



RANI BIRLA GIRLS' COLLEGE

A Govt-aided College

38, Shakespeare Sarani, Kolkata -17

Affiliated to the University of Calcutta, NAAC accredited

PROGRAMME & COURSE OUTCOMES

UNDER PART (1+1+1) SYSTEM OF CALCUTTA UNIVERSITY

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Programme & Course Outcomes

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DEPARTMENT OF COMMUNICATIVE ENGLISH (MAJOR)

Name of the Programme: B.A. Three year degree course in Communicative English (Major) under (1+1+1) system

PROGRAMME OUTCOME

PO1: To enable learners to acquire all the four major skills of the English Language

PO2: To become proficient in using English accurately and appropriately according to the different social contexts and situations.

PO3: Opens up avenues for students to prepare them for the global job market by internships in corporate or media sectors as well as an English conversation tutor.

COURSE OUTCOME

YEAR	PAPER	NAME OF THE PAPER	COURSE OUTCOME
PART-1	PAPER-1	PHONETICS	<ul style="list-style-type: none"> To enable learners to learn and identify the sounds of the English language Acquire accurate pronunciation, rhythm, intonation of English Words The paper aims to develop the proficiency of the students in the four skills of the language
	PAPER -2	REMEDIAL GRAMMAR	<ul style="list-style-type: none"> To enable students to learn and acquire the correct use of Grammar items in different contexts, situations and functions To ensure that they can produce correct grammatical sentences while speaking and writing
PART-2	PAPER-3	WRITING SKILLS	<ul style="list-style-type: none"> To enable students to use English in order to draft different forms of business communication items To use correct English vocabulary for different communication types and forms
	PAPER-4	CONVERSATIONAL ENGLISH GROUP -A THEORY GROUP-B PRACTICAL	<ul style="list-style-type: none"> To introduce learners to the techniques, principles and forms of media in communication At the same time this paper intends to equip students with the knowledge of the different forms of business communication their techniques and modes in writing
PART-3	PAPER-5	INTRODUCTION TO MEDIA (GR-A) & ENGLISH FOR BUSINESS COMMUNICATION (GR-B)	<ul style="list-style-type: none"> To introduce learners to the techniques, principles and forms of media in communication At the same time this paper intends to equip students with the knowledge of the different forms of business communication their techniques and modes in writing

		(BOTH THEORY PAPERS)	
	PAPER-6	GR-A: GENERAL KNOWLEDGE & GR-B: SCRIPT WRITING & NEWS READING	<ul style="list-style-type: none"> To prepare the learners with the knowledge of current affairs and introduce them to the technicalities of script writing, news reading, comparing etc.
	PAPER-7	SOCIO-ECONOMIC PROJECT WORK & ONJOB TRAINING	<ul style="list-style-type: none"> To impart students an opportunity to gain a first-hand knowledge of a project work by actually undertaking a socio economic survey on their chosen area and prepare a comprehensive report on it using all the four skills of English language This paper also provides the learners the actual job experience by an internship programme of one month in any corporate sector and as a conversational English tutor
	PAPER-8	ENTREPRENEURSHIP DEVELOPMENT	<ul style="list-style-type: none"> To develop the interest of students in self-employment by providing them detailed knowledge of the techniques, and principles of entrepreneurship

DEPARTMENT OF ECONOMICS

Name of the Programme: B.A. /B.Sc. General in Economics (syllabus under 1+1+1 system)

Programme Outcome

	Programme Outcome	Description
PO1	Conceptual Clarity	To grasp how microeconomic and macroeconomic variables are determined in a theoretical framework
	Method of Assessment	Internal Assessment
PO2	Analyzing Indian Economy	To analyze the trends of macroeconomic variables taking the case of Indian economy
	Method of Assessment	Internal Assessment
PO3	Critical Understanding of Development	To critically view economic policies for development
	Method of Assessment	Internal Assessment
PO4	Understanding External Sector	To understand the role of external sector in a globalized world
	Method of Assessment	Internal Assessment
PO5	Application of Statistical Tools and Techniques	To apply the descriptive statistical tools and techniques to the raw data for deriving meaningful insights
	Method of Assessment	Internal Assessment

Course Outcome

YEAR	PAPER	NAME OF THE PAPER	COURSE OUTCOME
1 st	IA	Microeconomics I	<ul style="list-style-type: none">• Exploration of the subject matter of microeconomics;• Clear conceptualization of the basic tools of economics;
	IB	Macroeconomics I	<ul style="list-style-type: none">• Exploration of the subject matter of macroeconomics;• Acquiring the computational framework of national income accounting;• Locating differences in explanations of various alternative theories of income and employment;

2 nd	IIA	Microeconomics I	<ul style="list-style-type: none"> • Critically fathoming the role of impersonal forces in the institution of market in relation to the behavioral characteristics of consumer and producer • Examining different theories of markets, perfect and imperfect, and their production and distributional aspects
	IIB	Macroeconomics I	<ul style="list-style-type: none"> • In-depth critical examination into the system of money and banking, consumption, investment and the government sector taking the case of a closed economy • Offering insights into money supply and money demand, and the theoretical causes and effects of inflation; • Taking the case of an open economy to understand the role of external sector
	IIIA	Indian Economy I	<ul style="list-style-type: none"> • Conceptualizing economic growth and economic development; • Understanding the two-way relationship between population and development, education and health sectors in India, and India's performance under different policy regimes;
	IIIB	Indian Economy I	<ul style="list-style-type: none"> • Exploring the concepts and measures of both poverty and inequality, and in relation to them, critical examination into various programmes for development; • Looking into the dual structure of development and development strategies; • Describing the role of international organization in economic development
3 RD	IVA	Development Economics I	<ul style="list-style-type: none"> • Conceptualizing economic growth and economic development; • Situating the issues of development, and in relation to them, the need for planning for development; • Critically viewing the two-way relationship

			<p>between population and development;</p> <ul style="list-style-type: none"> • Describing the role of foreign investment in economic development, and gender related issues in economic development
	IVB	International Economics and Statistics	<ul style="list-style-type: none"> • Understanding the basic theories of trade and gains from trade; • Exploring the applications of different statistics, and computing them taking raw data for univariate analysis– measures of central tendency, and measures of dispersion



DEPARTMENT OF EDUCATION

Name of the Programme: 3 years B.A. Honours in Education (Under 1+1+1 Part system)

Programme Outcome (PO)

	Programme Outcome	Description
PO1	Acquiring extensive domain knowledge	The students are provided with a holistic view of the subjects to be covered in the curriculum. So that they can develop their own knowledge about that particular domain by studying the subjects.
	Method of Assessment	Regular Teacher-Student Interactive Sessions
PO2	Inculcating critical thinking skills	Students are encouraged to apply their mind and brain which is opposed to learning by rote memorisation. Thereby it is embracing the art of critical thinking. It helps to enlarge their vision. So it encourages them to think laterally, think independently and think out of the box.
	Method of Assessment	Regular Teacher-Student Interactive Sessions
PO3	Imparting analytical skills	Students are provided systematic support for the development of analytical skills which are essential requirements of today's world. It provides them encouragement to pursue innovative practices.
	Method of Assessment	Regular Teacher-Student Interactive Sessions
PO4	Acquiring practical knowledge	Another objective of the programme is to provide a practical approach of learning that emphasises on hands-on experience over theoretical knowledge. So it encourages them to develop their performance, polishes the fundamental skills of teamwork, creative thinking and problem-solving.
	Method of Assessment	Regular Teacher-Student Interactive Sessions
PO5	Intellectual development	Another objective of the programme is to develop the intellectual ability of the students. It develops their minds, ideas and thoughts, experience, capacities for thinking, reasoning, relating, judging, conceptualising sense of the world they live in.
	Method of Assessment	Regular Teacher-Student Interactive Sessions
PO6	Developing social and interpersonal skills	Another objective of the programme is to develop social and interpersonal skills. Adequate amount of stress is also accorded in ensuring that the students develop the necessary social and interpersonal skills. It develops their social and interpersonal ability for building a successful and fulfilling life.
	Method of Assessment	Regular Teacher-Student Interactive Sessions
PO7	Inculcating teaching skills	Students are encouraged to apply specific instructional activities and procedures that develop their knowledge on teaching. It develops to build their knowledge on teaching. It helps to develop their experience. It also develops their communication, problem solving skills. It encourages them to perform better in any teaching learning situation. They get some ideas about sustaining interest and motivation of the participant.
	Method of Assessment	Regular Teacher-Student Interactive Sessions

PO8	Development of philosophical thought and values	Another objective of the programme encouraged students to develop comprehensive ideas about philosophical thought and value. It develops their ideas and thoughts, experience, capacities for thinking, reasoning, judging, a logical enquiry into the nature of reality. It also develops an understanding about honesty, leadership building, self-control, self-confidence, self-discipline, beauty, humankind, feeling of brotherhood, ethics, democracy and civic responsibility.
	Method of Assessment	Regular Teacher-Student Interactive Sessions

Course Outcome (Paper wise)

CO No.	Part	Name of the Paper	Course Outcome
1.	Part-I	Paper—I Philosophical and Sociological Foundation of Education	<p>a) After completing this course students will understand the meaning, nature, scope and aims of education.</p> <p>b) Students can properly explain the factors of education and their relationships.</p> <p>c) Students can understand the relation between education and philosophy.</p> <p>d) Students can analyse western schools of philosophy and their impact on education.</p> <p>e) Students can explain the concept of value and relationship with education.</p> <p>f) Students can analyse the contribution of great educators.</p> <p>g) Students can illustrate the relation between Sociology and Education.</p> <p>h) Students can explain social groups and social determinants that influence education.</p> <p>i) Students can illustrate the concept of social change and its impact on Education.</p>
		Paper—II Psychological Foundation of Education	<p>a) After completing this course students will understand the meaning of Psychology and be acquainted with its different perspectives.</p> <p>b) Students can analyse the relationship between Psychology and Education.</p> <p>c) Students can explain the patterns of different aspects of human development and relate this knowledge with education.</p>

		<p>d) Students can become acquainted with the cognitive approach to development and thus to understand the processes and factors of cognition.</p> <p>e) Students can illustrate the teaching and instruction meaning and concept of Instruction, theories of teaching and methods of teaching.</p> <p>f) Students can explain Flander's Interactional analysis and characteristics of a Good teacher.</p> <p>g) Students can analyse the nature of classroom teaching and the different value methods.</p>
Part-II	Paper—III Development of Education in India	<p>a) After completing this course students can explain the salient features of education in India in Ancient & Medieval times.</p> <p>b) Students can illustrate the development of education in British India.</p> <p>c) Students can explain the development of education in Independent India, including significant points of selected Education.</p> <p>d) Students can analyse the current issues and trends in Education.</p>
	Paper—IV Educational Management and Guidance	<p>a) After completing this course students can explain the concept of an ideal organisation in an educational institution.</p> <p>b) Students can illustrate the essential functions of educational management.</p> <p>c) Students can explain the concept of mental health and adjustment.</p> <p>d) Students can illustrate the need for guidance and counselling.</p> <p>e) Students can analyse ideas of the conditions required for proper management and guidance in the field of education.</p>
Part-III	Paper—V Evaluation and Statistics in Education	<p>a) After completing this course students can explain the concepts of measurement and evaluation in education.</p> <p>b) Students can illustrate different types of measuring instruments and their uses.</p>

			<p>c) Students can explain the process of Evaluation.</p> <p>d) Students can analyse the concepts of validity and reliability and their importance in educational measurement.</p> <p>e) Students can illustrate the principles of test construction.</p> <p>f) Students can explain the concept of statistics and its uses in the field of Education.</p> <p>g) Students can organise relevant educational data and represent educational data through graphs.</p> <p>h) Students can analyse the descriptive measures.</p> <p>i) Students can use various statistical measures in analysis and interpretation of educational data, and the ability to interpret test data.</p> <p>j) Students can explain the concept of Normal Probability Curve and its uses in education.</p>
		<p>Paper—VI</p> <p>Educational Policies and Contemporary Issues in Indian Education</p>	<p>a) Students can explain the concept, meaning, determinants, features and types of policy.</p> <p>b) Students can illustrate the different Colonial and National educational policies in India.</p> <p>c) Students can explain the meaning, aims & objectives of elementary education constitutional provision, role of DPEP, SSA, RTE, current status and problems of Elementary education in India.</p> <p>d) Students can illustrate the meaning, aims & objectives of secondary education, role of RMSA, current status and problems of secondary education in India.</p> <p>e) Students can explain the meaning, aims & objectives of higher education Knowledge Commission and higher education, role of RUSA, current status and problems in Higher Education.</p> <p>f) Students can analyse some important issues like inclusive education, education for sustainable development, impact of</p>

		globalisation, liberalisation and privatisation and globalisation on Indian education.
	Paper—VII Educational Technology and Curriculum Studies	<p>a) After completing this course students can explain the concept of Educational Technology</p> <p>b) Students can analyse the basic developments in Educational Technology</p> <p>c) Students can illustrate the different instructional techniques and teaching.</p> <p>d) Students can evaluate ICT enabled learning.</p> <p>e) Students can organise this type of learning.</p> <p>f) Students can explain the concept and scope of the curriculum.</p> <p>g) Students can illustrate the process of curriculum development, relation among curriculum and instruction, and curriculum evaluation.</p> <p>h) Students can analyse different issues related to curriculum.</p>

DEPARTMENT OF ENGLISH

PART III (THIRD YEAR)

Programme Outcomes

In general, exposure to literature prompts students to engage in reading, develop an understanding of new cultures and tackle advanced passages to enhance their intellectual growth. Literature provides students with exposure to new vocabulary words, familiarity with rhythms, literary patterns and beats and creative storytelling techniques that can aid with personal and academic writing projects. Literature opens up the culture of a time period that is long gone, and in a way, it can give wisdom to the modern society about life. Literature allows us to interpret our own lives and emotions and find ways to relate to the story so we in turn can reflect. It is the study of art and aesthetic form that allows people to use their imagination to visualize the story within their own mind.

Literature is filled with irony, symbolism, conflicts and cathartic moments that can textually provide lessons about the structure of storytelling, writing and the use of description within prose, but in a broader manner, teaches one about lives, that a reader can live vicariously. We learn about history we didn't experience, customs we are not familiar with or that lead to what we do and perform now. Literary works prompt students to think critically about society, gender, race, culture and injustices.

- **Literature and Culture:** There are aspects of any culture, be it ancient, medieval, Renaissance, colonial or post-colonial; that can be encapsulated and preserved by literature. Literature is not only about studying the timeless verses of the poets and authors but understanding socio-historical structure of the culture of a time period and how it has been represented.
- **Studying the Classics of Literature:** Studying Literature does not confine the students to the traditions of England and canonical British literature, but it includes the possibility of introducing them to the techniques and strategies which formulate English Literature, such as the study of Ancient Greek and Latin literature and help them to study literature.
- **Literature and Social Justice:** It is important to understand the trajectory of English literature, how the narrative style and techniques have evolved over the period of time. It is necessary to study the classics but it is also significant to read the literature produced at the margins. Literature that has been created at the fissures, at the hands of those who were not encouraged to write or published. Especially in a subcontinental classroom, where students arrive at the intersection of class, caste and religion, it is absolutely mandatory to understand the language of dissent, class struggle and non- canonical forms of writing.
- **Literature and Interdisciplinarity:** Studying literature makes one aware of what we understand to be literature. Is it just the poems, novels, plays and short stories or can other forms such as cinema and theatre be considered to be literature as well? It forces one to think about various post-modern literary mediums and their interpretations. It encourages students to look at the cinematic adaptations of any literary work as an independent work of literature.

Paper 5: (Victorian and Modern Poetry)

Course Outcomes-

1. Interpreting specific poems as prescribed in the university course structure against the backdrop of the socio-political currents and counter-currents of the age.
2. Introducing the students to the seminal Victorian and Modern literary practitioners by comparing and contrasting works from their oeuvre.
3. Understanding T.S.Eliot's craftsmanship with special reference to his essays such as 'Tradition and the Individual Talent' to establish parallels with *The Love Song Of J.Alfred Prufrock*.
4. The language component, in the form of rhetoric and prosody, deals with familiarising students with the figures of speech like simile, metaphor, transferred epithets, synecdoche etc.
5. Acclimatizing students to terms like "inscape" and "instress" while analysing Hopkins as a key figure caught in transit between Victorian and Modern sensibilities.

Paper 6: (Novel, Essay and Writing)

Course Outcomes-

1. The primary objective of this section is to foster critical thinking and literary techniques.
2. Sections like Miscellaneous writing, which engages with book/film review and Essays, equip students with the basic tools for enhancing their creative faculties.
3. This paper incorporates a novel like Dickens's *Great Expectations* which simultaneously facilitates their understanding of the time-honoured discourses on inter-relations between individual aspiration and social injunctions in the literary sphere.
4. The paper approaches the issue of testing the linguistic skills of the students through substance writing of unseen passages.

Paper 7: (Drama and Literary Types)

Course Outcomes-

1. Analyzing and interpreting the genre of drama and its development from Aristotle down to the present day in the light of specific dramatic principles as stated in his *Poetics*.
2. Decoding terms like 'kitchen-sink drama' and its implications in Osborne's literary oeuvre, with special reference to 'Look Back In Anger'.
3. Reconstructing the 4 specific literary types- Novel, Epic, Tragedy and Comedy- while discussing the salient traits of each in association with definite cultural and political trends that has shaped them.
4. Examining the different structures and elements subsumed under each genre, as much as is permissible within the framework provided by the university module.
5. Exploring the ramifications of social and political upheavals in the works of Osborne and Shaw.

6. Studying different aspects of drama, its development throughout ages and how in the early and mid-20th century it goes through a radical change.
7. Understanding the insights, genres, conventions and experimentations associated with Modern English Drama, the knowledge of historical, socio-political, and religious trends in the plays.
8. Demonstrating the ability to contextualize the works of modern drama, interpret the thematic and stylistic elements of the plays and appreciate the literary worth. social relevance and timeless appeal of the plays
9. Drawing from the works of John Osborne, Arnold Wesker, George Bernard Shaw and JM Synge, understanding of important terms like Kitchen Sink Drama, Angry Young Men, Realist Plays, Shavian Plays, Irish Literary Renaissance.
10. Explaining various literary terms related to Drama, Novel, Epic and identifying unique features of each literary type by comprehending its characteristics and conventions.

Paper 8: (Optional Paper) Group A:

Indian Writing in English

Course Outcomes-

1. Familiarising students with the trajectory of Indian writing in English.
2. Analysing contested structures of violence, language and dissent in the works of Mahesh Dattani, Amitav Ghosh, Mulk Raj Anand amongst others.
3. Alluding to essays like Meenakshi Mukherjee's "Maps And Mirrors: Co-ordinates of Meaning in The Shadow Lines" to contextualise the politics of communal violence and the idea of 'belonging' in the Indian context.
4. Introducing students to the contributions of Kamala Das, Anita Desai as key figures in revolutionising the literary arena through their candid articulations.
5. Exploring the art of narration and storytelling in the works of Ruskin Bond, Premchand Munshi and Manik Bandyopadhyay.

PAPER – VIII (OPTIONAL PAPER)

GROUP B: American Literature

Course Objectives:

The students will be introduced to various concepts like Antebellum and Postbellum America; Puritanism; Transcendentalism; The American Romantics and American Frontier. It gives the glimpse of American Literature, Culture, Theory and the Renaissance. Students will have an awareness of the social, historical, literary and cultural elements of the changes in American literature by identifying and describing distinct literary characteristics of American literature and analyze literary works of eminent American writers.

This course offers introduction to American Dream; Race; Ethnicity; Multiculturalism; Realism. The students will inculcate a rhetorical approach to the literary study of American texts and also the conceptions, generalizations, myths and beliefs about American cultural history.

Course Outcomes:

On the successful completion of the course, students will be able to-

1. Critically analyze American literary texts in the light of several movements in literature.
2. Understand the changing faces of texts with developments in culture.
3. Understand the progression of ideas across genres and times.
4. Get a clear idea of the literary space of America.
5. demonstrate an awareness of the socio-political and cultural history of America
6. Identify key ideas and characteristic perspectives or attitudes as expressed in American literature
7. demonstrate knowledge of the contributions of major literary periods, works and persons in American literature and recognize their continuing significance
8. evaluate the thoughts, beliefs, customs, struggles, and visions of African American writers
9. compare/contrast literary works through an analysis of genre, theme, character, and other literary devices
10. understand the changes brought about by modernism and urbanization in the American cultural landscape.
11. understand the changing notions of class, gender, ethnicity in a postcolonial, diasporic and neocolonial world order.

Department of Fashion and Apparel Design

Programme Outcome of Three-Year FAD (Hons) Degree Course under Part System

	Programme Outcome	Description
PO1	Acquiring Extensive Knowledge Domain	The detailed knowledge about the designing of apparels will be acquired by understanding the means of patternmaking, garment construction, surface ornamentation etc.
PO2	Inculcating critical thinking skills	The critical thinking skills for experimenting on design making and its application will be generated
PO3	Imparting analytical skills	The analytical skills in relation to rectification of defects arising out of the process of garment manufacture and designing will be inculcated
PO4	Acquiring practical knowledge	The practical knowledge in terms of patternmaking, surface ornamenting and textile testing and Quality control will be gained
PO5	Soft skill development	The soft skill related to communication; personality development will be enhanced
PO6	Imbibing environmental consciousness	The environmental consciousness will be inculcated by studying the methods of sustainability in relation to ecology and pollution
PO7	Imbibing consciousness related to professional ethics	The consciousness about professional ethics in addition to work ethics will be awakened
PO8	Imbibing consciousness related to Human rights and ethics	The knowledge about the human rights and ethics will enable the scope of understanding the position of equality of all in the eye of law.
PO9	Imbibing entrepreneurial skills	The knowledge about entrepreneurship development enables students to become successful entrepreneurs

Course Outcome of Three-Year FAD(Hons) Degree course under Part System

Course Number	Name Of the Course	Course Outcome
CO-1	Ethics, Environmental Studies and Quality Control for Garment Industry	
	Item 1	To impart knowledge about ethics, professional ethics and community services
	Item 2	To impart knowledge about Human values, emotions and duties
	Item 3	To impart knowledge about environmental awareness
	Item 4	To impart knowledge about Pollution and different parameters of pollution
	Item 5	To impart knowledge about community health and waste management
	Item 6	To impart knowledge about eco-friendly textile processes
	Item 7	To impart knowledge about Effluent treatment and reuse of water
	Item 8	To impart knowledge about Product specification and quality
	Item 9	To impart knowledge about sampling procedures
	Item 10	To impart knowledge about Quality Assurance
	Item 11	To impart knowledge about Statistical quality control
	Item 12	To impart knowledge about Total quality management
	Item 13	To impart knowledge about ISO9000 and ISO-14000
	Item 14	To impart knowledge about Apparel production and quality control
	Item 15	To impart knowledge about cost of quality control
CO-2	Textile Studies-V (Dyeing, Printing and Finishing of Textiles and Related Testing)	
	Item 1	To impart knowledge about Preparatory textile chemical processes
	Item 2	To impart knowledge about different types of dyes and its application
	Item 3	To impart knowledge about different types of printing and its application
	Item 4	To impart knowledge about colour measurement and test of colour fastness
	Item 5	To impart knowledge about Different types of aesthetic and functional finishes
	Item 11	To impart knowledge about basic sewing machine and its principle of working
	Item 12	To impart knowledge about pattern making of kids garment

Course Number	Name Of the Course	Course Outcome
CO-3	Garment Sizing, Grading, Draping, Fashion Illustration and Garment Design	
	Item 1	To impart knowledge about sizing of garments
	Item 2	To impart knowledge about different types of grading
	Item 3	To impart knowledge about grading of patterns
	Item 4	To impart Knowledge about computer aided sizing and grading
	Item 5	To impart knowledge about sizing of different components of grading
	Item 6	To impart knowledge about draping of garments
	Item 7	To impart knowledge about dart manipulation
	Item 8	To impart knowledge about draping of skirts
	Item 9	To impart knowledge about draping of collars
	Item 10	To impart knowledge about draping of women's wear
	Item 11	To impart knowledge about fashion illustration
	Item 12	To impart knowledge about details of garment design
	Item 13	To impart knowledge about design analysis of garments
CO-4	Critical Studies/ Technical Analysis and Wet Processing and Finishing of Garments	
	Item 1	To impart knowledge about stages of manufacture in garment industry
	Item 2	To impart knowledge about designing of garments
	Item 3	To impart knowledge about market survey
	Item 4	To impart knowledge about historical costumes of India
	Item 5	To impart knowledge about Testing and technical analysis of garments
	Item 6	To impart knowledge about marketing strategies of fashion garments
		To impart knowledge about fashion lifecycle and forecast
		To impart knowledge about wet processing and different methods of washing of garment
		To impart knowledge about softening of garments
		To impart knowledge about washing of garments
		To impart knowledge about garment finishing
CO-5	Entrepreneurship Development, Financial Management and Costing	

	Item 1	To impart knowledge about the process of entrepreneurship Development
	Item 2	To impart knowledge about business environment for entrepreneur
	Item 3	To impart knowledge about role of government in developing entrepreneurship
	Item 4	To impart knowledge about launching and survival of business
	Item 5	To impart knowledge about project preparation and business communication
	Item 6	To impart knowledge about financial management
	Item 7	To impart knowledge about costing and pricing of garments
CO-6	Computer Application in Textile Design, Pattern Making and Garment Design	
	Item 1	To impart knowledge about CAD/CAM software and its utility
	Item 2	To impart knowledge about fundamentals of computer aided tools
	Item 3	Impart knowledge about making of mood board and story board
	Item 4	To impart knowledge about computer aided colour matching
	Item 5	To impart knowledge about 2D and 3D pattern making
		To impart knowledge about role of computer in Fashion
		To impart knowledge about computer aided garment design
CO-7	Textiles and Garment Dyeing, Printing and Finishing Practical	
	Item 1	To impart knowledge about Desizing of cotton fabric
	Item 2	To impart knowledge about scouring of cotton fabric
	Item 3	To impart knowledge about bleaching of fibres and yarns
	Item 4	To impart knowledge about dyeing of fabrics and yarns
	Item 5	To impart knowledge about printing of fabrics
	Item 6	To impart knowledge about chemical finishing of fabrics
CO-8	General and Computer Aided Textile Design, Garment Design, Fashion Illustrations	

	and Portfolio Preparation	
	Item 1	To impart knowledge about garment designing and rendering
	Item 2	To impart knowledge about computer aided textile designing
	Item 3	To impart knowledge about computer aided garment designing
	Item 4	To impart knowledge about computer aided fashion illustration
	Item 5	To impart knowledge about draping of garments
	Item 6	To impart knowledge about portfolio preparation and presentation
CO-9	Field Visit/ Industrial Training/ Internship	
	Item 1	To impart in hand knowledge about the industrial production of garments and its designing
CO-10	Project work, Seminar and viva-voce Illustration	
	Item 1	To impart knowledge about research methodology and its application in garments

DEPARTMENT OF GEOGRAPHY

Part (1+1+1) System

Programme Outcome for B.Sc. Honours in Geography under part system

	Programme Outcome	Description
PO1	Extensive Domain Knowledge	Aims to comprehend the broad scope and evolution of the diverse field of geography.
	Method of assessment	Internal Assessment
PO2	Critical thinking and analysis	Analyze and assess various knowledge sources and approaches related to human-environment issues, emphasizing the societal relevance of geographical knowledge in real-world situations.
	Method of assessment	Internal Assessment
PO3	Development of values and sustainable thinking	Emphasizing the critical importance of holistic and interpretative human-environment perspectives.
	Method of assessment	Internal Assessment
PO4	Understanding and sustainable mitigation of disasters	An acknowledgement and understanding of threats to Earth's natural systems which is crucial for recognizing the anthropogenic causes of many disasters and threats that threaten life on the planet.
	Method of assessment	Internal assessment
PO5	Interpersonal communication skills	It promotes knowledge, skills, and holistic understanding of the discipline among students through regular field excursions report/thesis writing, and communication skills expressed through seminar presentations.
	Method of assessment	Interactive sessions
PO6	Hazard specific geospatial skill	Students develop disaster response and management skills through curriculum analysis of hazards, disaster impact, and management.
	Method of assessment	Interactive sessions
PO7	Multidisciplinary linkage	The curriculum allows for research in interdisciplinary studies beyond geography, encompassing sub-disciplines such as Geology, Seismology, Pedology, Hydrology, Environmental Studies, Disaster Management, Resource Management, and Regional Planning.

Method of assessment	Internal assessment
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Course Outcomes of Part (1+1+1) system:

Part	Module	Unit	Course outcomes
I	1	I (GEOTECTONICS)	<p>1.1 Origin of the Earth with particular reference to Big Bang Theory where the students learn how our universe and earth were formed, along with Geological time scale and related topographic and structural evolution giving them the idea about the formation and evolution of basic landscape with time.</p> <p>1.2. Isostasy's theories after Airy and Pratt give students an idea about the earth's structural balance and development of certain features.</p> <p>1.3. Fold and faults origin and types lead to an understanding of the basic forces of landforms and types of basic features.</p> <p>1.4. plate tectonics and related processes make students understand the development of mountains and oceans and other basic landscapes.</p>

		III (GEOMORPHOLOGY AND STRUCTURE)	<p>3.1. Basic concepts of Thornbury regarding the formation and evolution of landforms on the earth surface give students a basic idea about how the natural forces operate to produce different landforms with time.</p> <p>3.2. Students learn about the common landforms that are developed on the most basic rocks: Granite and Basalt by weathering and other natural processes.</p> <p>3.3. Students learn about the common landforms that are developed on the limestone or in the limestone regions by different processes of weathering and erosion.</p> <p>3.4. An idea about how and what types of river networks and features are developed on the basic physical structures like uniclinal and folded structure.</p>
			4.1. Through the cycle of erosion theory by Davis, students learn about how the basic erosion by river and

		IV (THEORIES OF GEOMORPHOLOGY)	<p>landscape development stage by stage takes place.</p> <p>4.2. Through the normal cycle of erosion by Penck, students get an idea about how the with time the erosion of slope leads to development of different phases of landforms.</p> <p>4.3. Students get an idea about the development of plane surfaces in the arid and semi-arid regions by the cycle of pediplanation after L.C. King.</p> <p>4.4. Through the dynamic equilibrium theory of Hack students learn about the mutual adjustment among the different elements of topography and the equal rate or process of their down gradation.</p>
	2	I (SURFACE HYDROLOGY)	<p>1.1. Definition, scope and content of Hydrology, where the students learn about the term itself and what are its importance.</p> <p>1.2. Global Hydrological Cycle and its physical and biological role gives an idea to students about the role of water in maintaining the balance between the different components of the environment.</p> <p>1.3. Learning of drainage basin as a hydrological unit gives students the idea about the different components of the basin and how it is important for maintaining the hydrological cycle.</p> <p>1.4. Learning about run-off and its controlling factors, i.e. infiltration, evaporation and transpiration makes students understand about how run off and its factors influence the water availability in the environment.</p>
		II (GROUND WATER HYDROLOGY)	<p>2.1. Students learn about the different physical properties of ground water.</p> <p>2.2. Students learn about the different chemical properties of ground water.</p> <p>2.3. Students get an idea about the ground water table and how movement of water happens within the different layer of ground from the surface to the water table.</p> <p>2.4. Students get know about the different types of aquifer and problems and prospect related to their utilization</p>

		III (OCEAN WATER)	<p>3.1. Learning about different physical properties of ocean water.</p> <p>3.2. Learning about different chemical properties of ocean water.</p> <p>3.3. Students learn about water mass and tide along with how they form and how they influence the environment.</p> <p>3.4. Learning about the different types of ocean currents, their location, path and how they influence the global environment.</p>
		IV (OCEAN BASINS)	<p>4.1. Students learn about origin of ocean sediment and their different type found in different oceans of the world.</p> <p>4.2. Types of coral reefs and atoll give students the basic idea about corals, their type and resultant landforms along with factors controlling them.</p> <p>4.3. Here students learn about the different features of ocean floor and how they are formed by tectonic movements.</p> <p>4.4. Resource potential of the oceans gives students an idea about the different biotic and abiotic resources found in the ocean and how to manage them.</p>

3	I (RESOURCES)	<p>1.1. Concept and classification of resources where the students learn about the different types of resources and also the economic and environmental approaches to their utilization.</p> <p>1.2. Resource depletion and resource conservation, where students learn about the different issues of resource depletion and how to conserve resources along with sustainable use of resources. Also the Forrester –Meadow gives the students an idea about concentration of resources.</p> <p>1.3. Identification land as a resource makes students conceptualize land as a resource. Also problems of related to land acquisition in developing countries and how to overcome those. Also student learn about the concept of EPZ and SEZ. Further knowledge of land reform in west Bengal will also be acquired by the students.</p> <p>1.4. Students learn about the global problems and management related to resources like iron ore, bauxite, coal, petroleum and nuclear power.</p>
	II (PRIMARY ACTIVITIES)	<p>2.1. Primary activities: Concept, classification and importance: it gives an idea about the different types of primary activities and how they are important for sustaining livelihood to the students.</p> <p>2.2. World view of primary activities-- problems and trend of management with reference to forestry, fishing and livestock farming: students get to learn about the location of the three primary activities and what are the different problems and prospects are there related to them globally.</p> <p>2.3. Critical appreciation of agricultural systems: Intensive agriculture (Rice), Extensive agriculture (Wheat), Plantation farming (Tea) and Mixed farming (NW Europe): considering agriculture as the mainstay of economy and livelihood students here learn about how in different regions of the world different agriculture takes place.</p> <p>2.4. Land use and Agricultural models: L.D. Stamp, Von</p>

			<p>Thunen and Weaver: these models help the students to get an idea about how land use might change with location respect to different nature of agricultural production.</p>
		<p>III (SECONDARY ACTIVITIES)</p>	<p>3.1. Secondary activities: concept, classification and importance: its gives an idea about the different types of secondary activities and how they are important for sustaining livelihood and development of an economy to the students.</p> <p>3.2. Factors of industrial location; industrial location and economic growth models: Weber, Losch and Gunner Myrdal : factors of industrial location and different economic growth models gives students an idea about the controlling factors for an ideal industrial location and from that location how the growth of industries influence economic growth.</p> <p>3.3. Industries-- their resource base, distribution, potentials of growth and problems with reference to Iron and steel (UK, Japan, and India), Cotton textile (USA and India), Petrochemicals (USA and India) and Food processing (India): here the students gets an overview of the different core industries that are located around the world and what are their problems and prospects.</p> <p>3.4. Industrial association, integration, infrastructure and problems with reference to Lake District, Kanto Plains, and Kolkata-Haldia: it gives an idea about the main problems and prospects of the different industrial belts around the world to the students.</p>

		IV (TERTIARY ACTIVITIES)	<p>4.1. Tertiary activities and service: concept, classification and importance: its gives an idea about the different types of tertiary activities and how they are important for sustaining livelihood and development of an economy to the students.</p> <p>4.2. Trade: as an engine and hindrance to growth, determinants, trade strategies – import substitution and export promotion: student’s gets an idea about how trade in modern world act as factor of economic growth and also as hindrance globally. Also gives an idea about the economic development strategies of an economy.</p> <p>4.3. International trade: Ricardian theory, international trade with reference to GATT and WTO: informs the students about the Ricardian theory of trade and how GATT and WTO play an important role in controlling the global trade.</p> <p>4.4. Transport: concept of distance, accessibility and connectivity relative cost advantage of different modes of transport: enrich the understanding of the students about how transport act as a major factor for economic growth and what are the different concepts related to transport network development.</p>
4		PRACTICAL (Cartograms and Geological Maps)	<p>1.1. Scale: here the students get to learn about the different types of scale, i.e. liner, vernier and diagonal that helps them to conceptualise and practice how to show different distances.</p> <p>1.2. Cartograms: Representation of economic data: students learn to deal with different types of socio economic data and to represent those they learn some graphical methods via cartograms such as, divided proportional circle, flow diagram and bargraphs.</p>

			<p>1.3. Interpretation of Geological maps: here the students learn to Study of Horizontal, Vertical and tilted beds along with alignment of contours by Study of strike, dip and bedding plane giving them an idea about the how the internal structure is lying below. Drawing of sections on uniclinal and simple folded structures depicting unconformity, succession of beds and their thickness makes student to do and understand how to portray the geologic features on a page. Interpretation of the section covering geological history and relation between topography and structure lets them to understand and conceptualize it in their own way about structure below and its evolution.</p> <p>1.4. Megascopic Identification of rocks and minerals makes the students to identify rocks as granite, basalt, dolerite, shale, sandstone, limestone, conglomerate, laterite, slate, phyllite, schist, marble, quartzite, and gneiss and learn about their different characteristics. Also they learn to identify minerals like talc, gypsum, calcite, mica, feldspar, quartz, chalcopryrite, hematite, magnetite, bauxite, galena and their different chemical and physical properties.</p> <p>1.5. Laboratory Note Book and Viva Voce</p>
II	5 (CLIMATOLOGY)	I (Atmospheric Layers and Thermal Variation)	<p>1.1. Nature, composition and layered structure of the atmosphere: gives idea to the students about the different components and layers of the atmosphere.</p> <p>1.2. Factors controlling insolation; Heat budget of the atmosphere where the students learn about how temperature acts as the main controlling factor of different atmospheric phenomenon.</p> <p>1.3. Horizontal and vertical distribution of temperature; Inversion of temperature: students get an idea about the horizontal and vertical distribution of temperature through the atmosphere and how it is regulated.</p> <p>1.4. Greenhouse effect and importance of ozone layer: here the students learn about the greenhouse effect and how it is affecting the earth and how the ozone layer is important for sustaining life on earth.</p>

		Unit II: Atmospheric Layers and Wind Circulation	<p>2.1. Global atmospheric pressure belts and their oscillation: it gives idea about the location of different pressure belts upon the earth and what are the controlling factors of their distribution.</p> <p>2.2 General wind circulation: it clarify the students about the basic wind system of the world and what are types.</p> <p>2.3 Jet stream and index cycle: here the students learn about the concept of jet stream and how it influences different atmospheric phenomenon.</p> <p>2.4 Monsoon mechanism with reference to jet stream: students understand about the basic concept of monsoon and its mechanisms.</p>
		Unit III: Precipitation and Air mass	<p>Processes and forms of condensation: students understand processes and forms of condensation.</p> <p>Mechanism and forms of precipitation- Ice Crystal Theory: students learn about the different process of precipitation.</p> <p>3.3. Airmass: typology, origin and characteristics: it gives students an idea about the different types of air mass and how they are originated along with their location.</p> <p>3.4. Warm and cold fronts; frontogenesis and frontolysis: clarifies the students about what is front and how it is originated and how in influences the atmosphere.</p>
		Unit IV: Weather Disturbance and Climatic Classification	<p>4.1 Tropical cyclone: students learn about the formation and associated phenomenon of tropical cyclone.</p> <p>4.2. Mid-latitude cyclone and anti- cyclone: it gives idea about the mid-latitude cyclone and anti- cyclone to the students along with how they are formed.</p> <p>4.3. Climatic classification after Koppen : classification of the world under different climatic zones makes students understand properly about the variation in climate throughout the globe.</p> <p>4.4 Climatic Classification after Thornthwaite: 1931 and 1948: classification of the world under different climatic zones makes students understand properly about the variation in climate throughout the globe.</p>

6 (Soil and Bio-Geography)	Unit I : Soil Formation, Profile Characteristics and Properties	<p>1.1 Definition and factors responsible for soil formation: students learn about the different factors of soil formation.</p> <p>1.2 Concept of V.V. Dokuchaev- ektodynamomorphic and endodynamomorphic soils; Concept of N.M.Sibirtzev-Zonal, Azonal and Intra zonal soils: concept of different soil groups clears the understanding of the students about the location of different soils.</p> <p>1.3 Profile characteristics of Pedalfer group: Laterite and Podzol; Profile characteristics of Pedocal group: Chernozem: learning about the three basic soil and their formation gives idea about how soil forming process occurs in specific situations.</p> <p>1.4 Physical properties of soil: Texture, Structure and Moisture; Chemical properties of soil: pH, Organic matter and NPK: understanding of the basic properties of soil makes students understand about different qualities of soil based on these properties.</p>
	Unit II: Soil and Land Management	<p>2.1 Soil erosion: Processes and controlling factors: soil erosion and its factors makes students understand about how soil erosion happens and its outcomes.</p> <p>2.2 Various measures of soil conservation: enhances the students' idea about how to conserve soil sustainably.</p> <p>2.3 Principles of soil classification: Genetic School and USDA Principles of land classification: UK and USDA: under this, students learn about the different major soil groups classified based on their physical and chemical properties.</p> <p>2.4 Land capability classification by Storie: classification of land into different categories gives students an idea about different types of land.</p>

		Unit III: Concepts in Bio-Geography	<p>3.1 Scope and content of Bio Geography; Nature of Biosphere: gives basic idea about the environment and the biosphere.</p> <p>3.2 Concepts of Ecology, Ecosystem and major natural ecosystems: terrestrial and marine; Trophic structure, Food chain and Food web: students learn about the basic concepts of ecosystem and how the balance is maintained via different process.</p> <p>3.3 Laws of Thermodynamics: students learn about the formation and conversion of energy in ecosystem.</p> <p>3.4 Energy flow in ecosystems: students learn about energy flow in ecosystem.</p>
		Unit IV: Ecological Aspects of Bio – Geography	<p>4.1 Bio-geo-chemical cycles: gives idea to the students about how the materials moves through the ecosystem.</p> <p>4.2 Concept of Biomes, Ecotone, and Community; study of Tropical rain forest, Taiga and Grasslands: clears the understanding about biomes and its different types.</p> <p>4.3 Deforestation: Causes and consequences: students learn and understand about the different causes and outcomes of deforestation.</p> <p>4.4 Significance of Biodiversity and controlling factors: students understand the concept of biodiversity and its factors.</p>
	7 (Social, Cultural and Political Geography)	Unit I: Concept in Social Geography	<p>1.1 Definition, scope and content of Social Geography: students learn about the concept of social geography and how it came to be.</p> <p>1.2 Evolution of Social Geography: Approaches- Possibilistic, Behavioral, Radical and Welfare: here students learn about the different approaches to social geography along with its major concepts.</p> <p>1.3 Social structure and Social processes: macro and micro; Social patterns: social structure and process gives the students idea about the different process and how society develops.</p> <p>1.4 Students learn the Concept of Space: Social space, Material space; Social wellbeing and relativity of it.</p>

		Unit II: Components of Social Geography	<p>2.1 Acquirement the concept of Region as a social unit also integrated the part of syllabus.</p> <p>2.2. Social Elements; Class, caste and ethnicity with special reference to India make to understand students aware of social system of India.</p> <p>2.3. Students also learn about the various Social issues in urban areas: Social area analysis; Social ecology.</p> <p>2.4. The concept of Social Groups: Tribal, Traditional and Modern society gives the idea about the social system, social pattern, social morphology of India.</p>
		Unit III: Cultural Geography	<p>3.1. Concept of culture in Geography; definition, scope and content of Cultural Geography depicts learnt behavioural and how its help the students to get acquire knowledge about cultural elements.</p> <p>3.2. Cultural groups with reference to India: ethnic, linguistic and religious gives the brief idea about various groups along with their cultural traits.</p> <p>3.3. Students also get to know about the concept of Cultural regions, Cultural areas and Cultural landscape of various regions.</p> <p>3.4. The process of Cultural assimilation, integration and Diffusion brief the students the about cultural aspects.</p>
		Unit IV: Political Geography	<p>4.1. Definition and scope of Political Geography gives the idea about the concept of politics and political aspect of Nation.</p> <p>4.2. Approaches and Schools of thought in Political Geography (Landscape school, Functional school and Morphological school define the methods of political school along with its contribution of world politics.</p> <p>4.3. Students also get to know about the concepts of Geo-strategic views of Mackinder and Spykeman.</p> <p>4.4. Political Geography of India: Impact of partition of India contribute the concept of historical and political development factors of India.</p>

8 Map Interpretation and Survey with Instruments (Pr.)	UNIT-1 : Topographical Sheet	<p>1.1 students learn about the basic Principles of toposheet numbering as followed by Survey of India and a Thorough study of plateau region on toposheet of 1:50,000 scale of different parts of the country they get accustomed with the topographical map and its components.</p> <p>1.2 Morphometric techniques in 10 x 12 cm area including Relative relief (after Smith), Average slope (after Wentworth), Drainage density and grid-wise Road density makes the students to have hands on experience and to understand how different physical components play an important role in shaping the landscape of a region, also they learn how to interpret it.</p> <p>1.3. Drawing and analysis of profiles and transect chart with interpretation makes the students understand about nature of the physiography in the region and what is the relation between different physical features and cultural features.</p> <p>1.4. Students Analyse and correlate between the landforms and cultural elements under the heads of: relief, drainage, natural vegetation, settlements and transport which makes them understand about the true nature of the region.</p>
	Unit II: Survey with instruments	<p>2.1.students learn to do Contouring by leveling along radial line using the Dumpy Level where at least three radial lines to be set out from a common centre and their relative position to be obtained by measurement of magnetic bearing and/or included angle by Prismatic Compass giving them an idea about the how to determine contours, also how to use the dumpy level and the prismatic compass for getting the accurate bearing or direction.</p> <p>2.2.Based on the dumpy level and prismatic compass survey the students learn how to prepare a Level Book.</p> <p>2.3.Based on the level book made which includes the actual readings of the survey students here learn to draw a Longitudinal /profile levelling by Dumpy Level.</p> <p>2.4. based on the bearings collected on the field the students learn to draw the Closed traverse by Prismatic Compass.</p>
	Unit III:	Laboratory Note Book and Viva Voce

III	9 Population and Settlement Geography (Th.)	Unit I: Population Dynamics	<p>1.1. Students get to know about the basic factors influencing spatial distribution and density of population through the globe.</p> <p>1.2. Population growth: global trends and patterns gives an idea to the students about how the world's population has changed over time.</p> <p>1.3. Population structure: Age and Sex specific makes students understand about the basic components of the population of an area and how they are interrelated.</p> <p>1.4. By learning about Population composition both Economic and Ethnic students get to know about the different types of population distribution.</p>
		Unit II: Demographic Attributes	<p>2.1. students learn about the Determinants and Measures of Fertility, Morbidity and Mortality; Migration which makes them to properly understand the nature of population growth and how it is measured.</p> <p>2.2. Through the Theories of Population Growth of Malthus and Marx, students get to know about how population growth pattern in an area change with time and what are the reasons behind it.</p> <p>2.3. Demographic Transition Model gives a clear idea to the students about the evolution of population and society with time and how mortality and fertility changes with time.</p> <p>2.4. Population- Resource Region (as per Zelinsky) make the students know about how different parts of the world are divided into different regions based on the population-resource relationship.</p>
		Unit III: Rural Settlements	<p>3.1 Definition, nature and characteristics of rural settlements makes students understand about what rural settlement is actually is and what its basic characteristics are.</p> <p>3.2. Students in Morphology of rural settlements: site and situation, layout-internal and external learn about the factors that starts the formation of a rural settlement in an area, also how physical and socio-economic setting of an area influences formation of a rural settlement along with the layout or structure of the rural settlement.</p> <p>3.3. Rural house types with reference to India gives an overview to the students about the different types of rural houses based on building material and other factors are distributed throughout the country.</p> <p>3.4. By learning about the Social segregation in rural areas students learn about how class and caste system</p>

			influence the rural settlement distribution, also learning about the Census categories of rural settlements given them an idea about different types of rural settlement in India.
		Unit IV: Urban Settlements	<p>4.1. Census definition and categories of urban settlements in India makes the students know about the different categories of urban center or towns in India.</p> <p>4.2. by learning the about Urban morphology based on the Classical models-Burgess, Homer Hoyt, Harris and Ullman students understand about how an urban area grows and how it is divided into different distinct areas based on land use or activity.</p> <p>4.3. Learning about the Metropolitan concept, City-region and Conurbation make the students understand about the different types of concepts in urban hierarchy or evolution.</p> <p>4.4. Functional classification of cities: Harris, Nelson and McKenzie gives a basic idea about the categorization of the urban areas based on the most dominant function they perform.</p>
	10 Regional Geography of India (Th.)	Unit I: Concepts and Bases	<p>1.1. Students by learning the Concept of regions, nature and types of regions gets an idea about the term region and what are its basic types.</p> <p>1.2. Approaches to regionalization--scale and dimension makes students to understand how to delineate region based on different methods.</p> <p>1.3. Learning about the Bases of regional division— physical, gives students an idea about the basic physical divisions of the regions.</p> <p>1.4. Learning about the Bases of regional division – socio-economic, gives students an idea about the basic socio-economic divisions of the regions.</p>

		Unit II: General Geography of India	<p>2.1. In Structure and Physiography students learn about the different geologic and physiographic structures of India.</p> <p>2.2. In Drainage (Peninsular and Extra Peninsular) students get to know about the different river systems of both north and south India.</p> <p>2.3. Students get to know about the different Climatic, Edaphic and Biotic regions of India and where they are located.</p> <p>2.4. Agricultural regions (as per ICAR) give knowledge about the different agro-climatic regions of the country to the students.</p>
		Unit III: Case Studies	<p>3.1 Meghalaya Plateau as Physiographic Region gives a detailed description about the region and makes the students understand the region along with its characteristics.</p> <p>3.2 Damodar Valley as Planning Region gives a detailed description about the region and makes the students understand the region along with its characteristics.</p> <p>3.3 Western Rajasthan as Arid Region gives a detailed description about the region and makes the students understand the region along with its characteristics.</p> <p>3.4 Sundarbans as Biotic Region gives a detailed description about the region and makes the students understand the region along with its characteristics.</p>
		Unit IV: Studies of Geographical Problems	<p>4.1 Problems of unreliability of rainfall focus on the issue of scarcity of water by seasonal delay and what are the problems that arise for it to the students.</p> <p>4.2. Students learn about the different Problems of soil salinity and about its mitigation measures.</p> <p>4.3 Problems of development of SEZ in India makes students get a clear idea about the SEZ and what are its problems and prospects with respect to India.</p> <p>4.4. Students get to know the Problems of slum and its measures and also how urban rehabilitation in India is progressing in India.</p>

11 Philosophy of Geography (Th.)	Unit I: Nature of Geography	<p>1.1. By learning Geography and its relation with other disciplines students understand how geography as scientific domain has emerged.</p> <p>1.2. Encyclopaedism, Geographical ideas during ancient period gives the students an idea about the early phase of geography.</p> <p>1.3. By learning about the Development of Geography during medieval period students get an idea about the evolution of geography as science.</p> <p>1.4 Emergence of scientific ideas in Modern Geography makes students understand about the different models and theories which further has made geography the science of man and environment.</p>
	Unit II: Basic Concepts	<p>2.1. Learning about the Ideographic and Nomothetic approaches in development of Geography make the students to know about the basic concepts of geography.</p> <p>2.2 Man-Environment relation makes the students understand that how works of man has influenced the nature and how it has helped in the evolution of geography as a science.</p> <p>2.3. Students by learning the concept of Location, time and space gets an idea about the evolution of the subject based on three concepts.</p> <p>2.4. Areal differentiation and Spatial organization makes students understand about the basic approaches to study geography as a science.</p>
	Unit III: Modern Thoughts	<p>3.1. In Empiricism students learn that evolution of geography is based on the real perception by the actual senses.</p> <p>3.2. Positivism gives the students an idea that development of geography as a subject is needed to be based on the rigours logical reasoning and model building rather than only speculation.</p> <p>3.3 Environmental determinism gives the idea to the students that how nature act as the sole controller for human activity and how it has influenced the evolution of geography.</p> <p>3.4. In Possibilism students learn about the role of man in man- nature relationship and how it influences the development of geography as a subject.</p>

		Unit IV: Contemporary Thoughts	<p>4.1. students learn that the relationship and individual behaviour is shaped by a structure via Structuralism</p> <p>4.2. Quantitative Revolution makes the students understand about the how quantification is important for development of geography as a science.</p> <p>4.3. Students via Radicalism learn that different social issues or concepts are also important as they shape the growth of geography as a human oriented subject.</p> <p>4.4. Humanistic and Behavioural Approaches makes the students know about the different concepts which led to the development of Human geography.</p>
12	Contemporary Issues in Geography (Th.)	Unit I: Climatic and Biotic Hazards in the Indian Sub-continent	<p>1.1. Students learn about the Concept of hazards and disaster, how they are different from each other and what are the different Natural, quasi-natural and man-made hazards.</p> <p>1.2. Students learn about the different Seasonal climatic hazards like Flood, and drought and mechanism, environmental impact and its management.</p> <p>1.3. students get an idea about the Occasional climatic hazards such as Hailstorm and tornadoes and its mechanism, environmental impact and management</p> <p>1.4. Students learn about the Biotic hazards like Deforestation and loss of bio-diversity and its impact and measures for conservation of biotic resources.</p>
		Unit II: Other Terrestrial Hazards in the Indian Sub-continent	<p>2.1. In Edaphic hazards: Salinization and Desertification--mechanism, impact and management students learn about the different types of hazard related to soil and its management.</p> <p>2.2. In Geomorphic hazards: Landslide, River bank erosion and Coastal erosion--mechanism, impact and management students learn about the different geomorphic hazards and how to prevent them.</p> <p>2.3. Learning about different Tectonic hazards: Earthquake-- impact and precautionary measures given students an understanding about the distribution and measures to be taken to prevent it.</p> <p>2.4. in Water related hazards: Contamination of ground water and fall of piezometric level students learn about the different water related hazards and how to prevent them.</p>

		<p>Unit III: Human Development in the Third World</p>	<p>3.1. By learning the Concept of development and under development and Basic indicators of economic development students get a clear overview about the concept.</p> <p>3.2 Economic disparity as constraint of development: per capita income, purchasing power and standard of living makes the students understand about the different concepts of economic development and poverty.</p> <p>3.3. Students learn about Poverty and Poverty line, Unemployment, Dependency ratio, Work participation and Poverty alleviation in detail.</p> <p>3.4 Economic impact of globalization makes the students understand about how economic development is related with globalization.</p>
		<p>Unit IV: Human Development in the Third World</p>	<p>4.1. Students gets an idea about the Basic indicators of human and gender development and how they are computed and used.</p> <p>4.2 Social inequality as constraint of development: caste and religious fundamentalism; gender bias gives students idea that how these constraints works and how they are related to each other.</p> <p>4.3. Students learn about the Demographic constraint like Population growth, Malnutrition, Food security and Hunger, Morbidity and Mortality and how they are hindering any development process.</p> <p>4.4 Sustainable development clears the idea among the students about development without harming the environment.</p>

DEPARTMENT OF HINDI

THREE YEAR B.A. (HONOURS), GENERAL AND M.I.L.

PART SYSTEM
PROGRAMME OUTCOMES (PO)

	Programme Outcome	Description
PO1	<p>हिन्दी साहित्य का इतिहास</p> <p>1.आदिकाल से रीतिकाल तक</p> <p>2.आधुनिक काल से समकाल तक</p>	<ul style="list-style-type: none"> ❖ 1.विद्यार्थी इस पाठ्य-क्रम के अंतर्गत विषय के रूप में हिन्दी साहित्य की ऐतिहासिक पृष्ठभूमि, काल विभाजन,कालखंड, हिन्दी साहित्य के इतिहास की प्रमुख प्रवृत्तियों एवं विशेषताओं की समग्र जानकारी प्राप्त कर सकेंगे। ❖ विद्यार्थी इस पाठ्य-क्रम के अंतर्गत हिन्दी साहित्य के आदिकाल, भक्तिकाल के सूफी काव्य-धारा, सगुण काव्य-धारा तथा उसके अंतर्गत राम-भक्ति तथा कृष्णभक्ति शाखा का सैद्धांतिक परिचय एवं रीतिकाल की काव्य प्रवृत्तियों को जान सकेंगे। साथ ही इन काल खण्डों के सभी कवियों से परिचित हो सकेंगे। ❖ 2. विद्यार्थी इस पाठ्य-क्रम के अंतर्गत विषय के रूप में आधुनिक काल की राजनीतिक, सामाजिक, सांस्कृतिक पृष्ठभूमि की जानकारी प्राप्त कर सकेंगे। ❖ विद्यार्थी इस पाठ्य-क्रम के अंतर्गत विषय के रूप में आधुनिक काल के प्रमुख काल खण्डों एवं आंदोलनों से परिचित होंगे साथ ही उन काव्य-आंदोलनों की प्रमुख प्रवृत्तियों को जान पाएंगे।
	Method of Assessment	Internal Assessment
PO2	<p>हिन्दी कविता</p> <p>1. आदिकालीन एवं मध्यकालीन हिन्दी कविता</p>	<ul style="list-style-type: none"> ❖ 1.विद्यार्थी इस पाठ्य-क्रम के अंतर्गत विषय के रूप में हिन्दी की प्राचीन एवं मध्यकालीन कविता का ज्ञान प्राप्त कर सकेंगे। ❖ विद्यार्थी कबीरदास, तुलसीदास, सूरदास, मीराबाई आदि के कविताओं को पढ़कर समाज की लोक-कल्याणकारी भावना, भक्ति का सामाजिक परिप्रेक्ष्य जैसे ज्ञान को प्राप्त कर सकेंगे।

	<p>2. आधुनिक हिन्दी कविता (छायावाद तक)</p> <p>3. छायावादोत्तर हिन्दी कविता</p>	<ul style="list-style-type: none"> ❖ 2. विद्यार्थी इस पाठ्य-क्रम के अंतर्गत विषय के रूप में हिन्दी के भारतेन्दु-युगीन, द्विवेदी-युगीन, छायावाद-युगीन कवियों की कविताओं से परिचित हो सकेंगे। ❖ विद्यार्थी छायावाद-युगीन प्रमुख कवियों – प्रसाद, पंत, निराला, महादेवी की प्रसिद्ध कविताओं का गहन रूप में अध्ययन कर ज्ञान प्राप्त कर सकेंगे। ❖ 3. विद्यार्थी इस पाठ्य-क्रम के अंतर्गत विषय के रूप में हिन्दी की छायावादोत्तर कविता में प्रगतिवादी कविता, प्रयोगवादी कविता एवं नई कविता का रचनात्मक व आलोचनात्मक ज्ञान प्राप्त कर सकेंगे।
	Method of Assessment	Internal Assessment
PO3	<p>काव्यशास्त्र</p> <p>1. भारतीय काव्यशास्त्र</p> <p>2. पाश्चात्य काव्यशास्त्र</p>	<ul style="list-style-type: none"> ❖ 1. विद्यार्थी इस पाठ्य-क्रम के अंतर्गत विषय के रूप में हिन्दी के भारतीय काव्यशास्त्र परम्परा से अवगत हो सकेंगे। ❖ विद्यार्थी भारतीय काव्यशास्त्र के विविध सिद्धांतों के विस्तृत ज्ञान को प्राप्त कर साहित्य में उसकी महत्ता एवं उपयोगिता समझ सकेंगे। ❖ 2. विद्यार्थी इस पाठ्य-क्रम के अंतर्गत विषय के रूप में हिन्दी के पाश्चात्य काव्यशास्त्र के प्रमुख चिंतकों प्लेटो, अरस्तू, वड्सवर्थ, क्रॉचे, टी एस इलियट, आई ए रिचर्ड्स की विचारधारा, उनके सिद्धांतों के आलोचनात्मक ज्ञान को प्राप्त कर सकेंगे।
	Method of Assessment	Internal Assessment
PO4	भाषा-विज्ञान और हिन्दी भाषा	<ul style="list-style-type: none"> ❖ विद्यार्थी इस पाठ्य-क्रम के अंतर्गत हिन्दी भाषा के विस्तृत व समृद्ध इतिहास, उद्भव और विकास का ज्ञान प्राप्त कर सकेंगे। ❖ विद्यार्थी को इस पाठ्यक्रम के माध्यम से हिन्दी की बोलियों एवं व्याकरण का ज्ञान होता है, जिसके आधार पर वह अपने भाषा संस्कारों को समृद्ध करता है तथा सम्पर्क भाषा के रूप में हिन्दी का प्रयोग

		अधिक कुशलता के साथ कर पाने में सक्षम होता है ।
	Method of Assessment	Internal Assessment
PO5	<p>हिन्दी कथा-साहित्य</p> <p>1. हिंदी उपन्यास</p> <p>2.हिंदी कहानी</p> <p>3.हिन्दी नाटक एवं एकांकी</p>	<ul style="list-style-type: none"> ❖ 1.विद्यार्थी इस पाठ्य-क्रम के अंतर्गत हिन्दी के उपन्यास विधा एवं उपन्यास विधा के अंतर्गत सम्मिलित उपन्यासों के माध्यम से सामाजिक सरोकारों के प्रति अपनी आलोचनात्मक दृष्टि विकसित कर सकेंगे । ❖ 2.विद्यार्थी इस पाठ्य-क्रम के अंतर्गत हिन्दी की कहानी की परम्परा का परिचय एवं इस पाठ्यक्रम में सम्मिलित कहानियों के आधार पर कहानी विधा की वस्तु एवं शिल्प का आलोचनात्मक ज्ञान प्राप्त कर सामाजिक सरोकारों से जुड़ पायेंगे। ❖ 3.विद्यार्थी इस पाठ्य-क्रम के अंतर्गत नाटक एवं एकांकी की भारतीय एवं पाश्चात्य परम्पराओं का ज्ञान प्राप्त कर सकेंगे । ❖ विद्यार्थी पाठ्यक्रम में सम्मिलित नाटक के अध्ययन के आधार पर नाट्य-समीक्षा का ज्ञान प्राप्त कर सकेंगे । ❖ 4.विद्यार्थी निबंध विधा के स्वरूप का ज्ञान प्राप्त कर सकेंगे साथ ही इस विधा के उद्भव और विकास की जानकारी ग्रहण कर सकेंगे । ❖ विद्यार्थी सामाजिक व साहित्यिक विषयों से निबंध के वैचारिक संबंध तथा अभिव्यक्ति का ज्ञान प्राप्त कर सकेंगे । ❖ विद्यार्थी पाठ्यक्रम में सम्मिलित निबंधकारों के अध्ययन से विचार के क्षेत्र में मौलिक अभिव्यक्ति का ज्ञान व प्रशिक्षण प्राप्त कर सकेंगे।

	4. हिन्दी निबंध एवं अन्य गद्य विधाएं	
	Method of Assessment	Internal Assessment
PO6	हिन्दी की साहित्यिक पत्रकारिता	<ul style="list-style-type: none"> ❖ विद्यार्थी इस पाठ्यक्रम के अंतर्गत हिन्दी की साहित्यिक पत्रकारिता की अवधारणा एवं महत्व को तथा ❖ साहित्यिक पत्रकारिता के प्रमुख युग भारतेन्दुयुगीन, द्विवेदीयुगीन , प्रेमचंद युगीन, समकालीन साहित्यिक पत्रकारिता का गहन अध्ययन कर अपनी आलोचनात्मक दृष्टि विकसित कर सकेंगे।
	Method of Assessment	Internal Assessment
PO7	<p>1. प्रयोजनमूलक हिन्दी</p> <p>2. विज्ञापन लेखन</p>	<ul style="list-style-type: none"> ❖ 1. विद्यार्थी प्रयोजनमूलक हिन्दी को पढ़ते हुए उसके विभिन्न प्रयोग क्षेत्र को जान सकेंगे। ❖ विद्यार्थी प्रयोजनमूलक हिन्दी का अध्ययन करते हुए रोजगारपरक भाषा के विविध रूपों को जान एवं समझ सकेंगे। ❖ विद्यार्थी प्रयोजनमूलक हिन्दी का अध्ययन करते हुए राजभाषा अधिनियम, राजभाषा संकल्प, संविधान में हिन्दी की स्थिति आदि के बारे में जान सकेंगे। ❖ प्रयोजनमूलक हिन्दी का अध्ययन करते हुए कार्यालयी हिन्दी, पत्राचार, पारिभाषिक शब्दावली इत्यादि के संबंध में ज्ञान अर्जित कर सकेंगे। ❖ 2. विद्यार्थी विज्ञापन पाठ्यक्रम के अंतर्गत विज्ञापन निर्माण की प्रक्रिया को समझ सकेंगे। ❖ विज्ञापन के महत्व से विद्यार्थियों को अवगत कराना । ❖ विज्ञापन कौशल को विद्यार्थियों में विकसित करना । ❖ विज्ञापन के प्रयोग को बढ़ावा देने का प्रयास करना । ❖ विज्ञापन से जुड़े रोजगार के प्रति विद्यार्थियों को जागरूक करना । ❖ विज्ञापन के महत्व, शक्ति और सीमा से विद्यार्थियों को परिचित करवाना । ❖ 3. इस पाठ्यक्रम के अंतर्गत विद्यार्थी नियमित रूप से दृश्य -श्रव्य माध्यम के तकनीकी शिक्षा एवं पहलू से अवगत हो पाएंगे। ❖ सिनेमा के महत्व, सिनेमा के संवाद लेखन कौशल के साथ -साथ रोजगारपरक शिक्षा से परिचित करवाना।

	3.दृश्य-श्रव्य माध्यम लेखन	
	Method of Assessment	Internal Assessment

COURSE OUTCOMES (CO)

B.A. Part – I (Honours)

First Paper

Prachin aur Madhyakalin Hindi kavya

* Prachin aur Madhyakalin Hindi kavya syllabus is composed of eminent writers like Vidyapati, Kabeer, Soordas, Tulasidas, Meerabai, Bihari, Ghananand and Bhooshan. It will help the students to understand the characteristics of Hindi literature and language of Prachin and Madhyakal, difference between them and thought process of Ancient and Medieval writers.

Second Paper

Natak, Nibandh evam Anya Gadhya Vidhayen

*This part of the syllabus will help to understand different types of Prose Genre, their content, structure and language skills. It will develop their creative knowledge.

B.A. Part – II (Honours)

Third Paper

Hindi Sahitya ka Itihas

*Hindi Sahitya ka Itihas will develop the ability to understand origin, nature and development of hindi language and literature throughout the historical process. It will enhance their critical thinking and reasoning. They will come to know about the socio-cultural, political and religious situations and their impact on literature and two-way communication between literature and socio-economic conditions.

Fourth Paper

Adhunik Hindi Kavita

* Adhunik Hindi Kavita will help the students to learn the concept of Adhunika and poems. By explaining poems of Maithilisharan Gupt, Jayshankar Prasad, Nirala, Pant, Mahadevi Verma, Subhadra Kumari Chauhan, Dinkar, Agyeya, Muktibodh, Dhoomil, Nagarjuna and Sarveshwar Dayal Saxena teacher will provide historical perspective of Adhunikal and kavita.

B.A. Part-III (Honours)
Fifth Paper
Sahitya-Siddhant, Adhunik Alochana tatha Bharatiya Sahitya

*Sahitya-Siddhant will help the students to understand the basic concept of poetics and principles of Indian and Western poetics. Adhunik Alochana will provide them the general knowledge of criticism and last but not the least Bharatiya Sahitya will provide full view of literary environment of Indian Literature by translated text of Urdu, Tamil, Marathi, Punjabi and Bengali.

Sixth Paper
Bhasha Vigyan, Hindi Bhasha aur Prayojanmoolak Hindi

* Bhasha Vigyan, Hindi Bhasha aur Prayojanmoolak Hindi will provide basic concept of Hindi language, its origin, development, linguistics, official language and official letters. They will learn science of language. This will improve their scientific learning.

Seventh Paper
Hindi Kahani tatha Upanyas

*Hindi Kahani tatha Upanyas will enrich creative skills among the students. They will understand the magic of storytelling and its impact on human mind and society. They will learn socio-economic and different aspects of society, language skills and different dimensions of story and novel.

Eighth Paper
Hindi Patrakarita, Jansanchar Madhyam aur Media Lekhan

*Hindi Patrakarita will provide general knowledge of journalism, it's different kinds, development and various dimensions. Jansanchar Madhyam aur Media Lekhan will enrich the students with the concept of different mediums of mass-media, their forms and importance. For this part of the syllabus, students will visit any local media house and prepare a report on it which will be evaluated by internal and external examiners.

Hindi General
Part-1
First Paper
Madhyakaleen Hindi Kavya aur Adhunik Hindi Kavya

*In this section, the study of poets and their poems will make them learn about different time period, their conditions and their influence on literature. They will acquire the ability to understand language skills, different forms of language, socio-cultural conditions and its impact on human society and literature.

Part-2
Second Paper
Natak aur Katha Sahitya, Nibandh evam Anya Gadhya Vidhayen

*This part of the syllabus will provide general knowledge about different genre of prose, their structure, main content and language. Specially drama/ natak with loud reading and students' participation will generate new enthusiasm in students and boost their creativity.

Third Paper
Hindi bhasha aur Sahitya ka Itihas, Hindi Sahitya ka Itihas: Adhunik Kal

*This section will provide understanding about Hindi language, its origin, Hindi Literature of different historical periods, characteristics, their inter-relation and departure points.

Fourth Paper
Prayojanmoolak Hindi, Media lekhan

*It will enable the basic understanding of official language, official letters and their writing technique. Second part will provide general knowledge about News, News writing, reporting, reporter, feature writing, advertisement-writing, proof and interviews. This will enhance their practical knowledge about Official Hindi and Media reporting.

MIL
Nibandh, Kavitayen, Kahaniyan aur Paribhashik Shabdawali- 100 Shabd (words)

This portion of the syllabus will provide a mix knowledge of Hindi Prose and Poetry. It will help them to develop basic concept about different genre of Prose, Poetry and knowledge of official words.

DEPARTMENT OF HISTORY

Program Outcome of Three-Year Degree Course

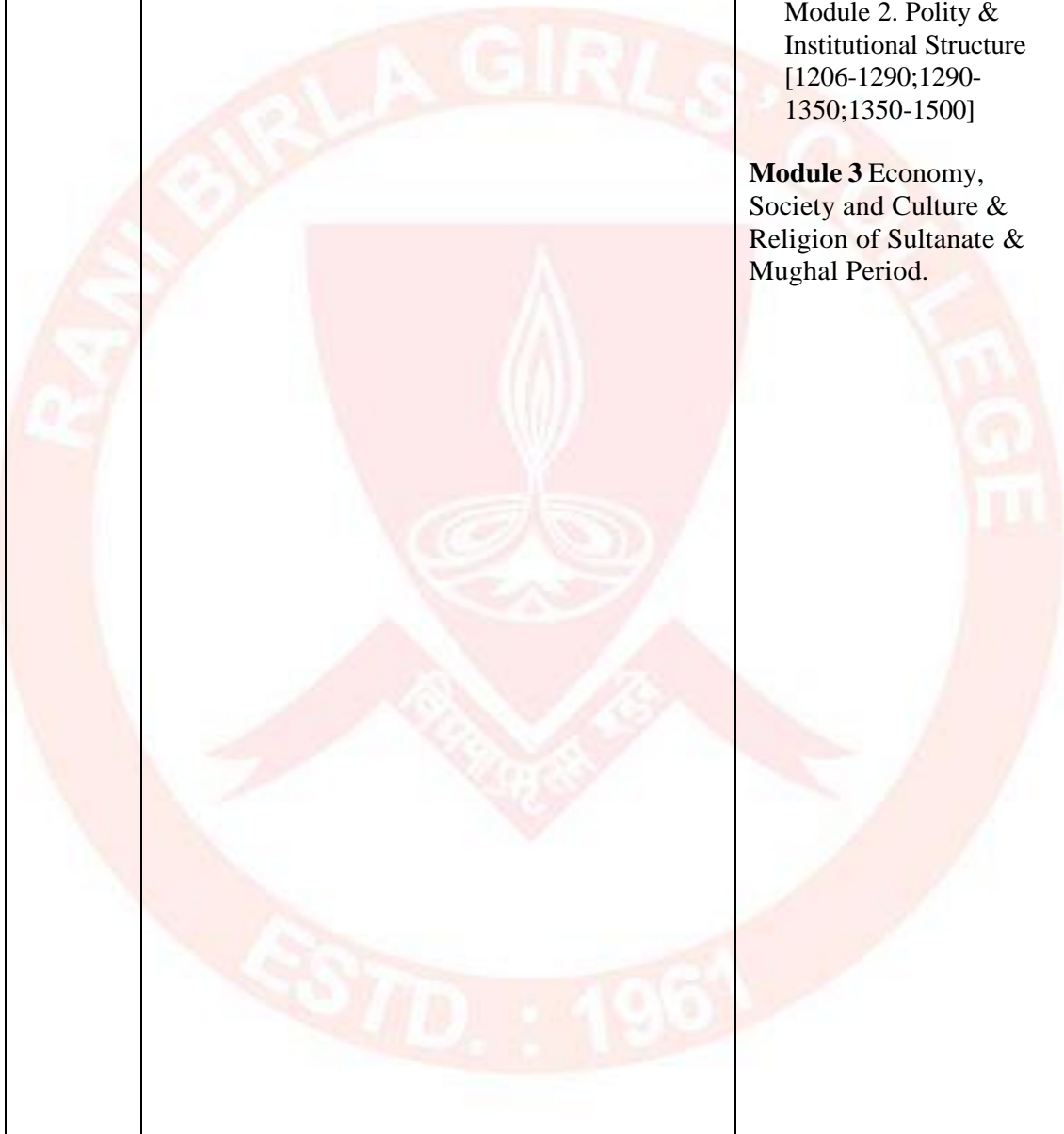
Program Outcome		
PO 1	Sound domain knowledge	Acquiring knowledge of historiography and texts in their contexts and the basics of historical Understanding
PO2	Comprehension and communication skills	Applying theoretical understanding and becoming adept at communicating ideas and arguments with clarity.
PO3	Analytical skills and historical awareness	Understanding historical narratives and the application of the same in analyzing History
PO4	Cultural awareness	Should develop the sense of cultural and aesthetic tendencies of the past and present and the confluence of traditions and ideas.
PO5	Spirit of enquiry and lifelong learning	Applying acquired knowledge and skills to explore new terrains and challenge or corroborate received opinions with original inputs.
PO6	Familiarity with recent developments in a particular field.	Should be able to apply recent theories and Research methodologies to diverse

		narratives to evolve new approaches and interpretations.
PO7	Social conscience and history	Should be able to understand the politics of social equations and the power of using historical texts to change society or perpetuate stereotypes over a range of inextricable issues like gender, class, caste etc.
PO8	Creative ability	Honing of innate creative abilities and self-expression through deliberations on and understanding of the works of Historians
PO9	Human Values	Learning to recognize the recurring motives of human behaviour by studying texts from diverse cultures, ethos and eras, thereby imbuing an empathetic attitude.
PO10	Environmental consciousness	Impact of environmental changes on mankind and how it is reflected on sometimes even predicted through historical narratives.

Course Outcome

Paper	Name of the Course	Course Outcome
PAPER 1	Early Indian History (From the Beginning to 600CE)	<p>Module 1</p> <p>Reconstructing Ancient Indian History</p> <p>Module 2</p> <p>From Pre – historic hunter-gatherers to the advent of food production</p> <p>Module 3</p> <p>Harppan Civilisation</p> <p>Module –4</p> <p>The Vedic Corpus and transition to the age of Janapadas and Mahajanapadas (c.1500BCE-400 BCE)</p> <p>Module-5</p> <p>Mauryan & Post –Mauryan India (c. 400BCE-300CE)</p> <p>Module- 6</p> <p>The Age of the Guptas (c.300CE – 600CE)</p>

<p>PAPER 2</p>	<p>History of India from C 600 to C1500</p>	<p>UNIT I c AD 600 – 1200</p> <p>1.1 Sources & their interpretation: Inscriptions, Literature, Architectural Monuments &Sculpture, Coins</p> <p>1.2 Historiography & Recent Debates (Periodisation / Feudalism / Segmentary State)</p> <p>2.1 Emergence of major political centres c 600 - 650: Kanauj, Bengal, Peninsular India</p> <p>2.2 Political developments c 650 – 1200: Bengal, Western India, Peninsular India</p> <p>2.3 Arab, Ghaznavid and Ghorid invasions: nature and impact</p> <p>3.1 Agricultural Expansion: Land grants and irrigation/agricultural Technology</p> <p>3.2 Land tenure: nature and Changes</p> <p>Urban centres: urban processes and population increase</p> <p>4.1 Sanskrit Literature; Evolution of literature in regional language with special reference to Bengali</p> <p>4.2 Temple and Cave Architecture; Sculpture</p>
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		<p>UNIT II c 600 – 1500</p> <p>Module 1. Survey of sources and historiography with special reference to Barani, Amir Khusrau and Ibn Batuta</p> <p>Module 2. Polity & Institutional Structure [1206-1290;1290-1350;1350-1500]</p> <p>Module 3 Economy, Society and Culture & Religion of Sultanate & Mughal Period.</p>
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<p>Part 2 Paper 3</p>	<p>Transformation of Europe (15th – 17th Centuries)</p>	<ul style="list-style-type: none"> 1.1 Transition Debate on transition from feudalism to capitalism: problems and theories 1.2 Renaissance: its social roots 1.3 Renaissance Humanism 1.4 Rediscovery of Classics 1.5 Reformation movements: Origins & Courses 1.6 Martin Luther & Lutheranism 1.7 John Calvin & Calvinism 1.8 Radical reformation: Anabaptists and Huguenots 1.9 English reformation and the role of the state 1.10 Counter Reformation . 2.1 Economic Developments 2.2 Shift of economic balance from the Mediterranean to the Atlantic 2.3 Commercial Revolution 2.4 Price Revolution Agricultural Revolution and the Enclosure Movement 3.1 Printing Revolution 3.2 Crisis in Europe in the 17th century 4.1 Scientific Revolution 5.1 Peace of Westphalia (1648)
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<p>Part 2 Paper IV</p>	<p>History of India, c.AD 1500-1750</p>	<p>The Mughals</p> <p>1.1. - Historiography and sources: - i) Historiography : different approaches</p> <p>ii) Sources: - An overview of Abul Fazl, Badauni, Bernier.</p> <p>The Foundation, expansion and consolidation of Empire Economy and society in Mughal India: Patterns, and Structure Crisis of the Empire Religion and culture in Mughal India Decline of the Mughals and the emergence of Successor States Interpreting the 18th century: Transition to colonialism.</p>
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<p>Part 3 Paper V</p>	<p>History of East Asia from 1839 to 1950</p>	<p>UNIT I: China</p> <p>Late Imperial and Traditional China Colonial Penetration in China and transformation of China in an informal Colony Popular Movements with special reference to Taiping Revolt Restoration, Reform, Revolution Post – 1911 Political Transitions Nationalism and Communism in China</p> <p>Late Imperial and Traditional China Colonial Penetration in China and transformation of China in an informal colony Popular Movements with special reference to Taiping Revolt Restoration, Reform, Revolution Post – 1911 Political Transitions Nationalism and Communism in China</p> <p>UNIT II: Japan</p> <p>Pre - Modern Japan Meiji Restoration (1867-68) and Rise of Modern Japan Popular and Democratic Movements Economic Modernisation Emergence of Japan as an Imperial Power</p>
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<p>Part 3 Paper VI</p>	<p>History of India from C1750 to 1964</p>	<p>Unit I –From C1750 to 1885</p> <p>Understanding Modern India</p> <p>Expansion and consolidation of British rule with special reference to-</p> <ol style="list-style-type: none"> 1 Bengal - From Plassey to Buxar and the grant of Diwani. 2 Mysore. 3 Marathas. 4 Punjab. 5 Awadh. <p>Colonial state and its Ideology</p> <p>Economy and Society: Agrarian and Non-Agrarian Sectors</p> <p>Popular Resistance</p> <p>Colonial Intervention Indian Response Cultural Changes and Socio –Religious Movements.</p> <p>Unit II – From C1885 – 1964</p> <p>History of Indian Nationalism up to 1919</p> <p>The Gandhian Era</p> <p>Different Trends in the National Movement and Post war upsurge</p> <p>Constitutional Developments</p> <p>Communal politics, Partition and Independence</p> <p>India 1947 -1964</p>
		<p>Crisis of the ancient regime Intellectual currents</p>

<p>Part 3 Paper VII</p>	<p>History of Europe from 1789 to 1919</p>	<p>Socio - economic and political background of the French Revolution Trends in the French Revolution Napoleon Bonaparte: the revolution legacy The Vienna Congress Metternich and the Conservative order; An overview of the revolution of 1830 and 1848 Liberalism and Democracy in Britain Unification of Italy and Germany Russian modernization France under the Second Empire. Industrialisation in Europe; The eastern question in later 19th century with reference to the Crimean War and the Balkan Nationalism. Age of imperialism (1871 - 1914) -The impetus behind colonial expansion - Scramble for colonies— theories of imperialism Anglo German antagonism - Triple Alliance -Triple Entente and the emergence of two armed camps - origin of the First World War. The impact of the War on the old order - Collapse of the Dynastic empire – Revolution in Russia - origin of the October Revolution and the Success of the Bolsheviks Fourteen points of Wilson.</p>
		<p>The Versailles Settlement of 1919</p>

<p>Part 3 Paper VIII</p>	<p>World Politics in the 20th Century from 1919 to C2000</p>	<p>The League of Nations 2.1 The Great Depression and its international repercussions 2.2 European Dictatorships: Origin of Fascism in Italy and Nazism in Germany - Impact on world politics Diplomatic background of the Second World War - Policy of Appeasement - the Munich Pact - Nazi-Soviet Non-Aggression Pact. The Spanish Civil War. 4Background of the foundation of UNO Debate on the origins and nature of the Cold War. Cold War and the emergence of Soviet and American economic and military alliances: NATO, WTO, IMF, World Bank, Warsaw, COMECON USSR's relation with the East European countries (1945-64) The US foreign policy in the Post war period: Truman Doctrine and Marshall Plan Bi-polarism and regional conflicts: War in Korea - Crisis in Cuba - Conflict in the Middle East (Arab - Israel wars of 1948-49,67, 1973 - Activities of P.L.O-Intifadah - Gulf War of 1990-91) The Non-Aligned Movement Impact of the emergence of Communist China on world Politics Indo-Pakistan relations India and the liberation war of Bangladesh The Liberation Struggle of Vietnam (1945-54 and</p>
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		1954-1975) Origin and activities of ASEAN and SAARC The end of the Cold War The onset of Globalisation and its impact American Uni-polarism and its significance for international politics.
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DEPARTMENT OF JOURNALISM AND MASS COMMUNICATION

Programme Outcome (1+1+1)

	Programme Outcome	Description
PO1	Acquiring extensive domain knowledge, imparting analytical skill and soft skill development	<ul style="list-style-type: none"> ▪ Basic Principals of News Reporting, Editing, Functioning of a Newspaper, Types of Reporting. ▪ Detailed understanding of process of writing news stories. ▪ Detailed understanding of designing a newspaper with theories.
	Method of Assessment	IA/CIA
PO2	Acquiring knowledge on history of Indian Journalism	<ul style="list-style-type: none"> ▪ Basic origin of print media in India ▪ Contribution of eminent journalists and newspaper in freedom movement
	Method of Assessment	IA/CIA
PO3	Comprehending fundamentals of communication models and theories	<ul style="list-style-type: none"> ▪ Understanding the basics of communication process, types and means of communication ▪ Theoretical understanding of classical and modern models and theories of communication.
	Method of Assessment	IA/CIA
PO4	Understanding the pattern of media management, laws and ethics	<ul style="list-style-type: none"> ▪ Students learn basic concepts of media ownership, communication models and semiotics. ▪ Students learn fundamental understanding of fake news and misinformation, its spread and how it impacts the society. ▪ Students learn fundamental understanding Media's role on Global Environmental issues relating to global media management. ▪ Detailed study of Press Laws, Indian Constitution and Journalistic Ethics
	Method of Assessment	IA/CIA
PO5	Comprehending fundamentals of national and international affairs	<ul style="list-style-type: none"> ▪ Understanding the concept of Indian constitution, PM, CM, Governor, ECI, Five years plan. ▪ Understanding the concept of UNO, UNESCO, NWICO, NANAP, ASIAN, SAARC, Foreign policies of India and Imbalances information flow.
	Method of Assessment	IA/CIA
PO6	Inducing critical thinking on film as a medium	<ul style="list-style-type: none"> ▪ Understanding Films as a Medium of Mass Communication, study on filmmakers from India and abroad. ▪ Film Movements, Stages of Film Production.
	Method of Assessment	IA/CIA
PO7	Acquiring knowledge on audio and audio-visual medium	<ul style="list-style-type: none"> ▪ History, growth and development of Radio in India, core concepts of radio production. ▪ Hands on Radio Production- technicalities and scripting. ▪ Detailed understanding of Public Service Broadcasting, Television programmes and television production. ▪ Detailed concept and practical exposure to writing and recording radio talk and radio programmes using sound editing software. ▪ Detailed concept and practical exposure of writing TV talk show script and script for writing TV entertainment programmes.
PO8	Detailed knowledge on PR and Advertising	<ul style="list-style-type: none"> ▪ Creating basic understanding of Public Relations as management function. ▪ Detailed understanding of PR models and theories and advertising.
PO9	Acquiring practical knowledge	<ul style="list-style-type: none"> ▪ Creating basic understanding of Documentary film production. ▪ Detailed understanding of video and sound editing.

Course Outcome (Honours)

Sl No.	Paper	Outcome
1.	JORA-Paper I Reporting and Editing	Students learn basic concepts of news, news making, report writing on different types of news.
2.	JORA-Paper II Introduction to History of Indian Journalism and Practical	Basic knowledge of History of Indian journalism & Writing Reports for newspaper.
3.	JORA-Paper III Mass Communication, Media Management, laws and ethics	Detailed understanding of Media Management, ownership and Press Laws and Basic concept of Communication. Understanding role of Media and Society. Detailed study of Communication Models, Theories and Theories of Press in relation to society.
4.	JORA-Paper -IV Practical	Dissertation (4000 words) on any topic of social, political, cultural interest and Publishing a Tabloid Journal using Page making software. Detailed understanding of writing news.
5.	JORA-Paper-V National International Affairs and Visual Media	Understanding imbalances in Global Information Flow, International Media Regulations, Rise of Global Media, and Cross Culture Communication. Basic concept of Rights, provisions in constitution, Media exposure and idea about Human Rights Institutions. History and overview of Indian Motion Pictures, film makers, global film movements, film makers, Film Production.
6.	JORA-Paper-VI Introduction to Radio and Television	History, growth and development of Radio and Television in India, core concepts of radio and television production. Detailed understanding of Public Service Broadcasting, Television programmes and television production.
7.	JORA-Paper-VII Advertising and Public Relations	Detailed concepts of Advertising. Detailed concepts of Public Relations.
8.	JORA-Paper-VII Documentary	Detailed understanding of documentary film, stages of production and theories. Practical Exercise of Producing a Documentary Film and producing Feature Film.

DEPARTMENT OF PHILOSOPHY

Three Year B.A. (GEN.) Course in Philosophy under (1+1+1) System

	Programme Outcome	Description
PO1	Analytic outlook	Philosophy is defined in the language as wisdom, that is, love of wisdom. There are so many branches of philosophy, such as metaphysics, epistemology, aesthetics, ethics, logic, philosophy of mind etc. Among them Calcutta University offers students only metaphysics and etymology for their semester 1 syllabus. Epistemology is a branch of philosophy that is concerned with various theories of knowledge. It enquires into the origin of knowledge. On the other hand, metaphysics deals with the fundamental nature of existence and reality.
	Method of Assessment	Internal Assessment & Class Test
PO2	Logical and critical attitude	In simple words logic is the study of correct reasoning, especially regarding making inference. Logic is important because it influences every decision we make in our lives. Students are able to think logically which allows them to learn and make decisions that will affect their lifestyle.
	Method of Assessment	Internal Assessment
PO3	Ethical thinking	The term 'Ethics' is derived from the Greek word ethos which can make which clan mean which means custom, habit, character or disposition. Simply it can be said that ethics is a system of moral principles. It is concerned with what is good for individuals and society. This paper help students to get practical guidance to their daily life. Ethics asks everyone to considered whether our actions are right or wrong. This paper includes both Indian and western ethics which are very relevant to our daily life.
	Method of Assessment	Internal Assessment and Tutorial
PO4	Communication skill	The main aim of philosophers working in the area is to determine the nature of the mind and mental process. Studying philosophy of mind will allow students to understand their own behaviour, emotions and ideas. In this paper students read about sensation and perception, three levels of mind, different theories of learning and definition and measuring of Intelligence. By this paper students are enabled to gain the basic idea of mind.
	Method of Assessment	Internal Assessment

Course Outcome

Name of the Programme	Year of Introduction	Course		Outcome
		Course Code	Course Name	Course Outcome
PHIG PART -1		PAPER-1	Metaphysics And Epistemology- Indian & Western)	<ul style="list-style-type: none"> Philosophy is defined in the language as wisdom, that is, love of wisdom. There are so many branches of philosophy, such as metaphysics, epistemology, aesthetics, ethics, logic, philosophy of mind etc. Among them Calcutta University offers students only metaphysics and etymology for their semester 1 syllabus. Epistemology is a branch of philosophy that is concerned with various theories of knowledge. It enquires into the origin of knowledge. On the other hand, metaphysics deals with the fundamental nature of existence and reality.
PHIG PART-2		PAPER-2	Western Logic & Psychology	<ul style="list-style-type: none"> Western epistemology has a long history, beginning with the ancient Greeks and continuing to the present. Western epistemologists have commonly defined knowledge in terms of justified true belief. It is the philosophical study of the nature, origin and limits of human knowledge. In western philosophy, metaphysics has become the study of the fundamental nature of all reality-what is it, why is it, and how we can understand it.

PHIG PART-2		PAPER-3	Ethics And Philosophy of Religion	<ul style="list-style-type: none"> • The term 'Ethics' is derived from the Greek word ethos which can mean which means custom, habit, character or disposition. Simply it can be said that ethics is a system of moral principles. • It is concerned with what is good for individuals and society. This paper help students to get practical guidance to their daily life. Ethics asks everyone to considered whether our actions are right or wrong. This paper includes both Indian and western ethics which are <ul style="list-style-type: none"> • very relevant to our daily life.
PHIG PART-3		PAPER-4	Social-Political Philosophy and Contemporar y Indian Thought	<ul style="list-style-type: none"> • The Social-philosophical covers all philosophical topics related to the mind and mental states. The main aim of philosophers working in the area is to determine the nature of the society • Studying philosophy of mind will allow students to understand their own behaviour, emotions and ideas. In this paper students read about sensation and perception, three levels of mind, different theories of learning and definition and measuring of Intelligence. By this paper students are enabled to gain the basic idea of mind.

DEPARTMENT OF POLITICAL SCIENCE

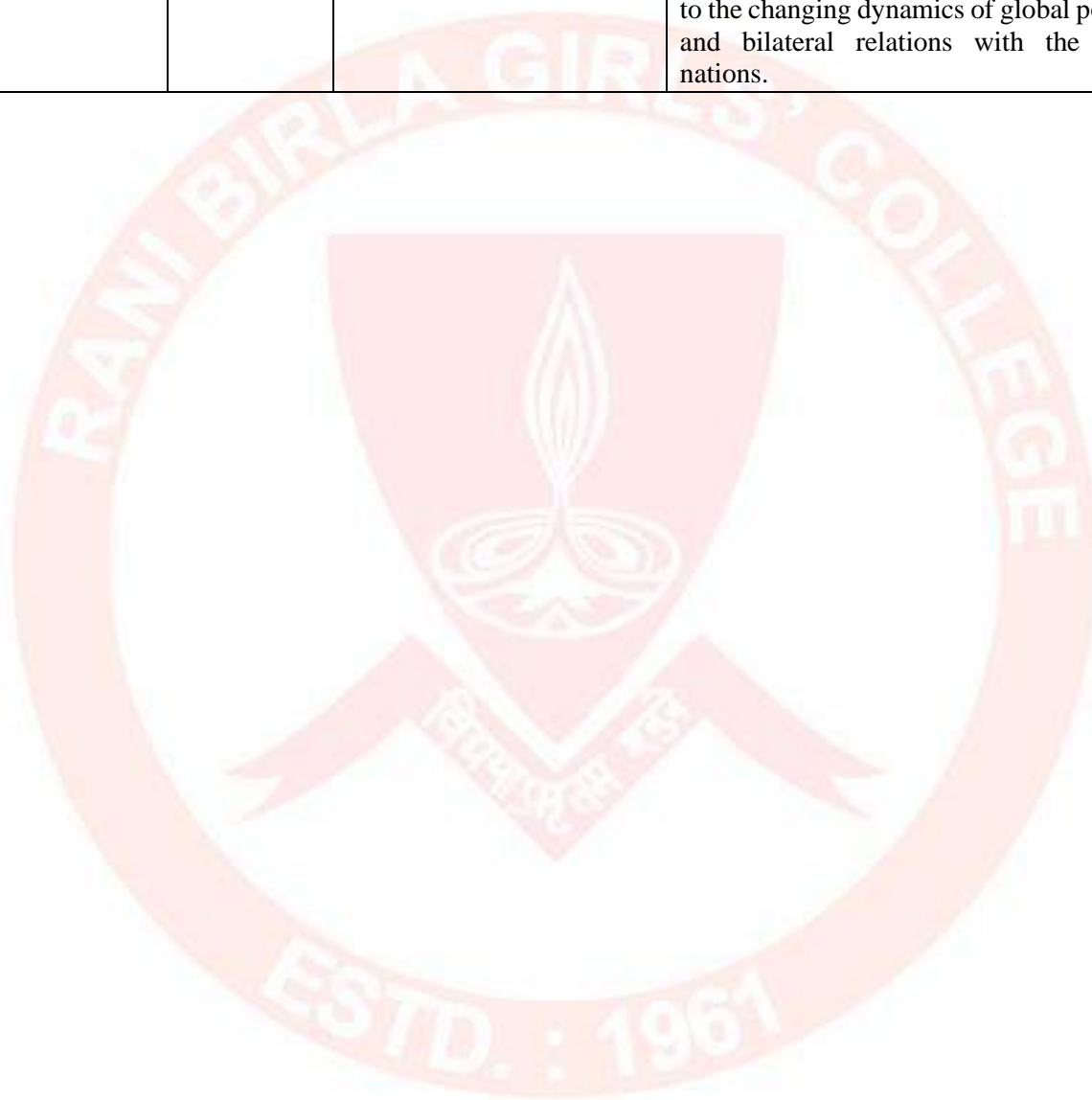
NAME OF PROGRAMME: B.A PART 3 HONOURS & GENERAL (UNDER 1+1+1 SYSTEM)

PROGRAMME OUTCOME: The course curriculum aims to equip the students to develop an interdisciplinary and holistic approach of the subject. The students are trained to have a conceptual understanding with a practical approach, and develop a critical thinking. It will further help them to pursue higher education and also explore in the field of governmental and non-governmental organization.

COURSE OUTCOME:

YEAR	PAPER	NAME OF PAPER	COURSE OUTCOME
PART 3 HONOURS	V	Western Political Thought	The course covers the early ancient political philosophy to the modern times particularly in the 20 th century. This course equips the students to understand crucial concepts as justice, rights, equality, freedom etc., thus enabling them to understand and analyze their thought processes.
	VI	Indian Political Thought and movement	This course provides the students to learn about the political ideas and ideology in the ancient, medieval and modern era to understand the issues in existence in the Indian society, and how the society has transformed at the social, political and economic spheres.
	VII	Political Sociology	This course introduces the students about the dynamics between the society and politics. The link between Sociology and Political Science and how it affects and governs starting from the grassroot level. It further introduces the students to the concept of power, the cultural dimension of politics, political change, which interacts with the social structure and political upheavals and social movements.

	VIII	Public Administration.	This course introduces the students with the theories and praxis of Public Administration. To acquaint with the changing dynamics of the Indian Administration and public policy.
B.A PART 3 GENERAL	IV	International Relations	This course helps the students to familiarize with the broad themes in the field of International Relations. From the inception of the evolution of I.R as a theory to the changing dynamics of global politics and bilateral relations with the other nations.

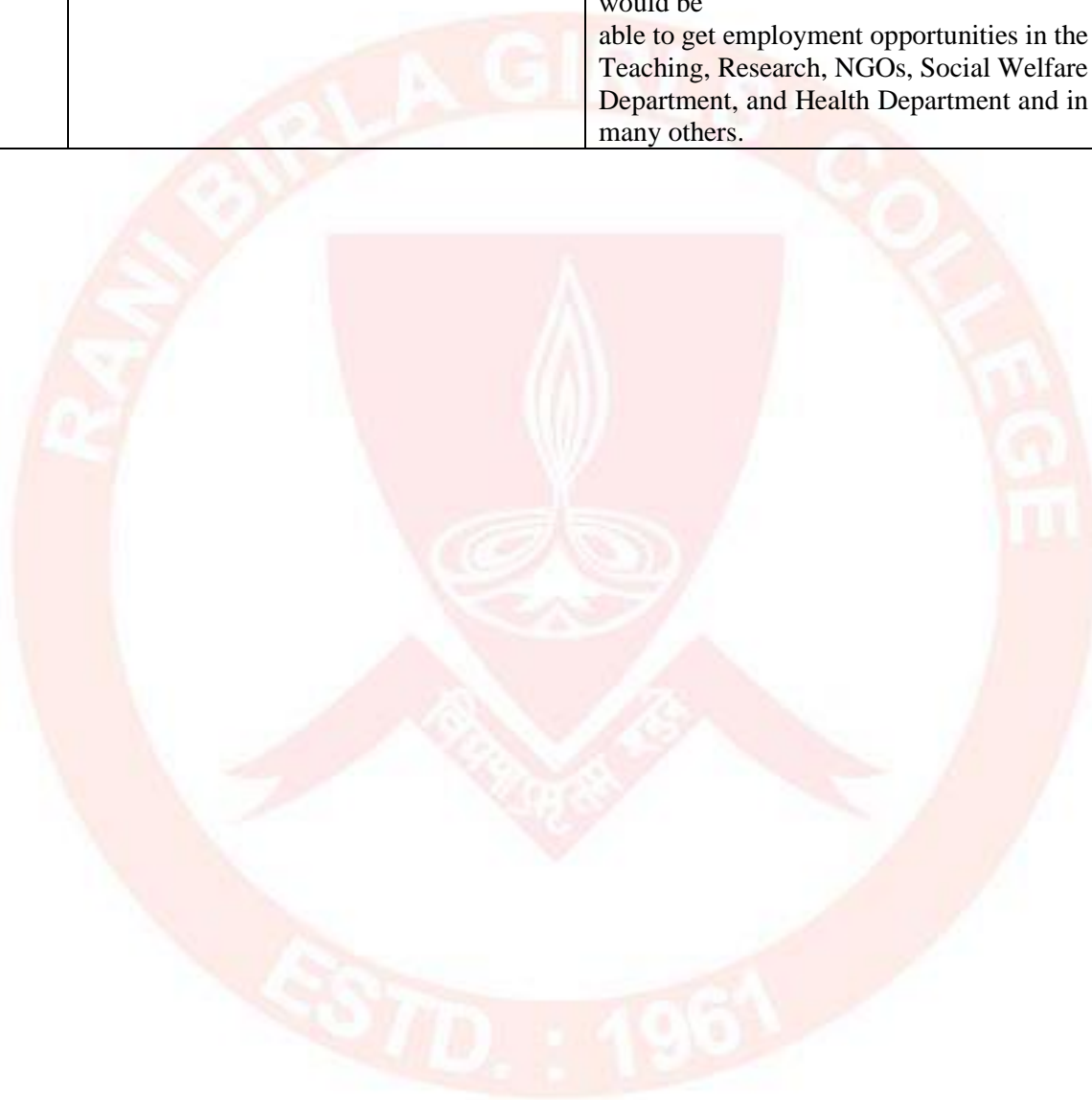


DEPARTMENT OF SOCIOLOGY

B.A. Honours 1+1+1 System **Programme Outcome (PO)**

PO1	Acquiring extensive domain knowledge	Students understand the concepts and processes related to an Sociology and demonstrate the applicability of their domain knowledge and its links to related disciplinary areas/subjects of study. Exhibit knowledge of the discipline Identify and explain seminal pieces of work in the area & conduct guided academic inquiries in various areas of interest in the chosen discipline.
PO2	Inculcating critical thinking skills	Students can recognize the social structures underlying our society Identify the implications of the same in our existence Critically analyse and engage with their social surroundings, problematize and raise questions based on academic inquiry. Take informed actions
PO3	Imparting analytical skills	Students develop the ability to evaluate the reliability and relevance of evidence; identify logical flaws and holes in the arguments of others.
PO4	Acquiring practical knowledge	Students develop sense of inquiry and capability for asking relevant/appropriate questions, problematising, synthesising and articulating reasoning, ability to analyse, interpret and draw conclusions from quantitative/qualitative data; and critically evaluate ideas, evidence and experiences from an open-minded and reasoned perspective

PO5	Career development	Show proficiency in academic, professional field Employ-ability required for higher education and placements.
PO6	Qualify various examinations	The students would be also able to qualify the UPSC, PSC/ UGC-NET/JRF/ and other examination of Social Welfare Departments. Students would be able to get employment opportunities in the Teaching, Research, NGOs, Social Welfare Department, and Health Department and in many others.



Course Outcome

CO No.	Year	Name of the Paper	Course Outcome
3	2	Sociological Theory	Students understand the grand foundational themes of sociology and application of theories and concepts from classical sociological theories to develop intellectual openness and curiosity.
4		Research Method & Social Statistics	Students are introduced to the concept of conducting research, which is inclusive of formulating research designs, methods and analysis of data. Some knowledge of elementary statistics is also provided to the students to acquaint them with quantification of data. The thrust of the course is on empirical reasoning, understanding and analysis of social reality, which is integral to the concepts of quantitative research. Students learn to differentiate between qualitative and quantitative aspects of research in terms of collection and subsequent analysis of data.
5	3	Social and Sociological Thought in India	This Paper helps students acquire a sociological understanding of Indian society. It shows how sociologists in India have primarily been engaged with issues of tradition, modernity, caste, tribe and gender.
6		Social Institutions	This Paper gives students a comprehensive idea about the different social institutions, their ubiquity and how they touch upon the everyday lives of individuals.
7		Indian Social Structure and Process	This Paper helps evolve the students' understanding of the key concepts and institutions of Indian society. It examines how multiple social processes, forces and ideologies shaped the terrain of the nation. The course adds to the sociological interpretation of Indian history and society. It also connects the practical and conceptual in terms of both substance and relevance.
8		Contemporary Indian Social Problems and Field Work based Dissertation	Students are sensitized on contemporary social issues and problems. Students develop a personal orientation towards tackling and ameliorating such problems. They also learn the basics of doing field work and use it to prepare field work-based projects. They learn to write project reports.

