

B.A. BENGALI BNG-MDC

Program Specific Outcome (PSO):

- PSO 1 :** স্নাতকস্তরে ‘বাংলা ভাষা ও সাহিত্য’-এর সম্পূর্ণ Programme-টি শিক্ষণে বিদ্যার্থীরা যখন সাফল্য অর্জন করে তখন তাদের বাচনিক বাংলা, লেখারভাষা এবং পাঠরুচি অনেকখানি উন্নত হয়ে ওঠে।
- PSO 2 :** এই programme-টি শেষ করার পর বাংলা সাহিত্য এবং বাংলা ভাষাতত্ত্বের জ্ঞানকে প্রকাশ করার ক্ষমতা বৃদ্ধি পায়।
- PSO 3 :** এই programme-টি থেকে শিক্ষার্থীরা সাহিত্যের বিভিন্ন সংরূপকে পৃথকীকরণ করতে শিখবে সেইসঙ্গে প্রতিটি সংরূপের আঙ্গিক, সাংস্কৃতিক ও ঐতিহাসিক প্রেক্ষাপট সম্বন্ধে সচেতন হয়ে উঠবে।
- PSO 4 :** এই programme-টি থেকে শিক্ষার্থীরা সাহিত্যের নানা সংরূপকে বিশ্লেষণ করতে, সমালোচনা করতে শিখবোতাদের প্রকাশভঙ্গি, লিখনভঙ্গিও বিশ্লেষণাত্মক হয়ে উঠবে।
- PSO 5 :** বিভিন্ন সমালোচনা, বিশ্লেষণের সঙ্গে পরিচিত হয়ে শিক্ষার্থীরা শিখবে কোনও সাহিত্যপাঠকে কিভাবে পুনঃপাঠ প্রক্রিয়ায় প্রয়োগ করা যায়।
- PSO 6 :** এই programme শিক্ষার্থীদের শুধু সাহিত্যের সৌন্দর্যবোধ সম্পর্কে অবহিত করতে নয়, সেই সঙ্গে সামাজিক নীতিবোধ, সাংস্কৃতিক রুচিবোধ, যুক্তিপূর্ণ বিশ্লেষণী মানসিকতা গড়ে তুলবে।
- PSO 7 :** এই programme চার ধরনের ভাষাগত দক্ষতা তৈরী করবে—বাংলাভাষা সঠিকভাবে শোনা, শুদ্ধ বাংলা বলা, সঠিকভাবে বাংলা পড়া এবং সঠিক বাংলা লেখা।
- PSO 8 :** বিভিন্ন যুগের সাহিত্যিক আন্দোলন, সাংস্কৃতিক আন্দোলনের পাঠ শিক্ষার্থীদের মন ও মেধাকে পরিণত করবে।
- PSO 9 :** বাংলা ভাষা ও সাহিত্যের যুগবাহিত ধারাবাহিকতা শিক্ষার্থীদের ভাষা ও সাহিত্যের বিবর্তন সম্বন্ধে যেমন অবহিত করবে সেইসঙ্গে সমকালের সঙ্গে তুলনামূলক পর্যালোচনার দক্ষতাও শিক্ষার্থীদের গড়ে উঠবে।
- PSO 10 :** বাংলা মুদ্রণ, প্রকাশনা, অনুবাদ, গ্রন্থ সমালোচনা, কনটেন্ট রাইটিং ইত্যাদি প্রয়োজনীয় ব্যবহারিক এবং পেশাভিত্তিক বিষয়গুলি সম্পর্কে এই programme থেকে শিক্ষার্থীরা শিখে ভবিষ্যত জীবনে কাজে লাগাতে পারে।
- PSO 11** সর্বোপরি গ্রুপদী সাহিত্য, জনপ্রিয় সাহিত্য, সমকালীন সাহিত্য এবং তার সঙ্গে মুদ্রিত, ইলেকট্রনিক্স, ডিজিট্যাল-গণমাধ্যম এবং আধুনিক সমাজমাধ্যমের সম্পর্ক নিয়েও শিক্ষার্থীরা সচেতন হবে। এইসব প্রাপ্তি থেকে নিশ্চিতভাবে বলা যায় যে, স্নাতকস্তরে আগামীদিনেও শিক্ষার্থীদের কাজে এই programme-টির গ্রহণযোগ্যতা সক্রিয় থাকবে।

Program Learning Outcome (POs) in B.A. BNG-MDC

শিক্ষার্থীরা স্নাতকস্তরের বাংলা ভাষা ও সাহিত্যের পাঠ্যক্রম থেকে 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 বাংলা ভাষা এবং বর্ণনামূলক ভাষাবিজ্ঞান সম্পর্কে শিক্ষার্থীরা বিস্তৃত জ্ঞান অর্জন করে।

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। পাঠ্য সাহিত্যের মাধ্যমে শিক্ষার্থীরা বিভিন্ন সামাজিক আন্দোলনের সম্পর্কে জানতে পারে।

PO.9 বাংলা ভাষার শব্দ ভাণ্ডার, উপভাষা এবং ব্যাকরণ সম্পর্কে শিক্ষার্থীরা জানতে পারে।

PO.10 সাহিত্যিকদের জীবনদর্শন, রচনা-শৈলী, বিষয়-ভাবনার কালক্রমিক বিকাশ ও বিবর্তনের সঙ্গে শিক্ষার্থীদের পরিচয় হয়।

PO.11 মুদ্রণ ও প্রকাশনা সম্পর্কে সাধারণ জ্ঞান অর্জন করে পড়ুয়ারা।

PO.12 অনুবাদ, গ্রন্থ সমালোচনা, কন্টেন্ট রাইটিং এবং ডায়েরি লেখা ইত্যাদি পেশা ভিত্তিক বিষয়গুলি সম্পর্কে পড়ুয়াদের ব্যবহারিক ধারণা তৈরি হয়।

Core Course for B.A. Bengali-MD(IDC)

S.No	POs	CC1	CC2
1	PO1		
2	PO2		
3	PO3		
4	PO4		
5	PO5	√	√
6	PO6	√	√
7	PO7	√	√
8	PO8	√	√
9	PO9		
10	PO10		
11	PO11		
12	PO12		

Course for B.A. Bengali-MD (SEC)

S.No	POs	CC1	CC2
1	PO1		
2	PO2		
3	PO3		
4	PO4		
5	PO5		
6	PO6		
7	PO7		
8	PO8		
9	PO9		
10	PO10		
11	PO11	√	√
12	PO 12	√	√

BNG-MD-IDC-1-1/2-TH-TU

কথা সাহিত্য ও নাটক (Credit-3)

Course learning outcomes (COs)

এই কোর্সটি থেকে শিক্ষার্থীরা যে যে বিষয়ে উপকৃত হবে :

- ১। এই কোর্সে যে সাহিত্যকর্মগুলি পাঠ্য সেগুলি ইতিহাস, রাষ্ট্রবিজ্ঞান, সমাজবিদ্যা, অর্থনীতি ও দর্শন বিভাগের শিক্ষার পরিপূরক হয়ে উঠবে।
- ২। শরৎচন্দ্র চট্টোপাধ্যায়ের উপন্যাস, রবীন্দ্রনাথের ছোটগল্প এবং স্বাধীনতা-উত্তর ছোটগল্পে সমাজতত্ত্ব, স্বাধীনতা-পূর্ব ও উত্তর ভারতীয় অর্থনীতি এবং নারীমনস্তত্ত্ব সম্বন্ধে এই কোর্সের মাধ্যমে ছাত্রীরা জানবে।
- ৩। গণনাট্য আন্দোলন এবং তার সূচক পাঠ্য নাটক নবান্ন ছাত্রীদের বাংলা থিয়েটারের সম্বন্ধে জানতে সাহায্য করবে।

BNG-MD-SEC-1-1/2-TH-TU

মুদ্রণ ও প্রকাশনা (Credit-4)

Course learning outcomes (COs)

এই কোর্সটি থেকে শিক্ষার্থীরা যে যে বিষয়ে উপকৃত হবে :

- ১। বাংলা মুদ্রণ ও প্রকাশনা সংক্রান্ত সাধারণ পেশাদার জ্ঞানার্জন করবে পড়ুয়ারা।
- ২। পাণ্ডুলিপি প্রস্তুত করা, সংগ্রহ, সম্পাদনা ও সংকলন সম্বন্ধে শিখবে ছাত্রীরা।
- ৩। কভার, টাইটেল পেজ, গ্রন্থ/ পত্রিকার পঞ্জিকরণ প্রস্তুতি শিখবে।

BNG-MD-SEC-2-2-TH-TU

ব্যবহারিক বাংলা-১

(Credit-4)

Course learning outcomes (COs)

এই কোর্সটি থেকে শিক্ষার্থীরা যে যে বিষয়ে উপকৃত হবে :

- ১। চিঠিপত্র লেখার মতো অতি প্রয়োজনীয় ব্যবহারিক বিষয়ে শিক্ষার্থীরা জ্ঞানার্জন করবে।
- ২। অনুবাদ, গ্রন্থসমালোচনা এবং কনটেন্ট রাইটিং-এর মতো পেশাভিত্তিক বিষয়গুলি সম্বন্ধে ছাত্রীদের ধারণা হবে।
- ৩। দিনপঞ্জি, রচনা, ইংরেজি থেকে বাংলায় অনুবাদ করাও শিখবে ছাত্রীরা।

Programme Learning Outcome (POs) in B.A./ B.Sc. Economics (MDC)

Under CCF (Sem I & Sem II)

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 and SEC Paper for Economics
(MDC)**

S. No	Pos	CC-I	CC-II	SEC I/II/ II
1	To develop analytical ability among students	X	X	X
2	To have an idea about how the Government functions	X	X	X
3	To Maximize standard of living and to achieve stable Economic Growth	X	X	X
4	To understand and apply core Economic Principles related to consumers, producers and market	X	X	
5	To understand and apply basic Principles of Macroeconomics		X	
6	To know policy making mechanism related to money and currency from an applied finance context	X	X	
7	Application of Statistics and Mathematics in Economics usually used for forecasting	X	X	X
8.	Use of case study for the better understanding of the topics	X	X	X

Course Learning Outcomes (CLO)
Core Courses (CC)

CC1 (Introductory Microeconomics)

(Credits: 03, Tutorial – 01)

Students will be able to

- Develops understanding of how economy functions.
- Develops in general analytical ability among students.
- Students learn to analyze certain real- life events.
- This course is a stepping stone for the students that help them to understand more complicated economic theories in the future.

CC2: Introductory Macroeconomics
(Credits: 03, Tutorial – 01)

In this course, students gain important insights in the basic and initial concepts of macroeconomics such as

- the basic concepts of National Income accounting - The Circular Flow, Concepts of GNP, GDP, NNP, and NDP at market price and at factor cost. National Income measurement methods, concepts of Corporate Income, Corporate Savings, Personal Income, Personal Disposable Income and Personal Savings. Relation of Saving-Investment gap with budget deficit and trade surplus, Cost of Living.
- the Simple Keynesian Model of Income Determination in a closed economy – concepts of consumption and savings function, paradox of thrift, Simple Keynesian Multiplier, stability of equilibrium, SKM in a closed economy with government, the associated multipliers, the budget surplus tax changes, government purchases and the full employment budget surplus
- Basic ideas of Classical Macroeconomics; Say's Law and QTM, Loanable fund theory; Classical Theory of Income and Employment

determination; notions of full employment, wage-price flexibility, Classical Dichotomy and Neutrality of Money

- Investment function: Concepts of Marginal productivity, marginal efficiency of capital (MEC) and marginal efficiency of investment (MEI)- Jorgenson's Neo-classical theory, Acceleration principle and the Multiplier-Accelerator interaction.
- Concepts and types of inflation.

**SEC I: Economic Data analysis and report writing
(for Sem I/II/III)**

(Credits: 03, Tutorial – 01)

Students will be able to

- Find out and observe descriptive statistics of data set by using statistical tools
- Gather knowledge about descriptive statistics
- Learn about details of sampling survey method, sampling distribution and estimation of statistics and parameters in question.
- Learn about elements of report writing.

Competitive Exams and government jobs	X	X	X	X	X	X	X	X	X	X
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ENG-THREE YEAR MULTIDISCIPLINARY COURSE

POs	MDC 1	MDC 2	MDC 3	MDC 4	MDC 5	MDC 6	MDC 7	MDC 8	SEC
Basic Knowledge	X	X	X	X	X	X	X	X	X
Summarize and critical appreciation	X	X	X	X	X	X	X	X	X
Indian Writing in English		X				X		X	
American Literature	X			X					
Partition Literature								X	
Professional skill in communication									X
Socio-political historical knowledge	X	X	X	X	X	X	X	X	X
Competitive Exams and government jobs	X	X	X	X	X	X	X	X	X
Job Opportunity	X	X	X	X	X	X	X	X	X

Course Outcome (CO):

MIN 1/MDC 1: ENGLISH POETRY

- This course gives the student a basic idea of history of English poetry
- Introduces the student to some elementary but representative English poetry
- Helps the student get a basic idea of background, historical and social background of the ages
- Helps the student to critically appreciate and summarize.

MIN 1/MDC 1: ENGLISH POETRY

- The student is introduced to a basic idea on History of English prose
- The student is introduced to some of the elementary short stories and essays of English literature
- The student gets an idea of Indian Writing in English
- The student is acquainted with social, political and contextual background.
- The student gets an experience of reading, understanding, analyzing a text
- The student is given space for critical thinking.

Course Outcome (CO) :

SEC 1: BUSINESS WRITING:

- 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.
- Opens up job opportunities

AEC 1 (COMPULSORY ENGLISH):

- The student is introduced to some of the elementary poems and prose pieces of English literature
- The student gets an idea of Indian Writing in English
- The student learns how to read, analyze and break a text.
- The student is given space for critical thinking.
- The course objective is to build advanced ability in English Language

AEC 2 (COMPULSORY ENGLISH):

- The student is introduced to some of the elementary poems and prose pieces of English literature
- The student gets an idea of American and Indian Writing in English
- The student learns how to read, analyze and break a text.
- The student is given space for critical thinking.
- The course objective is to build advanced ability in English Language

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

The student graduating with the Degree B.A. or B.Sc MDC in Geography 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 found 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 develop an understanding about the theoretical concepts of the different methodologies in Geography which are mainly necessary in field researches. The main components are identification of problems, data collection and compilation, use of survey instruments, diagrams and maps.
- To provide them an understanding of the basic principles of updated technology based on Remote Sensing, Geographical Information System, Global Navigation Satellite System along with the conventional knowledge of coordinate systems and map projections and applications of basic as well as advanced survey instruments.
- To develop the skill and ability to draw and interpret different types of maps (Land use Map, Thematic Map, Topographical maps, Weather maps 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.

- 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.

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

Sl No.	PO	CC1	CC2	SEC	IDC
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 and interpretation	√	√	√	√
6	Map making skills	√			√
7	Analysis & interpretation of data	√	√	√	√
8	Construction, measurements and drawing of diagrams and graphs	√	√		√
9	Theoretical application and use of geographical instruments	√		√	√
10	Understanding the concepts of growth, change and development in geographical perspective	√	√	√	√
11	Globalization, conservation & management		√		

Physical Geography - GEOG-CC/MD-CC-1/3-Th & P
(Credits: 04, Theory-03, Practicals-01)

Course learning outcome (COs):

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

- Understand the concepts related to Cartography, Geotectonics, Geomorphology, Climatology, Soil Geography, Biogeography and Geography of Hazards which are important sub-disciplines of the of Geography.
- Highlights the structure of the earth's interior and different endogenetic forces like seismic waves.
- Study the major types of weathering, various exogenetic agents, processes and the evolution of different landforms curved out by river.
- Study in detail about the atmospheric stratification and circulation in form of planetary winds and jet streams.
- Understand the factors of soil formation and development of an ideal soil profile.
- Learn about the different plant adaptations and distribution in terms of water availability.
- Highlights the nature and classification of the hazards and disasters in reference to Indian subcontinent.
- The practical part includes graphical construction of scale, delineation of drainage basins from any selected topographical map (R.F = 1:50,000) for determining stream ordering and bifurcation ratio followed by extraction of drainage patterns and channel features along with proper interpretation and lastly, construction and interpretation of wind rose diagram.

Human Geography - GEOG-CC02/MD-CC02-2/4-Th & P (Credits: 04, Theory-03, Practicals-01)

Course learning outcome (COs):

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

- Understand the concepts related to Social Geography, Population Geography, Settlement Geography and Urban Geography which are important sub-disciplines of the human part of Geography.
- Provide a proper description of the nature, scope and recent trends in Human Geography.
- Studies the different geographical school of thought and approaches like Resource, Locational, Landscape and Environment.
- Learn about the factors of evolution of different human societies like hunting and food gathering, pastoral nomadism, subsistence farming, and industrial society and their comparisons with special focus on post-industrial urban societies.
- Study the different tribes Chenchu, Toda, and Gond and their physical, socio-economic and cultural life styles.
- Highlight the various stages of Demographic Transition Theory and the concept & significance of demographic dividend.
- Discuss about the distribution, density, and growth of population in India.
- Studies about definition and characteristics of urban and rural settlements along with site, situation, types, patterns of rural settlements and size-class classification of urban settlements (Census of India).
- The practical part includes calculation of arithmetic growth rate of population, drawing of choropleth map using the population density of Indian states or West Bengal, nearest neighbour analysis of rural settlement from Indian topographical maps (R.F = 1:50,000) and construction of proportional squares depicting number of houses.

Methods in Geography GEOG-SEC01/MD-SEC01-1/2/3-Th (Credits: 04, Theory-04)

Course learning outcome (COs):

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

- Understands the concepts and strategies required for conducting any field survey and post-field analysis. This course emphasizes on data collection and compilation and basic and advanced methodologies involved in research in Physical and Human Geography.
- Learning about how to identify the existing research problems in any field area and based on that, design a primary survey for conducting the research. Students must know the significance of pilot survey prior to any primary survey and also the various methods of sampling necessary to identify the samples before the survey.
- Discuss the steps of preparing a questionnaire and interview schedule for collecting data from the sample population, followed by data entry into master table in computer platform and forming the tabulation required for statistical analysis of data (frequency, central tendency and dispersion).
- Highlights the methods of data collection and analysis in Physical Geography using minor survey instruments like Brunton compass, Distometer, smartphone levelling applications and textural analysis of grains using sieves.
- Studies the topographical maps, satellite imageries and DEM data for extraction and mapping of flooded areas, areal and linear extents of riverbank and coastline shift.
- Provides the theoretical understanding of the different methods applied in Human Geography like identification of Dominant and Distinctive functions in any region, construction of Ternary Diagram showing distribution of occupational patterns, drawing of accessibility maps and flow charts that uses road and transport data.

Geomatics and Spatial Analysis GEO-IDC01-1/2/3-Th & P (Credits: 03, Theory-02, Practicals-01)

Course learning outcome (COs):

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

- Understands the basic concepts of Cartography, Surveying, Remote Sensing (RS), Geographical Information System (GIS) and Global Navigation Satellite System (GNSS) with their diverse applications in geographical studies.
- Studies the definition, concept, components and classification of Maps, Scales and Projections with special emphasis on properties and uses of simple conical projection and Universal Transverse Mercator (UTM).
- Learns about the different types of Bearing and the concept of geoid and spheroid with special reference to WGS-84.
- Highlights the basic concepts of three survey instruments, their features and uses: Dumpy level, Theodolite and lastly, Total Station which is the most updated survey instrument.
- Discuss about the definition and principles of Remote Sensing which includes mainly the satellites and sensors with special reference to space missions undertaken by Indian Space Research Organization (IRS) and National Aeronautics and Space Administration in U.S.A (Landsat missions).
- Develop the skill to understand and interpret the standard false colour composition of satellite images (FCC).
- Provide basic knowledge about the principles and significance of supervised image classification.
- Differentiate between various data structures like spatial and non-spatial, raster and vector with emphasis on metadata.
- Studies the basic principles of preparing an attribute table, data manipulation, query operation and overlay analysis in GIS.
- The practical part includes construction of simple conical projection with one standard parallel, traverse survey and plotting UTM coordinates using selected smartphone GNSS application, identification of land use / land cover features from satellite

imagery and detection of change (in area & perimeter) of riverbank or coastline shift from multi-dated maps and images.

Programme Learning Outcomes (Pos) in B.A , History (MDC)

Students enrolled in the programme, complete a curriculum that exposes and trains students in a wide range of essential skills and abilities. They will have the opportunity to master the following objectives.

Plo-I. To learn a basic narrative of historical events in a specific region of the world in a specific time frame.

Plo-II. To articulate factual & contextual knowledge of specific places & times, to make careful comparisons (across time, space & culture).

Plo-III. The ability to use bibliographical tools for the advanced study of history.

Plo-IV. To understand & evaluate different historical ideas, various arguments, and points of view.

Plo-V. To develop an appreciation of themselves & of others through the study of the past in local, regional, national, and global context.

Plo-VI. It instills an appreciation of the uniqueness of visual evidence and cultivates the skill of using visual evidence to understand human activity of the recent and distant past.

Core Course for B.A History -MDC

Sl	Pos	CC-1	CC-2	IDC	SEC-1
1	Historical knowledge of a specific area and time	✓	✓	✓	
2	Factual and contextual knowledge across time, space & culture		✓		✓
3	Knowledge and usage of bibliographical tools	✓	✓		✓
4	Understanding of different viewpoints and debates	✓	✓	✓	
5	Appreciation and understanding of past in local as well as global context	✓	✓	✓	✓
6	Appreciation and usage of visual evidence	✓	✓		✓

Course learning outcomes

After completing this programme, student is expected to-

1. Construct historical narratives.

- Describe significant developments within historical contexts, covered in the syllabus.
- Identify and analyze the significance of historical changes that take place within a society or culture.
- Explain the patterns of such transitions.
- Assess patterns of continuities within such historical contexts.

2. Formulate arguments based on a historiographical engagement.

- Formulate, sustain, and justify a historical argument.
- Support and establish such arguments with historical evidence drawn mainly from secondary sources.
- Situate historical arguments within a larger scholarly narrative.
- Explain that while chronology and knowledge of the basic facts of history are necessary, the study of history involves critical evaluation and processing of those facts to arrive at coherent interpretation of past.
- Exhibit a familiarity with 'the historian's craft'- methods and rigors of the discipline.

3. Engage with scholarly writings and presentations.

- Abstract the main arguments/concepts/ideas embedded in scholarly writings in History.
- Comprehend and explain the structure of arguments and claims made in such writings.
- Note the empirical evidence used to establish such claims.

4. Participate in historical debates and discussion based on evidence and interpretations.

- Synthesize arguments and facts culled from scholarly writings.
- Articulate a persuasive, well-structured historical arguments based on such

synthesis.

- Employ multiple forms of evidence in this historical argument.
- Formulate relevant and meaningful historical questions.
- Write clear, cogent, and well- researched essays and academic papers, to make an argument based on appropriate evidence about a selected topic or question in history, avoiding plagiarism.
- Use proper citations and footnotes within formal written assignments.
- Deliver presentations based on such well- researched material orally as well.
- Participate in debates and other forms of verbal historical discussions.

5. Work Collaboratively

- Participate in discussion and ask thoughtful questions
- Provide formal feedback to peers in the course of such discussions
- Learn the formal protocol of academic engagements in a seminar and conference.

B.A, History (MDC)

Sl No.	COs	CC-1	CC-2	IDC	SEC-1
1	Construct historical narratives	✓	✓	✓	✓
2	Formulate arguments based on a historiographical engagement.	✓	✓	✓	✓
3	Engage with scholarly writings and presentations	✓	✓	✓	✓
4	Participation in historical debates and discussion based on evidence and interpretations	✓	✓	✓	✓
5	Work Collaboratively	✓	✓	✓	✓

Course Learning Outcome (CLO)

Core Course-1

History of India from the Earliest Time to C 300 BCE

Credits:4 (Theory-3 & Tutorial 1)

Ancient Indian History enables a student to have a better grasp of our Cultural heritage and to define our identity in each phase of human civilization from remote past. The course will enable the students to

1. Learn ancient literature which always acted as the mirror of our society. Through the writings of different authors, they come to know about our glorious past as well as positive and negative aspects of the then period, thus having an idea of our ancient life.
2. Understand the ancient Indian history which take them to the cradle of Indian civilization .it marks the beginning of the urban civilization in this sub-continent which was centred in the Indus River and its tributaries. That period onwards the journey of humankind in India started and took different shapes in different transitional phase and made the landmarks.
3. learn that prior to urban civilization there was food gathering and food hunting stage which symbolizes the earliest phase of mankind pointing out the stone age culture.
4. articulate the knowledge of Vedas and Upanishads which are poignant and essential texts for Indian tradition. They provide an insight into the Hindu philosophy and rituals.
5. comprehend the background of the emergence of statehood after the Janapadas and Majanapadas and the rise of Second Urbanization along with the two-protestant religion Buddhism and Jainism.

Course Learning Outcome (CLO)

CC-2

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

Credits:4 (Theory-3 & Tutorial 1)

The evolution of humankind throughout the world also the civilizations beyond India are essential readings for the students of history. This course will enable the students to

1. understand the different periods of Stone Age Culture as well as the role of kinship social institutions in the development of early societies.
2. learn the beginning of agriculture, different modes of production and cattle rearing in different parts of world.
3. learn about the bronze age of the old civilizations like Egypt and China.
4. know about the advent of iron and its significance in socio economic field.
5. learn about the polity, society, agrarian economy, urbanization and trade of ancient Greece and Rome.
6. Learn about cultural aspect of Greece, its drama, art, and architecture, thereby giving them a comprehensive knowledge about these two great civilizations of the world.

Inter Disciplinary/Course (IDC)

Making of Contemporary India (1919-1964)

Credits-3(2 theories + 1 Tutorial)

This course focuses on the major national movements that led on to India's independence in 1947. It also discusses the impact of Partition on society and culture and finally the evolution of Parliamentary democracy and Indian foreign policy during its' early days. The course will enable the students to:

1. Learn in detail about Gandhian movements and their impact on our freedom struggle thereby understanding the philosophy of Gandhian struggle.
2. Know about movements and struggles outside Gandhian fold. Gain knowledge about revolutionary principles and struggles of Netaji and other revolutionary organizations.
3. Learn about communal politics and birth of Pakistan that will help them understand the political rifts between India and Pakistan.
4. Learn about various constitutional plans formulated by the British government realizing the importance of India's freedom struggle to handover power.
5. Learn about India's journey from 1947 under the leadership of Pandit Jawaharlal Nehru and establishment of Parliamentary democracy.

Skill Enhancement Course-1 (SEC)
Repositories of History: Museums and Archives
Credits: 4 (2 Theories + 2 Tutorials)

This Course will help the students to

1. Gain knowledge about the institutions that house and maintain documentaries, visual and material remains of the past.
2. Explain the significance of Museums and archives and how they function in academic activities as well as constructing history.
3. Undertake activities like collection, documentation, and exhibition of important materials in their localities and colleges.
4. Gain firsthand experience through visiting National Archives and National Museums as an integral part of their study.

Department of Journalism and Mass Communication

Course Learning Outcome (COs)

SEMESTER-1

JOUR-MD-CC1-1-TH: Basics of Journalism and Mass Communication (Credits – 04, 3Theory+1Tutorial)

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.
- 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.
- Students will have an understanding of basics of communication, theories of communication, various communication schools, types of communication.

SEMESTER-1,

JOUR-MD-IDC-TH: Introduction to Journalism and Mass Communication (Credits – 03, 2Theory+1Tutorial)

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.
- 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.
- Students will have an understanding of basics of communication, theories of communication, various communication schools, types of communication.

SEMESTER-1,
JOUR-MD- SEC-TH: Print Advertising
(Credits – 04)

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

- Understanding of the importance of advertising and networking in today's life situation.
- Demonstrate the role advertising play in brand management.
- How advertising plays an important function in government, public and corporate sectors.
- How to balance advertising layouts.
- Students will be able to create display advertisement designs using latest computer techniques.

SEMESTER-2,
JOUR-MD-CC2-2-TH: Basics of Broadcasting Journalism
(Credits – 04, 3Theory+1Tutorial)

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.
- 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

Sl No	POs	JOUR-MD-CC1-1-TH	JOUR-MD-ID-C-TH	JOUR-MD-SEC-T H	JOUR-MD-CC2-2-TH
1.	Ability to understand the role of press in democratic society, freedom of press.	X	X		
2.	Enabling students with skill and knowledge of current Media industry, Advertising and public relations, corporate communication and media management.			X	X
3.	Enable students to share thoughts, ideas and apply spoken and written	X	X	X	X

	communication skills.				
4.	Enhancing students' ability to critically analyse different media contents.	X	X	X	X
5.	Ability to use communication softwares for content creation and editing of publishing platforms			X	
6.	Ability to understand the importance of journalistic laws and ethical values	X	X		X
7.	To acquire knowledge and understand the	X	X	X	X

	importance of lifelong learning, current affairs				
8.	Ability to think critically, creatively and independently	X	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 cooperation with team members.	X	X	X	X

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) B.A 3yr under CCF Philosophy (Multidisciplinary)

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.

**B.A Course (Multidisciplinary), Skill Enhancement Course (SEC) and
Interdisciplinary Course (IDC) for B.A 3yr under CCF Philosophy (General)**

SI .NO	POs	CC1	CC 2	SEC	IDC
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.	√	√	√	√

Course Learning Outcomes (CLO)

Core Course Major (DSCC)

SEM-1

CC-1 (Fundamentals of Philosophy)

(Credit: 60)

- Metaphysics is the branch of Philosophy that studies the fundamental nature of reality. This includes studies of the first principles of being or existence, identity, change, consciousness, space and time, necessity, actuality and possibility. It also includes questions about the existence and conceptions of God, as well as relationships between foundational philosophical ideas such as between mind and matter, cause and effect, substance and attribute, or potentiality and actuality. Metaphysics is considered one of the four major branches of philosophy along with epistemology, logic, and ethics.
- Epistemology is the field of philosophical study that focuses on knowledge. Epistemology is concerned with the potential sources of knowledge and justified beliefs. This includes perception, reason, memory and testimony. Epistemology has its origin with the ancient Greek Philosophers including Socrates, Plato and Aristotle. It has been a central emphasis of philosophical thought throughout history. Knowledge has been understood as a search for wisdom, an attempt to understand the universe as a whole, an examination of moral responsibilities and of social obligations of people, an effort to fathom the divine intentions and the place of human beings with reference to them, and an examination of the origin, extent and validity of human idea
- The younger students start planting good ideas in the minds of people, the more chance you have of growing them into healthy ideals that can sharp and change our world, which is in desperate need of a shift in values and perspective if we are ever to have a happy safe healthy planet for all people. Teaching ethics, morality, Indian Philosophy at the primary level can have several benefits. It can help students develop critical thinking skills, moral reasoning, and a deeper understanding of their cultural and philosophical heritage. It can also contribute to their ability to navigate complex moral and social issues as they grow older. However, it's important to ensure that the curriculum is inclusive and respects the diverse cultural and religious backgrounds of all students. Our engineering courses requires us to learn human Values and Professional Ethics.

**SEC-1 (Recent issues in Philosophy: Political and ethical
(Credit-60)**

- Human Rights:

Human rights are moral principles or norms for certain standards of human behavior and are regularly protected in municipal and international law. They are commonly understood as inalienable, fundamental rights "to which a person is inherently entitled simply because she or he is a human being, and which are inherent in all human beings," regardless of their age, ethnic origin, location, language, religion, ethnicity or any other status. They are applicable everywhere and at every time in the sense of being universal, and they are egalitarian in the sense of being the same for everyone. They are regarded as requiring empathy and the rule of law, and imposing an obligation on persons to respect the human rights of others, and it is generally considered that they should not be taken away except as a result of due process based on specific circumstances. The idea of human rights suggests that "if the public discourse of peacetime global society can be said to have a common moral language, it is that of human rights."

- Feminist Ethics:

Feminist ethics is an approach to ethics that builds on the belief that traditionally ethical theorizing has undervalued and underappreciated women's moral experience, which is largely male-dominated, and it therefore chooses to reimagine ethics through a holistic feminist approach to transform it. The goal of feminist ethics is the transformation of societies and situations where women are harmed through violence, subordination and exclusion. In today's society it is becoming less socially acceptable to commit violence against women.

IDC- (Interdisciplinary Course)

(Credit-45)

This paper enriches students with importance of 'Values' in our life and the significance of Peace & Value education in Global perspectives. Peace education activities promote the knowledge, skills and attitudes that will help people either to prevent the occurrence of conflict, resolve conflicts peacefully, or create social conditions conducive to peace. Core values of nonviolence and social justice are central to peace education.

SEM-2

CC-2 (Outlines of Indian Philosophy)

(Credit-60)

India has one of the oldest and longest traditions of philosophical thinking in the world. The Canvas of what can be termed as Indian thought is vast and varied spanning millenia, with a wide range and variety of philosophical schools and systems, our focus will be on the essential Feature of Indian thought and culture and its heritage. Indian philosophy has a totality and integralism. The instruction of preceptors and systems of vision combine rational investigations, Logic and epistemology in a fuller way of life. The approach makes the philosophical systems both humanistic and scientific, practical and theoretical correlating vision leads to a “correct way of thinking” as well as “Right way of living”, man being at the center of all cognitive enterprises, all philosophical activities, instead of ending in intellectual exercise, subverse, a larger purpose of answering questions, about the life and death, the destiny of man, the nature of thinking and source of the world. The different philosophies developed over long spells of time. Indian Philosophy is all about four Purusharthas-

1. Dharma – Righteousness – Moral Values
2. Artha – Prosperity – Economic Values
3. Kama – Pleasure, Love , Psychological Values
4. Moksha – Liberation – Peace, Transcendental Stage Of Life, Spiritual Values

Indian Philosophy is inward looking and aims to help human beings deal with ups and downs of life with the goal of Self Realization. The Sanskrit word for Philosophy is Darsana, which means direct vision. The word symbolizes difference between modern western Philosophy, which mainly relies on an intellectual pursuit and Indian Philosophy that relies on a direct vision of Truth and Pure Buddhi, Reasoning.

The beginning of Philosophy in India occurred in the very remote past, and there is tangible evidence that this was somewhat before or about 1000 BC. Philosophy in India emerged as

speculation about the unity and the ultimate ground of the world, in close connection with religion, from which it never separated itself. While religion continuously nourished it, it transformed and developed religion from within. The important philosophical contribution of the Rigveda is its discovery and assertion of the unity of Gods and world.

In ancient India at one time philosophy was conceived as the rational, critical and illuminating review of the contents of theology, economics and political science and also as the right instrument and foundations of all actions and duties, which helped one to achieve intellectual balance and insight as well as linguistic clarity and behavioural competence.

SEC-2 (Recent issues in Philosophy: Political and ethical (Credit-60)

- Human Rights:

Human rights are moral principles or norms for certain standards of human behavior and are regularly protected in municipal and international law. They are commonly understood as inalienable, fundamental rights "to which a person is inherently entitled simply because she or he is a human being, and which are inherent in all human beings," regardless of their age, ethnic origin, location, language, religion, ethnicity or any other status. They are applicable everywhere and at every time in the sense of being universal, and they are egalitarian in the sense of being the same for everyone. They are regarded as requiring empathy and the rule of law, and imposing an obligation on persons to respect the human rights of others, and it is generally considered that they should not be taken away except as a result of due process based on specific circumstances. The idea of human rights suggests that "if the public discourse of peacetime global society can be said to have a common moral language, it is that of human rights."

- Feminist Ethics:

Feminist ethics is an approach to ethics that builds on the belief that traditionally ethical theorizing has undervalued and underappreciated women's moral experience, which is largely male-dominated, and it therefore chooses to reimagine ethics through a holistic feminist approach to transform it. The goal of feminist ethics is the transformation of societies and situations where women are harmed through

violence, subordination and exclusion. In today's society it is becoming less socially acceptable to commit violence against women.

IDC- (Interdisciplinary Course)

(Credit-45)

This paper enriches students with importance of ' Values' in our life and the significance of Peace & Value education in Global perspectives. Peace education activities promote the knowledge , skills and attitudes that will help people either to prevent the occurrence of conflict, resolve conflicts peacefully, or create social conditions conducive to peace. Core values of nonviolence and social justice are central to peace education.

PO & CO OF POLITICAL SCIENCE – MINOR - UNDER CCF (Semester I & II)

Graduate Attributes of Political Science

Following are the principal attributes that a Political Science graduate shall gain:

- A graduate in Political Science should have a core competency in the discipline.
- She should be able to engage with and reflect on the political questions and issues adequately. What is required for this is the effective communication skill, in-depth knowledge of the discipline and critical faculty which could go applied in analysing, assessing, and articulating the mind. He should have information and the ability to access the quality literature in the discipline.
- The graduates should be curious and inquisitive about reading the political dimension of the issues and apply the theoretical framework to understand them.
- They should be able to further learn and analyse them in a broader context of interdisciplinarity rather than narrowing to political perspective only.
- They should have digital literacy, research temperament, and research skills. They should be aware of the ethical values and norms in academic writing and capability to integrate the discipline into larger bodies of knowledge.
- They should have an attitude of self-learning as well as working with group members in team spirit.

Programme Outcomes of Political Science (Minor)

Following are the principle outcomes:

- The main objective of the course is to provide a comprehensive understanding of the discipline to the students who join the BA(H) at the undergraduate level in the university and colleges of India.
- The students who join these courses are not necessarily trained in fundamentals of the discipline, as they come from the diverse disciplinary background. The program aims at making them understand the fundamental concepts, theories, perspectives, and ideological discourses in Political Science. This will enable them to explain and evaluate the functioning of political systems and governments of diverse kinds with their institutions, structures, and ideologies. Building a better society to live in has been a perennial question which all the disciplines of knowledge have pondered over and worked on, including Political Science.
- Aim of the course is to expose the students to the diverse political philosophies, from the ancient to modern times, and how have they envisioned of and engaged with the issues of rights, liberty, equality, justice, citizenship, constitution, and constitutionalism, etc. The objective is also to train the students in understanding the public administrative system and public policy science.
- The course also exposes the students to the interdisciplinary modules to demonstrate the interconnectedness of the discipline with other subjects and areas which do not form the core of Political Science, yet very much conjoining its boundaries.

- The objective is also to understand the national interests of India in comprehensive terms and 7 Indian endeavors and response to emerging challenges and issues in a fluid and dynamic global scenario.
- The course has been designed in such a way that every student is equipped with certain practical skills which can be used for seeking gainful employment if one exits after completing the graduation. The aim is also to train the students in research design and application of tools and techniques for empirical and normative research.

Programme Outcomes	DSCC 1	SEC 1	IDC 1	DSCC 2	SEC 2
Understanding core concepts of political theory	✓		✓	✓	
Understanding diverse areas of political philosophies, concepts, and phenomenon	✓		✓	✓	
Enabling students with certain functional skills / knowledge about existing laws		✓	✓	✓	✓
Enabling students to develop an interdisciplinary temper	✓	✓		✓	✓
Equipping students with a comprehensive idea about various aspects of governance in general and particularly in India		✓	✓	✓	✓
Equipping students with the fundamental provisions of the Indian constitution		✓		✓	✓
Enabling students to successfully relate between theory and practice of governance	✓	✓	✓	✓	✓

Course Outcomes:

Semester I

CC 1

Political Theory: Foundational Concepts

- This course introduces the basic concepts of politics
- They would gain an understanding of the core concepts that guide the theorisation of politics
- They would understand how to relate theory and practice.
- The students would be able to explain different approaches to politics and build their own understanding of politics.
- They will be able to answer why the state plays so much central place in the discourses on politics.
- They will be able to make a distinction between nation and state.
- They will come to know about different theories on nationalism.
- Students would be able to answer what are social movements and make a distinction between the old and new social movements.

SEC-1

Democratic Awareness Through Legal Literacy

- Students will get to acquaint themselves with different terms of the legal structure of India
- They would also achieve a working knowledge of affirming one's rights
- The course shall enable them to be aware about the rights and duties of all sections of the Indian citizenry

IDC 1

Understanding Governance

- This paper deals with concepts and different dimensions of governance highlighting the major issues in contemporary times.
- It will facilitate understanding of the importance of the concept of and practice governance, which is essential for students across disciplines.
- The paper will enable them to gain an understanding about environment, administration, and development.
- Students will be acquainted with the changing nature of governance in the era of globalisation.
- They will acquire knowledge of some of the most contemporary motive forces of governance.
- Students shall become familiar with a rigorous introduction to the best practices in India on governance.

Semester II

CC2

Constitutional Government in India

- Students will be able to understand the terms of partition and how princely states were integrated.
- They will be able to answer how princely states of Junagarh, Hyderabad, Goa, and Kashmir were integrated into India.
- They will come to know the importance of the Preamble in the constitutional design of India.
- They will be able to answer how constituent assembly decided about our National flag, National song, and Anthem and how debates unfolded on National language and Minority rights in the Constitution.
- They will be able to answer questions pertaining to the function and role of the President, Prime Minister, Governor, Chief Minister, Parliament and State legislature, and the courts in the Constitutional design of India.
- They will gain familiarity with the issues concerning constitutional architecture, institutional design and practice of constitutional democracy
- They will gain awareness of the ways in which the government/s functions through its various organs at various levels.

SEC – 2

Understanding the Legal System

- This course shall acquaint, train, and equip students with a reasonable knowledge of the legal system.
- It will motivate the students to understand the principles, concepts, and reason.
- They will also be able to form their own opinion and articulate them in the interest of society at large.
- They shall gain a systematic perspective on an overarching framework for approaching law as a skill-based subject.
- They will also be able to utilise legal knowledge in their everyday life.

Graduate Attributes in Sanskrit

The Sanskrit graduate should be aware of General Sanskrit Grammar and metrics, History of Vedic Literature, some of the components of Classical Sanskrit Literature, Scientific and Technical Sanskrit Literature and contribution of some scholars in the field of Modern Sanskrit Literature which will help grow his/her interest in further studies and to know the cultural heritage of India.

The above aspects include:

- **Application of the knowledge acquired:** Possessing a fair knowledge of the concepts and principles would ensure the students will apply the knowledge so gained for resolving their own as well as the society's problems at large.
- **Gaining an attitude and aptitude for Research:** Students are provided well with the basic subject knowledge while attracting their curiosity towards research. A research student should possess the attitude to enquire, plan, think critically, design, conduct research and analyze the data to infer correctly while ensuring an ethical research.
- **Expertise in Information and Communication Technology tools:** Students should get access to learn Sanskrit language to enable them to become technically oriented. The technical literacy of the students should enable to access online learning resources. Sanskrit learning and its analysis can be facilitated by plenty of online learning resources.
- **Acquiring good leadership skills:** The Sanskrit graduate must be an excellent communicator both verbally and written. He should be a firm leader and guide his followers. He should possess excellent and efficient team building skills as well as be a team player.
- **Mastering the concept of 'Svādhyāya' :** Self-learning should be seen as the ability to improve independent working. Certain portions should be learn by Self by identifying the appropriate resources required for the project execution.
- **Focus on Knowledge of Science and technology in Sanskrit:** Students should be made aware of all the eminent Indian mathematicians, scientists, chemists,

doctors and the ancient inventors in all these fields and thus open up the Indian Science and Technology hidden within Sanskrit Literature.

- **Inculcating the feeling of belongingness:** A Sanskrit student in particular should ensure there is no caste, religion or language discrimination. A sense of oneness of society and responsibility towards the same should be seen in these students.
- **Ability to comprehend Sanskrit Shastras and thereof concepts:** Students should be in a position to comprehend the relevant concepts, theories, principles, empirical findings, perspectives and the history behind them. Such an ability would ensure the students would be well informed about the language and its heritage.
- **Awareness of ethical and moral values:** Educating a student to be a good human being can be achieved by studying Sanskrit and its literature. The language has its focus rested on inculcating Moral and Ethical values in a student.
- **Appreciation of the concept of ‘Unity in diversity’:**

Sanskrit language is enriched with geographical and historical knowledge. Unity and Diversity of India is well explained in Sanskrit literature. Reading Sanskrit literature would help improve all shades of knowledge.

Programme Learning Outcomes (POs) in Three–year (Multidisciplinary) Undergraduate Programme

Four year Honours degree in Sanskrit is awarded upon completion of four full years of study with Major or Minor Subject as Sanskrit 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 of basic grammar, Vedic and classical literature.
- 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 and technologies.
- 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.
- Gain knowledge of Medical Science, Music, Painting, Dance, Mathematics, Astronomy and Architecture.
- Being technically sound to utilize various e-resources, social media network etc. for furthering the purposes of Sanskrit education.

Personal and Behavioral Competence:

- Self-regulation skills
- Self-confidence in executing and planning and execution of tasks.
- Development of positive attributes.
- 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.
- 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.
- 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.

**B.A Course (Multidisciplinary), Skill Enhancement Course (SEC) and
Interdisciplinary Course (IDC) for B.A 3yr under CCF Sanskrit (General)**

Sl. No.	Pos	CC 1	CC2	SEC 1	SEC 2	IDC
1.	Disciplinary Knowledge	√	√	√	√	√
2.	Professional Skills	√	√	√	√	√
3.	Application to Psychology related Problems	-	-	-	-	√
4.	Critical evaluation of theoretical approaches	√	√	√	-	√
5.	Self development & self regulation skills	√	√	√	√	√
6.	Cultural and historical sensibility	√	√	√	-	√
7.	Moral & Ethical Awareness & reasoning	√	√	-	-	√
8.	Conversational Competence & Communication skills	-	-	√	√	-
9.	Skills in scientific writing & Effective presentation skills	√	√	√	-	√
10.	Social skills (empathy) & accountability	√	√	√	-	√

Semester 1

(Minor)

CC 1: General Grammar and Metre

(Credits : 04, Theory - 03, Tutorial - 01)

This course will enable the student to

- get acquainted with the basics of Sanskrit grammar, including Declension, Conjugation, Avyaya, Case-ending, Sandhi, Suffix and Compound.
- get the preliminary knowledge of word formation and sentence construction in Sanskrit.
- enhance communication skills like reading and writing.
- get acquainted with the basics of classical Sanskrit metre.

SEC

(Credits : 04, Theory - 04)

This course will enable the student to

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

IDC

(Credits: 03 Theory - 03)

•The course will enable the students to gain the knowledge about the ideas and views of Sanskrit rhetoricians in aspect of Indian culture to appreciate the Ancient Indian Painting, dance and music with its aesthetic perspectives.

- Ayurveda directs us to live a healthy balanced life.
- It also helps us to understand our own physical characteristics.
- It increases our connection with nature and by using natural herbs one can boost up the body's immune system.

Minor

Semester-2

CC-2

History of Sanskrit Literature

(Credit: 04, Theory: 03, Tutorial: 01)

This course will enable the student to

- get acquainted with the vast arena of the rich History of Sanskrit Literature.
- contract a clear picture of the chronological survey of Sanskrit Literature.
- learn about the brief contents of Vedic Literature, The Rāmāyaṇa, The Mahābhārata.
- get an idea about the cultural heritage of India as depicted in Vedic Literature, The Mahābhārata and The Purāṇas.
- get a general introduction to the history and contents of Sanskrit Grammar, and poetics philosophy as well.
- learn about the contribution of scholars like Pt. Gaurināth Sāshtrī, M.M. Pancānan Tarkaratna, etc. in the field of Sanskrit Literature.
- get an idea about the History of Scientific and Technical Sanskrit Literature.

Minor

Semester-2

SEC

Spoken and Computational Sanskrit

(Credit: 04, Theory: 04)

The course will enable the student to

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

IDC

(Credits: 03, Theory - 03)

- Mathematics enhance logical reasoning and create mental discipline.
- Mathematics increase the ability of analytical thinking.
- Analytical thinking and logical reasoning help to solve real life problems.
- Astronomy can promote rational thinking and an understanding of the nature of science.
- Astronomy can be used to illustrate many concepts of physics, such as gravitation, light and spectra.

Graduate Attributes in Three-year B.A. /B.Sc. URDU Multidisciplinary Courses (MDC) of Studies,
Under Curriculum and Credit Framework, CCF 2022

Some of the graduate attributes of a graduate in Urdu are;

Disciplinary Knowledge

The graduates demonstrate discipline –specific knowledge and skills and it has the ability to apply current knowledge of discipline to professional situations and also analyses and critically evaluates multiple perspectives. A graduate with Urdu Hons would find it easy to face different competitive exams like UPSC, WBSC NET, and SET etc.

Communication Skills

This programme has courses specially designed to strengthen the communication skills of a graduate. Being a language programme it provides a chance to equip a graduate with social, historical and cultural aspects of communication skill.

Critical Thinking

Analytical Reasoning &Sense of Enquiry .

This course has been also designed to develop analytical reasoning through teaching different units of course contents like prose and poetry.

Skill Project Manager

The graduates get to know research related skills through assignments which enable them to identify and mobilize appropriate resources required for a project, and manage a project through to completion, while observing responsible and ethical literal conduct.

Team player/worker

It enables the disciplines in working effectively in diverse teams in both inside classroom and outside the classroom, and in industry and field-based situations

Information / Digital Literacy

Information and communication technology (ICT), both computer and network hardware as well as their software such as e -library , of projector etc enabled teaching methods enables a graduate towards information and digital literacy.

National and international perspective

The graduates should be able to develop a national as well as international perspective for their career in the chosen field of the academic activities. They should prepare themselves during their most formative years for their appropriate role in contributing towards the national development and projecting our national priorities at the international level pertaining to their field of interest and future expertise.

Life Long Learning

Language learning is a lifelong process and the same is with Urdu Language &its Literature Its Learning is not confined to childhood or the classroom but takes place through life and in a range of situations. It would provide all the ingredients for personality development and make the students proficient writer, speaker and able teacher of the subject.

Program Learning Outcomes (POs)
Three-year B.A. /B.Sc. Multidisciplinary (MDC) URDU Courses of Studies
Under Curriculum and Credit Framework, CCF 2022)

Program Learning Outcomes (POs) is envisioned to provide a focused, outcome-based syllabus at the Under Graduate level with an agenda to structure the teaching-learning experiences in a more student- centric manner. Each approach has been adapted to strengthen Student’s experience as they engage themselves in the program of their choice. The undergraduate Programmers will prepare the students for both academia and employability. Each program vividly elaborates its nature and promises the outcomes that are to be accomplished by studying the courses. The program also state the attributes that it offers to inculcate at the graduation level. The Graduation attributes encompasses values related to wellbeing, emotional stability, critical thinking, Social justice and also skills of employability. In short, each programme prepares students for sustainability and lifelong learning. The new curriculum of Urdu language and literature under choice-based credit system Offers a

- Core Course / MDC (CC) Subject :URDU (MLUR)
- Interdisciplinary Course .(IDC), Subject : URDU (LRUD)
- Skill Enhancement Course (SEC). Subject : URDU (MLUR)

These course enable students to pursue knowledge based courses or skill based employments after completing the courses. B.A /BSc. Urdu program will be of Three years. The B.A. / B. Sc. Programme shall be for a minimum duration of six (06) consecutive semesters (with an exit option after completion of 2nd and 4th) of six months each, i.e. the odd semester will start ordinarily in the month of July and the even semester in the month of January of every year. All the students are required to do ONE SUMMER INTERNSHIP in the end of semester -II. A candidate prosecuting a regular course of study for semester wise degree course shall have to clear all semesters in all respect within a span of seven years from the year of admission to the particular course and combination, failing which enrolment of the candidate shall stand cancelled. Explanation: A student already admitted in this course may seek fresh admission with different course / subject combination (with respect to Core/Minor subjects) as specification made by the university.

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.

Three-year B.A. /B.Sc. Multidisciplinary(MDC) URDU Courses of Studies

Under Curriculum and Credit Framework, 2022)

Course components	Credit
Core Course (CC)/ MDC	04
Interdisciplinary Course(IDC) SEM-1	03
Skill Enhancement Courses	04
Summer Internship	03

Here are the detailed objectives and outcomes of Urdu courses taught at each and every semester:

- Demonstrate a set of basic skills in literary communication and explication of literary practices and process with clarity.
- 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.
- To enable students to develop an awareness of the linguistic-cultural richness of India as an important outcome of Urdu literary studies in India.

**Three-year B.A. Multidisciplinary (MDC) URDU Courses of Studies,
Under Curriculum and Credit Framework, 2022)**

**Core Course (CC)
Semester –I & II**

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

CC1 URDU (MLUR)	URDU ZABAN O ADAB KI TARIKH (History of Urdu Language and Literature)
CC-2 URDU (MLUR)	CLASIKAL GHAZAL (Classical Poetry)

**Three-year B.A. /B.Sc. Multidisciplinary (MDC) URDU Courses of Studies,
Under Curriculum and Credit Framework, 2022)
Interdisciplinary Course. (IDC), and
Skill Enhancement Course (SEC) for B.A. URDU (Hons.)
Semester –I & II**

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

IDC-1 URDU (LRUD)	Novel, Afsana & Drama
SEC-1 (MLUR)	Urdu Adab Aur Hindustani Film(Urdu Literature and Indian Film
SEC-2 (MLUR)	Urdu Sahafat (Urdu Journalism)

Core Course (CC) Course Learning Outcomes (CLO)
Three Year B.A. Multidisciplinary(MDC) URDU Courses of Studies

Semester –I & II

2 Theory Credits: (3 Credits Each) & 2 Tutorial Credits, (01 Credit Each)

Semester -I

CC-1: URDU ZABAN AUR ADAB KI TARIKH

(History of Urdu Language and Literature)

(Theory Credits: 3 & Tutorial Credits: 01)

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

- Get knowledge about history of Urdu language and literature.
- Fundamental understanding the importance SUFISM in the history of Urdu Language and Literature in India.
- Understand the different views regarding the origin and expansion about Urdu language.
- Learn the origin evolution and development of Urdu Language and Literature in Southern and Northern India
- Understand, analyze and appreciate various texts related to the growth of Urdu Language and Linguistic features.

Tutorial Activities (Project)

Semester -II

CC-2: CLASIKAL GHAZAL (Classical Poetry)

(Theory Credits: 03 & Tutorial Credits: 01)

Students will be able to

- Provide knowledge about the artistic features of URDU GHAZAL
- Accumulate Knowledge about the origin, development and different subjects, concerns and sphere of Urdu Classical Ghazal as a whole.
- Fully grasp 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.
- Get detailed knowledge of the life and works of different classical Poets like Wali. Seraj. In of South India.
- Get detailed knowledge of the life and works of Mir. Ghalib and Momin.
- Get detailed knowledge of the life and works of Jurrat, Nasikh. Insha, Aatish, etc in the context of Dehli School of thoughts.
- Examine critically keys themes in representative texts of the period, including, devine love human love, romance, pride, social values morality and ethical values, among others.
- Understand, analyze some master pieces of classical poetry and appreciate various texts with comparative perspectives

Tutorial Activities (Project)

Interdisciplinary Course. (IDC), Course Learning Outcomes (CLO)
Three Year B.A. /B.Sc. Multidisciplinary (MDC) URDU Courses of Studies

Semester –I

IDC-1: NOVEL AFSANA AND DRAMA
(Theory Credits: 2 & Tutorial Credits: 01)

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

- Accumulate Knowledge about the origin, development, different subjects and sphere of Urdu Fiction as a whole.
- Understand the origin and development of Novel, Afsana and Drama 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 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 Prem Chand, Krishan Chander, and Ismat Chughtai etc.
- Understand, analyze some master pieces of respective novel writers and appreciate various texts with comparative perspectives
- Acquaint with the essence and importance of Short Stories (Afsana) and Drama.
- Know and understand the Origin, development and Importance of another Urdu Fictional Genres i.e. Afsana and Drama
- 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 and Drama writers like Prem Chand, Mantu, R. S Bedi, and Agha Hashr respectively.
- Understand, analyze some master pieces of short stories and drama and appreciate various texts with comparative perspectives.

Tutorial Activities (Project)

*No Urdu IDC Semester -2 Syllabus Given yet by CU.

**Skill Enhancement Course, (SEC) Course Learning Outcomes (CLO)
Three Year B.A. Multidisciplinary (MDC) URDU Courses of Studies**

Semester –I

SEC-1 URDU ADAB AUR HINDUSTANI FILM

(Urdu Literature and Indian Film)

(Theory Credits: 03 & Tutorial Credits: 01)

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 Urdu Literature on Cinema on Indian society.
- To inculcate liking and understanding of good cinema.
- To make students aware with a brief history of great movies like, Alam Ara, Do Bigha Zamin, Mughal Azam, Mother India, Pakeeza, \Sholay, Hena, Mirza Ghalib, Mere Mehboob, Mehboob ki Mehdi, Garam Hawa, Satranj ke Khiladi, Umrao Jaan, Nikah, Ek Chadar Mailisi etc.
- Learn about the well-known singers like Noor Jahan, Suraiya, Md Rafi, Mukesh, Kishore Kumar, Lata Mangeshkar, Asha Bhosle etc. and about Indian Film and Qawali.
- Learn the art and features of scripts writing and documentary film.
- 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, Majrooh Sultanpuri, Sheheryaar, Ghulzar etc. with Comparative perspectives.

Tutorial Activities (Project)

**Skill Enhancement Course, (SEC) Course Learning Outcomes (CLO)
Three Year B.A. Multidisciplinary (MDC) URDU Courses of Studies**

Semester –II

SEC-2 URDU SAHAFAT

(Urdu Journalism)

(Theory Credits: 03 & Tutorial Credits: 01)

Students will be able to

- Learn about the meaning, definition origin, development concerns of Urdu Journalism.
- Learn about the origin, development concerns of Urdu Journalism after Independence.
- Able to relate to the relation between journalism and society and literature.
- 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.
- Learn about the history of Literal Journalism.
- Understand the setup of Print Media Editorial Desk.
- Discuss the new trends and media terminology in Journalistic World.
- Able to relate to the emerging trends in the field of journalism in present day .
- Students would be able to gain different concerns of journalism and practical knowledge about various genres of advance Journalism, and utilize the knowledge in Journalism and Mass Communication.
- Learn Different responsibility of Media Person.
- Become capable to get entry in media industries.
- Write basic news, stories; understand the different elements of news like, Idarya Nawesi, Nama Nigari, features, Column Nawesi, Murasla Nigari, interview etc
- 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, Maulana Abul Kalam Azad, Abdul Razzaq Malihabadi etc.

Tutorial Activities (Project)

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