

RANI BIRLA GIRLS' COLLEGE

PROGRAMME AND COURSE OUTCOMES 2019-2020

1. GEOGRAPHY
2. SOCIOLOGY
3. ENGLISH
4. HINDI
5. HISTORY
6. EDUCATION
7. POLITICAL SCIENCE
8. JOURNALISM AND MASS COMMUNICATION
9. COMMUNICATIVE ENGLISH
10. PHILOSOPHY
11. ECONOMICS
12. FASHION AND APPAREL DESIGN

Department of Geography

Name of Programme: B.Sc. Honours (under 1+1+1 system)

Programme Outcomes:			
The Programme gives students a thorough grounding in the fundamentals of Geography. It offers a number of specializations and abundant practical exposure. Students are, thus, equipped to pursue careers in academics and a variety of professional employment in government sectors as environmentalist, climatologist, cartographer, G.I.S. analyst etc. From a broader perspective, the Programme trains students in the latest techniques and theories in the field of Geography.			
Year	Paper	Name of the Paper	Course Outcomes
3	5	Population and Settlement Geography, Regional Geography of India	<ul style="list-style-type: none"> • Explaining the fundamental concepts of population dynamics and demographic attributes; • Describing and analyzing the concept of rural and urban settlements with reference to India; • Understanding the various concepts and bases of regions with reference to the general geography of India; • Receiving a critical overview of different case studies of India with geographical problems.
	6	Philosophy of Geography, Contemporary issues in Geography	<ul style="list-style-type: none"> • Understanding basic concepts with special reference to their roles in the nature of geography; • Gaining an overview and critical description of modern and contemporary thoughts. • Explaining the various assessing concepts climatic, biotic and terrestrial hazards in the Indian subcontinent; • Assessing the role of human development in the Third World.
	7	Mapping Techniques, GIS and Remote Sensing	<ul style="list-style-type: none"> • Explaining the concept of map projection and its practical applications; • Establishing the relationship between cartograms and their representations of population data; • Acquiring an overview of thematic mapping with climate and soil data and its practical applications; • Describing and analyzing the concept of GIS and remote sensing with practical applications.

	8	Statistical Techniques, Contemporary techniques in Geography	<ul style="list-style-type: none"> • Assessing the significance of statistical technique with dispersions and regressions; • Understanding the variation of natural hazards and their management with various practical techniques on the Indian Subcontinent; • Describing and analysing the concept of economic and human development with preparation of questionnaire and survey schedule.
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Programme Specific Outcomes:

- To develop a critical awareness and understanding of the Earth and its atmosphere and oceans through analysis of landform development, crustal mobility and tectonics, climate change and dynamics etc.;
- To understand the fundamental concepts of landforms and their association with structure and process; establish man-environment relationships; explore the relation of Geography with other social and earth sciences;
- To understand the role and functioning of global economies, industrial locations; the use and exploitation of resources with their impacts;
- To develop a sustainable approach towards the ecosystem and the biosphere with a view to conserving natural systems and maintaining ecological balance;
- To study the indicators of socio-cultural diversity of India by discussing contemporary concepts of social and cultural geography;
- To develop an understanding of geopolitics, global geostrategic views and functioning of political systems;
- To assess the differential patterns of the human habitation of the Earth through studies of human settlements and population dynamics;
- To emphasize the significance of regional disparities and account for poverty, unemployment and the impacts of globalization;
- To explain and analyze the regional diversity of India through interpretation of natural and planning regions;
- To understand ancient and contemporary geographical thought and its relationship with modern concepts of empiricism, positivism, radicalism, behaviouralism etc.;
- To study the hazards and disasters to which the subcontinent is vulnerable and their management;
- To provide hands-on training in practical techniques of mapping, cartography, software, interpretation of maps, photographs and images etc. so as to understand the spatial variation of phenomena on the Earth's surface.

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

Programme Outcomes:

The program enables students to gain a thorough grounding in the fundamentals of Geography. It offers a number of specializations and practical exposure to the students, preparing them to face the modern-day challenges in academic as well as professional bodies. This Programme could provide well-trained students suitable work in government sectors, geo-informatics, educational institutes and research centres. From a broader perspective, this Programme trains the students in latest techniques and theories in the field of Geography. At the end of the degree course, by virtue of the training they get, they can become a teacher, professor, environmentalist, climatologist, cartographer and G.I.S. analyst.

Year	Paper	Name of the Paper	Course Outcomes
3	IV (Th)	Land Use and Settlement Geography	Students come to understand the basic concepts and attributes of land; the objectives and principles of land use; the factors influencing land use and land categories. They learn about rural and urban settlements, their evolution and characteristics. They also learn the different methods of remote sensing, air photo and satellite imagery, characteristics of IRS imageries and principles of thematic mapping.
	IV (Pr)	Applied Geographical Techniques	Students learn how to prepare land use maps from cadastral maps based on primary or secondary data. They are taught to produce flow diagrams, accessibility maps and to interpret Air photo by pocket stereoscope.

Programme Specific Outcomes:

- To develop a critical awareness and understanding of the Earth and its atmosphere and oceans through analysis of landform development, crustal mobility and tectonics, climate change and dynamics etc.;
- To understand the fundamental concepts of landforms and its association with structure and process; establish man-environment relationships; explore the relation of Geography with other social and earth sciences;
- To understand the role and functioning of global economies, industrial locations; the use and exploitation of resources with their impacts;
- To develop a sustainable approach towards the ecosystem and the biosphere with a view to conserving natural systems and maintaining ecological balance;
- To study the indicators of socio-cultural diversity of India by discussing contemporary concepts of social and cultural geography;
- To develop an understanding of geopolitics, global geostrategic views and functioning of political systems;

- To assess the differential patterns of the human habitation of the Earth through studies of human settlements and population dynamics;
- To emphasize the significance of regional disparities and account for poverty, unemployment and the impacts of globalization;
- To explain and analyze the regional diversity of India through interpretation of natural and planning regions;
- To understand ancient and contemporary geographical thought and its relationship with modern concepts of empiricism, positivism, radicalism, behaviouralism etc.;
- To study the hazards and disasters to which the subcontinent is vulnerable; and their management;
- To provide hands-on training in practical techniques of mapping, cartography, softwares, interpretation of maps, photographs and images etc., so as to understand the spatial variation of phenomena on the Earth's surface.

Name of Programme: B.Sc. Honours (under CBCS)

Programme Outcomes:			
<p>The syllabus under CBCS curriculum lays emphasis on the development of basic skills in different areas of the subject. Successful completion of the course gives the students opportunities to pursue a Master's Degree not only in the core subject but, also, in allied subjects like Geographical Information System (GIS), Social Work, Disaster Management, Forest Management, Environmental Management, Environmental Planning, Regional Planning, Urban Planning, Population Studies, Tourism and Travel Management. The students can pursue academic research in renowned institutions and contribute to the advancement of society. They can opt to teach in schools, colleges and universities after further studies. In the administrative field, they may get jobs through the 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 GIS Specialists, Meteorologists, Geomorphologists, Demographers, Regional and Urban Planners, Soil Conservationists, Travel and Tourism Planners and Advisors, Hydrologists, Cartographers etc. in government and private organizations.</p>			
Semester	Paper	Name of the Paper	Course Outcomes
1	CC-1-TH	Geotectonics and Geomorphology	Students learn the concepts of geotectonics and geomorphology; they learn to identify folded and faulted structures and also recognize different types of landscapes.
	CC-1-P	Geotectonics and Geomorphology Lab	Students develop the skills to draw a hypsometric curve and calculate hypsometric integer, with which they will also be able to identify the type of landscape from the hypsometric integer. They are able to draw from toposheets the different types of cartograms and profiles and compute and draw drainage density as well.

	CC-2-TH	Cartographic Techniques	Students learn the skills of drawing different types of scales. They acquire the skills to use linear and angular systems of measurement. They learn the use of isopleth, choropleth and chorochromatic techniques to represent data.
	CC-2-PR	Cartographic Techniques Lab	Students acquire the skills of drawing different types of scales; using chorochromatic techniques for representing land-use maps; drawing different types of projections.
2	CC-3-TH	Human Geography	Students gain the ability to understand the country-level religious composition. They are able to comprehend the types of age-sex pyramids of different regions. They also have the skill to calculate and interpret nearest neighbour analysis.
	CC-3-PR	Human Geography Lab	Students gain knowledge of spatial variation in religious composition of two countries. They learn about nearest neighbor analysis. They acquire the skills to measure arithmetic growth rate of population.
	CC-4-TH	Cartograms, Thematic Mapping and Surveying	Students learn to draw different kinds of scales and cartograms; interpret weather maps, land-use and land-cover maps; the art of interpretation and drawing of geologic profile with different structures. Furthermore, they learn how to use different survey instruments like Prismatic Compass, Theodolite and a Dumpy level, Abney levels and Laser Distance Measurer.
	CC-4-PR	Cartograms, Thematic Mapping and Surveying Lab	Students learn to draw a traverse using the prismatic compass. They can find height by using a theodolite and dumpy level instruments. They are trained to interpret and draw a geologic profile from a geologic map.
3	CC5-TH	Climatology	Students come to know about the nature, composition, and layering of atmosphere. They are able to comprehend horizontal and vertical distribution of temperature. They gain an understanding of climate change and the mechanisms of precipitation, airmass, fronts and frontogenesis.

	CC-5-PR	Climatology Lab	Students acquire the skills of measuring different weather elements through different instruments and of interpreting daily weather maps. They learn to draw and interpret wind rose as well.
	CC6-TH	Hydrology and Oceanography	Students acquire knowledge of the systems approach in hydrology; the global hydrological scale; the major relief features of the ocean floor; ocean circulation, waves and coral reefs.
	CC-6-PR	Hydrology and Oceanography Lab	Students are able to draw rating curves, hydrographs and unit hydrographs. They are also able to compute Thiessen polygon from rainfall data. They learn to draw and interpret water budget and ergographs.
	CC-7-TH	Statistical Methods in Geography	Students come to know about the significance of statistics in geography. They learn how to collect data and prepare a statistical data table. They also learn the measures of central tendency and measures of correlation.
	CC-7-PR	Statistical Methods in Geography Lab	Students are taught to compute data matrix. They learn to measure and draw mean, median and mode. They are able to draw and interpret a regression line.
	SEC-A1	Coastal Management	Students acquire knowledge of the components of the coastal zone and the evolution of coastal forms. They receive an understanding of environmental impacts and management of mining, oil exploration, salt manufacturing, land reclamation and tourism. They learn about coastal hazards and their management, using structural and non-structural measures. Also, they learn the principles of coastal zone management and Exclusive Economic Zone, Coastal Regulation Zones with reference to India.
4	CC-8-TH	Economic Geography	Students are taught to understand the importance of Economic Geography; the concept of economic man and theories of choice; the factors for location of agriculture and industries; the evolution of varied types of economic activities.

	CC-8-PR	Economic Geography Lab	Students will be able to interpret data on production and economic indices, and transport networks and flows. They will be able to comprehend state-wise variation in GDP and to analyze them.
	CC-9-TH	Regional Planning and Development	Students are trained to identify regions as an important part of geographical studies. They are able to comprehend different types and scales of regions. Students come to understand the varied aspects of development and regional disparity to formulate a balanced development. Students will be able to delineate the different type of regions and to measure inequality and regional disparity.
	CC-9-PR	Regional Planning and Development Lab	Students learn to delineate formal and functional regions and also to measure inequality and regional disparity.
	CC-10-TH	Soil and Biogeography	Students are taught to understand the character and soil profile of different soil types. They can also understand the anthropogenic role in soil transformation, erosion and degradation. They further understand the impact of man as an active agent of erosion and soil transformation.
	CC-10-PR	Soil and Biogeography Lab	Students learn the definition of land capability and classify it with matrix method. They can classify different ecosystems and comprehend the importance of bio-geochemical cycles. They are able to identify different soil types with its pH values.
	SEC-B3	Rural Development	Students get an idea about the concept, basic elements, measures of level of rural development. They learn the different theories of rural development and about the different government projects related to area-based approach to rural development. They form an idea about rural governance.

Programme Specific Outcomes:

The study of Geography aims to imbibe in the student a knowledge and holistic understanding of the Earth, atmosphere and oceans through the analysis of landform development, crustal mobility and tectonics, climate change and dynamics, soil formation and classification, hydrological and oceanographic studies etc. Another crucial aspect of studying Geography is learning to associate landforms with structure and process; establishing man-environment relationships; exploring the place and role of Geography vis-a-vis other social and earth sciences.

This Programme helps students understand the role and functioning of global economies, industrial locations; and the use and exploitation of resources with their impacts. It allows them to develop a sensitive and sustainable approach towards the ecosystem and the biosphere with a view to conserving natural systems and maintaining ecological balance.

Also, the Programme inculcates a tolerant mindset and attitude towards the vast socio-cultural diversity of India through the study and discussion of contemporary concepts of social and cultural geography. It helps develop an idea about geopolitics, global geostrategic views and the functioning of political systems. Geographical knowledge also helps in analysing the differential patterns of human habitation, through studies of human settlements and population dynamics.

Furthermore, it makes for a comprehensive understanding of regional disparities, poverty, unemployment and the impacts of globalization. A detailed study of Geography provides an overview of ancient and contemporary geographical thought and its relationship with modern concepts of empiricism, positivism, radicalism, behaviouralism etc. Such knowledge brings an awareness of the hazards and disasters to which the subcontinent is vulnerable and also their management.

An elaborate training in practical techniques of mapping, cartography, softwares, interpretation of maps, photographs and images etc., trains a student to understand the spatial variation of phenomena on the Earth's surface.

Name of Programme: B.A. / B.Sc. General (under CBCS)

Programme Outcomes:			
The students can pursue academic research work in renowned institutions and contribute to the advancement of the society. They can opt to teach in schools, colleges and universities after further studies. In the field of administration, they can get jobs through the Union Public Service Commission (UPSC), All India Central Services, State Public Service Commission, Staff Selection Commission and in Block Development Offices.			
Semester	Paper	Name of the Paper	Course Outcomes

1	GE-1-TH	Physical Geography	Students will gain an understanding of the Earth's interior, with special reference to seismology. They will learn about the formation of major relief features of the ocean floor and continents according to Plate Tectonics; the different geomorphic agents and resultant landforms.; the concepts of hydrology and oceanography.
	GE-1-PR	Physical Geography Lab	Students learn to identify different rock and mineral samples. They are able to extract physiographic and drainage information from Survey of India 1:50k topographical maps of plateau region.
2	GE-2-TH	Environmental Geography	Students come to know about the insolation and heat budget, vertical and horizontal distribution of temperature and pressure. They also learn about planetary winds, atmospheric disturbances, global climatic changes and world climatic classification. Finally, they gain knowledge of soil formation, soil profile development, physical and chemical properties of soil and biomes.
	GE-2-PR	Environmental Geography Lab	Students are able to interpret daily weather maps of India; construct and interpret hythergraph, climograph (by G. Taylor) and wind rose.
3	GE-3-TH	Human Geography	Students receive an idea about the different sectors of economy - primary, secondary, tertiary and quaternary. They learn about the different theories of location of economic activities by von Thünen, Lösch, and Weber. They learn about the structure and functions of human society, types and characteristics of social organizations: primitive, hunting-gathering, agrarian and industrial. They also learn about race, language, religion, cultural landscapes and its elements.

	GE-3-PR	Human Geography Lab	Students come to know about the state-wise variation in occupational structure using proportional divided circles. They learn the importance of Time series analysis of industrial production using any two manufactured goods from India. They are able to measure arithmetic growth rate of population by comparing two datasets. They learn the use of Nearest neighbour analysis technique calculated from Survey of India 1:50k topographical maps.
4	GE-4-TH	Cartography	Students are able to classify maps and scales. They learn about the different co-ordinate systems and map projections; Survey of India topographical maps; representation of data through different techniques; the different principal national agencies producing thematic maps in India like-GSI, NATMO, NBSSLUP, NHO, and NRSC.
	GE-4-TH	Cartography Lab	Students are trained in the graphical construction of scales, both Plain and comparative. They learn the construction of different projections and the construction of different thematic maps.

Programme Specific Outcomes:

A Geography graduate will be able to associate landforms with structure and process; establish man-environment relationships; explore the place and role of Geography vis-a-vis other social and earth sciences.

The programme helps students understand the role and functioning of global economies, industrial locations and the use and exploitation of resources with their impacts. Knowledge of Geography allows them to develop a sensitive and sustainable approach towards the ecosystem and the biosphere with a view to conserving natural systems and maintain ecological balance.

Also, the programme inculcates a tolerant mindset and attitude towards the vast socio-cultural diversity of India through the study and discussion of contemporary concepts of social and cultural geography. It helps develops an idea about geopolitics, global geostrategic views and the functioning of political systems. Geographical knowledge also helps in analyzing the differential patterns of human habitation, through studies of human settlements and population dynamics.

Department of Sociology

Name of Programme: B.A. Honours (under 1+1+1 system)

<p>Programme Outcomes:</p> <p>Students with a grounding in Sociology can contribute immensely to academics, bureaucracy, social work, management, policy making, designing and conducting surveys, human resource development and research on contemporary issues of gender, development, health, urban studies, criminology etc.</p>			
Year	Paper	Name of the Paper	Course Outcomes
3	5	Social and Sociological Thought in India	This Paper helps students acquire a sociological understanding of Indian society. It shows how sociologists in India have primarily been engaged with issues of tradition, modernity, caste, tribe and gender.
	6	Social Institutions	This Paper gives students a comprehensive idea about the different social institutions, their ubiquity and how they touch upon the everyday lives of individuals.
	7	Indian Social Structure and Process	This Paper helps evolve the students' understanding of the key concepts and institutions of Indian society. It examines how multiple social processes, forces and ideologies shaped the terrain of the nation. The course adds to the sociological interpretation of Indian history and society. It also connects the practical and conceptual in terms of both substance and relevance.
	8	Contemporary Indian Social Problems and Field Work-based Dissertation	Students are sensitized on contemporary social issues and problems. Students develop a personal orientation towards tackling and ameliorating such problems. They also learn the basics of doing field work and use it to prepare field work-based projects. They learn to write project reports.

Programme Specific Outcomes:

A Sociology graduate would be a person with a thorough grounding in the core ideas of Sociology and a mind that is permeated with 'Sociological Imagination'. She has the ability to grasp social structures, understand social processes, map the dynamics of social change, decipher social interactions and make sense of individual and collective experiences in their social, historical and cultural contexts.

Name of Programme: B.A. Honours (under CBCS)

Programme Outcomes:			
Students with a grounding in Sociology can immensely contribute to academics, bureaucracy, social work, management, policy making, designing and conducting surveys, human resource development and research in contemporary issues of gender, development, health, urban studies, criminology etc.			
Semester	Paper	Name of the Paper	Course Outcomes
1	CC-1	Introductory Sociology – I	The course introduces the students to sociological ways of thinking. They also learn how to apply sociological concepts to everyday life and understand the emergence of sociology as a systematic and scientific field of study.
	CC-2	Sociology of India – I	Introduction to images and ideas of India. Understanding key concepts and institutions of Indian society.
2	CC-3	Introductory Sociology – II	The students are introduced to sociological theories and the skills of critical thinking are inculcated. They learn how to read, interpret and critique original works of various thinkers.

	CC-4	Sociology of India – II	The course adds to the sociological interpretation of Indian history and society. The India-specific themes of the course – discourse/knowledge-making, mobilization, transformation, ideology, identity and politics, for example – are treated by drawing from sociological concepts and theories and, at the same time, by grounding them to specific Indian social contexts. The course connects the practical and conceptual in terms of both substance and relevance.
3	CC5	Political Sociology	The students receive knowledge about different types of political systems, ways of governance and the role of the state in everyday life.
	CC6	Sociology of Religion	Students get an overview of religion as a sociological concept, its basic elements, theories, varieties and the relevance of religion in the contemporary society.
	CC7	Sociology of Gender and Sexuality	This course offers an understanding of concepts such as sex and gender by interrogating common-sensical notions of gender.
	SECA 2	Gender Sensitization	This course helps students get an understanding of the issues and legislations relating to gender with special reference to the Indian scenario.
4	CC8	Economic Sociology	Students learn the socio-cultural bases of various dimensions of economy such as production, distribution, exchange, consumption and markets while emphasizing the impact of norms, social structure, and institutions on economy. It also highlights the significance of sociological analysis for the study of economic processes and institutions.

	CC9	Population Studies	Students comprehend demographic theories, composition and its impact, policies and programmes (specially India).
	CC10	Social Stratification	In this course, the understanding of stratification and theories would sensitize students to its various sociological aspects. They also examine forms of stratification, understand the relevance of caste, race, gender and ethnic identities in the contemporary world.
	SECB 1	Statistical Reasoning for Sociology	Students understand the concepts of statistics and various techniques of data analysis using statistics, providing ample scope for applied learning and application.

Programme Specific Outcomes:

A Sociology graduate would be a person with a thorough grounding in the core ideas of Sociology and a mind that is permeated with 'Sociological Imagination'. She has the ability to grasp social structures, understand social processes, map the dynamics of social change, decipher social interactions and make sense of individual and collective experiences in their social, historical and cultural contexts.

Name of Programme: B.A. General (under CBCS)

Programme Outcomes:			
Students with a grounding in Sociology can immensely contribute to academics, bureaucracy, social work, management, and policy making, designing and conducting surveys, human resource development etc.			
Semester	Paper	Name of the Paper	Course Outcomes
1	GE-1	Introduction to Sociology	The course introduces the students to sociological ways of thinking. They also learn how to apply sociological concepts to everyday life and understand the emergence of sociology as a systematic and scientific field of study.

2	GE-2	Sociology of India	This course introduces students to images and ideas of India. They learn about key concepts and institutions of Indian society.
3	GE-3	Sociological Theories	The students are introduced to sociological theories and critical thinking skills are inculcated. They learn about the contribution of various thinkers.
4	GE-4	Methods of Sociological Enquiry	Students are introduced to sociological research both from theoretical and methodological perspectives. They understand the importance of research in Social Science.

Programme Specific Outcomes:

A sociology graduate would be a person with a thorough grounding in the core ideas of sociology and a mind that is permeated with 'Sociological Imagination'. She has the ability to grasp social structures, understand social processes, map the dynamics of social change, decipher social interactions and make sense of individual and collective experiences in their social, historical and cultural context.

Department of English

Name of Programme: B.A. Honours (under 1+1+1 system)

Programme Outcomes:

Students who complete this programme are expected to emerge, first, with a comprehensive idea about literatures in English and, second, with the skills to closely read literary texts by applying to these, the filters of critical theory and knowledge of stylistics.

Year	Paper	Name of the Paper	Course Outcomes
3	5	Poetry: Elizabethan Age to the Neo-Classical Period	<p>This Paper covers “Poetry from the Elizabethan Age to Neo-Classical Period”. It offers an overview and analysis of the canonical poems by representative poets (Shakespeare, Donne, Marvell, Milton and Pope) of the period. Its objectives are:</p> <ul style="list-style-type: none"> ▪ to offer a primary acquaintance with several forms of poetry: the Shakespearean sonnet, metaphysical poetry, the English epic, and the mock-epic; ▪ to study Shakespeare’s sonnets in different contexts, particularly, the biographical, for an enriched appreciation of the texts; ▪ to closely analyze metaphysical poetry as a genre and in terms of their themes and intellectual origins; ▪ to understand the socio-political origins of the English epic and to critically appreciate its stylistic elements; ▪ to study in detail the mock-epic genre in its socio-political contexts; ▪ to acquaint students with various literary terms related to poetry.
	6	Novel, Essay and Creative Writing	<p>This Paper introduces students to the two most important Victorian novelists, Dickens and Hardy. It also hones the critical, analytical and creative writing skills of the students. Its objectives are:</p> <ul style="list-style-type: none"> ▪ to introduce students to the Victorian age in general and to the development of the Victorian novel in particular;

		<ul style="list-style-type: none"> ▪ to initiate students into the practice of writing Reports, Film Reviews, Books Reviews and Dialogue; ▪ to help students develop a critical approach to literature as a whole and to critically appreciate literary forms and types.
7	Drama and Literary Types	<p>This Paper introduces students to the notable dramatists of the modern age, such as Osborne, Wesker, Shaw and Synge. It also acquaints students with the literary ‘types’, namely, related Tragedy, Novel, Epic and Comedy. Its objectives are:</p> <ul style="list-style-type: none"> ▪ to familiarize students with the Irish dramatic movement and Modernist Drama; ▪ to introduce students to specific literary categories with emphasis on definitions and critical principles through textual examples.
8	Indian Writing in English) – Optional Paper	<p>Of the several option students have in Paper 8, the college teaches one, namely, “Indian Writing in English” (including Indian Writing in English Translation). The other options are “American Literature” and “Post-Colonial Literature in English”.</p> <p>The objectives of “Indian Writing in English” are:</p> <ul style="list-style-type: none"> ▪ to acquaint students with Indian writing in English with particular reference to its growing popularity in the global literary scene; ▪ to familiarize students with the socio-political circumstances leading to the origin and growth of Indian Literature in English; ▪ to introduce students to specific genres within Indian literature in English such as Novel, Short Story, Poetry and Drama with focus on post-colonial literature, Women’s Writing, Subaltern Literature, Translation Studies.

Programme Specific Outcomes:

On completion of the programme, students are awarded a Bachelor's degree in English. The programme prepares students for Postgraduate and research-oriented studies in English Literature and Language in Indian and Foreign Universities. It trains them to pursue careers in Journalism, Mass Communication, Media Studies, Film Studies, Linguistics and Comparative Literature. It also trains students to pursue careers in Editing / Proofreading, Scriptwriting, and Soft Skills training.

Name of Programme: B.A. General (under 1+1+1 system)

Year	Paper	Name of the Paper	Course Outcomes
3	4	Short Stories and Poems	<p>The objectives of this paper are:</p> <ul style="list-style-type: none">▪ to acquaint students with Indian writing in English with particular reference to its growing popularity in the global literary scene;▪ to familiarize students with the socio-political circumstances leading to the origin and growth of Indian Literature in English;▪ to introduce students to two specific genres within Indian literature in English: Short Story and Poetry.

Programme Specific Outcomes:

1. To develop communicative competence in students;
2. To impart a critical understanding of literatures in English, particularly, Indian Writing in English.

Name of Programme: B.A. Honours (under CBCS)

Programme Outcomes:
 Students who complete this programme are expected to emerge, both with a comprehensive idea about literatures in English and, with the skills to closely read literary texts by applying to these, the filters of critical theory and knowledge of stylistics.

Semester	Paper	Name of the Paper	Course Outcomes
1	CC 1	History of English Literature and Philology	<p>Part 1 is an extensive survey of the history of English literature from <i>Beowulf</i> to the Postmodern Age. The objectives are:</p> <ul style="list-style-type: none"> • to relate texts with the authors and locate both in their historical contexts; • to equip the student to read the text in terms of the period-specific political and cultural imperatives that go into its writing; • to offer a primary acquaintance with the oeuvres of authors; • to exemplify the characteristic literary tendencies of particular periods (e.g. Neo-classical, Romantic); to help understand the rationale for the preponderance of a particular genre in a period. <p>Part 2 of the Paper deals with the detailed understanding of philology. The objectives are:</p> <ul style="list-style-type: none"> • to construe the social and historical development of the English language and some of the major influences on it; • to extensively understand the technical changes defining the language as a consequence of the influence of major foreign languages.

	CC 2	European Classical Literature	<p>This Paper helps students:</p> <ul style="list-style-type: none"> • to acquaint themselves with the social and intellectual contexts of ancient Greek and Roman literatures; • to understand terms in ancient dramatic theory; • to form an understanding of the critical principles of ancient poetry and drama; • to be acquainted with the chief genres of Classical Literature; • to trace the nature of influence that all the classical texts have on subsequent literatures in English; • to interpret these texts from contemporary points of view.
2	CC 3	Indian Writing in English	<p>The objectives of this Paper are:</p> <ul style="list-style-type: none"> • to acquaint students with Indian writing in English with particular reference to its growing popularity in the global literary scene; • to familiarize students with the socio-political circumstances leading to the origin and growth of Indian Literature in English; • to introduce students to specific genres within Indian literature in English such as Novel, Short Story, Poetry and Drama with specific focus on Postcolonial literature, Women's Writing, Subaltern Literature and Translation Studies.

	CC 4	British Poetry and Drama (14th – 17th Century)	<p>The Paper offers detailed analysis of canonical texts by representative poets and dramatists of the 14th, 15th, 16th and 17th centuries. Its objectives are:</p> <ul style="list-style-type: none"> • close readings of the texts in terms of their themes, which are related to the intellectual crosscurrents of the age; • examination of biographical data viz-a-viz the poet for an enriched appreciation of texts; • a close analysis of versification; • an understanding of the Renaissance as a cultural – political phenomenon (ref: The Great Chain of Being, the theory of Kingship by Divine Right etc.); • explication of the principles of Classical and Elizabethan tragedy and comedy; • introduction of students to the characteristics of Elizabethan stagecraft.
3	CC 5	American Literature	<p>This Paper makes for:</p> <ul style="list-style-type: none"> • an acquaintance with the features of American culture and the work of significant American writers of poetry, prose fiction and drama from across historical periods.
	CC 6	Popular Literature	<p>The Paper has the following objectives:</p> <ul style="list-style-type: none"> • to know the meaning of Popular Literature and its distinct characteristics; • to be familiar with the narratorial tools in comics; • to read and understand some of the representative popular literary pieces; • to understand how formulaic elements create the ideal world without limitations or uncertainties in the reader’s imagination; • to probe into the literary and aesthetic merits of popular fiction.

	CC 7	British Poetry and Drama (17 th – 18 th Century)	<p>The Paper offers a detailed analysis of canonical texts by representative poets of the literary periods. Its objectives are:</p> <ul style="list-style-type: none"> • detailed analyses of texts in terms of their themes which are related to the intellectual crosscurrents of the age; • examination of the biographical data viz-a-viz the poet for an enriched appreciation of the texts (particularly for the texts of ‘Romanticism’); • close analyses of the versification. This is facilitated by the remaining component of this paper, ‘Rhetoric and Prosody’, which initiates the students into an appreciation of the relevance of metre, rhyme and stanza pattern to textual meaning; • relating the texts with later critical developments in tragedy (e.g. Dollimore); • generating an understanding of the Comedy of Manners and relating it to the politics and societies in 17th and 18th century England; • understanding the significance of female playwrights such as Aphra Behn; • observing the difference in language deployed by male and female authors; • reading the texts in detail with reference to the key themes and issues.
	SEC A2	Business Communication	<p>This Paper aims to provide hands-on training to:</p> <ul style="list-style-type: none"> • Write reports, letters, curriculum vitae • Write minutes of meeting • E-correspondence

4	CC 8	18th Century British Literature	<p>This Paper:</p> <ul style="list-style-type: none"> traces the development of English Literature during the 18th century with reference to the major literary works; acquaints the students with major religious, political and social movements from during this time and their influence on literature.
	CC 9	British Romantic Literature	<p>This Paper:</p> <ul style="list-style-type: none"> traces the development of English Literature during the 19th century with reference to the major literary works by leading writers; helps the student to understand the concept of British Romanticism; acquaints students with major political and social movements during this time and their influence on literature; makes students familiar with the various interpretative techniques needed to read literary texts of varied genres.
	CC 10	19th Century British Literature	<p>This Paper:</p> <ul style="list-style-type: none"> traces the development of English Literature during the 19th century with reference to the major literary works by the leading writers; acquaints students with the major religious, political and social movements during this time and their influence on literature.
	SEC-B2	Academic Writing and Composition	<p>This Paper:</p> <ul style="list-style-type: none"> helps develop the skills required to write clearly, effectively, and creatively, and to adjust one's style of writing in a manner appropriate to the content, context, and objective of the written text; helps develop familiarity with academic journals, citation techniques, issues of peer-review, etc.

Programme Specific Outcomes:

On completion of the Programme, students are awarded a Bachelor's degree in English. The programme prepares students for Postgraduate and research-oriented studies in English Literature and Language in Indian and Foreign Universities. It trains them to pursue careers in Journalism, Mass Communication, Media Studies, Film Studies, Linguistics and Comparative Literature. It also trains students to pursue careers in Editing/Proofreading, Scriptwriting, and Soft Skills training.

Name of Programme: B.A. General (under CBCS)

Programme Outcomes:			
Students who complete this programme are expected to emerge, first, with a comprehensive idea about literatures in English and, second, with the skills to closely read literary texts by applying to these, the filters of critical theory and knowledge of stylistics.			
Semester	Paper	Name of the Paper	Course Outcomes
1	CC1/GE1	Poetry and Short Story	Introduces students to the close reading of poems and short stories.
2	CC2/GE2	Essay, Drama and Novel	Familiarizes students with the work of key English essayists, dramatists and novelists.
3	CC3/GE3	Women's Writing and Women's Empowerment	Acquaint students with major female writers and their work.
	LCC1	Language, Variety and Stylistics	Enable students to write reports, letters and emails in different social scenarios.
	SEC A2	Business Communication	Train students to write business letters, Curriculum Vitae and Minutes of Meeting, among other things.
4	CC4/GE4	Academic Writing	This Paper helps develop the skills required to write clearly, effectively, and creatively, and to adjust one's style of writing in a manner appropriate to the content, context, and objective of the written text; helps develop familiarity with academic journals, citation techniques, issues of peer-review, etc.
	LCC2	Language, Society and Personality	This paper ensures a thorough understanding of socio-political aspects of language while also acquainting students with personalities such as

			Gandhi, Tagore and Vidyasagar.
	SEC B2	Creative Writing	This paper trains students to write creatively, while also ensuring that they develop skills necessary for publication in different media.

Programme Specific Outcomes:

1. To develop communicative competence in students;
2. To impart knowledge, ideas, technicalities of proper pronunciation, style, structure of English Language;
3. To offer an overview of literatures in English, with specific focus on postcolonial and feminist writings.

Department of Hindi

Name of Programme: B.A. Honours (under 1+1+1 system)

Programme Outcomes:			
In terms of its objectives, the Programme is student-friendly. Its primary objective is to develop the philisophies of life inspired by the visions and works of eminent writers of Hindi Literature. Its secondary purpose is to update the students' skills in areas of practical application such as writing official letters and advertisements, so as to increase opportunities for employment in the fields of media and digital communication.			
Year	Paper	Name of the Paper	Course Outcomes
3	5	Sahitya Siddhant, Adhunik Alochna Tatha Bharatiya Sahitya	In this paper students study the linguistic techniques used in literature. It helps them to understand how different elements of a text come together and produce certain effects on the reader and stimulate critical thinking.
	6	Bhasha Vigyan, Hindi Bhasha Tatha Prayojanamoolak Hindi	Bhasha Vigyan involves analyzing language, its meaning and context. Functional Hindi helps to understand Hindi Standardization, its norms and area of application.
	7	Hindi Kahani Tatha Upanyas	This Paper focuses on a close reading of Hindi stories and novels by eminent writers.
	8	Hindi Patrakarita, Jansanchar Madhyam aur media lekhan	Journalism is about news reporting and its different aspects. Mass communication deals with the role of print and digital media in disseminating information and providing entertainment. Students learn about the functioning of different media and their roles in news reporting.

Name of Programme: B.A. Honours (under CBCS)

Programme Outcomes:

In terms of its objectives, the Programme is student-friendly. Its primary objective is to develop the philosophies of life inspired by the visions and works of eminent writers of Hindi Literature. Its secondary purpose is to update the students' skills in areas of practical application such as writing official letters and advertisements so as to increase opportunities for employment in the fields of media and digital communication.

Semester	Paper	Name of the Paper	Course Outcomes
1	CC1	Hindi Sahitya ka Itihass: Ritikal tak	This Paper enables students to learn about the major developments in Hindi literature since its inception. These historical developments take place parallelly, on different tracks: political, social, economic, religious.
	CC2	Hindi Sahitya ka Itihass: Adhunik Kal tak	This Paper also enables students to learn about Hindi literature and its historical development along parallel trajectories --political, social, economic and religious.
2	CC3	Adikalin ebong Madhyakalin Hindi Kavita	This paper discusses the lives, thoughts and writings of Kabir, Surdas, Tulsidas, Mirabai, and Rashkhan.
	CC4	Adhunik Hindi Kavita	In this Paper, students learn about modern poets and their works. With specific reference to the texts, the poets' experiments with new structures, styles and themes are highlighted.
3	CC5	Chayabadottor Hindi Kavita	Students learn about post-modern poets, their poetry and their experiment with new structures, styles and content.
	CC6	Bharatiya Kavya Sastra	This paper deals with Rasa, Shiddhanta, Dhawni Shiddhanta and the works of Panini, Patanjali etc.
	SEC	Vigyapan	Students are trained to write advertisements, a skill that increases their jobs options in media and advertising.
4	CC8	Bhasha Bigyan ebong Hindi Bhasha	The Paper explores the structure of the Hindi language and linguistics.

	CC9	Hindi Upanayas	Students are acquainted with the novels of Munshi Premchand, Jainendra Kumar, Vrindalal Verma, Amrit Lal Nagar and Manobhandari. Students become familiar with the novel's themes and issues, narratologies and the writers' individual ideologies.
	CC10	Hindi Kahani	This Paper discusses the genre-traits of short stories with reference to texts by eminent writers such as Munshi Premchand, Phaniswar Nath Renu, Jayshankar Prasad and Krishna Sobati
	SEC	Anuvad	This Paper focuses on the concept of translation as a creative exercise and the critical theories of translation. It also takes into account the translation of particular texts.

Programme Specific Outcomes:

The programme lays emphasis on the development of both creative and critical faculties in students. It promotes acquisition of a comprehensive knowledge of Hindi literature and language. This enables students to pursue higher studies and, subsequently, research. Also, it increases their scope of employment in the fields of teaching, media, cinema (script writing), translation etc.

Department of History

Name of Programme: B.A. Honours (under 1+1+1 system)

Programme Outcomes: Understanding historicity and the significance of socio-cultural studies and of human civilization.			
Year	Paper	Name of the Paper	Course Outcomes
3	5	History of East Asia from 1839 to 1950	Identifying the trajectories of East Asia since the Opium War.
	6	History of India from C1800 to 1964	Understanding colonial and post-colonial India.
	7	History of Europe from 1789 to 1919	Situating Modern Europe and the Age of Empire.
	8	World politics in the twentieth century from 1919 to C2000	Examining the post-war scenario of World Politics.

Programme Specific Outcomes:

Focusing on the historical perspectives of economic and social, political changes of the society.

Name of Programme: B.A. Honours (under CBCS)

Programme Outcomes: Understanding historical narratives and the application of the same in analysing history.			
Semester	Paper	Name of the Paper	Course Outcomes
1	CC 1	History of India from the earliest times to 300 BCE	Fathoming the integrity of India since prehistoric times
	CC 2	Social Formations and cultural patterns of the ancient world other than	Analysis of the economic and socio-cultural dynamism of early

		India	societies
2	CC 3	History of India (300 BCE to 300 CE)	The students are given an idea about the History of India in the so-called Historic Period. Starting from the Mauryan Period and going upto the end of HarshaVardhan's rule, the course is outlining the major developments of the Mauryan and Gupta empires and then the structural changes that are accompanying the disintegration of the political hegemony of the great empires and their dissolution into the successor states. The social economic and cultural history' specifically the urban history is stressed upon as an integral part of the growth of Early Medieval India.
	CC 4	Social Formation and Cultural Patterns of the Medieval World other than India.	The students are given an idea about the Transformation of the Classical Age Europe to its Medieval phase. Beginning with the decline of the Roman Empire and then making its way through the changing socio-cultural ambience of Europe, the course gives a broad outline of the changes that came upon the then Europe and its far-reaching consequences including the background and rise of Feudalism. Along with, an idea of the state of Christianity and Judaism under Islam in the Medieval Period is also taught, so that the students get a comprehensive idea of the condition of Europe and her neighbourhood in the given period.

3	CC 5	History of India (CE 750-1206)	The students are acquainted with the texts, epigraphic and numismatic data of Early Medieval India. Along with that, the evolution of political structures, landlords and peasants and the development of regional languages and literature are some of the essential themes that need to be discussed in undergraduate level.
	CC 6	Rise of the Modern West I	Students will have robust and more informed perspectives on approaches to studying the Rise of Modern West. Students will be known to the primary theories and concepts that shape the ideas about the European state system, Reformation and Economic developments.
	CC 7	History of India (C.1206-1526)	The introduction to Islamic Political theory gives the students an insight to the creation of political institutionalization. The examination of the various issues related to political historiography creates new areas for the student to indulge into research as well as to broader avenues which lie beyond the discourses set by the prior historiographic tradition.
4	CC 8	Rise of the Modern West- II	The student will form a comprehensive idea about the emergence of Modern West in Europe around 15 th century. They were able to grasp in their best capacity the political, economic, social and scientific aspects of the time through themes ranging across; Printing Revolution, 17 th century crisis in Europe, the English Revolution, Scientific Revolution, Mercantilism, Absolutist monarchy, parliamentary monarchy etc.

	CC 9	History of India (c. 1526-1605)	The student had fathomed in their best capacity the emergence and spread of Mughal rule in India through this paper. By starting the paper with an overall historiography and various sources for writing the history of Mughal times, they have gradually grasped the establishment, consolidation, expansion and integration of Mughal rule primarily under first three Mughal rulers in India. They have also learned about the rural society and economy, functioned as the primary socio-economic base for the Empire. Lastly, they had gathered some knowledge about Akbar's religious reforms and ideas.
	CC 10	History of India (c. 1605-1750s)	Through this paper the students have learned about the political situation during the times of last three great Mughals; Jahangir, Shah Jahan, Aurangzeb. Besides gathering a comprehensive perspective on paintings and architecture of the times, they have also learned about the dominant patterns of regional politics. Finally, they have grasped comprehensively the prevailing nature of trade and commerce.

Programme Specific Outcomes:

Understanding the role of 'psycho-social entities' in the making of history. The term has been used by Erik Erikson while explaining the psychological development of a human being in a given time and space. For him, human is a 'psycho-social' entity playing a pivotal role in shaping the history.

Department of Education

Name of Programme: B.A. Honours (under 1+1+1 system)

Programme Outcomes:

To acquaint students with the vast array of knowledge related to education and the various aspects of education so that they can utilize the knowledge gained through each course in their practical lives. The students develop understanding on how curricula are framed and evaluated. They are trained to use ICTs in education, which is crucial in this tech-driven era. Knowing and understanding the education systems of other countries also allows students to take up academic projects / research in these areas

Year	Paper	Name of the Paper	Course Outcomes
3	5	Psychology of Adjustment and Educational Guidance and Counselling	To understand the concept of adjustment and maladjustment; to identify problem behaviours and remedial measures; to be aware of the role of parents and educational institutions in promoting mental health; to learn the different coping strategies for successful stress-management; to understand the concept of Guidance and Counselling and to be acquainted with the tools and techniques for its services.
	6	Evaluation In Education	To develop an understanding of the concepts of measurement and evaluation in Education; to acquaint students with different measuring instruments and their uses; to develop an understanding of concept reliability and validity and understand their importance in educational measurements; to learn to use various statistical measures; to learn to organize educational data, interpret and represent such data through graphs.

	7	Educational Technology and Curriculum	To enable students to understand the concept of educational technology; to expose them to various developments in educational technology; to acquaint students with different instructional techniques; to develop the abilities to analyze classroom teaching-learning and observe behavior related to classroom dynamics; to understand the concept of curriculum, its basis, evaluation and innovation.
	8	Comparative Education and Practical	To analyze and compare the Indian education system with those in place in countries abroad; to be acquainted with the process of data collection; to apply relevant statistical techniques and analyze data; to acquire the skills of observation and inference in relation to some selected constructs in educational psychology and pedagogy.

Programme Specific Outcomes:

Students, on successful completion of this Programme will be able to:

1. Critically analyze the different aspects related to education, select what is best for them and opt for higher studies or research;
2. Prepare for competitive exams like UGC NET, SET / SLET, etc. (since they are introduced to a wide range of emerging areas of knowledge);
3. Undertake various project works, organize seminars departmentally and also develop effective communication skills;
4. Opt for teaching positions.

Name of Programme: B.A. Honours (under CBCS)

Programme Outcomes:

- To provide students with the vast array of knowledge related to education and to acquaint them with various aspects of education so that they can utilize the knowledge gained through each course in their practical lives.
- To develop a love for humanity and become a good citizen of the country.

Semester	Paper	Name of the Paper	Course Outcomes
1	CC1	Introduction to Education	To help students understand the basic concept of education; the interrelationships between the factors of education; the different agencies that influence education; the concept of child-centrism and its relevance in modern-day education.
	CC2	History of Indian Education	To impart knowledge of Indian education systems during ancient, medieval and British times; to help students understand the significant issues in particular Education Commissions and National Policies, post-Independence.
2	CC3	Psychological Foundation of Education	To help students understand the different aspects of Psychology as an academic discipline; to know the patterns of human development and to relate this knowledge with education; to understand the cognitive aspects and functioning processes of cognition
	CC4	Philosophical Foundation of Education	To help students comprehend the meaning, relation and importance of Philosophy with Education.; to acquaint students with the various Indian and Western

			schools of philosophies and their impact on education.
3	CC5	Sociological Foundation of Education	To promote an understanding of the relation, nature and scope of the sociology of Education; to become acquainted with the concepts of social groups, social change, socialization processes and social interactions in education; to become aware of different social communication processes in education.
	CC6	Educational Organization, Management and Planning	To develop the concept of an ideal organization in educational institutions; to know the essential functions of educational management and the different aspects of educational planning and management.
	CC7	Guidance and Counselling	To help students learn the fundamental concepts of guidance and counselling; to acquaint them with the basic data necessary for guidance.
	SEC A	Communication Skill	To promote an understanding of the basic elements of communication; to acquire skills like Listening, Speaking, Reading and Writing.
4	CC8	Technology in Education	To develop an understanding of educational technology and the use of computers in education and communication; to acquaint students with the concept of system-approach and how it facilitates teaching-learning; to help students learn instructional techniques and different models of teaching; to develop an understanding of ICT and e-learning.

	CC9	Curriculum Studies	To understand the concept and types of and major approaches to curriculum construction and, also, the relation between different pedagogical aspects of curriculum assessment; to help students learn about the National Curriculum Framework, 2005; to acquaint them with the different aspects of content selection and theories related with it; to develop an understanding of curriculum evaluation and reforms.
	CC10	Inclusive Education	To help students understand the meaning of Inclusion and Exclusion, the types of exclusion and their causes and how to bring about inclusion in different spheres of education.
	SEC B	Teaching Skills	To help students, understand the skill-sets, which make for effective teaching

Programme Specific Outcomes:

Students, on successful completion of this programme, will be able to:

1. critically analyze the different aspects related to education, select appropriate areas for postgraduate study and further research;
2. undertake project work with NGOs;
3. opt for teacher-training courses.

Name of Programme: B.A. General (under CBCS)

Programme Outcomes:

To provide students with the vast array of knowledge related to education and to acquaint them with various aspects of education so that they can utilize the knowledge gained through each course in their practical lives.

Semester	Paper	Name of the Paper	Course Outcomes
1	CC1/GE1	Introduction to Education	To help students understand the basic concept of education; the interrelationships between the factors of education; the different agencies that influence education; the concept of child-centrism and its relevance in modern-day education.
2	CC2/GE2	Psychological Foundation of Education	To help students understand the different aspects of Psychology as an academic discipline; to know the patterns of human development and to relate this knowledge with education; to understand the cognitive aspects and functioning processes of cognition
3	CC3/GE3	Sociological Foundation of Education	To promote an understanding of the relation, nature and scope of the sociology of Education; to become acquainted with the concepts of social groups, social change, socialization processes and social interactions in education; to become aware of different social communication processes in education.

	SECA	Communication Skill	To promote an understanding of the basic elements of communication; to acquire skills like Listening, Speaking, Reading and Writing.
	GE4/CC4	Inclusive Education	To understand the meaning of Inclusion and Exclusion. To know the types of exclusion and their causes and how to bring about inclusion in different spheres of education.
	SEC B	Teaching Skills	To know the basic concept of Teaching and its types. To understand the Skills of Teaching and to learn the concept of Learning Design.

Programme Specific Outcomes:

Students, on successful completion of this Programme, will be able to:

1. critically analyze the different aspects related to education, select what is best for them and go for higher studies in Education or research in the future;
2. develop effective teaching and communication skills.

Department of Political Science

Name of Programme: B.A. Honours (under 1+1+1 system)

Programme Outcomes:

The Programme aims to equip students with an interdisciplinary and holistic approach to the subject. The students are trained to have a conceptual understanding along with a practical approach, and hone their powers of critical thinking. Further, it helps them to pursue higher studies and explore job opportunities in governmental and non-governmental organizations.

Year	Paper	Name of the Paper	Course Outcomes
3	5	Western Political Thought	The course offers a survey of political philosophy from the ancient to the modern times, with special focus on the 20 th century. This course equips the students to understand the crucial concepts of justice, rights, equality, freedom etc., thus enabling them to understand and analyze their thought processes.
	6	Indian Political Thought and Movement	This course enables students to learn about political ideas and ideology in the ancient, medieval and modern era in order to understand how the Indian society has evolved in the political and economic spheres.
	7	Political Sociology	This course introduces the students to the dynamics between society and politics. The link between Sociology and Political Science starts at the grassroot level. It further introduces the students to the concept of power, the cultural dimension of politics, political change, which interacts with the social structure and political upheavals and social movements.
	8	Public Administration.	This course introduces students to the theories and praxis of Public Administration and also acquaints them with the changing dynamics of the Indian Administration and public policy.

Programme Specific Outcomes:

The Programme is formulated in a way that enables the student to develop a comprehensive understanding of the political systems and theories underlying certain key political questions. They develop analytical thinking and engage actively in debates in challenging issues at different levels of society.

Name of Programme: B.A. General (under 1+1+1 system)

Programme Outcomes:			
The programme equips students with an interdisciplinary and holistic approach to the subject. The students are trained to have a conceptual understanding with a practical approach, and develop critical thinking. It further helps them to pursue higher studies and explore job opportunities in government and non-governmental organizations.			
Year	Paper	Name of the Paper	Course Outcomes
3	4	International Relations	This course helps students to become familiar with the broad themes in the field of International Relations, from the inception of I.R as a theory to the changing dynamics of global politics and bilateral relations with the other nations.

Programme Specific Outcomes:

The programme is formulated in a way that enables the student to develop a comprehensive understanding of the political system, and theories underlying certain crucial political questions. The students also develop analytical thinking and engage actively in debates in challenging issues at different levels of society.

Name of Programme: B.A. Honours (under CBCS)

Programme Outcomes:			
The diversity of the course helps the students to develop a deeper understanding of the subject, Political Science.			
Semester	Paper	Name of the Paper	Course Outcomes
1	CC 1	Understanding Political Theory: Concepts	The courses help the students understand the concepts, approaches to the subject matter and debates surrounding those concepts.

	CC 2	Understanding Political Theory: Approaches and Debates	This Paper enables students to understand the significance of theorizing and application of theory in practice.
2	CC 3	Constitutional Government in India	This Paper equips students to learn the structures and functions of Indian Constitution and the working of the political apparatus of the society.
	CC 4	Politics in India: Structures and Processes	This Paper gives students in-depth knowledge and awareness about the bases of the structures of identity politics, social movements and political institutions in India.
3	CC 5	Indian Political Thought -1	This Paper introduces the students to the political ideas and thinkers in the ancient and medieval India.
	CC 6	Comparative Government and Politics	This Paper provides an introduction to concepts, theories, and an empirical insight in the field of comparative politics.
	CC 7	Perspective on International Relations	This Paper aims at developing the ability to think critically about the international theories and world order. The student will be able to construct and evaluate the concepts of IR in contemporary world.
	SEC	Democratic Awareness through Legal Literacy	This Paper introduces students to the foundational bases of law in the Indian society. It helps them to learn about their rights and be aware as a citizen.
4	CC 8	Indian Political Thought 2	This Paper helps students learn about the political ideas and ideology in the ancient, medieval and modern era to understand the issues in existence in the Indian society, and how the society has transformed at the social, political and economic spheres.
	CC 9	Global Politics since 1945	This Paper helps students acquire proper perspectives on world politics so that they can analyze the political and economic dimensions of political globalization.

	CC 10	Western Political Thought & Theory 1	This Paper covers the early ancient political philosophy to the modern times, particularly in the 20 th century.
	SEC	Legislative Practices and Procedures	The Paper enables students to learn about the legislative branch of the Indian Parliament and the functioning of the legislature.

Programme Specific Outcomes:

The programme is formulated in a way that enables the student to develop a comprehensive understanding about the political system, and theories and empirical knowledge. The interdisciplinary nature of the syllabus helps them to gain knowledge on various aspects of political philosophy, political theory, comparative politics, public administration etc. Inclusion of the SEC papers enables them to gain practical knowledge and engage actively in society as an empowered individual.

Name of Programme: B.A/B.Sc.General (under CBCS)

Programme Outcomes:			
The Programme aims at providing a basic foundational base for the student through a comprehensive approach. The students will be able to develop a diverse knowledge on the various political system and constitution.			
Semester	Paper	Name of the Paper	Course Outcomes
1	CC 1	Introduction to Political Theory	This Paper equips the students to understand crucial concepts as justice, rights, equality, freedom etc., thus enabling them to understand and analyze their thought processes.
2	CC 2	Comparative Government and Politics	This Paper provides an introduction to concepts, theories, and an empirical insight in the field of comparative politics.
3	CC 3	Government and Politics in India	This Paper equips the students to learn the structures and functions of Indian Constitution and the working of the government.
4	CC 4	International Relations	This Paper helps the students to familiarize themselves with the broad themes in the field

			of International Relations.
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Programme Specific Outcomes:

The course offers the students to develop a comprehensive understanding of the political ideologies and theories domestic and international perspective. It helps the students to develop their communicative skills in engaging actively in the political society as an informed young political scientist.

Department of Journalism and Mass Communication

Name of Programme: B.A. Honours (under 1+1+1 system)

Programme Outcomes:

The Programme focusses on different aspects of Mass Communication, such as advertising, public relations, media management, media laws and journalism studies. Besides training students to become journalists, it also equips them to undertake academic research in the aforesaid areas. Research methodologies are taught as per the curriculum of the University of Calcutta.

Journalism and Mass Communication is a dynamic field; the Programme reflects this insofar as it offers an eclectic range of academic topics, which are of current relevance. In this age of convergence journalism and digital media, the students are appropriately equipped with both theoretical knowledge and extensive exposure to practical skills.

Students are trained to make group documentary films and prepare individual dissertation projects. They learn to design advertisements using Adobe Photoshop, edit documentary movies using Adobe Premiere Pro and design pages of a newspaper using QuarkXpress.

Year	Paper	Name of the Paper	Course Outcomes
3	5	Media Management, Press Laws and Film Studies	<p>This Paper introduces students to the various fundamentals of media management. It discusses the ownership patterns customary in India and abroad. It also focuses on the roles of the departments of advertising and circulation. Students learn about the responsibilities and professional qualifications of the Advertisement Manager and Circulation Manager in a newspaper house.</p> <p>The Paper also introduces students to the existing media laws and explains why journalists are required to abide by these laws. It clarifies the difference between media ethics and media laws.</p> <p>Film is a popular mass medium. Apart from rendering very complex messages in the simplest way, films might act as agents of social change. The Paper acquaints students with the critical theories of film studies. Students gain knowledge about the work of notable filmmakers from India and across the world, which brought new dimensions to the art of film making.</p> <p>Students also learn about the differences between a documentary film and a fiction film, and how post-Independence, Government initiatives in India have promoted the production of films on issues related to social development.</p>

	6	Radio and Television	<p>Radio has traditionally been a popular mass medium in India. It is a medium of entertainment, but it is also used for purposes of news transmission and imparting learning. Students also come to know about the administration of All India Radio, especially how it has functioned autonomously and without government interference. The different programmes of All India Radio are discussed in this Paper.</p> <p>Finally, the Paper focuses on the different aspects of Television journalism and its related terminologies. Students are taught the history of Doordarshan and how it has evolved over the years. Students are trained to write TV news-scripts.</p>
	7	Advertising and Public Relations	<p>Students learn the definitions and types of advertising and its social and economic functions. This Paper introduces students to the basics of AIDA model and trains them to design an effective advertisement campaign. It also introduces them to the concepts of Brand, Brand Positioning, Brand Loyalty, Market Research etc. Advertising and Public Relations are both integral to the concept of marketing. Students become acquainted with the concept of public relations, learn the ways in which public relations and advertising are related and become conversant with an eclectic range of terminologies pertaining to the field.</p>
	8	Practical	<p>As per this Paper, each student has to prepare a documentary as her project. In the process, students learn the basics of operating a camera, writing scripts and video editing using Adobe Premiere Pro. Also, students are introduced to skills of anchoring in news and entertainment events.</p>

Programme Specific Outcomes:

Students learn about advanced modalities of the functioning of the Press and electronic media. A strong theoretical framework, with the support of modern-day software used in media, are used to train the students to become job-market-ready.

Students of this Department, besides pursuing postgraduate studies, also work in different media houses, both print and electronic, across the country. The faculty, therefore, focuses on developing the soft skills needed to make the students professionally competent.

Name of Programme: B.A. General (under 1+1+1 system)

Semester	Paper	Name of the Paper	Course Outcomes
3	4	Advanced Media Studies	<p>This Paper introduces to the students the different theories and models of Mass Communication. It acquaints them with the simple and complex communication models. These critical theories illustrate how the media operates and its functions in different social, political, socio-political environments. This Paper also focuses on semantic terminologies like signs and codes.</p> <p>This Paper discusses how the Press functions. The Press is dependent on information, and reporters are entrusted with the task of reporting events, keeping in mind the values and elements of news. This Paper also discusses the role and ideal qualifications of a reporter. Furthermore, students learn how raw news is gathered from the field and edited, refined, structured, compiled, condensed etc. by sub-editors before it is sent for printing. This Paper defines the qualities and role of sub-editors, chief sub-editors and the news editor. Students learn different principles of sub-editing, using 6CHPR formulae.</p> <p>Radio has traditionally been a popular mass medium in India. It is a medium of entertainment, but it is also used for purposes of news transmission and imparting learning. Students apart from learning all this, also come to know about the administration of All India Radio, especially how it has functioned autonomously and without government interference. The different programmes of All India Radio are discussed in this Paper.</p> <p>This Paper focuses on different aspects of Television journalism and its related terminologies. The students are also taught the history of Doordarshan and how it has evolved over the years. Finally, students are trained to write TV news scripts.</p> <p>This Paper also introduces to the students the utility and usage of Adobe Photoshop software, where they have to prepare a display advertisement, apart from acquiring the skill to develop different ad-copies.</p>

Programme Specific Outcomes:

Students learn the advanced modalities of the functioning of the Press and electronic media. A strong theoretical framework, supported with modern-day software used in media, are used to train the students in becoming job-market-ready.

Name of Programme: B.A. Honours (under CBCS)

Programme Outcomes:

The Programme focusses on different aspects of Mass Communication, such as advertising, public relations, media management, media laws and journalism studies. Besides training students to become journalists, it also equips them to undertake academic research in the aforesaid areas. Research methodologies are taught as per the curriculum of the University of Calcutta.

Journalism and Mass Communication is a dynamic field; the Programme reflects this insofar as it offers for study an eclectic range of currently relevant academic topics. In this age of convergence journalism and digital media, the students are appropriately equipped with both theoretical knowledge and extensive exposure to practical skills.

Students are trained to make group documentary films and prepare individual dissertation projects. They learn to design advertisements using Adobe Photoshop, edit documentary movies using Adobe Premiere Pro and design pages of a newspaper using QuarkXpress.

Semester	Paper	Name of the Paper	Course Outcomes
1	CC-1	Introduction to Journalism	This Paper helps students to differentiate between news and information, and understand the constituent elements and values of news. Students also learn the different principles of news writing, and fundamental terminologies related to the Press and news media.
	CC-2	History of Indian Journalism	This Paper introduces students to the history of the Indian Press, its role in India's freedom struggle and the evolution of the Press from Hickey's Bengal Gazette to the modern-day newspapers. This Paper stresses the Press's determining role in generating public opinion against British colonial rule in India. It also discusses the contributions of Mahatma Gandhi, Jawaharlal Nehru, Surendranath Banerjee, Bal Gangadhar Tilak, Harischandra Mukherjee etc. in

			Indian journalism.
2	CC-3	Reporting and Editing	This Paper discusses how the Press functions. The Press is dependent on information, and reporters are entrusted with the task of reporting events, keeping in mind the values and elements of news. The Paper also discusses the role and ideal qualifications of a reporter. Furthermore, students learn how raw news is gathered from the field and edited, refined, structured, compiled, condensed etc. by sub-editors before it is sent for printing. The Paper defines the qualities and role of sub-editors, chief sub-editors and the news editor. Students learn different principles of sub-editing, using 6CHPR formulae.
	CC-4	Media and Communication	Communication Studies is an integral aspect of Mass Communication. This Paper explains how communication takes places, its forms, functions etc. Students also learn about the various schools of thoughts in Communication Studies (e.g. the Transmission school and the Semantic School).
3	CC-5	Communication, Media and Society	This Paper introduces to the students the different theories and models of Mass Communication. It acquaints them with the simple and complex communication models. The critical theories illustrate how the media operates and its functions in different social, political, socio-political environments. The Paper also focuses on semantic terminologies like signs and codes.
	CC-6	Media and Cultural Studies	This Paper helps students understand the notion of culture; how culture and media are related; the different types of culture etc. Students come to understand how sections of society might manipulate the cultural context by using the media. Students also learn about the critical theories pertaining to Culture Studies.
	CC-7	Introduction to Radio	Radio has traditionally been a popular mass medium in India. It is a medium of entertainment, but it is also used for purposes of news transmission and

			imparting learning. Apart from learning all this, students also come to know about the administration of All India Radio, especially how it has functioned autonomously and without government interference. The different programmes of All India Radio are discussed in this Paper.
	SEC-A2	Photo Journalism	This Paper introduces students to the basics of still photography. They learn about the still cameras - its types and functions. The curriculum requires them to click 10 news-worthy pictures and caption them as a part of their assignment.
4	CC-8	Introduction to Television	This Paper focuses on different aspects of Television journalism and its related terminologies. The students are also taught the history of Doordarshan and how it has evolved over the years. Finally, students are trained to write TV news-scripts.
	CC-9	Film Theories and Production	Film is a popular mass medium. Apart from rendering very complex messages in the simplest way, films might act as agents of social change. This Paper introduces students to the critical theories of film studies. Students gain knowledge about notable filmmakers from India and across the world and their work, which brought new dimensions to the art of film making. Students also learn about the differences between a documentary film and a fiction film, and how post-Independence, Government initiatives in India have promoted the production of films on issues related to social development.
	CC-10	Media Management and Press Laws	This Paper introduces students to the existing media laws and explains why journalists are required to abide by these laws. It also clarifies the difference between media ethics and media laws.
	SEC-B-4-1	Documentary Film Production	As per the curriculum, this Paper requires every student to prepare a documentary film as her project. This makes for practical exposure to the different techniques in documentary-making. The Paper focuses on the value of research and library work in

			film production.
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Programme Specific Outcomes:

Students learn the advanced modalities of the functioning of the Press and electronic media. A strong theoretical framework, supported with modern-day software used in media, are used to train the students in becoming job-market-ready.

Students, besides pursuing postgraduate studies, also work in different media houses, both print and electronic, across the country. The faculty, therefore, also focuses on developing the soft skills needed to make the students professionally competent.

Name of Programme: B.A. General (under CBCS)

Semester	Paper	Name of the Paper	Course Outcomes
1	GE-1	Basics of Journalism	This Paper discusses how the Press functions. The Press is dependent on information, and reporters are entrusted with the task of reporting events, keeping in mind the values and elements of news. The Paper also discusses the role and ideal qualifications of a reporter. Furthermore, students learn how raw news is gathered from the field and edited, refined, structured, compiled, condensed etc. by sub-editors before it is sent for printing. The Paper defines the qualities and role of sub-editors, chief sub-editors and the news editor. Students learn different principles of sub-editing, using 6CHPR formulae.
2	GE-2	Media Management	This Paper introduces the students to the various fundamentals of media management. It discusses the ownership patterns customary in India and abroad. It also focuses on the roles of the departments of advertising and circulation. Students learn about the responsibilities and professional qualifications of the Ad Manager and Circulation Manager of a newspaper house.
3	GE-3	Advertising and Public Relations	Students learn the definitions and types of advertising and its social and economic functions. This Paper introduces students to the basics of AIDA model and trains them to design an effective ad campaign. It also introduces them to the concepts of Brand, Brand Positioning, Brand Loyalty, Market Research etc. Advertising and Public Relations are both integral to

			the concept of marketing. Students become acquainted with the concept of public relations, learn the ways in which public relations and advertising are related, and become conversant with an eclectic range of terminologies pertaining to the field.
4	GE-4	Press Laws and Indian Constitution	This Paper introduces students to the existing media laws and explains why journalists are required to abide by these laws. It also clarifies the difference between media ethics and media laws.

Programme Specific Outcomes:

Students learn the advanced modalities of the functioning of the Press and electronic media. A strong theoretical framework, supported with modern-day software used in media, are used to train the students in becoming job-market-ready.

Department of Communicative English

Name of Programme: B.A. Major (under 1+1+1 system)

Programme Outcomes:

To enable students attain proficiency in all the four skills of English Language so that they can use English in different contexts, situations and for varied purposes. The programme is so designed that learners may learn the accurate use of English and prepare themselves for the global job market.

Year	Paper	Name of the Paper	Course Outcomes
3	5	Introduction to Media – Radio and Television, English for Business	To introduce students to the various types of media
	6	Media and Business Communication	To develop their knowledge about the world around through study of general knowledge
	7	On-Job Training and Project Work	To undertake internship both in the corporate and teaching spheres so that the learners are exposed to the technicalities of the job markets and its demands and requirements
	8	Entrepreneurship	<p>To develop themselves as successful entrepreneurs by studying what entrepreneurship development is all about.</p> <p>To make students aware of the imperatives of teaching English and how to teach the four skills of reading, listening, speaking and writing by actually making them teach students conversational English.</p> <p>This equips them with the abilities required to be successful teachers of English in the future.</p>

Programme Specific Outcomes:

1. To train and prepare the students to seek and find employment in the corporate, media, English language-teaching and content writing sectors;
2. To guide the students in self-employment strategies;
3. To enable the students to conduct independent surveys, collect data, analyse them, prepare and present reports and projects;
4. To develop communicative competence in students;
5. To impart knowledge, ideas, technicalities of proper pronunciation, style, structure of English Language.

Name of Programme: B.A. Major (under CBCS)

Programme Outcomes:			
To enable students attain proficiency in all the four skills of English Language so that they can use English in different contexts, situations and for varied purposes. The programme is so designed that learners may learn the accurate use of English and prepare themselves for the global job market.			
Semester	Paper	Name of the Paper	Course Outcomes
1	CC1	Phonetics and Phonology	To enable students to acquire correct pronunciation and identify the different sounds of English.
	CC2	Grammar and Usage	To develop awareness of accurate grammar and its use.
2	CC3	Sociolinguistics Listening and Speaking Competence	To impart knowledge of appropriateness and grammaticality, acceptability of English Language, enable learners to earn the concepts of style, register, jargon.
	CC4	English Composition and Comprehension	To enable learners to acquire listening and speaking competence and to be aware of the different communicative functions of English.
3	CC5	Technical English and Copyediting	To develop the power of comprehension and the ability to compose texts on various subjects in English.
	CC6	English Language	To train students in technical

		Teaching	English. Content writing and copy editing
	CC7	Travel Writing and Review Writing	To train the learners in the various approaches, methods, planning and testing in English Language teaching.
	SECA1 (OR) SECA2	Content Writing PR and Advertising	To enable learners to acquire the skills and technicalities of travel writing and content writing.
4	CC8	Mass Communication and Mass Media: Print, Electronic, Digital and New Media	To train students and impart ideas related and concepts related to PR and advertising.
	CC9	Soft Skills Development and Powerpoint Presentation Business English Communication	To impart students ideas, concepts about types of communication, print media, news, and new media.
	CC10	Plan and Budget Writing	To give learners knowledge about the soft skills, acquaint them with the technicalities of interviews and group discussions.
	SECB1 (OR) SECB2	Interviewing Techniques, Talkshows, Newsreading, and Writing, Public Service Announcements, Commentary, Comparing On Job Training Internship Report Writing Newspaper Report and Feature Writing (OR) TV and Radio Script-Writing	To train students in the various skills required for business English communication, and to give them the knowledge of the different forms of business correspondences and budget writing.

Programme Specific Outcomes:

1. To train and prepare the students to seek and find employment in the corporate, media, English language-teaching and content writing sectors;
2. To guide the students in self-employment strategies;
3. To enable the students to conduct independent surveys, collect data, analyse them, prepare and present reports and projects;
4. To develop communicative competence in students;
5. To impart knowledge, ideas, technicalities of proper pronunciation, style, structure of English Language.

Department of Philosophy

Name of Programme: B.A. General (under 1+1+1 system)

Programme Outcomes:

Students are expected to acquire knowledge of the different branches of Philosophy, such as Metaphysics, Epistemology, Logic, Ethics, Social and Political Philosophy, Philosophy of Mind, Philosophy of Language, Aesthetics, Contemporary Indian Philosophy and Applied Psychology. They are trained in evaluative reasoning and systematic argument formation. The programme also aims at developing the students' powers of expression. Altogether, the course expands the students' career options.

Year	Paper	Name of the Paper	Course Outcomes
3	4	Social-Political Philosophy and Contemporary Indian Thought	Students acquire a comprehensive understanding of Rabindranath Tagore's philosophy of human nature, especially, its innate limitations and Tagore's differential concepts of human existence. They study critical theories explaining the notion of spirituality, religion and the problem of evil. Further, they learn about (a) Swami Vivekananda (his concepts of Practical Vedānta, Universal Religion, and Yoga); (b) Sri Aurobindo's concept of reality and human evolution – its different stages and integral Yoga; (c) S. Radhakrishnan's notion of Man, the nature of religious experience and the nature of intuitive apprehension.

Programme Specific Outcomes:

After completion of the programme, the graduates will be capable of:

1. developing the capacity to analyse philosophical concepts, definitions, arguments and problems;
2. developing new hypotheses in different areas of philosophy;
3. developing ethical knowledge and discharging her responsibilities towards society;
4. increasing skills to think rationally;
5. independently exploring the challenging problems of philosophy;
6. applying philosophical knowledge and methodology to other inter-disciplinary domains of learning;
7. developing the skills of systematic argument;
8. resisting stereotypical ways of thinking and developing a more nuanced outlook on social issues.

Name of Programme: B.A. General (under CBCS)

Programme Outcomes:			
Students are expected to acquire knowledge of the different branches of Philosophy, such as Metaphysics, Epistemology, Logic, Ethics, Social and Political Philosophy, Philosophy of Mind, Philosophy of Language, Aesthetics, Contemporary Indian Philosophy and Applied Psychology. They are trained in evaluative reasoning and systematic argument formation. This Programme also aims at developing the students' powers of expression. Altogether, the course expands the students' career options.			
Semester	Paper	Name of the Paper	Course Outcomes
1	GE-1/CC-1	Indian Epistemology and Metaphysics	The achievements of Indians in the field of Philosophy are significant. Indian Philosophy has traditionally focused on the individual's spiritual needs and the different ways of practical self-realization. 'See the self' is the keynote of all schools of Indian philosophy. From this Paper, students gain knowledge of the different Indian schools of Philosophy.
2	GE-2/CC-2	Western Epistemology and Metaphysics	Western Philosophy has remained more or less true to the etymological meaning of 'Philosophy', in being essentially an intellectual quest for the 'Truth'. This Paper offers the students extensive knowledge of the history of Western Philosophical ideas.
3	GE-3/CC-3	Western Logic	Western philosophy is based on conscious thought, whereas unconscious thought is central to spiritual awakening. This Paper focuses on the different ways in which philosophers in the West have employed logical arguments to develop original and dynamic concepts.
4	GE-4/CC-4	Philosophy of Mind	The Philosophy of Mind pertains to the study of the mind, which leads to a knowledge of the soul. Human beings exist in space and time. Insofar as they have a mind, they are conscious beings. By studying the philosophy of mind, students learn the nature of the mind and how it functions under different material conditions.

Programme Specific Outcomes:

After completion of the programme, the graduates will be capable of:

1. developing the capacity to analyse philosophical concepts, definitions, arguments and problems;
2. developing new hypotheses in different areas of philosophy;
3. developing ethical knowledge and discharging her responsibilities towards society;
4. increasing skills to think rationally;
5. independently exploring the challenging problems of philosophy;
6. applying philosophical knowledge and methodology to other inter-disciplinary domains of learning;
7. developing the skills of systematic argument;
8. resisting stereotypical ways of thinking and developing a more nuanced outlook on social issues.

Department of Economics

Name of Programme: B.A. /B.Sc. (under 1+1+1 system)

<p>Programme Outcomes:</p> <p>This Programme prepares the students for a successful career in different fields, ranging from academics and administration to industry and entrepreneurship. It provides a strong foundation in economic theory, focusing on applied and policy issues, to develop the much-needed skills of applying quantitative tools and techniques in solving economic problems.</p>			
Year	Paper	Name of the Paper	Course Outcomes
3	4A	Development Economics I	<ul style="list-style-type: none"> • Conceptualizing economic growth and economic development; • Situating the issues of development, and in relation to them, the need for planning for development; • Critically viewing the two-way relationship between population and development; • Describing the role of foreign investment in economic development, and gender-related issues in economic development
	4B	International Economics and Statistics	<ul style="list-style-type: none"> • Understanding the basic theories of trade and gains from trade; • Exploring the applications of different statistics, and computing them taking raw data for univariate analysis– measures of central tendency, and measures of dispersion

Programme Specific Outcomes:

After completing the Programme the students will be able:

1. to grasp how microeconomic and macroeconomic variables are determined in a theoretical framework;
2. to analyze the trends of macroeconomic variables taking the case of Indian economy;
3. to critically view economic policies for development;
4. to understand the role of external sector in a globalized world;
5. to apply the descriptive statistical tools and techniques to the raw data for deriving meaningful insights.

Name of Programme: B.A. / B.Sc. General (under CBCS)

Programme Outcomes:

This Programme prepares the students for a successful career in different fields, ranging from academics and administration to industry and entrepreneurship. It provides a strong foundation in economic theory, focusing on applied and policy issues, to develop the much-needed skills of applying quantitative tools and techniques in solving economic problems. Further, it inculcates a logical and analytical temperament to make the students competent for higher education in inter-allied disciplines.

Semester	Paper	Name of the Paper	Course Outcomes
1	CC-1 /GE-1	Introductory Microeconomics	<ul style="list-style-type: none"> • Exploration of the subject matter of microeconomics; • Clear conceptualization of the basic tools of economics; • Critically fathoming the role of impersonal forces in the institution of market in relation to the behavioural characteristics of consumer and producer; • Examining different theories of markets, perfect and imperfect, and their production and distributional aspects.
2	CC-2 /GE-2	Introductory Macroeconomics	<ul style="list-style-type: none"> • Exploration of the subject matter of macroeconomics; • Acquiring the computational framework of national income accounting; • Locating differences in explanations of various alternative theories of income and employment; • In-depth critical examination into the system of money and banking, consumption, investment and the government sector, taking the case of a closed economy; • Offering insights into money supply and money demand, and the theoretical causes and effects of inflation;

			<ul style="list-style-type: none"> • Taking the case of an open economy to understand the role of the external sector.
3	CC-3 /GE-3	Issues in Economic Development and India	<ul style="list-style-type: none"> • Conceptualizing economic growth and economic development; • Understanding the two-way relationship between population and development, education and health sectors in India, and India's performance under different policy regimes; • Exploring the concepts and measures of both poverty and inequality, and in relation to them, critical examination into various programmes for development; • Looking into the dual structure of development and development strategies; • Describing the role of international organization in economic development.
	SEC-3-1A (relevant for 3 rd or 5 th Semester)	Introductory Methods of Field Survey	<ul style="list-style-type: none"> • Identifying different types of data; • Looking into the scientific methods of data collection and recording; • Developing the required skills in regard to collecting and recording data.
4	CC-4 /GE-4	Indian Economic Policies	<ul style="list-style-type: none"> • Understanding the macroeconomic policies and their impact; • Analyzing and depicting the trends of macroeconomic variables with reference to India; • Revisiting the policies and performance of Indian Economy in relation to the following sectors – India's agriculture, industry, finance, and foreign trade.
	SEC-4-1B	Economic Data Analysis and Report Writing	<ul style="list-style-type: none"> • Presenting statistical data using table and graph; • Exploring the applications of different

	(relevant for 4 th or 6 th Semester)		<p>statistics, and computing them, taking raw data for univariate analysis – measures of central tendency, and measures of dispersion;</p> <ul style="list-style-type: none"> • Introducing correlation and regression for bivariate analysis; • Developing the required skills of report writing.
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Programme Specific Outcomes:

After completing the Programme, students are expected to:

1. grasp how microeconomic and macroeconomic variables are determined in a theoretical framework and, hence, to be able to question the theoretical framework, which is taken for granted;
2. analyze the trends of macroeconomic variables in the case of the Indian economy and, hence, to be able to derive meaningful insights from the analysis of macroeconomic trends with reference to India;
3. assess existing economic policies for development and, hence, to be able to prescribe better policies;
4. apply the descriptive statistical tools and techniques to the raw data for extracting meaningful insights;
5. critically view the complex economic system in relation to its inherent contradictions.

Department of Fashion and Apparel Design

Name of Programme: B.F.A.D. Honours (under 1+1+1 system)

Programme outcomes:

The programme is designed in such a way that the students who all are awarded the degree of B.F.A.D. (Hons) are ready for any kind of jobs or business related to garments, accessories, costume design etc.

Year	Paper	Name of the Paper	Course Outcomes
3	FAD 301	Ethics, Environmental Studies and Quality for Garment Industry	To make the students learn about the work ethics, compliance and quality control measures practised in the garment industry.
	FAD 302	Textile Studies – V: Dyeing, Printing and Finishing of Textiles and Related Testing	To make the students learn about the various dyeing, printing and finishing of textile materials employed for value addition in fabrics, garments etc
	FAD 303	Garment Sizing, Grading, Draping, Fashion Illustration and Garment Design	To make the students learn about the size charts, methods of grading, draping of garments and develop garment designs.
	FAD 304	Critical Studies/ Technical Analysis and Wet Processing and Finishing of Garments	To make the students learn about the various types of special finishes that are being employed on to the garments so as to serve some special purpose.
	FAD 305	Entrepreneurship Development, Financial Management and Costing	To make the student aware about how to plan a project, how to set up an industry and how to do the pricing and costing of products
	FAD 306	Computer Application in Textile Design,	To make the students learn about the various

		Pattern making and Garment Design	types of weave design, garment silhouettes and complex pattern of the garments
	FAD 307	Textiles and Garment Dyeing, Printing and Finishing Practical	To provide in hand training to the students in applying dyes, finishes and printing techniques on to the garments
	FAD 308	General and Computer-aided Textile Design, Garment Design, Fashion Illustrations and Portfolio Preparation	To provide in hand training to the students in designing the computer aided portfolio, mood board, story board and fashion illustration of garments
	FAD 309	Field Visit and Internship on Collection and Garment Designing	To expose the students to the actual functioning of a garment industry and to make them learn about various processes of production
	FAD 310	Project Work, Seminar and Viva-voce	To impart training to the students to carry out research in specific areas and to prepare project and present a seminar on the said topic

Programme Specific Outcomes:

The Programme enables students to pursue higher studies in Fashion and Apparel Design, gain employment in the garment industry and become entrepreneurs in the various areas of Fashion and Apparel Design.

Name of Programme: B.F.A.D. Honours (under CBCS)

Programme outcomes:

The programme is designed in such a way that the students who all are awarded the degree of B.F.A.D. (Hons) are ready for any kind of jobs or business related to garments, accessories, costume design etc.

Semester 1

Category of Paper	Name of the Paper	Course Outcomes
Discipline Specific Course (DSC)	1. Textile Fibres and Yarn Formation	To be able to gain knowledge about different fibres and their processing to form yarns
	2. Apparel Construction -I (Fundamentals of Pattern Making)	To be able to gain knowledge about need and principle of pattern making and its application in making of garments
Discipline Specific Elective (DSE)		
Ability/Skill Enhancement Courses (SEC)	1. Communicative English	To be able to gain knowledge about writing of letters, research report, market survey report, Project planning etc
Generic/ General Electives (GE)	Any One Paper	
	1. Elements of Textile Design	To be able to design fabrics with application of various weaves and colour and weave effect
	2. Textile Crafts and Costumes	To be able to gain knowledge about various traditional textiles, crafts and costumes of India and abroad
	3. Visual Art and Principles of Design	To be able to develop various designs for its application in the surface ornamentation of garments

Semester 2

Category of Paper	Name of Papers	Course Outcomes
Discipline Specific Course (DSC)	1. Fabric Formation and Textile Design	To be able to gain knowledge about various ways of developing fabrics and the design formation of fabrics
	2. Apparel Construction -II (Fundamentals of Cutting and Stitching)	To be able to gain knowledge about various types of cutting methods and stitching methods applied in garment making along with various cutting and stitching machines employed in garment making

Discipline Specific Elective (DSE)				
Ability/Skill Enhancement Courses (SEC)	1. Computer Theory and Applications	To be able to gain knowledge about various types of computer programmes applied in garment industry		
Generic/ General Electives (GE)	Any One Paper			
	1. Elements of Fashion Illustration	To be able to gain knowledge in producing 2D and 3D Designs, rendering of Designs and develop fashion wear and accessories through fashion illustration.		
	2. Design of Fashion Accessories	To be able to gain knowledge in designing various types of accessories required for fashion styling		
	3. Entrepreneurship Development	To be able to gain knowledge about setting up an industry, project planning, resource planning and fund resourcing in setting up a factory		

Semester 3

Category of Paper	Name of Paper	Course Outcomes		
Discipline Specific Course (DSC)	1. Textile Chemical Processing -I (Preparatory and Dyeing)	To gain knowledge about application of various chemical processes for improving product acceptability and application of dyes for surface ornamentation of Textiles		
	2. Textile Surface Ornamentation and Decorative Stitches	To gain knowledge about various traditional embroideries and their application in surface ornamentation of Textiles		
	3. Advance Pattern Making and Garment Construction	To gain knowledge about construction of various types of fashion wear		
Discipline Specific Elective (DSE)				
Ability/Skill Enhancement Courses (SEC)	1. Environmental Science	To gain knowledge about how to maintain environment friendly atmosphere in the industry		
Generic/ General Electives (GE)	Any One Paper			
	1. Fashion Marketing (Visual Merchandising, Retail/E tail Management and Export Procedure Documentation)	To gain knowledge about marketing of developed products through domestic market, export market and online retailing		
	2. Financial Management and Costing	To gain knowledge about how to manage the financial resources of a company and		

		how to do the pricing and costing of developed products
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Semester 4

Category of Paper	Name of Papers	Course Outcomes
Discipline Specific Course (DSC)	1. Textile Chemical Processing -II (Printing and Finishing)	To gain knowledge about various types of styles of printing and about various types of specialized finishing processes
	2. Fashion Design Development and Fashion Illustration	To gain knowledge about developing fashion Design drawing through fashion illustration
	3. Sizing, Draping and Texture Mapping of Garments	To gain knowledge about size charts, sizing system and virtual texture mapping of garments and fabrics
Discipline Specific Elective (DSE)		
Ability/Skill Enhancement Courses (SEC)	1. Fashion Event Management and Seminar Presentation	To gain knowledge how to present fashion wear on stage through fashion shows and learn about fashion styling
Generic/ General Electives (GE)	Any One Paper	
	1. Fashion journalism and communication	To gain knowledge how to project fashion through media and do the critical analysis of the product developed
	2. Behavioural Science and Human Resource Management	To gain knowledge about managing human resources of the factory for proper production process

Programme Specific Outcomes:

The Programme enables students to pursue higher studies in Fashion and Apparel Design, gain employment in the garment industry and become entrepreneurs in the various areas of Fashion and Apparel Design.