

Program Learning Outcome (POs) in B.A. (General) Bengali

শিক্ষার্থীরা স্নাতকস্তরের সাম্মানিক বাংলা পড়ে নিম্নলিখিত বিষয়গুলি সম্বন্ধে অবহিত হবে :

- PO.1 শিক্ষার্থীদের বাংলা সাহিত্যের আদি, মধ্য ও আধুনিক যুগ সম্পর্কে জানার পাশাপাশি সাহিত্যের রাজনৈতিক, সাংস্কৃতিক এবং আর্থসামাজিক প্রেক্ষাপট সম্পর্কে ধারণা হয়।
- PO.2 বাংলা সাহিত্যের আদি, মধ্যযুগের ধর্মীয় পটভূমি সম্পর্কে জানে।
- PO.3 সমায়ানুক্রমিক সাহিত্যের ইতিহাসের অনুশীলনে সমাজ জীবনের ধারাবাহিক বিবর্তন সম্পর্কে সচেতন হয়ে উঠবে।
- PO.4 সাহিত্য-সংস্কৃতির বিবর্তনের পাঠ, সাহিত্যের ক্রমবিকাশের ধারা সম্পর্কে অবহিত করবে।
- PO.5 বিবিধ প্রেক্ষিতে বাংলা সাহিত্যের বিভিন্ন রচনার মাধ্যমে সমাজে নারীর অবস্থান সম্বন্ধে জানবে।
- PO.6 পাঠ্য বিষয়গুলির মাধ্যমে শিক্ষার্থীরা মানবিক সম্পর্ক এবং নারী-পুরুষের মনোজগৎ সম্বন্ধে অবহিত হবে।
- PO.7 পাঠ্য রচনাগুলির মধ্যে মানব চরিত্র ও মনস্তাত্ত্বিক ক্রিয়া-প্রতিক্রিয়ার বিশ্লেষণ একটি গুরুত্বপূর্ণ বিষয়।
- PO.8 বিভিন্ন সামাজিক-রাজনৈতিক আন্দোলন যেমন সাহিত্যকে প্রভাবিত করে তেমনই সাহিত্যের দ্বারা সমাজ-রাজনীতিও প্রভাবিত হয়। (দৃষ্টান্ত-স্বরূপ উল্লেখ করা যায়, নীলদর্পণ অথবা কাজী নজরুল ইসলামের কবিতা।) পাঠ্য সাহিত্যের মাধ্যমে শিক্ষার্থীরা বিভিন্ন সামাজিক আন্দোলনের সম্পর্কে জানতে পারে।
- PO.9 সাহিত্যতত্ত্ব, ছন্দ, অলঙ্কার, সাহিত্যের সংস্কৃতি, সৌন্দর্যতত্ত্ব এবং ভাষাতত্ত্ব সম্পর্কিত অধ্যয়ন সাহিত্যপাঠের ভিত্তি রচনা করে।
- PO.10 সাহিত্যের ভাষাশৈলী ও বিষয়-ভাবনা রচয়িতার জীবনদর্শনের সঙ্গে শিক্ষার্থীদের পরিচয় ঘটায়।
- PO.11 সাহিত্যিকদের জীবনদর্শন, রচনা-শৈলী, বিষয়-ভাবনার কালক্রমিক বিকাশ ও বিবর্তনের সঙ্গে শিক্ষার্থীদের পরিচয় হয়।
- PO.12 বাংলা বানান, উচ্চারণ ও পরিভাষা সম্পর্কে ধারণা হবে।

Enhancement Course for B.A.(General) Bengali

[illegible]

BNG-G-CC/GE-1-1

বাংলা সাহিত্যের ইতিহাস (আধুনিক যুগ)

Course Learning Outcomes (COs) :

এই কোর্সটি থেকে ছাত্রীরা যে যে বিষয়ে উপকৃত হবে :

- ১। ১৮০০ খ্রিস্টাব্দের পরে বাংলা সাহিত্যের অত্যন্ত গুরুত্বপূর্ণ লেখকদের হাতে কীভাবে বাংলা গদ্যের সূচনা এবং বিকাশ হয়েছে, সে সম্পর্কে ধারণা হয়।
- ২। ১৮০০ খ্রিস্টাব্দের পর থেকে প্রায় সাম্প্রতিক কাল পর্যন্ত বাংলা কবিতার এবং নাটকের উদ্ভব এবং বিকাশ সম্পর্কে স্পষ্ট ধারণা হয়।
- ৩। ঊনবিংশ, বিংশ এবং একবিংশ শতাব্দীর বাংলা সাহিত্যের অত্যন্ত বিশিষ্ট কথাকারদের হাতে বাংলা উপন্যাস এবং ছোটগল্পের উদ্ভব এবং বিবর্তনের রূপ সম্পর্কে জানতে পারে।

BNG-G-CC/GE-2-2

ঐতিহাসিক ভাষা বিজ্ঞান, ছন্দ ও অলংকার (Credit-6)

Course Learning Outcomes (COs) :

এই কোর্সটি থেকে ছাত্রীরা যে যে বিষয়ে উপকৃত হবে :

- ১। বাংলা ভাষার সম্ভাব্য প্রাচীন রূপ থেকে আধুনিক বা একাল পর্যন্ত তার ধারাবাহিক ক্রমবিবর্তনের ইতিহাস বর্ণনার সঙ্গে বিশ্বের ভাষাবংশে বাংলা ভাষার স্থান কোথায়, সে সম্পর্কে ছাত্রীদের নির্দিষ্ট ধারণা দেওয়া হয়।
- ২। বাংলা ছন্দের প্রধান তিনটি ধারার আলোচনার পাশাপাশি আরো কয়েকটি রূপবন্ধের বৈশিষ্ট্য আলোচনা করে ছাত্রীদের বাংলা কবিতায় ছন্দের ব্যবহার শেখানো হয়।
- ৩। আলোচ্য এই মডিউলটিতে ছাত্রীদের কাব্যের সৌন্দর্যবৃদ্ধিতে অলংকারের গুরুত্ব বোঝানো হয় এবং বিভিন্ন অলংকারের বিশ্লেষণ ও সঠিক প্রয়োগ সম্পর্কে ধারণা দেওয়া হয়।

BNG-G-CC/GE-3-3

বাংলা কাব্য-কবিতা ও নাটক

(Credit-6)

Course Learning Outcomes (COs) :

এই কোর্সটি থেকে ছাত্রীরা যে যে বিষয়ে উপকৃত হবে :

- ১। মধ্যযুগের যে কয় ধরনের কাব্য রয়েছে, তার মধ্যে রাধাকৃষ্ণের প্রেমলীলার নানা পর্যায় সম্পর্কে বৈষ্ণব পদকারদের লেখা কাব্য বৈষ্ণব পদাবলী অত্যন্ত গুরুত্বপূর্ণ। প্রধান বৈষ্ণব পদকর্তাদের লেখা নির্বাচিত পদের মাধ্যমে এই আঙ্গিকটি সম্পর্কে ছাত্রীদের স্পষ্ট ধারণা দেওয়া হয়।
- ২। আধুনিক কবি হিসেবে রবীন্দ্রনাথকে তাঁর ‘পুনশ্চ’ কাব্যগ্রন্থের মাধ্যমে চিনে নেওয়া এবং রবীন্দ্র পরবর্তী কয়েকজন বিশিষ্ট আধুনিক কবির নির্বাচিত কবিতার মাধ্যমে আধুনিক কবিতার ধারার বিবর্তন বুঝে নেওয়া এই পত্রের উদ্দেশ্য।
- ৩। এই পত্রে রাজা ও রানী নাটকের মাধ্যমে প্রেম সম্পর্কে রবীন্দ্রনাথের জীবনদর্শন যা তাঁর অন্যান্য রচনাকেও বুঝে নেওয়ার জন্য জরুরি, সেই বিষয়টি সম্পর্কে ছাত্রীদের অবহিত করা হয়।

BNG-G-CC/GE-4-4

বাংলা কথাসাহিত্য ও প্রবন্ধ

(Credit-6)

Course Learning Outcomes (COs) :

এই কোর্সটি থেকে ছাত্রীরা যে যে বিষয়ে উপকৃত হবে :

- ১। নির্বাচিত পাঠের মাধ্যমে ছাত্রীরা সামাজিক উপন্যাস, বাংলা ছোটগল্পের নানা সংরূপের সঙ্গে পরিচিত হবে।
- ২। কলকাতা বিশ্ববিদ্যালয় প্রকাশিত ‘একালের ছোটগল্প সঞ্চয়ন’ গ্রন্থভুক্ত নির্বাচিত ছোটগল্পের মাধ্যমে কল্লোলযুগের, স্বাধীনতা উত্তর যুগের ছোটগল্পের বিষয়বৈচিত্র্য ও শৈলীর সঙ্গে ছাত্রীরা পরিচিত হবে।
- ৩। রবীন্দ্রনাথের ‘সংকলন’ গ্রন্থভুক্ত নির্বাচিত প্রবন্ধের মাধ্যমে বিষয়গত এবং ব্যক্তিগত দু’ধরনের প্রবন্ধশৈলীর সঙ্গে ছাত্রীদের পরিচয় করানো হবে।
- ৪। কথাসাহিত্য ও প্রবন্ধের বিভিন্ন সংরূপের সঙ্গে ছাত্রীরা সার্বিকভাবে পরিচিত হবে।

BNG-G-LCC-(2)-4-1

বাংলা ভাষা বিজ্ঞান, সাহিত্যের রূপভেদ ও কাব্য (Credit-6)

Course Learning Outcomes (COs) :

এই কোর্সটি থেকে ছাত্রীরা যেভাবে উপকৃত হবে :

- ১। বাংলা ভাষার শব্দভাণ্ডার, শব্দার্থ ও ধ্বনি পরিবর্তনের বিভিন্ন ধারা, সাহিত্যের নানা রূপভেদ ও বাংলা মহাকাব্য মেঘনাদবধ কাব্য বিষয়ে শিক্ষার্থীরা সম্যক অবহিত হতে পারবে।
- ২। এই কোর্সটি এমনভাবে পরিকল্পিত যাতে একদিকে ভাষাতত্ত্ব সম্পর্কে সাধারণ জ্ঞান শিক্ষার্থীরা লাভ করতে পারে। সেইসঙ্গে বাংলা সাহিত্যের অন্যতম মহাকাব্য বিষয়ে অবহিত হতে পারে।
- ৩। সাহিত্যের বিভিন্ন সংরূপ বিষয়ে সাধারণভাবে অবগত হতে পারে।

BNG-G-LCC-(2)-6-2

সাময়িক পত্র ও কথাসাহিত্য (Credit-6)

Course Learning Outcomes (COs) :

কোর্সটি থেকে ছাত্রীরা যে যে বিষয়ে উপকৃত হবে :

- ১। আধুনিক বাঙালির চিন্তা চেতনার বাহক হিসেবে বাংলা সাময়িক পত্রগুলির ভূমিকা সম্পর্কে পড়ুয়ারা জানতে পারে।
- ২। ঊনবিংশ শতাব্দীর প্রথম দু'টি সাময়িকপত্র থেকে শুরু করে রবীন্দ্রোত্তর পর্বের কল্লোল, পরিচয়, কবিতা পত্রিকা পর্যন্ত ধারাবাহিকতায় নির্বাচিত পত্রিকাগুলির সঙ্গে শিক্ষার্থীদের পরিচয় করানো হয়।
- ৩। ঊনবিংশ শতাব্দীর একটি প্রতিনিধিস্থানীয় এবং প্রথম মনস্তাত্ত্বিক উপন্যাস হিসেবে বঙ্কিমচন্দ্রের 'রজনী'-কে পড়ানো হয়।
- ৪। কলিকাতা বিশ্ববিদ্যালয় প্রকাশিত 'একালের গল্প সঞ্চয়ন'-এর নির্বাচিত গল্প পাঠের মাধ্যমে স্বাধীনতোত্তর ছোটগল্পচর্চার বৈশিষ্ট্য সম্পর্কে অবহিত করা হয়।

BNG-G-DSE-A-5-1

**বাংলার সমাজ ও সংস্কৃতির ইতিহাস
(Credit-6)**

Course Learning Outcomes (COs)

এই কোর্সটি থেকে ছাত্রীরা যে যে বিষয়ে উপকৃত হবে :

- ১। বাংলা ভাষা ও সাহিত্যের সূচনাকাল থেকে আধুনিক কাল পর্যন্ত বাঙালি জাতির সংস্কৃতির ইতিহাস এই কোর্সের মাধ্যমে শিক্ষার্থীরা জানতে পারে।
- ২। চৈতন্যদেবের প্রভাব বাংলার সাহিত্য ও সংস্কৃতির ইতিহাসকে বিশেষভাবে প্রভাবিত করেছিল ও এক নতুন পথের যে দিশা দেখিয়েছিল শিক্ষার্থীরা তা এই কোর্সের মাধ্যমে জানতে পারে।
- ৩। ঔপনিবেশিক আধুনিকতার প্রকাশ, বিবিধ আন্দোলনের ইতিহাস, সভা সমিতি কতটা প্রভাব ফেলেছে সংস্কৃতির ইতিহাসে তা জানিয়ে দেয় শিক্ষার্থীদের এই কোর্সটি।

BNG-G-DSE-B-6-4

**লোকসংস্কৃতি ও লোকসাহিত্য
(Credit-6)**

Course Learning Outcomes (COs) :

এই কোর্সটি থেকে ছাত্রীরা যে যে বিষয়ে উপকৃত হবে :

- ১। বাংলার সমৃদ্ধ লোকঐতিহ্য ও লোকসংস্কৃতির সঙ্গে নির্বাচিত পাঠের মাধ্যমে ছাত্রীদের পরিচয় করানো হবে।
- ২। লোকসাহিত্য, লোকসঙ্গীত, লোকনৃত্য এবং বাংলার ব্রতের বিভিন্ন শাখার সঙ্গে ছাত্রীদের পরিচয় করানো হবে।
- ৩। লোককথা পাঠের টাইপ ও মোটিফ ইনডেক্স-এর বৈশিষ্ট্য এবং প্রয়োগের প্রাথমিক শিক্ষা লাভ করবে বিদ্যার্থীরা।
- ৪। লোকসংস্কৃতি এবং লোকসাহিত্যের স্বরূপ ও দৃষ্টান্ত সম্বন্ধে সাধারণ পরিচয় হবে।

BNG-G-SEC-A-3/5-2

**ব্যবহারিক বাংলা-১
(Credit-2)**

Course Learning Outcomes (COs) :

এই কোর্সটি থেকে ছাত্রীরা যে যে বিষয়ে উপকৃত হবে :

- ১। ছাত্রীদের লেখকসত্তাকে অনুপ্রাণিত ও নির্মাণ করা এই পত্রের উদ্দেশ্য। এখানে গল্প লিখন, গল্প উপন্যাস থেকে নাটক এবং চলচ্চিত্রের চিত্রনাট্য লেখা শেখানো হয়।
- ২। ছাত্রীদের সঠিক বাংলা উচ্চারণ শেখানো এই পত্রের উদ্দেশ্য।
- ৩। আবৃত্তির নানা দিক এবং আবৃত্তি করার জন্য প্রয়োজনীয় ছন্দের ধারণা দেওয়া হয় এই পত্রে।
- ৪। সাহিত্যকে কীভাবে চলচ্চিত্রের রূপ দেওয়া হয় সে সম্পর্কে সাধারণ ধারণা এবং বাংলা চলচ্চিত্রের জগতের খুব গুরুত্বপূর্ণ কিছু কাহিনী এবং সেই কাহিনী নির্ভর চলচ্চিত্রের তুলনামূলক আলোচনা করে কাহিনীর চলচ্চিত্রায়ন শেখানো এই পত্রের উদ্দেশ্য।

BNG-G-SEC-B-4/6-2

**ব্যবহারিক বাংলা-২
(Credit-6)**

Course Learning Outcomes (COs) :

এই কোর্সটি থেকে ছাত্রীরা যে যে বিষয়ে উপকৃত হবে :

- ১। গল্প লেখা এবং প্রবন্ধ রচনার মতো সৃজনশীল চর্চায় শিক্ষার্থীদের এই কোর্সটির মাধ্যমে উৎসাহী করা হবে।
- ২। উনিশশতক থেকে বাংলা বানান সম্পর্কে যেসব তত্ত্ব, তর্ক-বিতর্কের চর্চা হয় তার সম্বন্ধে পড়ুয়াদের পরিচয় করানো হয়।
- ৩। বাংলা বানান উনিশ শতক থেকে যেভাবে বিবর্তিত হয়েছে তা জানানো হয়।
- ৪। আন্তর্জাতিক ধ্বনিমূলক বর্ণমালা ও রোমীয়লিপি সংক্রান্ত ব্যবহারিক জ্ঞান অর্জনের সুযোগ দেওয়া হয়েছে এই কোর্সটিতে।

AECC-1 [MIL (BENGALI)]

BNG-AECC-1-1

(Credit-2)

Course Learning Outcomes (COs) :

এই কোর্সটি থেকে ছাত্রীরা যে যে বিষয়ে উপকৃত হবে :

- ১। কলা, বিজ্ঞান এবং বাণিজ্য বিভাগের ছাত্রীদের বাংলা সাহিত্য এবং ভাষা সম্পর্কে সাধারণ ধারণা হওয়ার জন্য পাঠ্য এই পত্রটির প্রত্যেক বিভাগ কলিকাতা বিশ্ববিদ্যালয় প্রকাশিত ভাষাপাঠ সঞ্চয়ন থেকে পাঠ্য।
- ২। গ্রামের মানুষের স্বনির্ভর হয়ে ওঠার প্রয়োজনীয়তা সম্পর্কে রবীন্দ্রনাথের বক্তব্য, কঠিন বাংলা ছেড়ে চলিত বাংলায় দর্শন বিজ্ঞান সংক্রান্ত প্রবন্ধ লেখার স্বপক্ষে বিবেকানন্দের মত, বেগম রোকেয়ার মত স্ত্রী জাতির পুরুষের প্রতি দাসত্বের কারণ, বৈজ্ঞানিক কারণ দেখিয়ে প্রচলিত কুসংস্কার সম্পর্কে রাজশেখর বসুর মত জানানো এই পত্রের উদ্দেশ্য।
- ৩। রবীন্দ্রনাথের চারটি গুরুত্বপূর্ণ ছোটগল্পের মাধ্যমে রবীন্দ্রনাথের ছোটগল্পের শক্তি সম্পর্কে ধারণা জন্মায় ছাত্রীদের।
- ৪। নির্বাচিত কিছু কবিতার মাধ্যমে রবীন্দ্রনাথের ‘নৈবেদ্য’ কাব্যগ্রন্থের স্বাদ নিতে পারে ছাত্রীরা।
- ৫। ২৫০টি বাংলা পরিভাষা শেখানো হয়।

The student graduating with the Degree B.A General should be able to **Acquire**

- ENGLISH – GENERAL**

[illegible]

government jobs													
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CC-1 /GE-1: POETRY AND SHORT STORY

(Credits- 6 Theory -5 Tutorial-1)

Course Outcome (CO):

- This course introduces the student to some of the most elementary texts of English Literature.
- Helps the student get a basic idea of English literature
- Helps the student to critically appreciate and summarize.

CC 2/GE 2: ESSAY, DRAMA AND NOVEL

(Credits- 6 Theory -5 Tutorial-1)

Course Outcome: (CO):

- Introduces the student to other genres like Short Story, Drama and Novel other than Poetry.
- Helps the student understand characters and situations.
- Enables the student to relate fact and fiction.
- Student learns to judge compare and contrast fact and fiction.
- Enhances writing skill through analysis of each representative text like Shakespeare's '*As You Like It*', Hardy's '*Mayor of Casterbridge*' or Shaw's '*Arms and the Man*'.

CC 3/GE 3: WOMEN'S WRITING AND WOMEN'S EMPOWERMENT

(Credits- 6 Theory -5 Tutorial-1)

Course Outcome: (CO):

- This course helps the student to learn about representative poems by women poetesses of Victorian England of 18th century and American poetess of 19th century as well as Indian poetess like Sarojini Naidu of the same time.
- It acquaints the student with feelings of women regarding, love and devotion, male patriarchy and subjugation of a woman or feelings of a newly married bride leaving her home in the late 18th and early 19th century.

- The writing of Indian widow Rasesundari Devi's Amar Jiban , the first autobiography written by an Indian woman teaches the student about the desire of a distraught widow of early Bengal Renaissance to become educated and gives the student the first ideas about women's empowerment.
- The student is also introduced to feminist utopian story in English Rokeya Sakhawat Hossain, a Muslim feminist woman writer of 1905.

CC 4/GE 4: ACADEMIC WRITING

(Credits- 6 Theory -5 Tutorial-1)

Course Outcome: (CO):

- The course introduces the student to the writing process
- The student learns methods of academic writing.
- Learns to summarise and critically appreciate in a methodical and technical manner.
- Essay writing improves the writing skill and imaginative faculty.
- Citing sources gives a training in technical aspects of research.

LCC L1 (1): LANGUAGE, VARIETY AND STYLISTICS

(Credits- 6 Theory -5 Tutorial-1)

Course Outcome: (CO):

- The student learns in this paper about different modes of communication; both official and personal.
- Personal and Business letter gives ideas about formal and informal language.
- Other modes of writing training like report writing and e-mail writing makes the student officially proficient.
- Basic grammar sense is given through a training in correction of incorrect sentences.
- A knowledge of differences between British and American English trains the student in traditional and modern language.
- The paper is oriented towards official training and proficiency

LCC (L1)-2:LANGUAGE, IMAGINATION AND CREATIVITY

(Credits- 6 Theory -5 Tutorial-1)

Course Outcome: (CO):

- This course acquaints the students with some representative poems of Romantic, Victorian Age and pre-independence Indian poems in English.
- Enhances the skill in creative writing through writing story, travelogue.
- Acquires training in writing advertisement matter to later join the ad agency, or mass media and communication.

LCC (L2) 1: LANGUAGE SOCIEY AND PERSONALITY

(Credits- 6 Theory -5 Tutorial-1)

Course Outcome: (CO):

- Student learns about some historical and political idols of India and their writings and vision.
- Acquaints the student with Indian society, history and reflections on Indian polity.
- Introduces the student to Gandhi and the Western World.
- The mosaic of Indian multiplicities are revealed through the eyes of an Indian politician.
- The pangs of partition are brought out through texts like IshmatChughtai's '*Roots*'.

LCC (L2)-2: ALTERNATIVE ENGLISH [LANGUAGE, CREATIVITY AND ANALYSIS

(Credits- 6 Theory -5 Tutorial-1)

Course Outcome: (CO):

- Teaches grasping of selected texts and summarising.
- Teaches understanding content and critical appreciation.

DSEA 1: BRITISH LITERATURE

(Credits- 6 Theory -5 Tutorial-1)

Course Outcome: (CO):

- This course acquaints the student with some very representative British Literary texts that include Romantic and Victorian poetry, Shakespeare's '*Macbeth*', or science fiction like '*Dr.Jekyll and Mr. Hyde*'.
- Helps develop critical aptitude
- Enhances imagination and empathy.

- Student learns to judge characters, situations, tragedy, tragic hero, rise and fall of characters, conflict of character and destiny or consequences of action.

DSE B1: PARTITION LITERATURE

(Credits- 6 Theory -5 Tutorial-1)

Course Outcome: (CO):

- Student gets acquainted with the social, political and historical background of the partition of India.
- The course introduces some representative short stories, poems and fiction of the time of partition.
- Understanding of these historical, political contexts would help the student to appear for competitive examinations like public service or government service.

SEC A 2: BUSINESS COMMUNICATION

(Credits- 6 Theory -5 Tutorial-1)

Course Outcome: (CO):

- Enhances the students skill in professional writing.
- Prepares the student for professional on-job training by acquainting the student with writing of business letters, CV, Report, E-Mail and Meeting Minutes.
- It is a skill enhancement course in professional writing.
- Prepares the student for corporate houses, mass media and communication, or advertising world

Program Learning Outcomes (POs) in B.A History (General)

The student graduating with the Degree B.A General should be able to

- **Acquire**

(i) A fundamental understanding of the field along with a comprehensive idea about polity, society, culture and economy thus providing wider scope of knowledge.

(ii) A creative, innovative and analytical sense to predict the future course of events.

- Demonstrate the ability to use skills in historical fields and its related areas like Archaeology, Anthropology, Museology etc. for formulating and tackling History-related problems and identifying and applying appropriate principles and methodologies to solve a wide range of problems associated with history.
- An understanding of the past incidents of world. What happened in the past and in its plinth what is going to be happened in future and where the human civilization stands right now.
- Plan and execute history-related experiments or investigations, analyze and interpret data/information using modern scientific methods. a) It helps the students to reconstruct the origin, culture, tradition, ethnicity, antiquity and socio economic aspect of humankind. b) Starting from the remote past where our primitive ancestors were in food hunting-food gathering stage upto the modern time a student can assess, comprehend and have a solid idea, where mankind belonged and with the evolution and transition where they are at present. c) Through the light of past they can formulate the idea and proposition what will be tentatively the picture of their future. d) A student of history stands in the pillar of the past remains in the present and foresee their future with the knowledge of history.

- Demonstrate professional behavior such as (i) being truthful, righteous and honest in the findings of historical evidences (ii) should not tamper the data or change the characters of the artefacts which they get from unearthing or excavating the archeological fields (iv), should not distort contents of the written documents like 'punchis', literary documents of ancient period.

Core Course & Generic Elective & Discipline Specific Electives & Skill Enhancement Course for B.A General

Sl. No.	POs	CC-1/GE-1	CC-2/GE-2	CC-3/GE-3I	CC-4/GE-4	DSE A1	DSE B1	SEC A1	SEC B1
1	Fundamental understanding of the field	X	X	X	X	X	X	X	-
2	Application of basic historical concepts	X	X	X	X	X	X	X	-
3	Linkages with related disciplines	X	X	X	X	X	X	X	X
4	Procedural knowledge for professional subjects	X		X	X	X	X	X	X
5	Skill in related field of specialization	X	X	X	X	X	X	X	X
6	Ability to use in historical problem	X	X	X	X	X	X	-	X
7	Skills in historicacal modeling	X	X	X	X	-	-	-	-
8	Skills in performing analysis and Interpretation of data	X	X	X	X	X	X	-	X
9	Develop investigative Skills	X	X	X	X	X	X	-	X
10	Skills in problem solving in History and related discipline	X	X	X	X	X	X	X	-
11	Develop Technical Communication skills	X	X	X	X	X	X	X	X
12	Developing analytical skills and popular communication	X	X	X	X	X	X	X	X
13	Developing ICT skills		X	X	X	-	-	X	X
14	Demonstrate Professional behavior with respect to attribute like objectivity, ethical values, selfreading, etc		X	X	X	X	X	X	X

CC-1/GE-1:History of India from earliest times to 300 CE
(Credits:06)

Course learning outcome(COs):

After going through the course,the student should be able to

- Understand the basics of ancient Indian History.
- Have a better grasp of cultural heritage and able to define the identity in each phase of human civilization from remote past.
- Learn ancient literature which always act as the mirror of our society. Through the writing of different authors they come to know about our glorious past as well as the positive and negative aspects of the then period ,thus having an ideab of our ancient life.
- Understand the ancient Indian History,which take them to the cradle of the Indian civilization in this sub continent which was centred in Indus and it's tributaries.from that period onwards the journey of human race in india started and took different shapes in different transitional phase and made the landmarks.
- Understand that prior to to the urbanism there was food gathering food hunting stage which symbolize the earliest phase of mankind pointing out the Stone age culture.
- Articulate the knowledge of the Vedas and Upanishads which are poignant and essential texts for Indian tradition .They provide an insightinto the philosophy and rituals.
- Comprehend the background of the emergence of statehood after the Janapadas and Mahajanapadas and also the rise of Second Urbanisation along with two protestant religion Buddhism and Jainism.

CC-2/GEC-2:History of India from C.300 to 1206 (Credits:06)

Course learning outcome(COs):

After going through the course,the students would be able to

- Learn the changing political formation,economy,and society ,art,religion and literature,in ancient and early medieval period.
- Learn dynastical history of India,royal absolutism,foreign invasion.
- Understand the change from ancient period to early medieval period with it's features like urban decay,regionalism,patterns of trade,social customs like marriage.
- Articulate the multi-dimensional social patterns,value of architecture,cultural development.
- Expected by the students to learn and assimilate the change of political structure,emergence of a new religious pattern like Bhakti Movement.
- Know about the advent of Islam in India,Islamic intellectual tradion,evolution of regional art and architectural style.

CC-3/GE-3:History of India from 1206 to 1707
(Credits:06)

Course learning outcome(COs):

This is an important and interesting change in political field of medieval India. There is a new beginning in governance pattern. The students should

- Know about the emergence of Sultani Period in India.
- Know about the beginning of the Muslim rule in India and its impact.
- Learn about the famous and remarkable economic policy of Market Control, Iqta System of Ala uddin Khalji.
- Know about the monetization, Indian Ocean Trade.
- A new religious fervor like Bhakti Movement and Sufi Silsilah. This course generates knowledge to the students on
 - i) Persian literary Culture
 - ii) Expansion of Mughal rule in India and its impact
 - iii) Incorporation of Rajputs and other indigenous groups
 - iv) Political and religious ideals like Sulh-i-Kul, Sufi mysticism.
 - v) The glorious and magnificent Mughal rule
 - vi) Jagirdari and mansabdari system
 - vii) Mughal painting and architecture
 - viii) Emergence of Maratha power

CC-IV&GEC-IV:History of India : 1707-1950
(Credits:06)

Course learning outcome(COs):

This course will enable the student to

- Know the expansion ,growth and pattern of colonial power in India.
- Understand the vive of the consolidation of British rule in India which marked the fate of India for 200 years.
- Know the regional politics,popular uprising against the British rule.
- Understand the changing perspective and a new upheaval of politics scenario of this period.
- This period witnessed the remarkable incidents like reforms and revival and cultural changes in society and religion ,growth of a new intelligentsia.

Nationalism to oust the colonial power in India.Movements for independence to drive out the British hegemony.

**DSE-A2:
(Credits:06)**

Course learning outcome(COs):

Some Aspects of European History : C.1780-1945

In this course the students come to know about the polity and society of Europe with an emphasis of the major events of this period consisting of

- i) The French Revolution which is a very important event in the then politics. The genesis, nature and consequence of this revolution brought a decisive change in France, the impact of which had been instilled in world politics.
- ii) The French Emperor Napoleon was a product of this Revolution who was regarded as one of history's greatest military leaders. He was also known as an excellent strategist who gained the respect through bravery and courage for an unconventional approach to warfare.
- iii) The unification process both in Italy and Germany were two remarkable events about which a student should gather knowledge. The unification of Germany was led by Chancellor Bismarck through a series of victorious wars. The unification of Italy was a 19th c political and social movement that resulted in the unification of different states in the Italian Peninsula under Mazzini, Garibaldi and Cavour.
- iv) All these resulted to the World War I which was a global conflict fought between two coalitions; the Allies and the Central powers. Fighting took place throughout Europe, the Middle East, Africa, the Pacific, and parts of Asia.
- v) The consequences of the World War I along with the Treaty of Versailles invited the World War II.

**DSE-B2:
(Credits:06)**

Course learning outcome(COs):

Some Aspects of society and economy of Modern Europe (15th-18th century)

This course focusses on the Feudal crisis of Medieval Europe which was basically an economic

and political issue originated from agrarian economy in Europe. This mode of production almost became an institution in Medieval Europe which changed the pattern of landed economy, concept of production and distribution along with the relation between king, feudal lords and serfs. After the Age of Feudalism came the Renaissance which brought light in Europe and after its origin, growth, spread the entire Europe became enlightened in all spheres like academics, Science and technology, literature, philosophy, art and architecture etc. After the Renaissance period came the famous Reformation Movement in Europe in the effect of which the relation between the age old papacy, church, king and parliament took a new shape. There was an economic development in 16th century by which there was a shift of economic balance from Mediterranean to Atlantic. Also there was a transition from Feudalism to Capitalism which resulted in the Industrial Revolution in Europe.

SEC-A1:Historical Tourism : Theory and Practice

(Credits:02)

Course learning outcome(COs):

This course enables the students to

- Have a knowledge on the historical sites as they have to go to excursions.
- They are experienced in field studies as the excursions take place in different those sites which are being excavated.
- They acquire a quality of mixing with all types of students coming from different economic strata,thus develop a community awareness.
- Friendship bond and extending helping hands to others gains momentum from these excursions.
- They get the first hand knowledge to the Hindu,Buddhist ,Islamic ,Colonial and Post colonial art and architecture.

SEC-B1:Museums and Archives in India

(Credits:02)

Course learning outcome(COs):

From this course the students gain a solid knowledge on Museum and Archives.They learn

- the process of preservation of sites ‘by record’ through the curation of the findings and records made in advance of the destruction of sites through development and the dissemination of a conservation ethic through public education programme
- Museums make an impact on the communities they serve.they document history,offer community events and serve as must-see tourist destinations.Museum instills the preserving sense in the students.
- Museum teaches the students manners and virtual codes of conducts like not to touch,not to climb on museum artifacts,talk quietly with one another about what they see.
- Students learn to preserve the objects of local culture as the museums play a crucial role in careful documentation and preservation.
- From museum the students collect information do research ,know the art of collection,preservation and exhibition
- From that they learn to conserve,study,interpret and exhibit.

Department of Journalism and Mass Communication
(General)

Course Learning Outcome (COs)

CC/GE-1: Basics of Journalism
(Credits – 06, Theory+Tutorial)

At the end of the course, the students are expected to have an idea/concept of the following:

- Ability to understand the role of press in democratic society, freedom of press.
- An understanding of organizational structure of a newspaper institution.
- Demonstration of different type of news article writing styles.
- How to participate in modern newspaper editing techniques.
- Explaining the role information play in our daily lives.

CC/GE-2: Media Management
(Credits – 06, Theory+Tutorial)

At the end of the course, the students are expected to have an idea/concept of the following:

- Newspaper advertising and the relevance of print advertisements in the digital age.
- The impact of media ownership patterns plays in global information domination.
- How newspapers still thrive in the age of digital media.
- In-depth understanding of current Governmental Press Policies and the organizations overlooking them.

CC/GE-3: Advertising and Public Relations

(Credits – 06, Theory-4, Practical-2)

At the end of the course, the students are expected to have an idea/concept of the following:

- Understanding of the importance of public relations and networking in today's life situation.
- Demonstrate the role advertising play in brand management.
- How public relations function in government, public and corporate sectors
- How to balance advertising layouts.
- Learning the theoretical section, students will be able to hand-on experiment creative display advertisement designs using latest computer techniques as well as learn how to structure proper report, and writing headlines from news stories, anchor stories and different articles.

CC/GE-4: Press Laws and Indian Constitution

(Credits – 06, Theory+Tutorial)

At the end of the course, the students are expected to have an idea/concept of the following:

- Thorough learning about Indian Constitution and the important role it plays to hold the harmony of the country.
- Learn about the duties and responsibilities of Indian Ministry.
- acquire knowledge about Media Related Laws and the study revolutionary cases
- gain understanding of Journalistic Ethics and the Organizations overlooking them

SEC-A-3/5-1: Journalistic Writings

(Credits: 2)

At the end of the course, the students are expected to have an idea/concept of the following:

- How to write News Reports for newspaper.
- Writing different types of news like Hard news, Soft news and Anchor story.
- How to write News features for newspaper.
- Writing Editorials for newspaper.

DSE-A-5-1: Film Studies

(Credits: 6-Theory + Tutorial)

Course Learning Outcome (COs)

At the end of the course, the students are expected to have an idea/concept of the following:

A broad vision of International How to select the Language of Cinema and fundamentals of film form and content.

- Understand the relationship between theory and practice
- To classify various fascinating aspects of Cinema.
- Define fine and important points that make Cinema
- Describe value of film viewing and summarize film history.

DSE-B-6-1: Broadcasting Media

(Credits: 6-Theory + Tutorial)

Course Learning Outcome (COs)

At the end of the course, the students are expected to have an idea/concept of the following:

- Students will know the structure and history of the radio industry and will be able to work efficiently at various radio stations.
- Students will be able to identify and write record, produce and edit several formats of radio programmes including radio news, features.
- It enhances the theoretical learning of planning and production in the field of radio.
- Students will learn how to interpret the challenges and solutions of radio industry.
- Students will outline the relationship of each personnel inside a radio station.
- Students will have an idea of evolution of television industry and its growth in India.
- Will be able to illustrate the basics of TV genres and essentials of TV journalism.
- Will be able to explain the handling and operating video camera sound controlling equipments used in TV production.

SEC-B-4/6-2: Radio-Television Script Writing

(Credits: 2)

At the end of the course, the students are expected to have an idea/concept of the following:

- Ability to use content creation and editing of publishing platforms.

- Students will be able to learn different formats of writing for radio programmes.
- Students will be able to identify and write record, produce and edit several formats of radio programmes including radio news, features.
- Students get overall aspects of radio creation and production.
- Students get overview of fundamentals of television script writing of both the communication medium.
- Equip students with basic understanding of the field of television production

POs

Sl No	POs	CC1/GE-1	CC2/GE-2	CC3/GE-3	CC4/GE-4	DSE-A-5-1	DSE-B-6-1	SEC-A-3/5-1	SEC-B-4/6-2
1.	Ability to understand the role of press in democratic society, freedom of press.	X							
2.	Enabling students with skill and knowledge of current Media industry, Advertising and public relations, corporate communication and media management.		X						
3.	Enable students to share thoughts, ideas and apply spoken and written	X	X	X	X	X	X	X	X

	communication skills.								
4.	Enhancing students' ability to critically analyse different media contents.	X	X	X	X	X	X	X	X
5.	Ability to use communication softwares for content creation and editing of publishing platforms			X		X		X	
6.	Ability to understand the importance of journalistic laws and ethical values				X				
7.	To acquire knowledge and understand the importance of lifelong learning, current affairs	X	X	X	X	X	X	X	
8.	Ability to think critically, creatively and independently	X	X	X					
9.	Create awareness of gender representation, gender equality.	X		X			X	X	
10.	Enable students with organizational skills, team management and efficient		X	X	X		X		

	cooperation with team members.								
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Guideline Attributes in Philosophy

Some of the Graduate attributes in Philosophy are:

Attribute 1. Deep discipline knowledge and intellectual breadth:

Graduates have comprehensive knowledge and understanding of their subject area, the ability to engage with different traditions of thoughts, and the ability to apply their knowledge in practice including in multi-disciplinary or multi-professional context.

Attribute 2. Creative and critical thinking and problem solving:

Graduates are effective problem solvers; able to apply critical, creative and evidence based thinking to conceive innovative solutions to future challenges.

Attribute 3. Teamwork and communication skill:

Graduates convey idea and information effectively to a range of audiences for a variety of purposes and contribute in a positive and collaborative manner to achieving common goals.

Attribute 4. Professional and leadership readiness:

Graduates engage in professional behaviour and have the potential to be entrepreneurial and take leadership roles in their chosen occupations and careers and communities.

Attribute 5. Intellectual and ethical competency:

Graduates are responsible and effective global citizens whose personal values and practices are consistent with their roles as responsible members of society.

Attribute 6. Self awareness and emotional intelligence:

Graduates are self aware and reflective. They are flexible and resilient and have the capacity to accept and give constructive feedback. They act with integrity and take responsibility for their actions.

Programme Outcomes (Pos) in B.A (General) in Philosophy:

Academic Competence:

- i) Know core ideas, problems and concerns in both Indian and Western traditions.
- ii) Develop the skills for oral and written communication with special reference to the quality and organization of the content.
- iii) Explore various branches of Philosophy and their interrelations.

Personal and Professional Competence:

- i) Process information in a logically consistent manner so as to come up with their own position about a certain topic.
- ii) Analyse a problem from an interdisciplinary perspective.

Research Competence:

- i) Critically evaluate approaches, theories, positions, norms, values.
- ii) Analyse concepts and to trace their historical development.
- iii) Logically assess the arguments with reference to their comparative strengths and weakness.

Entrepreneurial and Social Competence:

- i) Identify ethically relevant issues in contemporary life and to deliberate over them.
- ii) Develop an open minded approach and an attribute of respect for diverse opinions.
- iii) Appreciate the significance of democratic values in intellectual discourses.
- iv) Apply ethical theories and principles in real life situations.

Core Course and Generic Elective and Discipline Specific Electives and

Skill Enhancement Course (SEC) for B.A Philosophy (General)

SI .NO	POs	CC 1/ GE1	CC 2/ GE2	CC 3/ GE3	CC 4/ GE4	DSE A1	DSE B1	SEC A1	SEC B1
1.	Fundamental Understanding of the field	√	√	√	√	√	√	√	√
2.	Application of Basic Philosophical concepts	√	√	√	√	√	√	√	√
3.	Linkages with related disciplines	√	√	√	√	√	√	√	√
4.	Procedural Knowledge for Professional Subjects	√	√	√	√	√	√	√	√
5.	Skills in related field of Specialization	√	√	√	√	√	√	√	√
6.	Ability to use in Philosophical issues	√	√	√	√	√	√	√	√
7.	Developing skills to deal with prevention, de-escalation and resolution of conflicts by peaceful means	√	√	√	√	√	√	-	√
8.	Skills in performing analysis and interpretation of data	√	√	√	√	√	√	√	√
9.	Develop investigative Skills	√	√	√	√	√	√	√	√
10.	Skills in problem solving in Philosophy And related discipline	√	√	√	√	√	√	√	√
11.	.Develop Communication skill	√	-	√	-	√	√	√	√
12.	Developing Analytical Skills and popular communication	√	√	√	√	√	√	√	√
13.	Developing moral upliftment	√	√	√	√	√	√	√	√
14.	Demonstrate Professional behavior with respect to attribute like objectivity, self reading, Ethical values, self reading etc.	√	√	√	√	√	√	√	√

PHIG –CC1: Indian Epistemology and Metaphysics

Credit: 6 (per week)

Cos

Epistemology has got special importance in Indian Philosophy and therefore it is considered as an integral part. The systematic reflection concern in knowledge and which fakes knowledge itself as the object of science is what is called epistemology. Theory of knowledge, Pramana-sastra is a reach genre of Sanskrit literature, spanning almost twenty centuries, carried out in texts belonging to distinct schools of philosophy. Indian philosophy consists of Man as spiritual in nature and relates him to a spiritual as metaphysical concepts- of the Universe. Indian Philosophy is associated with practice in everyday life. It takes an introspective approach to reality, concerning itself with knowledge of the inner self and self of man, rather than with the nature and structure of the physical world. Indian Philosophy is predominantly idealistic. Indian Metaphysics is expressed through a rich variety of thoughts and practices that have developed over more than three thousand years.

PHIG –CC2: Western Epistemology and Metaphysics

Credit: 6 (per week)

Cos

Western Epistemology has focused on the understanding of knowledge from ancient Greece through today. Knowledge has been understood as a search for wisdom, an attempt to understand the Universe as a whole, an examination of the moral responsibilities and social obligations of people, and effort to fathom the Divine intentions and the place of human beings with reference to them, and the examination of the origin , extent an validity of human ideas.

Metaphysics is the branch of philosophy that studies the fundamental nature of reality. This includes the first principles of being and existence, identity, change, space, and time , cause and effect, necessity, actuality and possibility.

PHIG –CC3: Western Logic**Credit: 6 (per week)****Cos**

- i) Explain propositions
- ii) Defines propositions
- iii) Explain propositions examples from daily life and mathematics.
- iv) Explain and defines reasoning (Deductive, Inductive, and analogical reasoning).
- v) logical structures of the propositions.
- vi) It also trains students to think clearly in all subjects by helping the organize, make connections, draw conclusions about all types of information.

PHIG –CC4: Philosophy of Mind**Credit: 6 (per week)****Cos**

Scientific reasoning to interpret psychological phenomena and demonstrate psychology information literacy. Engage in innovative and integrative thinking and problem solving, interpret, design and conductive basic psychological research.

PHI-G-DSE-A: Ethics : Indian and Western**Credit: 6 (per week)****Cos**

This paper reinforces with different ethical concepts of Indian as well as western thinkers which help to apprehend the basic principles of ethics. Demonstrate ethical awareness, the ability to ethical reflection, and the ability to apply ethical principles in decision making. It develops student's ethical awareness, reflection and decision making ability . it develops intellectual skills, cognitive strategy, verbal information. Studing ethics can help the students appiriciate ethical problems. Behaving ethically may help the long-term success of a business. Behaving ethically is often correlated with behaving legally.ethics and values build credibility , leadership skills. Improves decision making and provides long-term gains.

PHIG –SEC-A: Logical Application and Reasoning**Credit: 2(per week)****Cos**

- i) Analysis logical structure of proposition which is asked for proving.
- ii) Uses appropriate types of techniques in the proving process.
- iii) Uses appropriate types of reasoning in problem solving process.
- iv) Solves the problem using appropriate types of reasoning.

PHI-G-DSE-B:Applied Ethics and Philosophy of Religion**Credit: 6 (per week)****Cos**

Applied ethics benefits students to comprehend the concepts of 'Equality' regarding Gender, Race, Class etc, and also of Environmental Ethics.

Philosophy of Religion facilitates to understand the arguments of belief as well as disbelief in God according to different Philosophers.

PHIG –SEC-B: Value Education**Credit: 2(per week)****Cos**

This paper enriches students with importance of ' Values' in our life and the significance of Peace & Value education in Global perspectives.

CC1/GE1: Introduction to Political Theory

(Credits:06, Theory-05, Tutorial-01)

Course learning outcome (COs):

This course will equip the students with

- Be introduced to the basic normative concepts of Politics
- Inculcate the theoretical dimensions of Politics.
- Understand various socio-political issues and political systems worldwide.
- Understand the entry points through which the *political* is interpreted.
- Understand the core concepts that guide the theorization of politics

CC2/GE2: Comparative Government and Politics

(Credits:06, Theory-05, Tutorial-01)

Course learning outcome (COs):

This course will equip the students with

- An in-depth understanding of nature and scope of Comparative Politics, different approaches, their strength and weaknesses
- A deeper understanding of structures and functions of institutions in comparative perspective
- An understanding of the historical context of modern state, constitutional development and their political economy with specific references; such as capitalism with reference to Britain, socialism with reference to China, colonialism and decolonization
- Enhance students' understanding of comparative analysis both in developed and developing countries
- Encouraging a comprehensive comparative understanding of specific world constitutions such as UK, USA, China, Russia, Switzerland and France

CC3/GE3: Government & Politics in India

(Credits:06, Theory-05, Tutorial-01)

Course learning outcome (COs):

This course will equip the students with

- Know the constitutional design of government and the political institutions in India.
- Relate such institutions to –
 - (a) the ideals of *liberty*, *equality* and *justice*;
 - (b) processes of decentralization and federalism;
 - (c) *development* and *democracy*, upon which the Constitutional Democratic Government of India is visualized.
- Become familiar with the issues concerning constitutional architecture, institutional design and practice of *Constitutional Democracy*.
- Develop the ability to comprehend the relationships between *Constitutionalism*, *Democracy* and *Governance*.
- Understand the specificities of Indian *Constitutionalism*.
- Understand how institutional practices and constitutional design are impacted by the political contexts within which they unfold.
- Understand the structures within which the political life is played out.
- Understand the role of various stakeholders in shaping the politics of the day.
- Understand the way power is acquired and exercised across various levels of the state.

- Will be able to critically engage with various socio - political issues which affect their everyday lives.
- Comprehend the role of identity in shaping politics.
- Understand how various types of movements – both political and non-political – have a role to playing in the shaping and unfolding of politics.

CC4/GE4: International Relations

(Credits:06, Theory-05, Tutorial-01)

Course learning outcome (COs):

This course will equip the students with

- Basic understanding about the complex dynamic of international politics within which the state actors operate.
- Adequate knowledge to understand as to why the nation-states behaved/ behave in a particular way in their external contexts.
- Skills to understand and analyze the nature of world power structure evolved over the period of time.
- Knowledge about the modes of conflict, competition and cooperation used by the nation-states to conduct relations amongst them to enable them to understand theory and practice of International Politics.
- Knowledge on the techniques of understanding, transforming and resolution of inter-state conflict and conflict amongst states.
- Gain Knowledge about the bases of power and influences of major powers in global politics
- Theoretical and practical insight into the foreign policy making of the major powers
- Gaining skill and ability to understand the objectives, goals and foreign policy trends at bilateral and multilateral levels.
- Inculcate foundational understanding about the nature of international power structures evolved through the different stages of history of international relations.

DSE-A5: Indian Foreign Policy

(Credits:06, Theory-05, Tutorial-01)

Course learning outcome (COs):

This course will equip the students with

- Acquire a theoretical understanding about the emergent issues of international politics in general.
- Understand the major theories to make a sense of the world around us through various lenses.
- Demonstrate an ability to understand global issues and evaluate policy proposals related to them.
- Understand the importance of the role of relations between different nations i.e. Foreign Relations.
- Acquire the knowledge of India's relation with other nations since independence.
- Get an idea of the evolution of India's foreign policy and the turns in various phases of its journey since independence.

DSE-B2: Human Rights: Theory and Indian Context

(Credits:06, Theory-05, Tutorial-01)

Course learning outcome (COs):

This course will equip the students with

- An understanding of the basic concept of Human Rights.
- An understanding of human rights at state, national and global level
- Instill among the students the principles of human rights for the development of the country and strong global relation
- A positive impact on students' mind and invite research opportunities in NGOs and governmental organizations
- Promotion of enforcement and protection of human rights will have progressive nation and individual freedom

SEC-A1: Legal Literacy

(Credits:02, No Tutorial)

Course learning outcome (COs):

This course will enable the students to

- Be aware of the institutions that comprise the legal system – the courts, police, jails and the system of criminal justice administration
- Have a brief knowledge of the Constitution and laws of India, an understanding of the formal and alternate dispute redressal (ADR) mechanisms that exist in India, public interest litigation
- Have some working knowledge of how to affirm one's rights and be aware of one's duties within the legal framework; and the opportunities and challenges posed by the legal system for different sections of persons

SEC-B2: Basic Research Methods

(Credits:02, No Tutorial)

Course learning outcome (COs):

This course will enable the students to

- Understand and comprehend the basics in research methodology and applying them in research methodology and applying them in research work
- Select an appropriate research design
- Take up and implement a research project/study
- To collect data, edit it properly and analyze it accordingly in order to facilitate students' prosperity in higher education
- Develop skills in quantitative and qualitative data analysis and presentation
- To demonstrate the ability to choose methods appropriate to research objectives

SANSKRIT (GENERAL)

Programme Learning Outcomes (POs) in B.A. (General) Sanskrit

Bachelor's degree in Sanskrit is awarded upon completion of three full years of the subject study at the undergraduate level. The learning at the end of the course enables the student to have the academic, behavioral and social competencies as given below:

Proficiency in Academics:

- Basic communication skills in understanding Sanskrit with LSRW (Listening, Speaking, Reading & Writing) capacities.
- Skill adaptability in specific areas.
- Usage of critical thinking while correlating concepts with personal experiences.
- Usage of Shastric discipline and ancient traditional learning while discriminating others.
- Articulation of ideas, literary writing, innovations and effective presentation skills in Sanskrit as well as in other native Indian languages and English.
- Building confidence to explore and study various Indian sciences.
- Ability to explore ancient Indian sciences with confidence.
- Competency building to convey the society at large about Indic Knowledge and wisdom.
- Confidence in the chosen discipline knowledge along with the methodology – like data analysis, computer literacy.
- Being technically sound to utilize various e-resources, social media network etc. for furthering the purposes of Sanskrit education.

Personal and Behavioral Competence:

- Self-respect and respect for others.
- Self-development, health and hygiene, self-regulation skills.
- Self-confidence in executing and planning and execution of tasks.
- Development of positive attributes such as empathy, compassion, social participation, accountability etc.
- Development of cultural and historical sensibility particularly indigenous traditions, socio-cultural context and diversity.

- Competency in communicating, interacting, listening, speaking and observational skills.
- Appreciate and tolerate various perspectives.
- Art of negotiation, working in group and independently, interacting with stakeholders.
- Developing patriotism with a sense of responsibility
- Accentuating memory power and concentration in a specific area.

Social Competence:

- Ethical, social and ecological responsibility and acknowledging the dignity and presence of others, learning of values and social concerns reflected in social participation
- Objective and unbiased work attitude, avoiding unethical behaviors such as data fabrication and plagiarism, observing code of conduct, respecting intellectual property rights and being aware of the implications and ethical concerns of research studies.
- Commitment to health and wellbeing at different levels (e.g. individual, organization, community, society).
- Collaboration, cooperation and realizing the power of groups and community.
- Analyzing social problems and understanding social dynamics.
- Gender sensitization including gender respect, respect for one's own gender, dealing with gender confusion and gender identity issues.
- Commitment to keep the environment clean and green.
- Awareness of Patriotism from literature and the ethical awareness towards our country and our duties for it.
- Being an ambassador to the Shastric literature.

Core Course & Generic Elective & Discipline Specific Electives & Skill Enhancement Course for B.A. General

Sl No.	POs	CC-A1	CC-A2	CC-A3	CC-A4	DSE-2	DSE-3	SEC-A1	SEC-B1	SEC-A2	SEC-B2
1.	Disciplinary Knowledge	x	x	x	x	x	x	x	x	x	x
2.	Professional Skills	x	x	x	x	x	x	x	x	x	x
3.	Application to Psychology related Problems	-	-	-	-	x	-	-	-	x	x
4.	Critical evaluation of theoretical approaches	x	x	x	x	x	x	-	x	x	x
5.	Self development & self regulation skills	x	x	x	-	x	-	-	-	x	\x
6.	Cultural and historical sensibility	x	x	x	-	x	x	-	x	x	x
7.	Moral & Ethical Awareness & reasoning	x	x	x	-	x	x	-	-	x	x
8.	Multilevel Commitment to health & wellbeing	x	x	x	-	x	-	-	-	x	x
9.	Skills in scientific writing & Effective presentation skills	x	x	x	x	x	x	x	x	x	x
10.	Social skills (empathy) & accountability	x	x	x	-	x	x	-	-	x	x

Course Learning Outcomes (COs)

Core Courses (CC)

CC-A1: Sanskrit Poetry

(Credits: 06, Theory- 05, Tutorial- 01)

- This course will help the students to develop a strong concept of Ancient Indian history, philosophy and literature.
- To develop a fair idea of the works of great poets.
- It is the core of all subjects.

CC-A2: Sanskrit Prose

(Credits: 06, Theory- 05, Tutorial- 01)

- The course aims to familiarize students with classical Sanskrit Prose Literature.
- This introduction to ancient literature, such as Sanskrit, aids in the development of a student's interest in Literature.
- Study of Sanskrit Prose Literature can also enhance the moral values of students.
- Students learn about different writing styles employed by the great scholars, which assists them in developing one's own writing style.
- Moreover, students can acquire knowledge about the society and culture of that particular period.

CC-A3: Sanskrit Drama

(Credits: 06, Theory- 05, Tutorial- 01)

- This course will be helpful for the students to make themselves aware about the beauty and richness of classical Sanskrit dramatic tradition.
- This course will enhance the ability for critical thinking on issues of culture, polity, morality, religion etc. as reflected in the prescribed texts.
- The course will make the students aware of the formal structures of Sanskrit drama according to the tradition of Bharata's *Nāṭyaśāstra*.

CC-A4: Sanskrit Grammar

(Credits: 06, Theory- 05, Tutorial- 01)

The Course will enable student to

- get the knowledge of Vibhaktiyarthyā, Sandhi etc. following *Laghusiddhantakaumudī*.
- comprehend the sentence-structure in Sanskrit.
- enhance the power of sentence-making in simple Sanskrit.
- Get acquainted with the basic concepts of different *sañjās* of Sanskrit grammar.

Discipline Specific Elective (DSE)

DSE-2: Indian Perspectives in Personality Development

(Credits: 06, Theory- 05, Tutorial- 01)

The Course will enable the student to

- comprehend the historical perspective in personality development through the prescribed Vedic texts.
- get idea about the concept of a person, personality types and measures for behavioural improvement as depicted in the Gītā.
- develop his/her own personality following the Indian ideal.

DSE-3: Literary Criticism

(Credits: 06, Theory- 05, Tutorial- 01)

The Course will enable students to

- get the basic idea of Sanskrit literary criticism according to the prescribed text of Kāvya prakāśa which embraces the concepts like definition of poetry and its divisions, causes of poetry, functions of word and meaning, theory of *rasa* and *alaṃkāra* etc.
- develop ability of creative writing and literary appreciations.

Skill Enhancement Course (SEC)

SEC-A1: Basic Sanskrit

(Credits: 02, Theory- 02)

The Course will enable the student to

- get proficiency in writing simple Sanskrit.
- learn translating Bengali or English passages into Sanskrit and vis a versa.
- enhance the skill of comprehension and composition in Sanskrit.

SEC-B1: Spoken Sanskrit & Computational Awareness for Sanskrit

(Credits: 02, Theory- 02)

The Course will enable the student to

- enhance the skills for communication and compositions in Sanskrit with a speaking ability and to independently read, recite and chant Sanskrit *śloka*s with reasonable accuracy.
- Learn about the basic knowledge of computational Sanskrit and to type in Unicode for preservation and digitization of Sanskrit Text Web Publishing.

SEC-A-2: Basic Elements of Āyurveda
(Credits: 02, Theory-02)

The Course will enable students to

- gain knowledge about Āyurveda, which is a traditional Indian system of healthcare that has been traced back very ancient.
- introduce students to the fundamental theory and basic concepts of Āyurveda.
- learn that Āyurveda is well rounded, comprehensive and useful for students in their own day-to day living.
- understand the basic principles and concepts of preventative medicine and health maintenance, diet and nutrition, usage of commonly used spices and herbs and outline of Āyurvedic therapeutic procedures of Āyurveda.
- learn about the essence of knowledge of the whole text of Āyurveda and the *Chathuska* methodology which is the nectar of *Sutrasthāna* of *Carakasamhitā* going through the text.
- gain a good grasp of the intricacies of the Advaitic methodology found in the *Taittirīyopaniṣad*.

SEC-B2: Yoga-sūtra of Patañjali

(Credits: 02, Theory- 02)

The Course will enable students to

- comprehend the philosophy of Yoga in light of the Yoga- sūtra of Patañjali.
- live a purposeful and fulfilling life.

Program Learning Outcomes (POs) in B.A URDU (General)

Under CBCS

The new curriculum of Urdu language and literature under choice-based credit system offers a

- Fourteen Core Courses(CC)
- Three Elective course:
Discipline –Specific Elective (DSE),
Generic Elective (GE) and
Skill Enhancement Course (SEC).
- Two Ability Enhancement Compulsory Course- AECC-1(Modern Indian Language -MIL) and AECC-2 (Environmental Study-ENVS)).

These course enable students to pursue knowledge based courses or skill based employments after completing the courses. B.A Hons Urdu program will be of three years, each year will be divided into Two Semester .There will be total Six Semesters. The students will be assessed by many methods such as, Long Answers, Short Objectives –type, Quizzes, Assignments, Written, Oral Examinations, Group Discussions, Paper Presentations, Class Tests, Field visit, Academic Tours/Excursions etc.The University offers different components of Urdu subject from Semester 1st to Semester 6th.

The syllabus for Three years undergraduate course under CBCS has been framed for the students of Calcutta University opted Urdu papers with following objectives:

- Demonstrate a coherent and systematic knowledge of the field of Urdu literature and Bhasha literatures in Urdu showing an understanding of current theoretical and literary developments in relation to the specific field of Urdu studies.
- Display an ability to read and understand various literary genres and stylistic variations and write critically.
- Cultivate ability to look at and evaluate literary texts as a field of study and as part of the wider network of local and global culture.
- Demonstrate a critical aptitude and reflexive thinking to systematically analyze the existing scholarship and expand critical questions and the knowledge base in the field of Urdu studies using digital resources.
- Display knowledge to cultivate a better understanding of values – both literary values that aid us in literary judgment and also values of life at all stages; apply appropriate methodologies for the development of the creative and analytical faculties of students, their overall development of writing, including imaginative writing.
- Recognize employability options in Urdu studies programme as part of skill development and as career avenues open to graduates in today's global world such as professional writing, translation, teaching Urdu at different levels, mass media, journalism, aviation communication and personality development.
- Channelize the interests of the students and analytical reasoning in a better way and make more meaningful choices regarding career after completion of graduate programme.
- Enable students to develop an awareness of the linguistic-cultural richness of India as an important outcome of Urdu literary studies in India.
- Urdu Literature is the biggest bank of poetry on patriotism, brotherhood and national integration.
- A graduate with Urdu ,would find it easy to face different competitive exams like UPSC, WBSC etc.

**Core Course (CC) & Generic Elective (GE) & Discipline Specific Electives (DSE) & LCC
For B.A URDU (GENERAL.)**

S. No.	POs	CC1/ GE1	CC2/ GE2	CC3/ GE3	CC4/ GE4	DSE A(1)	DSE B(3)	LCC 2
1	Values of life and literature. Awareness of the linguistic- cultural richness of India.	X	X	X	X	X	X	X
2	Equip with social, historical and cultural aspects of communication skill.	X	X	X	X	X	X	x
3	Systematic knowledge of the field.	X	X	X	X	X	X	x
4	Knowledge of literary genres and stylistic variations.	X	X	X	X	X	X	x
5	Evaluation of literary texts.	X	X	X	X	X	X	x
6	Critical aptitude and reflexive thinking.	X	X	X	X	X	X	x
7	Understanding location and different era of literal world.	X	X	X	X	X	X	X
8	Creative and analytical application of subject knowledge to Life .	X	X	X	X	X	X	X
X	Career Options on Completion of graduate programme.	X	X	-	X	-	x	-
10	Awareness of national & international perspective.	X	X	X	-		X	-
11	Relating literary movements to social Situations.	X	x	x	X	-	-	x
12	Values: Moral and Ethical, Literary and Human.	X	X	X	X	X	X	x
13	Relating Skill Project Manager	x	x	X	x	X	X	X
14	Use and application of Digital Knowledge Systems	-	-	X	x	-	-	-

SEM-1	CC1/GE-1	URDU ZABAN o ADAB KI MUKHTESAR TARIKH (Short History of Urdu Language and Literature)
SEM-2	CC-2/GE-2	GHAZAL (Poetry)
SEM-3	CC-3/GE-3	NAZM (Poem/ Verses)
SEM-4	CC-4/GE-4	DASTAN & NOVEL (Tale and Novel)
SEM -4	LCC (2)	JADID SHAYARI (Modern Poetry)
SEM-5	DSE-A 1	URDU GHAZAL
SEM -6	DSE B 3	MEER

**LCC & Skill Enhancement Course (SEC) & Ability Enhancement Compulsory Course (AECC)
For B.A URDU (GENERAL.)**

S. No.	POs	LCC - 2	SEC A(1)	SEC B(1)	SEC A(2)	SEC B(2)	AECC-1 MIL
1	Values of life and literature. Awareness of the linguistic- cultural richness of India.	X	x	X	X	X	x
2	Equip with social, historical and cultural aspects of communication skill.	X	X	X	X	X	x
3	Systematic knowledge of the field.	X	x	X	X	X	X
4	Knowledge of literary genres and stylistic variations.	X	x	X	X	X	X
5	Evaluation of literary texts.	X	-	X	X	X	X
6	Critical aptitude and reflexive thinking.	X	x	-	X	X	X
7	Understanding location and different era of literal world.	X	-	X	X	X	-
8	Creative and analytical application of subject knowledge to Life .	X	x	X	X	X	X
9	Career Options on Completion of graduate programme.	X	x	X	X	X	-
10	Awareness of national & international perspective.	X	x	X	X	X	-
11	Relating literary movements to social Situations.	X	x	X	x	-	-
12	Values: Moral and Ethical, Literary and Human.	X	x	X	X	X	X
13	Relating Skill Project Manager	X	-	-	-	-	-
14	Use and application of Digital Knowledge Systems	-	x	X	X	X	-

SEM-6	LCC 2	JADID FICTION (Modern Fiction)
SEM -3	SEC A1	URDU MEIN AWAMI ZARAE IBLAGH (Mass Communication in Urdu)
SEM -4	SEC B-1	BARQI ZARAE IBLAGH (Electronic Media and Communication)
SEM -5	SEC A-2	SAHAFAT (Journalism)
SEM -6	SEC B-2	URDU ADAB AUR HINDUSTANI FILM.(Urdu Literature And Indian Film)
SEM -1	AECC-1 Modern Indian Language (MIL)	URDU NAZM O NASR (Urdu Poem and Prose)

Course Learning Outcomes (CLO)
Core Courses (CC) / Generic Elective (GE)
URDU GENERAL
(CREDITS: Theory -5, Tutorial -1)

CC-1/GE -1: URDU ZABAN O ADAB KI MUKHTESAR TARIKH
(Short History of Urdu Language and Literature)
(Theory Credits: 05 & Tutorial Credits: 01)

Semester -I

Some of the course learning outcomes that students of this course are required to demonstrate runs thus:

- Fundamental understanding the History of Urdu Language and Literature.
- Contributions of Sufism in the growth and development of Urdu Language and Literature.
- Grasp different thoughts and views regarding the origin, evolution development of Urdu Language and Literature.
- Accumulate knowledge to elaborate the linguistic qualities and spread of Urdu in Southern, Northern and Lucknowi language and literature.
- Acquainted with the salient features of Dehli School and Lucknow School of poetry and discuss the merit and demerit of both
- Understand the contribution of Fort William College, Dehli College and Anjuman Punjab behind the development and success of Urdu Language from British period till date.
- Develop an ability to read texts in relation to their historical and cultural contexts, of Fort William College, Dehli College and Anjuman Punjab in order to gain a richer understanding of texts and context, and become more aware of them historically and culturally.
- Acquaint with background, development and trends of different literary movements which influence the Urdu Literature such as Taraqqi Pasand Tehrik, and Jadidiat.
- Learn about the major contribution of famous Progressive and Modern poets, writers and critics of the time.
- Understand, appreciate and analyze the text of Moulana Mohammed Azad, Mas'ud Hussain Khan and Mir Aman Dehlvi. related to the growth of Urdu Language and Linguistic features.

Tutorial Activities (Project / Term Paper)

Ability Enhancement Compulsory Course (AECC)
Modern Indian Language
URDU HONOURS
Theory Credit -2
Semester -1
AECC-1: URDU NAZM O NASR
(Urdu Poetry and Prose)

After going through the course, the student should be able to

- Understand the different genre of Urdu Literature like Poetry and Prose with reference to some Ghazal and Poems.
- Know and understand the Origin, development and Importance of Urdu Fictional Genres like Tales, Afsana, Letter and Essay Writings.
- Aware about the Urdu to English Terminology, Grammar, Proverbs etc.
- Trace the evolution of literary culture(s) in India in its/their contexts, issues of genres, themes and critical cultures.
- Understand, analyze and appreciate various texts with comparative perspectives.

Core Courses (CC) / Generic Elective (GE)

CC-2/GE -2: GHAZAL (Poetry)

(Theory Credits: 05 & Tutorial Credits: 01)

Semester –II

Urdu General

Students will be able to

- Provide knowledge about the artistic features of URDU GHAZAL .
 - Accumulate Knowledge about the origin ,development ,different subjects and sphere of Urdu Classical Ghazal as a whole .
 - Understand the origin and development of ghazal in southern and northern India.
 - Accumulate knowledge to elaborate the linguistic qualities and spread of Urdu Ghazal in Southern, Northern and Lucknowi language and literature.
 - Acquainted with the salient features of Dehli School and Lucknow School of poetry and discuss the merit and demerit of both.
 - Demonstrate in-depth knowledge and understanding of the growth and development of Urdu Ghazal after 1857 till date.
 - Examine critically keys themes in representative texts of the period, including, divine love human love, romance, pride, social values morality and ethical values , among others.
 - Get detailed knowledge of the life and works of different classical Poets like Wali. Seraj. Mir, Aatish, Ghalib, Iqbal, Yagana, Nasir Kazmi and Sheheryaar.
 - Understand, analyze some master pieces of urdu poetry and appreciate various texts with comparative perspectives
- Tutorial Activities (Project / Term Paper)

Tutorial Activities (Project / Term Paper)

AECC-2 ENVIRONMENTAL STUDIES (ENVS)

Medium: English (Semester -2)

Core Courses (CC) / Generic Elective (GE)

CC-3/GE -3: NAZM (Poem/Verse)
(Theory Credits: 05 & Tutorial Credits: 01)

Semester –III

Urdu General

Students will be able to

- Fully conversant with the art, style, origin and development of the respective Genres of Urdu poetry i.e. Qasida, Masnawi, Marsia Nazm and Rubayee. An effort is made to enable the students to fully appreciate differentiate between different genres of Urdu poetry and the prescribed course and to understand the importance of these Genres in the annals of Urdu Literature.
- Know about the syncretic genius and importance of Urdu culture, language and literature and to create the love and respect for values through learning of Qasida(Ode) and Masnawi (Spiritual couplets/Poetry)
- Proposes to enable the students to fully conversant with the artistic features and origin and development with the respective classical Genres of Urdu literature i.e. Qasida and Masnawi
- Elucidate the customs, traditions, and other aspects of culture and language of Delhi and Lucknow.
- Gain the basic and essential knowledge in their language and to develop awareness about life , work and characteristics of the eminent Qasida and Masnawi writers like Souda , Zouq and Mir Hasan respectively.
- Understand, analyze some master pieces of Marsia (Epic Poetry) and Rubai (Verse of Four Lines Poem) and appreciate life and work of the renowned Marsia and Rubai writers by analyzing their various texts with comparative perspectives.
- Give detailed knowledge of life and work and their contribution in their respective Genres of the classical Poets like, Souda, Zouq, Mir Hassan, Mir Anis, Mirza Dabir, Haali, Iqbal, Faiz, and Mohammed Alwi.
- Learn about Nazm (poem/verse)and type of verse like blank verse, free verse ,etc and understand
- Understand, analyze some master pieces of text included in the syllabus and appreciate various texts with comparative perspective.

Tutorial Activities (Project / Term Paper)

Skill Enhancement Course (SEC)
Theory Credit -2
SEC-A (1): URDU MEIN AWAMI ZARAE IBLAGH
(Mass Communication in Urdu)
Semester –III
Urdu General

After going through the course, the student should be able to

- Introduce to the history, evolution importance and the development of Mass Communication in the world with special reference to India.
- Understand the positive and negative aspects of Mass Communications.
- Grasp the role and responsibility of Mass Communications
- Gain conceptual and theoretical knowledge of Mass Communication, and learn to think critically about issues and topics of the subject.
- Understand access and analyze media effects on various sections of society, and various domain areas.
- Understand and use Instructional Media in teaching pedagogy.
- Develop critical thinking about the media and its processes.
- Understand, access and analyze the role of mass media in Health & Family Welfare, Science & Technology, Agriculture, Environment, Rural and Urban Empowerment,.
- Learn the importance of media industries and their relationship to culture and society, and the understanding of how communication works.
- Develop the quality critical thinking, professional writing skills and effective oral communication.
- Learn the objectives of Press Council of India (PCI) which preserve the freedom of the press and of maintaining and improving the standards of newspaper and news agencies of India.
- Learn that the PCI can summon witnesses, demand copies of public records, can issue warning, criticize the guilty, it could be journalist, newspaper, news agency or editor. Decisions taken by the PCI is final and it cannot be appealed before a court of law.
- Prepares themselves for a wide variety of careers in business and industry, advertising, public relations and journalism, or advanced study
- Learners would develop a global awareness of political, social and corporate issues influenced by communication sensitivity and skills.

Core Courses (CC) / Generic Elective (GE)

CC-4/GE -4: DASTAN AND NOVEL

(Tale and Novel)

(Theory Credits: 05 & Tutorial Credits: 01)

Semester –IV

Urdu General

After going through the course, the student should be able to

- Accumulate Knowledge about the origin, development, different subjects and sphere of Urdu Dastan and Novel as a whole.
- Understand the origin and development of Dastan and Novell in southern and northern India.
- Aware about the culture, society and social-political scenario of that era, in which it was written.
- Acquaint with linguistic literary culture and moral values of our society through the study of famous Dastan and Novels of Urdu Literature.
- Enrich with the vocabulary, diction, critical thinking and broad thinking about the society.
- Know the history, art, style and work of Urdu Fiction & Fiction writers like Mir Aman, Rajab Ali Beg Surur, Ruswa, Premchand, Qurrat ul Haider etc.
- Understand, analyze some master pieces of respective Dastan and Novel Writers and appreciate various texts with comparative perspectives

Tutorial Activities (Project / Term Paper)

LCC (2): JADID SHAYARI (Modern Poetry)

(Theory Credits: 05 & Tutorial Credits: 01)

Semester –IV

Urdu General

Student should be able to

- Know about the syncretic genius and importance of Urdu culture, language after 1857 and to create the love and respect for values of human values through Modern Ghazal and Nazms
- Gain the basic and essential knowledge in their language and to develop awareness about life after 1980 through the study of this paper.
- Learn about the major contribution of famous Modern poets of the time like Nasir Kazmi, Sheheryaar, and Irfan Siddique.
- Develop feelings of patriotism reading the poems of Modern Poems and understand the problems of society as well.
- Understand, analyze some master pieces of modern poetry and appreciate various texts with comparative perspectives.
- Ignite the sense of elegance, dignity, magnanimity and delicacy and to spread awareness about the syncretic and synergetic genius importance of Urdu culture and literature by the study of Modern Poetry.
- Promote and protect the creativity and originality and to promote communicative skills to become successful in the market and society through motivational progressive Nazm.
- Learn about Poem and type of Verse like Blank Verse, Free Verse, etc
- Learn about life, the major contribution, distinctive style of famous Modern poets of the time like, Akhter ul Iman, Sheheryaar etc.
- Understand, analyze some master pieces of the Modern poetry and verses and appreciate various texts with comparative perspectives

Tutorial Activities (Project / Term Paper)

Skill Enhancement Course (SEC)
SEC-B (1): BARQI ZARAE IBLAGH
(Electronic Media and Communication)
Theory Credit -2
Semester –IV
Urdu General

Student should be able to

- Introduce to the history, evolution, development and importance of Radio and Television as an Electronic Media of Mass Communication in the world with special reference to India.
- Understanding importance and difference between Audio and Visual communication as part of Electronics Communication
- Sharpen with the reading, writing, speaking and listening skills and understand the development of broadcast of Electronic Media.
- Acquaint with the broadcast of different radio programme like Radio Drama , Features, Documentary , Literal programme, Entertainment Programme, News , Announcement, Interview, Evaluation of Work ,Talk show etc.
- Acquaint with the broadcast different programme of television like , Documentary , Literal programme, Entertainment Programme, News , Announcement, Interview, Advertisements' T.V Serials, Tele Drama, Teletalk show etc.
- Understand the association between the media, gender and culture in the society.
- Use and utilize electronic media, and e- learning for media teaching work.
- Use the skills in the creative industry – be it television channels, information technology, public relations, or corporate communication.
- Understand the values of Electronic Media in modern era .
- Produce independently content for electronic media.
- The students should be well-equipped to be media teachers and researchers.
- The students should be equipped with lots of soft skills required of many of the managerial and high-profile jobs.
- The students can plan, develop and implement communication for development projects at local, regional and global levels.
- Introduce to the radio programmes for development of community.
- Understand the relationship between human rights and the media in a context of development and technological change and also explore the contemporary issues.
- Understand the importance of technology-aided reporting.

Discipline Specific Electives (DSE)

DSE A (1) URDU GHAZAL

(Theory Credits: 05 & Tutorial Credits: 01)

Semester –V

Urdu General

Some of the course learning outcomes that students of this course are required to demonstrate are thus:

- Provide knowledge about the artistic features of URDU GHAZAL.
 - Accumulate Knowledge about, different subjects and sphere of Urdu Classical Ghazal as a whole .
 - Understand the origin and development of ghazal in southern and northern India.
 - Accumulate knowledge to elaborate the linguistic qualities and spread of Urdu Ghazal in Southern, Northern parts of India.
 - Acquainted with the salient features of Dehli School and Lucknow School of poetry and discuss the merit and demerit of both.
 - Demonstrate in-depth knowledge and understanding of the growth and development of Urdu Ghazal after 1960 till date.
 - Examine critically keys themes and different subjects of Urdu Ghazal in representative texts of the period, including, divine love human love, romance, pride, social values morality and ethical values , among others.
 - Get detailed knowledge of the life and works of different classical Poets like Wali. Seraj. Mir, Ghalib, Aatish Iqbal, Yagana, Nasir Kazmi and Sheheryaar.
 - Understand, analyze some master pieces of Urdu poetry and appreciate various texts with comparative perspectives
- Tutorial Activities (Project / Term Paper)

Tutorial Activities (Project / Term Paper)

Skill Enhancement Course (SEC)

SEC A (2): SAHAFAT (Journalism)

Theory Credit -2

Semester V

Urdu General

Students will be able to

- Learn about the origin, development concerns of Urdu Journalism.
- Understand the basic knowledge of News, News Value, News element and qualities of a Good reporter.
- Grasp the nose for news, and discuss the qualities of good writings.
- Understand the setup of Print Media Editorial Desk.
- Discuss the new trends and media terminology in Journalistic World.
- Learn Different responsibility of Media Person.
- Become capable to get entry in media industries.
- Write basic news, stories; understand the different elements of news.
- Judge the News Values, in the society and understand the responsibility of Media and Media Person.
- Understand the nature of Media organisation and its working style.
- Articulate the similarities and difference between Reporting and News Writing for Print Media, Radio and Television.
- Learn about life, the major contribution, distinctive style of famous Urdu Journalist like, Moulana Abul Kalam Azad, Abdul Razzaq Malihabadi etc.

Discipline Specific Electives (DSE)
DSE B (3) MEER
(Theory Credits: 05 & Tutorial Credits: 01)
Semester –VI
Urdu General

Mir Taqi Mir was an Urdu Poet and anthologist of 18th century

After going through the course, the student should be able to

- Take in to account the period of Meer, his life, personality, and literary contributions.
- Learn about the life and era of the most important poet of Urdu Literature; Mir Taqi Mir
- Understand the depth and diversity of his poetry keeping in mind the history and culture of hi time.
- Gain knowledge about the art and thought of this legendary and famous poet.
- Understand human emotions through ghazal of Mir.
- Show their appreciation of texts of Meer in terms of plot-construction, socio-cultural contexts and different genre of his poetry like Masnawi and Rubai .
- Analyze the Poetry of Mir Taqi Mir using various tool of Criticism
- Compare the art of Mir Taqi Mir with his contemporaries.
- Get the opportunity to read the famous Urdu Ghazal, Masnawi and Rubai of Mir Taqi Mir which will help them to understand the era and personality of the renowned above poet & writer more deeply.
- Gain knowledge about the contribution of Meer as a critic and appreciate the opportunity to read the first Critical book in Urdu Literature by him entitled “NUKAAT US SHORA “
- Understand, analyze, appreciate and explain his thoughts, imagination and art as reflected in his poetry.

Tutorial Activities (Project / Term Paper)

LCC (2): JADID FICTION (Modern Fiction)
(Theory Credits: 05 & Tutorial Credits: 01)

Semester –VI

Urdu General

After going through the course, the student should be able to

- Accumulate Knowledge about the origin, development, of Urdu and Novel in southern and northern India.
- **Grasp the** different subjects and spheres of Urdu Novel in Urdu Literature.
- Aware about the culture, society and social-political scenario of that era, in which particular novels were written.
- Acquaint with linguistic literary culture and moral values of our society through the study of famous Novels of Urdu Literature
- Enrich with the vocabulary, diction, critical thinking and broad thinking about the society through the study of classical novels.
- Know the history, art, style and work of Urdu Fiction & Fiction writers like Mir Aman and Rajab Ali Beg Surur.
- Acquaint with the essence and importance of Short Stories (Afsana) in Urdu Literature.
- Know and understand the Origin, development and Importance of Urdu Short Story writing..
- Learn about various types of problem prevailing in the society and also about various types of short stories like progressive stories, mini stories, modern stories etc and analyses the literal text.
- Learn about the major contribution of famous Short Story writers like Prem Chand, Mantu, Ghulam Abbas, R. S Bedi, Intezar Hussain, etc.
- Understand, analyze some master pieces of novel and short stories and appreciate various texts with comparative perspectives

Tutorial Activities (Project / Term Paper

Skill Enhancement Course (SEC)
SEC B (2): URDU ADAB AUR HINDUSTANI FILM.
(Urdu Literature and Indian Film)
Theory Credit -2
Semester VI
Urdu General

After going through the course, the student should be able to

- Learn about origin and development of Indian Film.
- Know about the relation between Film and Urdu Literature.
- Acquainted the role of Urdu poetry, Urdu Novel, and Urdu Short stories in the field of Indian Cinema.
- Grasp the impacts Indian Cinema on Indian society.
- Learn the art and features of scripts writing.
- Understand the art and techniques of cinema, evolution of Indian cinema and role of Urdu Poets and Writers in the development and promotion of Indian Films.
- Understand, analyze ,appreciate and explain some of the master pieces and various texts of Sahir Ludhyanwi, Kaifi Azmi, Sheheryaar, Sadat Hasan Mantu and Mirza Haadi Ruswa with comparative perspectives.

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Programme Learning Outcome (POs) in B.Sc. Economics (General)

Each programme vividly explains its nature and promises the outcomes that are to be accomplished by studying the courses. The Bachelor of Arts (Programme) with Economics states the attributes that it aims to inculcate at the point of graduation. These attributes encompass values related to wellbeing, emotional stability, critical thinking, social justice and skills for employability. On completion of the programme students are expected to have learnt the skills of effective communication, critical thinking, social research methods and social outreach. The qualities expected from the graduates of B.A. (Programme) with Economics as subject are:

- ❖ A holistic knowledge and understanding of basic concepts in economics and will be exposed to the real-world data related to industries and society, identifying the problems and working towards their solutions through various analytical and statistical techniques.
- ❖ The capacity to identify, understand and solve the problems of society.
- ❖ The ability to collect, analyse, interpret and present the data and bring out the meaning, correlations and interrelationships.
- ❖ Team building and leadership skills, communication, creative and critical thinking skills and innovative problem-solving skills.

Objectives of the Programme

1. To imbibe strong foundation of economics in students.
2. To update students with statistical tools that aid in economic theory.
3. To teach/strengthen students' concepts related to Microeconomics and Macroeconomics.
4. To promote application-oriented pedagogy by exposing students to real world data.
5. To prepare students for projects which form them for jobs.

Core Course & Generic Elective & Discipline Specific Electives & Skill Enhancement Course for B.Sc General (Economics)

SL. No	PO's	GE 1	GE 2	GE3	GE4	DSE-5-1A/2A-MB	DSE-5 1A/2A-SD	DSE-6 1B/2B-PF	DSE-6 1B/2B-EHI	SEC3-1A-(IMFS)	SE C3-1A-(ERD)	SEC4 - 1B(EDARW)	SEC-4 (ED)
1	To develop analytical ability among students	√				√						√	
2	To have an idea about how the Government functions	√	√			√							√
3	To have an idea about the evolution of the present day Indian Economy	√		√								√	√
4	To maximise standard of living and to achieve stable Economic Growth	√				√						√	√
5	To understand and apply core Economic Principles related to consumers, producers and market	√				√						√	√
6	To know policy making mechanism related to money and currency from an applied finance context	√	√									√	√
7	Application of	√				√						√	√

	Statistics and Mathematics in Economics usually used for forecasting												
8	Basic idea of Indian Economic structure, problems and policies	√				√		√	√	√		√	√
9	Idea between Environment and Economy as Environment plays a key role in Economics in terms of GDP, trade and the like.	√	√			√		√	√				√
10	To generate ideas about the Indian rural economy, Women empowerment, self help groups, functions of NGO	√						√	√	√	√		
11	To make students aware about the concepts and indicators of Economic development, strategies and international development	√				√		√	√	√			

[illegible]

Course Learning Outcomes (CLO)
General Elective Course I
Name of the Course: Introductory Microeconomics (GE-1)
Total Credits: [5(Th)+1(Tu)]=6

Course Learning Outcome (CLOs):

After going through the course, the student should be able to

1. Explore Economics

- Recognize the significance of studying economics.
- Analyse the scope and methodology of economics.
- Comprehend the economic problem: scarcity, choice, and resource allocation.
- Evaluate the concepts of what, how, and for whom to produce.
- Interpret the science of economics and the basic competitive model.
- Understand the role of prices, property rights, profits, incentives, and information.
- Explain rationing, opportunity sets, and different economic systems.
- Interpret and apply reading skills with graphs in economic contexts.

2. Supply and Demand: Markets and Welfare

- Differentiate markets and competition.
- Analyse determinants of individual demand and supply.
- Interpret demand/supply schedules and curves, laws of demand and supply.
- Illustrate market versus individual demand/supply.
- Evaluate shifts in demand/supply curves and their effects.
- Discuss price mechanisms in resource allocation.
- Analyse elasticity of demand and its applications.
- Examine controls on prices, taxation costs, consumer, and producer surplus in market efficiency.

3. The Households

- Understand utility maximization through cardinal and ordinal approaches.
- Analyse total utility, marginal utility, and the law of diminishing marginal utility.
- Interpret consumption decisions, budget constraints, and income/price changes.
- Illustrate preferences using indifference curves and their properties.
- Explain consumer's optimal choice and derivation of demand curves.

4. The Firm and Market Structure

- Analyse the production function, total, average, and marginal products.
- Understand isoquants, returns to scale, and profit-maximizing firm behaviour.

- Evaluate cost functions, short-run costs, and long-run output decisions.
- Explain features of a perfectly competitive market and equilibrium conditions.
- Analyse short-run and long-run equilibriums under perfect competition.

5. Imperfect Market Structure

- Differentiate monopoly equilibrium from perfect competition.
- Understand the fundamentals of a price-discriminating monopolist.

6. Input Markets

- Explain basic labour market concepts: derived demand, productivity, and marginal productivity.
- Analyse the land market, rent, and quasi-rent concepts.

These learning outcomes aim to equip learners with a comprehensive understanding of economic principles, market structures, household behaviour, and input markets, fostering analytical and decision-making skills within economic frameworks.

Course Learning Outcomes (CLO)

General Elective Course II

Name of the Course: Introductory Macroeconomics (GE-II)

Total Credits: [5(Th)+1(Tu)]=6

Course Learning Outcomes:

After going through the course, the student should be able to

1. Introduction to Macroeconomics and National Income Accounting:
 - Comprehend the fundamental concepts of macroeconomics.
 - Analyse and differentiate between GDP, GNP, NDP, and NNP.
 - Understand the methodologies for measuring national income.
 - Explain the circular flow of income and the value-added method.
 - Distinguish between real and nominal GDP.
2. The Simple Keynesian Model in a Closed Economy:
 - Define the Keynesian consumption and saving functions.
 - Interpret the Simple Keynesian Model of income determination.
 - Analyse the concept of effective demand and the Keynesian Multiplier.
 - Evaluate the government's role in the Simple Keynesian Model.
3. The Classical System:
 - Understand the basic principles of the classical system.
 - Explain Say's Law, the Quantity Theory of Money, and income determination.
4. Money Supply and Money Demand:

- Analyse the money supply, measures, and monetary policy tools.
- Understand credit creation by commercial banks.
- Evaluate the demand for money in classical and Keynesian systems.

5. Inflation:

- Differentiate demand-pull and cost-push inflation.
- Analyse the social costs of inflation and hyperinflation.
- Evaluate the Phillips Curve and the trade-off between inflation and unemployment.
- Assess anti-inflationary monetary and fiscal policies.

6. The External Sector:

- Define absolute and comparative advantage in trade.
- Analyse arguments for free trade and protectionism.
- Understand Balance of Payments, its equilibrium, and disequilibrium.
- Evaluate the role of the Marshall-Lerner condition in devaluation.

Course Learning Outcomes (CLO)

General Elective Course III

Name of the Course: Issues in Economic Development and India

Total Credits: [5(Th)+1(Tu)]=6

Course Learning Outcomes:

After going through the course, the student should be able to

1. Meaning of Economic Development:

- Distinguish between economic growth and development
- Explore the concept of human development and methods for measurement
- Analyse the relationship between population and human development
- Evaluate the status of education and healthcare sectors in India
- Identify features and causes contributing to underdevelopment in the Indian economy
- Examine the growth and development of the Indian economy under various policy regimes

2. Poverty, Inequality, and Development:

- Define and comprehend the fundamental aspects of poverty and inequality
- Discuss methodologies for measuring poverty and establishing the poverty line

- Assess historical trends and governmental policies aimed at reducing poverty and income inequality in India
3. Development of the Dual Economy and Development Strategies:
- Understand surplus labour and disguised unemployment concepts
 - Analyse the Lewis model of economic development concerning an abundant labour supply
 - Compare and contrast balanced and unbalanced growth as strategies for development
4. International Organizations and Economic Development:
- Evaluate the roles and functions of the IMF and World Bank in fostering economic development
 - Examine the functions and significance of the World Trade Organization (WTO)
 - Investigate India's interactions with and position within the WTO

Learning outcomes include a deep understanding of economic development, poverty, inequality, dual economy development strategies, and the roles of international organizations, enabling critical analysis of policy implications and economic growth.

Course Learning Outcomes (CLO)

General Elective Course IV

Name of the Course: Indian Economic Policies

Total Credits: [5(Th)+1(Tu)]=6

Course Learning Outcomes:

After going through the course, the student should be able to

1. Macroeconomic Policies and their Impact
 - Analyse the effects of fiscal policy on aggregate demand and economic growth.
 - Evaluate the impact of trade and investment policies on international competitiveness and domestic industries.
 - Assess the effectiveness of financial and monetary policies in regulating inflation, interest rates, and overall economic stability.
 - Examine the influence of labour regulations on employment levels and wage dynamics.
2. Policies and Performance in Agriculture
 - Measure the correlation between policy interventions and agricultural growth rates.
 - Assess the impact of policies on enhancing agricultural productivity and technological advancements.

- Analyse the influence of agrarian structure on rural development and income distribution.
 - Evaluate policies related to capital formation, trade facilitation, and procurement in agriculture.
3. Policies and Performance in Industry
- Analyse the role of policies in stimulating industrial growth and productivity.
 - Evaluate policies promoting diversification and the growth of small-scale industries.
 - Assess the impact of public sector involvement and competition policies on industrial development.
 - Analyse the influence of foreign investment policies on industrial expansion and global competitiveness.
4. Policies and Performance of Indian Foreign Trade
- Evaluate the changes in India's foreign trade patterns post-liberalization.
 - Analyse the Balance of Payments situation and its implications for the economy.
 - Assess the effectiveness of India's export and import policies in promoting trade growth.
 - Evaluate the impact of trade policies on fostering international competitiveness and sustainable trade balances.

Course Learning Outcomes (CLO)
General Elective Course V
Name of the Course: Money and Banking (MB)
Total Credits: [5(Th)+1(Tu)]=6

Course Learning Outcomes:

After going through the course, the student should be able to
 Money Supply and Banking System in India

- Understand and differentiate between various measures of money supply (M1, M2, M3, M4) in the Indian context.
- Analyse the balance sheet of the banking sector and its implications on money supply accounting.
- Interpret the Reserve Bank of India's balance sheet and high-powered money, and define its significance.

- Comprehend the concept of high-powered money and the money multiplier theory in the context of Indian commercial banks.
 - Evaluate sterilization methods employed by Central Banks and their impact on the economy.
 - Examine the changing role and structure of the Indian banking system and reforms.
2. Financial Institutions and Financial Markets
- Assess the role of financial markets and institutions in Indian economic development using practical examples.
 - Understand the organization, structure, and reforms within money and capital markets in India.
 - Evaluate the significance of financial derivatives and innovations in the Indian financial landscape.
3. Interest Rates
- Analyse the determination of interest rates and factors causing interest rate differentials.
 - Evaluate theories explaining the term structure of interest rates.
 - Interpret interest rate dynamics within the Indian context.
4. Central Banking and Monetary Policy
- Evaluate instruments of monetary control in India, including SLR, CRR, and repo rates, and their roles.
 - Understand the concept of monetary management in an open economy.
 - Critically analyse India's current monetary policy, including the impact of demonetization on the economy.

These outcomes provide a comprehensive understanding of monetary systems, financial markets, interest rate mechanisms, and central banking policies with specific reference to India's economic landscape.

Course Learning Outcomes (CLO)

General Elective Course V

Name of the Course: Sustainable Development (SD)

Total Credits: [5(Th)+1(Tu)]=6

Course Learning Outcomes:

After going through the course, the student should be able to

1. The Approach Towards Sustainability-Introductory Ideas

- Comprehension of key environmental issues and problems
- Understanding the economic perspective on environmental problems
- Familiarity with the circular flow of environmental pollutants and waste recycling
- Understanding the laws of thermodynamics in relation to sustainability

- Differentiating between renewable and non-renewable resources
 - Grasping the concept and challenges associated with sustainability
2. The Meaning of Sustainable Development
- Analysing various definitions of sustainable development
 - Understanding the principles and rules guiding sustainable development
 - Proficiency in measuring sustainable development indicators
 - Examining sustainable resource management strategies
 - Recognizing the role of property rights in sustainable development
 - Identifying stakeholders involved in sustainable management of resources
 - Understanding sustainable livelihood within the context of resource management
3. Trans-boundary Pollution, Climate Change, and Sustainable Development
- Evaluating the implementation of environmental policies in developing nations
 - Understanding transboundary environmental issues and their impact
 - Familiarity with international meetings, protocols, and treaties addressing environmental concerns
 - Comprehending the economics of climate change
 - Exploring carbon credit markets, clean development mechanisms, and international emission trading
4. Sustainable Resource Management Policies in India
- Understanding India's water policy and its fundamental objectives
 - Analyzing the forestry policy of India, its goals, and visions
 - Examining India's fishery policy and its underlying objectives
 - Evaluating the effectiveness and challenges of these policies
 - Relating policy objectives to sustainable resource management practices in India

These learning outcomes cover a range of fundamental concepts, principles, and practical applications related to sustainability, sustainable development, global environmental challenges, and specific policy frameworks

Course Learning Outcomes (CLO)

General Elective Course VI
Name of the Course: Public Finance (PF)

Course Learning Outcomes:

After going through the course, the student should be able to

- Understand the fiscal functions and tools used in normative analysis.
- Analyse concepts of Pareto efficiency, equity, and their impact on social welfare.
- Identify market failures, public goods, and externalities in economic scenarios.
- Evaluate elementary theories concerning product and factor taxation, including excess burden and tax incidence.

Issues from Indian Public Finance:

- Assess the complexities and current challenges within India's tax system.
- Analyse the functioning of monetary and fiscal policies within the Indian economic context.
- Evaluate budget analysis techniques and understand deficits in the Indian economy.
- Examine fiscal federalism in India and its implications for state and local finances.

These outcomes aim to provide a comprehensive understanding of theoretical frameworks in public finance and their application to the specific economic context of India.

Course Learning Outcomes:

Introductory Methods of Field Survey
ECO-G-SEC-3-1A-TH/ECO-G-SEC-5-2A-TH

After going through the course, the student should be able to

- Understanding Economic Concepts in the Field:
- Apply economic theories and concepts to real-world situations encountered during field surveys.
- Demonstrate a deep understanding of economic principles relevant to the survey context.
- Understanding Data Collection for Economic Research:
- Design and implement surveys that collect data relevant to economic research questions.
- Demonstrate proficiency in selecting appropriate economic indicators and variables for investigation.
- Understanding Econometric Techniques:
- Apply basic econometric techniques to analyse survey data.
- Interpret and draw economic inferences from statistical results.

- Utilize quantitative and qualitative methods to analyse economic phenomena observed in the field.
- Understand the complementarity of quantitative and qualitative data in economic research.
- Policy Implications:
 - Analyze and discuss the potential policy implications of economic survey findings.
 - Relate field survey results to economic theories and evaluate their relevance for policymaking.
- Sector-specific Surveys:
 - Conduct surveys focusing on specific economic sectors (e.g., agriculture, finance, labor) to understand sector-specific dynamics.
 - Explore the interconnections between different sectors of the economy.

Course Learning Outcomes:
Elementary Rural Development
ECO-G-SEC-3-1A-TH/ECO-G-SEC-5-2A-TH

After going through the course, the student should be able to

- Understanding of Rural Development Concepts:
 1. Gain a comprehensive understanding of the key concepts, theories, and models related to rural development.
 2. Identify and analyze the factors influencing rural development processes.
- Knowledge of Rural Socioeconomic Issues:
 1. Explore the socioeconomic challenges faced by rural communities, including poverty, unemployment, education, and healthcare.
 2. Analyze the impact of these issues on rural development.
- Awareness of Agricultural Practices:
 1. Understand the role of agriculture in rural development.
 2. Explore sustainable agricultural practices and their contribution to rural economies.
- Policy Analysis and Implementation:
 1. Analyze government policies related to rural development.
 2. Understand the process of policy formulation and its implications for rural areas.

Course Learning Outcomes:
Economic Data analysis and report writing
ECO-G-SEC-4-1B-TH/ECO-G-SEC-6-2B-TH

After going through the course, the student should be able to

- Define the Purpose and Scope:
 1. Clearly state the purpose of your analysis and the questions you aim to answer.
 2. Define the scope of your report. What specific aspects of the economy are you analyzing?
- Gather Data:
 1. Collect relevant economic data from reliable sources. This may include government reports, statistical agencies, academic journals, and industry reports.

- Data Cleaning and Preparation:
 1. Clean and organize your data. This involves handling missing values, outliers, and ensuring consistency.
 2. Transform the data into a format suitable for analysis. Use spreadsheets or statistical software for this purpose.
- Exploratory Data Analysis (EDA):
 1. Conduct EDA to understand the patterns, relationships, and trends in the data.
- 2. Use descriptive statistics, charts, and graphs to present key insights.
 - Interpretation of Results:
 1. Present your findings in a clear and concise manner.
 2. Use visualizations and tables to support your interpretations.
 - Discussion of Implications:
 1. Discuss the implications of your findings. What do they mean for the economy, businesses, or policy?

Course Learning Outcomes:
Entrepreneurship and Development
ECO-G-SEC-4-1B-TH/ECO-G-SEC-6-2B-TH

After going through the course, the student should be able to

- Understanding of Entrepreneurship Concepts:
 1. Students should gain a solid understanding of key entrepreneurship concepts, including the entrepreneurial mindset, innovation, opportunity recognition, and risk management.
- Business Planning and Strategy:
 1. Ability to develop a comprehensive business plan, including market analysis, financial projections, and strategic planning.
- Start-up Skills:
 1. Acquisition of practical skills required to start and manage a business, such as financial management, marketing, operations, and human resources.
- Critical Thinking and Problem-Solving:
 1. Development of critical thinking skills to analyze and solve problems that entrepreneurs commonly face in real-world scenarios.
- Risk Management:
 1. Understanding and managing the risks associated with entrepreneurship, including financial risks, market risks, and operational risks.
- Networking and Communication:
 1. Building effective communication and networking skills, as these are crucial for entrepreneurs to pitch ideas, attract partners, and connect with potential customers.
- Ethical and Social Responsibility:
 1. Awareness of ethical considerations in business and the importance of social responsibility in entrepreneurship.
- Global Perspective:
 1. Recognition of the global aspects of entrepreneurship, including international markets, cross-cultural communication, and global business trends.
- Real-world Application:
 1. Applying theoretical concepts learned in the course to real-world situations, possibly through case studies, guest lectures, or practical projects.

Program Learning Outcomes (POs) in B.A/B.Sc Geography (General)

The student graduating with the Degree B.A or B.Sc General should be able to:

- To understand the physical aspects of earth comprising of land, water and air, their structure, composition, classification, distributional patterns and developmental processes. It helps the students to identify and analyse the various facets of geography, geographical features and processes.
- Completion of this course highlights the purpose of enhancing the capability of the students in perceiving, creating and analyzing sound geographical bases and concepts. This is how they have find the different linkages of geographical knowledge with other disciplines.
- To study human population and their activities, distribution of resources and mapping of different types of land use. It also focuses on globalization that affects the settlement as well as the cultural landscape with help of multiple innovations.
- To provide them an understanding of the basic principles of updated technology based on Remote Sensing, Geographical Information System etc along with the conventional knowledge of coordinate systems and map projections.
- To develop the skill and ability to draw and interpret different types of maps (Land use Map, Thematic Map and Map making from Satellite Imageries).
- To make the students familiar with different types of geographical data and its analysis for determining growth rate, structure, graphical plotting and interpretation.
- To develop students' aptitude for acquiring basic skills of carrying out field work. In this way, the students can directly interact with the environment to gather information relevant to their studies. The students get the necessary guidance to learn the science and art of collecting, processing and interpreting the data.

GEOGRAPHY GENERAL

- Overall, this entire course has been a shift from teacher centric to student centric study by strengthening the quality of teaching and learning in the present day real life scenario of global, regional and local level. It is considered learning as an activity of creativity of innovations and analyzing geographical phenomena.

GEOGRAPHY GENERAL

Core Course & Generic Elective & Discipline Specific Electives & Skill Enhancement Course for B.A/B.Sc General

Sl No.	PO	CC1/ GE1	CC2/ GE2	CC3/ GE3	CC4/ GE4	DSE A1	DSE B4	SEC A2	SEC B4
1	Fundamental understanding and application of basic the concept	√	√	√	√	√	√	√	√
2	Linkages with other disciplines	√	√	√	√		√		
3	Ability to understand issues related to man-environment relation	√	√	√		√	√	√	√
4	Developing problem solving techniques			√		√	√	√	√
5	Understanding of different kinds of maps and satellite images	√	√	√	√				
6	Map making skills	√	√	√	√				
7	Construction, measurements and drawing of diagrams	√	√	√	√	√	√		
8	Analysis & interpretation of data	√	√	√	√	√	√		
9	Fieldwork and communication skills		√						
10	Understanding the concepts of growth, change and development in geographical perspective	√	√	√		√	√		√
11	Focus on gender studies			√		√	√	√	√
12	Understanding models related to development			√		√	√		√
13	Policy making for society					√	√	√	√
14	Globalization, conservation & management	√	√	√		√	√	√	√

CC-1/GE-1: PHYSICAL GEOGRAPHY
(Credits: 06, Theory-04, Practicals-02)

Course learning outcome (COs):

After going through the course, the student should be able to:

- Understand the concepts related to Geotectonics, Geomorphology, Hydrology and Oceanography which are important sub-disciplines of the physical part of Geography.
- Highlights the structure of the earth's interior, different endogenetic forces like seismic waves and certain resultant surface expression in form of folds and faults.
- Learn about the formation of relief features of continents and ocean floor according to Plate Tectonic theory.
- Study the various exogenetic agents and processes and the evolution of different landforms carved out by them.
- Know about the basic models of slope evolution.
- Understand the associated role of Global Hydrological cycle and ecological flow.
- Study the techniques of watershed management in any drainage basin which is considered as an hydrological unit.
- Identify the physical and chemical properties of ocean water, its pattern of circulation and generation of wave and tide.
- Learn about the availability of various resources in the ocean water and their sustainable management and conservation.
- The practical part includes megascopic identification of some rock and mineral samples and detailed study of any selected topographical map (R.F = 1:50,000) for construction of relief profiles, relative relief map and extraction of drainage patterns and channel features along with proper interpretation.

CC-2/GE-2: ENVIRONMENTAL GEOGRAPHY
(Credits: 06, Theory-04, Practicals-02)

Course learning outcome (COs):

After going through the course, the student should be able to:

- Understand the concepts related to Climatology, Soil Geography and Biogeography which are important sub-disciplines of the physical part of Geography.
- Study in detail about the factors affecting insolation, heat budget of earth and distribution of atmospheric temperature and pressure and the major global climatic changes due to effect of Greenhouse gases and depletion of ozone layer of earth.
- Get a description of planetary wind systems influencing the general wind circulation and the mechanisms of India Monsoons.
- Learn about the formation, life cycle and types of tropical cyclone, temperate cyclone and thunderstorm.
- Discuss about the world climatic classification propounded by Koppen, its merits and demerits.
- Understand the factors of soil formation and development of Podzol, Chernozem and Laterite soil profile.
- Study the physical and chemical properties of soil which includes texture, structure, pH, salinity and NPK status.
- Get a description about an elaborate classification of soil put forward by USDA, causes of soil erosion and their management.
- Understand the concepts of Ecosystem, Biome and Biodiversity, their types and major causes of depletion and management of Biodiversity in India.
- Learn about the distribution and characteristics of Tropical rain forest, Savannah grassland, Hot desert biome and ecological adaptation of different plant types like Halophytes, xerophytes, hydrophytes and mesophytes.

GEOGRAPHY GENERAL

- The practical part includes interpretation of weather map of India, construction of hythergraph, climograph and wind rose, determination of soil type by ternary diagram textural plotting and preparing people's biodiversity register by collecting data from any selected area with ample vegetation.

CC-3/GE-3-: HUMAN GEOGRAPHY
(Credits: 06, Theory-04, Practicals-02)

Course learning outcome (COs):

After going through the course, the student should be able to:

- Understand the concepts related to Economic Geography, Social Geography and Cultural Geography which are important sub-disciplines of the human part of Geography.
- Provide a proper description of the various sectors of the economy emphasizing on the theories of Von-Thunen, Losch and Weber that explains the location of different economic activities.
- Learn about the factors influencing the location of cotton, iron and steel industries in India and how globalization has helped in the integration of world economies.
- Study the structure, function and characteristics of primitive, hunting-gathering, agrarian and industrial society and the causes and impact of migration on population.
- Highlight the various social issues of diversity, conflict and transformation after knowing the basic concepts of race, language and religion.
- Understand the concept of cultural landscape given by Carl Sauer and identify the differences in cultural landscapes of urban and rural areas.
- Discuss about the definition, types, formation of cultural regions, cultural realms, cultural diffusion and innovation.
- The practical part includes construction of proportional divided circles to depict occupational structure, time series analysis of industrial production, calculation of arithmetic growth rate of population and nearest neighbour analysis of rural settlement from Indian topographical maps (R.F = 1:50,000).

CC-4/GE-4: CARTOGRAPHY
(Credits: 06, Theory-04, Practicals-02)

Course learning outcome (COs):

After going through the course, the student should be able to:

- Understand the concepts related to scales and projections, topographic and thematic maps, Remote Sensing and Geographical Information System and surveying which are important cartographic techniques of Geography.
- Learn and apply the basic concepts associated with maps, scales, map projections and bearing, their classification and uses.
- Emphasize on the polar and rectangular coordinate systems along with the significance of UTM projection.
- Study in detail about information on the margins and referencing schemes of old and open series of Indian topographical maps.
- Know the theoretical concept of representation of data by dots, proportional circles, isopleth and choropleth.
- Acquaintance with thematic maps producing national agencies like GSI, NATMO, NBSSLUP, NHO, Bhuvan platform.
- Understand the basic concepts of Remote Sensing that includes sensors, bands and resolution of the satellites sent by ISRO and principles of standard false colour composition of raster images.
- Learn the basic concepts of GIS that includes vectors, attribute table, buffer and overlay analysis.
- Study the theoretical background of surveying using Prismatic Compass and Dumpy level.
- The practical part includes graphical construction of scales (plain and comparative), projections (Simple Conic with one standard parallel, Cylindrical Equal Area, Polar Zenithal Stereographic), thematic maps and annotated thematic overlays from satellite imageries.

DSE A1: REGIONAL DEVELOPMENT
(Credits: 06, Theory-04, Practicals-02)

Course learning outcome (COs):

After going through the course, the student should be able to:

- Understand the basic concept and significance of regions and regional planning emphasizing on characteristics and demarcation of a planning region.
- Learn about the concept of development, underdevelopment that supports the efficiency-equity debate.
- Study the pattern of regionalization of India for planning with special reference to agro-ecological zones.
- Discuss in detail about important aspects, merits and demerits of the models of regional development like Growth pole model by Perroux, Growth centre model in Indian context and emergence of the concept of village cluster.
- Explain the various problems associated with regional planning in backward regions, special area development plans focusing on D.V.C in India.
- Identify the indicators of different categories of development (economic, social, environmental, human) and the existing inequality, diversity and disparity in the term of regional development in India.
- Analyze the development and regional disparities in terms of agriculture, industries and education and health resources in India since independence.
- The practical part includes Weaver's method of delineation of region, determination of sphere of influence by gravity model, inequality measurements by Lorenz curve and location Quotient and calculation of Z score and Composite Index.

DSE B4: POPULATION GEOGRAPHY
(Credits: 06, Theory-04, Practicals-02)

Course learning outcome (COs):

After going through the course, the student should be able to:

- Study the concepts of Population dynamics by understanding the evolution of Population Geography as a field of specialization and its relation to Demography. It also identifies the sources of population data, their authenticity and the problems associated with population mapping.
- Explain the population distribution, density and growth in India and world.
- Learn the classical and modern theories of population growth with special emphasis on Demographic Transition model.
- Discuss the composition of Indian population in terms of age-sex, rural-urban, occupation, urbanization and literacy and education.
- Understand the concepts of optimum population, cohort, life table, fertility and mortality.
- Study the causes, types and patterns of migration with reference to India.
- Explain the relation between population and development based on population-resource region and Human Development Index.
- Learn about the various population policies in developed and less developed countries of the world focusing on India's population policies and its implications on environment and society as a whole.
- Identify the problems existing in population in terms of aging, declining sex ratio, population and environment dichotomy and impact of HIV/AIDS.
- The practical part includes population projection by arithmetic method, state-wise density mapping and analysis of work participation rate of India, interpretation of occupational structure of West Bengal by dominant and distinctive functions.

SEC A2: FOREST AND WILDLIFE MANAGEMENT
(Credits: 02, Theory-02)

Course learning outcome (COs):

After going through the course, the student should be able to:

- Understand the necessity of forest and wildlife management emphasizing on the role of different stakeholders.
- Give an account of the tangible and intangible benefits of forest and wildlife management.
- Study the legalities of various forest and wildlife protection acts in India which were formulated to save the biodiversity and identify the forest rights focusing the rights of tribals.
- Explain the relation between gender and forest, management of forest as common property resource and causes and management of poaching and illegal logging.
- Learn the principles of community participation and joint forest management.
- Analyze the reasons and steps to be taken to control the growing human-wildlife conflict with special reference to JangalMahal, Sundarban and Duars.

SEC B4: SUSTAINABLE DEVELOPMENT
(Credits: 02, Theory-02)

Course learning outcome (COs):

After going through the course, the student should be able to:

- Understand the basic concept of sustainable development, its historical background, elements, determinants and limitations.
- Study the linkage among sustainable development, environment and poverty emphasizing on the challenges of sustainable development.
- Identify the different environmental issues concerning population, income and urbanization, health care, forest and water resources.
- Learn about the domain, conflict, crisis and compromise regarding the goals of sustainable development.