching as Assistant Professor
	Do	Environment/ Industry/ Agriculture	Environmentalist/ Research Scientist/ Plant Pathologist/ Plant breeder/ Biotechnologist

## CO:

### 1+1+1 System

#### BOTANY (Hons.)

1<sup>st</sup> Year[Module I-Algae & Microbiology]-Students can get chance in the research fields after gaining detail knowledge in these courses. A student of microbiology become immunologist, teaching professionals, water quality testing technician, food technologist, medical technologist, cosmetic scientist etc.

[Module II-Fungi, Lichen, Plant Pathology]-Students get job as mycologist and plant pathologist in research institutes, industries like biotechnology, biofuel, medicine etc.

2<sup>nd</sup> Year[Module V-Pteridophytes, Gymnosperms]- Job opportunities are in school service commission, union public service commission, college service commission, research, forest research institute, and as technician in science laboratories.

[ Module VI- Ecology, Plant Geography, Anatomy]- Some popular job opportunities include- school service commission, college service commission, union public service commission, as ecologist, agriculturist, in landscape industries, as technician in laboratories, Indian Forestry.

[Module VII-Morphology and Taxonomy of Angiosperms]- Some popular job opportunities in BSI, rain forest research institute, Indian Council of Forestry Research and Education (ICFRE), Indian Agricultural Research Institute (IARI), Central Council for Research in Homopathy, seed and plant production companies, Botanical gardens, lawn and landscape maintenance farms, wildlife institutes, nursery manager, school service commission, college service commission, union public service commission.

3<sup>rd</sup> Year[Module IX-Biochemistry, Pharmacognosy; Module X-Plant Physiology; Module XI- Cell biology, Plant Breeding, Biometry, Plant Biotechnology; Module XII- Genetics and Molecular biology; Module-VII-Practical aspects]- This course envisages with basic pillars of full understanding of the subject at the final year of graduation along with its applied counterparts for preparing the young minds for the future aspects of higher study, several competitive examinations in service related field as well as for fundamental and applied research.

### BOTANY (General)

1<sup>st</sup> Year[Module I- Microbiology, Algae, Fungi, Plant Pathology, Bryophytes] Some of popular job opportunities and career prospects include- school service commission, college service commission, union public service commission, as plant pathologist, science lab technician, biological material supply companies, food and chemical companies, beverage industries, pharmaceutical industries, as microbiologist, medical technologist etc.

[Module II- Pteridophytes, Gymnosperms, Palaeobotany, Angiosperms (morphology and embryology), Taxonomy]- Job opportunities in BSI, Wildlife Institute in India, Union Public Service Commission, Nature Conservancy, seed companies, school and college service commission, land scape industries, as horticulturist, researcher, palaeobotanist.

2<sup>nd</sup> Year[Module III-Anatomy, Cell Biology, Genetics; Module IV- Biochemistry, Plant Physiology, Economic Botany, Ecology; Module V, VI- Practical aspects]-These are fundamental to any system of biology, therefore making it indispensable for the students coming from other sections of biology. Through study of physiological system of plants along with ecology and environment build up a detail understanding of living system of plants.

3<sup>rd</sup> Year[Module VII- Biofertilizer, mushroom, plant disease control, plant breeding, Biometry, Plant tissue culture, DNA recombinant technology, pharmacognosy; Module VIII-Practical aspects]-This course envisages with basic pillars of full understanding of the subject at the final year of graduation along with its applied counterparts for preparing the young minds for the future aspects of higher study, several competitive examinations in service related field as well as for fundamental and applied research.

Choice Based Credit System [CBCS]: This provides an opportunity for the students to choose courses comprising core, elective/minor or skill based courses. The courses are evaluated following the grading system, which is considered to be better than the conventional marks system.

### BOTANY (Hons.)

CC1[Phycology & Microbiology]-This course covers very basic pillars at the starting phase of learning and understanding Botany. This takes the students to the doorstep of integrated research at time of their higher study.

CC2 [Mycology and Phytopathology]-Course provides large field for research work. Other career prospects are- as plant breeder, plant pathologist, agricultural engineer or inspector, as microbiologist in different companies.

CC3 [Plant Anatomy]- It focuses on internal structure of plant organs. Anatomical characters of plants have been successfully employed to solve taxonomic problems, as forensic tool in criminal investigations. Job opportunities in plant anatomy includes School service commission, College service commission, Public health services. IFS, agriculturist, plant scientist, Union public service commission.

CC4 [Archaeogoniate]-The students will know about the three major plant groups.They will develop understanding about their diversity, classification and economic importance which will enable them to prepare for competitive examinations especially CSIR-UGC NET, WBCS Examinations, writing research projects and articles for science journals. The knowledge is helpful to open the door for different jobs as botanist, field biologist, science writer, research assistant etc. They can find job in pollution control board, bioremediation projects etc.

CC5[ Palaeobotany &Palynology]-Thorough study starting from ancient era in form of plant fossils maintaining proper relevancy to geological time ending with applied counterparts like aeropalynology (medical biology), forensic palynology introduce the students to the diversity and wide range of the course. The study of this course makes students future ready for different pathological, food testing and forensic laboratories.

CC6 [Reproductive Biology of Angiosperms-Morphology and Embryology]- It is the study of physical form and external structure of plants. Recent studies in molecular biology started to investigate the molecular processes involved in determining the conservation and diversification of plant morphologies. Plant embryology increases knowledge of structure and development of embryo, structure and development of male and female reproductive organs, fertilisation and similar other processes. Job opportunities include school service commission, college service commission, Research, Forest research institute, Union public service commission, nursery or green house manager, BSI, seed and plant production companies.

CC7[Plant Systematics]-Plant taxonomy is a part of science that deals with nomenclature, identification, and classification of plants. After studying taxonomy, a student become a taxonomist, research laboratories, also get jobs in botanical gardens, horticultural gardens, nurseries, agricultural sectors etc.

CC8 [ Plant Geography, Ecology and Evolution]- The field of ecology explores the interactive web of organisms and the environment. Employment opportunities in the ecological sciences have increased greatly in recent years. Some of these are –in Govt environmental agencies, Commercial consulting and testing farms, waste management industries, research laboratories etc.

CC9[ Economic Botany]- It provides a fundamental understanding of the interactions between plants and human culture. Students can gain knowledge about the structure and function of plants, principles of horticulture, discovery and use of bioactive compounds of medicinal plants. It also helps to know about plant –human interaction in agriculture, society and the environment. The scope of research in the field is continuously growing because there is always a hope to discover new ones or experimenting with ways to improve current cultivation and make it more sustainable and efficient. One can find job in botanical garden, horticultural garden, nurseries etc.

CC10 [Genetics]-Study of inheritance is fundamental to any system of biology like plants, animals or microbes. This course is actually the passport for several applied sections of the subject whereas carrying hardcore opportunities for higher study and basic research.

CC11[Cell and Molecular Biology]-This course is absolutely essential to any competitive examinations in biology like different entrance tests for post-graduation, stage preparation of the young minds for their future career aspects like NET, SET and also for the entry to the world of fundamental and applied research in not only botany but all the varied streams of biology.

CC12[ Biochemistry]-It is the application of chemistry to the study of biological processes at the cellular and molecular level. The knowledge and the practical laboratory methods developed and learnt in biochemistry can be applied to in all fields of medicine, in agriculture and in many chemical and health related industries. Biochemistry is also unique in providing teaching and research.

CC13[Plant Physiology]-It is concerned with the physiological processes of higher plants. It has vibrant scope in the field of agriculture, food production, manufacturing industries, private and public sectors. The knowledge enable the students to prepare for competitive examinations specially CSIR-UGC NET, WBCS Examinations, jobs like project assistant, plant physiologist, horticulturist etc.

CC14 [Plant Metabolism]-Study of plant physiology increases knowledge of plant function and behaviour, encompassing all the dynamic processes of growth, metabolism, reproduction, defence and communication that account for plants being alive. Plant physiology has vibrant scope in agricultural fields, medicine, food production, textile industries, manufacturing industries, both in private and public sectors. Job opportunities include- as plant physiologist, horticulturist, agriculturist, plant scientist, soil scientist, phytochemist, educational institutions, school service commission and Union public service commission.

Skill Enhancement Course (SEC)-[Applied Phycology, Mycology, Microbiology]- This course will increase the understanding of the students about the commercial importance of algae, fungi and microbes. It has scope in different research avenues, different fields of genetic engineering, food production, different manufacturing industries including brewing industry, pharmaceutical industry, biofuel producing companies, field of agriculture etc.

[Mushroom Culture Technology]-One can do mushroom farming in small to large scale. The knowledge enable the students for project works, take jobs in organic farms, mushroom cultivation industries.

Discipline Specific Elective (DSE)-[Biostatistics]- It is the development and application of statistical methods to a wide range of topics in biology. It encompasses the design of biological experiments, the collection and analysis of data from the experiments and the interpretation of the results. So the study is very much helpful in research areas.

[Medicinal and Ethnobotany]- The knowledge is very helpful for carrying research projects. There is much scope for systematic research in screening medicinal plants for different phytochemicals. One can find job in medicinal companies, laboratories.

[Plant Biotechnology]-Plant biotechnology can have wide spread applications across multiple disciplines associated with bioproducts, food and nutrition, textiles, environment and agriculture etc. It can offer ample opportunities to the aspirants in various fields like research organizations, academic institutes, biotechnological companies, pharmaceutical and chemical companies, agricultural and crop production companies, food and beverage companies, hospital and other medical organizations.

[Research Methodology]-This imparts guidance to the students who prefer research carrier. All the facets of research process i.e. from protocol development to publication technicalities are incorporated. Students can get knowledge how to conduct literature search, description of data presentation, tabulation and generation of graphs, scientific writing ethics etc.

#### BOTANY (General)

CC1 [Plant Diversity I (Phycology, Mycology, Phytopathology, Bryophytes and Anatomy)]-It is helpful for numerous professions like science teacher, lab technician, pest control consultant, science writer, book editor etc.

CC2 [Plant Diversity II (Pteridophytes, Gymnosperms, Palaeobotany, Morphology, and Taxonomy)]-Same as above.

CC3 [Cell Biology and Genetics]- Students can undertake a research project. This field has driven many of the modern advances in medicine, agriculture and the pharmaceutical industry. So one can apply in specific companies as laboratory technician.

[Microbiology]-Job opportunities in this field of study are many as food technologist, medical chemist, microbiologist, biotechnologist.

CC4[Plant Physiology and Metabolism]-Same as above.

Skill Enhancement Course (SEC)-[Biofertilizer]-The knowledge is helpful in the fields of agriculture, in professions like project assistant.

[Mushroom Culture Technology]- One can do mushroom farming in small to large scale. The knowledge enable the students for project works, take jobs in organic farms, mushroom cultivation industries.

Discipline Specific Elective (DSE)-[Phytochemistry and Medicinal Botany]- The knowledge is very helpful for carrying research projects. There is much scope for systematic research in screening medicinal plants for different phytochemicals. One can find job in medicinal companies, laboratories.

[Economic Botany]-It explores the ways human use plants for food, medicines and commerce. :One can find job in botanical gardens, nurseries, horticultural gardens.

### ***Department of Chemistry***

*B. Sc with chemistry is useful for the students in various aspects and offers them with bright career. The course helps the students in improving their diverse skills in various areas such as laboratory skills, numerical and computing skills, ability to approach to the problems both analytically and logically, time management skills, etc. The B. Sc chemistry graduates have many options for their higher studies. Majority of these graduates opt for master's degree in the same. But they can also choose various specialized areas in this field for the post graduation courses. Many universities offer the study of chemistry at post graduate and at doctoral levels.*

*Some of the higher study options after B. Sc Chemistry are:-*

- 1. M. Sc. Chemistry*
- 2. M. Sc. Analytical Chemistry*
- 3. M. Sc. Drug Chemistry*
- 4. M. Sc. Organic Pharmaceutical Chemistry*
- 5. M. Sc. Physical & Materials Chemistry*
- 6. Master of Business Administration (MBA)*
- 7. One of the major certification courses for the B. Sc Chemistry graduates is Post-Graduate Diploma in Analytical Chemistry (PGDAC)*

*Career opportunities after B. Sc Chemistry:-*

*The chemicals are used in almost every field such as medicines, food products, and electronics and even in construction activities. This creates many opportunities for the chemistry graduates in diverse fields. The industries, specially chemical and pharmaceutical, the universities and government laboratories are the three major employers who recruit Chemistry graduates. The entry level jobs in this field usually require at least the bachelor's degree with chemistry, but majority of the jobs like research needs candidates with PhD in the same. The chemical industries are also doing well in India and there is huge demand for chemists for various positions. Some of the job types for these graduates include:*

- 1. Analytical Chemist*
- 2. Biomedical Chemist*
- 3. Chemical Engineering Associate*
- 4. Industrial Research Scientist*
- 5. Lab Chemist*

6. *Materials Technologist*
7. *Production Chemist*
8. *Production Officer*
9. *Quality Controller*
10. *R&D Director*
11. *Research & Development Manager*
12. *Safety Health And Environment Specialist*
13. *Teacher*

*The employment areas for the B. Sc Chemistry graduates include pharmaceutical industries, chemical manufacturers, Forensic Science Department, plastic industries, agrochemical industries, etc. Apart from these, they are also recruited in other fields such as oil, gas and power sectors and even in defense services. A wide options exist for those who have complete*

*B. Sc Chemistry (hons) study but candidates with chemistry pass can opt for higher studies by joining PG course also. B. Sc is the common choice for most of the graduates. M.Tech is a good option too from any of the prominent technical institutes. After PG, if interested join for PhD course. Candidates who want to pursue a career in teaching filed can attend UGC NET exam and join as lectures in colleges or universities. Candidates can attempt government competitive examinations namely UPSC, SSC to get jobs in these departments. Candidates can apply for technical jobs in forensic departments, research firms, Lab Chemist, Quality Control, health And Environment, agrochemical industries etc.*

## Department of Physics

### PROGRAMME OUTCOMES (POs), PROGRAM SPECIFIC OUTCOMES (PSOs) and COURSE OUTCOMES (COs): POs-PSOs-COs

#### Programme Outcomes (POs)

PO Number	Programme Outcomes (After completing the B.Sc. Course the students are expected to acquire)
PO-1	This programme helps to acquire basic concepts and fundamental theories related to various scientific phenomena and their relevance in real life among the students
PO-2	This programme helps to develop critical thinking, creativity, analytical and problem solving skill among the students
PO-3	This programme helps to develop experimental skill to understand the laws and concepts of basic science among the students
PO-4	Students learn the various advanced courses from this programme
PO-5	The students learn necessary computational skill, use of technology and use of ICT required for an effective learning experience and further progress to higher studies
PO-6	This programme helps the students to enhance their communication skill
PO-7	This programme helps the students to become rational citizens with good moral and ethical values

#### Programme Specific Outcomes (PSOs)

PSO Number	Programme Specific Outcomes (After completion of the courses offered in B.Sc. Physics)
PSO-1	The students will acquire a scientific knowledge about the fundamental principles of Physics through study of Classical Mechanics, Electromagnetic Theory, Optics, Heat and Thermodynamics, Statistical Mechanics, Solid State Physics, Nuclear Physics, Modern Physics, Quantum Mechanics, Electronics and other areas of Physics.
PSO-2	The students will learn use of appropriate level of technology for : (i)experimental design and implementation, (ii) analysis of experimental data, (iii) numerical and mathematical methods in problem solving and (iv) different computational techniques and apply them for experimental data analysis and solving theoretical problems.
PSO-3	The students will acquire a fair amount of computational skill using open source software packages such as Gnuplot, Numpy, Scipy, Matplotlib, Matlab, LaTeX , Arduino IDE etc. in both Linux and Windows platform.

PSO-4	The students will learn effective communication skill to present their knowledge of physics from basic concepts to specific advanced areas in the form of preparation of laboratory note book, project work, seminar presentation, poster presentation, wall magazines, models etc.
PSO-5	This programme will enhance the skill to think, analyse, write, and recreate through assignments, laboratory works, tutorial, projects etc.
PSO-7	This programme will help the students to get admission in  M.Sc., MCA, B. Tech etc. followed by M. Tech course (via GATE examination), Ph.D. programme (via JEST, SET, GATE, UGC/CSIR-NET) which will further give the opportunity in various fields like scientist post, College/University teaching, IT-sector etc. This programme will also help the students to take the preparation for various competitive examinations like Civil Services (State and Central), Banking Service (Clerical and Officer), various Government Services, Meteorological Services, SSC (School Service Commission for School Teaching) etc.

### Course Outcomes (COs) – PHYSICS (General) (CBCS)

Semester	Course Code	Course Name	Course Outcomes (COs)
I	PHS-G- CC-1-1-TH	Mechanics (Theory)	The students will acquire the knowledge of vector algebra, Newton’s Laws of Motion, Gravitation, Oscillation, General Properties of Matter etc. which play very important roles in the basic sciences. This course will help the students to enhance the understanding of motion of objects under different conditions. This course will be the basic foundation for the students to carry on higher studies in interdisciplinary fields.
	PHS-G-CC-1-1-P	Mechanics (Practical)	In this laboratory course, the students will learn the verification of some known parameters like acceleration due to gravity, the time period of a pendulum, determination of moment of inertia of rotating objects and determination of some elastic constants of matter.
II	PHS-G- CC-2-2-TH	Electricity and Magnetism (Theory)	The students will learn the topics Electrostatics, Magnetism and Electrodynamics which are very basic foundations in physics.
	PHS-G-CC-2-2-P	Electricity and Magnetism	The students will get familiar with basic instruments like Carey Foster Bridge,

		(Practical)	Potentiometer, Ammeter, Voltmeter, Magnetometer etc. and their uses. The student will learn to measure some basic physical quantities like resistance, current, magnetic field components etc. in the laboratory.
<b>III</b>	PHS-G- CC-3-3-TH	Thermal Physics and Statistical Mechanics (Theory)	This course will pave the way for the students to understand the basic phenomena of nature governed by the various laws of Thermodynamics. The other aspects like kinetic theory of gas, the distribution of radiation energy are also covered in this course. The course is further extended to understand Statistical Mechanics which is relevant to study Thermodynamics analytically.
	PHS-G- CC-3-3-P	Thermal Physics and Statistical Mechanics (Practical)	The students will get hands-on training for determination of different physical quantities of thermal physics like coefficients of expansion, pressure coefficients, thermal coefficients of resistance, thermal conductivity etc. and they will also verify very important Stefan's law of radiation.
<b>IV</b>	PHS-G- CC-4-4-TH	Waves and Optics (Theory)	This course will introduce another important branch of Classical Physics. The students will get refreshed through the recapitulation of the basic preliminary aspects of vibration. The basic mathematical tools for analysis of vibration & wave motion will be introduced. The various aspects of Interference, Diffraction and Polarization will be studied extensively using the wave concept of light.
	PHS-G- CC-4-4-P	Waves and Optics (Practical)	This laboratory course will give the students the methodologies of determination of optical parameters like focal length, radius of curvature of a lens. The students will also study other optical phenomena like the interference patterns, rotation of plane of polarization by active substance.
<b>V</b>	PHS-G-DSE-A1-TH	Electronics and Instrumentation (Theory)	This course will build the foundation of the fascinating world of electronics which has application in every sphere of modern civilization. We can't think of a world without electronics.
	PHS-G-DSE-A1-P	Electronics and Instrumentation (Practical)	The students will go through this laboratory work very extensively and become familiar with the electronic experiments. The course is exhaustive and hence the students will learn and develop a good command to handle the electronic components and their

			applications. A number of experiments on analogue and digital electronics are incorporated in this practical course.
	PHS-G-DSE-A2-TH	Modern Physics (Theory+Tutorial)	In this course the students will learn fundamental and some advanced topics of modern physics and its application. This has a good impact for pursuing research work in renowned institutions in India and abroad.
<b>VI</b>	PHS-G-DSE-B1-TH	Solid State Physics (Theory)	The study of the solid state encompasses the understanding of the organizational, mechanical, magnetic and electrical properties of the substance as well as the forces that bind the units into the solid state. By far the most important subfield of solid state physics in the 20th century is the study of semiconductors and solid state electronics. The syllabus also covers Superconductivity, the ability of certain materials to conduct electric current with practically zero resistance. The study of superconductivity is very important and the superconductors have enormous variety of applications in modern day.
	PHS-G-DSE-B1-P	Solid State Physics (Practical)	All the Experiments of this course are related to investigation of fundamental and electrical and magnetic properties of solids.
	PHS-G-DSE-B2-TH	Nuclear and Particle Physics (Theory and Tutorial)	In this course the students will learn fundamental and some advanced topics of nuclear physics and its application. This has a good impact for pursuing research work in renowned institutions in India and abroad.
<b>SEC-A1</b>	PHS-SEC-A1-TH	Basic Progmming and scientific Word Processing (Theory)	This is a very useful course of learning of computer language: FORTRAN/ C and Word Processing. This course has wide applications in academics, computational work and industry.
<b>SEC-A2</b>	PHS-SEC-A2-TH	Electrical Circuits and Network skills (Theory)	The course part helps the students to enhance the skill in Electrical Circuits and Network which has wider application in real world.
<b>SEC-B1</b>	PHS-SEC-B1-TH	Computer Algebra System and Figure drawing skill (Theory)	This course will enhance the computational skill of the students. This course has immense applications in the research field.

<b>SEC-B2</b>	PHS-SEC-B2-TH	Renewable Energy and Energy Harvesting (Theory)	This course is very important and useful for the students. It will enable the students to know about the various Renewable Energy sources and Energy Harvesting techniques and their applications.
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## DEPARTMENT OF ZOOLOGY

### PO (Programme Outcome)

Biological Science helps us understand the living world and the ways its many species (including humans) function, evolve, and interact. Advances in medicine, agriculture, biotechnology, and many other areas of biology have brought improvements in the quality of life. It offers the chance to get up close and personal with all matter of human, animal and cell life.

After completion of the course one can become anatomist (or physiologist), biochemist, biotechnologist, botanist, marine biologist, microbiologist and zoologist. The best employment prospects may be with some of the larger occupational categories, as nursing, teaching, medicine, pharmacy, and environmental science.

### PSO (Programme Specific Outcome)

ZOOLOGY is the branch of science deals not only with the morphological structures of animals but also with their behavioural aspects. Commencing from evolution, the classification, ecological distribution, embryology, physiology, habits or behaviour, and all other vital phenomena associated with the life events of living or even extinct animals are explored under the canopy of zoology.

Nature has blessed us with an enormous variety of animals offering multiple opportunities to humans for exploring them. Based on the type of animals being probed, diverse fields of zoology exist, as Ichthyology concerned with the study of fishes, Ornithology for the study of birds, Herpetology for amphibians and reptiles, Mammalogy for mammals, Entomology for insects, etc.



It is a good career option for those who have a zeal to explore biodiversity and ready to accept challenges. Studying the subject allows to learn more about animal behaviour. As a zoologist, comprehensive knowledge of animal sciences, competence to perform the corresponding lab techniques as well as the propensity for fieldwork renders limitless avenues in the academics, government bodies and agricultural, environmental, or pharmaceutical industries.

## CO (Course Outcome)

### Honours Curriculum

#### Semester 1

##### CC1: Non-Chordata-I

This course enables students to understand the general taxonomic rules on animal classification and the complex interactions among animals of different phyla. The students will learn about the diversity, classification and characteristics of lower non-chordates. The expected outcome is to provide the students an in-depth understanding of colonial and social life in invertebrates. The students will learn the physiological process of lower invertebrates and relationship of organ system.

##### CC2: Molecular Biology

Molecular Biology is a field of biology that studies cells and the macromolecules such as DNA, RNA, proteins, lipids, and carbohydrates, that define their structure and function. It also includes the study of biochemistry, physiology, genetics, immunology, and cytochemistry. A molecular biologist studies molecules or different parameters that affect them. They get down to the genetic level and study and define what processes can affect the functioning of a gene and how they can manipulate it to their advantage.

This field is extremely vast in terms of fundamental research as well as applications in pharmaceutical, agricultural, medical and industrial fields.

#### Semester 2

##### CC3: Non-Chordata -II -Coelomates

This course enables students to understand the general taxonomic rules on animal classification and the complex interactions among animals of different phyla. The students will learn about the metamerism in Annelids, concept and types of metamorphosis in Arthropoda, torsion in Gastropods and water-vascular system in Asteroidea. Invertebrates are crucial components of food webs and fulfil many ecosystems services, such as pollination, decomposition and nutrient release, etc.

The expected outcome is to provide the students an in-depth understanding of higher non chordates and Hemichordates. The students will learn the physiological process of higher non chordates and relationship of organ system.

##### CC4: Cell Biology

Study of cell biology helps the students to grasp the concepts of the structural and functional aspects of cells. Students pursuing any branch of Life science must have this basic knowledge of the different fundamental, structural and biochemical aspects of a cell which will enable them to understand the broader topic such as physiology.

Knowledge of cell biology will enable and motivate a student to take up any research projects related to any field of Life sciences, Biotechnology or Medicine.

#### Semester 3

##### CC5: Chordata

This course enables students to understand the general organization of Protochordata, Urochordata and Cephalochordata. The students will acquire the knowledge about the classification of various classes of

vertebrates along with their adaptations and associations in relation to the environment. Topics as parental care and migration in vertebrates, identification of poisonous and non-poisonous snakes, exoskeletal structures, adaptive radiation & echolocation will help students to get familiar with the animals around.

The expected outcome is to provide the students an in-depth understanding of chordates and their various systems.

#### CC6: Animal Physiology- Controlling and Co-ordinating System

This core course gives an idea about the various controlling systems of the body like tissues, bone, cartilage, nervous system, muscular, reproductive and endocrine systems etc. which will help students to understand the animal physiological systems and their functions during normal and compromised conditions.

#### CC7: Fundamentals of Biochemistry

Biochemistry is such a subject that makes a student understand the basics of the physio-chemical processes that undergo in a cell at molecular level. A clear understanding of biochemistry will make them realize the enormous potential and capabilities of a cell, and hence, an organism as a whole.

Nowadays, biochemistry can be taken as a sole subject at masters' level. This subject is intimately connected with other major subjects like Genetics, Molecular Biology, Microbiology, Biotechnology etc. All these subjects are interdisciplinary where knowledge of Biochemistry will play a very important role. Research avenues are also open.

#### SEC(A)-1: Apiculture

The biology, rearing, diseases etc. methods related to bees are known from this course. Moreover, the entrepreneurship and the status of the apiculture industry are made clear with the scope of employment to improve the skills and apply the same in the fieldworks.

#### SEC(A)-2: Sericulture

The biology, rearing, diseases etc. methods related to silk moths are known from this course. Sericulture offers career opportunity in Govt. research centres, silk boards, academic fields, sericulture units, agriculture sector banks etc. One can get jobs in Central Government agencies like Central Silk Board/Silk Export Promotion Council/FAO/NABARD, Krishi Vigyan Kendra etc.

### **Semester 4**

#### CC8: Comparative Anatomy of Vertebrates

Comparative anatomy is the study of similarities and differences in the anatomy of different species. It is closely related to evolutionary biology and phylogeny (the evolution of species). Comparative anatomy is important in evolutionary studies and provides evidence of evolution, such as homologous organs, analogous organs, etc. It is important in determining common ancestry and also in the classification of organisms based on their structural similarities and complexities.

As a branch of Zoology, it has varied prospects in fields of Taxonomy, palaeontology, evolutionary studies.

#### CC9: Animal Physiology- Life Sustaining Systems

Study of animal physiology gives knowledge on how animals digest, respire, excrete, how their organ system works and many more. It is all about how the living organisms adjust to the adversities of the environment. In a nutshell study of this module is crucial for understanding and evaluating underlying

biological processes, behavioural states and animal response to different biological, social and environmental stimuli.

#### CC10: Immunology

Immunology is the study of the immune system and is a very important branch of the medical and biological sciences. From immunology our students learn about the immune system which protects us from infection through various lines of defence. If the immune system is not functioning as it should, it can result in disease, such as autoimmunity, allergy and cancer. It is also now becoming clear that immune responses contribute to the development of many common disorders not traditionally viewed as immunologic, including metabolic, cardiovascular, and neurodegenerative conditions such as Alzheimer's. Molecular level research and other related fields offer a good carrier in this.

#### SEC(B)-1: Aquarium Fish Keeping

This course has been dedicated to the understanding the biology of the common ornamental fishes, allowing the students to get an idea about the characteristics of these commonly see aquarium fish species. This course also helps students to learn about the equipment and systems for different aquariums. They would be capable to explain the importance of Water Quality and Management.

This would allow the students to broaden their knowledge regarding the basics of aquarium maintenance and providing nourishment to the fishes. Interested students would further be able to pursue higher studies in the field of fish keeping, fish farming or fishery sciences.

#### SEC(B)-2: Medical Diagnostic Technique

Medical Laboratory Technology i.e., clinical laboratory science helps diagnose, treat and prevent disease through clinical laboratory tests. It is complementary to medical science. It involves analysis of body matter such as fluid, tissue, and blood. It also covers micro-organism screening, chemical analyses, and cell count. These professionals, medical lab technicians and technologists, play an important role in collecting information, sampling, testing, reporting and documenting medical investigations.

### **Semester 5**

#### CC11: Ecology

Ecology is the study of the relationships between living organisms, and their physical environment. The students will be able to understand the concepts of ecology of individual, population, community and ecosystem. Students would gain awareness about the status of wildlife conservation, the strategies that are currently being employed to sustain biodiversity.

Also, they would gain knowledge about the branch of ecology science and apply it, be able to identify the ecosystems by experiencing and see the working field by joining guided excursions to national parks, sanctuaries and field visits. They would learn that their duty towards nature and living beings would be to contribute to the earth and the ecosystems in a positive way.

The course provides a sound background for careers in conservation, resource management, ecological consulting, or nature interpretation used in teaching, government, non-government or the private sector, or for further postgraduate course in ecology, environmental biology and environmental management or policy making.

#### CC12: Principle of Genetics

Study of genetics deals with the structure and function of our genes. This enables students to understand the role of our hereditary units in shaping the development of an organism. It also helps them to

understand the role of evolution. Heredity and variation are another aspect which can be understood only if one has a clear understanding of Genetics.

Fields like Molecular Biology, Cell Biology, Evolution, Microbiology, Biotechnology are all intimately related to the study of Genetics. Research on these subjects as well as medicine can also be pursued.

#### DSE(A)-5-1: Parasitology

Parasitology is the study of the interaction between parasites and their hosts. In general, parasitologists tend to concentrate on eukaryotic parasites, such as lice, mites, protozoa and worms, with prokaryotic parasites and other infectious agents the focus of fields such as bacteriology, microbiology and virology. It's estimated that at least half of all known species are parasitic, so understanding the life cycle and interaction of these organisms with their hosts is often key to understanding the dynamics of ecosystems generally. Field related carriers as parasitologists are good options for those who are interested in research work.

#### DSE(A)-5-2: Biology of Insects

Insect belong to the largest animal phyla. They are both beneficial and harmful. Insects play many important roles in nature. They aid bacteria, fungi, and other organisms in the decomposition of organic matter and in soil formation. Certain insects provide sources of commercially important products such as honey, silk, wax, dyes, or pigments, all of which can be of direct benefit to humans. Because they feed on many types of organic matter, insects can cause considerable agricultural damage. Taxonomical study, evolutionary study or as simple entomologists are further prospects of this study.

#### DSE(B)-5-1: Endocrinology

Endocrinology is a branch of medicine that deals with the endocrine system of the human beings. The endocrine system consists of several glands that secrete the hormone. The secretion of these hormones helps the body to coordinate the functions of metabolism, and cell growth. If any of these endocrine glands starts malfunctioning, the secretion of the hormone from these glands gets upset which ultimately gives rise to some chronic diseases like diabetes, hypothyroidism, hyperthyroidism, hypertension, infertility, obesity and cancer of the endocrine glands. Endocrinologist or Diabetologist is a physician who attends and treats these chronic diseases in the human body.

As a part of zoology, after studying this course, students should be able to interpret and understand laboratory tests, x-rays and other associated procedures. They should also have a detailed understanding of the principles of endocrine physiology, biochemistry and cellular and hormonal metabolism.

#### DSE(B)-5-2: Reproductive Biology

Reproductive biology careers can involve research or treatment related to the reproductive systems of animals or people. Reproductive endocrinologists, medical researchers, animal breeders, animal scientists and veterinary theriogenologists are all reproductive biology professionals. Reproductive biology research areas include infertility, prevention of disease transmission and developmental genetics.

So, by studying reproductive biology our students can enhance their career options into these fields and by knowing the subject they can able to delete out reproduction associated problems which will be very helpful to our society.

### **Semester 6**

### CC13: Developmental Biology

While studying this core course, students gain a thorough knowledge right from early embryonic development to post embryonic development, along with implications of developmental biology related to *in vitro* fertilization (IVF), stem cell, potency concepts, stem cell therapy, etc. In all, the students get a thorough study of developmental biology which will help them to implement the knowledge in future fields of studies. As a embryologist students can have good options for their research related fields.

### CC14: Evolutionary Biology

Evolutionary biology provides the key to understanding the principles governing the origin, evolution and extinction of a species. Evolutionary biology allows us to determine not only how and why organisms have become the way they are, but also what processes are currently acting to modify or change them. Biological species are not fixed entities, but rather are subject to ongoing modification through chance or adaptation. Understanding why and how some species are able to change apace with new environmental challenges is critical to the sustainability of human endeavour. Palaeontologists and taxonomists rely on this aspect to predict our ancestry and future.

### DSE(A)-6-1: Animal Cell Biotechnology

The module reflects few glimpses of the immense capabilities of biotechnology starting from recombinant DNA based diagnostics, discovery of new therapeutic products using transgenic animals, tackling genetic diseases using recombinant DNA technology to even viral detection using PCR. Exposure to all these disciplines enriches students with the advancement of medical inventions. The creation of genetically modified crops can shift the production of an increasingly larger number of biochemicals from fermented based processes to agricultural fields. This knowledge is expected to revolutionize a student's understanding of both the capabilities and limitations of genetic machinery and to be able to assess its vulnerabilities as well as devise protection strategies from them, most likely, on an individual- specific basis.

Research related work at the molecular level serves as challenging field for students.

### DSE(A)-6-2: Animal Biotechnology

Module deals with gene manipulation which gives the idea on changes in gene expression and the expression of novel genes. Both has proven to be an indispensable tool in recent genetic research. The well characterised techniques have given the insight on protein expression strategies in mammalian cell culture which have given a great deal of information concerning both normal and pathological cellular processes. Students can also get a clue on how neurobiologists are taking advantage of pathogenic viruses to develop systems to deliver genes of interest (transgenes) to specific neuronal cell populations. By recapitulating the knowledge of animal biotechnology, students can understand and treat various genetic disorders. Practical applications of transgenics in livestock production enhances prolificacy and reproductive performance, increases feed utilization and growth rate, improves carcass composition, improves milk production etc. With the application of these knowledge in practical life students can contribute to the world's need of increasing food production. Application of Animal Biotechnology in synthesizing therapeutic agents and disease resistant animal stocks are no less.

### DSE(B)-6-1: Animal Behaviour and Chronobiology

Animal behaviour is a broad discipline with contributions from diverse perspectives including ecology, ethology, physiology, Psychology, anthropology zoology etc. Goal of this module is to use evolutionary principles as a unifying theme to provide students exposure to a number of approaches to the field of animal behaviour. Students can get an impression on social and mating systems of animals and their evolution which in turn will help them to rethink on the social structure of human. Study of

Chronobiology is indispensable as it controls cycles like sleep and wakefulness, body temperature, hormone secretion, metabolic functions and many more. Hence knowledge on the field helps keeping it in check which at the end is important to stay mentally and physically healthy.

#### DSE(B)-6-2: Fish and Fisheries

Fisheries play an important role as a major source of food for millions of people, this subject will provide students an understanding of how capture and culture fisheries operate and how fish reach human communities. This topic will help the students to be familiar with the concepts and able to apply knowledge related to the fisheries and marine sciences, including the knowledge on fish morphology and physiology, aquatic ecology, the basics of capture fisheries, the basics of aquaculture, the basics of processing fishery products and by-products. The students will be aware of the importance of sustainable fishery and the challenges faced by this industry.

Students can pursue higher studies in the field of fishery science and be a part of prestigious organizations such as National Fisheries Development Board, ICAR, ICAR-Central Marine Fisheries Research Institute, etc.

### General Curriculum

#### Semester 1

##### CC1/GE1: Animal Diversity

Understanding and classifying the great variety of living species help us better understand how to conserve the diversity of life on earth. Depending on the balance of these counteracting mechanisms, species-rich animal communities may put plants under top-down control or may release them from grazing pressure. Students will have an overall idea about the great animal diversity, their systems and how this animals contribute to our system.

#### Semester 2

##### CC2/GE2: Comparative Anatomy & Developmental Biology

The basic development and modification of various organs in various animals gives a detailed idea about different animals living in different habitats. The basic early embryonic development and late embryonic developmental stages with their respective peculiarities can be known. In all, the students get a thorough study of developmental biology which will help them to implement the knowledge in future fields of studies.

#### Semester 3

##### CC3/GE3: Physiology and Biochemistry

Biochemistry is a branch of science which deals with the chemistry of living organisms and that of their biological processes. A career in Biochemistry will involve the person's ability to comprehend the chemical combinations and reactions that will take place because of the biological processes such as growth, reproduction, metabolism, heredity, etc. One arena of the science will also look into the effect that the organism has on its environment. Physiology is the study of functions and mechanisms of living organisms. It investigates how organisms, organs, cells and bio-molecules carry out their chemical and physical functions.

##### SEC-A: Apiculture

The biology, rearing, diseases etc methods related to bees are known from this course. Moreover, the entrepreneurship and the status of the apiculture industry are made clear with the scope of employment to improve the skills and apply the same in the fieldworks.

#### Semester 4

#### CC4/GE4: Genetics and Evolutionary Biology

Study of Genetics and Evolution is interrelated. It forms the central basis of understanding of life. Genetics provides the students with the knowledge of structure and functions of genes including the basis of inheritance and variations. This in turn is linked with understanding of the process of evolution of any species.

Students can take up these topics to teach in schools and institutes and spread their knowledge. These topics can also be selected as options in different competitive exams.

#### SEC-B: Aquarium Fish Keeping

This course has been dedicated to the understanding the biology of the common ornamental fishes, allowing the students to get an idea about the characteristics of these commonly see aquarium fish species. This would allow the students to broaden their knowledge regarding the basics of aquarium maintenance and providing nourishment to the fishes.

Interested students would further be able to pursue higher studies in the field of fish keeping, fish farming or fishery sciences.

### **Semester 5**

#### DSE-A-1: Applied Zoology

Applied zoology gives an in-depth knowledge of the various fields associated with Zoology. The scope of applied Zoology is innumerable. It provides the knowledge of medicine, dentistry, Veterinary medicine, medical technology, nursing, zoological teaching, zoological research, agriculture, environmental science and conservation.

#### DSE-A-2: Aquatic Biology

Aquatic biology is like marine biology in that you study the ecology and behaviour of plants, animals, and microbes living water; however, instead of focusing on salt water, aquatic biology majors study freshwater inland lakes, ponds, rivers, creeks, and wetlands. Students also get to learn field and lab methods used to measure environmental conditions of water and measure the abundance of aquatic organisms such as plankton.

Aquatic biology majors often go on to pursue ecology-oriented careers; for example, they may conduct biological surveys, write environmental impact statements, work on natural resource conservation, or undertake water quality control studies.

#### SEC-A: Sericulture

The biology, rearing, diseases etc methods related to silk moths are known from this course. Moreover, the entrepreneurship and the status of the sericulture industry are made clear with the scope of employment to improve the skills and apply the same in the fieldworks.

### **Semester 6**

#### DSE-B-1: Biology of Insect

Insects belong to the largest group of invertebrates. As insects are both beneficial and harmful, so a thorough knowledge about them will help students to access and identify the insects and take precautions. Further taxonomic and evolutionary studies can enhance this knowledge.

#### DSE-B-2: Ecology & Wildlife Biology

The students shall be able to define all biotic and abiotic factors that are related to individual, population, community and ecosystem and defines the relationships between them. Students would gain

awareness about the status of wildlife conservation, the strategies that are currently being employed to sustain biodiversity.

Also, they would acquire knowledge about the branch of ecology science and apply it, be able to identify the ecosystems by experiencing and see the working field by joining guided excursions and field visits. They would learn that their duty towards nature and living beings would be to contribute to the earth and the ecosystems in a positive way.

#### SEC-B: Medical Diagnosis

Medical Laboratory Technology i.e., clinical laboratory science helps diagnose, treat and prevent disease through clinical laboratory tests. It is complementary to medical science. It involves analysis of body matter such as fluid, tissue, and blood. It also covers micro-organism screening, chemical analyses, and cell count. These professionals, medical lab technicians and technologists, play an important role in collecting information, sampling, testing, reporting and documenting medical investigations.

Department of English

<b>B.A. (ENGLISH)</b>	
<b>Programme Outcome</b>	<ul style="list-style-type: none"><li>➤ <b>Developing intellectual, personal and professional abilities through effective communicative skills: ensuring high standard of behavioural attitude through literary subjects and shaping the students socially responsible citizens.</b></li><li>➤ <b>To enhance employability of the students by developing their linguistic competence and communicative skills.</b></li></ul>
<b>Programme Specific Outcome</b>	<ul style="list-style-type: none"><li>➤ <b>The students will be well equipped both in verbal and written communication through their command of English and its linguistic structures.</b></li><li>➤ <b>They will be familiar with the conventions of diverse textual genres including fiction, non-fiction, poetry, autobiography, biography, journal, film, plays, editorials, etc.</b></li><li>➤ <b>They will be able to critically analyze a text in its social, cultural, political, and historical contexts.</b></li><li>➤ <b>Their interests in literature may lead them to pursue higher degrees in literature resulting in their contribution in this field.</b></li><li>➤ <b>They will be able to pursue a career in almost any field starting from teaching to journalism, to advertising, to all front desk jobs, to hotel industry, to management, to counselling, to interpretation, to freelance writing, to translation, to content writing, to publishing.</b></li><li>➤ <b>They will be able to sit for all competitive exams for government jobs, like, IAS, IPS, WBCS.</b></li></ul>

<b>Course Outcomes</b>	
<b>ENGLISH HONOURS</b>	
<b>CC1</b> <b>HISTORY OF LITERATURE AND PHILOLOGY</b>	➤ This paper will help in creating the basic premise of teaching literature. Also, the component of language will help students who want to research or work in the field of language and linguistics.
<b>CC2</b> <b>EUROPEAN CLASSICAL LITERATURE</b>	➤ This paper will help in creating a basic knowledge about classical literature. Students who wish to pursue a career in theatre will find this component extremely informative and useful.
<b>CC3</b> <b>INDIAN WRITING IN ENGLISH</b>	➤ This paper teaches about Indian literature written in English. Students can pursue research work on the basis of the knowledge gained from this paper.
<b>CC4</b> <b>BRITISH POETRY AND DRAMA (14<sup>TH</sup>-17<sup>TH</sup> CENTURY)</b>	➤ This paper will also accentuate one's knowledge about British literature and the theatrical world of the Renaissance period. This can establish the basis of teaching as well as working in professional theatre.
<b>CC5</b> <b>AMERICAN LITERATURE</b>	➤ This paper helps in developing cognitive and language skills.
<b>CC6</b> <b>POPULAR LITERATURE</b>	➤ This paper helps in developing detection and human resource development skills
<b>CC7</b> <b>BRITISH POETRY AND DRAMA (17<sup>TH</sup>-18<sup>TH</sup> CENTURY)</b>	➤ This paper aids in comprehension, translation, teaching, administration and management.

<p style="text-align: center;"><b>CC8</b> <b>BRITISH</b> <b>LITERATURE</b> <b>(18<sup>TH</sup> CENTURY)</b></p>	<p style="text-align: center;">➤ <b>This paper helps in developing language skills, writing skills.</b></p>
<p style="text-align: center;"><b>CC9</b> <b>BRITISH ROMANTIC</b> <b>LITERATURE</b></p>	<p style="text-align: center;">➤ <b>This paper helps in developing emotional skills.</b></p>
<p style="text-align: center;"><b>CC10</b> <b>19<sup>TH</sup> CENTURY</b> <b>BRITISH</b> <b>LITERATURE</b></p>	<p style="text-align: center;">➤ <b>This paper helps in developing teaching skills.</b></p>
<p style="text-align: center;"><b>CC11</b> <b>WOMEN’S WRITING</b></p>	<p style="text-align: center;">➤ <b>The very title of this paper suggests its relevance even in the 21<sup>st</sup> century. World history has been a witness to women being marginalized, secluded and confined within the home. These texts are a testimony to the fact that women, too, think, feel, and can articulate their thoughts in a language that they have made their own. Women’s writing has distinctive features which become evident through a study of these books. In a world that still seeks to keep women out of the mainstream, women’s writing gives a voice to the needs and desires of one half of the world’s population.</b></p> <p style="text-align: center;">➤ <b>This paper incorporates all genres—poetry, essay, novels—both in English and in translation. Thus, students are able to grasp the distinction between different modes and styles of writing. As is evident, each genre has its distinctive features. This enables students to express thoughts through diverse methods.</b></p>

<p style="text-align: center;"><b>CC12</b> <b>EARLY 20<sup>TH</sup></b> <b>CENTURY BRITISH</b> <b>LITERATURE</b></p>	<ul style="list-style-type: none"> <li>➤ <b>English literature is directly related to world history. This paper is important in that the student learns about the political, social, and historical context which has shaped our lives and lifestyle. The events of this period have a direct bearing on how each country and its citizens is negotiating with world affairs.</b></li> <li>➤ <b>Along with world affairs, language, too, was undergoing changes. Early twentieth century literature reveals the fragmentation, frustration, and sense of ennui that people felt in the wake of the two world wars. Thus, philosophy and psychology become two important related subjects. A student who is affected by this historical period can explore the field by taking up higher studies in the related subjects. There is huge scope for further studies after studying the contents of this paper.</b></li> </ul>
<p style="text-align: center;"><b>CC13</b> <b>MODERN EUROPEAN</b> <b>DRAMA</b></p>	<ul style="list-style-type: none"> <li>➤ <b>European drama of the 20<sup>th</sup> century was innovative and experimental. Learning about this would enable a student to think about various possibilities in ways of literary expression.</b></li> </ul>
<p style="text-align: center;"><b>CC14</b> <b>POSTCOLONIAL</b> <b>LITERATURE</b></p>	<ul style="list-style-type: none"> <li>➤ <b>Post-colonial literature is self-evidently important for it gives a holistic perspective of world affairs. Students learn about the various aspects of human psychology through the renderings of the master/slave dichotomy.</b></li> <li>➤ <b>This paper encompasses every aspect of literature, human psychology, history, and philosophy. This gives the student enough knowledge, confidence and language skills to face the world and make a place for himself/herself.</b></li> </ul>

<p style="text-align: center;"><b>DSE-A1</b> <b>MODERN INDIAN</b> <b>WRITING IN</b> <b>ENGLISH</b> <b>TRANSLATION</b></p>	<p>➤ Translation studies provides immense scope for a student to find employment as an interpreter and liaison officer. Learning languages gives us insight into the mindsets of different people and cultures. Modern Indian writing made a headway in the twentieth century with India actively participating in world affairs.</p>
<p style="text-align: center;"><b>DSE-A4</b> <b>MEDIA AND</b> <b>COMMUNICATION</b> <b>STUDIES</b></p>	<p>➤ Media Studies opens up a whole world of career opportunities for an English Honours student. With a background in English literature, language, and world affairs, this is probably the best training for a student to pursue a career in advertising, media communications. This is a field with immense opportunities.</p> <p>➤ Journalism, a much-coveted line of work, is one of the direct offshoots of students who graduate in this subject.</p>
<p style="text-align: center;"><b>DSE-B1</b> <b>LITERARY TYPES,</b> <b>RHETORIC AND</b> <b>PROSODY</b></p>	<p>➤ Literary types and Rhetoric and Prosody help to strengthen language skills. The paper prepares students for pursuing their own literary careers as it provides a grounding in the structural aspects of various literary genres and their rules.</p>
<p style="text-align: center;"><b>DSE-B3</b> <b>AUTOBIOGRAPHY</b></p>	<p>➤ Autobiographical works provide direct insights into the workings of the human mind. Thus, it is evident that the English syllabus, as has been formulated, provides immense career opportunities, while at the same time, providing a base for creating well-rounded individuals and citizens who can help build a just and integrative society.</p>
<p style="text-align: center;"><b>SEC-A2</b></p>	<p>➤ This paper helps the student to develop a better communication skill and will equip the</p>

<b>BUSINESS COMMUNICATION</b>	students for clerical jobs. They will also be able to pursue their careers in journalism.
<b>SEC-B2 ACADEMIC WRITING AND COMPOSITION</b>	<ul style="list-style-type: none"> <li>➤ This paper helps the students to analyze a text and develop their own critical opinions.</li> <li>➤ It also helps the students to give wings to their imagination, thus, increasing their chances of pursuing a career in freelance writing.</li> </ul>
<b>AECC1 COMMUNICATIVE ENGLISH</b>	<ul style="list-style-type: none"> <li>➤ This paper helps the students to develop their overall grammatical skills in English and helps in a better communication in any career they will decide to pursue.</li> </ul>
<b>ENGLISH GENERAL</b>	
<b>CC1/GE1 POETRY AND SHORT STORY</b>	<ul style="list-style-type: none"> <li>➤ This course introduces the students to the vast world of English literature specially acquainting them with specimens of English poetry and short story and inculcating in them a love of English literature. It forms the foundation for higher studies in English.</li> </ul>
<b>CC2/GE2 ESSAY, DRAMA, AND NOVEL</b>	<ul style="list-style-type: none"> <li>➤ In this core course students get familiar with specimens of English drama, novel and essay. It broadens their intellectual horizon and makes them conscious of the relationship between literature and culture.</li> </ul>
<b>CC3/GE3 WOMEN'S WRITING</b>	<ul style="list-style-type: none"> <li>➤ This core course focuses on women's writing as a powerful step towards women empowerment in the society. The course helps the students to understand the social condition of women in different climes through the ages.</li> </ul>
<b>CC4/GE4 ACADEMIC WRITING AND COMPOSITION</b>	<ul style="list-style-type: none"> <li>➤ This paper helps the students to analyze a text and develop their own critical opinions.</li> <li>➤ It also helps the students to give wings to their imagination, and thus, increasing their</li> </ul>

	<p style="text-align: center;"><b>chances of pursuing a career in freelance writing.</b></p>
<p style="text-align: center;"><b>DSEA1 BRITISH LITERATURE</b></p>	<p>➤ <b>This broadens the spectrum of the students and acquaints them with the British literature and culture during various literary ages. This may intrigue them to pursue a career in literature.</b></p>
<p style="text-align: center;"><b>DSEB1 PARTITION LITERATURE</b></p>	<p>➤ <b>The study of this course makes them acutely aware of the socio-political history of the country.</b></p> <p>➤ <b>This might help in their character development helping them to become empathetic individuals.</b></p>
<p style="text-align: center;"><b>SECA2 BUSINESS COMMUNICATION</b></p>	<p>➤ <b>The course will enable the students to enter their future professional careers in the corporate business world with ease and confidence.</b></p>
<p style="text-align: center;"><b>SECB2 CREATIVE WRITING</b></p>	<p>➤ <b>This course will encourage them to pursue writing as a career.</b></p> <p>➤ <b>It also helps them to make an idea of the publication process. The students may also find inspiration in pursuing a career in the publishing industry.</b></p>
<p style="text-align: center;"><b>AECC1 COMMUNICATIVE ENGLISH</b></p>	<p>➤ <b>This paper helps the students to develop their overall grammatical skills in English and helps in a better communication in any career they will decide to pursue.</b></p>
<p style="text-align: center;"><b>LCC-1 (LI-1) LANGUAGE, VARIETY AND STYLISTICS</b></p>	<p>➤ <b>This course inculcates in the students a strong sense of the English language and teaches them the different uses of the language. This will equip them for utilizing future job opportunities with confidence.</b></p>

<p style="text-align: center;"><b>LCC-1 (L1-2)</b> <b>LANGUAGE, IMAGINATION AND CREATIVITY</b></p>	<ul style="list-style-type: none"> <li>➤ <b>This course will help the students to pursue a career in journalism.</b></li> <li>➤ <b>The students may also be interested in a career as a writer.</b></li> </ul>
<p style="text-align: center;"><b>LCC-2 (ALTERNATIVE ENGLISH) (L2-1)</b> <b>LANGUAGE, SOCIETY AND PERSONALITY</b></p>	<ul style="list-style-type: none"> <li>➤ <b>This course consists of stories of inspirational personalities of the country. Their narratives might help in the overall development of the students and will motivate them to reach beyond the ordinary and strive for a better tomorrow.</b></li> </ul>
<p style="text-align: center;"><b>LCC-2 (ALTERNATIVE ENGLISH) (L2-2)</b> <b>LANGUAGE, CREATIVITY AND ANALYSIS</b></p>	<ul style="list-style-type: none"> <li>➤ <b>This course consists of poems and short stories of Indian Literature in English, making the students aware of the various cultures existing in the country.</b></li> </ul>

## विवेकानन्द कॉलेज फॉर वुमेन, वरिसा अनिवार्य हिन्दी

विषय :- अनिवार्य हिन्दी का बी०ए०, बी०एस०सी०  
एवं बी० कॉम के विद्यार्थियों के लिए महत्त्व।

अनिवार्य हिन्दी के अंतर्गत हिन्दी विधा की विभिन्न विधाओं की ईकाइ को समेटे हुए है। जैसे :- निबन्ध, कविताएँ, कहानियाँ, परिभाषिक शब्दावली, हिन्दी भाषा की परिभाषा, हिन्दी व्याकरण के विभिन्न रूपों से अवगत कराने का भरपुर प्रयास इस पाठ्यक्रम द्वारा किया गया है। सबसे अच्छी बात यह है कि इस पाठ्यक्रम को बी०ए०, बी०एस०सी० और बी०कॉम सभी विद्यार्थियों के लिए तैयार किया गया है। अनिवार्य हिन्दी के विद्यार्थी प्रथम समेस्टर, चतुर्थ समेस्टर तथा षष्ठ समेस्टर में पढ़ सकते हैं। हर समेस्टर में प्रत्येक विद्यार्थी को उत्तीर्ण होना आवश्यक है। जिससे प्रत्येक विद्यार्थी सहजता से उत्तीर्ण भी हो जाते हैं। क्योंकि पाठ्यक्रम इस तरह तैयार किया गया है कि उन्हें समझने में बहुत सहज और सरल है।

प्रथम समेस्टर के अंतर्गत कुछ कहानियाँ, निबंध, कविताएँ तथा परिभाषिक शब्दावली है। प्रथम समेस्टर में वस्तुनिष्ठ प्रश्न पूछे जाते हैं जिसे विद्यार्थीगण बड़ी सुगमता के साथ हल करते हैं। चतुर्थ समेस्टर में हिन्दी व्याकरण के विविध रूप - संज्ञा, सर्वनाम, क्रिया, अव्यय, उपसर्ग, प्रत्यय, समास, पर्यायवाची शब्द इत्यादि है, साथ ही संप्रेषण के विविध रूपों तथा साक्षात्कार, भाषणकला एवं रचनात्मक लेखन कला भी विद्यार्थियों के लिए आवश्यक प्रेरणा का स्रोत है। षष्ठ समेस्टर के अंतर्गत हिन्दी भाषा की परिभाषा, विशेषताएँ, हिन्दी की वर्ण व्यवस्था, स्वर के प्रकार, भाषा संप्रेषण के चरण पत्र लेखन, आशय-भावार्थ लेखन तथा व्याख्या इत्यादि। इस तरह अनिवार्य हिन्दी के पाठ्यक्रम के विषय में हम कह सकते हैं कि 'गागर में सागर' भरने जैसा पाठ्यक्रम तैयार किया गया है। जिसे सभी विभाग के विद्यार्थी लाभान्वित हो सकेंगे। हिन्दी भाषा देश की राजभाषा है। इस विषय को पढ़ने वाले विद्यार्थी देश के किसी भी कोने में रहकर अपने देश की भाषा को उन्नत बनाने में सक्षम हो सकेंगे साथ ही अपने भविष्य को भी उज्ज्वल बना सकेंगे। अनिवार्य हिन्दी केवल प्रथम, चतुर्थ तथा षष्ठ समेस्टर में ही पढ़ाई जायेगी। किन्तु इन तीन समेस्टर में ही विद्यार्थियों को हिन्दी की अनेक विधाओं की तथा व्याकरण की लगभग सभी रूपों की जानकारी दी गई है। जिससे वे सफल प्रवक्ता, सफल लेखक, सफल व्याख्यानकर्ता, भावार्थकर्ता, भाषण कला इत्यादि क्षेत्रों में अग्रसर हो सकते हैं और अपने भविष्य को उज्ज्वल बनाते हुए अपने देश की भाषा को नई ऊँचाइयों तक पहुँचा सकते हैं।

**Department of Education**

**REPORT OF PO-PSO-Cos 2018-2019**

**Programme name –B.A. in Education**

<p><b>Programme Outcome</b></p>	<ul style="list-style-type: none"><li>➤ Students will get acquainted with varied social sciences like educational sociology, educational philosophy, educational history, educational psychology etc.</li><li>➤ Developing essential functions of educational management and will be able to understand the various aspects of planning.</li><li>➤ The students will develop an idea of guidance and counselling.</li><li>➤ The students of humanities will develop an understanding of technology in education and will get acquainted with the process of evaluation.</li><li>➤ The students will get acquainted with the concept of statistics and will develop skill in analyzing descriptive measures in education.</li><li>➤ The students will develop a concept of educational research.</li><li>➤ The students of humanities will develop a sense of responsibility and will become responsible citizens.</li><li>➤ Students will develop creative ability and aesthetic sense.</li></ul> <p>Students should be able to identify, analyze, interpret, and describe the critical ideas, values and themes on versatile topics of related branches</p>
<p><b>Programme Specific Outcome</b></p>	<ul style="list-style-type: none"><li>➤ On successful completion of the programme the learner will be acquainted with the actual concept of education, related factors, different agencies and methods.</li><li>➤ Students will understand the development of education in India in historical perspectives.</li><li>➤ They will understand the importance of various philosophical bases of education.</li><li>➤ They can able to describe social process and relate the trends of social changes, cultural changes and their impact on education.</li><li>➤ They will understand the concept and application of modern science and technological development on social reconstruction.</li><li>➤ They can understand educational psychology and explain the application of educational psychology in teaching learning Process.</li><li>➤ They can explain different category of people from different Personality type and the type of adjustment.</li><li>➤ They can develop a concept on curriculum, educational</li></ul>

	<p>management and planning.</p> <ul style="list-style-type: none"> <li>➤ They can able to discuss the concepts, scope and need of measurement and evaluation and also it can apply in the field of education.</li> <li>➤ They can explain various types of statistics and application in the field of education.</li> <li>➤ They can describe the Preamble, various articles and act on education in Indian Constitution.</li> </ul> <p style="text-align: center;">They will familiar with inclusion process.</p>
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**COURSE OUTCOMES: B.A.PART II (Hons.)**

<p><b>Paper III: Development of Education in India</b></p>	<p><b>Students will be able to—</b></p> <ul style="list-style-type: none"> <li>• To be acquainted with the salient features of education in India in Ancient and Medieval times.</li> <li>• To be acquainted with the development of education in British India.</li> <li>• To be acquainted with the development of education in Independent India, including significant points of selected Education.</li> <li>• To be acquainted with current issues and trends in Education.</li> </ul>
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<p><b>Paper IV: Sociological Foundation of Education and Educational Organization &amp; Management</b></p>	<p><b>Students will be able to—</b></p> <ul style="list-style-type: none"> <li>• To understand the relation between Sociology and Education.</li> <li>• To become aware of the different social factors that influence education.</li> <li>• To become aware of social groups that influence education.</li> <li>• To become aware of the processes of social change and their impact on education.</li> <li>• To be acquainted with current social issues and their relationship with education.</li> <li>• To understand the concept of school organization.</li> <li>• To be acquainted with modern aspects of school organization.</li> </ul>
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**COURSE OUTCOMES: B.A.PART II (GENERAL)**

	<ul style="list-style-type: none"> <li>• To understand the meaning of psychology.</li> </ul>
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<p><b>PAPER II :EDUCATIONAL PSYCHOLOGY</b></p>	<ul style="list-style-type: none"> <li>• To be acquainted with its different perspectives.</li> <li>• To realize the relationship between psychology and education.</li> <li>• To know the patterns of different aspects of human developments and relate this knowledge with Education.</li> <li>• To be acquainted with the cognitive approach to development and thus to understand the processes.</li> </ul>
<p><b>PAPER III : DEVELOPMENT OF EDUCATION IN MODERN INDIA</b></p>	<ul style="list-style-type: none"> <li>• To be acquainted with the salient features of education in india in Ancient &amp;Medieval times.</li> <li>• To be acquainted with the development of education in British India.</li> <li>• To be acquainted with the development of education in independent India,including significant points of selected Education.</li> <li>• To be acquainted with current issues and trends in education.</li> </ul>
<p><b>Course Outcomes: B.A. PART – III (Hons.)</b></p>	
<p><b>PAPER -V: Psychology of Adjustment and Educational Guidance &amp; Counselling</b></p>	<p><b>Students will be able —</b></p> <ul style="list-style-type: none"> <li>➤ To understand the concept of adjustment and maladjustment.</li> <li>➤ To identify some commonly found problem behaviors along with the etiology and remedial measures.</li> <li>➤ To be aware of the role of parents and educational institution in promoting mental health.</li> <li>➤ To be aware about different coping strategies for successful stress – management.</li> <li>➤ To understand the concept of guidance and counseling.</li> <li>➤ To become aware about tools and techniques for conducting guidance and counseling services.</li> </ul>

<b>PAPER –VI: Evaluation In Education</b>	<p><b>Students will be able —</b></p> <ul style="list-style-type: none"> <li>➤ To develop understanding of the concepts of measurement and evaluation in education.</li> <li>➤ To be acquaint with different types of measuring instruments and their uses.</li> <li>➤ To acquaint with the principles of test construction. To develop understanding of the concepts of validity and reliability and their importance in educational measurement.</li> <li>➤ To develop the ability to organize relevant educational data. To develop the ability to use various statistical measure in analysis and interpretation of educational data. To develop the ability to interpret test data.</li> <li>➤ To develop the ability to represent educational data through graphs. To develop skill in analyzing descriptive measures.</li> </ul>
<b>PAPER –VII: Educational Technology and Curriculum</b>	<p><b>Students will be able —</b></p> <ul style="list-style-type: none"> <li>➤ To enable the student to understand the concept of educational technology.</li> <li>➤ To expose the students to the basic developments in educational technology.</li> <li>➤ To Acquaints students with different instructional techniques.</li> <li>➤ To develop the ability to analyze classroom teaching – learning and the ability to observe classroom behaviour and group dynamics.</li> <li>➤ To understand the meaning and scope of curriculum. 6. To understand the basis of curriculum construction, evaluation and innovation.</li> </ul>
<b>PAPER-VIII: Comparative Education and Practical</b>	<p><b>Students will be able —</b></p> <ul style="list-style-type: none"> <li>➤ To analyze and compare Indian educational system with abroad.</li> <li>➤ To be acquainted with the process of collecting data.</li> <li>➤ To apply relevant statistical techniques to display and analyze data.</li> <li>➤ To acquire the skills of observation and inference in relation to some selected constructs in educational psychology.</li> </ul>
<b>Course Outcomes: B.A. (PART III) GENERAL</b>	
<b>PAPER:-IV Evaluation and Guidance in Education</b>	<p><b>Students will be able —</b></p> <ul style="list-style-type: none"> <li>❖ To understand the concept of adjustment and maladjustment.</li> <li>❖ To understand the concept of guidance and counseling.</li> </ul>

	<ul style="list-style-type: none"> <li>❖ To become aware about tools and techniques for conducting guidance and counseling services.</li> <li>❖ To develop understanding of the concepts of measurement and evaluation in education.</li> <li>❖ To be acquaint with different types of measuring instruments and their uses.</li> <li>❖ To acquaint with the principles of test construction. To develop understanding of the concepts of validity and reliability and their importance in educational measurement.</li> <li>❖ To develop the ability to organize relevant educational data. To develop the ability to use various statistical measure in analysis and interpretation of educational data. To develop the ability to interpret test data.</li> <li>❖ To develop the ability to represent educational data through graphs. To develop skill in analyzing descriptive measures.</li> </ul>
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### **Course Outcomes (Semester-1) HONS.**

<b>CC-1: Introduction to Education</b>	<p>After completion of the course the learners will be able to:</p> <ul style="list-style-type: none"> <li>▪ Understand the meaning, nature, scope and aims of education.</li> <li>▪ Explain the factors of education and their interrelationship.</li> <li>▪ Become aware of different agencies of education that influence education.</li> <li>▪ Be acquainted with the concept of child-centricism and play-way in education</li> </ul>
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<b>CC-2: History of Indian Education</b>	<p>After completion of this course the learners will be able to:</p> <ul style="list-style-type: none"> <li>▪ Discuss the features, aims, objectives, curriculum, teaching methods, student teacher relationship and evaluation system of Brahmanic, Buddhistic and Islamic system of Education</li> <li>▪ Compare between Brahmanic and Buddhistic system of Education</li> <li>▪ Discuss the development of education in Colonial India in historical perspectives.</li> <li>▪ Describe the Educational Policy in Colonial India.</li> <li>▪ Explain the recommendations and educational importance of various Education Commission in post Independent India</li> </ul>
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### **Course Outcomes (Semester-1) General**

<b>GE-1: Introduction to Education</b>	<p>After completion of the course the learners will be able to:</p> <ul style="list-style-type: none"> <li>▪ Understand the meaning, nature, scope and aims of education.</li> <li>▪ Explain the factors of education and their interrelationship.</li> </ul>
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	<ul style="list-style-type: none"> <li>▪ Become aware of different agencies of education that influence education.</li> <li>▪ Be acquainted with the concept of child-centricism and play-way in education</li> </ul>
<b>Course Outcomes (Semester-2) HONS.</b>	
<b>CC-3: Psychological Foundation of Education</b>	<p>After completion of this course the learners will be able to -</p> <ul style="list-style-type: none"> <li>▪ Discuss the concept, nature, scope and uses of Psychology in education.</li> <li>▪ Explain the influence of human growth and development in education.</li> <li>▪ Describe the meaning and concept of learning, its theories and factors.</li> <li>▪ Explain the application of learning theories in classroom situation.</li> <li>▪ Be acquainted with the cognitive approach of development and thus to understand the process and factors of cognition.</li> </ul>
<b>CC-4: Philosophical Foundation of Education</b>	<p>After completion of this course the learners will be able to –</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Understand the meaning and relation of philosophy and education</li> <li><input type="checkbox"/> Understand the importance of philosophy in education</li> <li><input type="checkbox"/> Describe the knowledge, reality and value of different Indian schools of philosophy namely Sankhya, Yoga, Jainism and Buddhism.</li> <li><input type="checkbox"/> Discuss the educational view of different Western schools of philosophy namely Idealism, Naturalism, Pragmatism.</li> <li><input type="checkbox"/> Develop an understanding of philosophy for development of humanity</li> </ul>
<b>Course Outcomes (Semester-2) General</b>	
<b>GE-2: Psychological Foundation of Education</b>	<p>After completion of this course the learners will be able to -</p> <ul style="list-style-type: none"> <li>▪ Discuss the concept, nature, scope and uses of Psychology in education.</li> <li>▪ Explain the influence of human growth and development in education.</li> <li>▪ Describe the meaning and concept of learning, its theories and factors.</li> <li>▪ Explain the application of learning theories in classroom situation.</li> <li>▪ Be acquainted with the cognitive approach of development and thus to understand the process and factors of cognition.</li> </ul>

## **Department of Economics**

### **Career Prospects in Economics**

- In Academics
  - a) Teaching at school, college and university level
  - b) As researcher
  
- Administrative services( IAS and State level administrative services)
- Indian Economic service
- Statistical services (Central and State)
- Banking services
- Management
- Data Science
- Business Analytics
- Business journalism
- Actuary
- As environmental economist

**The course structure of Economics makes a student better equipped to crack competitive examinations**

## Department of Geography

### **Programme and Course Outcome in Geography (Undergraduate and Postgraduate) under CBCS**

Geography is unique in bridging the social sciences and natural sciences. It is the discipline which is essential in understanding the world in which we live. Geography provides an ideal framework for relating other fields of knowledge. It is not surprising that those trained as geographers often contribute substantially to the applied management of resources and environments.

Geography is, in the broadest sense, an education for life and for living. Learning through geography – whether gained through formal learning or experientially through travel, fieldwork and expeditions – helps us all to be more socially and environmentally sensitive, better informed, and more responsible as citizens and employees.

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 Credit System (CBCS): Syllabus in Geography**

The choice based credit system in higher education provides flexibility in preparing the curriculum and granting credits based on the course intensity and teaching hours. This helps students to pursue courses of their choice, study at their own pace, learn extra courses, and acquire more than the required credits.

Introduced by the University Grants Commission (UGC), the **CBCS** or Choice Based Credit System offers an effective learning platform for students by broadening the horizons of education. It is a student-centric course that allows students to choose their subjects. The subjects can be at a basic or advanced level. Instead of the conventional marking system, the CBCS system uses credits.

The undergraduate syllabus for Geography is reframed into Choice Based Credit System largely following the model syllabus prepared by the University Grants Commission.

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. CBCS emphasizes group discussions, assignments, class activities, and internal examinations thus creating a beneficial education environment in the curriculum of Geography of both UG and PG level.

The syllabus tries to give equal importance to the two main branches of Geography: Physical and Human.

The principal objective of the syllabus is to equip the students in the competitive job market. Keeping this in mind and in tune with the changing nature of Geography, adequate emphasis is rendered on applied aspects of the subject such as emerging techniques of GIS based 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.

Simultaneously, three year (1+1+1) system following annual mode of evaluation is also continuing with a goal of enabling the students in pursuing higher studies in both UG and PG level.

### **OUTCOME**

**A. LEARNING OUTCOMES:** This syllabus is designed to impart basic knowledge on geography as a spatial science and train the undergraduates to

secure employment in the sectors of geospatial analysis, development and planning, mapping and surveying.

## **B. PROGRAMME SPECIFIC OUTCOMES (PSO)**

### **PSO1. Acquiring Knowledge of Physical Geography and Cartographic Techniques**

Students are enriched in the knowledge of physical geography. Students have a general understanding about the geomorphological and geotectonic processes and formation.

Students are well versant in Cartographic design is the visual representation of geographic and spatial information on a map.

### **PSO2.Acquiring Knowledge of Human Geography**

They are able to acquire the knowledge of Human Geography and will correlate it with their practical life.

### **PSO3. Knowledge of Thematic Mapping and Surveying**

It helps the students to be aware of elementary surveying and map making, which is a precursor of future cartographic specialisation.

### **PSO4. Ability of Problem Analysis:**

Students will be able to analyse 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.

### **PSO5.Conduct Social Survey Project:**

They will be eligible for conducting social survey project with a structured questionnaire which is needed for measuring the status of development of a particular group or section of the society.

**PSO6. Application of modern instruments:**

Students will be able to learn the application of various modern instruments and by these they will be able to collect primary data.

**PSO7. Application of GIS and modern Geographical Map Making Techniques:**

They will learn how to prepare map based on GIS by using the modern softwares.

**PSO8. Development of Keen Observation Power**

As a student of Geography they will be capable to develop their observation power through field experience and in future they will be able to identify the socio-environmental problems of a locality.

**PSO9. Development of Communication Skill and Interaction Power:**

After the completion of the project they will be efficient in their communication skill as well as power of social interaction. Some of the students are being able to understand and write effective reports and design credentials, make effective demonstrations, and give and receive clear instructions.

**PSO10. Enhancement of the ability of handling emergencies:**

Demonstrate knowledge and understanding of the management principles and apply these to their own work, as a member and leader in a team, to manage projects. They will perform effectively as an individual, and as a member or leader in diverse teams, and in multidisciplinary settings.

**PSO11. Understand Environmental Ethics and Sustainability:**

Understand the impact of the acquired knowledge in societal and environmental contexts, and demonstrate the knowledge of need for sustainable development.

**PSO12. Life-long learning:**

Identify the need for, and have the preparation and ability to engage in independent and life-long learning in the broadest context of societal and environmental change.

**C. PROGRAM OUTCOMES (PO) in UNDERGRADUATE COURSES**

**PO 1.** To understand the scope and evolution of the diverse discipline of Geography.

**PO 2.** 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.

**PO 3.** and reflect critically on the importance of holistic and interpretative human- environment perspectives.

**PO 4.** 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 puts life on this planet on the edge.

**PO 5.** 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.

**PO 5** 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.

**PO 6.** 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.

#### **D. COURSE OUTCOMES**

The course specific outcomes of undergraduate and postgraduate courses are summarised below:

##### **1. Undergraduate Core Courses**

**GEO-A-CC-1-01-TH/P – Geotectonics and Geomorphology:** Enables the student to understand the study of the physical features of the surface of the earth and their relation to its geological structures.

**GEO-A-CC-1-02-TH/P – Cartographic Techniques:** Students are well - versant regarding the use of geographic maps for the analysis, recognition, and prediction of phenomena.

**GEO-A-CC-2-03-TH/P – Human Geography:** Students acquire a clear vision how human activity affects or is influenced by the earth's surface.

**GEO-A-CC-2-04-TH/P –Thematic Mapping and Surveying:** Learners perceive the idea of elementary surveying and map making, which is a basic pre-requisite of a true geographer.

**GEO-A-CC-3-05-TH/P – Climatology:** Students provoke their thought towards understanding of dynamics of climate and weather with some concepts of basic meteorological measurements.

**GEO-A-CC-3-06-TH/P – Hydrology and Oceanography:** The study encompasses the occurrence, distribution, movement and properties of the waters of the earth and their relationship with the environment within each phase of the hydrologic cycle and the physical and biological properties and phenomena of the sea.

**GEO-A-CC-3-07-TH/P – Statistical Methods in Geography:** Students will be familiar with the science of collecting, exploring and presenting large amounts of data to discover underlying patterns and trends. It helps them to become more scientific about decisions that need to be made.

**GEO-A-CC-4-08-TH/P – Economic Geography:** Students will know the study of the spatial variation of human economic activities – production, consumption, and exchange, with emphasis on resource.

**GEO-A-CC-4-09-TH/P – Regional Planning and Development:** The science of efficient placement of infrastructure and zoning for the sustainable growth of a region will be better perceived by students.

**GEO-A-CC-4-10-TH/P – Soil and Biogeography:** Students are aware of the study of the geographic distribution of soils, plants, animals, and other forms of life. It is concerned not only with habitation patterns but also with the factors responsible for variations in distribution.

**GEO-A-CC-5-11-TH/P – Research Methodology and Fieldwork:** Students gain knowledge regarding research methods, which are the strategies, processes or techniques utilized in the collection of data or evidence for analysis in order to uncover new information or create better understanding of a topic. Different tools for data collection, handling of logistics and other emergencies on field and skills in photography, mapping and videorecording are also taken care of.

**GEO-A-CC-5-12-TH/P – Remote Sensing, GIS and GNSS:** Students have specific theoretical as well as practical knowledge of remote sensing, GIS and GNSS and they can handle modern softwares in this respect.

**GEO-A-CC-6-13-TH/P – Evolution of Geographical Thought:** Students immerse themselves in the development of geographic knowledge in particular places, times, and contexts from ancient to post-modern times.

**GEO-A-CC-6-14-TH/P –Hazard Management :** Organization and management of resources and responsibilities for dealing with all humanitarian aspects of emergencies, in particular preparedness, response and recovery in order to lessen the impact of disasters are dealt with.

## **2. Undergraduate Discipline Specific Courses(DSE)**

**GEO-A-DSE-A-5-02-TH/P – Climate Change: Vulnerability and Adaptations:** It teaches students the degree to which a system is susceptible to, and unable to cope with, adverse effects of climate change, including climate variability and extremes.

**GEO-A-DSE-B-5-06-TH/P – Social Geography:** Students are well-acquainted with the study of people and their environment with particular emphasis on social factors.

**GEO-A-DSE-A-6-03-TH/P – Environmental Issues in Geography:** Students understand deeply the growing and confronting environmental issues which require geographic analysis.

**GEO-B-DSE-B-6-08-TH/P – Geography of India:** Students can easily grab the extremely diverse landscape and culture of India.

### **3. Undergraduate Discipline Specific Skill Enhancement Courses(SEC)**

**GEO-A-SEC-A-3-02-TH – Tourism Management:** The multidisciplinary field that includes all activities related to the tourism and hospitality industries are thoroughly studied by students.

**GEO-A-SEC-B-4-03-TH – Rural Development:** Students conceive the process of improving the quality of life and economic well-being of people living in rural areas.

### **4. Postgraduate Core Courses**

**Module 101: Philosophy of Geography:** The students of postgraduate courses in their initial phases of learning have an introspection this subfield of [philosophy](#) which deals with [epistemological](#), [metaphysical](#), and [axiological](#) issues in [geography](#), with geographic methodology in general, and with more broadly related issues such as the perception and representation of space and place.

**Module 102: Geotectonics and Geomorphology:** Students perceive the concepts of or relating to the form, arrangement, and structure of rock masses of the earth's crust resulting from folding or faulting; the scientific study of the origin and evolution of topographic and bathymetric features created by physical, chemical or biological processes operating at or near and beyond the Earth's surface.

**Module 103: Soil and Biogeography:** Students learn the higher chemistry of soil science encompassing the vast plant and animal life, their degradation, conservation and ameliorative and preventive measures.

**Module 104: Economic Geography:** Learners have developed a keen interest in the limits to growth approach, economic activities, issues and approaches.

**Module 105: Geospatial Analysis:** Learners have developed a keen interest in the limits to growth approach, economic activities, issues and approaches.

**Module 206: Climatology:** Students of PG level have a better understanding regarding the mechanisms of weather and climate, their change through geologic time and applied approaches.

**Module 207: Hydrology and Oceanography:** The study encompasses the occurrence, distribution, movement and properties of the waters of the earth and their relationship with the environment within each phase of the hydrologic cycle and the physical and biological properties and phenomena of the sea.

**Module 208:Population and Regional Development:** The learning outcome of this module centres round the contemporary issues of population and regional development like diaspora and regional disparity.

**Module 208:Social and Cultural Geography:** Students can understand the intrinsic social issues like social processes, social security to the critical issues of cultural geography.

**Module 210: RS, GIS and GNSS:** Students learn to handle the sophisticated softwares relating to digital remote sensing and geographical information systems to digital elevation models. The modern constellation of satellites through GNSS is also conceived by them.

**Module 314: Statistical Techniques:** The most advanced statistical techniques ranging from probability to anova has been learnt by students to analyse the data.

**Module 315: Quantitative Techniques:** Students learn with utmost interest the various quantitative techniques which enable them to data analysis.

**Module 416: Historical and Political Geography:** The essence of Historical Geography routed through time and various political issues are learnt by the students.

**Module 417: Regional Geography:** Different regional issues with special reference to Ganga Delta are dealt with and students acquire knowledge regarding the issues.

**Module 420B: Field Report:** Writing a report of the work carried on in the field is a documentation of the field work. This helps in systematic reviewing of

the work by students who accomplished the task and a reference for future field trips.

## **5. Postgraduate Optional Courses(DSE)**

**Module 313B,418B,419B and 420B: Advanced Geomorphology: I,II,III,IV :** Students interested in studying Advanced Geomorphology as an optional paper have learnt a thorough and vivid picture of different geomorphic issues relating to theoretical and practical aspects.

**Module 313G,418G,419G and 420G: Environmental Geography: I,II,III,IV :** Students interested in studying Environmental Geography as an optional paper have introspected adhering issues of Environmental Geography as their course curriculum.

**Module 313L,418L,419L and 420L: Population and Welfare Geography: I,II,III,IV :** Students interested in studying Population and Welfare Geography as an optional paper have studied burning issues of population and welfare component of the society vividly.

## **6. Postgraduate GE Courses(CBCC)**

**Module 311: Anthropology I:** Students from the discipline of Geography show a keen interest in studying issues pertaining to discipline of Anthropology. Evolution and growth of human and different biological aspects are studied with care by the students.

**Module 312: Applied Psychology:** The study and ability to solve problems within human behavior such as health issues, workplace issues, or education are

dealt with. Students thoroughly study the same and learn the subject with utmost care.

Therefore after completion of the programme, the students will be self-reliant and are formally be able to deal all the challenges. The course helps all to be more socially and environmentally sensitive, better informed, and more responsible as citizens and employees.

**Department of History**  
**Programme Specific Outcome**  
**(2018-2019)**

*To study the History of U.G. course of University of Calcutta is to develop a disciplined way of making sense of the world by inquiring about the past. One department has identified a common set of learning objectives that are crucial components of historical thinking. No single course will attend to all of the objectives listed below. Illustrators identify learning goals specific to the course they are teaching, and so each course will reflect a unique combination of these broader objectives. Taking the courses from CCI to CCXIV during the time student may develop their proficiency in historical literacy, the substantive knowledge, skills, concepts, methods and habits of mind specific to the discipline of History.*

*So there is a huge potentiality in future of a History student. Various options are opened to history students to choose their career. First of all, History is a subject from primary education level to higher study. So they can engage themselves in teaching professions in primary, secondary and post-secondary schools. History is also helpful for those who are preparing for WBCS and SSC. A History student may choose his or her career in Journalism or any other editorial board. They may get job in museum, archives and libraries. Beside those in the field of research and archeology they may proceed.*

## Course outcome for History (2018-2019)

### Honours Syllabus.

*The History syllabus of U.G. level of University of Calcutta covers subject of Study such as -*

#### **CC1. History of India I (from earliest times to C 300 CE)**

*Students of History Honours can achieve knowledge regarding geographical back ground and sources with approaches to Ancient Indian History. They learn about the pre and proto history of our country, emergence and growth of earlier civilization that is Harappan Civilization and Aryan Civilization.*

#### **CC2. Social Formation and Cultural Patterns of the Ancient World other than India.**

*To understanding Ancient World this paper is essential. Students from history stream will get knowledge about the social formation and cultural patterns of the Nomadic groups in Central Asia and West Asia, ancient Greece's agrarian economy, society, Egyptian civilization and Chinese civilization.*

#### **CC-3. History of India II (300 BCE to 750 CE)**

*Students of History Honours can learn about our country, emergence and growth of earlier dynasties like Maurya, Gupta and the empires in post Maurya period as well as in post Gupta period.*

#### **CC-4. Social formation and cultural patterns of the Medieval World other than India.**

*The students of history honours learn about the social formation and cultural patterns of Arabia and Bedouin Society, tribal organisation, Mongol Society, Brief*

*history of Turks to Islam from Buddhism, Roman Empire, the feudal crisis, Judaism and Christianity.*

### **CC-5 History of India III (CE 750 - 1206)**

*History students will acquire knowledge about the Indian feudalism, Rise of the Rajputs, Political structures of Palas, Pratiharas, Cholas, Rastrakutas. The socio-political economic and cultural features of early medieval India are vividly depicted in this paper.*

### **CC-6 Rise of Modern West -I**

*The students of History honours learn about some significant events of Modern West, such as Renaissance, Humanism, Reformation, Scientific Revolution, Economic developments and the emergence of European State system.*

### **CC-7 History of India IV (C1206 - 1526)**

*The history of Delhi Sultanate is thoroughly described in this portion. Students can gather knowledge regarding sultanate administration, Socio-Cultural-Political situation of Delhi under sultanas.*

### **CC-8 Rise of Modern West II**

*This paper focused on the Crisis in Europe in the 17th Century its economic, social and political dimension, The English Revolution, Mercantilism and preludes to the Industrial Revolution.*

### **CC-9 History of India V (C 1550 - 1605)**

*The Mughal is a topic of controversy and attraction for their Purse proud to history lovers. Students will learn from this paper how did Mughal polity, economy, trade, commerce, society culture become so famous in medieval period.*

## **CC-10 History of India VI (C1605 - 1750 s)**

*To understanding the 17th and 18th Century India this paper is essential. Students will learn from this paper how did Mughal polity, Economy, Trade, Commerce, Society, Culture become so famous. They also learn the history of downfall of the Mughals, the end of an era.*

## **CC-11 History of Modern Europe (1780-1939)**

*This paper focused on the great French Revolution in 1789. Students come to know about the emergence of Napoleon Bonaparte in Europe and his expansion, consolidation, downfall. Vienna Congress, Metternich, Bismarck and his diplomacy, system of alliances, 1917 Russian Revolution, Fascism, Nazism Origin of World War I and II all their important issues are incorporated in this paper.*

## **CC-12 History of India VII (1750-1857)**

*To understanding Modern India this paper is essential. Students from history stream will get knowledge about the penetration, expansion and consolidation of British Rule in India. Indian awakening, cultural changes and Socio-Religious reforms movements.*

## **CC-13 History of India VIII (C 1857 - 1950)**

*This paper also focused on the Nationalism Trends up to 1919, Birth of Congress, Swadeshi Movement, Gandhian Nationalism, Left Wing Movements, Communal Politics, Partition in India in between 1947 - 50.*

## **CC-14 History of World Politics (1945 - 1994)**

*Students will gather knowledge about the impact of the second world war on the International System like Cold War, emergence of Third World, Non-Alignment,*

*Bi-polar politics, The system of military and economic alliances, decline of European Imperialism, decolonization has been explained in this paper.*

*Apart from these papers (CC1 to CC14) the department of History also offers the main discipline / subject of study which is referred to as Discipline Specific Elective. In our college the DSE courses (Honours) are -*

### **i) History of Modern East Asia I China (1840 - 1949)**

*This paper focused on Modern East Asia specially China and Imperialism, Emergence of Nationalism and Communism in China. Canton Commercial System, Opium War, Open Door Policy, Thiping Rebellion, Boxer Rebellion all these topics are included in this portion.*

### **ii) DSE Paper VI History of Modern East Asia II - Japan (C 1868 – 1945)**

*In this paper students learn about Japan and Transition from feudalism to Capitalism, Meiji Restoration, Meiji Constitution, Sino Japanese War, Anglo - Japanese War, Russo-Japanese War, Manchurian Crisis etc.*

### **iii) DSE Paper V History of Bengal (1757 - 1905)**

*History of Bengal is a topic of controversy and attraction for their purse proud to history lovers. Student will learn from this paper how did Bengal Polity, Economy, Trade, Commerce, Society, Culture become so famous during the period in 18th Century to 20th Century. Students also learn the administrative history of Bengal from 1765 - 1833.*

### **IV) DSE Paper VI History of Bengal (1905 - 1947)**

*To understanding 20th Century's Bengal this paper is essential. Student from history stream will get knowledge about the Partition of Bengal, Political ideology, Communal Politics, Non-Co-Operation and Khilafat Movement, Rise of*

*Krishak Praja Party, Subhas Chandra Bose and the Congress, Communal Riots, The Great Calcutta Killing and the Birth of East Pakistan.*

## **SEC**

*Skill enhancement programs are focused around training that combines the best practices from education, psychology, social work, career counseling, tourism development, Sports and technology training.*

*Skill enhancement Program also offered by the department of History in our college are –*

### **i) Archives and Museums Paper I –**

*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 areas of this course. Students will be encouraged to undertake collection, documentation and exhibition of such material in their localities and colleges. Visit to National Archives and National Museum are our integral part of the course.*

### **ii) Understanding popular Culture Paper III**

*The paper examines some popular culture 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 endeavors to equip students with understanding such phenomena historically, with special reference to India.*

# History General (GE)

## **CC1 History of India from the Earliest times upto 300 CE**

*In this paper the students from general course will learn about the sociocultural pattern of India. They read the sources of History, primitive civilization like Harappa, Vedic Age, Emergence of Mauryan Empire, The Satvahanadynasty. The Sangam Age and Indo Greeks reflection.*

## **CC2 History of India from C 300 to 1206**

*Students of this paper will learn about the Rise and Growth of the Guptas, Harsha and his times administration, Buddhism, South Indian Polity, Society Economy and Culture.*

## **CC3 History of India from 1206 - 1707**

*In this paper the students will learn about the survey of Medieval History, History of the Delhi Sultanate Slave, Khaljis and Tughlaq, History of provincial kingdom Mewar, Bengal, Vijaynagar and Bahamani. To understanding the 18th Century, Rise of the Mughals, Mughal administration, Mansabdari system, Jaigirdari system are included in this paper. The religious policy of Akbar, Aurangzeb are incorporated here.*

## **CC-4 History of India 1707 - 1950**

*To understanding the eighteenth century this paper is considered as mandatory. Students will gather knowledge about expansion and consolidation of British Empire, Economic Changes, Land Revenue Settlements, Commercialization of agriculture, De-Industrialization, Several pattern of peasants and tribal movements, knowledge about Nationalism, genesis of Congress, Moderates,*

*Extremist, Gandhi and his movements, Subhas Chandra Bose and his INA, Princely States, Advent of Freedom and Constituent Assembly.*

*All the GE students can choose any other DSE paper. But our department offers two paper of DSE.*

## **Paper II**

### **i) Some Aspects of European History : C1780 - 1945**

*From this paper students will learn about the French Revolution, Genesis, Nature and Consequences, Napoleonic Era and aftermath, Revolutions of 1830 & 1848, Unification of Italy and Germany, Social and Economic changes in Europe, World War I, Rise of fascism and Nazism and origins of World War II.*

### **ii) Some Aspects of Society and Economy of Modern Europe 15th to 18th Century.**

*To Understanding the society and economy Modern Europe this paper is very much essential. The students will learn the Historiographical Trends of this period, Fundal Crisis, Renaissance & its origin, European Reformation, Colonization, and Transition from feudalism to capitalism and Industrial Revolution in England.*

*All the GE students can choose any other SEC course. But our department offers two papers of SEC.*

### **i) Paper - I Historical Tourism: Theory & Practice**

*Throughout the India, there are historical movements and places which attract the attention of not only nationals but also internationals. Historical Tourism is primarily focused upon historical places. The main purpose of this paper is to*

*acquire an understanding and significance of historical tourism, Understanding Built heritage.*

## **ii) Paper II Museums & Archives in India.**

*The aim of this study is to investigate How the Museums and Archives in India play a common role in the contemporary society. Balancing protection and preservation of Cultural Heritage Museums and Archives play an important role in our society. Students will be encouraged with field work, and also benefit from field studies.*

## Department of Music

Music (general)

### **Programme Outcome** (Fine arts)

The most essential aspect of learning a course or programme is to know what the students would be able to do or accomplish after the course or programme, so that the students in course of time can make powerful use to more effectively contribute to society because it will combine knowledge, skills and values into a whole. Fine arts on the whole takes into its array Music, Dance, Theatre, Visual arts...including Sculptor painting etc. A pursuer of Fine Arts will develop an ability to think open mindedly. And Students are sure to find an area that suits their expressive style. They will be able to use a variety of brainstorming techniques to generate novel ideas of value to solve problems. Fine Arts Students will develop artistic autonomy to identify and focus on their practice, act upon their ideas and continue to learn over the length of their career.

Many art students pursue graduate school while others pursue business opportunities, such as starting art galleries and working in design firms.

The students pursuing Music dance and theatre will have ample opportunity to become professional performers...or teachers or Gurus or mentors. Or academically go for white collar jobs such lecturers' professors' curators,

Other areas include no less opportunity. They can surely excel as sound recordists, music directors, dance choreographers, Film or Theatre direction, Art direction etc.

At the core of Fine Arts are the common outcomes that help students practice and refine their creative process. Students who complete the program will be able to generate original ideas, communicate the contexts and concepts that frame and drive their work, develop their craft, and adopt behaviors for success.

### **Programme Specific Outcome**

Music education is a field of practice in which educators are trained for careers as elementary or secondary or university music teachers, lecturers, professors school or music conservatory ensemble directors. Music education is also a research area in which scholars do original research on ways of teaching and learning music. Music education scholars publish their findings in peer-reviewed journals, and teach undergraduate and graduate education students at university education or music schools, who are training to become music teachers.

The music in our country touches on all learning domains, including the development of skills, the acquisition of *knowledge and, in particular and the affective domain the learner's willingness to receive, internalize, and share* what is learned including music appreciation and sensitivity.

Here the teachers known as Guru (who can be the teacher in school or lecturer in college or university as well,) transmit the musical knowledge to the student, or shishya. This is still the main system used in India to transmit musical knowledge.

With a bachelor's degree or a master degree, typical job opportunities are in: primary, elementary, and secondary schools; teaching in a private studio; and directing high school band, orchestra or choral music. Graduate level training is typically required to teach university-level classes as a tenured professor, although some schools do allow extraordinarily talented musicians without graduate

degrees to teach some classes.

Other than these a musician vocalist or instrumentalist or percussionist can opt for only performances strictly remaining a freelancer or self employed throughout his or her career.

Other avenues are no less lucrative. Music direction, music studio-recordist, sound engineer, Programmer, curator, music arranger etc the list is quite long. In all these the academic knowledge and expertise will furnish the pursuer to accomplish his or her task more effectively and with utmost perfection.

## **Course Outcome**

### ***1<sup>st</sup> Semester***

#### ***MUS-G-CC/GE-1-1-Theory***

Music theory examines the fundamentals of Music. The theoretical syllabus of 1<sup>st</sup> Semester gives a defines the basic elements of music eg swara, shruti, taal, laya etc. It gives a linear idea of the 2 different system of classical music in India namely Karnatik and Hindustani. Aspects of Melody and Rhythm are also delineated. It also takes into account Vedic Period of Indian Music. The students are encouraged to emphasize on Project works on different topics related to Music. This course ultimately leads the student to form an idea of the various basic aspects of Indian Music.

#### ***MUS-G-CC/GE-1-1--Practical***

The practical course takes into account various genres of Indian Music Khayal, Rabindra Sangeet, Nazrulgeeti, Folk Songs, Modern Bengali songs of Revered Composers such as Salil Chowdhury etc is included which will enable the learner to gather a sound knowledge of Indian Classical Music and Bengali songs. The students are encouraged to listen to various folklore from different regions of India and appreciate them.

### ***2<sup>nd</sup> Semester***

#### ***MUS-G-CC/GE -2-2-Theory***

The 2<sup>nd</sup> semester curriculum introduces Raga Music and the various aspects related to Raga. The History part has Ancient period of Music and Music of Bengal.

In the Project work the students dwell upon the various Musical instruments of India.

***MUS-G-CC-2-2-Practical*** This includes Alankars, Khayals, Bhajan, Rabindra Sangeet, Dwijendra Geeti, Shyama sangeet, Puratani Banglagaan and Modern Bengali songs. In the listening part the students are encouraged to listen and appreciate Dhrupad, Khayal, Geet, Ghazal and Qawwali. The curriculum will thus help to develop a good grasp on intricacies of Indian Music and its important genres.

### ***3<sup>rd</sup> Semester***

#### ***MUS-G-CC/GE 3-3-Theory***

The Theoretical part include the whole gamut of alankars or embellishments used in Indian Music, the medieval history of Music, terminologies related to musical acoustics, Classification of Indian Musical Instruments, Layakaris in rhythm part. In the Project Making part students will work on Forms of Hindustani Music. The greater the familiarity with these features and Forms of Music the greater will be the capacity for expression and stronger relatability with music.

#### ***MUS-G-CC/GE -3-3-Practical***

The student learns Khayal, Rabindra Sangeet, Atulprasadi and Kirtan. The learner is for the 1<sup>st</sup> time introduced to play instruments like Harmonium or Tanpura. Listening and appreciating of Thumri, Dadra, Chaiti, Hori, Kajri is encouraged. The rhythm section Includes hand clapping and showing of various rhythm cycles. Even when the learner is not being a performer a deeper appreciation of music we listen to will at very least, bring about greater joy.

#### ***Semester 4***

##### *MUS-G-CC/GE -4-4-Theory*

The students probe more deep into the intricacies of music like Time theory, Notation systems, Life-sketches of various stalwarts of Indian Music etc.

After gaining deeper knowledge of music, in the Project making the students works on semi-classical forms or Folk music.

##### *MUS-G-CC/GE -4-4-Practical*

The student learns Khayal, Thumri, Rabindra Sangeet etc. Bengali Folks songs like Bhawaiya, Chatka jhumur. Guided Listening Part includes Carnatic Music, Instrumental Music And modern Songs of Different composers.

Learning these grant specific advantages to the learners opting for a musical career.

#### ***Semester 5***

DSE group A includes study of Patriotic Songs and Folk songs Related to Festivals.

The study of patriotic songs is very important for any Indian which is strongly encouraged by the CU syllabus so far. It is believed that learning about patriotic song induces Patriotism and love for fellow countrymen. The theoretical part includes Study of Pre and Post Independence Patriotic Songs their composers and about our national song and Anthem of India.

Indian culture is almost indispensable with the festivals of India which has again been always identified with Songs related to those festivals. These beautiful songs are a testimony to our diverse tradition. The learner would in course of time develop an understanding of the rituals through the lyrics and also a liking for the festivals and celebrations.

#### ***Semester 6***

DSE Group B includes a study of Regional folk Songs and Raagashrayi Bengali Songs. For students it is a great way to understand the rich heritage of India and learn about the importance of these songs and their history.

As a part of our commitment to making Music learning accessible to the syllabus has been furnished in a very rational and engaging way. And the aim is to make the students develop a sound knowledge of Music of India.

## Department of Philosophy

B.A <b>PHILOSOPHY</b> (Honours & General )	
Programme Outcome	<p>The arts undergraduate programme is designed to achieve the following outcomes:</p> <ul style="list-style-type: none"> <li>➤ To put in place structure and contents to make it an integrated and interdisciplinary programme with flexibility and choice.</li> <li>➤ To reflect a general understanding of the concepts and principles of selected areas of the study thus providing students an opportunity to decide the specialization fields for making professional choices.</li> <li>➤ To augment the ability to describe and compare the roles , impacts and ethical implications of ideas , texts , social movements and contemporary situations.</li> <li>➤ To integrate the treatment of topics by interlinking knowledge, skills, values and attitudes to action.</li> <li>➤ To provide an arena for reflective thinking and concern for the common good and application of social values.</li> </ul>
Programme Specific Outcome	<ul style="list-style-type: none"> <li>➤ Studying Philosophy helps in developing clarity of thought among students.</li> <li>➤ To develop the ability to appreciate ideas and think critically.</li> <li>➤ Acquire analytical skills and develop a critical understanding of social, political and cultural processes.</li> </ul>
	<b>Course Outcomes</b>
<p>Honours</p> <p>CC-1 Indian Philosophy-I</p> <p>CC-2 History of Western Philosophy – I</p>	<ul style="list-style-type: none"> <li>➤ To introduce different schools of Indian Philosophy among students.</li> <li>➤ To expose our students to the substantial thoughts of Western Philosophy.</li> </ul>

<p>CC-3 Indian Philosophy-II</p>	<ul style="list-style-type: none"> <li>➤ To introduce students with Indian Epistemology</li> <li>➤ To expose our students with Western Epistemology through empirical view.</li> <li>➤ To develop the skill of comparative study between Indian and Western Philosophical thoughts.</li> </ul>
<p>CC-4 History of Western Philosophy – II</p>	<ul style="list-style-type: none"> <li>➤ To enabling the students to develop a holistic approach towards life.</li> </ul>
<p>CC-5 Philosophy of Mind</p>	<ul style="list-style-type: none"> <li>➤ To help our students to develop an idea about the thought process of others mind.</li> <li>➤ To instill among the students the ability of growing their personality.</li> <li>➤ To make students aware of the Philosophy of mind as a tool of studying Philosophy.</li> <li>➤ To teach how to appreciate the mutual relationship between individual and society.</li> </ul>
<p>CC-6 Social and Political Philosophy</p>	<ul style="list-style-type: none"> <li>➤ To familiarize the basic ideas of Social and Political Philosophy.</li> <li>➤ To make students understand the difference between Philosophy and Religion.</li> </ul>
<p>CC-7 Philosophy of Religion</p>	<ul style="list-style-type: none"> <li>➤ To introduce our students some logical rules and methods for developing their understanding as well as symbolically representing the logical reasoning and prepare them for further study.</li> </ul>
<p>CC-8 Western Logic-I</p>	<ul style="list-style-type: none"> <li>➤ To cater reasoning ability among students.</li> </ul>
<p>CC-9 Western Logic-II</p>	<ul style="list-style-type: none"> <li>➤ To make our students familiar with the basic concept of ethics from Indian as well as western ethical perspective.</li> </ul>
<p>CC-10 Epistemology and Metaphysics (Western)</p>	<ul style="list-style-type: none"> <li>➤ To make them philosophically appreciate the idea of language.</li> </ul>
<p>CC-11 Nyaya Logic and Epistemology</p>	<ul style="list-style-type: none"> <li>➤ To make them philosophically appreciate the idea of language.</li> </ul>
<p>CC-12 Ethics (Indian)</p>	<ul style="list-style-type: none"> <li>➤ To make them philosophically appreciate the idea of language.</li> </ul>

<p>CC-13 Nyaya Logic and Epistemology</p>	<ul style="list-style-type: none"> <li>➤ To make them understand the utility of values for enhancing the quality of individual and social life.</li> </ul>
<p>CC-14 Ethics ( Western)</p>	<ul style="list-style-type: none"> <li>➤ To expose our students to the ideology of contemporary Indian thinkers.</li> <li>➤ To familiarize our students about the Philosophy of Hume</li> <li>➤ To make them conscious about their rights in the society as human beings.</li> <li>➤ To teach our students to apply logical reasoning in case of law as a discipline.</li> <li>➤ To make them conscious about their rights in the society as human beings.</li> <li>➤ To introduce different schools of Indian Philosophy among students.</li> <li>➤ To expose our students to the substantial thoughts of Western Philosophy.</li> <li>➤ To cater reasoning ability among students.</li> </ul>
<p>DSE-A-1 Philosophy of Language(Indian)</p> <p>DSE-B-1 D.Hume</p> <p>DSE-A-2 Applied Ethics</p> <p>DSE-B-2</p>	<ul style="list-style-type: none"> <li>➤ To make our students familiar with the basic concept of ethics from Indian as well as western ethical perspective.</li> <li>➤ To make them philosophically appreciate the idea of language.</li> <li>➤ To make them understand the utility of values for enhancing the quality of individual and social life.</li> </ul>
	<ul style="list-style-type: none"> <li>➤ To expose our students to the ideology of contemporary</li> </ul>



<p>DSE-A1</p> <p>Indian and Western Ethics</p> <p>DSE –B1</p> <p>Applied ethics and Philisophy of Religion</p> <p>SEC A1</p> <p>Logical Reasoning and Application</p> <p>SEC B1</p> <p>Man and Environment</p>	
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**Department of Political Science**

**B.A. Political Science (Honours & General)**

**Programme Outcomes/ Programme Specific Outcome**

<p><b>The Arts Undergraduate programme is designed to achieve the following outcomes</b></p>
<p><b>PO. 1 :</b> The world today revolves round political as well as economic considerations, a formal degree in Arts has the utmost practical applicability. Its subject matter is concerned with the everyday life of an individual living in a society and state.</p>
<p><b>PO. 2 :</b> To put in place the contents structure issues and ideas so as to make it an integrated and interdisciplinary programme with choice and flexibility.</p>
<p><b>PO. 3 :</b> General understanding of the principles and concepts of selective areas of the study provides the students with an opportunity to choose the fields of specialisation and make career choices.</p>
<p><b>PO. 4 :</b> To acquire analytical skills and develop a critical understanding of the socio-political and cultural processes so as to effectively co-relate between the local regional and global order.</p>
<p><b>PO. 5 :</b> To develop critical thinking concern for common good and application for social values.</p>
<p><b>PO. 6 :</b> To develop the foundation in professional ethics who will make a positive impact with their profession for the community and the society and the common man at large.</p>

**PSO. 1 :** Studying Political Science will help in developing critical thinking and clarity of concepts and opinion regarding social issues

**PSO. 2 :** Acquire analytical skills and develop reflective, comparative understanding of social cultural and political processes.

**PSO. 3 :** Studying Political Science will help in understanding political behaviour, governance and power international institutions and international relations and how these are shaped by institutional settings and by the ideas, interests and resources of political actors.

**PSO. 4 :** The course outcome of the subject provides a vast scope to the students for higher studies M.A. M-Phil PhD. In political Science and International Relations. They can also pursue higher studies in inter related subjects and area studies.

**PSO. 5 :** With or without B.Ed. they can apply for various competitive exams like SSC, WBCS, IAS, School Teaching, Banking, Front Desk job etc.

**PSO. 5 :** With degree in higher studies they can pursue for UGC NET/SET, CSC,PSC and College teaching job for Assistant Professor.

**PSO. 6 :** With knowledge in the subjects and computer awareness they can apply for jobs in financial sectors, NGO s, journalism, planning commission and banking sectors, IT sector, Human Rights and law related activities.

Course outcome number	Course	Course outcome
CO1	<b>Political theory-CC1 and CC2</b>	<ul style="list-style-type: none"> <li>• The paper CC1 enables them to get an in-depth understanding of the concepts of Political Science such as the state as the highest institution of the society with supreme power. The citizens must obey the state authority.</li> <li>• The second module of the paper makes the students aware of the basic rights, freedom and justice. The various types of government, mainly democracy and authoritarianism enables them to get an overview of the types of governance in states. The theoretical background of citizenship also helps them to understand the types of citizenship, rights and duties as citizens.</li> <li>• The paper CC2 focusses on different approaches to the study of Politics, the various ways in which the thinkers have approached the subject.</li> </ul>
CO2	<b>Indian Politics-CC3 and CC4</b>	<ul style="list-style-type: none"> <li>• In CC3, they are introduced to the objectives, principles and the fundamental law of the land. They also gain knowledge about the powers and functions of the various constitutional institutions.</li> <li>• The paper CC4, on Politics in India focusses on structures and processes of various political and social components as well as the influences in Indian politics such as religion, caste, tribes and regionalism. The students also become aware of the various types of new social movements in the present society.</li> </ul>
CO3	<b>Comparative Politics and Government (CC6)</b>	<ul style="list-style-type: none"> <li>• The paper helps the students in:</li> <li>• Understanding the evolution of comparative, the scope, methods of comparison and various approaches to comparative politics.</li> <li>• Accruing knowledge about the</li> </ul>

		<p>structure &amp; functioning of five major governments (UK, USA, CHINA, RUSSIA &amp; FRANCE) in the world.</p> <ul style="list-style-type: none"> <li>• Having a comparative study of these governments in a glance.</li> <li>• Helping the students in building their base in the study of comparative government.</li> <li>• Accruing knowledge about different forms of government found in different political systems in the world.</li> <li>• Students have a stronger and more informed perspectives on approaches in studying politics, governments and political systems comparatively. They become familiar with the primary theories and concepts that form the building blocks of the subfield</li> </ul>
CO4	<b>Indian Political Thought (CC5 and CC8)</b>	<p>consisting of two modules each wherein each module they are exposed to various Indian philosophers and their idea about state system and politics. The paper helps the students :</p> <ul style="list-style-type: none"> <li>• in accruing knowledge in the field of Indian Political thought in the initial stage of their study.</li> <li>• Apprising the students about India's contribution towards the enrichment of the field of political thought.</li> <li>• Gathering knowledge regarding India's orientation towards politics and apprising the students about the growth of modern democratic political consciousness in India.</li> <li>• Helping the students in their future course of study in India's political thought.</li> </ul>
CO5	<b><u>International Relations and Global Politics since 1945 (CC7 and CC9)</u></b>	<p><b><u>The papers focus on politics at the transnational or global level. The papers help the students to:</u></b></p> <ul style="list-style-type: none"> <li>• demonstrate a generalized understanding of the diplomatic relationship between nation- states, the functioning of international</li> </ul>

		<p>organizations, disarmament and peace efforts, foreign policies of states, the behaviour and roles of nation-states in diverse political situations</p> <ul style="list-style-type: none"> <li>• understand the major concepts of international relations, including: different theories and concepts such as power, the international system, balance of power, hegemony, conflict, cooperation, integration, globalization, interdependence, dependence, development, environment.</li> <li>• Understanding and critically evaluating the theories and approaches to international relations, including realism, liberalism, classical and neo-Marxism, world system.</li> <li>• Identify the key actors in international relations—including states, intergovernmental organizations, non-governmental organizations, transnational corporations, global civil society, and individuals—and understand how these actors interact to give substance to international relations.</li> <li>• demonstrate a generalized understanding of the diplomatic relationship between nation- states, the functioning of international organizations, disarmament and peace efforts, foreign policies of states, the behaviour and roles of nation-states in diverse political situations</li> <li>• understand the major concepts of international relations, including: different theories and concepts such as power, the international system, balance of power, hegemony, conflict, cooperation, integration, globalization, interdependence, dependence, development, environment.</li> <li>• Understanding and critically evaluating the theories and approaches to international relations, including realism, liberalism, classical and neo-Marxism, world system.</li> <li>• Identify the key actors in international relations—including states, intergovernmental organizations, non-</li> </ul>
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		<p>governmental organizations, transnational corporations, global civil society, and individuals—and understand how these actors interact to give substance to international relations.</p> <ul style="list-style-type: none"> <li>• Demonstrate a knowledge of the key dimensions, events and processes of international relations within their historic context, such as: the formation of the modern state system, the Treaty of Westphalia, the evolution of global capitalism, the origins of the Cold War, the shift to the post-Cold War system, the role of race, gender and class in the structure of the modern world system, major conflicts, such as the world wars, US intervention in various places in the world, ascendant conflicts, the features and effects of globalizing market capitalism, growing environmental problems and human rights.</li> <li>• Demonstrate knowledge of the various regional institutions, methods of cooperation in global governance.</li> <li>•</li> </ul>
CO6	Western Political Thought (CC10 and CC11)	<p>The papers will enable students to</p> <ul style="list-style-type: none"> <li>• discover the political philosophy that forms the basis of politics in the Western world, to interpret the political philosophies of the Greek, Roman, French, English and German philosophers in historical context as well as relate them to contemporary politics.</li> <li>• Describe the origin of the knowledge in Political Thought.</li> <li>• Concretizing their base in political thought.</li> <li>• Discuss the differences of thought in the different phases of the History of political thought</li> <li>• Getting enlightened with fundamental</li> </ul>

		features of political thought.
CO 7	<b>Political Sociology (CC12)</b>	<p><b>The paper looks at the social bases of politics and various modes of inter relationship between politics and society. The paper helps the students to <u>  </u>:</b></p> <ul style="list-style-type: none"> <li>• promote knowledge on basic concepts such as politics, power, gender, civil society, citizens, culture and behavior of individuals, how they developed over time and where they stand today. It also helps formulate independently generated and theoretically based research questions within political sociology.</li> <li>• It helps students in gaining knowledge about how political cultures are formed &amp; shaped, the importance of political socialization process, the causes behind political participation &amp; nonparticipation, the influence of political parties &amp; the pressure groups in a political system and, further, the concepts of change and political development and how it's being shaped in developing countries.</li> </ul>
CO 8	<b><u>Public Administration- Concepts and Perspectives- CC13</u></b>	<p>The paper helps to:</p> <ul style="list-style-type: none"> <li>• Demonstrate broad understanding of public affairs, policy development, policy analysis, economic analysis, management skills, and organization theory and their applications to public service.</li> <li>• Conduct a purposeful inquiry exploring administrative processes such as decision making, communication and control, coordination.</li> </ul>
CO9	<b><u>Administration and Public Policy in India- CC14</u></b>	<p>The paper will enable the students to:</p> <ul style="list-style-type: none"> <li>• Conduct a purposeful inquiry exploring administrative processes such as decision making, communication and control, coordination.</li> <li>• Apply critical thinking and appropriate technology for public policy analysis.</li> </ul>

		<ul style="list-style-type: none"> <li>• Work with and for others in ways that translate community need into policy solutions &amp; public service action to promote a just and humane world.</li> <li>• The working of local self-governments in our political system, organisation of district administration, urban municipalities</li> <li>• Understanding of Indian bureaucracy, organisation of state and central government.</li> </ul>
CO 10	<b><u>SEC - Democratic Awareness through Legal Literacy</u></b>	<ul style="list-style-type: none"> <li>• The paper will allow the students to:</li> <li>• Get a holistic view of laws regarding criminal jurisdiction, personal law, customary law and legalities related to dowry, sexual harassment and violence against women.</li> <li>• To make them understand the details regarding consumer laws and Right to information</li> <li>• To familiarise them about anti terrorism and laws pertaining to cyber crime.</li> </ul>
CO 11	<b><u>SEC Legislative Practices and Procedure</u></b>	<ul style="list-style-type: none"> <li>• The paper will help the students to:</li> <li>• Know about the powers and privileges of MPs, the powers and functions of state legislature, rural and urban local self- government.</li> <li>• understand how the bill becomes law and various types of committees and their specific roles in the government.</li> <li>• Acquire knowledge about the powers and functions of People's Representation.</li> </ul>
CO 12	<b><u>Discipline Specific Elective- Understanding South Asia(A2)</u></b>	<ul style="list-style-type: none"> <li>• The paper will help the students to:</li> <li>• Know the historical and colonial legacies of South Asia</li> <li>• understand geopolitics, governance of the region</li> <li>• analyse the identity politics of the region, regional issues and challenges</li> </ul>

		such as migration, refugees, terrorism.
CO 13	<b><u>DSE-Indian Foreign Policy in Globalising World(B1)</u></b>	<ul style="list-style-type: none"> <li>• the paper will help the students to:</li> <li>• Know the historical and colonial legacies of South Asia</li> <li>• understand geopolitics, governance of the region</li> <li>• analyse the identity politics of the region, regional issues and challenges such as migration, refugees, terrorism.</li> <li>• Assess Indian foreign policy, its relation with USA, Russia and China</li> <li>• Analyse India's role in South Asia as a major player and position itself in the world politics.</li> </ul>
CO 14	<b><u>DSE- Understanding Global Politics(A4)</u></b>	<ul style="list-style-type: none"> <li>• The paper will enable students to:</li> <li>• Get detailed overview about the evolution of sovereign state system, global economy, identity and culture</li> <li>• Examine the transnational economic actors, global inequalities, violence and terrorism</li> </ul>
CO 15	<b><u>DSE- Human Rights in Contemporary Perspectives(B4)</u></b>	<ul style="list-style-type: none"> <li>• The paper will make the students:</li> <li>• Understand the human rights theory and institutionalisation in different states,</li> <li>• Enumerating various concepts pertaining to human rights, torture, surveillance, censorship and insecurities in USA, China and India.</li> <li>• Identify caste, race, gender and violence in South Africa, Australia and India.</li> </ul>

**PLSG/B.A. GENERAL 2021**

<b>CO</b>	<b>CC1</b>	<b>Political Theory (PLSG)</b>	This paper helps the students to acquire a theoretical knowledge regarding the origin of the state, government and other societal institutions; their activities and functionalities, problems and interactions with each individual which in turn helps these students to develop a conscious public opinion of their own.
	<b>CC2</b>	<b>Comparative Government and Politics (PLSG)</b>	The study of different types of government and their respective political systems enables the students to make a comparative study of how politics is organized and interlinked in varied political systems around the globe. This might help them to do higher studies in other countries and understand cultures, behavior, pattern and socio-economic background of different countries.
	<b>CC3</b>	<b>Government and Politics in India (PLSG)</b>	This course provides an insight into the origin of the Indian Constitution and help the students to have a fundamental knowledge of the structures of government, policy making, public issues and spreading awareness of one's individual rights and duties as an Indian citizen. This might encourage a student to pursue a career in politics in future.
	<b>CC4</b>	<b>International Relations (PLSG)</b>	Studying International Relations helps the students to learn about the global issues each and every country of the world in a refined understanding. It not only provides an opportunity and the knowledge to specialization in a variety of fields but it also helps in development crucial transferable skills like analytical and interpersonal adeptness.
	<b>DSE5</b>	<b>Public Administrations (PLSG)</b>	This course focuses on the theoretical knowledge of the professional employees of the governmental organizations as well as their

			<p>accountability for performing their duties. This module will motivate the aspiring students towards various vocational trainings and gain basic knowledge of governance and policy analysis.</p>
	<b>DES6</b>	<b>Human Rights: Theory and Indian Contexts (PLSG)</b>	<p>The primary objective of this topic is global awareness of inherent human rights, maintaining them and to know when they are being violated. Thus, this provides pursuing students with basal knowledge to meet the requirements and learn strategies that will need to undertake the career path this sector provides.</p>
	<b>SEC3</b>	<b>Legal Literacy (PLSG)</b>	<p>The topic enables the students to understand the concept of law, to understand and recognize the premises of what law has to offer and to solve certain problems in their lives by bringing the legal machinery into force. It also prioritizes a common knowledge of social values and spreading light on legal rights and duties.</p>
	<b>SEC4</b>	<b>Elementary Dimensions of Research (PLSG)</b>	<p>This paper enables the students to develop an insight of being able to draw a hypothesis, think critically, conduct research unbiased and analytically before coming to a conclusion and lastly, to communicate effectively. This helps the aspiring scholars give a preliminary idea about research work and how can it be pursued for higher education.</p>

## **DEPARTMENT OF PSYCHOLOGY**

### **PROGRAM OUTCOME**

The Humanities and Social Sciences are the study of human behaviour and interaction in social, cultural, environmental, economic and political contexts. The subject PSYCHOLOGY mainly fits into this category (though it encompasses a vast area of Statistics, which is a science subject). The Humanities and Social Sciences have a historical and contemporary focus, from personal to global contexts, and consider challenges for the future. Through studying Humanities and Social Sciences, students will develop the ability to question, think critically, solve problems, communicate effectively, make decisions and adapt to change. Thinking about and responding to issues requires an understanding of the key historical, geographical, political, economic and societal factors involved, and how these different factors interrelate. The Humanities and Social Science subjects include a range of skills that can be represented broadly as questioning, researching, analysing, evaluating and communicating. Students apply these skills to investigate events, developments, issues, and phenomena, both historical and contemporary.

There are a wide array of subjects under this category ranging from History/Geography, though Civics and Law to subjects like Philosophy and Psychology. Each subject has a different way of working. Skills and strategies for each Humanities and Social Science subject need to be taught explicitly. The type of questions asked, the information, evidence, and/or data gathered, and the analysis applied will vary by subject.

### **PROGRAM SPECIFIC OUTCOME**

Psychology is the scientific study of mind and behaviour. It is a multifaceted discipline of the sciences and includes many sub-fields of study, such as human development, social behaviour, and cognitive processes. Psychology focuses on understanding a person's emotions, personality, and mind through scientific studies, experiments, observation, and research. The study of psychology has four goals:

- Description of behaviour.
- Explanation of behaviour.
- Prediction of behaviour, and
- Change/Control of Behaviour.

In the undergraduation course of University of Calcutta, students will know the major concepts, perspectives, historical trends, empirical findings, research methods, and ethics in the field of psychology. On successful completion of the course, they will also be able to

demonstrate skills in research, communication, ethical behaviour, complex cognitive processes, and professional development.

## **COURSE OUTCOMES (Paperwise)**

### **Core Courses**

#### **Semester I- GE/CC 1 – Foundations of Psychology**

It is an introduction to basic psychological processes and their applications in everyday life. Here students are expected to:

- Identify and define the major approaches that psychologists use to understand behavior and mental processes.
- Identify basic concepts and research findings, and give examples of psychology's integrative themes.
- General principles that govern behavior, while recognizing individual differences, Psychological, biological, social, and cultural factors that influence mental processes and behavior.
- Applying psychological principles to everyday life to change our lives in positive ways

#### **Semester II- GE/CC 2- Introduction to Social Psychology**

Human behavior does not occur in a vacuum, it occurs within the context of social interactions. Exploring the social influences on behavior makes not only facilitates understanding the behavior of others, it also illuminates one's own behavior in one's social context. Applying the principles of Social Psychology to one's life can enhance the human experience by understanding the social forces that work to influence us on a daily basis.

On completion of this module, students are expected to learn-

- General principles of social behaviour
- Be able to demonstrate the ability to articulate independently and creatively about human Social Behavior and the cultural influences that affect our behavior.
- Learn to describe, discuss and analyze major issues and concepts in the field of Social Psychology.
- Compare and contrast the research methodologies used in the scientific study of human Social Behavior.
- And lastly to demonstrate the ability to state the fundamental principles of Social Psychology.

#### **Semester III- GE/CC 3- Abnormal Psychology**

This module aims at identifying and describing some of the major areas of study and theories that abnormal psychologists use to explain the psychological experiences of human beings. It

use terms of abnormal psychology especially as outlined in the Diagnostic and Statistical Manual to understand abnormal human behaviours and their treatment.

The outcomes students are expected to attain are:

- Knowledge of the psychological theories and models for the field of abnormal psychology.
- Understanding of assessment, etiology, symptoms, and treatments of the major psychological disorders.
- Familiarity with research methods and ethical considerations appropriate for the study of abnormal psychology.
- Ability to apply course materials to case studies of individuals.

#### **Semester IV- GE/CC 4- Statistical Methods and Psychological Research**

Statistics allow making sense of and interpreting a great deal of information. In psychology, we are also confronted with enormous amounts of data. This module also gives a brief overview of major trends in psychological research and testing.

By learning this module students will be able to-

- Organize large amount of research data systematically. Visual displays such as graphs, pie charts, [frequency distributions](#), and scatter plots allow getting a better overview of data and looking for patterns they might otherwise miss.
- To make a meaningful description of the data.
- To make inferences/ conclusions based on the data. Psychologists use the data they have collected to test a [hypothesis](#). Using statistical analysis, they will be able to determine the likelihood that a hypothesis should be either accepted or rejected.

#### **Discipline Specific Elective (DSE) courses**

##### **DSE1A- Life Span Development**

This module aims to explain the primary topics of lifespan development and how research is conducted in the field. Learning outcomes are-

- To define human development in three domains: physical, cognitive, and psychosocial development and to identify the stages of human development.
- Explain key human development issues about the nature of change: continuous/discontinuous, one course/multiple courses, and nature/nurture
- To explain the lifespan perspective.
- To examine how to do research in lifespan development.

##### **DSE1A- Health and Well Being**

This paper examines the relationships of social, biological, behavioural and cognitive variables to health. Risk factors for health-compromising behaviours are also discussed including strategies for their modification. Students are also educated about interprofessional practice and collaboration.

Students will learn about-

- Biological, behavioural, cognitive and social determinants of health, and risk factors for health-compromising behaviours and strategies for their modification, across the lifespan.
- They will acquire knowledge of individual, group and community-based approaches to the prevention and management of major identifiable health conditions.
- They will develop the capacity to critically evaluate research in health psychology and use this knowledge to explain mind-body interactions to health-care consumers and professionals.
- Demonstrate an understanding of the principles of inter-professional learning and practice.

### **DSE 1B- Industrial/ Organizational Psychology**

The two fundamental goals of I-O psychology are-

(1) To **understand the behaviour (in terms of performance) of people in a work setting; how people can become effective, satisfied, fulfilled, and rewarded; and how these outcomes can be maintained,** and

(2) To study **how the organization can be sustained and developed** and applying psychological principles, theory, research, and interventions in order to design and implement practical solutions to solve organizational challenges.

So upon learning this module, students are expected-

- To understand the psychological principles and research methods to solve problems in the workplace and improve the quality of life.
- Learning outcomes are also targeted toward understanding workplace productivity and management and employee working styles.

### **DSE1B- Counselling Psychology**

**Counselling Psychology aims at-**

- Facilitating behaviour change.
- Improving the client's ability to establish and maintain relationships.
- Enhancing the client's effectiveness and ability to cope.
- Promoting the decision-making process and facilitating client potential.
- Overall positive Development.

Alongwith learning the basic concepts and theoretical backgrounds of counselling, students will also learn about different approaches of counselling and also its application in different areas of life like career, marriage, old age etc.

## **Skill Enhancement Elective (SEC) Courses**

### **SEC 1A- Managing Stress**

Stress narrows the ability to think clearly, function effectively, and enjoy life. Effective stress management helps to break the effects of stress has on life to make it happier, healthier and more productive.

The learning outcomes of this module are-

- Understand the basic principles of stress management
- Recognize the stress triggers and how to manage them
- Develop proactive responses to stressful situations
- Use coping tips for managing stress both on and off the job
- Learn to manage stress through diet, sleep and other lifestyle factors
- Develop a long term action plan to minimize and better manage stress

### **SEC 1 A- Applications of Social Psychology**

Learning objectives are somewhat similar to GE/CC 2- social Psychology, the only difference is that this paper is more focused on the application part rather than understanding the basic social processes as in the aforementioned paper.

### **SEC 1 B- Managing Human Resources**

The aim of Human Resource Management (HRM) is to give students the knowledge, understanding and key skills that are required by today's HR professionals and to enable students to effectively contribute to dynamic organisations.

Students who undertake this paper will:

- Demonstrate an understanding of key terms, theories/concepts and practices within the field of HRM
- Demonstrate competence in development and problem-solving in the area of HR Management
- Provide innovative solutions to problems in the fields of HRM
- Be able to identify and appreciate the significance of the ethical issues in HR

### **SEC 1B- Developing Emotional Competence**

This module is based on a very interesting and recently emerging trend not only in Psychology but also in other interdisciplinary fields, the concept of Emotional intelligence or competence. Emotional Intelligence (EQ) is the ability to identify, use, understand, and manage emotions in an effective and positive way. A high EQ helps individuals to communicate better, reduce their anxiety and stress, defuse conflicts, improve relationships, empathize with others, and effectively overcome life's challenges.

On successful completion of this module, students are expected to-

- Understand what Emotional Intelligence is and why it's important
- Be able to relate more effectively to their colleagues and to others
- Know how to communicate in an emotionally intelligent way
- Understand how to demonstrate empathy in a wide range of situations
- Be aware how their emotions affect their behaviour and performance

## Department of Sanskrit

### B.A ( SANKRIT)

#### Programme Outcome

Developing intellectual ,personal and professional abilities.

Ensuring standard of behavioural attitude through literary subjects and shaping the students socially responsible citizens.

To enhance employability of the students.

#### Programme Specific Outcome

On successful completion of the programme ,the students will be accurate both in oral and written communication as they will be strong in Grammar and its usage.

They can express a thorough command of Sanskrit and its linguistic structures.

They can apply critical frameworks to analyze the linguistic, cultural and historical background of texts written in Sanskrit.

## DEPARTMENT OF SOCIOLOGY

### PROGRAMME OUTCOMES

The Bachelor of Arts in Sociology requires three years full time study consisting of six semesters. The course aims to covers theoretical perspective propounded by classical and post classical theorists and thinkers in west as well as in India, research methodology, practical application in form of dissertation. The course aims to provide students with sound knowledge to think critically and work both independently and collaboratively. Students seeking admission to B.A. programme are expected to inculcate knowledge, values and ethics which will help them to fulfill their future aims which are as follows:

1. Critical and rational thinking by maintain objectivity
2. Analyzing social issues and situations
3. Framing and evaluating social policies.
4. Sense of service to human society
5. Creative ability

### PROGRAMME SPECIFIC OUTCOMES

Sociology seeks to understand all aspects of human social behavior, including the behavior of individuals as well as the social dynamics of small groups, large organizations, communities, institutions, and entire societies. Sociologists are typically motivated both by the desire to better understand the principles of social life and by the conviction that understanding these principles may aid in the formulation of enlightened and effective social policy. Sociology provides an intellectual background for students considering careers in the professions or business. An Honors Graduate student of Sociology should able to develop:

- **Critical Thinking:** The programme seeks to develop in students the sociological knowledge and skills that will enable them to think critically and imaginatively about society and social issues.
- **Sociological Understanding:** The ability to demonstrate sociological understandings of phenomena, for example, how individual biographies are shaped by social structures, social institutions, cultural practices, and multiple axes of difference and inequality.
- **Written and Oral Communication:** The ability to formulate effective and convincing written and oral arguments.
- **Better understanding of real-life situation:** The ability to apply sociological concepts and theories to the real world and ultimately their everyday lives.
- **Analytical thinking:** Field survey and preparation of dissertation paper is an inseparable part of Sociology Honors Programme. Students have to collect primary data for census as well as his/her research topic and analyses the data to draw conclusions. So, qualitative and quantitative analytical skills are enhanced.
- **Observation power:** a sensible observation power is necessary to identify the research problems in field study. Therefore, a perception about human society slowly grows up.
- **Communication skills and social interaction power:** Students of Sociology stream have to work beyond the class room boundary at the time of field study activities. As a result, good communication skill develops while interacting with local people.
- **Ethical and Social Responsibility:** Students have to learn about institutions, folkways, mores, culture, social control, social inequality, population composition, population

policy, society and culture of India. All these helps to instill among the students of Sociology a sense of ethical and social responsibility.

- Professional and Career Opportunities: Students will have the opportunity to join professional careers in Sociology and allied fields. Sociology provides an intellectual background for students considering careers in business, social services, public policy, government service, nongovernmental organizations, foundations, or academia. This programme lays foundation for further study in Sociology, Social work, Rural Development, Social Welfare and in other allied subjects.

## **COURSE OUTCOMES**

### **B.A. HONOURS (SOCIOLOGY) -CBCS**

#### **Semester -1**

##### **CC1 –Introductory Sociology -I**

Objectives:

- to provide a basic outline of the discipline of Sociology.
- to delve with the socio-historical emergence of Sociology as a discipline.
- to delve with nature and scope of Sociology.
- to provide knowledge of basic concepts required to understand the subject.
- to focus on the difference between sociology and common sense.

##### **CC2 –Sociology of India –I**

Objectives:

- To provide an outline of Indian society.
- To deal with various concepts and institutions of traditional Indian society such as caste, jati, varna, tribe and village.

#### **Semester -2**

##### **CC3 –Introductory Sociology –II**

Objectives:

- to delve with the plurality of perspectives that have emerged to study society in general.
- to deal with critical analysis of such perspectives.
- to deal with general arguments of particular perspectives, contribution of noted thinkers of perspectives.

## **CC4 –Sociology of India –II**

Objectives:

- to study Indian Society from Indological and Ethnographic approaches.
- to deal with contemporary issues of resistance, mobilization, and how such issues have helped the society to change and march forward.
- to deal with challenges Indian society confront in contemporary period which has its root in past.

## **Semester 3**

### **CC5 – Political Sociology**

Objectives:

- to contextualize the study of politics in society from a general perspective.
- To understand and use of basic concept of political science such as state, power, governance, citizenship in understanding society.
- To understand the relevance of such concept in understanding power dynamics in Indian society.
- To understand the importance of intersectionality of variables such as caste /class, patriarchy in understanding society.

### **CC6- Sociology of Religion**

Objectives:

- to understand Religion as a sociological concept.
- to understand how religion and society intersects in contemporary world.

### **CC7- Sociology of Gender and Sexuality**

Objectives:

- to delve with issues of gender as a social construct.
- to understand basic concept of gender, gender differences and inequalities.
- to understand how to negotiate power structure through gender lens.

## **Semester 4**

### **CC8 –Economic Sociology**

Objectives:

- to understand, analyze society through the lens of Economics and to get an overview of the systems of production and consumption from ancient period to contemporary times.
- to understand contemporary issues of development and globalization.

### **CC9- Population Studies**

Objectives:

- to get an over view of Social Demography.
- to understand population studies from different perspective.
- to understand population from gender and economic perspective.

### **CC10- Social Stratification**

Objectives:

- to understand, analyze the concept of stratification from theoretical as well as practical perspective.
- to understand innumerable variables of stratification operating and institutionalized in our society.

### **Semester 5**

#### **CC11: Sociological Thinker –I**

Objectives:

- to delve with the origin and development of Sociology as a distinct discipline.
- To understand noted classical sociological thinkers and their thought process in understanding society.

#### **CC 12 – Research Methods –I**

Objectives:

- to give a basic outline of how to conduct research in Sociology.
- to understand basic concepts used in social research and its practical relevance.

### **Semester 6**

#### **CC13- Sociological Thinkers –II**

Objectives:

- to help students to understand the interlocutors of the discipline.
- to understand how the post classical theorist analyze and critique their understanding of society.

## **CC14- Research Methods II**

Objectives:

- to provide in-depth knowledge of how to conduct a social research.
- to deal with how to practically use statistical methods to conduct social research.
- the students required to undertake field work and report writing.

## **Section II**

### **Elective Courses**

#### **Skill Enhancement Course**

## **Semester 3 and 4**

### **Group A**

#### **SEC A (1) –Reading, Writing and Interpretation in Sociology**

Objectives:

- to help students understand the text, relate with new contents of existing knowledge.
- to understand a text from general comprehension as well as critique an argument.

#### **SEC A (2) – Gender Sensitization**

Objectives:

- to help students understand, analyze gender from a sociological perspective.
- to sensitize students on gender issues as well as contemporary legal enactments.

### **Group B**

#### **SEC B (1): Statistical Reasoning for Sociology**

Objectives:

- to help students learn the use of Statistics in understanding society.

## **SEC B (2) – Theory and Practice of Development**

Objectives:

- to help students understand the concept of development from a general theoretical perspective as well as Indian perspective.

## **Discipline Specific Elective**

### **Semester 5 & 6**

#### **Group A**

#### **DSE –A- (1): Urban Sociology**

Objectives:

- introducing students to the concept of Urban Sociology.
- to understand various perspectives of Urban Sociology.
- to understand problems of urban space with reference to India.

#### **DSE –A-(2): Sociology of Work and Industry**

Objectives:

- to help students comprehend interlinking of work and industry.
- forms of industrial culture and organization.
- dimension of work.
- work in informal sector.

#### **DSE –A (3) – Environmental Sociology**

Objectives:

- to understand Economic Sociology and various approaches to understand Economic Sociology.
- to acquire knowledge about environmental movements in India.
- to comprehend global issues related to environment.

#### **DSE –A (4): Agrarian Sociology**

Objectives:

- to understand agrarian societies and agrarian studies in India.

- to understand theories and key issues in Agrarian Sociology.
- to understand agrarian future of India.

## **Group –B**

### **DSE –B (1) –Indian Sociological Traditions**

Objectives:

- to understand Indian Sociological thinkers and their thought process which helped to frame the Indian Sociological Traditions.

### **DSE –B (2): Sociology of Visual Culture and Media**

Objectives:

- to introduce students to Visual Culture and Sociology of Media.

### **DSE –B (3): Sociology of Health and Medicine**

Objectives:

- to introduce students to Sociology of Health and Medicine.
- to introduce students to the theoretical orientation in health and illness.
- to help students negotiate health and illness.

### **DSE –B (4): Field Work and Dissertation**

The program objectives require students to do field work and write a dissertation by using any method as prescribed in the syllabus.

## **B.A GENERAL PROGRAM IN SOCIOLOGY (CBCS)**

### **Semester 1**

#### **CC/GE 1: Introduction to Sociology**

Objectives:

- to deal with the nature and scope of Sociology.
- to learn the basic concepts necessary to understand human society.

### **Semester 2**

#### **CC/GE 2: Sociology of India**

Objectives:

- to help students understand India as a plural society.
- to help students enhance their understanding of Indian Society.

### **Semester 3**

#### **CC/GE 3: Sociological Theories**

Objectives:

- to learn the emergence of Sociology as a new discipline and about classical sociologists.

### **Semester 4**

#### **CC/GE 4: Methods of Sociological Enquiry**

Objectives:

- to get an over view of different methods of Sociological enquiry.

## **SKILL ENHANCEMENT COURSE**

**SEC A: SEM 3/5**

**SEC B: SEM 4/6**

### **SEC –A-1: Techniques of Social Research**

Objectives:

- to help students understand the various techniques of Social Research.

### **SEC –A-2: Gender Sensitization**

Objectives:

- to help students understand the basic concept of gender.
- to create awareness on recent legal enactments.

### **SEC –B-(1): Theories and Practice of Development**

Objectives:

- to provide students with a basic knowledge of ‘Development’.
- to help students understand recent trends in ‘Development’ and ‘Post–Development’ as well as to understand the concept of ‘Social Service’ and ‘Development’, ‘Human Development’.

### **SEC –B-(2): Applications of Statistics for Sociology**

Objectives:

- to help students understand the application of Statistics in Social Research and Sociology.

## **DISCIPLINE SPECIFIC ELECTIVE**

### **SEMESTER 5 & 6**

#### **DSE –A: SEMESTER 5**

#### **DSE –B: SEM ESTER 6**

#### **DSE –A-(1): Religion and Society**

Objectives:

- to understand Religion and its relevance in society.
- to understand types of religion in India.
- to understand recent trends related to religious issues.

**DSE –A-(2): Family, Marriage and Kinship**

Objectives:

- to help students understand the concept of family, marriage, household and kinship.
- to help students understand contemporary issues in family, marriage and kinship.

**DSE –B-(1) –Social Stratification**

Objectives:

- to help students understand the concept and approaches of Social Stratification.
- to help students understand forms of Social Stratification and Social Mobility.

**DSE –B-(2): Gender and Sexuality**

Objectives:

- to help students understand gender as a social construct.
- to help students understand the concept of gender differences and inequalities.
- to understand the concept of gender, power and resistance.

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## **Department of Commerce (B.Com)**

### **Programme Outcome**

- Practical Implementation and Testing Skills as the students will be ready for employment in functional areas like accounting, taxation, banking, insurance and corporate law.
- Professional and Industry Skills Ability to work in teams with enhanced communication and inter-personal skills, to impart knowledge through the contemporary knowledge in the field of accountancy and finance in dynamic and challenging global environment.
- After completing graduation, students can learn skills regarding various aspects like Marketing Manager, Selling Manager, over all Administration abilities of the Company.
- Students can independently start up their own Business.
- The knowledge of different specializations in Accounting, costing, banking and finance with the practical exposure helps the students to stand in organization.

### **Programme 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 be turned into a Manager, Accountant , Management Accountant, cost Accountant, Bank Manager, Auditor, Company Secretary, Teacher, Professor, Stock Agents, Government employees and so on.
- Students will prove themselves in different professional exams like C.A., CS, CMA, MPSC, 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 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.

### **Course Outcomes**

### **Semester - 1**

#### **GE 1.1 Chg (M-1) - Micro Economics 1 :**

- To provide students knowledge of Micro Economic concepts and inculcate an analytical approach to the subject matter.
- To understand the law of demand, supply various concepts related to this and concept, measurement of elasticity, theory of production and cost and Perfect Competitive Market.
- To apply economic reasoning to solve business problems.

#### **GE 1.1 Chg (M-2) - Statistics :**

- To understand the different concepts of population and sample and to make students familiar.
- To gain knowledge of measures of Central Tendency, Dispersion, Variance, Moment, Skewness and Kurtosis.

#### **CC 1.1 Chg - Business Law:**

- The students will be well versed in basic provisions regarding the legal framework governing the business world.
- To know the students with the basic concepts, terms & provisions of different Business Laws ( Contract Act, Sale of Goods Act, Indian Partnership Act, Negotiable Instrument Act and Consumer Protection Act).

- To develop the awareness among the students regarding these laws affecting trade business, and commerce.

### **CC 1.2 Chg - Principles of Management :**

- To understand the concept & functions and importance of management and its application.
- To make the students understand the principles, functions and different management theories.
- To understand the detailed concepts of planning, organizing, directing, staffing, motivation, control & co-ordination.

### **CC 1.1 Ch/Cg Financial Accounting 1 :**

- To enable the students to learn concept, conversations, theories and practices of Accountancy.
- To encourage the students about maintaining the books of accounts for further reference.
- To learn about the preparation of Trading and Profit & Loss Account and Balance Sheet.

## **Semester - 2**

### **GE 2.1 Chg (M-1) - E-commerce**

- To gather knowledge about the emergence of the digital economy and its governing characteristics.
- To Understand the ways in which ecommerce is conducted in the virtual space.

- For becoming proficient in conducting and facilitating economic transactions in the digital space.

### **GE 2.1 Chg (M-2) - Business Communication :**

- To make the students aware about business communication.
- To understand the process and importance of communication.
- To develop awareness regarding new trends in business communication, various media of communication and communication devices.
- To extend business communication skills through the application and exercises.

### **CC 2.1 Chg - Company law :**

- To impart students with the knowledge of fundamentals of Company Law and provisions of the Companies Act of 2013.
- To apprise the students of new concepts involving the company law regime.
- To acquaint the students with the duties and responsibilities of Key Managerial Personnel.

### **CC 2.2 Chg - Marketing Management and Human Resource Management :**

- This course enables the students to learn the practical knowledge and the tactics in the marketing.
- To study and critically analyze the basic concepts and trends in Marketing.
- To aware of the recent changes in the field of marketing.
- To understand the dynamics of human relations especially in the work place.
- To acquire adequate knowledge about the legal and procedural inputs required to manage humans as valuable resource in the entity.

### **CC 2.1 Ch/Cg - Cost and Management accounting I :**

- To understand Basic Cost concepts, Elements of cost and cost sheet.
- Providing knowledge about the differences between financial accounting and cost accounting.
- To Ascertainment of Material and Labor Cost.
- Student's Capability to apply theoretical knowledge in practical situations will be increased.

### **Semester - 3**

#### **3.1 Chg Information Technology and it's applications in Business:**

- To make students familiar with computer environment & operating systems.
- To introduce students with accounting packages like tally.
- To develop skill and knowledge among students about the applications of the internet in education of commerce.

#### **GE 3.1 Chg - Business Mathematics and Statistics**

- Students will be able to solve numerical problem related to set theory using venn diagram, generalize the binomial theorem for any integral power in the expansion and convert exponent to logarithm and vice versa.
- Student will be able to calculate amount, interest and time period related problem on annuities and compound interest.
- Students will be able to find correlation between two variables, solve different problem related to regression, evaluate cost of living index, investigate and display time series distribution , understand the key concept of probability and conditional probability.

#### **CC 3.1 Ch/Cg - Financial Accounting 2 :**

- To enable the students to learn the basic concepts of Partnership Accounting, and allied aspects of accounting.
- To learn about the concept and preparation of books of Accounts related to Branch Accounting, Hire Purchase System, Department Accounting and Investment Accounting.

### **CC 3.2 Ch - Indian Financial System**

- To understand knowledge on financial system and financial markets in India.
- To gather Knowledge on commercial bank and other financial institutions in India
- To generate Idea about fundamentals of financial services and players in financial sectors of SEBI.

## **Semester - 4**

### **4.1 Chg - Microeconomics 2 and Indian Economy**

- Students will be able to understand and analyze the monopoly market, features and equilibrium of monopolistic competition and oligopoly and factor pricing.
- Students will be able to understand various concepts related to development and underdevelopment, National Income, Sectoral Trends, Poverty and Unemployment.

### **CC 4.1 Chg - Entrepreneurship Development and Business Ethics :**

- To develop entrepreneurial awareness among students.
- To motivate students to make their mind set for thinking entrepreneurship as a career.
- To understand the concept of ethics in business, ethics in workplace, ethics in management, corporate culture and Corporate Governance.

### **CC 4.1 Ch/Cg - Taxation I**

- To gain basis concept and terms regarding Income tax.

- To know the provisions and techniques for computing Income from Salaries, Income from House Property, Profit and Gains from Business or Profession, Capital Gain and Income from Other Sources.
- To the the Strategies of Tax Planning using different Deductions and Set off provisions.

#### **CC 4.2 Ch/Cg - Cost and Management Accounting II:**

- To understand the concept and calculation of Cost for Joint Product and Bi-Products and Overhead Distribution under Activity Based Costing Methods.
- Evaluation of adverse and favorable variations by using Standard Costing.
- Managerial decision making like preparation of different types of budget, application limiting factor, make or buy through marginal costing technique.

### **Semester - 5**

#### **DSE 5.1 AH (M-1) - Macro Economics**

- To familiarize the students with the basic concept of Macro Economics and its application.
- To educate the 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.
- To Study the equilibrium of National Income, equilibrium in commodity market and money market and the impact of Inflation.

#### **DSE 5.1 AH (M-2) - Advance Business Mathematics**

- To apply matrix method and determinants method correctly in solving simultaneous equation.
- To evaluate limits of some standard algebraic functions correctly.
- To apply derivatives concepts in solving problems related to maximizing profit and minimizing cost.

### **DSE 5.2 AH / AH - Corporate Accounting :**

- This course aims to enlighten the students on the accounting procedures followed by the Companies.
- To identify and solve problem related to company issue, forfeiture and re issue of shares, pro rata allotment correctly.
- To make aware the students about the valuation of goodwill and shares.
- To impart knowledge about holding company accounts, amalgamation, absorption and reconstruction of the company.

### **CC 5.1 Ch/Cg - Auditing and Assurance**

- To learn about the concept of Auditing, details of Auditing Documents, Internal Control system and Vouching and Verification.
- To make aware the students about provisions of different act and Rules regarding Company Audit.
- To impart knowledge about Audit Reports and Audit Certificate and other new areas of Auditing.

### **CC 5.2 AH / DSE 5.1 AG - Taxation II :**

- Students can understand the Income Tax system properly, and can get the knowledge of different tax provisions regarding computation of Total Income and Tax Liability.
- To give knowledge about the Submission of Income Tax Return, Advance Tax, and Tax deducted at Source, Tax Collection Authorities under the Income Tax Act, 1961.
- To give knowledge about the provisions and calculation of Goods and Service Tax.
- To acquire the knowledge regarding Customs Act.

## **Semester - 6**

### **DSE 6.1 AH / AG - Financial Reporting and Financial Statement Analysis**

- To give knowledge about presentation of final statement of Holding Companies and Subsidiary Companies.
- To identify and understand different tools like Ratio analysis, comparative and common size income statement and balance sheet and cash flow statement.

### **DSE 6.2 AH / AG - Financial Management**

- Developing basic knowledge of the students about the elementary concepts of finance, role and techniques of financial management with an insight into various decisions of the management.
- Developing concepts relating to management of finance, processing of financial information for the management decision-making in key areas like working capital management, capital budgeting decisions, dividend policy etc.

### **SEC 6.1 Chg - Computerised Accounting and E-filing of Tax Return:**

- To make students familiar with the computer accounting system i.e. different tools used for computerised Accounting- Tally, Access, DBMS etc.
- To aware students regarding the technique of filing Income Tax Return electronically.

### **CC 6.1 Ch - Project Work:**

- To Develop verbal communication skills of the students.
- To understand the practical aspects of trade industry and commerce.