

## **Programme-Based Outcomes**

### **➤ U.G. DEPARTMENTS**

#### **B.Com (Evening Section)**

- The Bachelor of Commerce (Hons.) course of the Evening Section follows the course structure of the University of Calcutta as per the recent CBCS model, which aims to equip students with rudimentary concepts of business-trade-industry and at the same time helps them stay up-to-date with the recent developments of the business environment.
- The Evening section offers students in the fifth semester two sets of specialization- Accounting & Finance and Marketing, to choose from, as per University of Calcutta syllabus. This enables students to opt for subjects which suit their preferences and aptitude.
- The present CBCS syllabus enables students to develop practical skills with respect to Computerised Accounting, Application of IT in Business, E-filing of taxes, to help them undertake internships and improve their job prospects as freshers.
- The course also requires the students to prepare a project report in their final semester with a view to develop analytical and research mind-set among them, and develop skills to pursue higher studies in research
- The Course provides a number of opportunities to students for pursuing higher studies in Commerce and different disciplines under Management, viz. Finance, Marketing, Human Resource Management, E-Commerce etc.

This programme also encourages students inclined towards entrepreneurship to be associated with the Institute's E-Cell and pursue the Entrepreneurship courses conducted in association with National Entrepreneurship Network, Wadhvani Foundation which in turn instills a sense of self-reliance in them.

## **Department of Commerce (UG), Morning**

B.Com. (Honours) in Accounting and Finance is one of the most sought after career-oriented academic programmes offered at the graduation level as it opens up innumerable career options and opportunities for the aspiring professionals and entrepreneurs in terms of employment as well as pursuance of specialized professional courses such as Chartered Accountancy, Company Secretaryship, Cost Accountancy, M.B.A., C.F.A., and many more.

This programme is intended to enhance employability and encourage self-employment by making the students learn skills of interpreting and preparing books of accounts, be conversant with financial and economic environment and acquire the management skills. The curriculum is designed to impart and develop oral and written communication skills, knowledge on Information Technology and statistical tools as well as orient the students on legalities relating to business. The Programme also aims to develop and inculcate entrepreneurial skills among the students. In short, this course helps the enrolled students to become more competitive, self-reliant and constructive for self and society's benefit.

Above all, offering this Programme in the morning hours makes it a more coveted one as it allows the students to pursue in addition, various other professional courses/trainings/internship of their own interest.

## **BACHELOR OF ADMINISTRATION (BBA)**

PBO 1	Acquire specialized knowledge, skills and competencies in the field of management.
PBO 2	Apply the entrepreneurial and managerial skills for effective management of business.
PBO 3	Acquire employability skills and equip students to work in a corporate environment.
PBO 4	Demonstrate critical thinking skills in understanding managerial issues and problems related to global economy and international business scenario.
PBO 5	To inculcate leadership qualities and gain acumen in understanding of real edge management problems through internships.
PBO 6	Develop prudent decision-making skills through application of managerial knowledge.

## **DEPARTMENT OF BENGALI**

- 1) Higher Studies (Such as M.A., M.Phil., Ph.D.)
- 2) Teaching Profession (Schools & Colleges)
- 3) Journalism
- 4) Translation work
- 5) Content writing & Script Writing
- 6) Work at Publishing House ( such as Editing, Proof Reading)
- 7) Work at Media House (print & Television)
- 8) Competitive Exam- such as W.B.C.S, IAS

## **DEPARTMENT OF BOTANY**

- Students pursuing the course are eligible for PG course in Botany, Genetics, Environmental Science, Biochemistry, and Forestry etc.
- Students can appear for Forest Service entrance exams
- They are oriented for joining different Environment and Nature based Govt. and NGO ecofriendly projects.
- They can pursue academic research in esteemed institutes and contribute to the wellbeing and advancement of society
- Students can pursue teaching profession in school, college and university
- Students can pursue professional course like MBA etc.
- Students are eligible for administrative services (State and Central)

## **DEPARTMENT OF CHEMISTRY**

After pursuing BSc. Chemistry Honours students should be able to

- Form a strong foundation in different branches of Chemistry including Organic, Inorganic, Physical and Analytical chemistry with stress on Fundamental Concepts.
- Form an aptitude for scientific reasoning and analytical problem solving by associating theoretical knowledge with practical scenarios.
- Develop knowledge about basic experimental techniques and instrumentation used in practical chemical analysis.
- Develop laboratory skills about safely and correctly handling chemicals.
- Acquire skills to understand and interpret basic chemical literature.
- Pursue Post graduate studies and Research in various branches of chemistry.
- Develop knowledge about the interdisciplinary nature of chemistry as a subject for pursuing post-graduation and research in associated areas like Biotechnology, Forensic chemistry , Genetics, Environmental sciences, Molecular Biology etc.
- Develop communication skills for representing scientific information in written and oral forms through interactive practices like student presentations, seminars and writing magazine articles (departmental journal).
- Develop leadership skills and the ability to work in groups through group projects and presentations.
- Pursue professional courses like MBA or pursue careers in Teaching in schools, Civil services, Banking, Forest services etc. (The department holds a career counseling session for every batch to acquaint them with such options).

## **DEPARTMENT OF COMPUTER SCIENCE**

- After completion of B.Sc. ( with Computer Science as general subject), students may take admission in Computer Hardware and Networking Related courses, Machine Learning, Web development related Courses, Data Science courses in various reputed Computer Training Institutions under any State, Private or Central Universities and also in some IITs.
- Students of Mathematics with Computer Science as one of their general subjects will get privilege in getting selected in MCA course in various Universities and Engineering Colleges and they can also do MSc courses in Computer Science under different Universities or Postgraduate Colleges and MBA courses.
- Students having combination of Computer Science along with Mathematics and Physics can definitely go for higher studies and also can appear for GATE, NET, SET, CAT, MAT exam.
- Students will also found themselves suitable for IT sector jobs, banking sector jobs and different sectors in government jobs.
- Students having combination of Physics or Electronics and Computer Science along with Mathematics can also apply for lateral entry for B.E or B. Tech. courses.

## **DEPARTMENT OF ECONOMICS**

- Pursue higher studies in Economics – post graduation, B.Ed., M.Phil., PhD from premiere institutes in India and abroad.
- Pursue a career in teaching in Schools and Colleges
- Pursue academic research
- Pursue MBA from premiere management institutes in India.
- Pursue professional courses in Actuarial Science and Chartered Accountancy
- Job opportunities in the Banking sector and Administrative Services
- Work as Economic analysts in renowned organizations
- Entrepreneurial ventures in various fields

## **DEPARTMENT OF EDUCATION:**

On successful completion of the undergraduate programme in Education, students will be able to apply for Teacher Training programmes as a large component of Teacher Education studies is covered in the syllabus. Students can also opt for Masters in Education, Masters in Social Work, Masters in Counselling, even Masters in Psychology. Job prospects in the Education sector open up after graduating with Education Honours.

## **DEPARTMENT OF ENGLISH - UG**

The recently introduced CBCS syllabus by Calcutta University has given primacy to interdisciplinarity so that emphasis is not only on English language and literature but also on world literature, from Classical to Contemporary. The course is inclusive and holistic, enhancing ability, skill apart from their core discipline. New additions like literary theory, autobiography, partition literature, popular literature, text & performance (to name a few) have broadened the scope for better career in higher studies. Skill enhancement in business communication, academic writing, ELT shall endorse their writing and communication proficiency, a requirement in all stages of life. Interested students might pursue in higher studies in their preferred area, while others might opt for jobs with honed communication abilities.

## **DEPARTMENT OF GEOGRAPHY**

The syllabus under CBCS curriculum emphasizes on the development of basic skills in different aspects of the subject. The successful completion of the course gives the students opportunities to pursue the Masters Degree in not only the core subject but also in subjects like Geographical Information System (GIS), Social Work, Disaster Management, Forest Management, Environmental Management, Environmental Planning, Regional Planning, Urban Planning, Forest Management, Population Studies, Tourism and Travel Management.

The students can pursue academic research work in different renowned institutions and contribute to the advancement of the society. They can opt for teaching at schools, colleges and universities after their higher studies. In the field of administration, the jobs may be taken through Union Public Service Commission (UPSC), All India Central Services, State Public Service Commission, Staff Selection Commission and Block Development Offices. Many students secure employment as a GIS Specialist, Meteorologist, Geomorphologist, Demographer, Regional and Urban Planner, Soil Conservationist, Travel and Tourism Planner and Advisor, Hydrologist, Cartographer etc.in different government and private organizations.

## **DEPARTMENT OF HINDI**

Career options/Scope in Hindi Literature

- Government Jobs
- School Teacher
- Professor
- Journalist
- Screenwriting
- Translation
- Interpretation
- Content Writing/ Editing
- Speech Writing
- Voice Associate
- App Developer
- News Anchoring
- Film Industry
- Digital Media and Social Media
- Foreign Jobs and much more

Inspite of all of these job opportunities in study of literature, it also enhances values and growth in and of a person. The person becomes a boon for his/her family as well as for the society.

## **DEPARTMENT OF HISTORY**

The current CBCS syllabus with its multi-disciplinary and holistic approach towards education offers students the opportunity to hone their skills and develop competencies not only in their areas of specialisation but also in other disciplines according to their aptitude. Thus a student with a degree in History can develop skills that are applicable to a wide range of careers such as law, publishing, journalism and the media, librarianship and archival work, advertising, tourism, heritage study, public administration, etc. Graduates in History can also work as museum curators, archaeologists, civil servants and teachers. In addition to using their training for such broader professional purposes, students of History can pursue higher studies and become academicians, historians and history experts. Studying History provides students with the analytical skills to critically assess the past and find connections with the events and ideas of the present – thereby allowing them to envision a better future.

## **DEPARTMENT OF JOURNALISM AND MASS COMMUNICATION**

The under graduate course of journalism and mass communication

Prepares students for:-

- different post graduate degrees and diplomas in media related
- Subjects for higher studies,
- school teaching job because now journalism is a school subject,
- to start their career as a junior reporter,
- can become content developer and content writer,
- may delve into short film making and
- Can also venture in the event management business.

## **DEPARTMENT OF MATHEMATICS**

- Students will be able to do higher studies in Mathematics.
- The curiosity in Mathematics will be generated.
- Better reasoning ability will grow in them.
- Mathematics may be their career option.
- The fear over Mathematics will go away.
- Students may do masters in pure or applied mathematics, Data Science, M.C.A, M.B.A, B. Stat. They can pursue a career in Data Analysis .They can do PG Certification in Machine Learning and Deep Learning. They can pursue a career in Information and Communication Technology Industry. They can pursue a career in Actuarial Sciences. A career in Investment Banking can be pursued after B.Sc. in Mathematics. They can build career as Operations Research Analyst. Students with excellent mathematical abilities may join political or military intelligence bodies as cryptanalyst. They can also opt for career in Teaching after B.Sc. in Mathematics.

## **DEPARTMENT OF PHILOSOPHY**

An independent Philosophy Program is vital. Skills gained by studying Philosophy are useful in almost any career or venue of life. The discipline of Philosophy contributes to higher education fundamentally by

- Developing the habit of critical thinking in students. Philosophy contributes distinctively and extensively to a student's ability to think critically. In the prominent pedagogical model in higher academia of active rather than passive learning, Philosophy teaches students to become active and independent inquirers, to think independently thereby promoting individuation.
- Enhancing the reading, writing and public speaking skills in students. Philosophy Courses teach students how to read, comprehend and summarize conceptually difficult material. Philosophy shows how to formulate, articulate and defend one's own views with arguments and logical organization. Such skills will serve a student both within and outside academics.
- Transmitting cultural heritage to the students. Philosophy Courses on Indian Philosophy make students aware of our rich intellectual heritage.
- Philosophy helps students to develop abstract reasoning skills to engage in fundamental questions about reality, knowledge and value.

Philosophy Courses in Ethics, Social and Political Philosophy, Bioethics, Environmental Ethics prepare students to be thoughtful, discriminating and responsible citizens, recognizing and respecting the views of others.

## **DEPARTMENT OF PHYSICS**

After pursuing B.Sc. – Gen. with physics as combination students will be able to:

1. They have an option to pursue a post-graduation degree in their respective field. Students can also join non-science master degree courses such as animation, management, computer technology.
2. They can apply as scientific assistant in different research institute.
3. Apply for the govt. jobs like finger print Expert , Inspector r of legal metrology, scientific assistant, Food & Drug Inspector, where physics as a subject combination in graduation is compulsory
4. Opt for further job based study like MCA, MACHINE LEARNING, and DATA SCIENCE etc.

## **DEPARTMENT OF POLITICAL SCIENCE**

- Masters and Research in Political Science and Allied Disciplines. (International Relations , Human Rights, Sociology , Public Policy , Journalism and Mass Communications)
- Career in Teaching, Consultancy and Analysis, Content Writing, Editing and Publishing.
- Opportunity in Administrative Services, Judicial Services and Management.

## **DEPARTMENT OF SOCIOLOGY**

The students of Sociology can pursue the following career options after completion of the graduate programme:

- Post-graduation in Sociology and higher academics like research
- Post-graduation/Diploma in Social Work
- Professional courses like Journalism and Mass Communication and Human Resource Development
- Civil Services
- B.Ed. and school teaching thereafter
- Teaching in colleges

## **DEPARTMENT OF STATISTICS**

- After completion of B.Sc. (with Statistics as general subject), students may take admission in Data Science courses in various reputed Universities and also IITs. Presently Data Science has huge scope and career options.
- Students will also find themselves suitable for Analytics jobs.
- They will also find themselves suitable for banking sector jobs and other government jobs.
- Students having combination of Physics and Statistics along with Mathematics can also apply for Atmospheric Sciences.
- Students of Economics with Statistics as one of their general subjects will also get privilege in getting selected in MS (QE) course of Indian Statistical Institute.
- Since Actuarial Studies also involve some portions of Statistics, having Statistics in the combination will be helpful in clearing those papers.
- Those who are passionate about teaching or Research, can definitely go for higher studies in Statistics and appear for NET, SET or GATE.

## **DEPARTMENT OF URDU**

Advantages of studying Urdu -

Urdu, undoubtedly the most exquisite of languages, is spoken by over 100 million people across the world. There is no denying the fact that even people who don't understand Urdu love the enunciation and sweetness of the language. The aforementioned reason makes it another important language to learn. Since we are living in a career-specific world where job opportunities are weighed before selecting a subject, Urdu offers plenty of job options for its learners. To begin with, if a student is well-versed in the language he can opt for being a teacher in a school by qualifying in the exams meant for selection of teachers. Likewise he can also go for lectureship in colleges and universities after qualifying in the Net and Set. Apart from a career in teaching a student of Urdu can also apply for the posts of translators in several government departments. Aside from a career perspective knowing Urdu will allow a student to have a peek into the fascinating and mystic world of classic as well as modern literature of India and Pakistan. He will have the cushion and luxury of reading and enjoying the poetry and fiction of Ghalib, Faiz, Krishan Chander and Bedi to name a few.

Read 'and' instead of 'an' after cushion.

## **DEPARTMENT OF ZOOLOGY**

- Higher studies and Research
- Industry
- Forest Services
- Zoological Garden
- Museum
- Veterinary Science
- Clinical technicians

## ➤ **P.G. DEPARTMENTS**

### **DEPARTMENT OF PG ENGLISH**

#### Learning Outcomes

1. Proficiency in written and spoken English. This is the basic requirement for subsequent career options.
2. A comprehensive knowledge of the discipline through texts written in and translated into English. A fair overview of comparative literary studies. Students are well-equipped to make the transition to B.Ed. courses.
3. An understanding of sophisticated theoretical concepts. Crucial for those embarking on teaching careers at either school or college level.
4. An insight into and experience of contemporary research methodologies. Particularly relevant for those students who intend to pursue higher degrees by research.
5. Internships during the course to help students gain valuable insights about a particular profession, allowing them to make informed career choices.
6. The discipline and good practices for achieving success in examinations. This aids preparation for competitive exams after the course, like the UGC NET and the civil service exams.
7. Advanced editing and linguistic skills for those students interested in working in the publishing industry and the many digital platforms available now.
8. An ethos of teamwork inculcated through numerous group projects throughout the course. This is beneficial when students go on to contribute to a corporate setup.
9. Development of critical acumen through intellectual application. This makes students informed and aware individuals in their workplace and in everyday life.
10. Nurturing an independent creative outlook. This allows students to make a mark and establish their identity in whatever they choose to do after the completion of the course.

## **DEPARTMENT OF PG COMMERCE**

- Post-graduation in Commerce opens windows to research programs that will further help students to pursue M.Phil. and Doctoral Degree (PhD) in future. The CBCS curriculum designed by the University of Calcutta has included research methodology and statistical applications in its syllabus, enabling the students to go for Higher Studies and Doctoral programs. The department organizes workshops on Research Methodology and Statistical Package (SPSS). Students are encouraged to publish research articles in Departmental and College Journals.
- The program is most popular among aspiring teachers/lecturers and researchers. Students are encouraged to sit for UGC NET/ JRF and the department organizes workshops on preparation for UGC NET/JRF examination.
- The program covers all major areas relating to Finance, Accounting, Taxation, Information Technology and Statistics besides allied fields such as economics, operation research, and corporate governance. international business etc. This helps the students who wish to make a career in banking, financial services and insurance (BFSI).
- The objective of this program is to provide multidisciplinary knowledge. This is the only college, affiliated to University of Calcutta that offers Marketing specialization along with Finance and Accounting. It opens the door to become part of the business world of corporate, banks, capital market, marketing research, logistics support and to become self-reliant.

## ➤ Departments of Professional Courses

### B.ED.

When students take admission in the B.Ed. course, they come to our department as learners, who are teachers in the making. However they leave the course as professionals.

- Initially receivers of knowledge and skills, they become transformed into facilitators.
- Their training in the department makes competent classroom managers.
- Through their multidimensional experiences student teachers undergo attitudinal reorientation in preparation for handling student diversity.

Student teachers become capable of handling the dynamics of inclusive classrooms.

They are sensitized on gender issues.

Cognitive, psychomotor and affective domain competencies are given equal place in the curriculum for aiding the development of integrated personalities, through a wide range of experiences under practicum and community assignments.

Life skill training, aesthetic appreciation, physical wellbeing through yoga and exposure to global citizenship are an essential part of every student's activity in the department.

- There is compulsory participation in community outreach activities.
- Cooperative task management develops competencies that makes them capable of creating enabling environments in classrooms, for young minds to flourish into citizens confident of creating a sustainable future.

## **COURSE OUTCOME**

### **B.ED. DEPT. SSC**

#### **Semester - 1**

##### **Childhood and Growing Up (1.1.1)**

The course will enable the student teachers to –

- Reflect on the role of socio-cultural context in shaping human development, especially with respect to the Indian context
- Situate child development in a socio-cultural context
- Develop theoretical perspectives and an understanding of dimensions and stages of human development
- Understand individual differences among the learners
- Understand cognitive processes and affective processes in learners
- Understand adolescence stage of human development
- Analyse the implications of understanding human development for teachers

##### **Contemporary India and Education (1.1.2)**

The course will enable the student teachers to -

- Appreciate the unity and strengths of Indian diversities based on region, religion, gender, languages, socio-economic factors like caste, means of livelihood etc.
- Acquire knowledge about the salient features of our Constitution and constitutional measures to protect diversities
- Develop understanding of the issues in contemporary India like industrialization, urbanization, globalization, modernization, economic liberalization and digitalization etc.
- Appraise about the policy initiatives taken in education reform during pre- and post independent India.
- Develop overall understanding of the working and recommendations of various Commissions and Committees constituted for improving education in the country.
- Appreciate Innovations and new measures towards universalization of education including the role of Panchayati Raj Institutions.
- Familiarise with various incentive schemes like mid day meal, support to economically, socially and educationally backward communities

##### **Language Across the Curriculum (1.1.4)**

The course will enable the student teachers to-

- Understand the language background of students.
- Understand the nature of classroom discourse.
- Understand and analyse content areas and write.
- Understand the importance and role of language for content areas

### **Understanding disciplines and subjects (1.1.5)**

- Emergence and merger of different disciplines
- Science, Language, Mathematics and Social science as subjects and disciplines
- Interrelation and interdependence of various school subjects

## **Semester - 2**

### **Learning and Teaching (1.2.3)**

The course will enable the student teachers to -

- Develop an understanding about differential learning needs of the learners with regard to abilities, learning styles, socio-cultural differences, language, and learning difficulties.
- Develop awareness of the different contexts of learning.
- Reflect on their own implicit understanding of the nature and kinds of learning.
- Gain an understanding of different theoretical perspectives of learning including the constructivist perspective.
- Develop understanding about the concept of teaching from various perspectives.
- Explore teaching strategies to address diversity of students in a classroom.
- Analyse teaching as a profession.

### **Assessment for Learning (1.2.9)**

The course will enable the student teachers to -

- Gain a critical understanding of issues in assessment and evaluation (from multiple perspectives with focus on constructivist paradigm)
- Become cognizant of key concepts such as formative and summative assessment, evaluation and measurement, test, examination
- Be exposed to different kinds and forms of assessment that aid student learning
- Become the user of a wide range of assessment tools, and learn to select and construct these appropriately as per the need; and
- Evolve realistic, comprehensive and dynamic assessment procedures keeping in view the diverse backgrounds of students.

### **SEMESTER - 3**

#### **School Internship**

School Internship is rightly regarded as the most important component of any teacher education programme as it provides the student teachers a platform for linking theory to the real classroom situation. It involves full time work in a school aimed at gaining intensive experience in planning, teaching, engaging other school activities, preparing instructional support materials and performing all those duties that a regular teacher is expected to do. The field experience helps in expanding the competencies and skills which are essential for a teacher to serve as a facilitator of learning. During internship student teachers interact with the teachers, students, administrators and community including parents and try to understand the problems of schools and students which help in their development as a teacher. They are also provided with opportunities to participate and organize various programmes and activities which schools generally organize to facilitate students' learning and development.

### **Semester - 4**

#### **Gender, School and Society (1.4.6)**

The course will enable the student teachers to -

- Develop basic understanding and familiarity with key concepts-gender, gender bias, gender stereotype, empowerment, gender parity, equity and equality, patriarchy and feminism and transgender.
- Know about policies, plans and schemes of the government for addressing all forms of disparities and inequalities existing in the society
- Learn about gender issues in school, curriculum, textual materials across disciplines, pedagogical processes and its intersection with class, caste, religion and region; and
- Understand the need to address gender based violence in all social spaces and evolve strategies for addressing it.

#### **Knowledge and Curriculum (1.2.8/1.4.8)**

The course will enable the student teachers to -

- Understand epistemological and social bases of education to equip them to decide about the educational and pedagogical practice(s) with increased awareness and clarity.
- Make distinctions between knowledge and information, and reason and belief based on epistemological basis of education, to engage with the enterprise of education.

- Develop idea about concepts and process of curriculum planning, preparation of syllabi and development of text books at different levels.
- Analyze text books and related educational material in the context of aims and objectives of education and learning outcome.
- Impart understanding about the activities inside and outside the class room and the commonplace rituals of school, its celebrations, and its notions of rules, discipline, or the time-table etc
- Understand the gaps in the curriculum as enacted and curriculum as process and practiced and to understand the role of ideology and power in influencing curriculum.
- Infuse dynamism in interpreting and transacting curriculum in the school, so that it becomes culturally sensitive in selection of knowledge, symbols and values, and child-friendly in pedagogy.

### **Creating an Inclusive School (1.4.10)**

The course will enable the student teachers to –

- Understand the meaning and significance of Inclusive education
- Gain knowledge on Policy and legislative frameworks promoting inclusion
- Learn to create inclusive classrooms using inclusive pedagogy – (teaching strategies, CCE)
- Understand the linkages and collaborations for resource mobilization.

### **Yoga Education (1.4.11)**

The course will enable the student teachers to

- Understand the concept of holistic health, its various dimensions and determinants
- Develop positive attitude towards health physical education and yoga as individual;
- Sensitize, motivate and help them to acquire the skills for physical fitness, learn correct postural habits and activities for its development;
- Create interest for the practice of *yogasanas* and meditations;
- Understand various policies and programmes related to health, physical education and *yoga*; and
- Help them to understand the process of assessment of health and physical fitness

### **Environmental and population Education (1.4.11)**

The course will enable the student teachers to

- Understand the concept of population education

- Understand the concept of environmental education
- Develop knowledge on sustainable development
- Develop knowledge about issues related to population policies and population and environmental education

### **Guidance and counseling (1.4.11)**

- The course will enable the student teachers to
- Understand mental health issues and related maladjusted behaviours, abnormal behaviours and mental illness
- Tools and techniques to measure personality, attitude, aptitude interest and intelligence

### **Pedagogy of Social Sciences (1.2.7A/13.3.7B) in 2<sup>nd</sup> and 3<sup>rd</sup> semesters**

The course will enable the student teachers to -

- develop an understanding of the nature of social sciences, both of individual disciplines comprising Social Sciences, and also of social sciences as an integrated/interdisciplinary area of study;
- acquire a conceptual understanding of the processes of teaching and learning social sciences;
- enable student-teachers to examine the prevailing pedagogical practices in classrooms critically and to reflect on the desired changes; acquire basic knowledge and skills to analyse and transact the social sciences curriculum effectively following wide-ranging teaching learning strategies in order to make it enjoyable and relevant for life;
- sensitize and equip student teachers to handle social issues and concerns in a responsible manner, e.g., preservation of environment, dealing with disaster management, promoting inclusive education, preventing social exclusion of children coming from socially and economically deprived backgrounds, and saving fast depleting natural resources (water, minerals, fossil fuels etc.).

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### **Pedagogy of Mathematics (1.2.7A/13.3.7B) in 2<sup>nd</sup> and 3<sup>rd</sup> semesters**

The course will enable the student teachers to -

- Develop insight into the meaning, nature, scope and objective of mathematics education;

- Appreciate mathematics as a tool to engage the mind of every student;
- Appreciate mathematics to strengthen the student's resource;
- Appreciate the process of developing a concept;
- Appreciate the role of mathematics in day-to-day life;
- Understand that mathematics is more than formulas and mechanical procedures;
- Channelize, evaluate, explain and reconstruct students' thinking;
- See mathematics as something to talk about, to communicate through, to discuss among them, to work together on;
- Pose and solve meaningful problems;
- Appreciate the importance of mathematics laboratory in learning mathematics;
- Construct appropriate assessment tools for evaluating mathematics learning;
- Develop ability to use the concepts for life skills;
- Stimulate curiosity, creativity and inventiveness in mathematics;
- Develop competencies for teaching-learning of mathematics through various measures;
- Focus on understanding the nature of children's mathematical thinking through direct observations of children's thinking and learning processes;
- Examine the language of mathematics, engaging with research on children's learning in specific areas; and
- Visualize a mathematics classroom where mathematics will emerge as a subject of exploration and creation rather than an exercise of finding answers to old and complicated problems.

### **Pedagogy of Languages (1.2.7A/13.3.7B) in 2<sup>nd</sup> and 3<sup>rd</sup> semesters**

The course will enable the student teachers to -

- understand the different roles of language;
- understand the importance of home language and school language and the role of mother tongue in education;
- be able to appreciate authentic literary, non literary (media) and translated texts;
- understand the use of language in context such as grammar and vocabulary;
- identify methods, approaches and materials for teaching English at various levels in the Indian context;
- be able to develop activities and tasks for learners including audio-video materials, ICT and Internet;
- develop an insight into the symbiotic relationship between curriculum, syllabus and textbooks;
- understand the process of language assessment;

## **Engagement with the Field**

This category of courses will enable the student teachers to -

- facilitate student learning by creating authentic learning situations;
- prepare school development plan in collaboration with local community; use local resources, including material and local knowledge in teaching learning process;
- integrate ICT in teaching learning process;
- respect diversity among learners and seek to promote learning of all;
- use alternative assessment tools and involve students in assessment process;
- adapt teaching learning strategies and/or use various teaching learning strategies to address diversity among learners, including cultural and learning needs;
- promote holistic approach to student assessment and organization of learning environments; and
- bring out pedagogical innovations in promoting quality of learning

## **Enhancing Professional Capacities (EPC)**

### **Reading and Reflecting on Texts (EPC 1) *semester - 1***

The course will enable the student teachers to -

- Develop proficiency in reading and responding to written texts.
- Examine and appreciate authentic literary and non-literary texts.
- Develop study and reference skills
- Reflect on the ideas expressed in the texts.
- Plan, draft, edit and present a piece of writing related to their understanding of a text.

### **Drama and Arts in Education (EPC 2) *semester - 2***

The course will enable the student teachers to -

- understand basics of different art forms
- develop artistic and aesthetic sensibility among learners to enable them to respond to the beauty in different art forms, through genuine exploration, experience and free expression
- Acquire skills for integrating different art forms across school curriculum for better learning and development.
- Develop awareness of the rich cultural heritage of the country.

### **Understanding ICT and Its Application (EPC 3) *semester - 4***

The course will enable the student teachers to –

- Appreciate the historical development of various educational media.
- Demonstrate understanding of the main components of the computer hardware in use.
- Use various digital technologies (hardware and software) for creating resources and providing learning experiences for all types of learners (including differently abled).
- use various ICTs for project based/problem based constructivist learning environment
- explain the role of ICT in authentic and alternative assessment
- understand the social, economic, and ethical issues associated with the use of ICT

### **Understanding the Self (EPC 4) *semester - 4***

The course will enable the student teachers to -

- Gain an understanding of the central concepts in defining self<sup>^</sup> and identity<sup>^</sup>
- Reflect critically on factors that shape the understanding of self<sup>^</sup>
- Build an understanding about themselves, i.e. the development of self as a person as well as a teacher
- Reflect on one's experiences, aspirations and efforts towards becoming a humane individual and teacher
- Develop effective communication skills including the ability to listen, observe etc.
- Build resilience within them to deal with conflicts at different levels and learn to draw upon collective strengths to live in harmony with one's surroundings
- Appreciate the critical role of teachers in promoting self<sup>^</sup> and students' well-being.

# **DEPARTMENT OF BUSINESS ADMINISTRATION**

## **COURSE OUTCOME**

### **BBA SEMESTER I**

**SUBJECT: PRINCIPLES OF MANAGEMENT & ORGANIZATIONAL BEHAVIOUR**

**PAPER: BBAA102C1**

- **CO1:** To acquaint the students with the fundamentals of managing business.
- **CO2:** To familiarize the students with the basics of individual and group behavior at the work place.

**SUBJECT: BUSINESS ACCOUNTING**

**PAPER: BBAA103C2**

- **CO1:** To familiarize students with the mechanics of preparation of financial statements.
- **CO2:** To orient the students to analyze and interpret corporate financial statements.

**SUBJECT: ENTREPRENEURSHIP DEVELOPMENT**

**PAPER: BBAA104GE1**

- **CO1:** To provide students with a solid foundation of the entrepreneurial process of creating new businesses.
- **CO2:** To encourage and motivate students to come up with new start-ups.

**SUBJECT: BUSINESS COMMUNICATION**

**PAPER: BBAA201AE1**

- **CO1:** To enhance the communication skills of the students so that they are well versed to communicate both verbally and in written form.

## **BBA SEMESTER II**

**SUBJECT: ENVIRONMENTAL STUDIES**

**PAPER: BBAA101AE2**

- **CO1:** To make the students aware of the environmental scenario in the global world so that they are protective towards their environment and are conscious towards environmental degradation.

**SUBJECT: STATISTICS FOR BUSINESS DECISIONS**

**PAPER: BBAA202C3**

- **CO1:** To acquaint the students with various statistical concepts and data analysis tools and techniques.
- **CO2:** To enable the students to use the various data analysis tools for effective decision-making.

**SUBJECT: MANAGERIAL ECONOMICS**

**PAPER: BBAA203C4**

- **CO1:** To familiarize the students with various micro economic concepts and techniques so that they can utilize them in evaluating business decisions.
- **CO2:** The emphasis is on explaining to the students how tools of standard price theory can be employed to formulate a decision, evaluate alternative courses of action and finally choose among alternatives.

**SUBJECT: BUSINESS ETHICS**

**PAPER: BBAA204GE2**

- **CO1:** To make the students aware about the relevance of ethics in business and practice of good corporate governance.
- **CO2:** To acquaint the students with the concept of corporate social responsibility and its applications in the business context.

## **SEMESTER III**

**SUBJECT: HUMAN RESOURCE MANAGEMENT**

**PAPER: BBAA301C5**

- **CO1:** To help the students to develop an understanding of the concept and techniques of essential functions of human resource management.
- **CO2:** To groom up the students to become successful managers and to enable them to maintain a proper work life balance.

**SUBJECT: MARKETING MANAGEMENT**

**PAPER: BBAA302C6**

- **CO1:** To familiarize students with the marketing function in organizations.
- **CO2:** To equip the students with understanding of the marketing mix elements and sensitize them to certain issues in marketing in the Indian context.

**SUBJECT: MANAGEMENT ACCOUNTING**

**PAPER: BBAA303C7**

- **CO1:** To acquaint students with the role of management accounting in planning, control and decision-making.

**SUBJECT: PRODUCTION AND OPERATION MANAGEMENT**

**PAPER: BBAA304GE3**

- **CO1:** To make the students understand the production and operation functions and familiarize them with the techniques for planning and better control.

**SUBJECT: INFORMATION TECHNOLOGY TOOLS FOR BUSINESS**

**PAPER: BBAA305SE1**

- **CO1:** To make the students well-versed with the various information technology tools so that they become tech savvy and are able to work in a digital environment.

## SEMESTER IV

### **SUBJECT: BUSINESS RESEARCH**

#### **PAPER: BBAA401C8**

- **CO1:** To provide an exposure to the students pertaining to the nature and extent of research orientation.
- **CO2:** To give them an understanding of the basic techniques and tools of business marketing research.

### **SUBJECT: MACRO ECONOMICS**

#### **PAPER: BBAA402C9**

- **CO1:** To make the students well versed with the concepts and principles of macro economics.
- **CO2:** To impart knowledge regarding the impact of monetary and fiscal policies on the aggregate behavior of individuals and the significant impact of the various macro economic variables on the Indian economy.

### **SUBJECT: FINANCIAL MANAGEMENT**

#### **PAPER: BBAA403C10**

- **CO1:** To acquaint students with the techniques of financial management and their applications for business decision-making.

### **SUBJECT: TAX PLANNING**

#### **PAPER: BBAA404GE4**

- **CO1:** To make the students aware of the tax structure as applicable to individuals and corporate and also its implications for planning.

## SEMESTER V

**SUBJECT: QUANTITATIVE TECHNIQUES FOR MANAGEMENT**

**PAPER: BBAA501C11**

- **CO1:** To acquaint students with the construction of mathematical models for managerial decision-making and to use computer software packages to obtain solutions wherever applicable.

**SUBJECT: LEGAL ASPECTS OF BUSINESS**

**PAPER: BBAA502C12**

- **CO1:** To make the students aware of the various business and corporate laws relating to business corporate bodies and related organization.
- **CO2:** To make the students understand the applications of these laws to practical situations.

**SUBJECT: STRATEGIC CORPORATE FINANCE [FINANCE SPECIALIZATION]**

**PAPER: BBAA503DSE1A**

- **CO1:** To enable the students to know the details of corporate finance and the strategies involved in the corporate decisions.

**SUBJECT: CONSUMER BEHAVIOR [MARKETING SPECIALIZATION]**

**PAPER: BBAA503DSE2A**

- **CO1:** To equip students with the basic knowledge about the issues and dimensions of consumer behavior.
- **CO2:** To provide the students with the necessary skill and ability to analyze consumer information and develop consumer behavior oriented marketing strategies.

**SUBJECT: INVESTMENT ANALYSIS AND PORTFOLIO MANAGEMENT [FINANCE SPECIALIZATION]**

**PAPER: BBAA504DSE1B**

- **CO1:** To provide the students with a sound theoretical base with examples and references related to the Indian financial system.

**SUBJECT: ADVERTISING AND BRAND MANAGEMENT [MARKETING  
SPECIALIZATION]**

**PAPER: BBAA504DSE2B**

- **CO1:** To equip the students with the nature, purpose and complex constructions in the planning and execution of a successful advertising program.
- **CO2:** To expose the students to various issues in brand management faced by firms operating in competitive markets.

## SEMESTER VI

**SUBJECT: BUSINESS POLICY AND STRATEGY**

**PAPER: BBAA601C13**

- **CO1:** To equip the students with the necessary framework for designing strategies in line with the changing environment.
- **CO2:** To expose the students to Indian cases, approaches and experiences in the relevant context.

**SUBJECT: FINANCIAL INSTITUTIONS AND MARKETS**

**PAPER: BBAA602C14**

- **CO1:** To introduce students to the different aspects and components of financial institutions and financial markets.
- **CO2:** To enable students to take the rational decision in financial environment.

**SUBJECT: INVESTMENT BANKING AND FINANCIAL SERVICES [FINANCE SPECIALIZATION]**

**PAPER: BBAA603DSE1C**

- **CO1:** To provide knowledge to the students about the different aspects of investment banking, mergers and acquisition and the detailed SEBI guidelines on issue management so that they can utilize it well in the practical field.

**SUBJECT: MARKETING OF SERVICES [MARKETING SPECIALIZATION]**

**PAPER: BBAA603DSE2C**

- **CO1:** To equip the students with the knowledge of marketing of all types of services.
- **CO2:** To provide a sound exposure to the students with relevant case studies and practical examples from the Indian context.

## COURSE OUTCOME

### DEPARTMENT OF BENGALI

#### **BNGA SEM1 CC2**

History of Literature (Old and Medieval Period)

- It helps to know contemporary time period which is essential for literature student
- Study of this particular course helps to understand the writing time and socio economic political reason which initiate author's thinking
- Students got the general perception of a particular text
- It helps students to get multidisciplinary approach of literature which helps in application

Descriptive linguistics and Bengali language

Study of linguistics will help the students to understand Bengali language including Sounds, Words, Sentences, Classification of Sounds, Cardinal Vowels, Phoneme Bengali Vocabulary, Semantics, Dialects and the basic Grammar etc. As the honours student of Bengali literature, students must have the comprehensive idea about Bengali linguistics. This Core Course is made to meet this purpose.

#### **BNGA SEM2 CC3**

History Of Bengali Literature --19th century

This Course helps the students to develop a detailed and comprehensive knowledge about 19th century Bengali literature through various genres such as Prose, Poetry, Novel, Short Story, Essay, Drama and literary journals.

Studying History of Bengali Literature helps students to know their country, religion, society, culture and the progress of Bengali literature in 19 century.

#### **SEM2 CC 4**

Module 1 (Poetry)

- Course comprises of 16 poems from old Bengali literature to twentieth century's writing gives overall idea of development of Bengali poetry in connection with socio, political and religious context.

Module 2 (Novel & Short Stories), Module 3 (essays)

- Course gives an idea of development of Bengali Prose through different genre of fiction and essays with thorough study of few selected texts

### **SEM3 CC 5**

History of literature of Twentieth Century

Module 1 (Poetry and Drama), Module 2 (Novel and Short Stories), (Essays and Journals)

- Course provides a timeline of Bengali Literature in Twentieth Century.
- Timeline gives the idea of development of different branches of literature in socio, political and religious backdrop.

### **BNGA SEM3 CC6**

Historical Linguistics

This Core Course helps the students to understand the origin of Bengali language. How Bengali language originates from Indo- European / Old Indo Aryan language.

Students will learn about the history and different stages of Bengali language. Linguistic features of ancient and medieval Bengali language through 'Charjapad' and 'Shrikrishnakirtan' prescriptively.

Linguistic features of later medieval Bengali language through 'Annadamongol' and modern Bengali language through 'Paribrajak'

### **SEM3 CC7**

Module 1 (Novel), Module 2 (Novel), Module 3 (Short Stories)

- Course gives different views of human life and philosophy through different writers thinking with few selected texts

### **BNGA SEM4 CC8**

Pragadhunik Sahitya

This Core Course helps the students to develop knowledge about the rich Bengali literature in medieval period. This course comprises of Vaishnav padabali, Sakta padabali and Chandi Mangal, the three most important text/ collection of Bengali literature in the medieval period. Students also learn about the social-economic- cultural- and religious history of that time.

### **SEM4 CC 9**

Module 1 ( Prosody ) , Module 2 ( Rhetoric ) , Module 3 ( Poetic Theory)

- Course provides vivid ideas of forms and structural portion of different genres of literature
- Theories and examples clear structural ideas of different genres
- Study of stylistics imparts technical education regarding literature to the students of literature

#### **SEM4 OCC 10**

- Numbers of Essays ( both subjective and objective ) provides idea of medium( language) of literature
- Essays by different writers acquaint <sup>o</sup>with different thought process which helps students to get ideas regarding development of prose forms.

#### **BNGA SEM5 CC11**

Sahityer Rup O Riti

This Core Course comprises of classification and literary types of Bengali literature. Comprehend the concept of different types of poetry, drama, novel, short story, essay, and literary criticism.

This course helps the students to understand the definition and classification of different genre of Bengali literature

#### **BNGA SEM5 CC12**

Natok O Natyamancho  
Drama and Stage

Four representative texts of Bengali drama from 19th and 20th century, helps the students to know about the great dramatist such as Madhusudan Dutta, Rabindranath Tagore, Monmotho Roy and Utpal Dutta.

Students also understand the socio- economic, cultural and political situation in nineteenth and twentieth century Bengal.

The history of Bengali stage helps the students to know about Proscenium theatre from its beginning till 1876 (Dramatic Performances Act). They learn about the early stage and evolution of Bengali theatre.

#### **SEM6 CC 13**

Collection of poems (Nineteenth and Twentieth Century)

- Course provides a timeline of Bengali Poetry in Nineteenth and Twentieth Century.
- Poems of different time period of Nineteenth and Twentieth Century's writing gives overall idea of development of Bengali poetry in connection with socio, political and religious context.

- Timeline gives the idea of development of Bengali Poetry in different socio, political and religious backdrop.

### **BNGA SEM6 CC14**

History of Sanskrit, English and Hindi literature

This Core Course helps the students to understand the glorious past of our Sanskrit literature and its influence on modern Bengali literature.

Students also learn the history of English literature and its influence on modern Bengali literature.

The history of Hindi literature would help the students to compare the neighboring trends of contemporary literature.

### **SEM1 BNGG CC/GE1**

History of Bengali Literature: Modern Age.

This Course helps the students to develop a detailed and comprehensive knowledge about the modern age of Bengali literature after 1800 A.D. through various mediums such as Prose, Poetry, Novel, Short Story, Essay and Drama.

BNGG

### **SEM2 BNGG CC/GE2**

Module 1(Linguistics), Module 2 (Prosody), Module 3 (Rhetoric)

- Course provides vivid ideas of forms and structural portion of different genres of literature
- Theories and examples clear structural ideas of different genres
- Study of stylistics imparts technical education regarding literature to the students of literature

### **SEM3 BNGG CC/GE3**

Bangla kabya kobita o Natak

This Course helps the students to know about the rich literary works in medieval and modern Bengali literature.

This Course comprises of Vaishnav Padabali, 'Punoscho' and 'Raja O Rani' by Rabindranath along with other contemporary poets.

### **SEM4 BNGG CC/GE 4**

Module 1 (Novel) , Module 2 ( Short Stories) , Module 3 ( essays )

- Course gives an idea of development of Bengali Prose through different genre of fiction and essays with thorough study of few selected texts.

- Course gives different views of human life and philosophy through different writers thinking with few selected texts

## **DSE A2**

### Literature of Bangladesh

This course helps the students to understand the literary trends of our neighbouring country Bangladesh. Introduction of this course also helps the students to develop a complete understanding of Bengali Literature as a whole.

## **DSEA3**

### Detective Novel, Science Fiction and Supernatural Stories

Introduction of Detective Novel, Science Fiction and Supernatural Stories helps the students to know about different genres of Bengal literature. The students also understand the literary value of such texts which they used to read from their childhood.

## **DSE B1**

### Sishu Kishore Sahitya

This Course helps the students to know about the literary value of the texts which they used to read from their childhood. They also learn about the rich heritage, history and different types of Bengali children's literature.

## **DSE B 4**

### Folk Culture and Folk Literature

This Course helps the students to know about our rich heritage of Folk culture and Folk literature. Students also learn about the history and different types of Folk Culture

## **LCC- (2)--4**

### Bhashabigyan Sahityer Rupved O Kabya

This course helps the students to know about Bengali language including Bengali Vocabulary, Change of Meaning and Sound Change.

Types of Literature helps the students to get an idea about different types of Bengal literature . Meghnad Bodh Kabya is a great literary work that the students learn in this course.

## **LCC2 (2) -6**

Module 1 (Newspaper and Journal), Module 2 (Novel), Module 3 (Short Stories)

- News paper and Journal gives idea of contemporary time period which helps to understand the different factors which reflects in literature
- Course gives an idea of development of Bengali Prose through different genre of fiction and essays with thorough study of few selected texts.
- Course gives different views of human life and philosophy through different writers thinking with few selected texts

## **SEC A 1**

(Printing and Publishing)

Module 1, Module 2 and Module 3

- Application based syllabus gives students job opportunities in printing and publishing work.
- It gives job opportunity in the field of publication of books.

## **SEC B 1**

Module 1, Module 2 and Module 3

- Job oriented course really helps students to enhance their skill
- Course content helps students to take career option in journalism, content writing, translation work and in different field of printing and publication.

**COURSE OUTCOME**  
**BOTANY HONOURS**

**SEMESTER 1**

**CORE COURSE 1**

**PHYCOLOGY (BOT-A-CC-1-1-TH)**

- General Concept of Algae relating to distribution, thallus organization, pigments, reserve food, reproduction and Life cycle patterns included
- Classification and Contributions of Eminent Phycologists
- Life cycles of Unique Algal species belonging to different classes
- Detailed account on Ultra structure of algal cell and specific cellular structures
- Economic and Ecological significance of different Algal species

**MICROBIOLOGY**

Theory- Students frame an idea about the microbes (bacteria and viruses) and know about their classification and major subgroups. Various aspects of these two groups like structural features, growth and reproductive modes as also discussed in details.

Practical- Hands on training for preparation of medium for microbial growth, sub-culturing of samples and different staining techniques help students grow and visualize these unique plant representatives.

**CC1 (Practical)**

This paper gives a hand on training on Phycology. It gives basic knowledge on microscopic handling, the different instruments and methodology

**CORE COURSE 2**

**MYCOLOGY AND PHYTO-PATHOLOGY (BOT-A-CC-1-2-TH)**

- General account on Fungus with distribution, thallus nature, reproduction, General Classification
- Life cycles of some common Fungus included from different classes
- Account on symbiotic relations of fungus with Algae and Higher plants

**PHYTO-PATHOLOGY (BOT-A-CC-1-2-TH)**

- General idea about Terms and Definitions of Plant Pathology
- Concept of general host parasite interaction, Defense mechanism, Resistance and Virulence
- Stages and development of common plant diseases
- Protocol of Disease Management Programmes described

**PRACTICAL- MYCOLOGY AND PHYTO-PATHOLOGY (BOT-A-CC-1-2-P)**

- Work out of fungal specimen, staining procedures, microscopic measurements
- Identification of macro and micro specimens
- Field work for habitat study of fungi

## **SEMESTER 2**

### **CORE COURSE 3**

#### **PLANT ANATOMY (BOT-A-CC-2-3-TH)**

The course has been framed to impart knowledge on anatomical uniqueness of plants through the following aspects:

- Structure, composition, function and importance of cell wall
- Types of stomata and stele, stelar evolution
- Primary structure of stem, root and leaf
- Secondary growth in plants
- Mechanical tissue

This course will also enable the students to delve in the fields of developmental anatomy, ecological anatomy and encourage them to apply the concepts of Plant anatomy.

- General concept on Primary structure of stem and root- Monocot and Dicot. Leaf-dorsiventral and isobilateral.
- Ecological Adaptive anatomical features
- Scope of plant anatomy: application in systematics, forensics and pharmacognosy

#### **PRACTICAL- PLANT ANATOMY (BOT-A-CC-2-3-P)**

- Basic concept and identification of unique anatomical structures in higher plants
- Microscopic study of primary and secondary structures of root and stem
- Preparation of stained anatomy sections for future reference

### **CORE COURSE 4**

#### **PTERIDOPHYTE & GYMNOSPERM**

This paper helps to build knowledge about the early land plants (Pteridophytes) and naked seeded plants (Gymnosperm). Their life cycle, morphological, anatomical and reproductive procedures will extensively studied. Evolution and economic uses will also be cover

#### **BRYOPHYTES**

Theory- Students are made aware of the plant group Bryophyta among the cryptogams. They obtain knowledge about their nature, classification and phylogeny. Three representative genera help students know the details of the life cycle. They also are made aware of the importance of this plant group in the ecosystem.

Practical- Morphological and anatomical details of the different bryophytes help students get in depth knowledge about this plant group

## **SEMESTER 3**

### **CC 5(THEORY AND PRACTICAL)**

#### **PALEOBOTANY & PALEOPALYNOLOGY**

This paper covers a brief idea on fossils, fossilization process Geological time scale, life cycle, morphological, anatomical details of different extinct fossil plant through ages. Evolution of prehistoric plant life is also studied. It also helps in study of Structure and types of pollen.

Application of palynology in different fields like criminology, melisopalynology etc are also studied

### **CORE COURSE- 6**

#### **REPRODUCTIVE BIOLOGY OF ANGIOSPERMS (BOT-A-CC-3-6-TH)**

- Thorough concept on morphology of reproductive organs/parts in higher plants

- Study of Flower, induction, development, types ; Fruit types with examples; Seeds with morphological structures

**PRACTICAL- REPRODUCTIVE BIOLOGY OF ANGIOSPERMS (BOT-A-CC-3-6-P)**

- Study and identification of Morphological specimens with reference to theory syllabus
- Development of basic concept on the topics through field work and practical based projects

**CORE COURSE 7**

**PLANT SYSTEMATICS (BOT-A-CC-3-7-TH)**

**TAXONOMY OF ANGIOSPERMS**

- Introduction to Plant Systematics with concept on : Nomenclature, Identification, Classification
- Brief idea on Citation, Effective and valid publication, Elementary knowledge of ICN- Principles.
- Different Systems of classification of Angiosperms discussed with diagnostic features of Different families

**PRACTICAL- PLANT SYSTEMATICS (BOT-A-CC-3-7-P)**

- Gross knowledge developed on different Angiosperm families
- Work out , Spot identification of plant specimen from different field surveys

**SECA- APPLIED PHYCOLOGY, MYCOLOGY AND MICROBIOLOGY**

Students are made aware of the different applications of the different types of algae, fungi and bacteria available in nature for solution to various human needs like food, pigments, medicine, fuel, degradable plastic, enzymes, toxins, fertilizers, pesticides etc.

**SEMESTER IV**

**CORE COURSE-8**

**PLANT GEOGRAPHY, ECOLOGY AND EVOLUTION (BOT-A-CC-4-8-TH)**

**PLANT GEOGRAPHY AND ECOLOGY**

Theory- Students know about the unique plant composition of different parts of India, and develop concept of the rare plants or endemics.

They learn about the definitions, principles and models that help them understand the concept and ultimately preserve ecosystem. They are also made aware of biodiversity and conservation

Practical- Students physically study the floral composition of a naturally planted site and use the data collected to explain the theoretical models. This develops critical analytical power in their young minds.

They also collect water and plant samples study the conditions and comment on the nature of the ecosystem prevailing. This helps them to infer upon ecological conditions and find out solutions for various ecological problems.

**EVOLUTION**

- Introduction to Theories of evolution
- Brief idea on: Stabilizing directional, disruptive and sexual selection; Speciation, Coevolution, Adaptive radiation, Reproductive isolation
- Concept on Phylogeny of different plant groups

**CORE COURSE 9**

**PRACTICAL- ECONOMIC BOTANY (BOT-A-CC-4-9-P)**

- Microchemical tests of protein, sugar, starch, tannin from plant source
- Habit study of some economically important plants
- Field visits to know about cultivation process of a crop plant

### **CC 10 GENETICS**

Ranging from classical concepts to recent advances, this paper aims to provide a comprehensive knowledge in the field of genetics. Students are exposed to concepts of

- Mendelian genetics and its extension, epistasis, polygenic inheritance
- Linkage, crossing over and gene mapping
- Aneuploidy, polyploidy, chromosomal aberrations
- Mutation and its types, molecular mechanism of mutation and DNA repair
- Structural organization of gene

From the practical component of this course, students gain hands on exposure to study of cell division and its anomalies, chromosome drawing, karyotyping and cytological slide preparation.

### **SEC B**

#### **MUSHROOM CULTURE TECHNOLOGY (BOT-A-SEC-B-4-4)**

- Introduction, nutritional and medicinal value of edible mushrooms; poisonous mushrooms.
- Cultivation technology
- Protocol for short term and long-term storing of mushrooms
- Application, Marketing and Global scenario of Mushroom cultivation

### **SEMESTER V**

#### **CC 11**

Cell and Molecular Biology

Through this course, students develop a detailed knowledge of the key concepts of cell and molecular biology. It enables the students to learn about

- Origin and evolution of cell
- Structural and functional intricacies of nucleus and chromosomes
- Cell cycle and its regulation
- Central dogma – DNA replication, transcription and translation in prokaryotes and eukaryotes; genetic code and gene regulation
- Recombinant DNA technology
- Cancer biology

### **CORE COURSE- 12**

#### **BIOCHEMISTRY (BOT-A-CC-5-12-TH)**

- Building a basic platform of Biochemical Foundations
- Concept on Cell membrane: Membrane chemistry, Membrane transport
- Phosphorylation Mechanism with stress on : ATP Synthesis with Chemiosmotic model, Oxidative and Photophosphorylation Mechanism in different Physiological processes in plants

#### **PRACTICAL- BIOCHEMISTRY (BOT-A-CC-5-12-P)**

- Learning protocols for buffer, chemical solution preparation
- Developing skill of Estimating Sugar. Protein through titration
- Learning Working Principle of Laboratory Instruments
- Conducting of different Enzyme assay experiments

## **DSE-B**

### **PLANT BIOTECHNOLOGY (BOT-A-DSE-B-5-5)**

- General account on plant tissue culture, History, Development
- Protocol for various tissue culture programmes included
- Genetic engineering is one of the most advance topic of Botany. This paper helps in understanding of how genes are manipulated, how DNA and RNA are used to create GM plants and their uses.

## **SEMESTER VI**

### **CORE COURSE-13**

#### **PLANT PHYSIOLOGY (BOT-A-CC-6-13-TH)**

- The core course aims in developing a thorough concept of various physiological processes present in plants
- The topics creates a gradual perception about the primary metabolic pathways occurring in plants
- Topics like Plant Water relation and Mineral Nutrition acts as a foundation to other physiological processes
- Knowledge of Plant Hormones explains various regulatory pathways
- Understanding of Photomorphogenetic responses in plants indicate their annual/seasonal variations

#### **PRACTICAL- PLANT PHYSIOLOGY (BOT-A-CC-6-13-P)**

- Various experiments to demonstrate plasmolysis, imbibition,absorption, germination
- Bioassay to detect Plant hormone responses
- Setting up of Experiments and representing data with help of graph &table

### **CORE COURSE 14**

#### **PLANT METABOLISM (BOT-A-CC-6-14-TH)**

- The core course creates a thorough ideaabout light dependent process like Photosynthesis. Includes all biochemical pathways, regulation, categories and Landmark discoveries and relevant theories
- Biochemistry of Respiration, location in cell, enzymes ,application and significance
- Nitrogen Metabolism: Biochemistry, description of Biological N<sub>2</sub> fixation, criteria and significance
- Importance of Lipids in plants , mechanism of lipid metabolism, biochemistry and types of pathways
- Mechanism of signal transduction explain the working pathway of hormone/enzyme/transporters in a cell

#### **PRACTICAL- PLANT METABOLISM (BOT-A-CC-6-14-P)**

- A basic idea of chromatography: Principle, paper chromatography and column chromatography demonstration of column chromatography.
  - Experimental set ups for studying photosynthesis, respiration, chlorophyll estimation
- .....
- .....

**COURSE OUTCOME**  
**BOTANY GENERAL**

**SEMESTER 1**

**CC1/GE1 PLANT DIVERSITY I (PHYCOLOGY, MYCOLOGY, PHYTOPATHOLOGY, BRYOPHYTES AND ANATOMY) (BOT-G-CC-1-1-TH)**

- The course is designed to generate basic concepts of Mycology, Phycology, Pathology
- Plant anatomy part gives the knowledge of internal tissue distribution in higher plants

**PRACTICAL- PLANT DIVERSITY I (PHYCOLOGY, MYCOLOGY, PHYTOPATHOLOGY, BRYOPHYTES AND ANATOMY) (BOT-G-CC-1-1-P)**

- There are workouts of algae/fungi specimen
- Identification of Macro and Micro specimens
- Local excursion to generate a concept of plant groups studied

**SEMESTER II**

**CORE COURSE 2**

**PLANT DIVERSITY II (PTERIDOPHYTES, GYMNOSPERMS, PALAEOBOTANY, MORPHOLOGY AND TAXONOMY) (BOT-G-CC-2-2-TH)**

- The content of the paper focus on developing knowledge about higher plant groups like Pteridophytes, Gymnosperms and Angiosperms
- Detailed account on classification of all plant groups, characteristics, life cycles of some typical members are also noted
- Fossil history and evolution of all plants are also included

**PRACTICAL- PLANT DIVERSITY II (PTERIDOPHYTES, GYMNOSPERMS, PALAEOBOTANY, MORPHOLOGY AND TAXONOMY) (BOT-G-CC-2-2-P)**

- Field based practical work including study of macroscopic and microscopic specimen in theory syllabus
- Spotting and collection of Angiosperm specimens in field visits develop an aptitude for identification and study of floral diversity

**SEMESTER III**

**CORE COURSE 3**

**CELL BIOLOGY, GENETICS AND MICROBIOLOGY (BOT-G-CC-3-3-TH)**

**THEORETICAL**

- General concept of Cell biology and Genetics included
- Topics like Chromosomal aberrations, Mutation, Genetic Code unravel the unique expressions and applications of genes.
- Overall concept of microbial world with detailed account on nature and characteristics of Virus and Bacteria discussed

## **PRACTICAL- CELL BIOLOGY, GENETICS AND MICROBIOLOGY (BOT-G-CC-3-3-P)**

- Basic protocol for preparation of cytology slides. Identification of chromosomal stages
- Microbiology field study and specimen identifications methods studied

## **SEMESTER IV**

### **CORE COURSE 4**

#### **PLANT PHYSIOLOGY AND METABOLISM (BOT-G-CC-4-4-TH)**

- Basic concept of biomolecules discussed
- All important physiological processes in plants like photosynthesis, Respiration, Transpiration forms the platform of the subject

#### **PRACTICAL- PLANT PHYSIOLOGY AND METABOLISM (BOT-G-CC-4-4-P)**

- Experiments /demonstration based on theory topics to develop a clear concept

### **SEC A**

#### **BIOFERTILIZERS (BOT-G-SEC-A-3/5-2)**

- All topics deal with applied branch of Botany
- Basic account of Biofertilizer and Organic Farming with types, application ,benefits

### **SEC B**

#### **PLANT BIOTECHNOLOGY (BOT-G-SEC-B-4/6-3)**

- Topics deal with Plant tissue culture protocols
- Application and achievements in Biotechnology also included to convey the relevance of the subject

### **DSE A (Group A)**

#### **PHYTOCHEMISTRY AND MEDICINAL BOTANY (BOT-G-DSE-A-5-1-TH)**

##### **THEORETICAL**

- This is primarily an applied branch dealing with medicinal plants and application
- Phytochemistry of the active principles included to give a biochemical basis of all constituents
- Some data about ethnobotany to explore the world of folk medicine and their scientific interpretations

#### **PRACTICAL- PHYTOCHEMISTRY AND MEDICINAL BOTANY (BOT-G-DSE-A-5-1-P)**

- Identification methods of medicinal plants carried out
- Chemical tests carried out to detect the presence of various plant secondary metabolites

## **DSE B**

### **ECONOMIC BOTANY (BOT-G-DSE-B-6-3-TH)**

- Topics deal with origin, cultivation of different crop plants in India
- An entire database is included regarding major economically important plants in India to give a proper idea about these plants and their uses

### **PRACTICAL- ECONOMIC BOTANY (BOT-G-DSE-B-6-3-P)**

- Study of economically important plants (rice/jute/ tea) through herbarium specimens and field study.
- Study of cultivation practices in field and submission of report

## COURSE OUTCOMES

### B.SC. CHEMISTRY (HONS) (UNDER CBCS)

Semester	Course	Course Outcome
I	CC-1-1-1	Students will refresh their existing knowledge on atomic structure, acids and bases and redox reactions and learn additional information on these topics. Students will learn a practical application of the acid –base concept via titrimetric experiments.
I	CC-1-1-1A	Students will learn about the basic concepts of organic chemistry including valence bond theory, MO theory, bonding and physical properties of organic molecules. The practicals will also enhance their knowledge on separating organic mixtures based on physical properties like solubility.
I	CC-1-2-1	Basics of chemical kinetics, transport phenomenon are taught which are relevant in many research studies and industry. Detailed kinetic theory of gases helps them in future courses. In practical plotting in excel and many basis experiments build up their expertise.
I	CC-1-2-1B	Basic stereochemistry is taught which enhances the knowledge of students about three dimensional structures of molecules. The practicals will train them to determine the boiling points of different organic liquids
II	CC-2-3	The students will learn about more advanced concepts in stereochemistry. They are also introduced to basic reaction mechanisms, reaction energetics and kinetics in organic chemistry. The practical course is focussed on introducing the students to methods of synthesis of simple organic compounds.
II	CC-2-4	Students will learn the concepts of chemical bonding (Ionic and Covalent ) and Radioactivity. Students will learn a practical application of the concept of redox reactions via titrimetric experiments. They will also learn the estimation of metals from alloys.
III	CC-3-5	Detailed thermodynamic theory builds up their knowledge base. Electrochemistry helps to expand their knowledge of application which is further strengthened by the conductometric and potentiometric titrations in their practicals.
III	CC-3-6	Students will learn chemical periodicity, Group chemistry and be introduced to the fundamental concepts of co-ordination chemistry. . Students will learn a practical application of complexometry, Gravimetry and chromatographic separation of metal ions.
III	CC-3-7	Students will learn the detailed chemistry of olefins, aromatic compounds and carbonyl compounds. They will learn about different organometallic compounds and their uses in organic synthesis. The practicals will train them to qualitatively identify common organic solids and liquids. They will also learn to quantitatively estimate different organic compounds titrimetrically.
III	SEC-A2	The students are introduced to the chemistry of various types biomolecules and disease biochemistry.
IV	CC-4-8	The students are introduced to organic spectroscopy and its applications and are also taught the retrosynthetic approach of synthesizing organic molecules. They will also learn the detailed chemistry of Organonitrogen compounds and Rearrangement reactions. The practical focuses on training the students to identify single solid organic compounds qualitatively and preparation of corresponding derivatives.

IV	CC-4-9	Applications of thermodynamics helps them to apply their knowledge. Solid state helps them in visual conceptualisation. Basics of Quantum Chemistry forms the foundation for further study. The concepts learned are used in practical to give an idea about various types of their application.
IV	CC-4-10	Students will learn advanced concepts of co-ordination chemistry, Group chemistry (d and f block elements) and they will be introduced to inorganic reaction mechanisms and kinetics. The practical course is focussed on introducing the students to methods of synthesis of simple inorganic complexes and their UV-Vis spectrophotometric analysis.
IV	SEC-B4	Students will learn about the development and applications of Pesticides along with their limitations and mechanisms of activity.
V	CC-5-11	Application of Quantum Chemistry to different problems is taught to the students, along with concepts of statistical thermodynamics.. Training in numerical analysis will help the students in inter disciplinary study in future. Extensive use of plotting software (eg. EXCEL) in practical trains them for many future applications.
V	CC-5-12	The students are taught the detailed chemistry of biomolecules like amino acids, carbohydrates and nucleic acids. They will also learn about preparation and uses of heterocyclic organic compounds and are introduced to the concepts to cyclic stereochemistry and pericyclic reactions. The practical enables the students to identify and characterize IR and NMR spectra of different organic compounds. They will also learn how to separate organic mixtures using chromatography.
V	DSE-A2	A programming language (FORTRAN) is taught which helps student to learn any other language in future. Applications of EXCEL in other ways apart from plotting teaches them about its versatile use. Concepts of Statistical Analysis will help them in their future life as it is an upcoming field. The applications of these concepts in their practical course strengthen their learning.
V	DSE-B1	Students will learn about different inorganic materials that are used for various industrial purposes. The practical course will enable them to estimate and analyze some selected industrially important compounds.
VI	CC-6-13	Students are taught the theory guiding the qualitative analysis of inorganic samples which helps them in the practicals. They are taught about organometallic and bioinorganic chemistry.
VI	CC-6-14	Spectroscopy, photochemistry, surface chemistry expand their knowledge of various aspects of physical chemistry. Practicals using spectrophotometer greatly helps students in instrument handling.
VI	DSE-A4	Students are introduced to the theory and applications of different analytical methods including instrumentation, procedure and limitations. They also learn about simple applications of practical analytical techniques.
VI	DSE-B3	Students are taught in details about the different aspects of polymer chemistry and processes of polymerisation. The practical will introduce them to synthesis, estimation and applications of common polymeric compounds

## COURSE OUTCOMES

### B.SC. CHEMISTRY (GEN) (UNDER CBCS)

Semester	Course	Course Outcome
I	CC1/GE1	Students will learn the basic concepts of physical, organic and inorganic chemistry. Students will learn a practical application of the acid –base concept via titrimetric experiments
II	CC2/GE2	Students are taught thermodynamics, chemical equilibrium, solids. They are also taught the chemistry of aliphatic hydrocarbons along error analysis and redox reactions. The practicals teaches them to perform simple experiments in physical chemistry
III	CC3/GE3	Students are taught in details about various topics in inorganic chemistry like MOT and Coordination chemistry. In physical chemistry they learn principles and applications of electrochemistry. They are also taught about the chemistry of aromatic compounds and organometallics. They learn how to separate inorganic mixtures via qualitative semimicro analysis.
IV	CC4/GE4	Students are taught in details about the chemistry of various classes of organic compounds. In physical chemistry they learn about the basic principles of quantum chemistry. They are also taught advanced concepts of coordination chemistry. The practical enables them to analyze organic compounds (solids and liquids) qualitatively.
V	DSE-A2	Students will learn about different inorganic materials that are used for various industrial purposes. The practical course will enable them to estimate and analyze some selected industrially important compounds.
VI	DSE-B2	Students are introduced to the theory and applications of different analytical methods including instrumentation, procedure and limitations. They also learn about simple applications of practical analytical techniques.

## COURSE OUTCOMES

### M. COM. (Accounting & Finance and Marketing Specialisations)

#### **Program Outcomes**

- A conducive environment that holistically engages students through an all-encompassing knowledge impartation.
- To train the student to develop conceptual, applied and research skills as well as competencies required for effective problem solving and right decision making in routine and special activities relevant to financial management and Banking Transactions of a business.
- To acquaint a student with conventional as well as contemporary areas in the discipline of Commerce.
- To provide in-depth understanding of all core areas specifically Advanced Accounting, International Accounting, Management, Security Market Operations and Business Environment, Research Methodology and Tax planning.
- Formulating business problems and provide innovative solutions thus modelling them into future visionaries, management leaders.
- To enable a student well versed in national as well as international trends.
- To facilitate the students for conducting business, accounting and auditing practices, role of regulatory bodies in corporate and financial sectors.
- To provide a systematic and rigorous learning and exposure to Banking and Finance related disciplines various financial instruments.
- To enhance the computer literacy and its applicability in business through latest version on tally and e-commerce principles.

#### **Program Specific Outcomes**

- The overall structure of the course widens the scope and inclusion of research paradigms of commerce stream. Further, the overall structure has been improved to provide an insight of research in commerce and in interdisciplinary areas to facilitate those students aspiring for pursuing research.
- Develop an ability to apply knowledge acquired in problem solving.
- Ability to work in teams with enhanced interpersonal skills and communication. To prepare students to work in MNCs, Banks and develop leadership skills.
- The students can work in different domains like Accounting, Taxation, HRM, Banking and Marketing.

- Department of Commerce aligns itself with the overall vision of the college - to touch the lives of every student by inculcating prudence, efficiency, creativity and compassion to work for the betterment of the marginalized sections of society. .M.Com Course attempt to kindle their sense of —responsibility, honesty, conscience, justice — and above all commitment to human values.

## COURSE OUTCOMES

The M.Com. Course confirms to Choice Based Credit System (CBCS)with sixteen (16) core papers, two (2) Generic Elective Papers as well as four (4) Discipline Specific Elective (DSE) papers which are offered during the third and fourth semesters.The total marks of the M.Com Course is 100with the following semester-wise distribution:

Semester	No. of Papers	Total Marks	Total Credit
First	05	250	20
Second	05	250	20
Third	06	300	24
Fourth	06	300	24
Total	22	1100	88

### M. Com. Semester I

CC 101	Organisational Behaviour and Human Resource Management (OBHRM)
CC 102	Macroeconomics and Business Environment (MEBE)
CC 103	Statistics for Business Decision (STAT)
CC 104	Direct Tax (DTAX)
GE 105	International Business (IB)

### CC 101 Organisational Behaviour and Human Resource Management (OBHRM)

**Objective:** To develop theoretical and practical understanding of different components of individual and group behaviour in organizational setting.The other objective is to build a critical perspective of human resource management (HRM) in an organizational, national and international context.

Outcomes of this paper:

- To provide in depth knowledge about process of formation of group behaviour in an organizational set up.
- To make the students understand various concepts of organizational behaviour
- To explain the students with in-depth knowledge of HRM.
- To develop amongthe student various practices followed by HR managers.
- To create understanding about recent trends and innovations in HRM

### CC 102 Macroeconomics and Business Environment (MEBE)

**Objective:** The objective of the course is to acquaint students with the basic principles of micro and macroeconomics for developing the understanding of theory of the firm, markets and business environment.

Outcomes of this paper:

- To provide exposure to students regarding basic Macroeconomic analysis.
- It includes National Income, simple Keynesian Model, IS-LM model, Open Economy Macroeconomics, models of economic growth (Solow Growth Model).
- The students get an overview of the Indian business environment, relating to macroeconomic variables like PCI, GNP growth trends, FDI, FII, and related government policies.

### **CC 103 Statistics for Business Decision (STAT)**

**Objective:** The objective of this paper is to equip students with some of the important statistical techniques for managerial decision making and to provide ground for learning advanced analytical tools used in research.

Outcomes of this paper:

- Students will understand the basic probability concepts and probability distributions as an aid to business decision making.
- Students will acquire knowledge regarding practical issues arising in sample studies.
- To understand the central limit theorem, test of hypothesis using real life data.
- To interpret appropriately regression coefficients and results of analysis of variance tests.
- Students will learn to conduct basic statistical analysis of business data based on the tools learnt.

### **CC 104 Direct Tax (DTAX)**

**Objective:** The basic objective of Direct Tax is to know the rules and provisions under the Income Tax Act with special emphasis on Corporate Taxation.

Outcomes of this paper:

- The students will be versed in the fundamental concepts of different aspects of income tax.

- The students can understand Income Tax system properly, and can get the knowledge of different tax provisions.
- To acquaint the students with Corporate and LLP taxation, MAT, AMT, Double taxation, taxation of dividend done in details. The students can work in a corporate sector with a basic knowledge of Corporate Taxation.

### **GE 105 International Business (IB)**

**Objective:** The objective of this course is to acquaint the students with the nature and scope of international business operations and familiarize them with trends and developments in international business environment. It also intends to make them understand the theoretical foundations of international trade and investment along with the realities and rationale of trade and investment policies.

Outcomes of this paper:

- Students will understand the importance and scope of international business and identify the main drivers of globalization that have led to the expansion of international business. Identify the basic decisions regarding entry of a firm into international business and evaluate the different modes of entry into international business.
- Students will be able to analyse the changing dimensions of international trade and appreciate the role of trade theories in explaining trade patterns in different industries.
- To enable the students to assess the political realities of world trade and measures taken by governments to intervene in international trade.
- Critically examine theories of international investment and bring out their relevance in global investment scenario.
- Appreciate the role international organisations like WTO in regulating global trade and investment.
- Examine the differences in the political, legal, economic and cultural environment of various countries and their implications for international business decisions.
- Understand the evolution and working of the International Monetary System and the role of international economic institutions such as IMF and World Bank in regulating international economic environment.
- Appreciate the rationale and implications of regional economic integration and understand the levels of economic integration.

### **M.COM Semester 2**

CC.201. MARKETING MANAGEMENT (MKTG)
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CC.202. MANAGERIAL ECONOMICS (ME)
CC.203. OPERATIONS RESEARCH (OR)
CC.204. INDIRECT TAX AND CORPORATE TAX PLANNING (ITCTP)
CC.205. ACCOUNTING THEORY (ACTH)

### **CC.201. MARKETING MANAGEMENT (MKTG):**

**Objective:** The course aims to familiarize the students with the basic concepts & principles of marketing and to develop their conceptual and analytical skills to be able to manage marketing operations of a business firm.

Outcomes of this paper

- Develops the basic concepts of marketing, marketing philosophies, consumerism, rural marketing etc
- Analyse the process of marketing decisions involving product development and its role in value creation.
- Through product pricing and channel distribution, it helps to analyze the process of marketing decision.
- Learn various developments in marketing area that may govern marketing decisions of a firm and also various ethical and legal issues.
- Develop understanding of marketing channels, channel management decisions, nature and importance of Marketing Logistics, Logistics Functions etc.

### **CC.202. MANAGERIAL ECONOMICS (ME):**

**Objective:** The objective of the course is to acquaint students with the basic principles of micro and macroeconomics for developing the understanding of theory of the firm, markets and the macro environment, which would help them in managerial decision-making processes.

Outcomes of this paper

- Provides an understanding of individual decision making in a framework of Microeconomics;
- Study areas include theories and applications related to Consumer behaviour, Production and cost theories, demand forecasting.
- Develops an understanding of Market models (output and factor), risk and uncertainty.

- Develops the basic concepts of Managerial theories.
- It gives a clear picture of Government policies in the presence of externalities.
- The course covers important aspects of managerial decision making.

### **CC.203. OPERATIONS RESEARCH (OR):**

**Objective:** The course aims to develop the knowledge of quantitative tools for decision making and to prepare for application of these tools in different organisational settings.

Outcomes of this paper:

- Knowing the usage of various techniques of Operations Research
- Understand the mathematical tools that are needed to solve the optimization problems.
- Translate a real-world problem into a mathematical formulation.
- Analyse the results and propose recommendations to the decision -making process.

### **CC.204. INDIRECT TAX AND CORPORATE TAX PLANNING (ITCTP):**

**Objective:** The course aims to make the students understand Goods and Services Tax vividly. After completing the subject the students will have an idea about Corporate Tax Planning in various aspects.

Outcomes of this paper:

- It gives an idea about Goods and Services Tax Act, 2017 and focuses on the relevant changes.
- It also gives an idea of custom duty in brief.
- The students get the idea about tax planning, to reduce tax liability legally through deductions, exemptions, allowances & rebate.
- Student will also get a brief idea about tax planning lawfully in various financial management decisions such as Capital Structure, Dividend Policy, Bonus Share, Buy Back of Shares, Business Restructuring etc.
- These will help the students in future related to corporate tax planning as well as research activity.

### **CC.205. ACCOUNTING THEORY (ACTH):**

**Objective:** The course aims to acquaint students with conceptual aspects of accounting techniques and to enable students to explain the reasoning behind different accounting practices. It also seeks create awareness about the recent development in the accounting standards scenario in India and globally.

Outcomes of this subject:

- Know the developments in accounting theory; comprehend the need for accounting theory along with changes in the Generally Accepted Accounting Principles (GAAP) and the role and interpretations of accounting standards applicable in India and internationally.
- Understand the importance of accounting theory in financial reporting and disclosure practices at the national and international levels and be able to explain terms related to the conceptual framework of accounting such as assets, equity, liabilities, incomes, revenues, expenses, losses, gains etc.
- Understand the valuation of different types of assets and depreciation accounting according to different methods.
- Explain and differentiate in accounting terms the concepts of Capital, Value and Profit.
- Learn about different types of accounting standards. Understand the evolution and procedural aspects related to the construction

### M.COM Semester 3

CC 301	Strategic Financial Management and Business Valuation (SFMBV)
CC302	Information System and Computer Application (ISCA)
CC303	Financial Markets and Financial Engineering (FMFE)
CC 304	Business Ethics and Corporate Governance (BECG)
DSE305A	Corporate Financial Accounting and Reporting (CFAR)
DSE305C	Integrated Marketing Communication (IMC)
DSE306A	Security Analysis and Portfolio Management (SAPM)
DSE306C	Sales and Distribution Management (SDM)

### CC 301 Strategic Financial Management and Business Valuation (SFMBV)

**Objective:** After completion of the course students will learn various issues involved in financial management of a company and equip them with advanced analytical tools and techniques which can enhance their analytical ability for making sound financial decisions and policies in a company. To make them understand how the business can be valued, different aspects of valuation process.

The outcomes of this subject

- To make the students understand various issues involved in financial management of a company and equip them with advanced analytical tools and techniques which can enhance their analytical ability for making sound financial decisions and policies in a company.
- The students will understand the foundations of financial management, risk return framework and role of a finance manager.
- Analyse and evaluate capital projects under different situations using appropriate capital budgeting techniques.
- Critically examine various theories and determinants of capital structure, analyse financial plans and determine optimal capital structure.
- Critically examine various theories and policies of dividend and determine optimal payout policy.
- Understand the intricacies of working capital management and effectively manage cash, receivables and inventories.
- Understand various forms of corporate restructuring and analyse various types of mergers and acquisitions.
- The students will get an idea about the business valuation, different techniques to value a firm including start up business.
- It also gives a basic knowledge about Synergy, LBO valuation, cross border acquisition and takes over cases.

### **CC.302. Information Systems and Computer Application (ISCA):**

**Objective:** The subject aims to equip the students with the knowledge and skills regarding information technology tools that can be used in the business operations.

Outcomes of this subject:

- To provide computer knowledge and skills for learners and to enhance the usefulness of information technology tools for business operations.
- Develops understanding of information systems in organisation, transaction processing system with special emphasis on accounting and financial information system.
- It also gives knowledge about Business process Reengineering and ERP
- Computer Based Application and Accounting Package are taught which prepares the student for their jobs.

### **CC.303. Financial Markets and Financial Engineering (FMFE):**

**Objective:** The purpose of the course is to impart knowledge about the Indian Financial system and how the financial market operates. The students will get an idea if money and capital

market operations. The second module helps the students to understand the conceptual aspects related to derivatives market, trading strategies, commodity market etc.

Outcomes of this course:

- To equip students with an understanding of a major component of the Indian financial system the financial markets, its different types- money vs. capital, spot vs. future, primary vs. secondary; the economic principles & legal regulations on which markets operate, inter-linkages, regulatory concerns.
- The second module aims to introduce students to understand the conceptual and computational aspects related to various innovations in the financial derivatives market. It also helps students to critically examine and analyse popular derivatives- forwards, futures, options and swaps use the same in various trading strategies
- It also provides an insight into commodity derivatives.
- Closely analyse the working of the primary and secondary market segments of capital markets for securities- equity, preference, debentures, bonds etc.
- Explain and critically discuss the theoretical concepts behind popular financial engineering products-forwards, futures, options and swaps.
- Discuss and numerically solve problems on the different approaches used to price derivatives

#### **CC. 304. Business Ethics and Corporate Governance (BECG):**

**Objective:**The course aims to develop the understanding about the role of corporations in society and Board's role in keeping oversight on the functioning of the company, global developments in Governance and Corporate Citizenship. The course will also provide about necessary knowledge and skills for building professional boards, stakeholder engagement and shareholder activism

The outcomes of this course:

- This paper aims at strengthening the ethical grounds that binds an individual while doing business.
- It enables the students to have an idea on the several ethical standards involved in every transaction, be it stock related transaction or human resource related or handling of cash and bank transactions.
- Corporate governance deals with the understanding of different levels of administration.
- A student, either in the role of an entrepreneur or an employee gets oriented on the roles and responsibilities of all involved in different levels of a corporate structure

#### **DSE.305A Corporate Financial Accounting and Reporting (CFAR):**

**Objective:**The advent of globalisation of accounting and reporting the paper aims to equip the students with various standards and reporting on the part of corporate sectors. The subject aims to clarify the accounting process along with details of financial reporting.

After completing the course, the student will be able to

- Describe the conceptual framework of financial reporting to have an understanding of components of financial statements.
- Identify major disclosures related to financial statements.
- Analyse and interpret financial statements of companies.
- Develops understanding of accounting for corporate restructuring, liquidation of companies, reporting of financial instruments etc.

### **DSE.306A Security Analysis and Portfolio Management (SAPM):**

**Objective:**To equip the students with essential tools, techniques, models and investment theory necessary for analysing different types of securities, making sound investment decisions and optimal portfolio choice.

The outcomes of the course:

- To provide a theoretical and practical background in the field of investments.
- Designing and managing the bond as well as equity portfolios in the real world.
- Valuing equity and debt instruments.
- Measuring the portfolio performances.
- Discuss about portfolio analysis, Markowitz risk-return optimization principle.

### **DSE 305C INTEGRATED MARKETING COMMUNICATION**

**Objective:**The course is to help students understand the principles and practices of marketing communications, involving tools used by marketers to inform consumers and to provide a managerial framework for integrated marketing communications planning.

After completing the course, the student will be able to

- Quickly understand and analyse the marketing communications activities of a concern
- Thoroughly identify and describe a range of media and methods available to marketers
- Demonstrate a comprehensive understanding of Marketing Communications theories and concepts. Outline the nature of IMC and describe its environment
- Have a thorough understanding of advertising and workings of various advertising agencies

- Evaluate creative strategies in the light of given marketing objectives and strategies
- Analyse and evaluate the cost effectiveness of various forms of media
- Prepare an IMC Plan.

## **DSE 306C SALES AND DISTRIBUTION MANAGEMENT**

**Objective:**The course aims to impart skills and knowledge needed to manage the sales force of an organisation and facilitate the distribution function so as to increase organisational efficiency and gain competitive advantage.

The outcomes of the course:

- Understanding of the various roles, responsibilities, and policies of a sales organisation
- Ability to design and implement various channel strategies
- Overview the issues of power and conflict in the organization
- Understanding to manage, motivate and lead sales force
- Framing policies and plan for sales organization and channels
- Identify issues related to design and implementation of Sales Strategy
- Apply concepts related to improving performance of Sales Team
- Analyse roles and responsibilities of a Sales and Marketing Manager

### **M.COM Semester 4**

CC 401 Strategic Management	(STMGT)
CC 402 Strategic Cost and Management Accounting	(SCM)
CC 403 Auditing and Assurance Service	(AAS)
CC 404 Business Research Methods	(BRM)
DSE405A Financial Analysis	(FA)
DSE405C Consumer Behaviour and Marketing Research	(CBMR)
DSE406A International Finance	(IF)
DSE406C Product Management and Marketing services	(PMMS)

### **CC 401 Strategic Management (STMGT)**

**Objective:** The objective of the course is to develop the knowledge about strategy making process that is informed, integrative and responsive to rapid changes in organization environment and also about tasks implementing in a global market.

The successful completion of this course shall enable the student:

- To describe the role of Strategic Management
- To understand various levels at which Strategy exist namely Corporate, Business and Functional level
- To help students learn strategic management models
- To analyse how organizations make decisions in response to rapid changes that occur due to environmental changes.
- To analyse how firms make entry into global markets and implement and evaluate strategy at an international level.

#### **CC 402 Strategic Cost and Management Accounting (SCM)**

**Objective:** This course aims to provide students with the knowledge and analytical skills necessary to use accounting cost information as a basis for formulating and evaluating corporate strategies.

After completing the course, the student will be able to:

- Describe strategic cost analysis techniques and apply these techniques for performance evaluation and managing a profitable and competitive enterprise.
- Explain the concept of target costing, life costing techniques, marginal costing, standard costing and Kaizen costing.
- Comprehend strategic decision using techniques in various spheres of organizational operations.
- Know the price setting strategies and their implementation in terms of preparing of activity based budgets in comparison traditional budgets.
- Understand the management of JIT system and decision making under constraints.

#### **CC 403 Auditing and Assurance Service (AAS)**

**Objective:** The course aims to give an idea to the students regarding concepts of audit, Standards issued on audit. The students will be able to understand Auditor's Report, different types of Audits and Audit in computerised environment.

On completion of the course the outcomes will be:

- To give concepts of audit, objectives of audit, relevance and reliability of evidences.
- To acquaint the students with companies Audit Report under Companies Act, 2013.
- To understand different types of special audits such as Cost audit, Government audit.
- To make them understand the different Standards on Audit, role of IAASB.

#### **CC 404 Business Research Methods (BRM)**

**Objective:** The objective of the course is to acquaint students with the process and techniques of conducting research. The course is expected to train the students to plan and execute the research studies in business.

The successful completion of this course shall enable the student:

- To describe the meaning and role of Business Research.
- To formulate the research problem and understanding the major research designs.
- To determine data sources and learn the art of designing a questionnaire.
- To understand various sampling techniques and develop understanding of data collection and fieldwork.
- To enable students to analyse data using various techniques and to learn how to communicate the results and follow up.

#### **DSE405A Financial Analysis (FA)**

**Objective:** The course aims to give a student the overall understanding of analytical approaches of facts and figures contained in financial statements. This will enable the students to opt for a career related to stock market such as investment banking, equity analyst etc.

After the completion it aims :

- To make the students understand the objectives of financial analysis.
- To enable the students to know the new approaches to financial analysis.
- The students will be able to interpret cash flow statement.
- To acquaint the students regarding measurement of liquidity and solvency of an organisation by application of ratios.
- To give an idea about capital market efficiency and its implications for financial analysis.
- To make the students understand how to predict corporate failures, distress analysis etc.

## **DSE405C Consumer Behaviour and Marketing Research (CBMR)**

**Objective:** To provide an in-depth understanding of the consumer buying processes and their determinants as relevant for marketing decision making. The course aims to acquaint the students with marketing research techniques.

The successful completion of this course shall enable the student:

- To understand consumer behaviour and its relationship with marketing concepts.
- To understand the process of consumer decision making and its application.
- To describe the underlying variables resulting into differences in consumer decision making.
- To understand the attitude-behaviour relationship and its related model.
- To know the socio-cultural factors affecting consumer decision making
- To acquaint the students with market research techniques, tools and interpretation of results.

## **DSE406A International Finance (IF)**

**Objective:** The objective of this course aims to make the students understand Forex Market Transactions, International Parity Condition. The subject tries to give an bird's eye view on International Transfer Pricing, International Taxation, currency futures, option, swap and International financing.

After the completion of the subject:

- The students will get an idea about Exchange Rate Quotations, Rate exposure, Transaction Volatility, Exchange Risk.
- To make the students understand currency futures, options and swaps.
- It gives an idea about International Financial Market, Project Finance and the Euro Market.
- To acquaint with the concepts of Interest rate Parity, Hedging, International Fischer Effect.
- To acquire knowledge on International Transfer Pricing, International Taxation.
- To impart knowledge on International Financial Market, Project Finance, the Euro Market.

## **DSE406C Product Management and Marketing Services (PMMS)**

### **Objectives:**

The subject Product Management intends to cover practical implementation of product-centric projects including the role of the product manager, product concepts and theory, team building and management, cultural considerations and managing development and launch schedules. Along with insight on brand building, launching and relaunching. The course Marketing Services brings out the emerging service environment in India and the world. It emphasizes the distinctive aspects of Services Marketing. It aims at equipping students with concepts and techniques that help in taking decisions relating to various services marketing situations.

After completion of the subject the students will be able to :

- Apply the fundamental concepts of product and brand development and management.
- Use the brand positioning framework to develop a brand, keep it relevant, expand a brand internationally, and reposition a brand.
- Use tools and metrics to analyse competitors and develop positioning strategies.
- Recognize the importance of using teams and organizations to coordinate multiple interdisciplinary tasks in order to create and manage products within an organization.
- Use portfolio analysis and the product life cycle to understand how a firm manages its product mix.
- Apply an understanding of the product manager's role in product pricing, sales, and promotion.
- Understand the Concept of Services and intangible products
- Discuss the relevance of the services Industry to Industry
- Examine the characteristics of the services industry and the modus operandi
- To understand the role and relevance of Quality in Services
- Visualize future changes in the Services Industry .

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## **COURSE OUTCOMES**

### **COMMERCE – UG – EVENING**

#### **SEMESTER 1**

AECC 1.1Chg	<b>Language:</b> Communicative English - 50 Indian Language - 50
GE 1.1 Chg	Microeconomics I & Statistics (50+50)
CC 1.1 Chg	Business Laws
CC 1.2 Chg	Principles of Management
CC 1.1 Ch	Financial Accounting - I

#### **AECC 1.1 Chg : Communicative English and Indian Language**

##### **Objective:**

The course aims to develop vocabulary and improve the accuracy in grammar. produce words with right pronunciation. Improve listening, speaking, reading and writing skills and the related sub-skills.

**Learning Outcomes:** At the completion of the course the learner will be able to:

1. Analyse and restate the meaning of a text in English and the specific Indian Language
2. Demonstrate the skill to write in English without grammatical error.
3. Practice listening effectively to communication in English and the Indian Language.
4. Develop the ability to speak English with the right way of pronunciation.
5. Express values and skills gained through effective communication to other disciplines.
6. Compose articles and compositions in English and the Indian Language.
7. Discuss and socialise effectively in English.

#### **GE 1.1 Chg Microeconomics I & Statistics**

**Objective:** The course aims to acquaint the learners with fundamental economic theories and their impact on pricing, demand, supply, production, and cost concepts. It also aims to familiarise students with the applications of Statistical techniques in business decision making.

**Learning Outcomes:** After the completion of the course, the learners will be able to:

1. Examine how different economic systems function and evaluate implications of various economic decisions.
2. Examine how consumers try to maximise their satisfaction by spending on different goods
3. Analyse the relationship between inputs used in production and the resulting outputs and costs
4. Analyse and interpret market mechanism and behaviour of firms and response of firms to different market situations.
5. Examine various facets of pricing under different market situation

6. Develop an understanding of the various averages and measures of dispersion to describe statistical data;
7. Apply various measures of skewness and kurtosis and interpolate data.

## **CC 1.1 Chg Business Laws**

**Objective:** The course aims to give the learners a broad understanding about important aspects of legal environment of business; to make them study how various special contracts are brought into force; and to impart knowledge about legal agreement so that they get acquainted with the process of establishing legal relationships and to have knowledge of various measures protecting the interest of the consumers.

**Learning Outcomes:** After the completion of the course, the learners will be able to:

1. Examine various aspects of entering into a contract and implications of different types of contract;
2. Interpret the regulation governing the Contract of Sale of Goods;
3. Discuss the laws governing partnership, including LLPs and legal consequences of their transactions and other actions in relation with the partnership, and examine contractual obligations and provisions governing limited liability partnership;
4. Describe the significant provisions of the Consumer Protection Act to protect the interest of the consumers;

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

**Objective:** The course aims to provide learners with an understanding of basic management concepts, principles, and practices.

**Learning Outcomes:** After completion of the course, learners will be able to:

1. Explain competitive landscape of basic management concepts, principles, and practices;
2. Interpret the relevance of PODSCORB in an organisation;
3. Analyse the importance of motivation and leadership theories;
4. Examine various management techniques in successfully running a business organisation.

## **CC 1.1 Ch Financial Accounting - I**

**Objective:** The course aims to help learners to acquire conceptual knowledge on financial accounting, to impart skills for recording various kinds of business transactions and to prepare financial statements.

**Learning Outcomes:** After completion of the course, learners will be able to:

1. Apply the generally accepted accounting principles while recording transactions and preparing financial statements;
2. Demonstrate accounting process under computerised accounting system;
3. Measure business income applying relevant Accounting Standards;
4. Evaluate the importance of depreciation and inventories in financial statements;

5. Prepare cash book and other accounts necessary while running a business;
6. Prepare financial statements of sole proprietorship enterprises ;
7. Prepare accounts for Not-for-Profit Organisations.

## SEMESTER 2

GE 2.1 Chg	E-Commerce & Business Communication (50+50)
CC2.1 Chg	Company Law
CC 2.2 Chg	Marketing Management and Human Resource Management
CC 2.1Ch	Cost and Management Accounting - I
AECC 2	Environmental studies

### GE 2.1 Chg E-Commerce & Business Communication

**Objective:** The course aims to enable students to know the mechanism for conducting business through electronic means. It also aims to enhance written and verbal communication/ presentation skills amongst the learners and ability to frame effective documentation both in digital and non-digital environments.

**Learning Outcomes:** After completion of the course, learners will be able to:

1. Explain the concept of E-business and its various aspects;
2. Acquire skills of designing a website for e-business;
3. Explain about e-commerce activities and its applications;
4. Comprehend about various payment gateway options;
5. Assess the security issues and measures of e-business.
6. Realize the significance of effective communication in business;
7. Learn business vocabulary and understand varied ways/methods to present business plans;
8. Gain knowledge on drafting of official letters and documents;
9. Develop appropriate skills for report writing and different ways of documentation;
10. Explain the role of information technology for enabling business communication and documentation.

### CC 2.1 Chg Company Law

**Objective:** The course aims to impart the learners working knowledge of the provisions of the Companies Act, 2013.

**Learning Outcomes:** After completion of the course, learners will be able to:

1. Provides a comprehensive outline regarding functioning of Companies in India
2. Synthesise company processes, meetings, and decisions;
3. Determine the role of Board of directors and their legal position;
4. This subject also focuses on the relevant changes in the Companies Act, 2013

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

**Objective:** The course aims to provide basic knowledge of concepts, principles, tools and techniques of marketing and to provide knowledge about various developments in the marketing. It also seeks to acquaint learners with the techniques and principles to manage human resources of an organisation.

**Learning Outcomes:** After the completion of the course, the learners will be able to:

1. Develop understanding of basic concepts of marketing, marketing philosophies and environmental conditions affecting marketing decisions of a firm, helps students to apply key marketing theories to solve marketing related issues.
2. Analyse the process of marketing decisions involving product development and its role in value creation.
3. Analyse the process of marketing decisions involving product pricing and its distribution, and assess the impact on value creation.
4. Analyse the process of marketing decisions involving product promotion and its role in creating communication value for customers.
5. Learn various developments in marketing area that may govern marketing decisions of a firm and also various ethical and legal issues.
6. Provides a clear idea about the functioning of the HR Department of any organisation.
7. Analyse the applicability and use of different kinds of HR development process, selection, recruitment, training and development, placement & induction, performance appraisal etc.

## **CC 2.1Ch Cost and Management Accounting 1**

**Objective:** The course aims to develop understanding among learners about contemporary cost concepts and rational approach towards cost systems and cost ascertainment. The course also aims to provide knowledge about various methods of cost determination under specific situations and to acquire the ability to use information determined through cost accounting for decision making purposes.

**Learning Outcomes:** After completion of the course, learners will be able to:

1. Determine various types of cost of production and throws light on the costing techniques observed in any manufacturing sector;
2. Compute unit cost and total cost of production and prepare cost statement;
3. Compute employee cost, employee productivity, and employee turnover;
4. Determine cost under job costing, batch costing, process costing, etc.

## **AECC 2 Environmental Studies**

**Objective:** The course aims to train learners to cater to the need for ecological citizenship through developing a strong foundation on the critical linkages between ecology-society-economy.

**Learning Outcomes:** After completion of the course, learners will be able to:

1. Become aware about various aspects of the ecological environment, environmental protection and sustainability;
2. Analyse various projects and initiatives with respect to ecosystem restoration; carbon footprint; reduce-reuse-recycle etc.

4. Describe the environmental issues and their possible repercussions on the plant in the next few decades;
5. Summarise the green strategies and policies adopted by various business entities to preserve the environment.
6. Undertake project work on a relevant topic affecting environment

### SEMESTER 3

SEC 3.1 Chg	Information Technology & Its Application in Business (Theory -50 + Practical-50)
GE 3.3 Chg	Business Mathematics & Statistics
CC3.1 Ch	Financial Accounting II
CC3.2 Ch	Indian Financial System

#### SEC 3.1 Chg Information Technology & Its Application in Business

Objective: The course aims to provide computer knowledge and skills for learners and to enhance the usefulness of information technology tools for business operations.

**Learning Outcomes:** After completion of the course, learners will be able to:

1. Explain the basic concepts of computer system;
2. Know about Operating System, Overview of various Computer, and Applications;
3. Perform various features of Word processing such that Table, Mail merge, Hyperlink, etc.;
4. Prepare a business presentation on MS PowerPoint;
5. Perform various mathematical, logical, and other functions on a large set of data using MS Excel;
6. Develop macros to streamline the business functions;
7. Explain various functionalities of Accounting Software.

#### GE 3.3 Chg Business Mathematics & Statistics

Objective: The course aims to familiarize students with the applications of Mathematics and Statistical techniques in business decision making.

**Learning Outcomes:** After completing the course, the student shall be able to:

1. Acquire proficiency in using different mathematical tools (matrices, calculus and mathematics of finance) in solving real life business and economic problems;
2. Develop an understanding of the various averages and measures of dispersion to describe statistical data;
3. Explain the relationship between two variables through correlation and regression;
4. Explain the construction and application of index numbers to real life situations;
5. Analyse the trends and tendencies over a period of time through time series analysis.

#### CC3.1 Ch Financial Accounting II

**Objective:** The course aims to impart advanced knowledge on financial accounting applicable in business enterprises of special nature and on Government accounting system.

**Learning Outcomes:** After completion of the course, learners will be able to:

1. Use appropriate software for recording transactions and preparing accounts under Hire Purchase and Instalment Purchase system;
2. Understand royalty accounts and accounts relating to consignment business; preparation departmental accounts;

### **CC3.2 Ch Indian Financial System**

**Objective:** The course aims to impart advanced knowledge on Indian Financial System its different components and analysis.

**Learning Outcomes:** After completion of the course, learners will be able to:

1. Understand the nuances of the Indian financial system and its different components
2. Understand the dynamic changes of the financial sector and the policy responses
3. Have a broad understanding about Indian Securities Markets and Operations of Indian Stock Market, New Issue Market; Listing of Securities, Cost of investing in securities
4. Create awareness about Banking, Mutual Funds, Insurance, Credit rating agencies and other financial services
5. Highlight the importance of regulators in the Indian Financial System

### **SEMESTER 4**

GE 4.1 Chg	Microeconomics I & Indian Economy (50+50)
CC 4.1 Chg	Entrepreneurship Development and Business Ethics
CC 4.1 Ch	Taxation I
CC 4.2 Ch	Cost and Management Accounting -II

### **GE 4.1 Chg Microeconomics I & Indian Economy**

**Objective:** The course aims to provide an understanding of the markets and the determination of factor payments to the factors of production. It would also help to learn on the constituent sectors that define the Indian Economy and enable learners to examine the role and contribution of different sections of the economy in economic development of India. The course also aims to enable the learners to examine the role and impact of the planning process on economic development of India.

**Learning Outcomes:** After the completion of the course, the learners will be able to:

1. Evaluate the role of markets and the basis of pricing in each type.
2. Evaluate the role of the LPG model in the economy.
3. Explain the role and contribution of agriculture in the economic development of India.
4. Analyse contribution of industrial and service sector in Indian economy;

5. Evaluate the recent trends in economic planning of India and the ways to correct problems of Inflation and BOP.

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

**Objective:** The course aims to equip the learners to learn entrepreneurial skills so that they are inspired to look at entrepreneurship as a viable, lucrative, and preferred option of professional life. The course aims to develop in learners an understanding of the concept of Business Ethics & Human Values and its application in business decision making using sustainable business practices.

**Learning Outcomes:** After completion of the course, learners will be able to:

1. Discern distinct entrepreneurial traits;
2. Identify the parameters to assess opportunities and constraints for new business ideas;
3. Develop a business idea by adopting systematic process; understand the entrepreneurial ecosystem in India
4. Design strategies for successful implementation of ideas;
5. Create a Business Plan.
6. Discuss Ethical Performance of an organisation;
7. Describe the various types of values and discuss issues related to business ethics- such as whistleblowing, ethical dilemma, moral issues, ethics in different disciplines of management;
8. Create awareness about Corporate Social Responsibility.

#### **CC 4.1 Ch Taxation I**

**Objective:** The course aims to provide knowledge of the various provisions of income-tax law in India and enable the learners to apply such provisions to compute total income and tax liability of individuals and HUFs. It also aims to enable learners to understand the provisions relating to filing of return of income.

**Learning Outcomes:** After the completion of the course, the learners will be able to:

1. Comprehend the concepts of taxation, including assessment year, previous year, assesses, person, income, total income, agricultural income and determine the residential status of persons;
2. Compute income under different heads, applying the charging provisions, deeming provisions, exemptions and deductions;
3. Apply the clubbing provisions and provisions relating to set-off and carry forward of losses to determine the gross total income;

#### **CC 4.2 Ch - Cost and Management Accounting -II**

**Objective:**The aim is to know the methods by which expenditure on materials, wages and overheads is recorded, classified and allocated so that the cost of products and services may be accurately

ascertained. These costs may be related to sales and profitability may be determined in this changing business environment.

**Learning Outcomes:** After the completion of the course, the learners will be able to:

1. Ascertainment of cost under ABC; Marginal Costing etc.
2. Understand the fundamentals of Budgeting; Standard Costing
3. Assisting management in decision making and Matching cost with revenue.

## **SEMESTER 5**

CC 5.1Ch	Auditing & Assurance
CC 5.2 Ch	Taxation II
DSE 5.1 A*	Economics II and Advanced Business Mathematics
DSE 5.2 A*	Corporate Accounting

### **Options:**

\*Or DSE 5.1 M (Consumer Behaviour and Sales Management -50+50) & DSE 5.2 M (Product & Pricing Management and Marketing Communication (50+50)

### **CC 5.1Ch Auditing & Assurance**

**Objective:** The course aims to provide knowledge of auditing principles, procedures, and techniques in accordance with current legal requirements in India.

**Learning Outcomes:** After completion of the course, learners will be able to:

1. To discuss the basics of auditing, its objectives and types
2. Emphasise the role of an auditor and his/ her independence
3. Understand the preparation of auditor's report to establish the true and fair view;
4. Acquaint students with Assurance standards

### **CC 5.2 Ch Taxation II**

#### **Objective:**

The course aims to provide an understanding of tax planning and tax management available to different classes of tax payers and provisions governing assessment of firms and association of persons.

#### **Learning Outcomes:**

After the completion of the course, the learners will be able to:

1. Interpret and apply different provisions of the IT Act related to tax planning and management;
2. Examine need for tax planning for different income groups;
3. Compute advance payment of tax and TDS and fines;
4. Calculate the tax liability of an individual and firm as well as deductions from gross total income and determine the total income of an individual;
5. Comprehend the provisions relating to filing of return of income.
6. Discuss the fundamentals of Indirect taxes including GST and Customs duties.

## **DSE 5.1 A Economics II and Advanced Business Mathematics**

### **Objective:**

Economics I course aims to acquaint the learners with fundamental economic theories and their impact on pricing, demand, supply, production, and cost concepts.

Advanced Business Mathematics aims to familiarize students with the applications of Mathematics and Statistical techniques in business decision making.

### **Learning Outcomes:**

After the completion of the course, the learners will be able to:

1. Explain the fundamental aspects of Macroeconomic theory
2. Familiarise students with the applications of Mathematics techniques in business decision making

## **DSE 5.2 A Corporate Accounting**

### **Objectives:**

The course aims to help learners to acquire conceptual knowledge of the corporate accounting system and to learn the techniques of preparing the financial statements of companies.

### **Learning Outcomes:**

After completion of the course, learners will be able to:

1. Describe the rationale, merits, and demerits of issuing bonus shares for a company;
2. Prepare financial statements (Profit & Loss Account, Balance Sheet, etc.) of a Company;
3. Prepare balance sheet after Internal Reconstruction of company;
4. Prepare accounts related to amalgamations of companies in India;

## **DSE 5.1 M Consumer Behaviour and Sales Management**

### **Objectives:**

1. to understand what consumer behaviour is and the different types of consumers
2. to understand the relationship between consumer behaviour and the marketing concept, the societal marketing concept, as well as segmentation, targeting and positioning
3. to understand the relationship between consumer behaviour and customer value, satisfaction, trust and retention
4. to understand how new technologies are enabling marketers to better satisfy the needs and wants of the consumers
5. to understand how marketers are increasingly able to reach consumers wherever consumers wish to be reached
6. to understand how the world's economic condition is leading to consumption instability

### **Learning Outcomes:**

1. Identify the major influences in consumer behaviour
2. Distinguish between different consumer behaviour influences and their relationships
3. Establish the relevance of consumer behaviour theories and concepts to marketing decisions
4. Implement appropriate combinations of theories and concepts
5. Recognise social and ethical implications of marketing actions on consumer behaviour
6. Use most appropriate techniques to apply market solutions

## **DSE 5.2 M Product & Pricing Management and Marketing Communication**

**Objective:** The course aims to teach the basics of advertising and personal selling as promotional tools in marketing and to develop a customer oriented attitude for designing advertising and personal selling messages.

**Learning Outcomes:** After completion of the course, learners will be able to:

1. Identify communication objectives behind advertising and promotions;
2. Explain various advertising and media elements in the advertising decisions;
3. Identify the ethical and legal issues of advertising;
4. Comprehend the importance and role of personal selling;
5. Explain the process of personal selling.

## **SEMESTER 6**

SEC 6.1Chg	Computerised Accounting and e-Filing of Tax Returns (70+30)
CC 6.1 Ch	Project Work
DSE 6.1 A**	Financial Reporting and Financial Statement Analysis
DSE 6.2 A**	Financial Management

### **Options:**

\*\*Or DSE 6.1 M (Retail Management and Marketing of Services (50+50) & DSE 6.2 M (Rural Marketing and International Marketing (50+50)

## **SEC 6.1Chg Computerized Accounting and e-Filing of Tax Returns**

**Objective:** The course aims to provide computer knowledge and skills for learners and to enhance the usefulness of information technology tools for business operations.

**Learning Outcomes:** After completion of the course, learners will be able to:

1. Explain skills to use RDBMS and MS Access in business processes;
2. Explain various functionalities of Accounting Software.
3. Understand the e-filing system and its process
4. Identify the different heads of income, ITRs and its applicability
5. Skillfully understand e-filing registration India Know types of Forms for filling TDS Returns

## **CC 6.1 Ch Project Work**

**Objective:** The course aims to inculcate research aptitude among the learners and to enable them to prepare project report based on empirical data.

**Learning Outcomes:** After completion of the course the learners will be able to:

1. Outline the significance of Research and Research Methodology and to analyse the problems in conducting social science research in India.
2. Formulate Research Problem and Research Design;
3. Determine the sample size in consonance with the research problem and research design;
4. Collect and tabulate required primary and secondary data for analysis;
5. Prepare a report on the basis of collected data.

## **DSE 6.1 A Financial Reporting and Financial Statement Analysis**

**Objective:** The course aims to help the learners to analyse accounting and other information incorporated in the corporate annual reports, to analyse operating, financial, and structural performance of business firms with the help of appropriate analytical tools.

**Learning Outcomes:** After completion of the course, learners will be able to:

1. Analyse and interpret the qualitative features of information provided in the Financial Statements of a company;
2. Analyse and interpret the contents of corporate annual report and auditor's report to understand the true and fair financial position of a company;
3. Compute and analyse accounting ratios of a company;
4. Conduct fund flow and working capital analysis;
5. Conduct cash flow analysis using cash flow reporting software.
6. Understand and apply Indian Accounting Standards (IND AS)

## **DSE 6.2 A Financial Management**

**Objective:** The course aims to familiarize the learners with the principles and practices of financial management.

**Learning Outcomes:** After completion of the course, learners will be able to:

1. Explain the nature and scope of financial management;

2. Assess the impact of time value of money in different business decisions;
3. Analyse capital budgeting process and apply capital budgeting techniques for business decisions;
4. Explain various capital structure theories and analyse factors affecting capital structure decisions;
5. Critically examine various theories of dividend, identify and analyse factors affecting dividend policy; and suggest sound dividend policy;
6. Design working capital policy based on the assessment of financial requirements.
7. Compare CSR and Profitability.

### **DSE 6.1 M (Retail Management and Marketing of Services)**

**Objective:** The primary objective of the course is to have students develop marketing competencies in retailing and retail consulting. The course is designed to prepare students for positions in the retail sector or positions in the retail divisions of consulting companies. Additionally, the course brings out the emerging service environment in India and the world. It emphasises the distinctive aspects of Services Marketing. It aims at equipping students with concepts and techniques that help in taking decisions relating to various services marketing situations.

**Learning Outcomes:** After completion of the course, learners will be able to:

1. Clarify the concept and related terms in retailing.
2. Comprehend the ways retailers use marketing tools and techniques to interact with their customers.
3. Understand various formats of retail in the industry.
4. Recognize and understand the operations-oriented policies, methods, and procedures used by successful retailers in today's global economy.
5. Understand the Concept of Services and intangible products and discuss relevance of the services Industry to Industry
6. Analyse the role and relevance of Quality in Services
7. Visualise future changes in the Services Industry

### **DSE 6.2 M (Rural Marketing and International Marketing)**

**Objective:** The course aims to acquaint learners with International marketing. The course also creates awareness about emerging issues such as outsourcing and environmental sustainability in the context of international business. It also aims to help learners to acquire knowledge on various aspects of rural marketing and to acquaint them with the various rural marketing programmes.

**Learning Outcomes:** After completing the course, the learners will be able to:

1. Explain the process of globalization, its impact on the evolution and growth of international business and to appreciate the changing dynamics of the diverse international business environment (including various modes of entry);
2. Explain the significance of different forms of regional economic integration and to appreciate the role played by various international economic organisations such as the WTO, UNCTAD, IMF and World Bank;
4. Understand the concept of standardisation and adaptation of product planning and importance of quality maintenance.
5. Comprehend factors affecting international pricing and apply various pricing strategies in the international markets.
6. Gain awareness about conventional and unconventional techniques of promotion used in international markets and explore various distribution and logistical strategies used by international businesses.
7. Gain insight about India's EXIM policy and assess the trends in India's international trade policy. To understand risks, insurance requirements, documentation, and other requisites of international trade.
8. Comprehend the concept of rural marketing and acknowledge the uniqueness of rural consumers;
9. Describe the role of institutional bodies like NABARD/ RRBs in financing rural based projects and evaluate the rural development programmes in India.
10. Design marketing programmes and formulate strategies for launching and promoting various products and services in rural markets of India.
11. Gain insight into marketing agricultural products and identify various challenges associated with it. To study and be aware of various incentives and support available in agricultural marketing.

## **PROGRAM OUTCOME**

### **DEPARTMENT OF COMMERCE (UG), MORNING**

1. B.Com. (Honours) in Accounting and Finance is one of the most sought after career-oriented academic programmes offered at the graduation level as it opens up innumerable career options and opportunities for the aspiring professionals and entrepreneurs in terms of employment as well as pursuance of specialized professional courses such as Chartered Accountancy, Company Secretaryship, Cost Accountancy, M.B.A., C.F.A., and many more.
2. This programme is intended to enhance employability and encourage self-employment by making the students learn skills of interpreting and preparing books of accounts, be conversant with financial and economic environment and acquire the management skills.
3. The curriculum is designed to impart and develop oral and written communication skills, knowledge on Information Technology and statistical tools as well as orient the students on legal issues relating to business.
4. The Programme also aims to develop and inculcate entrepreneurial skills among the students. In short, this course helps the enrolled students to become more competitive, self reliant and constructive for self and society's benefit.
5. Above all, offering this Programme in the morning hours makes it a more coveted one as it allows the students to pursue, in addition, various other professional courses / training / internship of their own interest.

#### **Course Outcome –**

#### **ACCOUNTING (Subject Codes - CC1.1CH, CC3.1 CH, DSE5.2A)**

The course is so designed that it enables the students to comprehend financial reports like, annual reports, and integrated reports with confidence. The subject has two broad division:

- i). Financial accounting
- ii) Corporate accounting.

Financial accounting provides an insight into partnership businesses, sole proprietorship business, branch accounting, departmental accounting, hire purchase accounting, concept of shares, share application and allotment etc.

Corporate accounts provide in-depth knowledge of holding company, mergers and acquisition, liquidation, share valuation, buy back of shares, goodwill valuation and many more.

Overall studying Accounts provides excellent opportunities to students and equips them to face the real business world.

## **ECONOMICS (Subject Codes - GE 1,1 Chg , GE 4.1 Chg & DSE 5.1 A )**

The course curriculum of Microeconomics, Macroeconomics and Indian Economic Problems provide students a complete and comprehensive understanding of related important and relevant concepts and basic issues under the discipline such as consumer behaviour, theory of firm, national income, equilibrium of product market and money market, problems related to Indian agriculture, industry, sectoral growth etc.

## **MATHEMATICS AND STATISTICS (Subject Codes GE 1,1 Chg, GE3.1Chg,DSE5.1 A)**

The curriculum has been divided into two sub parts -( i )Business Mathematics and (ii) Statistics.

After studying Business Mathematics students will gain knowledge of placing arguments on the basis of logical reasoning. Further they will learn to execute various assignments using permutation and combinations along with knowledge of applying the concepts of progression, determinants and matrices to solve business problems.

On the other hand, Statistics will enable them to analyse business problems by applying various summarization methods of statistics. They also gather the knowledge of understanding the market situation by applying index number and future situations with the help of time series.

## **MANAGEMENT ( Subject Codes - CC 1.2 Chg & CC 2.2 Chg)**

The course has been designed in such a way that the students will be able to understand the concepts related to business and also the roles, skills, principles and functions of Management. It enables them to understand the environment of the organisation, basic necessities of planning, forecasting, motivation, leadership, coordination and control. The students will also understand the complexities associated with management of human resources in the organisations and integrate the learning in handling these complexities.

They will also understand the concepts of marketing management and learn about the marketing process for different types of products and services and the tools used by marketing managers in decision situations.

## **LAW (Subject Codes : CC1.1Chg & CC2.1Chg)**

This course includes Business Law and Company Law and intends to provide a basic understanding of the mechanism of business contract. With reference to various provisions of the related Acts the course gives the knowledge regarding contract act, sale of goods act .This course provides knowledge about limited liability partnership and partnership act. This course helps to acquire knowledge and develop understanding regarding the negotiable Instruments like bills of exchange ,promissory note and cheque ,the rules regarding dishonour of the negotiable instruments. The students also come to know how they are protected as consumers from the consumer protection Act and everything about the redressal agencies. The main purpose of this course is to make the students understand the basic concepts related to the Companies Act 2013, different types of companies and rules associated with each. It also aims to

make students understand the procedure for promotion and incorporation of companies, provisions related to the formation of different types of companies, and the basic rules related to memorandum and articles of association and prospectus. This course imparts knowledge about the Constitution of Board and Committees, the appointment of Directors and Key Managerial Personnel, and their power, duties and responsibilities. The different types of shares and debentures and its procedure of issue, buyback of shares, transfer and transmission, nomination and registration of charges along with different types of corporate meetings and how these are conducted, minutes related to meetings and all related aspects relating to conduct of different meetings are also imparted through this course. Hence students learn about the corporate laws which further helps them in pursuing Law or Company Secretary (CS) as a career option in future life.

### **INFORMATION TECHNOLOGY [ Subject code-SEC3.1 Chg]**

Information Technology allows the students to become conversant with basic computer technology, which is used extensively in commerce.

### **Cost And Management Accounting (Subject Codes - CC 2.1 Ch & CC 4.2 Ch)**

The course of cost and management accounting has two parts: Cost And Management Accounting I and Cost And Management Accounting II.

The Cost Accounting part includes preparing projected cost statements, assists in controlling cost of production, helps in price fixation, submission of quotation, tender etc. In this ever changing world, competition has increased manifold and for the survival and growth of the organizations right pricing of products is very essential.

The Management accounting part deals with presentation of accounting and other information to the management for managerial decision-making purposes. It acts as providing right information to the management as and when required.

The course will help the students to gain sufficient knowledge so that they can explore many career opportunities available in the field of cost and management accounting. They will learn to help the management in taking vital decisions regarding price fixation, accepting or rejecting export orders etc. as well as how to control cost.

### **E-COMMERCE AND BUSINESS COMMUNICATION [ Subject Code: GE 2.1 Chg]**

The course has been designed keeping in mind the current business world where good communication is crucial to conduct day to day business operations. Since business communication is the sharing of information among people within and outside an organization for its commercial benefit, having an E-Commerce site is definitely an added advantage to boost up the business. Managerial functions cannot be performed efficiently without an effective network of communication in the organisation.

Effective communication not only helps in creating better relationships between management & employees but also helps in boosting motivation & morale of employees . Communication helps in creating a good public image of the organisation among external parties. Globalisation of business operations has increased the need for better and improved communication. Thus, communication has become an essence of modern management.

### **ENTREPRENEURSHIP DEVELOPMENT AND BUSINESS ETHICS ( Subject Code: CC 4.1 Chg)**

The subject has been designed to inculcate entrepreneurial thinking among students and to equip them with the expertise required to create and manage new ventures. The subject will enable the students to identify various qualities of an entrepreneur along with the understanding of different entrepreneurship models . This will also enable them to expertise in writing Project Proposals using various tools and techniques of entrepreneurship. The main motto of the subject is to develop creative thinking to facilitate students to give shape to their innovative ideas.

### **AUDIT & ASSURANCE ( Subject Code - 5.1 Ch)**

On completion of the course the students will be able to know the basic objectives of auditing and also learn to distinguish between errors and frauds with reference to the principles and types of audit. Students will also acquire conceptual knowledge about the preparation and presentation of audit plan, audit programme and audit techniques with the help of test checking and audit sampling. After the course has been completed, the students will be able to comprehend the internal audit, internal control and checks and have a sound understanding of the principles and practices of auditing.

### **Taxation (Subject Codes : CC 4.1 Ch & CC 5.2 Ch)**

This program aims at providing and developing theoretical and practical knowledge of both direct and indirect taxation. It specifically aims at developing the skills for computation of total income and tax liability of an individual and gives an insight into computation of goods and services tax and custom duty.

### **FINANCIAL MANAGEMENT (Subject Code - DSE 6.2 A)**

Upon successful completion of Financial Management, the student will be able to: develop an understanding of the overall role and importance of the allocation, management and funding of financial resources. The subject also aims at improving students' knowledge about the concept of time value of money and dealing with day to day working capital decisions. This also involves long-term dealing which involves major capital investment decisions and raising long-term finance. The course is so designed that it helps the students' to apply the financial concept to calculate ratio and to do capital budgeting.

**FINANCIAL REPORTING AND FINANCIAL STATEMENT ANALYSIS ( Subject Code - DSE 6.1 A)**

This course has been designed in such a way that every student having finance specialisation would be able to: Understand the reporting requirements by a holding company. Nowadays most of the companies are either holding to or subsidiaries of other companies for which this becomes necessary. This also enables students to understand the earnings per share which is an indicator of analysing the market value of the shares while trading in the various stock markets. At the same time they learn to analyse the financial health of a company that will help the students, especially those who will be working in the credit rating agencies or working as equity analysts.

Overall, the analytical abilities of the students would be enhanced that will help them in the various job related requirements in future.

**COMPUTERISED ACCOUNTING & E- FILING OF TAX RETURN [ Subject code- SEC6.1Chg]**

The course has been designed to make the students comfortable with accounting principles implemented in computers. Accounting software's use is absolutely necessary in today's computerised world where Income Tax payment and GST payment are online. Thus training in Tally gives the students an insight into Accounting software. Going in depth in access allows them to learn designing databases for accounting. E- Filing lets the students learn the rudiments of online Tax filing.

## Course Outcomes

### COMPUTER SCIENCE

**Course Title: Computer Fundamentals and Digital Logic Design**

**Course code: CC-1**

After studying Computer Fundamentals, Digital Electronics Circuits

- Students would have thorough ideas on the usage of computers and which components are used within a machine and how the computers are assembled and their functioning.

- They understand that how computer will play a vital role in every field such as industrial processes, applications in medicine, software industry and education and researches.

- On completion of this course students will have the skills and confidence to conceive and implement a complex digital system.

**Course Title: Word Processing, Spreadsheet, Presentation and Web design byHTML**

**Course code: CC-1**

When students complete MS OFFICE and Webpages with HTML & CSS, they will be able to:

- Independently create professional-looking documents, presentations, and spreadsheets.
- Familiar with some advanced Office functions, including Mail Merge (Word) and formulas (Excel) and presenting data with the help of graphs, pie-charts etc.
- Understand how to use Word, Excel, and PowerPoint in a variety of professional, educational, and personal situations.
- Claim Office proficiency.
- Writing code in HTML and CSS
- Personalize web pages using text formatting, graphics, audio, and video.
- Understand the principles of creating an effective web page, including an in-depth consideration of information architecture.
- Become familiar with graphic design principles that relate to web design and learn how to implement theories into practice.
- Develop skills in analyzing the usability of a web site.
- Learn the language of the web: HTML and CSS.
- Learn CSS grid layout and flexbox.
- Learn techniques of responsive web design, including media queries.
- Embed social media content into web pages.

**Course Title: Algorithms & Data Structures and Programming with C**

**Course code: CC-2**

- Data Structure and Algorithm helps to analyze and compare alternative solutions to computing problems.
- Study of C language can be used for low-level programming, such as scripting for drivers and kernels and it also supports functions of high level programming languages, such as scripting for software applications etc.
- Upon Completing the Course, Students will able to:
  1. learn the basic types for data structure, implementation and application.
  2. know the strength and weakness of different data structures.
  3. use the appropriate data structure in context of solution of given problem.
  4. develop programming skills which require to solve given problem.
  5. understand the concept of Dynamic memory management, data types, algorithms, Big O notation.
  6. understand basic data structures such as arrays, linked lists, stacks and queues.
  7. describe the hash function and concepts of collision and its resolution methods
  8. solve problem involving graphs, trees and heaps
  9. apply Algorithm for solving problems like sorting, searching, insertion and deletion of data

**Course Title : Computer Organization and Programming using Python****Course code: CC-3**

Study of Computer Organization, helps to

1. learn about the design of computers which includes both overall design, or architecture, and their internal details, or organization.
2. understand the theory and architecture of central processing unit.
3. analyze some of the design issues in terms of speed, technology, cost, performance.
4. design a simple CPU with applying the theory concepts.
5. use appropriate tools to design verify and test the CPU architecture.
6. learn the concepts of parallel processing, pipelining and interprocessor
7. communication.
8. understand the architecture and functionality of central processing unit.
9. exemplify in a better way the I/O and memory organization.
10. define different number systems, binary addition and subtraction, 2's complement
11. representation and operations with this representation.

**Course Title : Operating Systems and Shell Programming (Linux)****Course code: CC-4**

Study of Operating Systems and Shell Programming helps students to

1. create and manage simple file processing operations, organize directory structures with appropriate security, and develop shell scripts to perform more complex tasks, monitor system performance and network activities.
2. understand the basics of operating systems like kernel, shell, types and views of operating systems

3. describe the various CPU scheduling algorithms and remove deadlocks.
4. explain various memory management techniques and concept of thrashing
5. use disk management and disk scheduling algorithms for better utilization of external memory.
6. recognize file system interface, protection and security mechanisms.
7. explain the various features of distributed OS like Unix, Linux, windows etc.

### **Skill Enhancement Course**

**Course Title: Communication, Computer Network and Internet**

**Course code: SEC-A-1**

Upon the completion of the course of Computer Networks and Data Communication a student can understand:

- A student can describe and analyze the hardware, software, components of a network and the interrelations.
- Resource sharing is the main objective of the computer network and to provide the high Reliability.
- The goal is to provide all the program, data and hardware is available to everyone on the network without regard to the physical location of the resource and the users.
- It also increases system performance as the work load increases that is load balancing concepts will develop in the mind of the students.
- Understand computer network basics, network architecture, TCP/IP and OSI reference models.
- Identify and understand various techniques and modes of transmission
- Describe data link protocols, multi-channel access protocols and IEEE 802 standards for LAN
- Describe routing and congestion in network layer with routing algorithms and classify IPV4 addressing scheme
- Discuss the elements and protocols of transport layer
- Understand network security and define various protocols such as FTP, HTTP, Telnet, DNS

### **Skill Enhancement Course**

**Course Title: Software Engineering**

**Course code: SEC-A-2**

Upon the completion of the course of Software Engineering

1. Plan a software engineering process life cycle , including the specification, design, implementation, and testing of software systems that meet specification, performance, maintenance and quality requirements
2. Able to elicit, analyze and specify software requirements through a productive working relationship with various stakeholders of the project
3. Analyze and translate a specification into a design, and then realize that design practically, using an appropriate software engineering methodology.
4. Know how to develop the code from the design and effectively apply relevant standards and perform testing, and quality management and practice
5. Able to use modern engineering tools necessary for software project management, time management and software reuse.

## **Skill Enhancement Course**

**Course Title: Information Security**

**Course code: SEC-B-2**

Upon the completion of the course of Information Security

1. knowledge of cryptography and network security
2. knowledge of security management and incident response
3. knowledge of security in software and operating systems
4. knowledge of data security and secure system development
5. knowledge of privacy and data protection

## **Discipline Specific Elective Course**

**Course Title : Database Management System and SQL**

**Course code: DSE-A-5-1**

1. Database Management System (DBMS) helps the students to understand how to handle huge volumes of data and multiple concurrent users, data integrity, consistency, security, and appreciable system performance.
2. Define the basic concepts of DBMS,
3. Design Entity Relationship Models.
4. Apply various Integrity Constraints on the databases.
5. Apply SQL to insert, delete and retrieve data from databases.
6. Apply normalization to remove anomalies from databases.
7. Implement the concepts of procedures, cursors and Triggers.
8. Implement other database objects such as Views.
9. Design the real world database applications.

## **Discipline Specific Elective Course**

**Course Title: Computational Mathematics and Lab**

**Course code: DSE-B-6-3**

1. Develop in students an understanding of mathematics as a deductive science.
2. Develop in students:
  - computational skills.
  - appreciation for the abstract structures and abstract reasoning at the heart of mathematics.
  - the ability to apply mathematics to real-world problems.
  - experience with current mathematical software and technology.
3. Promote analytical and critical thinking.

## COURSE OUTCOME

### DEPARTMENT OF ECONOMICS

#### **SEM 1**

**CC 1** Enables students to explore the subject matter of Economics, develop an understanding of basic concepts like markets, demand and supply, adjustments, role of government interventions, and intuitive explanations of economic realities

**CC 2** Develops strong mathematical aptitude and capabilities related to problem solving using mathematical techniques

#### **SEM 2**

**CC 3** Helps in acquiring clear idea about basic macroeconomic concepts, approaches, and build foundations for aggregative analysis

**CC 4** Develops advanced understanding of mathematical methods and their applications in micro and macro economics, like optimization exercises, constrained and unconstrained, linear programming, Multiplier Accelerator models, stability, price dynamics etc

#### **SEM 3**

**CC 5** Enables proper understanding of consumer behaviour, production cost theories, market (input and output) forms.

**CC 6** Develops comprehensive understanding of practical concepts like Aggregate demand and supply, of output, money, long and short run, inflation, unemployment and expectations.

**CC 7** Equips them with advanced knowledge regarding statistical techniques and their applications in the field of Economics.

**SEC RD** Develops a clear understanding of rural economic problems, developmental issues and corrective approaches.

#### **SEM 4**

**CC 8** Imparts a clear understanding of monopoly power and oligopoly and related issues, and general equilibrium efficiency and welfare notions.

**CC 9** Helps to impart proper understanding of New Classical, and New Keynesian approaches and issues related to economic growth.

**CC 10** Develops a clear understanding of econometric analysis and applications and skill enhancement in the area.

**SEC ME** Capability enhancement in the field of Managerial Economics, and good understanding of issues like capital budgeting, inventory management, profit analysis etc.

#### **SEM 5**

**CC 11** Develops clear understanding of international economics, trade policies, and open economy macroeconomics

**CC 12** Develops a proper understanding of Indian economic issues, related problems, planning and remedial policies.

**DSE A EHI** Imparts a brief understanding of economic history of India and the colonial past and its impact.

**DSE B FE** Builds the foundation of financial economics, and introduces concepts like options, derivatives, and approaches like investment theory and portfolio analysis.

## **SEM 6**

**CC 13** Helps students in getting an exposure to the essentials of Public economics, govt finance and govt interventions.

**CC 14** Projects the essentials of development economics, develops an understanding of issues of concern, social dimensions like poverty, inequality, unemployment, gender gaps, and a comprehensive idea about devt strategies, approaches, and conceptualization of human development.

**DSE A MFM** Develops an overall understanding of money, banking, financial systems, instruments, institutions, innovations, interest rate behaviour.

**DSE B EE** Helps in inculcating overall environmental concerns, policies, cost and benefit evaluation, identifying market inefficiencies, and international environmental problems.

The final outcome is definitely related to the students getting a wide range of options in the job market with their overall enhancement and upgradation over a wide range of subject areas within the discipline.

## COURSE OUTCOME

### DEPT. OF EDUCATION

#### **Semester 1 -**

CC 1: Will understand the basic principles of Education and the various factors that affect the process of education.

CC 2: Will learn about the history of education in India in ancient & medieval times as well as modern times along with important commissions and policies on education.

#### **Semester 2 -**

CC 3: Will understand the basic psychological principles underlying education and the processes of various aspects of development of the individual.

CC 4: Will understand the different philosophical principles of education and the different schools of philosophy impacting education.

#### **Semester 3 -**

CC 5: Will become familiar with the relation between sociology and education as well as the sociological principles that influence education.

CC 6: Will understand the concept and functions of educational management, organization and planning.

CC 7: Will know about the basic tenets of guidance and counselling and the basic data required for guidance in educational institutions.

SEC A: Will learn about the process of communication and develop skills in various aspects like listening, speaking, writing and reading.

#### **Semester 4 -**

CC 8: Will learn about Educational Technology and the latest concepts related to technology in learning.

CC 9: Will understand the principles behind curriculum construction and the National Curriculum Framework along with evaluation of curriculum.

CC 10: Will become familiar with the concept of inclusion in education and the types of different disabilities as well as the barriers to inclusion.

SEC B: Will understand the concept and types of teaching and develop basic skills of teaching.

### **Semester 5 -**

CC 11: Will understand the process of measurement and evaluation in education and the tools and techniques needed for the same.

CC 12: Will gain expertise in statistics and its application in education through a Practical implementation.

DSE A: Will learn about the educational thoughts and contributions by noted Indian and western educators.

DSE B: Will develop an understanding of the basic processes involved in Teacher Education and its development in India.

### **Semester 6 -**

CC 13: Will become familiar with the concept of adjustment, maladjustment and mental disorders, and also how to score psychological tests through practical implementation of certain tests.

CC 14: Will gain an understanding of various types of educational research and prepare a Research Proposal.

DSE a: Will learn about factors of population and elements of Population Education.

DSE B: Will gain insight into Women Education and its development in India.

## PG Course Outcome

### Two Year Semester wise M.A. in English under CBCS curriculum affiliated to University of Calcutta

#### Name of the Programme: M.A. English

Semester	Course Name	Course Objectives (as documented in the official University of Calcutta website)	Course Outcome
<b>I</b>	<b>CORE COURSE I</b>  <b>British Literature from Geoffrey Chaucer to the Beginning of English Civil war</b>	The course attempts to trace the trajectory of modernity in England as implied by the writings of the late mediaeval period. Such modernity, coupled with the discourse of Humanism which settles much later in England compared to the rest of the continental Europe, defines the spirit of the age. The genre, the style and the technique of the larger body of literature of the early modern era, being informed by the thoughts of the classical world, would continue to shape the future course of literature and culture in England vis-à-vis the world. How such ramification takes place is suggested by a section of the components of the course that points to the colonial enterprise of the nation amenable to the discovery of the 'new' lands. The course is designed to facilitate the learners to understand the politics of the white, masculine self reflected in the texts included in the course.	On successful completion of the course, the learners will be equipped to recognise and reflect critically on racial, cultural and gender-related implications in the texts. The learners will become intimately acquainted with the various prevalent literary genres and styles and have a holistic grasp on the socio-literary context of the given period.
	<b>CORE COURSE II</b>  <b>Elizabethan and Jacobean Drama</b>	The paper is divided into Unit I, comprised of any three Shakespearean plays, and Unit II, comprised of any three non-Shakespearean plays, with the general objective of familiarizing students with the rich dramatic history of the age. Needless to say, certain plays are natural conglomerates, certain plays are seminal to our understanding of the popularity of Renaissance drama across time and space. The shifting trends of staging and criticism sometimes play a role in the choice of play texts but our objective is also to make our students aware of the history of	On successful completion of the course, the learners will develop an informed understanding of the dominant themes, tropes and conventions in Elizabethan and Jacobean dramaturgy in addition to having a better comprehension of the linguistic usage of the period. This will enable the learners to cultivate the culture of the English Renaissance and its

	<p>transmission of these texts as well as performance history.</p> <p>Our Department had legendary teachers of Renaissance drama in the past, no doubt reflecting the strong tradition of Shakespearean studies in Bengal. Another objective of the course is to incorporate the study of landmark productions, especially local adaptations. The plays call for student performances, being of the nature of plays-in-performance.</p> <p>The broad objectives are</p> <ul style="list-style-type: none"> <li>• Textual explication: details of Elizabethan language like word usage, wordplay and punning, image clusters, motifs and themes</li> <li>• Reading in context of the socio-cultural background and the intellectual and artistic milieu</li> <li>• Readings incorporating the critical approaches necessitated by the chosen play</li> <li>• Studying the stage and film history</li> </ul>	<p>immediate aftermath, as represented in Drama.</p>
<p><b>CORE COURSE III</b></p> <p><b>British Literature from the English Civil War to the French Revolution</b></p>	<p>This course on Neoclassical British literature attempts to bring into the fore ‘the dialectic of enlightenment’. The texts of this course as products of the changing pattern of history from Revolution in England in mid seventeenth century to that in late eighteenth century France broadly comment upon the ushering in of a different kind of modernity in Europe availed through social, political and cultural changes. They also show how the literary/cultural milieu shifts from embracing the empiricist assumptions to adopting the modes of idealism as apparently two contradictory facets of enlightenment. The emergence of the middle class, an issue gradually developing since the English Revolution, in the public sphere of the English life is marked by the components of this course.</p>	<p>On successful completion of the course, the learners will be able to demonstrate a clear understanding of the narrativization of the English Civil War and the Neoclassical Age in British society. Equipped with the knowledge of the intellectual history of the period, the learners will be able to confidently chart the rapidly changing literary landscape of the period.</p>
<p><b>CORE COURSE IV</b></p> <p><b>British Literature from the French Revolution to the End of the Victorian Age</b></p>	<p>The change in the spirit of literature and culture of Europe/England initiated by the French Revolution and the Industrial Revolution is reflected upon the texts offered in this course.</p> <p>A shift in the philosophical understanding, a shift from the empirical to the idealist is discernible in the literary texts offered in this course. But since the nineteenth century British literature is not a not a smooth and</p>	<p>On successful completion of the course, the learners will be able to synthesise information from diverse sources sensitively and develop a critical comprehension of the images and the social constructs of the Victorian Age and the immediate decades leading up</p>

		monolithic progress, the texts of this course, written after 1837, signal the dilemma, debates and anxiety of the nation vis-a-vis the empire. The learners are expected to uncover the concerned social, cultural and political agenda hidden in the literature of the period.	to it as represented in the various literary genres and sub-genres.
	<b>CORE COURSE V</b>  <b>Introduction to Linguistics and Structure of Modern English</b>	<ul style="list-style-type: none"> <li>• To introduce learners to the basic concepts and issues of linguistics</li> <li>• To provide learners an insight into the structure and the usage of modern English</li> <li>• To enable learners to evaluate and analyse the structures of different grammatical constituents of English</li> </ul>	On successful completion of the course, the learners will be well-versed in the fundamentals of Linguistic Studies, viz., the basic concepts, theories and methodologies. The learners will also be able to grasp the complexity of Modern English Language as shaped by a range of biological and cultural factors.
<b>II</b>	<b>CORE COURSE VI</b>  <b>British Literature from End of the Victorian Age to 1945 – Poetry and Novel</b>	While one streak of the Modernist literature was critically engaged in exploring the interiority of human psyche, perhaps influenced by Freud and Bergson, the other streak was equally concerned with projecting the social upheavals amenable to the first World War. The mechanism of the bourgeois ideology fostered by the realist representation of time and space is challenged by the content, style and technique of the texts written in this period. As conflicting social issues and agenda conglomerate in the discourse of literature, the learners are expected to ‘appreciate’ the texts offered in this course from their understanding of the history of the era.	On successful completion of the course, the learners will be able to demonstrate clarity and coherence in their conceptualisation of the Modernist Aesthetic. The learners will become familiarised with the various forces and influences that shaped literary production in the first half of the Twentieth Century and this, in turn, will enable them to better understand the long-reaching significance of the new bearings in English poetry and fiction of the time.
	<b>CORE COURSE VII</b>  <b>British Literature from End of the Victorian Age to 1945 – Drama, Short Fiction and Nonfiction</b>	This course is a continuation of Core Course VI. The plays included in this course signal the variety in form and content that the English stage was experiencing in the first half of the twentieth century. The variety ranges from the Irish agenda to the representation of English history and religion articulated through poetic effusions. The course emphasises the genre of the short story which as an emerging phenomenon is concerned with the ‘small experiences’ no less significant to contribute to the making of the modernist sensibilities.	On successful completion of the course, the learners will develop the ability to successfully read the drama, short stories and works of nonfiction in the given period as vehicles of representing and engaging with the paradigmatic cultural shifts as well as the formal/stylistic innovations that mark the Modernist Era. In conjunction with the Core Course VI, this course will empower the learners to appreciate representative Modernist texts

			with a sharper analysing skill.
<b>CORE COURSE VIII</b> <b>British Literature from 1946 to the Present – Poetry and Novel</b>	The end of the Second World War completely changed the economic and philosophical scene. The trajectory of civilization now headed into a time that focused more on materialism than spiritual value. The past was dissected and re-viewed from an almost nihilistic point of view. Late twentieth century literature negotiates this element of non-belief. It also looks askance at the notion of the modern that was celebrated with the coming of the new century, and encapsulates a search for the post-modern. This course looks at the significant poets and novelists who not only lived through and recorded the times, but were perhaps the ones who constructed the new way of life that the world has come to accept. Most of the poets included wrote before and after the war and their poems reflect the passage of time and the passing of thoughts. The novels selected represent their time as well as the changing psyche of the human animal. Through these representative texts, this course aims to present to the learners the entire psycho-social and philosophical shift that twentieth century saw. A thorough knowledge of these texts will allow the learner to understand the time that we inhabit.		On successful completion of the course, the learners will become familiar with the basic outline of British history from 1946 to the present and in the process, begin to understand the place of Literature in Britain within the larger cultural domain. The learners will also be able to demonstrate an in-depth knowledge about the main trends and authors of British novel and poetry in the given period.
<b>CORE COURSE IX</b> <b>English Language Teaching I</b>	<ul style="list-style-type: none"> <li>• To provide learners an insight into the differences between language acquisition and language learning</li> <li>• To enable learners to critically examine the psychological and linguistic influences on ELT, namely behaviourism, cognitivism and humanism</li> <li>• To familiarize learners with major theories of second language acquisition</li> <li>• To make learners understand the significance of learner errors</li> <li>• To introduce learners to theoretical concepts basic to the development of LSRW and different types of grammar, vocabulary and study skills</li> <li>• To expose learners to issues related to curriculum planning and syllabus design</li> </ul>		On successful completion of the course, the learners will develop a keen understanding of the principles and practices of language learning and language acquisition. In addition, the learners will also receive the necessary skills and knowledge required to navigate the challenges and issues related to the designing of an ELT curriculum.
<b>DSE I</b> <b>Ancient European</b>	The course is designed to expose the learners to the ideas, history, narrative, performances and the rituals of the classical world often		On successful completion of the course, the learners will demonstrate an enhanced

	<b>Literature</b>	considered to have constructed all the future discourse of literature and culture in Europe and some other parts of the world. This course will also help the learners to understand the growth and the development of literature better as they often resort to the thoughts of the classical world	awareness about the chronological and formal progressions within the canon of ancient European Classics as well as their philosophical, social and religious underpinnings. Equipped with a coherent sense of the timeline of the evolution of pan-European culture, the learners will be able to place and analyse a specific text in its historical context.
	<b>DSE II Nineteenth Century American Literature</b>	Since America as a new ‘nation’ was struggling to establish its identity, the ‘narration’ in literature was assuming an ambivalent form. Along with offering indigenous elements and puritan sensibilities, which ironically are also derivative in nature, the literature of this period was thoroughly embracing the English/European thoughts and ideas. The learners, through this course, are exposed to the symbiotic relationship between these two worlds.	On successful completion of the course, the learners will demonstrate a deep understanding of the various influences and characteristic features related to the corpus of Nineteenth Century American Literature. The learners will also be able to critically approach the various stylistic and cultural markers across genres like novels and essays.
	<b>DSE III Indian Literature I</b>	The course is designed to make the students aware of the polyphonic images of the Indian society represented through the literary discourse. The texts in this course point to the introduction and growth of Indian literature before Independence. And it also attempts to capture a varied and rich sensibility perhaps common to cultures across India. The inclusion of both kinds of texts, originally written in English and translated ones, would point to the politics of language reflected upon literature and culture. The variety of texts would also suggest an ambivalent attitude towards colonial resistance realised since the latter half of nineteenth century.	On successful completion of the course, the learners will have a clear understanding of how representative texts of pre- Independence Indian Literature speak about and are influenced by the discourses of Nationalism, Decolonization and Selfhood. The learners will gain an illuminated perspective on how Indian writers understood, upheld and challenged the indigenous literary traditions while simultaneously responding to the various intercultural encounters and exchanges.
<b>III</b>	<b>CORE COURSE X British Literature from 1946 to the Present – Drama, Non-Fiction and</b>	Twentieth century theatre is a complex world. More than other forms, theatre is the space where the immediate finds immaculate expression. The plays included in this course epitomize the variety of concerns that the British, as well as the world, has had to come to terms with.	On successful completion of the course, the learners will become closely acquainted with not only the immediate literary responses to the WW II but also develop a better appreciation for the

<p><b>Short Fiction</b></p>	<p>From the idea of the quotidian to that of the highly philosophical, these plays represent the whole paradigm shift experienced by the western world. The short stories explored new horizons, delving into realism and fantasy. Non-fiction directly addressed the issues such as migration and the course of civilization and studies of cultures and travel became immensely popular. This course aims to capture a slice of that experience and enable the learners to look at the theatrical evolutions and evolutions in forms of prose other than the novel, and how these create often curious mirror-images of the life that we must experience. With ample possibilities of theoretical familiarization, this course aims to provide the learners with training in the art and craft of the forms included.</p>	<p>immensely diversified literary scene navigating themes ranging from the domestic to the dystopian in the major plays, short stories and essays written in the period.</p>
<p><b>CORE COURSE XI</b> <b>Literary Criticism I</b></p>	<p>While the first unit of the course outlines the development of the classical trend of criticism, the second unit demonstrates how the earlier model is adopted by the early modern and the neoclassical criticism. Along with commenting on the history, philosophy and culture of the age concerned, the critical writings of the course analyse how they function as a contributive force in shaping literature. The philosophical orientation suggested by the writings of the course would help the learners to better understand the literary texts offered in other courses.</p>	<p>On successful completion of the course, the learners will develop a thorough knowledge of the origins, development and semantics of a collective of important Hellenistic literary scholars and critics. The learners will also be enabled to map the influences of the classical pieces of literary criticism as they impacted the neoclassical and early modern thinkers.</p>
<p><b>DSE IV</b> <b>Modern European Literature</b></p>	<p>The selection of the texts for this course is varied and sprawling. They are representative of the age, culture and space that had produced them. This selection of iconic and experimental pieces of literature, chosen from different parts of Europe, would enlighten the learners in their way of understanding the other canonical literatures. The experiment in poetic form, in theatrical representation and in fictional prose writings would offer the learners a different taste which at the same time will enrich the critical acumen to understand society, culture and literature.</p>	<p>On successful completion of the course, the learners will gain specific insight into the breadth and scope of Modern European Literature and Culture. A clear understanding of the significance of the legacy of Greco-Roman antiquity will help the learners to successfully decode the iconic and iconoclastic continental writers living and working in the 19<sup>th</sup> and 20<sup>th</sup> century respectively.</p>
<p><b>DSE V</b> <b>Sociolinguistics, Phonetics and</b></p>	<ul style="list-style-type: none"> <li>• To familiarise learners with major concepts and issues related to Sociolinguistics</li> <li>• To introduce learners to theoretical and practical aspects of Phonetics and Phonology</li> </ul>	<p>On successful completion of the course, the learners will develop a better awareness of how language as a</p>

<b>Phonology</b>		communication system is affected by the social variables. Additionally, the learners will also gain a working knowledge of the production, articulation, transmission and reception of speech sounds and related important theoretical concepts.
<b>DSE VI</b> <b>Indian Literature II</b>	Though not changed overnight, the spirit of post-Independence literature in India distinguished itself from and at times challenged the notions disseminated through pre-Independence literature. The representation of nation and nationalism became far more complicated as all the domains what together we call Indian literature, embraced different forms experiments in order to address postcolonial anxieties often coupled with the politics of globalisation. Since the texts in this course often explore contemporary politics and history, the learners would receive and 'read' the narrative codes from a personal point of view tempered with the lived experiences.	On successful completion of the course, the learners will be equipped to analyse the representational frames and the complex modernity of post-Independence Indian writings in English. The learners will be able to identify the major writers as well as recognise the stylistic and thematic variations between colonial and postcolonial English literatures produced in India.
<b>DSE VII</b> <b>Colonialism and Postcolonialism</b>	The course is divided into two parts. While the first part is dealing with the theoretical grounding the second part includes texts that invariably display the agenda that entail the social, political and cultural issues of erstwhile colonies. Given some of the texts directly explore the issues of colonial oppression other section discreetly brings into the fore the anxieties and interpellative forces hidden in the larger postcolonial discourse. This course is designed to facilitate the learners to understand the politics of the production, distribution and the reception of literary texts and to develop a different perspective for the act of 'reading'.	On successful completion of the course, the learners will be able to critically reflect and comment on the politics of colonial and postcolonial knowledge-making and dissemination. An increased awareness about the goals and the evolution of postcolonial theory and literature will further enable the learners to assess and relate to contemporary concerns like linguistic hegemony, cultural appropriation and hybridity.
<b>DSE VIII</b> <b>American Literature of the Twentieth Century</b>	The turn of the century saw remarkable developments in the history of American Literature. With the two great wars and a number of socio-racial issues finding prominence, the trajectory of American Literature changed drastically. This course aims to create a comprehensive understanding of the new century and how it mapped the new dynamics of America, and that of the entire world.	On successful completion of the course, the learners will develop a sophisticated understanding of the formative aesthetic principles, individual/collective experiences as well as the cultural influences that guide the significant literary trends of the period, in addition to

			identifying the key authors and the thematic preoccupations in their representative texts.
<b>IV</b>	<b>CORE COURSE XII</b> <b>Literary Criticism II</b>	The history of ideas in England has always been informed by the thoughts developed and nurtured by other European countries. Nineteenth century British literary criticism is no exception. The first unit which includes texts originally written in other European languages examines the dialogue between what the rest of the Europe develops in the world of thoughts and the way English culture receives them. In continuation the essays included in the second unit, explores similar kind of dialogue taking place in the first half of the twentieth century.	On successful completion of the course, the learners will be enabled to comprehend the impact of Continental Philosophy on 19 <sup>th</sup> and 20 <sup>th</sup> century English literary criticism and also to engage in a comparative study of the multifarious aesthetic, social and formal concerns of literature as envisaged by important thinkers like Schiller, Eliot, Bakhtin and Sartre among others.
	<b>CORE COURSE XIII</b> <b>Literary Theory</b>	Since the essays of the course represent specific schools of thoughts and ideas, they will be treated as reference points to discuss larger implications of the concerned literary vis-a-vis cultural theories. The iconic essays of the course, from their theoretical stand, elaborate on the issues of race, gender, ideology, history, identity, language and human psyche that will help the learners uncover the politics of all forms of texts in the context of the globalised world of late capitalism.	On successful completion of the course, the learners will gain a thorough knowledge of the fundamental tenets of major schools of literary theory and the values contained in the seminal works. The learners will therefore be able to confidently understand and interpret a literary text from various theoretical perspectives.
	<b>CORE COURSE XIV</b> <b>Essay</b>	The Essay is a very effective testing technique for assessing students of language and literature. Through the writing of the Essay, students can express their grasp and knowledge of all that has been taught to them. It is simultaneously a test for evaluating higher order skills and a challenge and this is the space where students can express their critical thoughts and ideas. The Essay is, by definition, not bound by any rule(s) but involves both the authoring and the crafting skills. It allows students to go beyond and explore their own capabilities. The Essay, therefore, is a significant part of any goal-oriented curriculum.	On successful completion of the course, the learners will demonstrate an enhanced ability to recapitulate, evaluate and synthesise knowledge gained in the entire programme and enrich it with their original research-oriented commentary and interpretations. The learners will also develop better writing skills and be prepared to express their independent readings of literary texts, eras or movements.
	<b>DSE IX</b> <b>New Literatures</b>	This course aims to familiarize learners with writers of new literatures from around the world and enable them to comprehensively appreciate various cultures. The texts chosen	On successful completion of the course, the learners will be familiarised with a broad spectrum of non-European

	are representative of the decolonized or settler cultures that have evolved into nationalities. The past and current flow of population, commodities and ideas; the margins writing back to the centre or rewriting and reappraising the centre are reflected in these texts.	and/or non-White perspectives and realities in the representative texts. In the course of reading authors of diverse nationalities, the learners will develop a sensitive appreciation of not only their cultural differences but also of the many 'englishes' to be encountered in their works.
<b>DSE X</b> <b>English Language Teaching II</b>	<ul style="list-style-type: none"> <li>• To familiarize learners with different approaches and methods in ELT</li> <li>• To expose learners to the nature of materials for language learning and make them evaluate and adopt materials in accord with specific criteria</li> <li>• To introduce learners to the classification of tests and make them recognize the features of a good test</li> <li>• To provide learners with the basics of various techniques of testing with their relative merits and demerits</li> <li>• To expose learners to issues related to classroom interaction and management</li> <li>• To make learners critically evaluate major issues and appreciate recent trends in ELT in India</li> </ul>	On successful completion of the course, the learners will become well-versed in the nuances of English Language Teaching as a domain in and itself.
<b>DSE XI</b> <b>Gender and Literature</b>	<p>The paper has two units, Unit I, comprised of Feminist Texts [of which three shall be offered] and Unit II deals with Sexual Identity in Literature [any three texts]. In Unit I, Feminism is the unifying force behind writing from the West and East [more specifically, India]. The cause of women writing for and by themselves does not lack either ground breaking works or thought provoking theories. The course modestly attempts to represent the significant Others of the human population in a brief span. Unit II ventures into the less explored area of Queer Studies, looking at texts expressing erotic desire and dealing with various aspects of same-sex relations, coming to terms with one's sexual identity, androgyny and the fluidity of gender. The broad objectives are</p> <ul style="list-style-type: none"> <li>• To posit gender as a social construct.</li> <li>• To represent women's voices and histories, breaking the silence of patriarchal oppression.</li> </ul>	On successful completion of the course, the learners will become sensitised regarding the differences between gendered experiences across race, culture and sexualities. The learners will be enabled to recognise overt and covert politics of marginalisation of women and sexual minorities and also become well-versed in understanding feminist and/or queer cultural trends and movements intended as acts of resistance against enforced conventions of patriarchy and heteronormativity.

		<ul style="list-style-type: none"> <li>• To explore the plurality of concerns despite terms like ‘feminist’ or ‘queer’.</li> <li>• To accommodate the negation of gender stereotypes in a more inclusive world.</li> </ul>	
	<b>DSE XII</b>  <b>Modernism and Postmodernism</b>	<p>Since postmodernism is both, an extension and a rejection of modernism the texts selected for the course would enlighten on the social and cultural factors that generated the ideas of modernism and postmodernism. The variety of genres to be discussed in this course would certainly point to the narrative and the formalist tropes common to all the texts. More over the inclusion of the American texts would encourage the learners to compare European modernism and postmodernism with the overseas counterparts.</p>	<p>On successful completion of the course, the learners will be able to identify how Modernism and Postmodernism differ from one another and also how the two sometimes overlap and intersect. The learners will be equipped to explore the many facets of the representative texts, particularly within a specific historical context.</p>
	<b>DSE XIII</b>  <b>Popular Culture</b>	<p>The term ‘popular’ may seem ordinary and innocuous to most. But, according to a number of thinkers, it contains perhaps the most significant ideas that define a time. Although, ‘popular’ has often been disregarded by the critical establishments, yet a close study of the elements uncovers surprising truths. This course aims to look at certain sections of popular culture – examining both the idea of the ‘popular’ and of ‘culture’. Through both theory and late twentieth century models this course aims to introduce the learners to the necessary concepts and enable to read for themselves how the culture constructs function in society.</p>	<p>On successful completion of the course, the learners will be able to combine published scholarship with their original critical analyses to better quantify the many connotations of the words ‘popular’ and ‘culture’. The learners will become equipped to ‘read’ all texts as cultural artefacts and, in the process, gain insight into binaries like high/low culture and the politics associated with this distinction.</p>

## COURSE OUTCOME (C.O.)

### DEPARTMENT OF ENGLISH (U.G.)

**Three Year Semester-wise B.A. in English (Honours and General) under CBCS curriculum affiliated to the University of Calcutta.**

<b>Name of the Programme:</b>	<b>Year of Introduction:</b>	<b>Course Outcome:</b>
B.A. ENGLISH (Honours)	Session 2018-19	<p><b>SEMESTER I</b></p> <p><b>CC1: History of Literature and Philology</b> This module is a crucial component of the entire BA in English programme that facilitates subsequent papers.</p> <p>The History of Literature sub-unit provides the basic framework and timeline for the rest of the course. By familiarising students with the different literary eras and their unique characteristics, this paper enables them to situate the texts they study subsequently in their proper periods. Upon completion of this course students are expected to identify authors and their works and comprehend them in their historical, political, social and cultural context.</p> <p>The Philology sub-unit allows students to analyse the medium in which they will continue the rest of the course. Any study of literature in a particular language is incomplete without tracing the trajectory of that language through history. At the end of this module students have an overview of the progress of the English language from its beginnings to its present-day format. They can also identify the etymology of words and gain an insight into linguistic influences on literary output.</p> <p>The tutorial component of this paper is designed to allow students to undertake research in the influence of other languages on English in contouring it into its present shape.</p> <p><b>CC2: European Classical Literature</b> Like CC I, this module is the fundamental bedrock of English literature studies. Alongside the Bible, the literary achievements of ancient Greece and Rome have moulded all subsequent European literature. This paper introduces students to some of the salient works of classical literature. At the end of this module students have a working knowledge of the landmarks of Greek and Latin culture and how they have gone on to shape English literature throughout history.</p> <p>The tutorial component of this paper encourages students to explore widely beyond the prescribed syllabus in order to enhance their understanding of this rich repository of civilisation and culture.</p>
		<p><b>SEMESTER – II</b></p> <p><b>CC 3: Indian Writing in English:</b></p>

The students gather a comprehensive idea of the origin of Indian writing in English and its journey onto the Modern Era. The prescribed texts offer a vast understanding of the heritage of Indian-English poetry through the poems of Derozio and Toru Dutt, further moving on to the modernist poetry of Nissim Ezekiel, Kamala Das, Jayanta Mahapatra and A.K. Ramanujan. Bankim Chandra Chattopadhyay's maiden novel, *Rajmohan's Wife*, introduces the students to the vast ethos of the 19<sup>th</sup> C. Bengal and the conditions associated with English readership at that point of time, amongst several other vital issues. Mahesh Dattani's play *Bravely Fought the Queen* speaks about the contemporary issues pertaining to gender fluidity, specifically associated with the LGBTQ Community.

The students get accustomed to research by means of writing a term paper based on this Core Course, as prescribed by the Board of Studies.

#### **CC4: British Poetry and Drama (14<sup>th</sup> to 17<sup>th</sup> century)**

This paper begins with the 14<sup>th</sup> century poet Chaucer and selection from his magnum opus, *The Canterbury Tales* followed by Renaissance poets and sonneteers, Spenser and Shakespeare. This section culminates in the 17<sup>th</sup> century Metaphysical Poets, Donne and Marvell, thus offering students both chronological and conceptual journey of poetry and its transition. The second section dedicated to Renaissance drama, has Marlowe's *Edward II* and Shakespeare's *Macbeth* and *Twelfth Night*, acquiring students with two major literary types, tragedy and comedy and its development in Renaissance England, the Elizabethan theatre and stage and the socio-cultural practices of the time. Tutorial component marks an essential feature of the course.

### **SEMESTER – III**

#### **CC5: American Literature**

This course provides a unique opportunity for the students of English literature to get acquainted with the culture and literature of another Anglophone part of the Western world, that is, the United States of America. Reading the writings of the American authors like Miller, Hemingway, Fitzgerald, Whitman, Poe and Frost, the students get a sense of the American ways of life and thinking and at the same time, the writers like Faulkner, Plath and Hughes bring American perspectives of race, gender and class to the fore. Altogether, the students develop a sense of the history of American literature and at the end of the course, they also write a term paper where they usually focus on a particular text and give new meanings to the text based on their own understanding of the American literary history and its trends.

#### **CC6: Popular Literature**

Based on Popular Literature from South Asia, America and Europe, this course caters to both learning and entertainment for the students who are already acquainted with at least one

or two of the primary texts prescribed in this section. This course helps them gain a thorough knowledge and idea of the intellectual value of genres like Comics (*Tintin in Tibet*), Detective Fiction (*The Murder of Roger Ackroyd*), Nonsense Verse (*Abol Tabol*) and Fantasy Literature (*Through the Looking Glass*). Students also get acquainted with theories on Popular Literature and Culture in general. Preparation of Tutorial papers on various topics covered in the course gives the students opportunities to prove their orientation to the course in general, which, will help in further inspiration for research work.

**CC7: British Poetry And Drama (17<sup>th</sup> & 18<sup>th</sup> Century)**

With such canonical and representative texts like *Paradise Lost*, *The Rape of the Lock* and *The Duchess of Malfi*, this course has very significantly included the erstwhile neglected, but supremely relevant and powerful text of Aphra Behn's *The Rover*. The course introduces students to the brilliant and controversial era of 17<sup>th</sup> and 18<sup>th</sup> Century British Literature. Apart from providing a holistic knowledge of the political, social and cultural background of this era, the course also offers a knowledge of Biblical narratives and Epic literature, along with an experience of Rhetorical stylistics. The course also caters to the students' interests in Elizabethan and Jacobean Revenge tragedies and the role of the Malcontent figure in the genre. A Restoration Comedy like *The Rover* very significantly asks for a detailed knowledge of the Restoration stagecraft, theatrical innovations etc. As per the social norms of the era. Preparation of Tutorial papers on various topics from the Course gives the students a deeper understanding of the subtle nuances provided by the prescribed texts.

**SEMESTER – IV**

**CC8: 18<sup>th</sup> Century British Literature**

This course aims at familiarising students with the 18<sup>th</sup> century British literature and subsequently the social and cultural history of the time through satire, elegy, drama, periodical essays and novel. As the course addresses a significant period often understood as either Neoclassical or Augustan or Age of Enlightenment or an age of prose and reason, students get acquainted with not only the literature but also are able to analytically look at the time frame which begins with *The Way of the World* and culminates in the Precursors of Romantic movement. Defoe's novel *Robinson Crusoe* offer engaging discussions on the rise of novel and its development while the periodical essays, i.e. Spectator papers add to the list, allowing necessary deliberations on the emergence of print culture, middle class and the socio-cultural and political history of the time.

Tutorial assignments enhance the research aptitude of students honing their analytical reading habits and writing skill.

**CC9: British Romantic Literature**

In tandem with CC8 and maintaining the chronology, this paper looks at the Romantic Revival, essentially through poetry but also across diverse genres, essays and fiction. The course is designed in a manner that it embraces deliberations on basic tenets of Romanticism through critical reading of Blake's poetry from *Songs of Innocence and Experience*, Wordsworth's 'Tintern Abbey', Coleridge's 'Kubla Khan', Shelley's 'West Wind' and 'Skylark' and finally Keats' Odes.

#### **CC10: 19<sup>th</sup> Century British Literature**

This core course entails studies in Victorian literature, an important period that saw Industrial Revolution, which had affected the social, cultural and literary life of the English society. Reading through poetry of major poets like Tennyson and Browning, Arnold and Christina Rossetti, and novels of Jane Austen, Charlotte Bronte, Dickens and Hardy, the paper aims at critically looking at major literary and cultural movements of the time, the gradual urbanisation, rise of capitalism, changing perceptions of people, growth of Empire under the Queen and women's emancipation. Tutorial projects engage students into further research and hone their analytical abilities.

#### **SEMESTER – V**

#### **CC 11: Women's Writings:**

This course is aimed at gender sensitization and fostering social awareness among the students. The vast canvas of women's writings – texts by women and about women as the subject matter – justify the purpose of gender sensitization. From the poetry of Elizabeth Barrett Browning, Eunice De Souza and Emily Dickinson, to the short stories of Maheshweta Devi and Katherine Mansfield justify the articulation of women's voices in different times and spaces. Alice Walker's *Color Purple* and Emily Bronte's *Wuthering Heights* are two seminal texts in this category. Rassundari Debi's autobiography, *Aamar Jiban* specifically focuses on the female position and the significance of her association with education in the context of 19<sup>th</sup> C. rural Bengal. Mary Wollstonecraft's *A Vindication on the Rights of Woman* stands for an understanding of the onset of Feminism, with respect to the challenges imposed on the flaws of the French Revolution and the silencing of the female voice in the society.

The students get accustomed to research by means of writing a term paper based on this Core Course, as prescribed by the Board of Studies.

#### **CC12: Early 20<sup>th</sup> Century British Literature**

This paper familiarises students with the complex cultural phenomenon called Modernism through selected reading of poetry from Eliot, Yeats and Owen. This allows a thorough engagement with new modes of versification, experimentation with styles and techniques. Fictional prose literature of Conrad and Lawrence marks a significant reading of the human psyche, which has been one of the major

preoccupations of the time. Realist theatre and its recent trends and development of problem plays of Bernard Shaw adds a new perspective to the understanding of the early 20<sup>th</sup> century social and intellectual background.

Tutorial paper aims at discussions on this major transition from realism to modernism across diverse genres.

**DSE – A1: Modern Indian Writing in English Translation:**

This course, by means of adding a new dimension to the English Honours Programme, offers a mix bag of diverse cultural experiences, by introducing translations of texts that are in Bengali, Urdu, Oriya, Punjabi and Marathi. The students are introduced to the process of translation and transliteration, to read a certain text in a different linguistic context. Rabindranath Tagore's *The Home and the World*, Vijay Tendulkar's *Silence! The Court is in Session*, the short stories of Munshi Premchand, Ismat Chughtai and Fakir Mohan Senapati, the poetry of Tagore, G.M. Muktibodh and Amrita Pritam – all bring alive the diverse powerful contexts of reading Indian Literatures. The cultural shifts in the linguistic shift in case of a translation provide an interesting zone for analysing the gaps and fissures in the texts.

The students get accustomed to research by means of writing a term paper based on this Discipline Specific Elective, as prescribed by the Board of Studies.

**DSE B1: Literary Types, Rhetoric and Prosody**

This course addresses three literary types – tragedy, comedy and short story – by outlining their major features and functions. Upon completion, this module invests pupils with an understanding of the literary principles behind many of the texts they have studied individually.

This module also consists of the detailed study of rhetoric and prosody. This component is indispensable for the appreciation of all literary texts, particularly those in the poetic mode. The students gain knowledge of how language is employed and embellished in the creation of literary masterpieces.

The tutorial component of this paper encourages students to apply the general literary theories learnt here to specific texts in order to analyse the modes and methods of literary compositions.

**SEMESTER – VI**

**CC13: Modern European Drama**

This component of the course focuses on three classics of modern European drama. It aims to impart the context of these landmarks of world culture even as it offers the chance to be acquainted with the finer nuances of each play. The outcomes of this module are the in-depth studies of each author and his work as well as the general principles of

theatre conventions and contraventions, the norms and the nonconformist innovations studied against the changing socio-political milieu.

The tutorial component of this paper offers students an opportunity to compare and contrast texts outside their syllabus with the prescribed ones in order to augment their knowledge of the theatre of the period in general.

#### **CC14: Postcolonial Literatures**

This Course includes Postcolonial literature from different cultures and spaces such as Africa, India, Latin America and Australia, successfully representing a contrast in context, concept and style with European literature and culture. It provides an in depth analysis of Postcolonial theories and provides a coherent approach towards historical, cultural and political developments in this particular area. Students prepare

Tutorial papers on various topics to gain a deeper understanding of the theoretical and cultural-social-political aspects provided by the texts prescribed in the Course.

#### **DSE A4: Media and Communication**

This Core Course aims to arm the students with knowledge of Media and Communication Studies. English Honours being a varied field of study, the DSE A4 paper helps the students to familiarise themselves with the theoretical as well as practical applications of Media Studies. The paper introduces the concepts of Mass Communication and Globalisation, and also focuses on equipping students with the skills to write reports, pamphlets, posters, and advertisements. The fundamentals of editing are covered in this Core Course, with students asked to write reports and advertisements as part of their Tutorial, enabling them to utilise the practical applications that this paper entails.

By the inclusion of this paper, it is made sure that the students are provided the necessary skills to enter the field of Media Studies, be it journalism or editing. They are given the tools to create various forms of media, be it classified advertisements, investigative and informative reports, and even posters and pamphlets. This leads to honing of writing skills that are not strictly literary, but also of journalistic value. It helps in precision and fine-tuning of their writing skills.

#### **DSE B4: Text and Performance**

This is an optional paper for the English honours students and this course offers an excellent opportunity to learn in an intensive manner about a particular form of literature, that is, the drama. As there are no prescribed texts for this course, the students and the teachers enjoy the liberty of structuring the course in a very flexible manner, keeping in mind the interests of the students. What especially attracts the attention of the students is the “performance” of the selected “texts” in class as none of the other courses in the curriculum accommodates that. Students who opt for this course get to study about the history and origin of theatre both in the

	<p>eastern and in the western context. The classical and folk traditions of theatre are discussed at length and the development of different theatrical forms over the time is also analysed in detail. After getting this rigorous training, students are also introduced to the modern and contemporary forms of theatre and special emphasis is placed on the acting methods and performance techniques of these plays.</p> <p>The contributions of some of the eminent theatre personalities are also elaborately studied and at the end of the course, the students have the opportunity of framing their own tutorial where they usually write about their own understanding and interpretation of a specific theatre form or movement or even a technique.</p>
<b>B.A. ENGLISH GENERAL</b>	
<b>B.A. ENGLISH (General)</b>	<p style="text-align: center;"><b>SEMESTER – I</b></p> <p><b>GE1: Poetry and Short story</b>  This course is meant for both Honours general and Pure General students. They are introduced to two significant literary forms – poetry and short story. A selected reading of poetry beginning with Shakespeare’s sonnet followed by Romantic poetry of Wordsworth, Shelley and Keats, students learn to appreciate and critically analyse any literary text. This is further enhanced as they read three modern short stories by Conrad, Joyce and Mansfield.</p> <p>The course has a mandatory tutorial component that engages students into analytical study dedicated to any text of their choice from the syllabus, following a proper citation style, preferably MLA.</p> <p><b>AECC1: Communicative English</b>  The AECC1 course is mandatory for all students across all disciplines. The objective of this course is to enable the student to grasp the basic components of grammar and its structures. By the end of the course, the student is expected to employ the correct usage of basic grammatical skills in the English language, and be able to effectively the use the language for communication. The paper includes various types of grammatical exercises, which help in imbibing a structural knowledge of sentences. It also includes comprehension exercises which extend the range of reading for the students, and testing their grasp over the language at the same time.</p>
	<p style="text-align: center;"><b>SEMESTER – II</b></p> <p><b>GE2: Essay, Drama and Novel</b>  This course is designed in a manner that students of other departments, both Honours and General, find an avenue to participate as readers in the Romantic reverie of Charles Lamb, while at the same time they are introduced to complex and critical crises of imperialism through the essay of Orwell.</p>

Hardy's novel adds to the contour of the course while Shakespeare's Romantic Comedy marks a perfect addition of colour to the elective. The tutorial component engages students into further research on any of the text and topic of their choice.

### SEMESTER – III

#### **GE3: Women's Writing**

Students coming from other disciplines, this course is designed to address women's writing through a plethora of women writers – poets like Barrett Browning, Christina Rossetti, Dickinson and Naidu and Prose writers like Begum Rokeya Sakhawat Hussain and Rassundari Devi. This diverse choice of writers and their literary contribution only highlight their role in women's emancipation across cultures.

The tutorial often engage in discussions on women and environment, gender bias and patriarchy, participation in political and cultural movements.

#### **LCC (L-1) 1: Language, Variety and Stylistics:**

This Language Core Course paper has been initiated with the objective to improve the language skills among the B.A. Pure General students. The course modality serves this purpose, where the completely unseen paper evaluates the students on the basis of their writing skills. This improves their overall communication skills, where they have letter writing, e-mail writing, report writing, correction of sentences and conversion from British to American English and vice-versa, in their examination.

The students get accustomed to research on communication skills, by means of writing a term paper based on this Language Core Course, as prescribed by the Board of Studies.

#### **SEC A: Business Communication**

A skill enhancement Course, this section is aimed at teaching students language and grammatical skills, along with application of business communication skills such as writing Reports, E-mails, Business Letters, Minutes of Meetings and most importantly, preparation of proper Curriculum Vitae. In short, this being a hard-core practice based course, it helps students to achieve clarity of expressions to successfully and confidently present themselves in the competitive environment of the professional world.

### SEMESTER – IV

#### **GE4: Academic Writing**

This paper is an initiation to the world of academic writing for the students. It helps develop the necessary skills for students to form cohesive and complex arguments, and present them in a formal space of academic writing. The paper includes exercises in summarising and paraphrasing, both of which help to orient the student in formulating concise ideas which they can then expand through carefully structured arguments. The paper entails composing essays as

well, which provides the scope for detailed and well-researched writing to flourish. Another significant addition to this paper is the incorporation of citation of sources. The students are made familiar with the idea of academic citation: the varied styles and the processes of citing. The objective rests in correctly citing sources in the well-formulated compositions by the students.

### **LCC 2-1: Language, society and Personality**

This course is divided into two parts and students who opt for this course get the opportunity to not only strengthen their English language skills but also to learn more about the Indian society, culture and its politics. The first unit “Language and Society” explores the varied issues related to pluralism, the partition and sustainability through the writings of Shashi Tharoor, Ismat Chughtai and Ramachandra Guha. From the second unit “Language and Personality”, the students learn new details about the life and contributions of some of the eminent figures of Indian history like Mahatma Gandhi, Rabindranath Tagore and Iswar Chandra Vidyasagar. These short narratives taken together help the students achieve a better understanding of India and their reflections on these diverse socio-political aspects also develop their ability of critical thinking.

### **SEC B: Creative Writing**

This Course has been prescribed with a definite purpose of inculcating and honing the creative Imagination of students. Comprising of modes of creative writing like poems and short stories, this course is a teacher's delight as it provides creative independence to students, enhances their imagination and inspires them to practise writing independently for the purpose of publication. It also provides them with valuable technical information on rules, regulations and procedures to be followed in order to get them published in newspapers, magazines, books and journals.

## **SEMESTER – V**

### **DSE A1: British Literature**

This semester introduces B.A. General students to Discipline Specific Elective course. As they opt for British Literature, the course allows them a comprehensive study of poetry, Romantics, Victorian and Modern, drama by Shakespeare and novella by Stevenson. The course is designed in a manner that will enable them a thorough knowledge of British Literature through its various literary forms.

The tutorial component, as directed by the BoS, enhances their research aptitude in any area of their choice primarily related to the given texts.

## **SEMESTER – VI**

### **DSE B1: Partition Literature:**

	<p>This Discipline Specific Elective meant for the B.A. General students, aims to specialise them in the vast array of the Partition literature. The themes, motifs and images pertaining to the horrors and trauma of the historic event, known as the Partition, find a justifiable position in the selection of texts that are prescribed in the syllabus: Amitav Ghosh's novel, <i>The Shadow Lines</i>, the short stories of Protiva Basu, Sadat Hasan Manto and Manik Bandopadhyay, the poetry of Sahir Ludhianvi, Biren Chattopadhyay and Sankha Ghosh.</p> <p>These texts in English and in other regional languages capture the same psychic association that an individual or a demography at large had with the historical event of the Partition.</p> <p>The students get accustomed to research by means of writing a term paper based on this Discipline Specific Elective, as prescribed by the Board of Studies.</p>
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**COURSE OUTCOMES**  
**GEOGRAPHY HONOURS**  
**(CBCS SYLLABUS)**  
**CORE COURSES**

**GEO-A-CC-1-01-TH/P – Geotectonics and Geomorphology**

The students develop a clear concept of the interior of the earth, the structural parameters, the diastrophic movements and the causes responsible for the evolution of the major landform features by studying the theories and fundamental concepts of Geotectonics. They acquire knowledge about the different types of folds, faults and their surficial expressions. The study of Geomorphology makes the students understand the different denudational processes and resultant landforms, the theories of development of landforms. They develop an idea about the systems approach and concept of time in the evolution of landforms.

The practical component helps the students to understand the characteristics of rocks and minerals and identify them. The concept of dip and strike of a rock bed becomes clear to them and by regular practice, they acquire the skill to measure the dip and strike of a rock bed with a clinometer. The study of topographical maps in details help them to develop skills in identifying features and bring out a correlation between them. These concepts prepare the students for future field studies.

**GEO-A-CC-1-02-TH/P – Cartographic Techniques**

This course is mainly designed to understand and prepare different kinds of map and diagrams to represent geographical data. Through map projection students try to represent a good model of any part of the earth in its true shape and dimension. They develop the concept of scale, bearing, geoid, spheroid which help them to recognize the basic themes of map making. They also have a detail idea of thematic maps and topographical maps which can be applied in the practical component of the course.

**GEO-A-CC-2-03-TH/P – Human Geography**

The course enables the students to understand the theoretical approach to the study of Human Geography, its nature, scope and recent trends as well as the evolution and adaptation of human societies over time, theories of population growth, race and cultural diversity over space. Knowledge is also acquired on the distribution and growth of population, rural settlement types and patterns as well as the morphology and hierarchy of urban settlements. In the practical component, students learn to apply cartographic techniques to the analysis of demographic data and settlement analysis from topographical maps.

### **GEO-A-CC-2-04-TH/P – Thematic Mapping and Surveying**

This course helps the students to learn the map making techniques. They learn the concept of natural and logarithmic scales and the representation of data through cartograms.

Understanding and interpreting geological maps and weather maps, land use and land cover maps form an important component of this course. The students first gather a theoretical knowledge about different survey instruments like theodolite, prismatic compass and dumpy level and then apply the acquired knowledge by handling the instruments in the field. They develop an idea about different types of thematic mapping techniques.

### **GEO-A-CC-3-05-TH/P – Climatology**

An understanding of the elements of weather and climate, various atmospheric phenomena and climate change is the core outcome of this course. The impact of anthropogenic activities on the climate system is specially emphasized. Knowledge is gained on the different weather systems, atmospheric disturbances and the importance and nature of the monsoon circulation in India. Students are introduced to different approaches to climate classification. Through the practical component, students learn to measure the basic elements of weather with meteorological instruments and to prepare and analyze various climatic maps, diagrams and charts.

### **GEO-A-CC-3-06-TH/P – Hydrology and Oceanography**

Hydrology is an effective tool for water resource and basin management. The geography students can be involved in planning, development and sustainable use of natural and domestic water resources.

Oceanography deals with the distribution of oceanic water masses, morphology and relief of the ocean floors, depth zones in oceans, physical and chemical properties of ocean water, marine mineral resources, oceanic processes, dynamics of water masses and the role of oceans in controlling the global climatic events. It is especially important today as climate change, pollution and other factors are threatening the ocean and its marine life. The students can involve themselves in research related to global circulation and its influence on climatic patterns in the future. Considering the practical component, the students develop a skill in constructing rating curves and determine the possibility of flood in different rivers, interpret hydrological and rainfall dispersion graphs and diagrams.

### **GEO-A-CC-3-07-TH/P – Statistical Methods in Geography**

Statistical methods in geography involves conducting studies to collect, organize, summarize, analyse and draw conclusions from data which help in summarizing the findings of studies, comparing the phenomenon under study, forecast the state of variables, evaluating performance of certain activity, decision making, establish relationships between a set of observations. All the results of the statistical analysis make a valuable contribution in the body of geographical knowledge.

Hence, processing of geographical data involves the application of suitable statistical technique, its presentation requires the application of the most suited cartographic techniques and its interpretation needs the wisest use of geographical principles leading ultimately to scientific geographical explanations.

### **GEO-A-SEC-A-3-01-TH – Coastal Management**

The prime objective of Coastal Management is to create knowledge to balance between development needs and protection of natural resources. The course develops knowledge in the management of dynamic coastal environment with interplay between physical-chemical, biological and social parameters. It helps to prepare students to address environmental and socio-economic problems in coastal management. It enhances research and development in coastal engineering and environmental issues related to oceans and coasts for the sustainable utilization of coastal resources through effective management. It may help the students to build capacity as efficient Coastal managers, policy makers and experts in Integrated Coastal Zone Management.

### **GEO-A-CC-4-08-TH/P – Economic Geography**

The course helps in the assessment of the significance of economic geography by learning different approaches to economic geography and the concept of economic man. It helps in the appraisal of the concepts of different economic activities, their types and factors affecting the location of these activities. The students can evaluate the locational factors of agriculture and industries and assess the global economic relations among different nations through different organisations and economic blocs. They learn the techniques of mapping and interpreting the data on production, economic indices, transport network and flows.

### **GEO-A-CC-4-09-TH/P – Regional Planning and Development**

This paper underlines the importance of regions as an integral part of the study of Human Geography. Students get a comprehensive idea about the core concepts of regional planning with special reference to India. The outcomes include an understanding of the concept of development in its entirety including the major economic models of development. Knowledge about the existence of unbalanced regional development in India together with an idea of how to formulate different measures of attaining balanced development is also a core outcome of this course. Through the related practical exercises, students acquire the skills to delineate different types of regions and of mapping regional disparity.

### **GEO-A-CC-4-10-TH/P – Soil and Biogeography**

A holistic understanding of soil as a resource is the major outcome of this course. Students are introduced to the different aspects of soil ranging from its formation, properties, nature of soil profiles as well as the different systems of soil and land classification. Importance is laid on an understanding and analysis of soil erosion and degradation with particular emphasis on the active role played by man. Students also gain an insight into the various management techniques that help man to conserve and nurture this valuable resource. They get first-hand knowledge in identifying soil types and soil testing as well as in the analysis of biogeographic data and determination of plant diversity.

Biogeography provides knowledge about the natural habitats of the world and the causes of distribution of biota. Human impact on biota, impact of disturbance in a natural habitat and biota-environment interactions are important areas of research.

#### **GEO-A-SEC-B-4-03-TH – Rural Development**

Sustainable rural development is vital to the economic, social and environmental viability of nations. It is essential for poverty eradication since global poverty is overwhelmingly rural. It is therefore critical, and there is great value to be gained, by coordinating rural development initiatives that contribute to sustainable livelihoods through efforts at the global, regional, national and local levels, as appropriate. Strategies to deal with rural development should take into consideration the remoteness and potentials in rural areas and provide targeted differentiated approaches.

#### **GEO-A-CC-5-11-TH/P – Research Methodology and Fieldwork**

The students are introduced to the details of research work through this course. They learn how to identify a research problem, specify the area of study, form a hypothesis, follow a methodology, employ quantitative or qualitative analysis, draw proper conclusions about the study area. They learn how to plan a research work, how to handle logistics and emergencies during field work. This course prepares the students before going to the field and they can apply their pre-acquired theoretical knowledge in collecting primary data from the study area. They develop skills in photography, video recording, compilation, analysis and representation of data through maps and diagrams.

#### **GEO-A-CC-5-12-TH/P – Remote Sensing, GIS and GNSS**

Remote sensing is the acquisition of information about an object or phenomenon without making physical contact with the object, in contrast to in situ or on-site observation.

Geographic information systems and remote sensing technologies provide tools for the students to understand the earth through advanced scientific tools like GIS and Remote sensing. This course helps the students to acquire knowledge of the principles of remote sensing, sensor resolutions and image referencing schemes. They learn to interpret satellite imagery and understand the preparation of false colour composites from them. They develop the knowledge in analysing and interpreting remotely sensed satellite images and aerial photographs in order to understand land use and land cover of an area. The students learn to collect and interpret data through GIS software and can also apply GIS in the preparation of thematic maps. They also acquire the knowledge of using GNSS.

#### **GEO-A-DSE-A-5-02-TH/P – Climate Change: Vulnerability and Adaptations**

Students acquire a comprehensive idea about the topical concepts of climate change and vulnerability and gain knowledge about adaptive skills and mitigation measures concerning

climate hazards. The course ensures a proper perception about the impact of climate change on various sectors and sections of society and various initiatives developed worldwide to mitigate the ill-effects of climate change. Students learn to analyse the role of national and local planning bodies in climate change mitigation and remain acquainted with the various awareness and action programmes taken to combat climate change with special reference to India. The practical component familiarizes students with different techniques of analysing trends and comparative analysis of temperature and rainfall variability.

#### **GEO-A-DSE-B-5-05-TH/P – Cultural and Settlement Geography**

In this course, students get an introduction to Cultural Geography, its scope, content, various concepts of racial diversity on a global scale as well as the richness of cultural diversity in India. They acquire knowledge about rural settlements in general and on house types and rural settlement types in India in particular. They learn to assess the classical models of urban morphology and are introduced to the functional classification of cities. An understanding of social area analysis is an outcome of the practical component. Students are also able to identify rural settlement types from topographical maps and map cultural phenomena with the help of cartographic techniques.

#### **GEO-A-CC-6-13-TH/P – Evolution of Geographical Thought**

In geography, the subject of research and methods of enquiry, objectives of study are guided by certain philosophy that has been determined by social and cultural practices as well as value system. The content of geography is constantly changing to respond to social, political and economic circumstances. Academically geography is a very dynamic and rapidly evolving subject. Contributions of geographers through the ages stimulate its growth and evolution. Therefore, it becomes imperative to study the contribution of great scholars who have helped the subject to grow and become enriched. All students specializing in a subject therefore are required to know about the academic history of their chosen discipline.

#### **GEO-A-CC-6-14-TH/P – Hazard Management**

Hazards like flood, earthquakes etc. are common and recurrent in some countries. Disaster response therefore becomes an important activity at all levels. The hazards are complex and for mitigating the effects knowledge and skill are extremely necessary. Inclusion of hazard management study in the curriculum may improve the knowledge of the students about the hazard and enable them to take action to reduce their vulnerability. Students can also make other people aware of the response and recovery actions to be taken in the event of a disaster.

### **GEO-A-DSE-A-6-04-TH/P – Resource Geography**

The importance of resource geography has to be seen in the light of economic significance it provides to the political cultural matrix of the society. Students may understand the concept and classification of resources, assess the pressure on resources, analyse the problems of resource depletion, understand the concept of sustainable resource development. Crisis of energy and its sustainability is taught through this course.

The students develop the skill of mapping forest cover and water bodies from satellite images, analyse the decadal changes in state wise production of coal and iron ore and learn the computation of HDI.

### **GEOA-B-DSE-B-6-08 -TH/P- Geography of India**

Students will have a general understanding of physical geographic processes, the distribution of landforms and ecosystems, and the role of the physical environment on human populations. Climate, soil and vegetation correlation is very important to understand our eco system which the students will acquire. Students will have a general understanding of global human population patterns, factors influencing the distribution and mobility of human populations including settlement and economic activities and networks, and human impacts on the physical environment. Students will be able to know the presence of minerals, power resources in spatial terms to explain what has occurred in the past as well as using geographic principles to understand the present and plan for the future. Students will have a general understanding of how the physical environment, human societies, and local economic systems are integral to the principles of sustainable development. They develop an understanding towards the life styles of tribes which are an important of the society. They gather knowledge about the physiography, forest and water resources, agriculture, mining and industries of West Bengal. The students acquire a better knowledge of regional issues of West Bengal: Darjeeling Hills and Sundarbans.

**COURSE OUTCOMES**  
**GEOGRAPHY GENERAL**  
**(CBCS SYLLABUS)**  
**CORE COURSES**

**GEO-G-CC-1-01-TH/P – Physical Geography**

- Understand the fundamental concepts of Geotectonics and Geomorphology.
- Gain knowledge about earth's interior, develop an idea about the concept of Plate Tectonics and resultant landforms.
- Acquire knowledge about types of folds and faults, different degradational processes and resultant landforms.
- Learn about the basic concept of slope evolution and systems approach and its significance in Geomorphology.
- Analyse the concepts of hydrology and oceanography
- Evaluate the role of global hydrological cycle, run-off and its determinant factors, the importance of drainage basin as a hydrological unit.
- Develop clear concepts on the properties of ocean water, oceanic circulation, temperature, salinity and marine resources.
- Develop the concept of identifying different rocks and minerals.
- Acquire the knowledge of studying topographical maps by using different morphometric techniques.

**GEO-G-CC-2-02-TH/P – Environmental Geography**

- Assess the significance of insolation and its distribution, structure of the atmosphere and distribution of heat.
- Understand the elements of weather and climate and learn the significance of different weather instruments and preparation of weather maps and climatic charts.
- Evaluation of greenhouse gases and global warming.
- Gain knowledge about the soil types and characters.
- Recognition of physical and chemical properties of soil.
- Approaches to soil studies, process of soil formation, soil erosion and management, learning of ternary diagram.
- Understanding varied ecosystem and their classification and preparation of peoples' biodiversity register to learn about different new species of flora and fauna.

### **GEO-G-CC-3-03-TH/P – Human Geography**

- The students understand the concept of economic activity and factors affecting the location of economic activities and the theories of location.
- They learn to analyse the factors of location of agro based and mineral based industries with special reference to India.
- They develop the concept of globalisation and integration of world economies.
- Gain knowledge about the main themes of Human Geography, population and migration and causes and effects
- Learn about the diverse patterns of habitat, acquire knowledge about caste, language and religion
- Understand the diversity, conflicts of social issues
- Develop the knowledge about cultural regions and realms, cultural landscape and its elements according to Carl Sauer
- Acquire knowledge about cultural differentiation, diffusions and innovations.
- They learn to find out the variation in occupational structure by cartograms, analyse industrial production, measure arithmetic growth rate of population and compute randomness index of rural settlements from topographical maps.

### **GEO-G-CC-4-04-TH/P – Cartography**

- Comprehend the concept of scales, its significance, concept of bearings, recognize the basic themes of map making.
- Develop an idea about different types of thematic mapping techniques and learn to represent the data through cartograms.
- Develop knowledge about the principles of remote sensing, sensor resolutions and image referencing schemes.
- Acquire the knowledge to interpret satellite imagery and understand the preparation of False Colour composites(FCC)from them in order to understand topographic and cultural variations on the earth's surface.
- Develop the concept of Geographical Information System(GIS) for contemporary mapping skills.
- Develop the concepts of surveying and levellingby field instruments like Dumpy level and Prismatic Compass.

## **COURSE OUTCOME**

### **HINDI**

#### **SEM - 1**

##### **CC1 - Hindi Sahitya Ka Itihas ( Reeti kaal tak )**

This paper is related to the early and medieval period of the History of Hindi literature, in which students get the information about literature written in the major Hindi dialects spoken in Hindi-speaking regions. In this paper, equipped by the understanding of the process of writing literature's history, students are able to comprehend the relationship between literature and history. This enables them to do analytical study of changes in Hindi literature from time to time

##### **CC2 - Hindi Sahitya Ka Itihaas (Aadhunik Kaal )**

This paper concerns the history of modern Hindi literature and provides insights into the background of the awakening of modernism as well as its continuous gradual expansion. It is in this part of the history of Hindi literature where students are introduced to literature written to serve India's independence movement. Furthermore, students are made aware of the voices of ideological dissent that surfaced in the 19th and 20th centuries, the disillusionment faced after independence, and the continuous resistance to anti-democratic forces—all of which characterized the literature of this period. Through this paper, students gain a better understanding of contemporary Hindi literature penned to safeguard sensitivity in a world that was becoming dehumanized by the effects of fast-growing globalization and consumerism after 1990.

#### **SEM - 2**

##### **CC - 3 - Prachin evam madhyakaleen kavita**

They will understand the creativity of ancient and medieval Hindi poets, their moral teachings and relevance in today's world.

##### **CC - 4 - Adhunik kavita( Chhayavad tak)**

They will know about writings of the poets of modern period till chhayavad and relate with the history of literature of that period which they studied in SEM -1.

#### **SEM - 3**

##### **CC -5 - chhayavadottar Hindi kavita**

They will understand the writings of post independence poems which are progressive and have manifold dimension and a knowledge of Hindi poetry in sequence along with the happenings around the world.

### **CC6 - Bharatiya Kavya- Shashtr**

This paper is related to Kavya Shastra—the study of concepts and artistry pertaining to poetry in general and Hindi poetry in particular. It offers a holistic understanding of the nature of poetry.

Here the students are introduced to the principles defined by the Acharyas of Sanskrit with regard to the form and content of literature and the debate surrounding its essence. The paper also delves into the literary sects that were formed on the basis of these principles.

### **CC7 - Paaschatya Kavya - Shaastr**

This paper is related to Western poetics. It provides a detailed overview of the ideological debates regarding literature and art that surfaced in the Western world. This paper aims to provide students with a good understanding of literary concepts and theories, covering everything from Plato's doctrines to post-structuralism.

### **SEM – 4**

### **CC8 - Bhasha Vigyan**

It satisfies the queries related to language. Students are acquainted with the philosophical basis of the rules of grammar. Knowledge of phonics, nature, suffixes, and meanings of language is obtained.

### **CC9 - Hindi upanyas**

This paper is related to the study of novel. It contains novels on social, historical, psychoanalytic and political themes. Students can make analytical study of novels on these subjects.

### **CC10 - Hindi kahani**

In this paper, the development of Hindi story and its ever-changing craft can be studied in detail. By reading these stories, students get a good understanding about the nature of the story and its element.

### **SEM - 5**

### **CC-11 Hindi Natak evam ekanki**

This paper is related to drama. Students experience a new form and style of literature. They understand the technique of drama of different periods and also learn the language pattern of drama. This even helps them practically, when they perform drama on stage.

### **CC12 – Hindi Nibandh Evam anay gadhya vidhay.**

Essay is the pivotal form of communication which enables to communicate the emotions feeling and information to others in a written form. It helps to document the information regarding the specific topics. It also rereflects the understanding of student against the topic.

An essay portrays the comprehension of material. Knowledge of documents about different subjects such as history.

It prepares one for future assignments while getting one ready for employment.

### **DSE - A1**

This paper is related to the nationalist poetry in Hindi literature. It focuses on the patriotic and nationalist impulse infused in the poems of poets who were directly associated with the freedom movement in early 20th century.

### **DSE - A -2**

This paper is related to chhayawadi poets. Students able to know the poetry of all four poets of this era individually and comparatively. They even able to understand the social, economical, political and cultural reasons and importance of changes in different times of poetry.

### **SEC -A Vigyapan.**

Through Vigyapan paper, students are prepared according to the market. It also brings about social change. It has become a powerful medium of propaganda. This leads to the creation of new ideas and changes the attitude of the students.

### **SEM - 6**

### **CC13- Hindi Patrakarita**

Through this paper, the career of the student is made in the field of media like news reporter, news editor, page maker, anchor and photographer etc. Students make their career by mixing entertainment and public relations.

### **CC -14 Provojanmulak Hindi**

Functional Hindi acquaints students with the commercial utility of Hindi. Helps youth in providing employment. To encourage translation work and provide complete knowledge of official Hindi, purpose-oriented Hindi.

### **DSE -B -1 Tulsidas**

Tulsidas is one of the greatest poets in Hindi, Indian and world literature . Tulsidas has made an immense contribution in strengthening of family values imbining dignity and honour through Lord Rama, life of purity, simplicity, and self sacrifices. Ramcharitmanas reach created model for perfect family unit with high moral values . people started imbining those values in their living and contribute to get inspired by it till day. Literature of Tulsidas started renaissance in India.

### **DSE - B - 2**

This paper contains the writings of Premchand, an eminent writer of Hindi literature. They able to study novel, stories, drama and essay written by him. They achieve a concrete knowledge and good understanding of Premchand's literature.

### **SEC-B Anuwad**

Translation studies are a great way for linguistics, language, graduate and translators to develop a deep understanding of the academic field and the skills to practice as a translation professional.

This paper enables effective communication between the people around the world.

**COURSE OUTCOME**  
**HISTORY (HONOURS)**

**SEMESTER 1**

**CC 1: HISTORY OF INDIA FROM THE EARLIEST TIMES TO C 300 BCE**

1. To understand the reconstruction of Ancient Indian History with a clear idea about the early Indian notions of History, sources and tools of historical reconstruction and different historical interpretations (with special reference to gender, environment, technology, regions)
2. To trace the evolution and understand the transition from hunter-gatherers to food producers with emphasis on the regional and chronological distributions, technological and economic developments of the Palaeolithic, Mesolithic and Neolithic cultures
3. To learn and analyse the different aspects and features of the Harappan civilisation
4. To know and understand the Aryan Problem and the salient features of the cultures in transition in North India, Central India and the Deccan (c 1500 BCE – 300 BCE)

**CC 2: SOCIAL FORMATIONS AND CULTURAL PATTERNS OF THE ANCIENT WORLD OTHER THAN INDIA**

1. To trace and understand the evolution of humankind in the Palaeolithic and Mesolithic cultures
2. To understand the beginnings of agriculture, animal husbandry and the significance of food production
3. To develop knowledge about the Bronze Age Civilisations with reference to the economy, social stratification, state structure and religion of China (Shang)
4. To know and understand the debate on the advent of iron and its implications
5. To learn about the slave societies in ancient Greece and Rome with an understanding of their agrarian economy, urbanisation and trade
6. To understand the features and nature of Polis in ancient Greece

**SEMESTER - 2**

**CC: 3 HISTORY OF INDIA (C 300 BCE TO C.750)**

1. Students will develop ideas about Economy and Society of ancient India with special emphasis on agrarian relations, urban growth and social stratification
2. Students will learn about the changing political formations and statecraft of the Mauryan Empire and the Post-Mauryan Polities with special reference to the Kushanas and the Satavahanas

3. Students will be informed about changing production relations, patterns of trade, currency, urban settlements, changing norms of marriage and property as well as the nature of the Gupta empire and the post-Gupta polities
1. 4 .Students will gain knowledge about religion, philosophy and society
4. Students will know about cultural developments with special reference to the growth of literature, art and architecture of the Mauryan , Post-Mauryan, Gupta and Post-Gupta period

CC-4: Social Formations and Cultural patters of the Medieval World other than India

**GROUP- B**

3. Students will have an understanding of the Crisis of the Roman Empire
4. Students will learn about Religion and Culture in Medieval Europe with special emphasis on Society, Religious organizations (Church and Monastery), Position of Women, Urbanization, Rise of University, Medieval art and architecture.
5. Students will learn about the feudal society, its origins and its crisis

**GROUP- C**

6. Students will be informed about the history of Judaism and Christianity under Islam

**SEMESTER 3**

CC 5: HISTORY OF INDIA FROM (CE 750 – 1206)

1. To study Early Medieval India with an understanding of the texts, epigraphic and numismatic data, debates on Indian Feudalism, rise of the Rajputs and the nature of the state
2. To know and understand the evolution of the political structures, legitimisation of kingship, Brahmanas and temples, royal genealogies and rituals, Arab conquest of Sind, causes and consequences of early Turkish invasions
3. To be acquainted with the different aspects of agrarian structure and social change during the period
4. To be familiarised with the types, features, nature, forms and organisation of trade and commerce of the period
5. To understand the religious (Bhakti, Tantricism, Puranic traditions, Buddhism, Jainism, popular religious cults), Islamic intellectual traditions and cultural developments (regional languages, literature, art and architecture) of the time

CC 6 : RISE OF THE MODERN WEST – I

1. To understand and analyse the problems and theories on the Debate on transition from feudalism to capitalism
2. To study and analyse the exploration of the new world, the Portuguese and the Spanish voyages
3. To develop an understanding of the Renaissance with emphasis on its social roots, Humanism, rediscovery of classics, impact of Italian Renaissance on art, culture, education, political thought and its spread in Europe
4. To learn and understand the Reformation movements, Radical reformation, English Reformation and Counter Reformation
5. To be acquainted with the economic developments of the time with special focus on shift of economic balance from the Mediterranean to the Atlantic, Commercial Revolution, Price Revolution, Agricultural Revolution and Enclosure Movement
6. To trace the development of national monarchy and to understand the emergence of European state system

#### CC 7 : HISTORY OF INDIA FROM (CE 1206 – 1526)

1. To learn to interpret the Delhi Sultanate through a survey of sources like Persian Tarikh tradition, vernacular histories and epigraphy
2. To understand the political structures of the Sultanate with emphasis on its foundation, expansion and consolidation, theories of kingship, ruling elites, political authority, imperial monuments and coinage, emergence of provincial dynasties and consolidation of regional identities through art, architecture and literature
3. To acquire knowledge about the society and economy of the Sultanate period with focus on iqta, revenue-free grants, agricultural production and technology, changes in rural society, revenue systems, monetisation, market regulations, urban centres, trade and commerce
4. To be familiarised with the religion and culture of the period which would include Sufi silsilas, Bhakti movements and monotheistic traditions in South and North India, Sufi literature and architecture

#### SEC – A (2) : UNDERSTANDING HERITAGE

1. To know and understand the definition of heritage and the meanings of antiquity, archaeological site, tangible and intangible heritage and art treasure
2. To trace and understand the evolution and importance of international and national heritage legislations and the institutional framework for heritage conservation

3. To examine the challenges facing tangible and intangible heritage through specific case studies
4. To understand the relationship between cultural heritage, landscape and the recent trends of travel and tourism

#### **SEMESTER 4**

##### **CC 8 : RISE OF THE MODERN WEST – II**

1. To understand the rise of the modern west by analysing the Printing Revolution and the revolution in war techniques
2. To learn about the economic, social and political implications of crisis in Europe in the 17<sup>th</sup> century
3. To analyse the major issues of the English Revolution and the associated political and intellectual issues
4. To be acquainted with the scientific advancements of the time with reference to Scientific Revolution, emergence of scientific academies and origins of Enlightenment
5. To understand mercantilism, European economics and preludes to the Industrial Revolution
6. To know about European politics in the 17<sup>th</sup> and 18<sup>th</sup> centuries, Parliamentary Monarchy and patterns of Absolutism in Europe

##### **CC 9 : HISTORY OF INDIA (c 1526 – 1605)**

1. To be acquainted with the sources and historiography of the period with reference to Persian literary culture, translations, vernacular literary traditions and modern interpretations
2. To understand the establishment of Mughal rule by analysing the condition of India on the eve of Babur's invasion, the use of fire arms and military technology, Humayun's struggle for empire and Sher Shah's administrative and revenue reforms
3. To learn about the consolidation of Mughal rule under Akbar through the campaigns and conquests, administrative institutions, revolts and resistance of the time
4. To study the expansion and integration of the Mughal Empire with focus on the Rajputs and other indigenous groups, North-West Frontier, Gujrat, Deccan and Bengal
5. To understand the different aspects of rural society and economy with reference to land rights, revenue system, zamindars and peasants, rural tensions, agricultural production, crop patterns, trade routes, patterns of internal commerce and overseas trade and the rise of Surat

6. To know about the theory and practice of inclusive political ideas, religious ideals and the policy of religious tolerance

#### CC 10 : HISTORY OF INDIA (c 1605 – 1750s)

1. To be familiar with the major sources of the period – Persian and vernacular literary cultures, histories, memoirs and travelogues
2. To understand the political culture under Jahangir and Shah Jahan
3. To analyse the nature of the Mughal Empire under Aurangzeb
4. To appreciate the paintings and architecture of the time
5. To trace the patterns of regional politics (Rajputs, Deccan kingdoms, Marathas)
6. To analyse the causes of the Mughal decline and the emergence of the successor states
7. To know and understand the recent debates and interpretations about 18th century India
8. To be acquainted with the different aspects of trade and commerce of the period– crafts and technologies, monetary system, markets, transportation, urban centres

#### SEC – B (2) : ART APPRECIATION : AN INTRODUCTION TO INDIAN ART

1. To understand the different forms of pre-historic and proto-historic art – rock art and Harappan art and crafts
2. To know about the different trends and notions of Indian art and craft between c. 600 BCE – 600 CE – canons of Indian paintings, stupa, cave and temple art and architecture, sculpture, iconography and numismatic art
3. To learn about the forms and features of Indian art between c. 600 CE – 1200 CE –temple forms, their architectural features, early illustrated manuscripts, traditions of mural painting, style of early medieval sculpture and iconography of bronze and metal icons
4. To be acquainted with the traditions of Indian art and architecture during c. 1200 CE – 1800 CE – Sultanate and Mughal architecture, miniature painting, fort, palace and haveli architecture
5. To trace and understand the evolution and the features of modern and contemporary Indian art and architecture – art movements of the colonial period, Bengal School of Art, Progressive Artists Group, major artists and their works, popular art forms and folk art traditions

## **SEMESTER -5**

### CC-11: History of Modern Europe (c.1780 – 1939)

1. Students will develop ideas about the history of the French Revolution with special reference to Intellectual currents, Social classes, emerging gender relations, Art and Culture of the French Revolution and about the Napoleonic Empire
2. Students will be informed about the social, political and intellectual developments of the period from c.1815 to 1848
3. Students will learn about Capitalist Industrialization and Socio - Economic Transformation in countries like Britain, France, the German States and Russia.
4. Students will be informed about the varieties of Nationalism and the Remaking of States in the 19<sup>th</sup> and 20<sup>th</sup> centuries with special focus on Germany, Italy, Ireland, the Balkans and the Soviet Union.
5. Students will develop an understanding of the course of events leading to the outbreak of World War I (1914) with special reference to the theories of Imperialism and Militarism.
6. Students will acquire knowledge about the history of Europe between Two World Wars with special emphasis on the Great Depression, Rise of Fascism in Italy and Nazism in Germany and the origins of the Second World War.

### CC-12: History of India (c 1750s – 1857)

1. Students will learn about the Society, Economy and Polity of India in the mid 18th Century.
2. Students will be informed about the establishment of Colonial Power in Bengal, Mysore, Western India, Awadh, Punjab and Sindh.
3. Students will get a clear idea about the Colonial State and Ideology with special reference to army, police, law and education.
4. Students will develop ideas about the rural economy and society, land revenue systems and forest policy
5. Students will learn about the growth of trade and Industry with special reference to the themes of de industrialization and drain of wealth
6. Students will acquire knowledge about Popular Resistance Movements like the Santhal uprising (1857); Indigo rebellion (1860); Pabna Agrarian Leagues (1873); Deccan riots (1875) and the Uprising of 1857

### Paper 1 DSE-A-1 - History of Bengal (c.1757-1905)

1. Students will learn about the Political history of Bengal under the Nawabs and the Rise of British power
2. Students will develop ideas about Administrative history
3. Students will develop an understanding of the Colonial economy with special reference to agriculture, trade and industry.
4. Students will acquire knowledge about Cultural changes and Social and Religious Reform Movements
5. Students will get a clear idea about Social Reforms and the women's question.

6. Students will learn about the Protest movements and insurgencies against the Raj
7. Students will be informed about the Partition of Bengal, 1905

Paper - DSE-B-1 : History of Modern East Asia – I China (c.1840 – 1949)

1. Students will develop an understanding of the history of Imperialism in China during the 19th and early 20th century with special emphasis on Chinese feudalism, Sinocentrism, the Opium Wars, Finance Imperialism, Agrarian and Popular Movements, the Emergence of Nationalism, the Revolution of 1911, War Lordism and the May Fourth Movement of 1919

2. Students will learn about the History of China (c. 1919 – 1949) with special reference to the growth of Nationalism and Communism in China, formation of CCP, the Communist Movement and the rise of Mao Tse Tung

**SEMESTER -6**

CC-13: History of India (c. 1857 – 1964)

1. Students will develop ideas about the Cultural changes and Social and Religious Reform Movements with special reference to the Press and Public Opinion, Reform and Revival Debates around gender, Caste, religious and linguistic identities

2. Students will learn about the History of Nationalism with special emphasis on the formation of early political organizations, the Indian National Congress, Swadeshi movement and the Revolutionaries

3. Students will get a clear idea about Gandhian nationalism after 1919, Mahatma Gandhi's Perspectives and Methods, Satyagraha and the Gandhian Movements, the INA, the Left wing movements and the States people movements

4. Students will be informed about the role of Social Groups like Landlords, Professionals and Middle Classes, Peasants, Tribals, Dalits, Women, Labour and Business groups

5. Students will develop an understanding of the history of Communalism with special reference to the RSS, Hindu Maha Sabha, Muslim League

6. Students will acquire knowledge about the negotiations leading to Independence and Partition

7. Students will learn about the Emergence of a New State, the making of the Constitution, Integration of princely states, Land reform and beginnings of planning and the Nehru years.

CC-14: History of World Politics: 1945-1994

1. Students will develop ideas about the The Cold War, its Origins and History

2. Students will learn about the role of the USA in World Politics with special reference to the Truman Doctrine, Marshall Plan, NATO.
3. Students will learn about the role of the USSR in World Politics with special reference to the Molotov Plan, COMECON and Cominform; Sovietisation of Eastern Europe; Berlin Blockade; Warsaw Pact.
4. Students will be informed about the manifestation of Cold War with special emphasis on The Korean Crisis, the Vietnam War, Cuban Crisis.
5. Students will be informed about De-Stalinisation; Thaw in Cold War; Détente and road to the ending of Cold War.
6. Students will develop an understanding of the history of the Disintegration and Decline of the Soviet Union with special reference to Glasnost and Perestroika, Crisis of Socialist regimes in other East European Countries, Rise of a Unipolar World system, Globalization.
7. Students will acquire knowledge about the Emergence of the People's Republic of China
8. Students will learn about the West Asian Crisis, Birth of Israel, Arab –Israel Conflict and the important Peace Accords
9. Students will be informed about Decolonization with emphasis on Africa, Ghana, Algeria, Congo, Kenya.
10. Students will develop ideas about Protest Politics, Civil Rights Movement, Anti-Apartheid Movement and the end of Apartheid, Second Wave Feminist Movement.

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

- I. Students will develop an understanding of the history of the Partition of Bengal and Swadeshi Movement (1905-08)
2. Students will be informed about Communal Politics and the Birth of the Muslim League
3. Students will learn about Gandhian nationalism, Revolutionary Nationalists, Left politics
4. Students will be informed about the Government of India Act 1935 and its aftermath:
5. Students will learn about Peasant, Labour, Caste and Women's Movements in Bengal, 1920-1946.
6. Students will learn about Subhash Chandra Bose and the Post war upsurges in Bengal

7. Students will acquire knowledge about the history of Independence and Partition with special reference to Communal Riots, Hindu Mahasabha, Muslim League, Birth of West Bengal and East Pakistan.

#### DSE-B-3: History of Modern East Asia – II Japan (c.1868 –1945)

1. Students will be informed about the Transition from feudalism to capitalism with special reference to Meiji Restoration, Political Reorganization, Military and Financial Reforms, Social, cultural and educational reforms, Meiji Constitution
2. Students will develop an understanding of the history of Japanese Imperialism with special reference to China, Manchuria, Korea
3. Students will learn about Democracy, Militarism / Fascism, People's Rights Movements, political parties, impact of Second World War and Post-War Changes

### **HISTORY (GENERAL)**

#### **SEMESTER 1**

#### CC 1/GE 1: HISTORY OF INDIA FROM EARLIEST TIMES TO C 300 CE

1. To gather knowledge about the sources for the study of the period and the different historical interpretations
2. To have a broad idea of the Palaeolithic, Mesolithic and Neolithic cultures
3. To understand the different aspects of the Harappan Civilisation and the Chalcolithic age
4. To know about the salient features of the Vedic period, Iron Age with reference to PGW and Megaliths
5. To trace the growth of the Mahajanapadas and the ascendancy of Magadha
6. To analyse the Iranian and Macedonian invasions with special reference to Alexander's invasion and its impact
7. To understand the causes of rise, doctrines, spread, decline and contributions of Buddhism and Jainism
8. To trace the emergence, growth and the important aspects of the Mauryan Empire
9. To study the different aspects of the Satavahana Phase
10. To learn about the Sangam Age

11. To have knowledge about the different aspects of the age of the Indo-Greeks, Shakas, Partians and Kushanas

## **SEMESTER 2**

### CC-2/GE- 2: History of India from. C.300 to 1206

1. Students will develop an understanding of the history of the Guptas with special reference to Administration, Society, Economy, Religion, Art, Literature, and Science & Technology.
2. Students will be informed about Harsha's Kingdom, Administration, Buddhism & Nalanda
3. Students will learn about the Polity, Society, and Economy & Culture of South India
4. Students will acquire knowledge about the Society, Polity Economy and Culture of Early Medieval India with reference to the Pallavas, Chalukyas and Vardhanas.
5. Students will develop ideas about the Political structures of Rashtrakutas, Pala & Pratiharas.
6. Students will learn about the emergence of Rajput States in Northern India
7. Students will learn about the Polity, Religion & Society of the Arabs in Sindh
8. Students will acquire knowledge about the Struggle for power in Northern India leading to the establishment of the Delhi Sultanate.

## **SEMESTER 3**

### CC 3/GE 3 : HISTORY OF INDIA FROM 1206 TO 1707

1. To study and understand the foundation, expansion and consolidation of the Delhi Sultanate with special reference to the nobility and the Iqta system
2. To know about the military, administrative and economic reforms under the Khiljis and the Tughluqs
3. To learn about the Bhakti and the Sufi Movements
4. To trace the history and the importance of the provincial kingdoms of Mewar, Bengal, Vijaynagar and Bahamani
5. To understand the history of the second Afghan state
6. To gain knowledge about the emergence and consolidation of the Mughal state between c. 16th and mid 17th centuries
7. To analyse the administrative structure, state and religion, socio-religious movements from the time of Akbar to Aurangzeb

8. To know and understand the economy, society and culture under the Mughals
9. To trace the emergence of Maratha power

#### SEC-A - 2: INDIAN HISTORY AND CULTURE

1. To have a historical overview of environment in terms of culture, tradition and practices
2. To comprehend urbanisation and urbanism with reference to issues of settlements and landscapes, social differentiations and communication networks
3. To understand social inequality and gender with an overview of status within households, present context, issues of violence, employment and distribution of resources
4. To be acquainted with cultural heritage, its main components, built heritage and historical tourism
5. To know about different cultural forms and expressions – performing arts, fairs and festivals

#### **SEMESTER 4**

#### CC 4/GE 4: HISTORY OF INDIA : 1707 TO 1950

1. To understand the interpretations of 18th century
2. To trace the emergence of Independent States and learn about the establishment of colonial power
3. To study and understand the expansion and consolidation of colonial power till 1857
4. To analyse the causes, nature and aftermath of the uprising of 1857
5. To know about the different aspects of colonial economy – agriculture, trade and industry
6. To understand the socio-religious movements in the 19th century
7. To trace the emergence and growth of nationalism with focus on Gandhian nationalism
8. To understand the genesis and growth of communalism and Partition of India
9. To study the advent of freedom with reference to Constituent Assembly and establishment of Republic

#### **SEMESTER 5**

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

1. Students will develop an understanding of the history of The French Revolution

2. Students will learn about the Napoleonic Era and its aftermath.
3. Students will be informed about the Revolutions of 1830 & 1848.
4. Students will acquire knowledge about the Unification movements of Italy & Germany.
5. Students will develop ideas about Social and economic Changes
6. Students will learn about the Imperialist Conflicts leading to World War I
7. Students will develop an understanding of the history of the rise of Fascism and Nazism.
8. Students will acquire knowledge about the Origins of World War II

## **SEMESTER 6**

### DSE- B-1: Patterns of Capitalism in Europe: C.16TH Century to early 20<sup>th</sup> Century

1. Students will develop ideas about Key Concepts
2. Students will learn about Commercial Capitalism
3. Students will acquire knowledge about the Industrial Revolution in England
4. Students will be informed about the Industrial Capitalism in France
5. Students will learn about the Growth of Industries in Germany
6. Students will develop an understanding of the Impact of the Industrial Revolution on European Society, Polity & Economy.

### SEC-B -1: Museums & Archives in India

1. Students will be familiarised with Key Definitions
2. Students will learn about the history of the setting up of Museums and Archives with case studies
3. Students will gain practical knowledge through Field Work for a proper understanding of the structures & functions of Museums & Archives
4. Students will be informed about the scope and prospects of Employment

## COURSE OUTCOME DEPT OF JMC 2022

HONOURS	Semester-1	
PAPER	DETAILS OF SYLLABUS	COURSE OUTCOME
<b>JORA-CC-1-1-TH: Introduction to Journalism</b>	Unit1  News: meaning and concept, Hard news vs. Soft news, attribution, verification, balance and fairness, brevity, dateline, credit line, byline; Different forms of print-A historical Perspective, Penny press, Tabloid press.	Develops basic knowledge about news and history of news.
	Unit2  Language of news- Robert Gunning: Principles of clear writing Rudolf Flesch formula- skills to write news;Sociology of news: Factors affecting news treatment, Paid news andYellow journalism,Agenda Setting, Trial by media, gatekeepers; Politics of news; Neutrality and bias in news.	The students will be able understand news language and develop writing skill and shall be able to implement them in not only their professions but everyday life. Students will be able to identify news values and comprehend the news process Inculcate professional ethics, values Understanding the process of communication Understanding of media ethics Students will be able to identify news values
	Unit-3(Practical)  Basic knowledge of Computer for print journalism; Handling Page Making Software and Photo Editing Software; Writing a News Report	Develop writing skill Understand news language

## COURSE OUTCOME DEPT OF JMC 2022

	from given points; Writing Headlines from News Stories; Writing Intro; language of news.	
	Unit-4(Practical)  Rewriting and Summarizing a given piece of news with headlines and suitable intro; Creating a sample page on computer with hard and soft news; Writing Anchor Story; Writing article; Assignment: Preparing a presentation on types and categories of News.	Develop writing skill Understand news language

## COURSE OUTCOME DEPT OF JMC 2022

HONOURS	Semester– 1	
PAPER	DETAILS OF SYLLABUS	COURSE OUTCOME
<b>JORA-CC-1-2-TH+TU: History of Indian Journalism</b>	Unit-1  Early Indian Journalism: Contributions of James Augustus Hickey, James Silk Buckingham and Calcutta Journal, Serampore Baptist Missionary Press: Digdarshan, SamacharDarpan; Social Reform Movement and Raja Rammohan Roy.	This unit provides the primary idea about the beginning of press and journalism in India. It introduces them to the early days of colonial rule in India, its impact and control over press and how the then journalism had addressed the social, religious and political issues to make it suitable for their audience.
	Unit-2  H.L.V. Derozio and Young Bengal Movement, Iswar Chandra Gupta and SambadPrabhakar; History of Press Ordinances and Liberation of Press; Inception and Rise of Nationalist Journalism: Hindu Patriot and contributions of Harish Chandra Mukherjee, Somprakash; Movement against Vernacular Press Act.	This part of the syllabus provides an idea about editorial freedom and how that editorial freedom was utilised by different well-known personalities to form public opinion. Simultaneously, this unit focuses on the increasingly political nature of Indian journalism which had paved way for nationalism and movement against the colonial atrocities.
	Unit-3	In this unit the focus is shifted to diverse political ideologies

## COURSE OUTCOME DEPT OF JMC 2022

	<p>Extremist Press: Sandhya, Bande-Mataram and Jugantar; Contribution of Bipin Chandra Pal and BalGangadharTilak; Contribution of Mahatma Gandhi in Indian Journalism; Contributions of Nationalist Press in Freedom Movement: National Herald, TheHindstan Times, The Indian Express.</p>	<p>which were shaping people's mind and how people were being prepared for a unified struggle against the British Empire. It stresses on how the Extremists and the Moderates used journalism during the most important days of Indian Freedom Movement.</p>
	<p>Unit-4</p> <p>Recommendations of Indian Press Commissions; Rise of newspaper houses: Ananda Bazar Patrika - The Telegraph, National Herald, The Hindu, The Times of India, The Statesman; Development of News Agencies; Contributions of Eminent Journalists: M. Chalapathi Rau, Vivekananda Mukhopadhyay, BarunSengupta, DilipPadgaonkar, N.Ram.</p>	<p>Students will be able to analyse the issue of media regulation in India Provides concept of the emergence and growth of newspaper houses in the Indian sub-continent. Students will be able criticize a particular topic and look for the shortcomings and help in the improvement of that particular topic.</p>

## COURSE OUTCOME DEPT OF JMC 2022

<b>HONOURS</b>	<b>Semester-2</b>
<b>PAPER</b>	<b>DETAILS OF SYLLABUS</b>
<b>JORA-CC-2-3-TH+TU: Reporting and Editing</b>	<p>Unit-1</p> <p>News: Elements, Values, Objectivity; Beat and Source: definitions, Principles of News (Report) Writing: Intro, Lead; Principles of Agency News; Principle of Page Making; Interviewing: Research,planning,framingquestions,writingthepiece;Feature:Definition,Types;Advertorials.</p>

## COURSE OUTCOME DEPT OF JMC 2022

### Unit-2

Positions, qualities, duties and responsibilities of: Correspondents: Special Correspondent, District Correspondent, Foreign Correspondent; Columnist, Photo Journalist, News Coordinator, Executive Editor, Assistant Editor, Chief Reporter, Chief Sub-Editor, Sub-Editor, News Editor, Chief of News Bureau; Headline: types, importance, writing headline for newspaper; Principle of writing an Editorial, Post Editorial; Principles of Sub-Editing;

## COURSE OUTCOME DEPT OF JMC 2022

	<p>Unit-3</p> <p>Specialization in Journalism: Interpretative and Investigative Journalism, Political Journalism, Crime and Legal Journalism, Public Affairs Reporting, Human Interest Stories and Human Rights Reporting, Corporate, Economic, Financial and Business Journalism.</p>
	<p>Unit-4</p> <p>Agriculture Journalism, Science Journalism, Sports Journalism, Film Journalism, Environment Journalism, Fashion and Entertainment Journalism, Page-3 Reporting, Column Writing, Writing for Magazine, Special and supplementary Pages.</p>

HONOURS	Semester–2	
PAPER	DETAILS OF SYLLABUS	COURSE OUTCOME
<b>JORA-CC-2-4-TH: Media and Communication</b>	<p>Unit-1</p> <p>Communication: Definition, Processes and Semiotic school; Forms of Communication</p>	The unit introduces the student to communication

## COURSE OUTCOME DEPT OF JMC 2022

	<p>(verbal, non-verbal, paralanguage, iconic, semiotic etc.), Levels of Communication (intrapersonal, interpersonal, group, public, mass communication), Functions of communication and mass communication (surveillance, correlation, transmission, entertainment, validation, mobilization)</p>	<p>studies; it provides idea about different types of communication and helps them to understand the importance of communication and mass communication categorically.</p>
	<p>Unit-2</p> <p>Role of Media in a Democracy: Responsibility to Society, Contemporary debates and issues relating to media; Online journalism, Citizen Journalism; Covering news: Covering Speeches, Meetings and Press Conferences; Covering of beats- crime, courts, city reporting, local reporting, hospitals, health; education, sports; Understanding new media: e-mail, social media; Ethics in journalism.</p>	<p>This part of the syllabus enables the students to understand analyse the importance of practical journalism. It helps them to understand different types of journalism and other media of communication and mass communication and prepares them for the practical section of this paper.</p>
	<p>Unit-3(Practical)</p> <p>Writing a News Feature; Writing feature on other topics of interest; Principles of Editing a</p>	<p>Through this part students get hands-on training on</p>

## COURSE OUTCOME DEPT OF JMC 2022

	<p>given piece of News Report and Agency Copy including a suitable lead and headline; Writing Column; Book Review, Film Review, Review of Television Programmes, Writing Editorial, writing post-editorial, Writing Anchor Story.</p>	<p>developing different types of content for a newspaper; it helps them to hone their journalistic skills; it helps them to have exposure to journalistic language.</p> <p>Write various types of features</p> <p>Display editing skills including proof reading and headline writing</p>
	<p>Unit-4:(Practical)</p> <p><b>Assignments:</b> Publishing a Tabloid Journal using Page making software and photo editing software; Elements of page design including slug, info-graphics, blurbs, shoulder, reverse etc.s</p>	<p>This part of the syllabus provides them with the opportunity to work in a group and prepare their own newspaper as they get the required training to handle different software and applications required for preparing lay-out of a newspaper.</p>

## COURSE OUTCOME DEPT OF JMC 2022

<b>HONOURS</b>	<b>Semester-3</b>
<b>PAPER</b>	<b>DETAILS OF SYLLABUS</b>
<b>JORA-CC-3-5-TH+TU: Communication, Media, Society</b>	<p>Unit-1</p> <p>Classical Rhetoric form of Communication; Shannon-Weaver's Mathematical model of communication and criticism; Schramm-Osgood's Interactive model of communication; Newcomb's Systemic model and Westley-McLean's Mass Communication model; Davison's Linear model; Berlo's Linear model; Roman Jakobson's communication model; Basic concepts of Semiology: Sign, Code, Text.</p>

## COURSE OUTCOME DEPT OF JMC 2022

	<p>Unit-2</p> <p>Normative theories of press; Four Models of communication: Transmission Model, Ritual or Expressive, Publicity model, Reception model; McQuail's four theories of mass communication: Social scientific theory, Normative theory, Operational theory, Everyday or Common sense theory.</p>
	<p>Unit-3</p> <p>Phases of media society relations: Mass Society, Functionalism, Critical Political Economy, Technological Determinism, Information Society; Dominant media paradigm and Hypodermic series of models, One-step flow theory, Development paradigm of media, Two-step flow theory, Diffusion of Innovation and Media Dependency theory; Audience proposition: Uses and Gratifications model.</p>

## COURSE OUTCOME DEPT OF JMC 2022

	<p>Unit-4</p> <p>Cultivation Theory; Agenda Setting series of models (Priming-Framing-Gatekeeping Agenda Setting); Spiral of Silence; Information Imbalance: McBride Commission Globalization mediaandPropagandamodel;UnderstandingMediaConglomeration;Corporate(organizational Communication models: Conduit Model, Grapevine model.</p>

## COURSE OUTCOME DEPT OF JMC 2022

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HONOURS	Semester– 3	
PAPER	DETAILS OF SYLLABUS	COURSE OUTCOME
<b>JORA-CC-3-6-TH+TU: Media and Cultural Studies</b>	Unit-1  Frankfurt Critical School: Culture Industry; Semiotic School: Ferdinand De Saussure, C.S. Peirce, Roland Barthes: Meaning of text message, Signification, Myth;	Understanding different schools of cultural studies and rise of cultural theories.

## COURSE OUTCOME DEPT OF JMC 2022

	<p>Birmingham School: Centre for Contemporary Cultural Studies; Marshall McLuhan: Medium is the Message.</p>	
	<p>Unit-2</p> <p>Understanding Culture; Definitions of Culture: Mass Culture, Popular Culture, Folk Culture; Elite culture, Commercial culture; Media as Texts; Signs and Codes in Media, Discourse Analysis; Understanding Media Culture: Media Culture and Power; Assignments: understanding media Codes, Texts.</p>	<p>Understanding culture and developing conception of popular, folk, mass, and elite culture, media culture, issues related to media, culture and society</p>
	<p>Unit-3</p> <p>Ev. Rogers' Development communication school, Dominant Paradigm of Development Model; Communication and development of third world media: Indian experience; Public Sphere and Public Media: Jurgen Habermas; Corporatization and Globalization of Mass Media.</p>	<p>Understanding of communication and development, public media, corporatization and globalization. Students can identify the impact of mass media on culture and society.</p>
	<p>Unit-4</p>	<p>Understanding of ideas of cultural studies, the notion of</p>

## COURSE OUTCOME DEPT OF JMC 2022

	<p>Political Economy of media, Ideology and Hegemony; Ideas of Cultural Studies: Colonialism, Postcolonialism, Nationalism, Internationalism, Hybrid Culture, Poststructuralism and Postmodernism; Representation of nation, class, caste and gender issues in Media (assignment based).</p>	<p>Popular Media and Cultural Hegemony. Tutorial assignments as part of continuous evaluation</p>
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HONOURS	Semester– 3	
PAPER	DETAILS OF SYLLABUS	COURSE OUTCOME
<p><b>JORA-CC-3-7-TH: Introduction to Radio</b></p>	<p>Unit-1  HistoryofAIR; InceptionandGrowth ofRadio News in India; Educational Radio in Developing countries (Neurath Project); Development of</p>	<p>Develops basic concepts on radio as a mass medium.</p>

## COURSE OUTCOME DEPT OF JMC 2022

	<p>entertainment programmes in AIR: reach and access; From Amateur or Ham to FM and Digitalization of Radio in India; Radio in democratic periphery: participatory, community driven, special need like disaster; Audience segment.</p>	
	<p>Unit-2</p> <p>Autonomy of AIR: PrasarBharati; Radio formats: Community Radio, Campus Radio; National Programme in AIR; Radio Jockey: Role and Responsibilities.</p>	<p>Learns about the history of AIR.</p>
	<p>Unit-3</p> <p>Radio Magazine, Interview, Talk Show, Discussion, Feature, DocumentaryStudio interviews, Panel discussions, Phone-in programmes; Pre-Production for Radio Script: Writingradio commercials, teasers and promos;</p>	<p>Learns about the formats of radio production.</p>
	<p>Unit-4(Practical)</p> <p>Radio Personnel; Radio Script: Pre-Production, Production skills;</p>	<p>Learns basic audio editing skills with the help of software.</p>

## COURSE OUTCOME DEPT OF JMC 2022

	Copywriting; Field recordings skills, live studio broadcast with multiple sources, Cuesheet and recording, news production; Editing, Creative use of Sound Editing (Computer based), special sound effects, Phone-in programme.	
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HONOURS	Semester– 3	
PAPER	DETAILS OF SYLLABUS	COURSE OUTCOME
<b>JORA-SEC-A-3-1-TH: Radio Writings &amp; Presentation</b>	Unit-1  Radio writing techniques: Writing for radio idioms and spoken word, elements of radio news; Radio feature, News reel, Radio Talk, Interview; Pre-	This unit introduces the students to the content-based and form-based aspects of radio communication. It provides them with the opportunity to obtain primary idea about the technical aspects of radio broadcasting.

## COURSE OUTCOME DEPT OF JMC 2022

	<p>production idea and research, radio script, storyboarding, proposal writing, budget, floor plan, pilot; Production: Use of sound, listening, recording, using archived sound; Editing: creative aspects of editing; Ethical issues.</p>	
	<p>Unit-2</p> <p>Working in Radio news room; functions of recording room; Sound for Radio: different types- Sync/non-sync/natural and ambience sound; Frequency and Wavelength; Analogue to Digital Sound; Special effects, menu and synthesis.</p>	<p>Learns about structure of radio organization.</p>

<b>HONOURS</b>	<b>Semester-4</b>
<b>PAPER</b>	<b>DETAILS OF SYLLABUS</b>
<b>JORA-CC-4-8-TH Introduction to Television</b>	<p>Unit-1</p> <p>Public Service Broadcasting: Doordarshan: early days, introduction of news, commercials and entertainment; Satellite TV to Private TV; 24X7 news and news channels; narrowcasting and outside coverage; audience segment; Agenda Setting techniques used by TV channels; Ethical issues and recent sting operations.</p>

## COURSE OUTCOME DEPT OF JMC 2022

	<p>Unit-2</p> <p>Television programme format: Visual text: basics of visual, reporting skills and editing, graphics and special effects, camera positioning; TV news techniques: finding the story, packaging: use of clippings, PTC, VO, AVO; Viewership rating: TAM, TRP;</p>	
	<p>Unit-3</p> <p>Presenting real lives in Television: constructing reality in reality shows; TV Talk Shows: Hosting, Legal pitfalls; Soap, News Magazine, Interview; Television Documentaries: understanding, writing a concept, script writing and shooting;</p>	
	<p>Unit-4(Practical)</p> <p>Editing: Introduction to Video Editing, Camera and Shooting techniques, Editing Techniques, TV Script Writing.</p>	

## COURSE OUTCOME DEPT OF JMC 2022

HONOURS	Semester-4	
PAPER	DETAILS OF SYLLABUS	COURSE OUTCOME
<b>JORA-CC-4-9-TH+TU: Film Theories and Production</b>	<p>Unit-1</p> <p>Film and Cinema; Film as a medium of mass communication; History of Indian Motion Pictures; French New Wave Cinema: Left Bank and Cahier du cinema group; Italian Neo-Realist Movement; Auteur theory; An Overview of Iranian New Wave Cinema: Abbas Kiarostami, Mohsen Makmalbaf, Jafar Panahi; Imperfect Cinema of Latin America.</p>	<p>This part of the syllabus helps the students to understand the communicative perspective of films; it provides them the opportunity to understand the development of film as a medium in a chronological way providing knowledge about different film-based cultural movements in different parts of the world.</p>
	<p>Overview of Indian New Wave: Satyajit Ray, Ritick Ghatak, Mrinal Sen, Shyam Benegal, Rituparno Ghosh, Aparna Sen, Mira Nair, Adoor Gopalkrishnan; Exploring contemporary Bombay cinema narratives: Satire, Action, Family</p>	<p>This unit enables the students to get an idea about different types of films made in India over the years. On one hand, it emphasises on the contribution of eminent Indian filmmakers focussing on their specialities; on the other hand, it discusses</p>

## COURSE OUTCOME DEPT OF JMC 2022

	<p>melodrama, Masala films, Gangster films, Nationalist, Underworld drama, NRI narratives; History of Documentary Films; Animation cinema.</p>	<p>about different film genres which are mainly practiced in India.</p>
	<p>Unit-3</p> <p>Film production: Pre-production, production and post-production; Basic camera shots and sequence; Direction; Editing, Dubbing, Lights, Sound Effects and Music; Language of cinema: Montage, Mise-en-scene.</p>	<p>The unit solely focuses on the technical part of filmmaking providing ideas about different phases of production. Simultaneously, it introduces the students to the relation between technique and theme.</p>
	<p>Unit-4</p> <p>History of Documentary Films (Global and Indian Perspectives); Documentary movements in India; Role of NFDC and Films Division; Role of CBFC in India; Contributions of Filmmakers: Akira Kurosawa, Ingmar Bergman, Sergei Eisenstein, Federico Felini, Charles Chaplin.</p>	<p>The unit emphasises on the important of documentary films; the role of different statutory bodies related to film in India. Besides, the unit introduces the students to the works of legendary, mostly non-Hollywood, filmmakers.</p>

## COURSE OUTCOME DEPT OF JMC 2022

HONOURS	Semester-4	COURSE OUTCOME
PAPER	DETAILS OF SYLLABUS	COURSE OUTCOME
<b>JORA-CC-4-10-TH+TU Media Management, Press Laws</b>	<p>Unit-1</p> <p>Media Ownership: types of various media ownership patterns; Changing patterns of Media management; Corporatization of mass media after globalization; FDI in Indian media; Managerial departments of newspaper and functions.</p>	<p>Explain the current status of Indian Media industry. Understand the Ownership pattern in Indian Media Business.</p>
	<p>Unit-2</p> <p>Dual Economy: Circulation versus Advertisement; Media Autonomy: Prasar Bharati experience; Digital Development of media and legal frameworks; DTH, TRP; Apex Regulatory and Publicity Bodies: ABC, NRS, DAVP, PIB, Publication Division, Films Division.</p>	<p>Understand media autonomy and role of various Media Regulatory and Publicity Bodies.</p>
	<p>Unit-3</p> <p>Freedom of Information and freedom of press: Indian experience; From Press Commission to Press Council of India: before and after globalization; Right to Information Act, Right to privacy.</p>	<p>Students be able to identify ethical issues faced by media and analyze issue of regulation in India.</p>
	<p>Unit-4</p> <p>Freedom of speech and expression; Media Laws: Defamation, Contempt of Court, Sedition, Official Secrets Act, Copyright Act, Press Registrations of Books Act, Obscenity Act, Working Journalists Act, Parliamentary Proceedings</p>	<p>Students be able to discuss the source of media freedom.</p>

## COURSE OUTCOME DEPT OF JMC 2022

	Act, Code of Ethics.	various laws and implications on conduct in media. Tutorial to engage students on topics covered in classroom teaching
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HONOURS	Semester-4	
PAPER	DETAILS OF SYLLABUS	COURSE OUTCOME
<b>JORA-SEC-B-4-1:DocumentaryFilmProduction</b>	Unit1 Understandingthe Documentaryfilm,	Students will understand types of documentaries, shooting editing and script writing in

## COURSE OUTCOME DEPT OF JMC 2022

	<p>Introduction to Realism, Debate; Observational and Verite documentary; Introduction to Shooting styles; Introduction to Editing styles; Structure and scripting the documentary;</p>	<p>documentary film production.</p>
	<p>Unit 2</p> <p>Documentary Production, Pre-Production, Researching the Documentary, Research: Library, Archives, location, life stories, ethnography; Writing a concept: telling a story; Treatment; Writing a proposal and budgeting.</p>	<p>This part of the syllabus introduces to the students to various aspects of documentary making emphasising on research which forms one of the most important parts of documentary production.</p>

HONOURS	Semester-5	
PAPER	DETAILS OF SYLLABUS	COURSE OUTCOME
<p><b>JORA-CC-5-11-TH: Introduction to New Media</b></p>	<p>Unit-1</p> <p>Key Concepts and Theory: Defining new media, terminologies and their meanings – Digital media, new media, online, media; Overview of Online Journalism: Why newspapers and broadcast outlets are on the Web; Understanding Virtual</p>	<p>Learns about the key concepts of New Media.</p>

## COURSE OUTCOME DEPT OF JMC 2022

	<p>Cultures and Digital Journalism; Information society and new media, Technological Determinism, Computer Mediated Communication (CMC), Networked Society.</p>	
	<p>Unit-2</p> <p>Internet and its Beginnings, Remediation and New Media technologies, Online Communities, User Generated Content and Web 2.0, Networked Journalism, Alternative Journalism; Social, Media in Context, Activism and New Media; Citizen and Participatory Journalism: Hyperlocal Journalism; Security and Ethical Challenges in Online Journalism: Security challenges, Ethics of online journalism.</p>	<p>Learns about the types of digital journalism.</p>
	<p>Unit-3(Practical)</p> <p>Tools of Online Journalism: Multimedia, Interactivity, Hyperlinks, Weblogs and Content Management Systems (CMS); New Media and Social Networks: New Media, Social Networking and media activities; websites;</p>	<p>Learns the issues related to Online content production by making the website in practical mode.</p>
	<p>Unit-4(Practical)</p> <p>Linear and Non-linear writing, Contextualized Journalism, Writing Techniques, Linking, Multimedia, Storytelling structures, Visual and Content Design, Website planning and visual design, Content strategy and Audience Analysis, Brief history of Blogging, Creating and Promoting a Blog.</p>	<p>Learns the issues related to Online content production by making the website in practical mode.</p>

## COURSE OUTCOME DEPT OF JMC 2022

HONOURS	Semester-5	
PAPER	DETAILS OF SYLLABUS	COURSE OUTCOME
<b>JORA-CC-5-12-TH+TU: Development Communication</b>	Unit-1  Development: Concept, concerns, paradigms; Concept of development, Measurement of development, Development versus growth, Human development, Development as freedom, Models of development, Basic needs model: Nehruvian model, Gandhian model, Panchayati raj, Developing countries versus developed countries, UN millennium dev goals.	The unit provides primary idea of development communication, different aspects of development especially in an emerging economy or developing country. It focuses on the concepts of development proposed by different personalities referring to rural development and international stance regarding the same.
	Unit-2  Development communication: Concept and approaches, Paradigms of development: Dominant paradigm, dependency, alternative paradigm, Dev comm. models – diffusion of innovation, empathy, magic multiplier, Alternative Dev comm. approaches: Sustainable Development, Participatory	This part introduces the students to different approaches and concepts of development, the feasibility of development, different paradigms of development and steps required to achieve true development and how media can play the role of facilitator in this matter. Besides, it provides different theoretical approaches of development

## COURSE OUTCOME DEPT OF JMC 2022

	<p>Development, Inclusive Development, Gender and development, Development support comm. – definition, genesis, area woods triangle.</p>	<p>communication.</p>
	<p>Unit-3</p> <p>Role of media in development, Mass Media as a tool for development, Creativity, role and performance of each media-comparative study of pre and post-liberalization eras, Role, performance record of each medium- print, radio, TV, video, traditional media, Role of development agencies and NGOs in development communication;</p>	<p>This part of the syllabus focuses on how different forms and contents of media can be used for development; it categorically focuses on each media expression and how they can be used to achieve specific developmental goals. It also discusses about different agencies related to development.</p>
	<p>Unit-4</p> <p>Critical appraisal of dev comm. programmes and govt. schemes: SITE, Krishi Darshan, Kheda, Jhabua, MNREGA; Cyber media and dev –e-governance, national knowledge network, ICT for dev narrow casting Development support communication in India in the areas of: agriculture,</p>	<p>This part focuses on categorical development of each sector – agricultural, manufacturing and other allied areas. The unit focuses on different obstacles found in the way of development.</p>

## COURSE OUTCOME DEPT OF JMC 2022

	health& family welfare, population, women empowerment, poverty, unemployment, energy and environment, literacy, consumer awareness.	
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## COURSE OUTCOME DEPT OF JMC 2022

HONOURS	Semester-5	
PAPER	DETAILS OF SYLLABUS	COURSE OUTCOME
<b>JORA-DSE-A-5-1-TH+TU: Global Media &amp; Politics</b>	Unit-1  Imbalances in Global Information Flow: Rise of International News Agencies; Toward an alternative World Communication Order and McBride Commission; International Media Regulations.	Exposure to concepts of Global Information Flow and communication order
	Unit-2  Gulf War and the rise of Global Media; Introduction to Global Media: NY Times, Wall Street Journal, Aljazeera. Major international television channels: BBC, CNN, FOX, CBC; Globalization of Media: Media Conglomeration Time-Warner, Viacom, Walt Disney Corporation, News Corporation, Bartelsmann, Vivendi International, GE, Sony.	Trace the rise of global media
	Unit-3  Cross Culture Communication- Problems among nations, Press	Understanding Press system of neighbouring countries. Role of international bodies to securing access to communication. Tutorial helps to engage students with topics

## COURSE OUTCOME DEPT OF JMC 2022

	System of Neighbouring countries of Indian subcontinent before and after Globalization, Herbert Schiller: Concept of Media Imperialism; Media and Present Indian Market: Information War, Fake Information; Global Satellite system-Cable & Satellite TV (C&S), Direct To Home (DTH), Internet Protocol TV (IPTV).	covered in classroom teachings
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## COURSE OUTCOME DEPT OF JMC 2022

HONOURS	Semester-5
PAPER	DETAILS OF SYLLABUS
<b>JORA-DSE-B-5-1-TH+TU: Multimedia Journalism</b>	<p>Unit1</p> <p>Introduction to Multimedia; Multimedia and interactivity, Basics of multimedia reporting, importance of audio, photo and video production skills in the newsroom in contemporary times, brainstorming about story, ideas, legal and ethical issues and diversity in the media - media law, ethics, multicultural sensitivity.</p>
	<p>Unit-2</p> <p>Print:Multi-platform Communications; Leads and Nut Graphs, News Writing for Web, Content Development, Sources and Online Research, Story Organization, Strategies for effective interviewing and note taking, Interviewing Techniques.</p>
	<p>Unit-3</p> <p>Audio&amp;VideoContent:Focus on audiorecording,telling stories with sources and natural sound, bytes, editing &amp; Placement of sound, Storytelling with video, broadcasting/ webcasting: Collecting content,Structuring story and writing.</p>
	<p>Unit-4</p> <p>Mobilejournalism:Screensizes&amp;responsiveweb,Informationmultimediaandwebarchitecture, corporate websites, web feature stories, key points for web interactive narrative,interactive users vs. linear narratives, Interactive writer.</p>

## COURSE OUTCOME DEPT OF JMC 2022

HONOURS	Semester–6		
PAPER	DETAILS OF SYLLABUS		COURSE OUTCOMES
<b>JORA-CC-6-13-TH: Advertising</b>	<p>Unit-1</p> <p>Advertisement as a medium of communication: Contemporary experiences; historical overview of advertising, socio-economic and cultural impact; Advertising theories: AIDA model, DAGMAR, Maslow's hierarchy model; advertising in mass media: media positioning, planning and scheduling.</p>	<p>Understanding of fundamental of advertising Knowledge about Advertising models. Concepts of Advertising Planning and execution.</p>	
	<p>Unit-2</p> <p>Advertising research; advertising campaigning strategy (CPT analysis); Sales and marketing: SWOT(C) analysis, marketing and sales promotion, Unique Selling Proposition, consumer behaviour; Target Audience; brand positioning; Surrogate Advertising: Surrogacy vs. Sabotage; Ethics and Law: Advertising ethics and Laws, Cultural codes; Online Advertising.</p>	<p>Understanding the Legal and Ethical aspects of Advertising Knowledge about Advertising and Marketing</p>	
	<p>Unit-3</p> <p>AdAgency:researchandplanningincludingmediaplanning,workprocedure,agency-client relationship; Regulatory Boards, Case studies.</p>	<p>Understanding the function Advertising Agency and knowledge</p>	

## COURSE OUTCOME DEPT OF JMC 2022

		about advertising campaigns.
	<p>Unit-4(Practical)</p> <p>Types of advertisement: Classified-display, Local-regional-national-international Ad, consumer- corporate ad, industrial-trade-retail Ad, government-private, outdoor, surrogate, radio-TV- internet-mobile; Advertisement copy and lay-out: Headline, Illustration, Subhead-Text, Slogan, Logo, Storyboard making; Thumbnail-Rough-Final lay-out, Television Commercials.</p>	<p>Knowledge about production advertisement. Use of different software to design print advertisement. Practical knowledge preparing advertisement.</p>

HONOURS	Semester-6	
PAPER	DETAILS OF SYLLABUS	COURSE OUTCOME
<b>JORA-CC-6-14-TH+TU: Public Relations</b>	<p>Unit-1</p> <p>PR-Definitions, historical overview of the discipline, PR as Management function, Image Management; Public Relations versus Advertisement; Non-PR issues: Publicity, Propaganda, PublicOpinionandMarketing;Publics:Definition,types; IntegratedMarketingCommunication.</p>	Learns about the key concepts in public relations.
	<p>Unit-2</p>	Learns about the basic theories

## COURSE OUTCOME DEPT OF JMC 2022

	<p>PR Theories and principles: Research, planning, implementation and evaluation; James Grunig's Four PR models: Publicity model, Public Information model, Two-way asymmetrical model, Two-way symmetrical model; Strategic Communication; PRO: Role, Qualities and Functions.</p>	<p>related to public relations.</p>
	<p>Unit-3</p> <p>Tools of PR: Press Release, Annual Report, House Journal, Press Conference and Press Tour, Corporate Film; Relationship Management: Media Relations, Community Relations and CSR, Internal or Employee Relations.</p>	<p>Learns about the different PR practices.</p>
	<p>Unit-4</p> <p>Financial PR; Crisis PR: Issue-emergency-crisis, Crisis PR strategies; PR Agency: New Trends, In-house PR vs Agency, Client Agency relationship.</p>	<p>Learns about the different types of PR services.</p>

## COURSE OUTCOME DEPT OF JMC 2022

<b>HONOURS</b>	<b>Semester-6</b>
<b>PAPER</b>	<b>DETAILS OF SYLLABUS</b>
<b>JORA-DSE- A-6-3- TH+TU: Dissertation with Presentation</b>	<ul style="list-style-type: none"><li>• Students will do a micro research project (7000 to 8000 words) on any topic of social, political, cultural interest. The dissertation must include proper reference, bibliography.</li><li>• Students getting the project accomplished have to prepare a suitable presentation (of 10 minutes) strictly on the topic for Viva-Voce.</li></ul>

## COURSE OUTCOME DEPT OF JMC 2022

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<b>HONOURS</b>	<b>Semester-6</b>	
<b>PAPER</b>	<b>DETAILS OF SYLLABUS</b>	<b>COURSE OUTCOME</b>
<b>JORA-DSE-B-6-3-TH+TU: Folk and Community Media</b>	Unit-1  Culture and Tradition- Meaning of Culture, Tradition, Oral tradition; Dominant Culture versus Subaltern Culture.	This part provides the primary idea about the term ‘culture’ and different aspects of culture emphasising on the dominant and dominated perspectives.

## COURSE OUTCOME DEPT OF JMC 2022

	<p>Unit-2</p> <p>Impact of Five Year Plans in fulfillment of rural development; NGO communication: Extension of rural objectives; Role of Rural Newspapers and Periodicals in contrast to District Pages of corporate newspaper houses.</p>	<p>This part of the syllabus focuses on the rural objective related to folk and community media. Apart from that the unit aims to analyse critically the idea of representation from the perspective of dominant and dominated media expressions.</p>
	<p>Unit-3</p> <p>Community and Folk Media in West Bengal; Definition and characteristics of community; Traditional Folk Media (TFM) - Concept and Forms – meaning, characteristics; Difference from Mass Media;</p>	<p>This unit addresses the idea of community depending on which marginal (folk and community) media expressions develop. It also focuses on the difference between mainstream media and subaltern media.</p>
	<p>Unit-4</p> <p>Various forms of Folk Media in India: Tamasha, Keertana, Yakshagana, Nautanki, Jatra, Bhavai, Ramlila and Raslila; Important Folk forms of Bengal: Gambhira, Kabigaan, Chhou, Raibneshe, Alkap, Kabigaan, Yatra, Leto, Baul.</p>	<p>This unit provides a basic idea about different folk and community-based communication forms which are dependent on performing arts practiced in different parts of India and Bengal.</p>

## COURSE OUTCOME DEPT OF JMC 2022

<b>GENERAL</b>	<b>Semester-1</b>	
<b>PAPER</b>	<b>DETAILS OF SYLLABUS</b>	<b>COURSE OUTCOME</b>
<b>JORG-CC/GE-1-1-TH+TU: Basics of Journalism</b>	Unit-1  Newspaper and socio-economic and cultural development in India; News: Definition; Elements of news; News Sources; Different types of	Develops basic concepts of newspaper production.

## COURSE OUTCOME DEPT OF JMC 2022

	<p>new; The Editor: functions and responsibilities; Editorial freedom; Role of the editor; News Editor: duties and responsibilities; Chief Sub-Editor; Sub-Editors: duties and qualities.</p>	
	<p>Unit-2</p> <p>Duties and Responsibilities of Reporter, Chief Reporter; Foreign Correspondent; Special Correspondent, Bureau Chief, District Correspondent; Structure of news: inverted pyramid; Intro; Lead; Language of news writing; Objectivity; Feature: Definition, Types; Editorial: Importance, Choice of subjects, Arrangement, Style of presentation.</p>	<p>Identifying various duties responsibilities &amp; qualities of a reporter chief reporter, foreign correspondent, special correspondent, bureau chief, district correspondent.</p> <p>Understanding the structures of news writing style, language of newspaper</p> <p>Understanding news objectivity</p> <p>Analyzing feature as a special kind of reporting.</p> <p>Understanding the importance of editorial</p>
	<p>Unit-3</p> <p>Editing: Principles of Editing; Copy Testing; Computer Editing; Different types of Headlines; Computer applications; Page Make-up; Front page and other pages; Principles to be followed; Photo journalism: Definition, Importance; Duties,</p>	<p>This part of the syllabus enables the students to comprehend about the process of editing involved for smooth publication of newspapers.</p> <p>They obtain theoretical knowledge about different elements of editing involving the text and image.</p>

## COURSE OUTCOME DEPT OF JMC 2022

	responsibilities of a news photographer; Caption writing; Photo printing process.	
	<p>Unit-4</p> <p>Column and Columnist; Importance of column; Letters to the Editor; Importance; Proof reading; Symbols of proof reading; Duties and responsibilities of proof readers; The News Agencies: functions; Styles of Agency reporting; Various international News Agencies; Political reporting, Financial reporting, Sports reporting.</p>	<p>The role of different international news agencies. Analyzing political reporting, financial reporting and sports reporting</p> <p>Tutorial helps to engage students with topic covered in classroom teachings</p>

GENERAL	Semester-2	
PAPER	DETAILS OF SYLLABUS	COURSE OUTCOME
<b>JORG-CC/GE-2-2-TH+TU: Media Management</b>	<p>Unit-1</p> <p>Newspaper as a business enterprise and its public service role; Indian experience; Ownership of Newspapers: Different</p>	<p>Learns about issues related to newspaper as a business Enterprise.</p>

## COURSE OUTCOME DEPT OF JMC 2022

	<p>types in India; Cross-media Ownership, Media Conglomeration &amp; Convergence; Sources of revenue of newspapers; Scope in India; Departments of Newspaper organizations and functions; Front page of a daily newspaper; Film review; Book review; Music review; Radio and Television review.</p>	
	<p>Unit-2</p> <p>Circulation of newspapers; Circulation factors: Geographical factor, Social Factor, Economic, Technological factor; Promoting circulation; Newspaper's policy; Circulation department; Organization; Functions; Duties and responsibilities of the circulation manager; RNI; Audit Bureau of Circulation (ABC), National Readership Survey (NRS);</p>	<p>Examining circulation of newspapers and the various factors involved with circulation of newspapers, newspaper's policy, role of the Circulation department, circulation manager</p> <p>Understanding role of various media regulatory agencies</p>
	<p>Unit-3</p> <p>Advertisement department of a Newspaper; Administration of Ad-department; Advertisement Manager: Duties and</p>	<p>This unit provides idea about the importance of advertisements in newspaper publication; it gives idea about different types of advertisements which appear in newspapers and how those advertisements are collected for that newspaper.</p>

## COURSE OUTCOME DEPT OF JMC 2022

	responsibilities; Different types of advertisement in newspapers: classified and display; Newspaper as a medium of advertisement;  Unit-4	
	Unit-4  Newspaper Printing: Evolution of newspaper printing process; Public Service Broadcasting: PrasarBharati; Electronic Media Management: Licensing, Organizational Patterns; TRAI; The Broadcasting Bill 1997.	Understanding roles and functions of a public service broadcaster. Understand the Ownership pattern in Indian Media Business Part of continuous evaluation

GENERAL	Semester-3	
PAPER	DETAILS OF SYLLABUS	COURSE OUTCOME
<b>JORG-CC/GE-3-3-TH: Advertising and Public Relations</b>	Unit-1  Advertising: Definition; Different types; Classified and display; Advertisement medium; different types; relative advantages; Selection criteria; Ethics of Advertising; Market research; Brand positioning; Creative strategy; Market and its segmentation; Sales	Learns about the basic concepts of Advertising.

## COURSE OUTCOME DEPT OF JMC 2022

	promotion;	
	<p>Unit-2</p> <p>Advertising agency: structure, functions, important functionaries; Client-Agencyrelationship; Copywriting;Typesof Copy;Howtoprepare;Principlesofwriting;Mainfeatures;Copywriter: qualities, duties and responsibilities.</p>	<p>This unit analyses the importance of advertising agency and how advertising copies are prepared according to the need of the client. It provides idea about the formation and implementation of advertisements making it suitable for publication</p>
	<p>Unit-3</p> <p>Public Relations: Definition; PR as a management function;Publics in PR; Importance of PR; PRO: Qualities and Duties; PR in Public Sector; PR for Private Sector; PR Tools; Press Release;Press Conference; Press Rejoinder; Community Relations, Media Relations; Corporate PR; House Journal; PR Institutions: PRSI, IPR; Crisis PR; Corporate Social Responsibility(CSR)</p>	<p>Understanding Public Relations concepts, importance, functions and elements. Learn about the various tools of public relations and corporate social responsibility and crisis management</p>
	<p>Unit-4 [PRACTICAL]</p> <p>Basic knowledge of Computer for print journalism; Writing a News Report in about 150 words from given points; Writing Headlines from News Stories; Writing Headline, Intro; Writing Anchor Story; Writing article; Creating a display advertisement on Photo Editing Software.</p>	<p>Learn to Write different Headlines and intros. Understand the basic concepts of photo editing</p>

## COURSE OUTCOME DEPT OF JMC 2022

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GENERAL	Semester-4	
PAPER	DETAILS OF SYLLABUS	COURSE OUTCOME
<b>JORG-CC/GE-4-4-TH+TU: Press Laws and Indian Constitution</b>	Unit-1  Indian Constitution; Main features; Fundamental Rights; President of India: Power and position; Prime Minister: power and position; Chief Minister: Power and position; Governor: Power and position; Parliament; Supreme Court; and High Court; Local governments;	Describing power and position of the Prime Minister, Chief Minister and Governor
	Unit-2  Indian Foreign Policy; National Economic policy; New Industrial policy; Finance Commission and its functions; Five Year Plans: Objectives and	This part of the syllabus provides a critical perspective of various policies taken by the Government of India considering contemporary economic and socio-political needs of its citizens.

## COURSE OUTCOME DEPT OF JMC 2022

	Achievements;NitiAyog.	
	<p>Unit-3</p> <p>Press Laws: Defamation, Contempt of Court; Parliamentary Privileges Act; Article 19(1)A and freedom of press; Copyright Act; Official Secrets Act; WorkingJournalists' Act;</p>	<p>Students will be able to discuss various media laws and their implications on conduct of media.</p> <p>Tutorial as part of continuous evaluation</p>
	<p>Unit-4</p> <p>Journalistic Ethics; Freedom and responsibility of the press; Press Commission and PressCouncil of India: Constitution, objectives and guidelines; Media Council of India.</p>	<p>Learns about the ethical parameters in journalistic practices.</p>

## **COURSE OUTCOME**

### **B.Sc. in Mathematics Honours Programme**

#### **(CBCS System):-**

At the end of successful completion of B.Sc. in Mathematics Honours Programme the graduate will be able to:

- Explain the topics with clarity and apply the Mathematical tools to solve numerous problems based on their syllabus.
- Prepare themselves for competitive examinations which ushers them to the arena of Job, Higher studies in Mathematics / Statistics /Environmental Science / Data Science or other professional courses.
- Develop a rational mode of approach equipped with scientific tools in investigating and analyzing any problem in real life or of abstract nature.
- Become responsible citizen of the country equipped with integrity and ethics.
- Display good team spirit , leadership quality and compassion.

**B.Sc. Honours Programme in Mathematics (MTMA)**

**( CBCS System )**

**University of Calcutta**

Semester	Course	Course Outcome
At the successful completion of the course the students will be able to :		
1	Core Course-1 (CC-1) Calculus, Geometry & Vector Analysis	<ol style="list-style-type: none"><li>1. realize the concepts of Higher order Differentiation, Leibnitz Rule, Reduction Formulae for Integration.</li><li>2. apply the aquired knowledge in finding curvature , asymptotes etc. in differential calculus; arc length ,area ,volume etc. in integral calculus .</li><li>3. understand the concepts of Transformation of Co-ordinates, General Equation of Second Degree, Tangent-Normal , Polar Equation, Equations of Planes, Straight Lines, Sphere , Cylindrical Surface , Central Conicoids , Generating Lines , Classification of Quadrics .</li><li>4. solve problems in Geometry .</li><li>5. understand the concept of Vector Product , Vector Function, Limit , Continuity , Differentiation , Integration of vector functions of one variable .</li><li>6. Solve problems in vector and applications in Geometry, Mechanics.</li><li>7. These are widely used in Mechanics and Astronomy.</li></ol>
	CC-2 Algebra	<ol style="list-style-type: none"><li>1. Understand the concepts of Complex Numbers, Theory of Equations, Inequality, Linear Difference Equations, Relations, Mapping, Well Ordering Property, Matrices, System of Linear Equations.</li><li>2. Apply the skills in problem solving.</li></ol>

		<ol style="list-style-type: none"> <li>3. These are widely used in Numerical Analysis.</li> <li>4. Specific Fields of applications are Cryptography, Computer Graphics.</li> </ol>
2	CC-3 Real Analysis	<ol style="list-style-type: none"> <li>1. Understand the concepts of <math>\mathbb{R}</math>, Interval, Set, Set Operation, Sequence, Infinite Series.</li> <li>2. Can solve related problems.</li> <li>3. It is an important part of Pure Mathematics.</li> </ol>
	CC-4 Group Theory -1	<ol style="list-style-type: none"> <li>1. Realise the topics like Group, Subgroup , Normal subgroup , Cyclic Group , Quotient Group , Homomorphism, Isomorphism .</li> <li>2. Can solve different problems in this area.</li> <li>3. These are widely used in Computer Science &amp; Information Technology .</li> </ol>
3	CC-5 Theory of Real Functions	<ol style="list-style-type: none"> <li>1. Understand the concepts of Limit , Continuity ,Bounded functions , Differentiability</li> <li>2. Can solve problems.</li> <li>3. Apply in Geometrical Problems.</li> </ol>
	CC-6 Ring Theory & Linear Algebra-1	<ol style="list-style-type: none"> <li>1. Understand Ring , Field , Homomorphism , Isomorphism , Vector Space , Subspace , Linear Transformation , Eigen Value .</li> <li>2. These are widely used in Computer Science &amp; Information Technology.</li> </ol>
	CC-7 Ordinary Differential Equation & Multivariate Calculus-1	<ol style="list-style-type: none"> <li>1. Learn First Order differential Equation – Exact , Linear , Higher Degree , Clairaut's type. Also the singular solutions.</li> <li>2. The Theory of Linear System of equations in Normal Form.</li> <li>3. Linear Differential Equations of Second Order</li> <li>4. Planar Linear Autonomous System</li> </ol>

		<ol style="list-style-type: none"> <li>5. Power Series Solutions</li> <li>6. Can solve problems related to above area.</li> <li>7. Understand Limit, Continuity &amp; Derivative of functions of two or more variables.</li> <li>8. Can do applications in Optimization Problems.</li> <li>9. The acquired knowledge is used in solving problems in engineering &amp; Physics.</li> </ol>
	SEC-A C-Programming Language	<ol style="list-style-type: none"> <li>1. Understand C-Programming Language and can use it to write C-Programme codes.</li> <li>2. Solve Numerical Analysis Problems using C-Programming</li> </ol>
4	CC-8 Riemann Integration & Series of Functions	<ol style="list-style-type: none"> <li>1. Can grow the knowledge of Riemann Integration, Improper Integration, Series of Functions.</li> <li>2. Can solve related problems.</li> </ol>
	CC-9 Partial Differential Equation & Multivariate Calculus - 2	<ol style="list-style-type: none"> <li>1. Will learn the topics in PDE and Mutivariate Calculus-2 and can apply the knowledge for problem solving.</li> <li>2. Will be able to find the area &amp; volume using Integration.</li> <li>3. Will understand the importance of Green's and Stoke's Theorem.</li> </ol>
	CC-10 Mechanics	<ol style="list-style-type: none"> <li>1. Comprehend the topics like Coplanar Forces , Arbitrary Force System , Friction Force , Virtual Work , Stability of Equilibrium in Statics</li> <li>2. Understand the topics like – Kinematics of a Particle , Newton's Law , Problems in Particle Dynamics- Rectilinear Motion , Planar Motion , Motion in 3D.</li> <li>3. Can learn Many Particle System –Linear &amp; Angular Momentum, The Energy Principle.</li> <li>4. Can solve various Problems .</li> </ol>

	SEC-B R Programming Language	<ol style="list-style-type: none"> <li>1. Can interpret the basic ideas and different commands in R Programming Language.</li> <li>2. Can write programmes in this language.</li> <li>3. Can solve numerical problems using codes in this language.</li> </ol>
5	CC-11 Probability & Statistics	<ol style="list-style-type: none"> <li>1. Understand the definitions and concepts in Probability &amp; Statistics.</li> <li>2. They can apply the tools in problem solving.</li> <li>3. Learn to test Statistical Hypothesis.</li> <li>4. Can do Data Interpretation.</li> </ol>
	CC-12 Group Theory-2 & Linear Algebra-2	<ol style="list-style-type: none"> <li>1. Can understand Automorphism, Direct Product, Inner Product Space, Bilinear &amp; Quadratic Forms, Dual Space.</li> <li>2. Can solve related Problems.</li> </ol>
	DSE-A(1) Advanced Algebra	<ol style="list-style-type: none"> <li>1. Can understand the topics in Group Action ,Sylow's Theorem .</li> <li>2. Understand the topics Principal Ideal Domain, Polynomial Ring, Ring Embedding, Quotient Field.</li> <li>3. Can solve related problems.</li> </ol>
	DSE-B(1) Linear Programming & Game Theory	<ol style="list-style-type: none"> <li>1. Can understand Formulation of LPP.</li> <li>2. Can develop the concepts of Hyperplane , Convex set etc. ,F.S , B.F.S , Optimal Solution .</li> <li>3. Can solve LPP by Graphical Method, Simplex Method &amp; Algorithm; Two phase Method ; Duality theory ; Transportation &amp; Assignment Problem ; Game Theory.</li> <li>4. Optimization Techniques are used in Production</li> </ol>

		Engineering , Mathematical Finance ,Networking etc .
6	CC-13 Metric Space & Complex Analysis	<ol style="list-style-type: none"> <li>1. Can learn the different concepts in Metric Space &amp; Complex Analysis.</li> <li>2. May use the knowledge in solving different problems.</li> </ol>
	CC-14 (Th & P) Numerical Methods & Numerical Methods Lab	<ol style="list-style-type: none"> <li>1. Can understand the different definitions , concepts in Numerical Methods .</li> <li>2. Can use these tools for solving different problems that arise in Numerical Analysis applying C Programming Language or using Calculator also.</li> </ol>
	DSE-A(2) Mathematical Modelling	<ol style="list-style-type: none"> <li>1. Can understand different tools of Mathematical Modelling .</li> <li>2. Can use these tools for solving problems in all fields of Engineering.</li> </ol>
	DSE-B(2) Point Set Topology	<ol style="list-style-type: none"> <li>1. Can understand different definitions in Point Set Topology.</li> <li>2. Can develop the ideas in different topics presented here.</li> </ol>

B.Sc. in Mathematics General Course (CBCS System):-

<b>B.Sc. in Mathematics General Course (MTMG)</b> <b>CBCS System</b> <b>University of Calcutta</b>		
Semester	Course	Course Outcome
1	Core Course Mathematics – CC1 / GE1	Unit 1 - Algebra -1 <ul style="list-style-type: none"> <li>• The students will be able to learn topics in Complex Numbers , Polynomials, Theory of Equations , Matrices</li> <li>• They will be able to solve related problems.</li> </ul>
		Unit 2 – Differential Calculus -1 <ul style="list-style-type: none"> <li>• Students will be able to learn the topics in Real Numbers , Real Valued Functions , Limit , Continuity , Derivatives , Successive Derivative , Functions of two and three variables , Partial Derivatives.</li> <li>• They will be able to solve problems and apply the knowledge in finding curvature ,asymptote , envelope ,singular points in Differential Calculus</li> </ul>
		Unit 3 - Differential Equations -1 <ul style="list-style-type: none"> <li>• The students will be able to learn the topics like order, degree of ODE , Formulation of ODE</li> <li>• The first order ODE Exact , Linear , Clairaut's Equation, Singular Solution</li> <li>• Second Order Linear Equations</li> <li>• The students will be able to solve various related problems</li> </ul>

		<p>Unit 4 - Coordinate Geometry</p> <ul style="list-style-type: none"> <li>• The students will be able to learn Transformation of Rectangular Axes .</li> <li>• General Equation of Second Degree.</li> <li>• Pair of Straight Lines.</li> <li>• Equation of Pair of Tangents.</li> <li>• Polar Equation of Straight Lines, Circle, Polar Equation of a conic with focus as pole. Equation of a chord joining two points, Equation of Tangent &amp; Normal.</li> <li>• Sphere &amp; its Tangent Plane, Right Circular Cone.</li> <li>• The students will be able to solve various problems</li> </ul>
2	<p>Mathematics – CC2 / GE2</p>	<p>Unit 1 Differential Calculus -2</p> <ul style="list-style-type: none"> <li>• Students will learn the definitions &amp; concepts in</li> <li>• Sequence</li> <li>• Infinite Series</li> <li>• Real Valued Functions</li> <li>• Indeterminate Forms</li> <li>• Maxima &amp; Minima</li> <li>• They will be able to solve the related problems .</li> </ul>
		<p>Unit 2 Differential Equation -2</p> <ul style="list-style-type: none"> <li>• Students will learn the definitions &amp; concepts in</li> <li>• Linear Higher Order Differential Equations</li> <li>• Simultaneous Differential Equations</li> <li>• Eigen Value Problems</li> <li>• Order &amp; Degree of Partial Differential Equations</li> <li>• Formation of PDE</li> <li>• Linear PDE of First Order ;</li> <li>• Lagrange’s Method , Charpit’s Method</li> <li>• The students will be able to solve related</li> </ul>

		<p>problems.</p> <p>Unit 3 Vector Algebra</p> <ul style="list-style-type: none"> <li>• Students will learn the definitions &amp; concepts of</li> <li>• Vector.</li> <li>• Addition, Multiplication of Vectors.</li> <li>• Vector Equation of Straight Line, Plane.</li> <li>• Volume of a Tetrahedron.</li> <li>• Applications of Vectors in Geometry &amp; Mechanics.</li> <li>• Students will be able to solve various problems related to this topic.</li> </ul> <p>Unit 4 Discrete Mathematics</p> <ul style="list-style-type: none"> <li>• Students will learn the definitions &amp; concepts in</li> <li>• Integers</li> <li>• Congruence , Applications of Congruences , Congruence Class</li> <li>• Boolean Algebra</li> <li>• Students will be able to solve the related problems</li> </ul>
3	Mathematics- CC3 / GE3	<p>Unit – 1 Integral Calculus</p> <ul style="list-style-type: none"> <li>• Students will learn the definitions &amp; concepts in</li> <li>• Definite Integral , Integration as a limit of sum</li> <li>• Reduction Formulae</li> <li>• Improper Integral</li> <li>• Double Integral</li> <li>• Students will be able to solve the related problems</li> <li>• They can apply the knowledge while solving problems in Applications of Integral Calculus .</li> </ul>

		<p style="text-align: center;">Unit -2 Numerical Methods</p> <ul style="list-style-type: none"><li>• Students will learn the definitions &amp; concepts in</li><li>• Approximate number , Operator</li><li>• Interpolation – Newton’s Forward , Backward , Lagrange’s</li><li>• Rules in Numerical Integration – Trapezoidal, Simpson’s 1/3<sup>rd</sup>.</li><li>• Solution of Equation to find root of Algebraic or Transcendental Equation<ul style="list-style-type: none"><li>• Location of Root (Tabulation Method )</li><li>• Bisection Method</li><li>• Newton Raphson Method</li></ul></li><li>• Students will be able to solve different problems using Numerical Methods .</li></ul> <p style="text-align: center;">Unit-3 Linear Programming</p> <ul style="list-style-type: none"><li>• Students will learn the definitions &amp; concepts in</li><li>• Convex Set , Hyperplane ,Convex Polyhedron , Extreme Points</li><li>• Formulation of LPP</li><li>• Graphical Methods for solution of LPP</li><li>• Simplex Method &amp; related definitions</li><li>• Simplex Method</li><li>• Method of Penalty</li><li>• Concept of Duality</li><li>• Transportation &amp; Assignment Problems</li><li>• The students will be able to solve related problems .</li></ul>
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	<p style="text-align: center;">SEC-1</p> <p style="text-align: center;">SEC-A</p> <p style="text-align: center;">C Programming Language</p>	<p style="text-align: center;">Unit -1      C - Programming Language</p> <ul style="list-style-type: none"> <li>• Students will learn the definitions &amp; concepts in</li> <li>• C Programming Language</li> <li>• Students will be able to write programmes in this language .</li> </ul>
4	<p>Mathematics- CC4 / GE4</p>	<p style="text-align: center;">Unit 1 Algebra -2</p> <ul style="list-style-type: none"> <li>• Students will learn the definitions &amp; concepts in</li> <li>• Introduction of Group Theory</li> <li>• Ring , Field</li> <li>• Vector Space</li> <li>• Real Quadratic Form</li> <li>• Eigen Values and Eigen Vectors</li> <li>• Students will be able to solve the problems in the above topic .</li> </ul> <hr/> <p style="text-align: center;">Unit 2      Computer Science and Programming</p> <ul style="list-style-type: none"> <li>• Students will learn the definitions &amp; concepts in</li> <li>• Historical Development , Hardware , Software , Operating System</li> <li>• Positional Number System</li> <li>• Algorithm, Flow Chart &amp; Programming Language</li> </ul> <hr/> <p style="text-align: center;">Unit 3      Probability &amp; Statistics</p> <ul style="list-style-type: none"> <li>• Students will learn the definitions &amp; concepts in</li> <li>• Elements of Probability Theory &amp; Distribution</li> <li>• Elements of Statistical Methods</li> <li>• Sampling Theory</li> <li>• Bivariate Frequency Distribution &amp; Regression.</li> <li>• Students will be able to solve related problems .</li> </ul>

		<p>Unit -1</p> <ul style="list-style-type: none"> <li>• Students will learn the definitions &amp; concepts in</li> <li>• Proposition, Truth Table, Logical Operators</li> <li>• Students will be able to solve problems in this area .</li> </ul>
	<p>SEC-2</p> <p>SEC-B</p> <p>Mathematical Logic</p>	<p>Unit – 2</p> <ul style="list-style-type: none"> <li>• Students will learn the definitions &amp; concepts in</li> <li>• Propositional Logic</li> <li>• Switching Circuit , Logical Consequence</li> <li>• Students will be able to solve problems in this area .</li> </ul>
		<p>Unit -3</p> <ul style="list-style-type: none"> <li>• Students will learn the definitions &amp; concepts in</li> <li>• Predicate Logic</li> <li>• Students will be able to solve problems in this area .</li> </ul>
5	<p>SEC-3</p> <p>SEC-A</p> <p>Object Oriented Programming in C++</p>	<p>Unit-1 / 2 / 3 Object Oriented Programming in C++</p> <ul style="list-style-type: none"> <li>• Students will learn the definitions &amp; concepts in</li> <li>• History , Programming Language , Difference between C , C++</li> <li>• Object , class , Function , Operator .</li> </ul>
	<p>Mathematics DSE-A</p>	<p>Unit 1 Graph Theory</p> <ul style="list-style-type: none"> <li>• Students will learn the definitions &amp; concepts in</li> <li>• Graph , Path , Circuit , Tree</li> </ul>

	Graph Theory	<ul style="list-style-type: none"> <li>• Students will be able to solve problems in this area .</li> </ul>
6	SEC-4  SEC-B  Boolean Algebra	Boolean Algebra <ul style="list-style-type: none"> <li>• Students will learn the definitions &amp; concepts in</li> <li>• Orderd Set , Duality Principle , Lattice</li> <li>• Boolean Polynomial</li> <li>• Karnaugh Diagram</li> <li>• Switching Circuit</li> <li>• Students will be able to solve problems in this area .</li> </ul>
	Mathematics DSE-B  Advanced Calculus	Advanced Calculus <ul style="list-style-type: none"> <li>• Students will learn the definitions &amp; concepts in</li> <li>• Point wise and uniform convergence of               <ul style="list-style-type: none"> <li>• Sequence of functions</li> <li>• Series of Functions</li> <li>• Power Series</li> </ul> </li> <li>• Periodic Fourier Series</li> <li>• Laplace Transform &amp; its inverse and their applications in solving Ordinary Differential Equations .</li> <li>• Students will be able to solve problems in the above area .</li> </ul>

**COURSE OUTCOME**  
**PHILOSOPHY GENERAL (CBCS)**

**SEMESTER 1**

PHI-G-CC-1: Indian Epistemology and Metaphysics:

Awareness regarding Indian ethics, values; Learning Indian tradition and culture.

**SEMESTER 2**

PHI-G-CC-2 Western Epistemology and Metaphysics:

Awareness regarding core Western Philosophy concepts.

**SEMESTER 3**

PHI-G-CC-3 Western Logic:

Developing logical aptitude

**SEMESTER 5**

PHI-G-DSE-A Discipline Specific Elective: b) Social and Political Philosophy

Awareness regarding basic and essential social and political concepts

**SEMESTER 6**

PHI-G-DSE-B a) Applied Ethics and Philosophy of Religion

Awareness regarding essential Indian ethical concepts and its application and basic knowledge regarding Philosophy of Religion.

Skill Enhancement Elective course

**SEMESTER 3 OR SEMESTER 5**

PHI-G-SEC-A b) Business Ethics:

Learning basic ethical issues in business

**SEMESTER 4 OR SEMESTER 6**

PHI-G-SEC-Bb) Value Education

Imparting value education in the context of individual. Social, moral and global context.

**COURSE OUTCOME**  
**B.Sc. Physics General (under CBCS system) DEPT.**

CC/GE-1 (sem-1)

**Learning Outcomes of Mechanics**

On successful completion of course student will:

**Mathematical Methods**

- learn and understand calculus with review of differentiation, exponential and logarithm functions, trigonometric functions, plotting functions, differentials and basics of integration.
- understand Gaussian integrals, integration by parts, differential and integral calculus for many variables, Lagrange multipliers and Jacobians, Taylor series and their applications in physics.
- understand basics of vector calculus, divergence, gradient and curl and their physical interpretation.
- understand divergence theorem, Stokes' theorem and appreciate its applications.
- understand differential equations ordinary differential equations with constant coefficients, first order ODE's with variable coefficients, second order ODE's partial differential equations

**MECHANICS**

- understand the motion of objects in different frame of references.
- understand laws of motion, reference frames, and its applications i.e. projectile motion, simple harmonic oscillator, rocket motion, elastic and inelastic collisions.
- understand the idea of conservation of angular momentum, central forces and the effective potential.
- understand the application of central force to the stability of circular orbits, Kepler's laws
- understand the dynamics of rotating objects i.e. rigid bodies, angular velocity, the moment of inertia, parallel axis theorem, non-inertial frames: pseudo forces, such as centrifugal force and coriolis force.
- understand the basics of material properties like, elasticity, elastic constants and their relation, torsion of a cylinder, bending of a beam, cantilever, beam supported at its ends and loaded in the middle.
- understand the basics of motion of fluid which includes streamlined and turbulent flows, equation of continuity, critical velocity, flow of a liquid through a capillary tube, capillaries in series and parallel, Stokes' formula.

## **CC/GE2- (sem-2)**

### **Learning Outcomes of Electricity and**

### **Magnetism**

On successful completion of course students will

#### **Electrostatics and Magnetism**

- use the principle of superposition and law of Gauss to calculate the electrical forces and the intensity of the electric field in various electricity problems
- calculate the electric potential of charge distributions and through this to specify the intensity of the electric field
- understand the basics of electrical circuits, capacitors and resistors and analyze circuits using Kirchhoff 's rules
- calculate the magnetic forces that act on moving charges and the magnetic fields due to currents ( Biot-Savart and Ampere laws)
- understand the concepts of induction and self-induction, to solve problems using Faraday's and Lenz's laws

#### **Electromagnetic Theory**

- acquire knowledge on general wave equation using Maxwell's equations
- analyze scalar and vector magnetic potentials and get the concept of displacement current.
- understand the propagation of EM waves in bounded and unbounded media
- understand Poynting theorem and its physical significance.

## **CC/GE3- (sem-3)**

### **Learning Outcomes of Heat and Thermodynamics**

On successful completion of course students will

#### **Kinetic Theory and Thermodynamics**

- understand basic postulates of kinetic theory and Maxwell's velocity distribution
- get the idea of real gas
- understand degrees of freedom, specific heat
- get concept of real gas and critical constants
- get the definition of system, surrounding, closed and open system, extensive and intensive properties.

- get the idea about changes in kinetic potential, enthalpy and internal energy absolute temperature.
- formulate the first law of thermodynamics for a closed systems and arrange the change in energy in the closed systems via heat and work transfer
- apply first law of thermodynamics for closed systems and construct conservation of mass and energy equations.
- assess thermodynamic applications using second law of thermodynamics.
- calculate thermal efficiency and coefficient of performance for heat engine, refrigerators and heat pumps reversible and irreversible processes.
- apply Maxwell's equations to find different thermodynamic potentials such as entropy, enthalpy etc
- learn about the black body radiations, Stefan- Boltzmann's law, Rayleigh-Jean's law and Planck's law and their significances.

### **Statistical Mechanics**

- Gain knowledge about micro and macro state different types of ensemble.
- Classical and quantum statistical mechanics, including Boltzmann, Fermi-Dirac, and Bose-Einstein statistics.
- Apply the formalism of statistical mechanics and probability theory to derive relations between thermo dynamical quantities, Plancks expression of radiation and expression of specific heat.

### **CC/GE4- (sem-4)**

#### **Learning Outcomes of Acoustics and Optics**

On successful completion of course students will

#### **Acoustics**

- analyze waves and oscillations.
- comprises of the study of superposition of harmonic oscillations, waves motion.
- study damped and forced vibration, resonance logarithmic decrement.
- Fourier's theorem and application, vibration of transverse strings.
- get idea of Loudness, Bell, Phon.

#### **Optics**

- study the theory and experiment of interference using air wedge, Newton's rings and Michelson interferometer.
- study the theory and experimental past of diffraction by Fresnels and Fraunhoffer methods.
- study resolving power of grating and telescope.

- study the theories for production of polarization of light.

### **DSE-A (sem-5)**

#### **Learning Outcomes of Analog Electronics**

On successful completion of course student will:

- construct and verify the network theorems.
- understand the basic structure, properties and working principles of P-N junction circuit elements.
- explain the structures, properties and operations of diode types, express that a zener diode is an inverse operating P-N junction
- explain the properties and operations of BJTs (bipolar junction transistors).
- explain the properties and operations of FETs (field effect transistors).
- understanding the basics of Operational Amplifier -741 and design various circuits using Op-Amp 741 such as summing, difference, average, logarithmic amplifiers etc.
- learn circuits of feedback amplifier , oscillator

### **DSE-B (sem-6)**

#### **Learning Outcomes of Digital Electronics**

On successful completion of course student will:

- become familiar with the digital signal, positive and negative logic, Boolean algebra.
- logic gates, logical variables, the truth table, number systems, codes, and their conversion.
- understand circuits of combinational logic such as multiplexer, de-multiplexer, decoder and encoder.
- understand circuits of sequential logic such different types of flip fpos.
- learn types of register and their operations
- learn types of counter and their operations

## **SEC-A (sem-5)**

### **Learning Outcomes of Renewable Energy**

On successful completion of course student will:

- understand the different kinds of Energy sources environmental aspects of energy and pollution control.
- study the basis of solar energy and solar radiation measurement, solar house energy storage, principles of solar cell operation with their types.
- learn the fundamental principles and theory of wind energy conversion, ocean thermal energy, wave energy conversion, geothermal energy.
- understand the conversion technologies, electrical storage and their energy distribution.
- help the student to understand the concepts of hydropower system, biomass, bio gasification and liquefaction, biogas plants, power generation system using biofuels.

## **SEC-B (sem-6)**

### **Learning Outcomes of Arduino**

On successful completion of course student will:

- familiar with Arduino environment and its applications.
- learn how to prototype circuits with a breadboard, , IR Sensor, temperature controller in Arduino compatible boards
- able to understand Arduino programming with C++.
- able to Design Smart systems applications.
- learn and understand about new IDE
- explore the provided example code and online resources for extending knowledge about the capabilities of the Arduino microcontroller

# DEPARTMENT OF POLITICAL SCIENCE

## COURSE OUTCOME

### POLITICAL SCIENCE HONOURS (PLSA)

#### (CBCS SYLLABUS 2018)

Sl. No.	Semester	Course Name	Course Details	Course Outcomes
1.	<b>Sem-1</b>	<b>PLSA-CC-1-1</b>	<b>Understanding Political Theory: Concepts</b> <b>Module- 1</b> 1. Conceptualising politics: meaning of political. 2. Key concepts I: State; Nation; Sovereignty (evolution); Power and Authority--- types and linkages; 3. Key concepts II: Law. Liberty, Equality--- interrelationships. <b>Module-2</b> 4. Key concepts III: Rights; Justice (with special reference to Rawls); Freedom. 5. Key concepts IV: Democracy (with special reference to David Held); Authoritarianism. 6. Key concepts V: Citizenship	<p>The understanding of the basic concepts enables the students to connect the theoretical underpinning with the real politics.</p> <p>They get the measure to interpret politics in their own way. The conceptual thrust areas of political theory guide the students for attaining this end.</p>
2	<b>Sem - 1</b>	<b>PLS-A-CC-1-2</b>	<b>Politics in India: Structures and Processes</b> <b>Module 1</b> 1. Approaches I: Normative; Legal-Institutional; Empirical- Behavioural--- Systems Analysis; Structural Functionalism. 2. Approaches II: Liberalism; Social Welfarism; Neo-Liberalism. 3. Approaches III: Postcolonial; Feminist <b>Module 2</b>	<p>This module deals with the development of preliminary ideas about the dominant currents in Political Theory In the process it attempts to provide a trajectory of the development of traditional approaches, the challenges faced by</p>

			<p>4. Marxian approach--- Dialectical Materialism and Historical Materialism.</p> <p>5. Key ideas: State (focus on Relative Autonomy); Class and Class Struggle; Surplus Value; Alienation.</p> <p>6. Party--- Democratic Centralism; Lenin-Rosa Luxemburg debate; Revolution--- Lenin and Mao. Hegemony and Civil Society: Gramsci</p>	<p>the same and more contemporary views which Offering one of the most vociferous critiques to the dominance of Liberalism, this helps student to contextualize politics against the socio-economic backdrop.</p>
3	Sem - 2	PLS-A-CC-2-3	<p><b>Constitutional Government in India</b></p> <p><b>Module -I</b></p> <p>1. Evolution of the Indian Constitution. Role of the Constituent Assembly--- debates (overview). The Preamble.</p> <p>2. Citizenship. Fundamental Rights and Duties. Directive Principles.</p> <p>3. Nature of Indian Federalism: Union-State Relations.</p> <p>4. Union Executive: President, Vice-President: election, position, functions (focus on Emergency Powers), Prime Minister, Council of Ministers, relationship of Prime Minister and President.</p> <p><b>Module -II</b></p> <p>5. Union Legislature: Rajya Sabha, Lok Sabha: Organisation, Functions – Lawmaking procedure, Parliamentary procedure, Privileges, Committee system. Speaker.</p> <p>6. Government in states: Governor, Chief Minister and Council of Ministers: position and functions –</p>	<p>It is a holistic exposure to study the constitutional history of India. The very word ‘we the people of India’ reflects oneness of a democratic republic</p> <p>It enables to enlighten the analytical power in grasping the diversities as well as Indian thought process through constitutional directives and practices.</p> <p>Changing economic perspectives of various rule making processes in Indian political culture is a</p>

			<p>State Legislature: composition and functions.</p> <p>7. Judiciary: Supreme Court and the High Courts: composition and functions – Judicial activism.</p> <p>8. Constitutional amendment. Major recommendations of National Commission to Review the Working of the Constitution.</p>	<p>great exposure through the constitutional development</p>
4	Sem - 2	PLS-A-CC-2-4	<p><b>Politics in India: Structures and Processes:</b></p> <p><b>Module 1</b></p> <p>1. Party system: features and trends – major national political parties in India: ideologies and programmes. Coalition politics in India: nature and trends. Political parties in West Bengal: Overview.</p> <p>2. Electoral process: Election Commission: composition, functions, role. Electoral reforms.</p> <p>3. Role of business groups, working class, peasants in Indian politics.</p> <p><b>Module-2</b></p> <p>4. Role of a. religion, b language, c caste d. tribe</p> <p>5. Regionalism in Indian politics</p> <p>6. New Social Movements since the 1970s</p> <p>a. environmental movement</p> <p>b. Women’s movement</p> <p>c. human rights movement</p>	<p>The study of Indian party system and electoral institution are extremely important in understanding the nature of Indian democracy. The interaction between various groups and Indian politics also help in deeper understanding of Indian politics</p>
5	Sem - 3	PLSA-CC-3-	<b>Indian Political Thought–I</b>	

		<b>5</b>	<p style="text-align: center;"><b>Module I</b></p> <p>1 Ancient Indian Political ideas: overview.</p> <p>2. Kautilya: Saptanga theory, Dandaniti, Diplomacy.</p> <p>3. Medieval political thought in India: overview (with reference to Barani and Abul Fazal). Legitimacy of kingship.</p> <p>4. Principle of Syncretism</p> <p style="text-align: center;"><b>Module II</b></p> <p>5. Modern Indian thought: Rammohun Roy as pioneer of Indian liberalism – his views on rule of law, freedom of thought and social justice.</p> <p>6. Bankim Chandra Chattopadhyay, Vivekananda and Rabindranath Tagore: views on nationalism.</p> <p>7. M.K. Gandhi: views on State, Swaraj, Satyagraha</p>	<p>Roots of Indian democracy can be understood by going through the various phases of Indian thoughts.</p> <p>Exposure to historical process can be helpful in dealing with apolitical perspective.</p> <p>It shows how Indian Political culture has taken different moves and shapes final to address the participatory process of Indian democracy.</p> <p>It is not only power but the question is to determine who ultimately hold power.</p>
6	Sem - 3	PLS-A-CC-3-6	<p><b>Comparative Government and Politics</b></p> <p><b>Module 1</b></p> <p>1. Evolution of Comparative Politics. Scope, purposes and methods of comparison. Distinction between</p>	<p>This paper starts off by offering an introduction to the fundamental concepts</p>

		<p>Comparative Government and Comparative Politics.</p> <p>2. Major approaches to the study of comparative politics---Institutional approach (dominant schools: Systems approach and Structural Functional approach) ---limitations; New Institutionalism, Political Economy--- origin and key features.</p> <p>3. Development and democratization: S.P. Huntington.</p> <p>4. Classification of political systems. Nature of liberal and socialist political systems; distinguishing features--- conventions, rule of law (UK), separation of powers, checks and balances, judicial review (USA), democratic centralism (PRC), referendum, initiative (Switzerland).</p> <p>5. Political Parties: Typology, features and roles (UK, USA, PRC and Bangladesh). Interest groups: roles (UK and USA).</p> <p><b>Module 2</b></p> <p>6. Unitary system: UK, Bangladesh. Federal system: USA, Russia.</p> <p>7. Legislature in UK, USA and PRC: composition and functions of legislative chambers; Committee System in UK and USA</p> <p>8. Executive in UK, USA, France and Russia: A comparative study of (i) Russian, French and American Presidency; (ii) British and French cabinet systems.</p> <p>9. Judiciary in UK, USA and PRC (with focus on the Procuratorate):</p>	<p>relating to the study of possible variations between governments and political systems. Following which it helps students gain insights about various perspectives towards the study of the same, a comparison and contrast between different types of political system and phenomena with certain case studies which could be regarded as unique contributions of the relevant system. It also highlights the interconnections between democracy and development and the possible threats to the same.</p> <p>This part of the course enables the students with knowledge of comparative study of institutions of different types of political highlighting primarily their structural scaffold.</p>
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			comparative study.  10. Rights of the citizens of UK, USA and PRC: A comparative study.	
7	<b>Sem - 3</b>	<b>PLS-A-CC-3-7</b>	<p><b>Perspectives on International Relations Code:</b></p> <p><b>Module-1</b></p> <p>1. Understanding International Relations: outline of its evolution as academic discipline.</p> <p>2. Major theories: (a) Classical Realism and Neo-Realism (b) Dependency (c) World Systems theory</p> <p>3. Emergent issues: (a) Development (b) Environment (c) Terrorism (d) Migration</p> <p><b>Module-II</b></p> <p>4. Making of foreign Policy</p> <p>5. Indian Foreign Policy: major phases:</p> <p>6. Sino- Indian relations, Indo-US Relation</p>	<p>This course gives a better insight to the students regarding the nature of the international system and global reality.</p> <p>The students acquire clarity and analytics for understanding foreign policies of India, and her bilateral ties with other major powers like USA and China.</p>
8	<b>Sem - 3</b>	<b>PLS-A-SEC-3-A(1)</b>	<p><b>Democratic Awareness through Legal Literacy</b></p> <p><b>Module I</b></p> <p>1. Laws relating to Criminal jurisdiction-provisions relating to filing an FIR, arrest, bail, search and seizure an some understanding of the questions of evidence and procedure in the Criminal Procedure Code.</p> <p>2. Offences under IPC.</p> <p>3. India: Personal laws. Customary Laws</p> <p>4. Laws relating to Dowry, sexual harassment and violence against women.</p> <p><b>Module II</b></p> <p>5. Laws relating to consumer rights.</p>	<p>Political Science being interdisciplinary in nature, this course acquaints the learners both about some of the civil and criminal laws and procedures focussing on the Indian Penal Code, the Criminal Procedure Code and other legal texts with regard to serious offenses.</p> <p>The second module of the course is helpful in enabling the</p>

			<p>6. Right to Information.  7. Laws relating to Cybercrimes.  8. Anti-terrorist laws: Implications for security and human rights.</p>	<p>students to be more aware of their nature and scope of rights available to them as citizens .</p>
9	Sem - 4	PLS-A-CC-4-8	<p><b>Indian Political Thought II</b></p> <p><b>Module - I</b></p> <p>1. M.N. Roy: Radical Humanism.  2. Narendra Deva, Ram Manohar Lohia, Jayaprakash Narayan: Socialist ideas  3. Syed Ahmed Khan and Iqbal: views on colonialism and nation</p> <p><b>Module - II</b></p> <p>4. Nehru: views on Socialism and Democracy. Subhas Chandra Bose: views on Socialism and Fascism.  5. Contested notions of ‘nation’--- Savarkar, Jinnah.  6. Jyotiba Phule and Ambedkar on caste system and untouchability. Pandita Ramabai’s views on social justice</p>	<p>It enables to learn how the philosophy constitutes the path and the aim is vitally charged with that philosophy.</p> <p>Freedom from subjugation of the colonial rule is essentially to put an end of subjugation of humanity. Socialistic principles in India is not caged only within a straight jacket of Communism but within its global perspective its targets were ‘Radical Humanism’, Scientific Humanism’, ‘Neo Humanism’ and ‘Total Revolution’ from within.</p> <p>It also deals with the nation building process with a secular view as opposed to religious fundamentalism.</p> <p>It is an exposure to the problems of the untouchables in India. It creates the road map of social justice</p>

				in Indian democracy.
10	Sem - 4	PLSA- CC-4- 9	<p><b>Global Politics since 1945</b></p> <p><b>Module I:</b></p> <p>1. Cold War and its evolution: outline. Emergence of Third World: NAM; Pan Africanism. Post-Cold War world: overview. Globalization: conceptions and perspectives.</p> <p>2. Europe in transition: European Union, Brexit (overview).</p> <p>3. Major institutions of global governance: World Bank, IMF, WTO-- overview. Major regional organizations: ASEAN, OPEC, SAFTA, SAARC and BRICS. West Asia and the Palestine question.</p> <p><b>Module II:</b></p> <p>4. India and her neighbours I: Pakistan; Bangladesh.</p> <p>5. India and her neighbours II: Nepal; Bhutan; Sri Lanka.</p> <p>6. UNO: background; Major organs--- General Assembly, Security Council and Secretariat (with focus on Secretary General). Role of UNO in peace-keeping, human rights, and development (Millennium Development Goals and Sustainable Development Goals).</p>	<p>This part of the course in the first place gives the students the knowledge about the landmark events of the international community set off by the and in turn influencing the superpower rivalry during the Cold War and then proceeds to the unfolding of the world in the aftermath of the end of the Cold War devoting a considerable space to the Third World.</p> <p>It also gives the students ideas about the working of major associations and institutions and volatile areas of contemporary global politics.</p>
11	Sem - 4	PLS- A-CC- 4-10	<p><b>Western Political Thought and Theory I</b></p> <p><b>Module-1</b></p> <p>1. Greek political thought: main features – Plato: justice, communism –</p>	<p>This course enlightens the students of the journey of Western Political Thought from the Ancient Greek period to that</p>

			<p>Aristotle: state, classifications of constitutions.</p> <p>2. Roman political thought: theories of Law and Citizenship – contributions of Roman thought.</p> <p>3. Medieval political thought in Europe: major features.</p> <p>4. Contribution of Machiavelli. Significance of Renaissance. Political thought of Reformation.</p> <p style="text-align: center;"><b>Module-2</b></p> <p>5. Bodin: Idea of Sovereignty.</p> <p>6. Hobbes: founder of science of materialist politics.</p> <p>7. Locke: founder of Liberalism. Views on natural rights, property and consent.</p> <p>8. Rousseau: views on freedom and democracy</p>	<p>of the social contractualists.</p> <p>Students come across different intellectual contribution made by the famous political thinkers and understand the evolution of the concepts like state, government, citizenship, liberalism etc.</p>
12	<b>Sem - 4</b>	<b>PLS-A-SEC-4-B(2)</b>	<p><b>Elementary Aspects of Social Research</b></p> <p><b>Module I</b></p> <p>1. Fundamental issues in Research Methodology: concepts, variables, proposition and hypotheses; hypothesis construction and verification; measurement – scales; ethics in social research.</p> <p>2. Research design: definition, purpose of research, unit of analysis, fallacy (ecological fallacy and fallacy of reductionism), factors affecting research design.</p> <p>3. Sources and techniques of data collection -- qualitative and quantitative; Sampling –different types; Basic statistical methods – types of statistics; measures of central tendencies and measures of dispersion; graphic representation of data.</p>	<p>By this part of the course, the students are prepared about the various techniques of research , research methodology and quintessential elements to research.</p> <p>By learning about these topics, the students get an idea of the actual hands-on work they would be required to perform in research.</p>

			<p>Module-II</p> <p>4. Participatory field research: Modes and methods of participant observation; advantages and limitations; Case study: definition; types; steps involved in the method; uses. Focus group method: nature and uses; role of the researcher.</p> <p>5. Survey method: Definition, types; techniques of survey research: Pilot survey; interviewing – techniques; different types; qualities of a good interviewer; questionnaire – framing a questionnaire; problem of nonresponse; advantages and disadvantages of survey method.</p> <p>6. Aggregate data analysis: sources of aggregate data, uses of aggregate data; advantages of aggregate data;</p>	
13	Sem - 5	PLS-A-CC-5-11	<p><b>WESTERN POLITICAL THOUGHT AND THEORY I</b></p> <p><b>Module-1</b></p> <p>1. Bentham: Utilitarianism. John Stuart Mill: views on liberty and representative government.</p> <p>2. Hegel: Civil Society and State.</p> <p>3. T. H. Green: Freedom, Obligation</p> <p><b>Module II:</b></p> <p>4. Utopian and Scientific Socialism: basic characteristics.</p> <p>5. Varieties of non-Marxist socialism: Fabianism, Syndicalism, Guild Socialism.</p> <p>6. Anarchism: overview.</p> <p>7. Cultural Marxism: Frankfurt School (overview). Post-Marxism: emergence and basic contentions</p>	<p>Students get to learn in great detail about the evolution of European political thought and how some of their key concepts developed and their pertinence to the development of Western political thought.</p> <p>The topics covered in this part give the students a more matured understanding of various brands of socialism, both overlapping with and debating from traditional</p>

				understanding of what has come to be known as Classical Marxism.
14	Sem - 5	PLS-A-CC-5-12	<p><b>Political Sociology</b></p> <p><b>Module- 1</b></p> <ol style="list-style-type: none"> <li>1. Social bases of politics. Emergence of Political Sociology.</li> <li>2. Political culture and Political socialization: nature, types and agencies.</li> <li>3. Political participation: concept and types.</li> <li>4. Political development and social change</li> <li>5. Political Communication: Concept and structures</li> </ol> <p><b>Module- 2</b></p> <ol style="list-style-type: none"> <li>6. Social stratification and politics: caste, tribe, class, elite.</li> <li>7. Gender and politics: basic issues.</li> <li>8. Religion and politics: varying perspectives.</li> <li>9. Military and politics: conditions and modes of intervention.</li> </ol>	<p>The students will acquire deep understanding of the concepts of Political Sociology which is extremely significant in today's inter-disciplinary world.</p> <p>The students may make political analysis of socially relevant issues and become social scientist in the actual sense of the term.</p>
15	Sem - 5	PLS-A-DSE-5-A(1)	<p><b>Gender and Politics Code:</b></p> <p><b>Module-1</b> <i>Groundings</i></p> <ol style="list-style-type: none"> <li>1. Patriarchy a. Sex-Gender Debates b. Public and Private c. Power</li> <li>2. Feminism</li> <li>3. Family, Community, State a. Family b. Community c. State</li> </ol> <p><b>Module-2</b> <i>Movements and Issues</i></p> <ol style="list-style-type: none"> <li>1. History of the Women's Movement in India</li> <li>2. Violence against women</li> <li>3. Work and Labour a. Visible and Invisible work b. Reproductive and care work</li> </ol>	<p>It helps students to understand how gender discrimination is practiced in politics and how the feminist movement has tried to eliminate such discrimination practiced by different institutions of the society and the state over centuries.</p> <p>The section on women help them</p>

			c. Sex work	become aware about the violence and exploitation faced by women while simultaneously helping them become aware about their strength
16	<b>Sem - 5</b>	<b>PLS-A-DSE-5-B (1)-</b>	<p><b>Indian Foreign Policy in a Globalising World</b></p> <p><b>Module I</b></p> <p>1. India's Foreign Policy: From a Postcolonial State to an Aspiring Global Power</p> <p>2. India's Relations with the USA and USSR/Russia</p> <p>3. India's Engagements with China</p> <p><b>Module II</b></p> <p>4. India in South Asia: Debating Regional Strategies</p> <p>5. India's Negotiating Style and Strategies: Trade, Environment and Security Regimes</p> <p>6. India in the Contemporary Multipolar World</p>	<p>The course is extremely useful to help students understand the changing status of India in the multi-polar world and visa-a-vis individual countries</p> <p>The students also acquire knowledge about regional affairs and India's role in various regimes</p> <p>The knowledge acquired is useful in helping students specialize in foreign affairs and compete in foreign service exams</p>
17	<b>Sem - 6</b>	<b>PLS-A-CC-6-13</b>	<p><b>Public Administration-- Concepts and Perspectives</b></p> <p><b>Module 1</b></p> <p>1. Nature, Scope and Evolution of Public Administration – Private and Public Administration. Principles of Socialist Management.</p> <p>2. Challenges to discipline of Public Administration and responses: New Public Administration, Comparative Public Administration, Development</p>	<p>Students learn the fundamental concepts of public administration and governance.</p> <p>The theoretical understanding helps them to gain a broader view of administration and political behaviour.</p> <p>This course is</p>

			<p>Administration (Indian context).</p> <p>3. Major concepts of administration: (a) Hierarchy (b) Unity of Command (c) Span of Control (d) Authority (e) Centralization, Decentralization and Delegation (f) Line and Staff.</p> <p>4. Public Administration in the era of globalization, liberalization and privatization. Governance: conceptual emergence--- distinction with government. e-governance: features and significance</p> <p style="text-align: center;"><b>Module-2</b></p> <p>5. Bureaucracy: views of Marx and Weber.</p> <p>6. Ecological approach to Public Administration: Riggsian Model</p> <p>. 7. Administrative Processes: (a) Decision making (b) Communication and Control (c) Leadership (d) Coordination.</p> <p>8. Public Policy: definition, characteristics. Models. Policy implementation</p>	<p>extremely significant as they prepare the students as future administrators.</p>
18	Sem - 6	PLSA-CC6-14	<p style="text-align: center;"><b>Administration and Public Policy in India</b></p> <p style="text-align: center;"><b>Module I</b></p> <p>1. Continuity and change in Indian administration: brief historical overview.</p> <p>2. Civil Service in India (Bureaucracy): recruitment (role of UPSC, SPSC), training.</p> <p>3. Organization of Union Government: Secretariat Administration: PMO, Cabinet Secretariat.</p> <p>4. Organization of State Government:</p>	<p>History of Administration reflects the actual power politics of a country. Administration in various periods punctuated by changes genuinely reflects the vision and targets of the rulemaking processes.</p> <p>It reflects how the Colonial Rulers blended the Islamic systems in their own system of</p>

			<p>Chief Secretary – relations between Secretariat and Directorate.</p> <p>5. District Administration: role of District Magistrate, SDO, BDO</p> <p style="text-align: center;"><b>Module II</b></p> <p>6. Local Self Government: Corporations, Municipalities and Panchayats in West Bengal, structure and functions. 73rd and 74th Amendment: overview.</p> <p>7. Planning: Planning Commission, National Development Council. District Planning. Changing nature of planning: NITI Ayog. Budget--- concept and significance.</p> <p>8. Financial Administration: Public Accounts Committee, Estimates Committee – role of CAG.</p> <p>9. Citizen and administration: functions of Lokpal and Lokayukt. Right to Information--- Citizen Charter.</p> <p>10. Citizen and social welfare policies: MGNREGA; Sarva Shiksha Abhiyan (SSA); National Health Mission (NRHM)</p>	<p>administration in retaining power. Without an acknowledgement.</p> <p>In turn, it also reflects how Independent India blends carefully the British model by injecting the value of participatory democracy.</p> <p>Administration is getting blended with the representative democracy from the grass root level. Stability and change through people’s choice and trained competence both are efficiently blended.</p> <p>Administration is not only for perfect competence but also a system to regard justice and people’s conscience.</p> <p>Various welfare policies as the subsystem to administration is parallel launched. It enhances the greater value of the participatory democracy</p>
19	<b>Sem - 6</b>	<b>PLS-A-DSE-6-</b>	<p><b>Public Policy in India</b></p> <p>Module 1</p> <p>1. Introduction to Policy Analysis</p> <p>2. The Analysis of Policy vis-à-vis the</p>	<p>The students learn about the basics of Public Policy and evolution of the same.</p>

		<b>A(3)-</b>	<p>Theories of State Module 2</p> <p>3. Political Economy and Policy: Interest Groups and Social Movements.</p> <p>4. Ideology and Policy: Nehruvian Vision, Economic Liberalisation and recent developments</p>	<p>They come to know how India has developed her policies on major areas since post-independence, period of liberalization to the recent times.</p> <p>This course has become extremely relevant for the students who wants to pursue Masters in Public Policy</p>
20	<b>Sem - 6</b>	<b>PLS-A-DSE-6-B(3)</b>	<p><b>Citizenship in a Globalising World</b></p> <p><b>Module-1</b></p> <p>1. Classical conceptions of citizenship 2. The Evolution of Citizenship and the Modern State</p> <p><b>Module- 2</b></p> <p>3. Citizenship and Diversity 4. Citizenship beyond the Nation-state: Globalization and global justice</p>	<p>This course helps the students to learn about the evolution of the concept of citizenship.</p> <p>The transition of the concept from the classical period to that of the globalized world make the students analytical of different paraphernalia associated with it.</p> <p>This course has both a theoretical as well as practical aspect as the issues of citizenship, migration, statelessness adds to the horizon of knowledge of the students.</p> <p>The students can connect with real issues and case</p>

				studies relating to refugees, migration and others.
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**DEPARTMENT OF POLITICAL SCIENCE**

**COURSE OUTCOME**

**POLITICAL SCIENCE GENERAL (PLSG)**

**(CBCS SYLLABUS 2018)**

Sl. No.	Semester	Course Name	Course Details	Course Outcomes
21	<b>Sem 1- Gen</b>	<b>PLS-G-CC- 1-1</b>	<p><b>Introduction to Political Theory</b></p> <p>1. Political Science: nature and scope; Different approaches--- Normative, Behavioural, Post-Behavioural, Marxist, Feminist.</p> <p>2. State: Contract theory; Idealist theory; Liberal theory; Marxist theory; Gandhian theory. Sovereignty of the State: Monistic and Pluralist theories. Doctrine of Popular Sovereignty.</p> <p>3. Foundational concepts: Law; Right; Liberty; Equality--- meanings, sources, interrelationships.</p> <p>4. Key concepts: Nationalism and Internationalism—meanings and features; Democracy--- meaning and nature Module- 2</p> <p>5. Marxism: Dialectical and Historical Materialism; Class and</p>	<p>This program on Political theory aims to introduce the students who have Political Science as their generic to certain key aspects of Political Theory.</p> <p>This program equips students to take an in-depth analysis of concepts like rights, equality, justice, liberty, nationalism which occupies centre stage of any political discussion</p>

			<p>Class Struggle; Theory of Revolution; Lenin's Theory of Imperialism.</p> <p>6. Fascism: meaning, features, significance.</p> <p>7. Political parties and interest groups: functions and role; Methods of representation: territorial, functional, proportional.</p>	
22	<b>Sem 2- Gen</b>	<b>PLS-G-CC- 2-2</b>	<p><b>Comparative Government and Politics Code:</b></p> <p><b>Module-1</b></p> <p>1 Political System: Liberal-democratic, Authoritarian .Socialist – forms of Political Systems: Unitary and Federal, Parliamentary and Presidential.</p> <p>2. U.K.: (a) Basic features with major focus on Conventions and rule of Law. (b) Legislature: composition and functions with major focus on the concept of parliamentary sovereignty. (c) Executive: composition and functions of the Cabinet with major focus on the role of the Prime Minister – the concept of Cabinet Dictatorship; (d) Role of the Crown;(e) Party system – role of the Opposition.</p> <p>3. U.S.A.: (a) Basic features (b) US federalism (c) Bill of rights (d) Legislature: composition and functions with major focus on the Presiding Officers and Committee System; (e) The Executive: The President: election, powers and functions. US Cabinet: composition and functions; (f) Supreme Court: composition and functions; (g) Party system.</p>	<p>The topic gives deeper understanding of the form of government and constitution of the different types of political system across the world.</p>

			<p>Module II</p> <p>4. PRC (1982 Constitution):</p> <p>(a) Significance of the Revolution  (b) Basic features with special reference to General Principles(c)  Communist Party: structure, functions, role (d) Rights and Duties of Citizen (e) The National Government: i) The Executive: President, Premier, State Council, ii) The Legislature: National People' Congress ,Standing Committee iii) The Judiciary.</p> <p>5. Salient features of the Constitutions of Bangladesh,France,Switzerland.</p>	
23	<b>Sem 3- Gen</b>	<b>PLS-G- CC- 3-3</b>	<p><b>Government and Politics in India</b></p> <p><b>Module-1</b></p> <p>1. Evolution of the Constitution (brief). The Preamble; Fundamental Rights. Directive Principles;  2. Union-State Relations – nature of federalism.  3. Union Executive: President, Vice-President, Prime Minister, Council of Ministers.  4. Union Legislature: Lok Sabha and Rajya Sabha--- organisation, functions, law Making procedure, Privileges, Committee System, Speaker.  5 The Judiciary: Supreme Court and High Courts--- composition and functions; Judicial Activism in India .  6. Constitutional amendment procedure</p> <p style="text-align: center;"><b>Module II</b></p> <p>7. Government in States: Governor; Council of Ministers and the Chief</p>	<p>Various administrative models and its improvisations are also a road map in gaining knowledge to bureaucratization of the system</p> <p>Constitutional directives as well as its practices are a great help to know the accountability of all the organs of the governments including its various sub systems. In India.</p> <p>Uniqueness and</p>

			<p>Minister; State Legislature: composition and functions.</p> <p>8. Local Government: rural and urban. Significance of 73rd and 74th Amendments.</p> <p>9. Election Commission and election reforms.</p> <p>10. Party System in India: national political parties: Ideologies and programmes. Recent trends in India: rise of regional political parties; coalition politics.</p> <p>11. Regionalism: Nature, roots, types.</p> <p>12. Varieties of social and political movements: a) caste; tribe; b) religion; c) environment; d) women's movements</p>	<p>the tension areas of Indian Constitution both are highlighted. It helps to realize the challenges democracy in India.</p> <p>Party system, regionalism and varieties of social and political movements are the essential factors in the growth of peoples' democracy in India.</p> <p>Constitutional directives to a great extent are dependent on those factors. It actually is an exposure to the people's voice in maintaining the free flow of the political culture of Indian democracy.</p>
24	<b>Sem 4-Gen</b>	<b>PLS-G-CC-4-4</b>	<p style="text-align: center;"><b>Module 1.</b></p> <p>1. International Relations as a field of study. Approaches:</p> <p>(a) Classical Realism (Hans Morgenthau) and Neo-Realism</p>	<p>This part of the course helps the students gain detailed knowledge about the different currents in</p>

			<p>(Kenneth Waltz)</p> <p>(b)Neo-Liberalism: Complex Interdependence (Robert O. Keohane and Joseph Nye)</p> <p>(c) Structural Approaches: World Systems Approach (Immanuel Wallerstein) and Dependency School (Andre Gunder Frank)</p> <p>(d) Feminist Perspective (J. Ann Tickner)</p> <p>2. Cold War :(a) Second World War &amp; Origins of Cold War; (b) Phases of Cold War: First Cold War; Rise and Fall of Detente Second Cold War.</p>	<p>International Relations theorizing, both mainstream and the challenges directed towards the dominant paradigms.</p> <p>It also familiarizes the learners with the development of global politics against the backdrop of the Cold War, emphasising its foundation, various phases, consequences across the world.</p>
			<p style="text-align: center;"><b>Module II</b></p> <p>3. End of Cold War and Collapse of the Soviet Union</p> <p>(b)Post Cold- War Era and Emerging Centers of Power (European Union, China, Russia and Japan)</p> <p>4. India's Foreign Policy (a) Basic Determinants (Historical, Geo-Political, Economic, Domestic and Strategic); (b) India's Policy of Non-Alignment; (c) India as emerging Power</p>	<p>The second module enables the students to have in-depth knowledge about the unfolding of the international community in the aftermath of the end of the Cold War and the role of the emerging poles of world politics.</p> <p>It also gives the students to have thorough knowledge about Indian Foreign</p>

				policy particularly the determinants, her non- aligned stand and her position as an emerging power in the contemporary world.
25	<b>Sem 5- DSE- Gen</b>	<b>PLS-G-DSE- A-5-1A</b>	<p><b>Public Administration Code:</b></p> <p><b>Module-1</b></p> <p>1.Nature and Scope of Public Administration.</p> <p>2. Key Concepts: Hierarchy; Unity of Command; Span of Control; Authority; Centralization and Decentralization; Line and Staff; Communication and Control; Delegation; Decision-making;Coordination and Leadership.</p> <p>3. Major Approaches: New Public Administration; Comparative Public Administration; Development Administration; New Public Management</p> <p><b>Module-2</b></p> <p>4. Bureaucracy: Views of Weber and Marx.</p> <p>5.Public Policy: Formulation and Implementation</p> <p>6. Major Programmes (basic features and objectives): MGNREGA; Sarva Shiksha Abhiyan; National Rural Health Mission.</p>	<p>Students acquire knowledge about public administration as a discipline.</p> <p>They also acquire knowledge about the administrative process and decision making mechanism.</p> <p>Students get benefitted in terms of basic knowledge required to pursue higher studies in public administration and open opportunities in administrative services</p>
26	<b>Sem 6- DSE Gen</b>	<b>PLS-G-DSE- B-6-2A</b>	<p><b>Feminism: Theory and Practice Code:</b></p> <p><b>Module-1</b></p> <p>1. Distinction between sex and gender. Biologism and Social Constructivism.</p>	<p>The topics are useful in helping students understand politics in terms of gender</p>

			<p>2. Patriarchy and Feminism.</p> <p>3. Theoretical foundation: Liberal; Socialist; Marxist; Radical Feminism; New Feminist ideas</p> <p><b>Module-2</b></p> <p>4. Traditional historiography and Feminist critiques.</p> <p>5. Social reform movements and position of women: Indian context.</p> <p>6. Gender relations in family: consumption; entitlement; property rights</p>	<p>discrimination.</p> <p>They also become aware about various kinds of feminist movements that have over centuries fought to eliminate discrimination</p> <p>They become aware about the changing position and status of women in Indian society</p>
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**COURSE OUTCOME**

**B.ED. DEPT. SSC**

**DEPARTMENT OF SOCIOLOGY**

**SHRI SHIKSHAYATAN COLLEGE**

<b>NAME OF THE COURSE</b>	<b>COURSE OUTCOME (CO)</b>
<b><u>HONOURS</u></b> <b><u>CORE COURSES</u></b>	
1. CC-1	Students will develop an initial idea about the subject and get an introduction to the Basic Concepts in Sociology.
2. CC-2	Students would get an introduction to India and acquire knowledge about its Institutions.
3. CC-3	Students will develop knowledge about the basic sociological perspectives to understand society.
4. CC-4	Students are to be introduced to the different social movements and acquire knowledge about the challenges in India like communalism, secularism and nationalism.
5. CC-5	Students will get an idea about the basic concepts of political sociology, political systems and power structures in India.
6. CC-6	Students will acquire an understanding of religion as a sociological concept, also would develop an understanding about the elements of religion and the relation between religion and society.
7. CC-7	Students are to develop an understanding of gender as a social construct, also acquire knowledge of the differences and inequalities rooted in society in terms of gender.

<p><b>8. CC-8</b></p>	<p>Students would acquire an understanding of the different perspectives in economic sociology, forms of exchange, systems of production and consumption and also develop in depth knowledge of globalisation of exchange.</p>
<p><b>9. CC-9</b></p>	<p>Students would get an introduction to population studies and are to acquire an understanding of the impact of population on social structure and processes of society.</p>
<p><b>10. CC-10</b></p>	<p>Students would be exploring the concept of social stratification, its theories, and forms and are also to be introduced to the idea of social mobility.</p>
<p><b>11. CC-11</b></p>	<p>Students are to get an introduction to the classical thinkers of sociology namely Karl Marx, Emile Durkheim and Max Weber.</p>
<p><b>12. CC-12</b></p>	<p>Students to get an introduction to the logic of social research, its methodological perspectives, modes of data collection and also acquire the knowledge of how to write a research project.</p>
<p><b>13. CC-13</b></p>	<p>Students are to get an orientation to the post-classical theories like those of Parsons, Merton, Levi-Strauss, Adorno, etc.</p>
<p><b>14. CC-14</b></p>	<p>Students are to develop an understanding of the types of social research design, sampling, statistical methods and bibliography and citation.</p>
<p><b><u>SKILL ENHANCEMENT COURSES</u></b></p>	
<p><b>1. SEC-A (2)</b></p>	<p>Students are to develop an idea about gender, gender construction, gender practices and policies and also the various dimensions of gender inequalities.</p>

<p><b>2. SEC-B (1)</b></p>	<p>Students are to develop an understanding about the uses of statistics in social research.</p>
<p><b><u>DISCIPLINE SPECIFIC COURSES</u></b></p>	
<p><b>1. DSE- A(1)</b></p>	<p>Students would get an introduction to Urban Sociology; they are also likely to develop an understanding of the various perspectives in Urban Sociology and the problems of urbanity in India.</p>
<p><b>2. DSE- A (4)</b></p>	<p>Students would get an opportunity to explore the rural social structure in India, land reforms, poverty conditions in India, farmer's movement, caste, class, gender, Green Revolution and its impact on agriculture and urban social change.</p>
<p><b>3. DSE- B (2)</b></p>	<p>Students will get an introduction to visual culture and media and also acquire understanding about its role in today's society.</p>
<p><b>4. DSE- B (3)</b></p>	<p>Students are to get an introduction to the Sociology of Health and Medicine, also acquire an understanding of the different approaches to health and illness.</p>
<p><b><u>GENERAL CORE COURSES</u></b></p>	
<p><b>1. CC/GE-1</b></p>	<p>Students will develop an idea about the subject and get an introduction to the Basic Concepts in Sociology.</p>
<p><b>2. CC/GE-2</b></p>	<p>Students would get an introduction to India and acquire knowledge about its Institutions. They would also be introduced to the different social movements and acquire knowledge about the challenges in India like communalism, secularism and nationalism.</p>
<p><b>3. CC/GE-3</b></p>	<p>Students are to get an introduction to the classical thinkers of sociology namely Karl Marx, Emile Durkheim and Max Weber.</p>

**4. CC/GE-4**

Students to get an introduction to the logic of social research, its methodological perspectives, modes of data collection and also acquire the knowledge of how to write a research project. They would also develop an understanding of the differences between Qualitative and Quantitative research.

**SKILL ENHANCEMENT COURSES**

**1. SEC- A (2)**

Students are to develop an idea about gender, gender construction, gender practices and policies and also the various dimensions of gender inequalities.

**2. SEC- B (2)**

Students are to develop an understanding about the uses of statistics in social research.

**DISCIPLINE SPECIFIC COURSES**

**1. DSE- A (1)**

Students would get an understanding of the meaning and scope of religion, theories of religion like those of Weber, Durkheim and Marx, also get an in-depth knowledge of the different religions in India.

**2. DSE- B (1)**

Students would get an understanding of the concepts and approaches to social stratification, forms of social stratification and social mobility.

## COURSE OUTCOME

### Department of Statistics

**Subject:** STSG (under CBCS)

Sl. No.	Semester	Course Name	Course Details	Course Outcomes
1.	Sem - 1	GE-1	<p>Descriptive Statistics:</p> <p>Unit-1:</p> <p>Introduction, Types of Data, Measurement of Scales, Graphical Representation</p> <p>Unit-2:</p> <p>Central Tendency, Dispersion, Moments, Skewness and Kurtosis</p> <p>Unit-3:</p> <p>Bivariate data: correlation, regression, rank correlation, Partial and Multiple correlations (three variables only)</p>	<ul style="list-style-type: none"><li>• To help the students to represent any data graphically and interpret</li><li>• To calculate different measures of location, dispersion, skewness and kurtosis and comment about the nature of the data</li><li>• To find out if some sort of relationship is present between the variables present in the data</li><li>• To fit a mathematical model to the given data</li></ul>
2.	Sem - 2	GE-2	<p>Elementary Probability Theory:</p> <p>Unit-1</p> <p>Introduction to Probability, Definition of Probability, Conditional Probability, Independence of events.</p> <p>Unit-2</p> <p>Random variables: discrete and continuous, pmf, pdf, cdf, expectation, variance, moments</p>	<ul style="list-style-type: none"><li>• To form basic knowledge in probability.</li><li>• To help the students solve various problems on probability and conditional probability.</li><li>• To give a clear idea regarding various discrete and continuous distributions</li><li>• To form a strong</li></ul>

			<p>Unit-3</p> <p>Binomial, Poisson, Geometric, Negative Binomial, Uniform, Normal, Exponential, WLLN and Central Limit Theorem.</p>	<p>basis so that students can apply these discrete and continuous distributions in real life situations.</p> <ul style="list-style-type: none"> <li>• To create a strong background for studying statistical inference and other applied statistics portions.</li> </ul>
3.	Sem - 3	GE-3	<p>Introduction to Statistical Inference:</p> <p>Unit-1</p> <p>Population and sample, parameter and statistics, probability and sampling distributions, Statistical Inference, Normal, chi square, t and F distributions</p> <p>Unit-2</p> <p>Estimation of population mean, confidence interval for parameters of Normal distribution, Testing of Hypothesis- Introduction, testing for normal, Sign Test</p> <p>Unit-3</p> <p>ANOVA: one way and two way (one and m observations per cell), Basic principles of Design, Complete Randomized Design, Randomized Block Design</p>	<ul style="list-style-type: none"> <li>• To develop preliminary concepts regarding population and sample.</li> <li>• To learn estimation of parameters and Testing of hypothesis</li> <li>• To solve simple problems based on testing of hypothesis and estimation of parameters</li> <li>• To develop preliminary concepts of ANOVA and Design of Experiments</li> <li>• To create background for studying other problems on Design of Experiments</li> </ul>
4.	Sem - 4	GE-4	<p>Applications of Statistics:</p> <p>Unit-1</p> <p>Concepts of population, sample,</p>	<ul style="list-style-type: none"> <li>• To form basic knowledge in sample survey, time series, index numbers and vital</li> </ul>

		<p>complete enumeration, sampling and non-sampling error, SRS-SRSWR, SRSWOR, Estimation of Population mean, total and proportion, their variances, Stratified Random Sampling: Estimation of population mean, total and their variances, proportional and optimum allocation.</p> <p>Unit-2</p> <p>Index Numbers and Time Series</p> <p>Unit-3</p> <p>Vital Statistics, Mortality Rates, Life tables, Fertility Rates, Measurement of Growth Rates</p>	<p>statistics.</p> <ul style="list-style-type: none"> <li>• To help the students solve various problems on these topics.</li> <li>• To give a clear idea regarding few sample survey methods</li> <li>• To form a strong basis so that students can apply these in real life situations.</li> <li>• To create a strong background for studying applied statistics portions.</li> </ul>
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## COURSE OUTCOME

### URDU

#### URDU - CC/GE - 1

##### Urdu Zaban - o - Adab ki Mukhtasar Tarikh

From the study of above, one can learn history and literature of Urdu .Life history and nature of writing of many Urdu writers and poets like Wali, Siraj Aurangabadi, Nazeer, Mirza Ghalib and Dr. Iqbal, who have contributed for the progress of Urdu language and literature, is also learnt. Role played by Fort William College and Delhi College can also be learnt by studying above. Further, one can also learn what was the nature of Urdu literature and poetry in Southern and Northern India as well as in Delhi and Lucknow.

#### URDU - CC/GE - 2

##### Ghazal

From this one can learn the meaning of ghazal, it's background, topic and evolution, romance, Sufism, psychology etc. One can also learn the kind of ghazal written in Southern and Northern parts of India. What were the main characteristics of ghazals of famous poets of Urdu like Wali, Siraj, Mir, Yagana, Ghalib etc. How the character of ghazals changed after 1857.

#### URDU - CC/GE - 3

##### Nazam

From this one can learn what is qasida (a laudatory, elegiac or satiric poem)? One can learn the quality of qasida written by poets like Sauda and Zauq. When did Urdu prose evolved in Northern and Southern India. Prose written by Mullah Wajih, Mir Taqi Mir, Mir Hassan and Daya Shankar Nasim. Difference between Qasida, Masnawi (spiritual couplets) and Marsia (poem written to commemorate the martyrdom) is also learnt from the study. When is Marsia read? Further, contribution made by Maulana Hali, Dr. Iqbal and Faiz in the field of poetry is also learnt.

#### URDU- G - CC/GE - 4

##### Dastan aur Novel

###### (i) Dastan

From the study of above, we can learn about Dastan (Tale or story), it's evolution, contribution of Fort William college in its development. Details of some Dastans like "Bagh-o-Bahar" "Fasana e ajaib" is also learnt from this.

(ii) Novel

Important components of Novel, start and its evolution as well as life history and contribution made by famous novel writers like Dr. Nazir Ahmed, Munshi Prem Chand and Qurratain Haider can be learnt from above. Details of some of the important novels like "Umrao Jaan" and "Godan" is also learnt.

### URDU - G - LCC 2

#### Jadid Fiction - Novel and Afsana

(i) Novel

Definition of novel, its background, introduction of famous Novel writers, start of modern novels and characteristics of novels of famous novel writers is learnt from it.

(ii) Afsana

One can learn definition of Afsana (Tale) and its characteristics, details of famous afsana writers like Mintu, Ghulam Abbas and Ismat Chughtai, background of modern afsana and modern afsana writers like Intezar Moin and Surendra Prakash.

### URDU - GE- LCC 2

#### Jadid Shairi

Background of Jadid shairi (Poetry), its beginning and problems faced can be learnt. Evolution of Jadid shairi and characteristics of poetries written by famous poetry writers like Akhtar ul Imaan and Shaharyar is also learnt.

Another part of Jadid shairi is (Ghazal). One can learn the topics, background and evolution of Ghazal. One can also learn about modern ghazal writers like Nasir Kazmi, Shaharyar and Irfan Siddiqi and characteristics of ghazals written by them.

Difference of Poetry and ghazal can also be learnt through this.

#### Skill Enhancement Course

### URDU - G - SEC

#### Group A - Sahafat

Definition of sahafat (Journalism), its beginning, evolution and relationship with society can be learnt from it. Further types of journalism, difficulties faced and their solution can also be learnt. One can also learn about famous journalists like Abul Kalam Azad, Abdur Razzaq Malihabadi,

Ahmed Sayeed Malihabadi and role played by them in the field of journalism.

URDU - SEC

Group B - Barqi Zarae Iblagh

From Barqi Zarae Iblagh (Electronic media) one can learn about literature, programme of entertainment etc. What are the positive and negative effects of barqi zarae iblagh. What are the responsibilities of Public barqi zarae iblagh and their problems. How can problems be solved through Radio and television. How are TV serials, tele films and documentary movies made.

## COURSE OUTCOME

### ZOOLOGY

(CBCS CURRICULUM FOR ZOOLOGY GENERAL, C.U.)

<b>Sl. No</b>	<b>PART I</b>	<b>PAPER</b>	<b>EXPECTED OUTCOME</b>
1.	SEMESTER I	CC1/GE1 ANIMAL DIVERSITY	Enhancement of knowledge useful for higher studies as well as application in practical field
	SEMESTER II	CC2/GE2 COMPARATIVE ANATOMY & DEVELOPMENTAL BIOLOGY	Enhancement of knowledge useful for higher studies as well as application in practical field
<b>Sl. No.</b>	<b>PART II</b>	<b>PAPER</b>	<b>EXPECTED OUTCOME</b>
2.	SEMESTER III	CC3/GE3 PHYSIOLOGY & BIOCHEMISTRY	Enhancement of knowledge useful for higher studies as well as application in practical field
		SEC A APICULTURE	Enhancement of knowledge applicable for further training and placement, entrepreneurship
	SEMESTER IV	CC4/GE4 GENETICS & EVOLUTIONARY BIOLOGY	Enhancement of knowledge useful for higher studies
		SEC B AQUARIUM FISH KEEPING	Enhancement of knowledge, aesthetics, entrepreneurship
<b>Sl. No.</b>	<b>PART III</b>	<b>PAPER</b>	<b>EXPECTED OUTCOME</b>
3.	SEMESTER V	DSE A APPLIED ZOOLOGY/ AQUATIC BIOLOGY	APPLIED ZOOLOGY- Enhancement of knowledge applicable for further training and placement, entrepreneurship AQUATIC BIOLOGY- Enhancement of knowledge applicable for further on job training and placement in industries, entrepreneurship

		SEC A SERICULTURE	Enhancement of knowledge applicable for further on job training and placement in industries, entrepreneurship
SEMESTER VI		DSE B BIOLOGY OF INSECT/ ECOLOGY & WILDLIFE BIOLOGY	BIOLOGY OF INSECT- Enhancement of knowledge useful for higher studies as well as application in practical field ECOLOGY & WILDLIFE BIOLOGY- Enhancement of knowledge useful for higher studies, Awareness about nature and natural resources
		SEC B MEDICAL DIAGNOSIS	Enhancement of knowledge applicable for medical research , on job training and opportunity of placement as technicians etc. in diagnostic laboratories