



Serampore Girls' College

NAAC Reaccredited college affiliated to University of Calcutta
AISHE Code : C11984

COURSE OUTCOME CBCS SYLLABUS

Soma Roy.
Principal
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Signature of Principal

BENGALI DEPARTMENT

Department of Bengali

B.A. Three Years' Sixth Semesters (Hons. and General) Degree Programme

Affiliated to Calcutta University

Bengali Literature is very rich from different aspects. It is our proud procession. Many famous writers and poets have created immortal pieces in Bengali. Rabindranath Tagore being a writer in Bengali earned world fame and was awarded Nobel for literature. Bengali Literature is much needed in the field of language and literature. The objectivity of the entire syllabus of Bengali (Hons. and General) courses is precisely discussed below.

Mechanism of communication: The ways to communicate course outcome to students, parents and alumni

How Published	Where Published	How Disseminated
Print in paper Online	Departmental Notice Board College Website	<ul style="list-style-type: none">• Self reading by the stake holders / students• Self reading of the materials (course outcome) by the parents, alumni, available on the public domain.

B.A. BENGALI HONOURS PROGRAMME

6 SEMESTER COURSES

LIST OF THE COURSE

Sl. No.	Name of the Course	Semester	Course Code	Credit	Marks in the Course	Name of the Programme	Program me Code	Course Outcome	Employability, Skill Development and Entrepreneurship development
1.	History of Bengali Literature (till 18 th Century)	SEM-1	BNG-A-CC-1-1	6	100	BENGALI HONOURS	BNGA	1. To teach the origin and development of Pre – Modern Bengali Literature upto 18 th Century. 2. To teach the origin and development of Pre- Modern Bengali Language. 3. To teach the Pre-Modern techniques of Bengali Literature. 4. To teach the different aspects of Pre – Modern Bengali culture of Charyapad, Srikrishnakirtan, The Ramayana and Mahavarat, Baishnaba and Sakta Culture etc.	1. Continuous evaluation train the students for the market of competitive examination for teaching and other jobs etc.
2.	Descriptive Philology and Bengali Language	SEM-1	BNG-A-CC-1-2	6	100	BENGALI HONOURS	BNGA	1. To teach the origin and development of Bengali language and grammar. 2. To teach the Modern techniques of the Bengali language and grammar.	1. Continuous and periodic evaluation train the students for the Market of Language development and working Govt. level jobs etc.
3.	History of Bengali Literature (19 th Century)	SEM - 2	BNG - A - CC - 2 - 3	6	100	BENGALI HONOURS	BNGA	1.To introduce the students to the Modernism that spread in our thoughts, views and perceptions, our standards of life and literature, coming in contact with the colonial modernism.	1. Unit test, class - room assignments etc. of this courses enables the students to face interviews for jobs in schools, colleges and also for the jobs of civil services.
4.	Bengali Literature (Elementary Study)	SEM-2	BNG - A - CC - 2 - 4	6	100	BENGALI HONOURS	BNGA	1.To teach the 1st phase development of Modern novel. 2. To teach the 1st phase development of Modern short stories. 3.To teach the development of Bengali poetry (from Ancient to Modern age).	1.The course in particular make the students enable themselves to prepare for job markets in school and college levels through the group discussion, quize, symposium and debate etc.
5.	History of Bengali Literature (20 th Century)	SEM-3	BNG - A - CC - 3 - 5	6	100	BENGALI HONOURS	BNGA	1.To teach the development of Bengali Literature in 20 th century.	1.The course in particular make the students enable themselves to the teaching and

								2.To teach the criticism of Essays of 20th century. 3.To teach the cultural sineages of 20th century Bengal exposed through poetry, drama, short stories Essays.	clerical profession in the schools, colleges, universities and Govt. and Non - Govt. offices etc.
6.	Historical Philology	SEM-3	BNG - A - CC - 3 - 6	6	100	BENGALI HONOURS	BNGA	1.To teach the origin of Bengali Language is the most important. Students will understand Bengali Language in an historical context. 2.To teach the historical philology to the students will learn how Bengali Language origin from Indo - European or Aryan Family of Languages and changed over time. 3.To teach this paper for students learn how Bengali Language varies from situation to situation and place to place. 4.Study of origin of Bengali Language will also help in making the foundation of language stranger and will improve the practical and intellectual skills.	1.The students may get jobs in the Research Institute, Language Development Centre, Asiatic Society Central and State Libraries, in the field of journalism etc. etc. as a Research associates and other teaching and non - teaching profession.
7.	Modern Bengali Novel and Short Stories	SEM-3	BNG - A - CC - 3 - 7	6	100	BENGALI HONOURS	BNGA	1.To teach the Modern Bengali novel short stories to the students about complex of conflict of modern time that's effect modern life. 2. To teach the student about feminism and the situation , position of women in society. 3. To teach the student about the struggle of people in various situations.	1. The students may get the job opportunities in the department of information and culture, in the field of journalism, Media - house, School, College and University teaching profession etc.

8.	Pre - modern Literature	SEM-4	BNG - A - CC - 4 - 8	6	100	BENGALI HONOURS	BNGA	<p>1.To teach vaishnava and shakta padavali give basic ideas about the vaishnava and shakta culture on Medieval period to the students.</p> <p>2. To make students aware about vaishnava and shakta religion and philosophy.</p> <p>3. To give basic ideas about Religious literature and social values of this form of literature.</p> <p>4. To teach Chandimangal to make students interested in socio - Economic and cultural history of medieval period of Bengal.</p>	<p>1. There are so many job opportunities in the Media centre, journalism, Asiatic Society, State and Central Libraries, Department of information and culture in which the students may be absorbed after learning the course. Students may also avail the chances to get the teaching profession through this study.</p>
9.	Rhetoric, Prosody and Poetics	SEM-4	BNG - A - CC - 4 - 9	6	100	BENGALI HONOURS	BNGA	<p>1.To make students aware about the importance of Rhetoric and prosody which studying poetry.</p> <p>2. To give practical lesson of Rhetoric and prosody to students.</p> <p>3. To prepare students about the ornamental use of language in constructing sentences while speaking and writing.</p> <p>4. Introduce to the students about the aesthetics of language while studying poetics.</p>	<p>1.The course in particular will enable the students to prepare themselves for job in the civil services and also in the teaching profession like schools, colleges and universities etc.</p>
10.	Essays and Miscellaneous Writings	SEM-4	BNG - A - CC - 4 -10	6	100	BENGALI HONOURS	BNGA	<p>1.To teach the critical techniques of modern essays.</p> <p>2.To teach the concept of philosophy in Bengal essays of 19th century.</p> <p>3.To give an idea of the society and state</p>	<p>1.The course in particular will enable the students to prepare themselves for job in the civil services and also in the teaching profession like schools,</p>

								of 19th century Bengal. 4. To introduce a comparative study between science and literature.	colleges and universities etc.
11.	Literary Types	SEM-5	BNG - A - CC - 5 -11	6	100	BENGALI HONOURS	BNGA	1. To teach the generic types of literature. 2. To teach the diverse generic types of Bengali Literature. 3. To teach the development of evolution of Bengali Literature 4. To teach the techniques of recent day critical approaches.	1. It provides the job opportunities in the Media houses, publication houses etc. 2. Students may get opportunities in the teaching profession. 3. This course provides the opportunities to prepare themselves for absorbing in the civil service jobs.
12.	Drama and Theatre	SEM-5	BNG - A - CC - 5 -12	6	100	BENGALI HONOURS	BNGA	1.To teach the modern approaches in Bengali drama, its movements and applications. 2.To teach the development of Bengali drama. 3.To teach the cultural sine ages of 20th Century Bengal exposed through drama. 4.To teach modern Bengali Grammar of Language exposed in drama.	1. Class room assignment and unit test in this course enables the students to face interviews for the teaching profession in schools, colleges and universities. The students may be absorbed in the non - teaching profession also.
13.	Modern Bengali Poetry	SEM-6	BNG - A - CC - 6 -13	6	100	BENGALI HONOURS	BNGA	1. To teach the development of modern Bengali Poetry. 2. To teach the colonial modernism of Bengali Poetry. 3. To teach cultural and social effect of partition in Bengali Poetry. 4. To teach the modern approach in Bengali Poetry , its movements and applications and evolutions. Students	1. Class tests, Quizes and assignments will teach the students to face the interviews for jobs in the educational institutions and also for the jobs in the civil services.

								will get introduced with cultural changes coming out of these poetries.	
14.	Sanskrit, English and Neighbouring (Hindi) Literature	SEM-6	BNG - A - CC - 6 -14	6	100	BENGALI HONOURS	BNGA	<ol style="list-style-type: none"> 1. To teach the Sanskrit literature theories and their applications. 2. To teach the fundamentals of different Indian literatures and their relation with Bengali Literature. 3. To teach the Western Literature and their applications. 4. To teach the comparative methods to relate own literatures with other ones. 5. To teach the fundamentals of Sanskrit and English Literatures and their impact on Bengali Literature. 	<ol style="list-style-type: none"> 1. This course enables the students engage themselves in group discussion, symposium and debate competition so that they can think innovatively in various issues related to the jobs of civil services, teaching and non teaching profession in educational and research institutions.
15.	Printing and Publication	SEM-3	BNG - A - SEC - A - 3 - 1	2				<ol style="list-style-type: none"> 1. It helps teach Bengali Desktop printing software. 2. Primary technique of Bengali script editing can be taught to this course. 3. The students can learn primary technique of proof reading, Book printing and publishing etc. 	<ol style="list-style-type: none"> 1. This course develops skills among the learners / workers of the publishing sectors.
16.	Applied Bengali - 1	SEM-3	BNG - A - SEC - A - 3 - 2	2				<p>It develops an idea of :</p> <ol style="list-style-type: none"> 1. Bengali literature and Bengali cinema. 2. Making screen play and dramatization, and practice in recitation. 	<ol style="list-style-type: none"> 1. The course enables the students to get successful openings in the commercial fields of cinema, theatre and various news media.
17.	Applied Bengali and Methodol	SEM-4	BNG - A - SEC - B - 4 - 1	2				<ol style="list-style-type: none"> 1. It brings to the knowledge of the students, the methodology of 	<ol style="list-style-type: none"> 1. It also helps learn the legal aspects of printing and publication.

	ogy of Literary Research							research and the copyright laws. 2. It teaches the techniques of the advertisement and presentation of news.	
18.	Applied Bengali - 2	SEM-4	BNG - A - SEC - B - 4 - 2	2				1. It helps learn the Bengali Language and spelling rules (orthography). 2. It develops a concept of the composition of stories and essays.	1.It helps the aspirants to step in the filed of literary creativity
19.	Social and Cultural History of Bengal	SEM-5	BNG - A - DSE - A - 5 - 1	6				1.To teach the development of Bengali Nation and its anthropological identity. 2.To teach the Political History of Bengal. 3. To teach the social structure and economic base of Bengal. 4. To teach the various revolutions, partition of Bengal.	1. The students of this course may engage themselves in the following sectors: a) Media houses especially in the News Media. b) In the jobs of civil services. c) Teaching and Nonteaching professions in Schools, Colleges and Universities etc. d) Libraries, Information and Cultural Department etc.
20.	Literature of Bangladesh	SEM-5	BNG - A - DSE - A - 5 - 2	6				1. To teach about the literature of Bangladesh, our neighboring country. 2. To teach the culture and society of Bangladesh after partition.	1. The students of this course may get the jobs in different sectors of SAARC countries through civil service examination. 2. They may engage themselves in the teaching profession also.
21.	Bengali Detective Literature , Science Fiction and Miracles	SEM-6	BNG - A - DSE - A - 6 - 3	6				1.It develops a curious mind in the students. 2.To teach the detective stories. 3. It develops the practice of reading stories.	1. The course enables the students engage themselves in detective squad of defense services and also in the teaching professions etc.
22.	Comparative Literature	SEM-6	BNG - A - DSE - A - 6 - 4	6				1.To teach the fundamentals of Sanskrit & English Literature and their	1. This course enables the students engage themselves in

								<p>impact on Bengali Literature.</p> <p>2. To teach the comparative methods to relate own literature with other ones.</p>	<p>group discussion, symposium and debate competition so that they can think innovatively in various issues related to the jobs of civil services, teaching and non-teaching profession in educational and research institutions.</p>
23.	Bengali Children's and Juvenile Literature	SEM-5	BNG - A - DSE - B - 5 - 1	6				<p>1.It helps the students to understand the Child & Juvenile Psychology.</p> <p>2. By reading such literature the students can go back to their Child and Juvenile life which provides them with some innocents and carefree pleasure of those last period of life.</p>	<p>1. It helps them apply the knowledge of child psychology, imbibed from such literature, in the practical field like job, research, child rehabilitation or upbringing of children etc.</p>
24.	Partition of Nation and Bengali Literature	SEM-5	BNG - A - DSE - B - 5 - 2	6				<p>1. The student will be able to know about an important part of the history of Bengal -the Historical and Socio -economic background as well as the impact of the partition of the Nation and its effect on Bengal.</p> <p>2. It enables the students to get an idea of the endangeredness, distress and helplessness of the Bangalees -of that period.</p>	<p>1. It will enrich the historical as well as the political knowledge of the students regarding the certain period, thereby helping them in research as well as to get a job in the concerned field.</p>
25.	Programe Literature , Autobiography and Travelogues	SEM-6	BNG - A - DSE - B - 6 - 3	6				<p>It enables the students to :</p> <p>1.Develop moral values.</p> <p>2.Know about the contemporary social and cultural scenario of Bengal.</p>	<p>1.It will develop among the students the knowledge of socio-economic and the political condition of the concerned period which will</p>

								3. Know about the social and cultural scenario of several countries.	help them in research in future. 2. The knowledge will help them to use it in the practical field job etc., as required.
26.	Folk Culture and Folk Literature	SEM-6	BNG-A- DSE-B- 6-	6				1. The base of a Nation is Folk culture. So this course throws light on the history of the emergence of the Bangalees and their culture. 2. It contains the rich traditional and cultural heritage of the state which introduces the students to the national tradition and legacy.	1. It helps the students to get job or some opportunities in research in the field related to it.

B.A. in Bengali

Programme Specific Outcomes (PSO)

After successful completion of the Four years B.A. Major (Programme) degree course in Bengali, the students will be able to achieve the following outcomes:

- i) It develops a strong concept of basic Bengali literature.
- ii) It develops knowledge and understanding of Bengali grammar and linguistics.
- iii) It helps to understand the principles and applications of classification of Drama, Novels and Poetry. It also develops a conception of aesthetics sense and understand the interdisciplinary approach.

Serampore Girls' College

Department of Bengali

General Course Outcome

BENGALI UNDER CBCS

CC-1

Help to understand the chronological study of Bengali Language and Literature from origin to 18th century.

CC-2

Help to understand grammatical concept of Bengali Language and Literature.

CC-3

Enriched the knowledge of history of Bengali Literature since 19th Century.

CC-4

Introduction to detail study of Bengali Literature.

CC-5

Help to understand history of Bengali Literature of 20th Century.

CC-6

Knowledge of Linguistics: detail study.

CC-7

Various kinds of Novel and Short stories of 19th and 20th Century.

CC-8

Detail study and critical analysis of Medieval Bengali Literature.

CC-9

Detail study of structural analysis of Bengali Poetry and Poetics.

CC-10

Critical analysis of Modern Bengali Essays.

CC-11

Study of types of Medieval Bengali Literature.

CC-12

Detail study and analysis of Bengali Drama and Stage.

CC-13

Critical analysis of Modern Bengali Poem.

CC-14

Study of Comparative Literature.

DSE-A-5-1 (Both for CC & GE)

Anthropological study of Bengal & Bengali; Social & Cultural background.

DSE-B-5-1

Various type and Sociological analysis of Bengali 'Shishu and Kishore Sahitya'.

DSE-A-6-4

Comparative Literature and its effects on Bengali Literature.

DSE-B-6-3

Different types of Personal Essays : critical analysis.

DSE-B-6-1 (For GE)

Partition and its effect on Bengali Literature.

GE-1

Enriched the knowledge of Bengali Literature (Modern Age).

GE-2

Help to understand the Linguistics and structural analysis of Bengali Poem.

GE-3

Medieval and Modern Bengali Poetry: Critical analysis.

GE-4

Critical analysis of Bengali Novel and Short Stories.

LCC(2)-4-1

Enriched the knowledge regarding Linguistics, Various types of Bengali Literature and Literary Epic.

LCC(2)-6-2

Help to develop the knowledge of Little Magazine, Novels and Short Stories of 19th and 20th Century.

AECC-1

Ability Enhancement Compulsory Course. Enriched the knowledge of different types of Personal Essays, Short Stories, Poetries & technical terminology.

SEC-A-2 & SEC-B-2 (Both for CC & GE)

This is basically one kind of practical training program for that candidate who opts translation media, publishing house as her career.

POLITICAL SCIENCE DEPARTMENT

DEPARTMENT OF POLITICAL SCIENCE

Name of the program: B.A POLITICAL SCIENCE (Hons.) (Under CBCS)

Year of Introduction: 2018

Program Outcomes (PO)

Program outcome details the in-depth knowledge, useful and practical job-orientation avenues and skill in the discipline/subject students should obtain when they receive a bachelor's degree in political science.

- PO.1: After successful completion of the 3 years undergraduate program in Political Science, the students are expected to have a better and wider understanding of their society and state and of the ongoing world affairs.
- PO.2: Students should develop a broad outlook towards various social and political issues at the local, regional, state, national and international level.
- PO.3: Students should also develop knowledge about the constitutional system and political processes prevalent in India and about the major actors and processes of the Indian political system.
- PO.4: Students are expected to develop a comprehensive view towards society, political economy, human rights, Gender issues, feminism, terrorism environmental politics and other such contemporary issues which are in the frontline nowadays.
- PO.5: Political Thought (both Indian and Western) and the theories taught in the undergraduate level in Political Science aims at development of a rational common sense, critical thinking, and logical analysis within the students, not only of human behavior but also of diplomatic moves of the states in the international arena.
- PO.6: Students studying this discipline learn to develop a tolerant attitude towards others view, help in mediating disagreements between fellow individuals and study the behavior patterns of various individuals they come across.
- PO.7: The course of B.A. political Science is designed to help the students aspiring for careers in administrative services, teaching, Journalism, Mass communications, Judicial services etc. through competitive examinations.
- PO.8: After successful completion of the undergraduate course in Political Science, the students can choose their post-graduate programs in reputed Universities. Master's programs and Research opportunities are available in Political Science, Public Administration, International Relations, Strategic studies, Woman's Studies, Gender Studies, Foreign Policy studies, Human studies, Sociology, Public Policy and so on. They can also apply for master's Program in reputed foreign Universities.
- PO.9: The program aims to make the students socially responsible and politically conscious citizens who will face the challenges life places before them in high spirit and with dignity. They are aimed at becoming compassionate towards their fellow citizens and serve the society with responsibility and pride.

COURSE OUTCOMES (CO) for POLITICAL SCIENCE HONOURS(Under CBCS)

A. CORE COURSES (6 CREDITS PER WEEK)

SEMESTER 1			
SL NO	PAPER CODE	PAPER NAME	CO
1.	PLSA CC1	Understanding Political Theory	<p>CO.1- To understand the basic concept of Political Science and its nature and scope. And relation with other social sciences.</p> <p>CO.2- To helps students to gain knowledge about the significance of Political theory in the discipline of Political Science.</p>
2.	PLSA CC2	Understanding Political Theory: Approaches and Debates	<p>CO.1- Students shall be able to understand the basic approaches and different trends of Political theory, Like- Normative, Behavioral, Liberalism, Marxism, Feminism, Orientalism etc. and highlights the changing nature of political theory and emergence of new school of thought in the discipline.</p> <p>CO.2- it has been designed in such a manner that the students get ideas about different methods for interpreting the subject.</p>
SEMESTER 2			

3.	PLSA CC3	Constitutional Government in India	<p>CO.1- The paper deals with the framing of the Indian Constitution and its prominent features, nature of Indian federalism, Centre-state relations, functions of the Union Cabinet, Legislature, Executive, Judiciary, and the Indian Party system.</p> <p>CO.2- Students also gain knowledge regarding the electoral process, electoral reforms, and the Elections Commission.</p> <p>CO.3- this paper imparts knowledge about the functioning of the government and the stakeholders in the Indian political system.</p> <p>CO.4- It will also teach them their role as future parliamentarian.</p>
4.	PLSA CC4	Politics in India: Structures and Processes	<p>CO.1- Students will become aware of the various dynamics of operation of Indian political system which enables them to become more conscious about political actors.</p> <p>CO.2- This paper also deals with the traditional social movements and exploring new movements in India.</p>
SEMESTER 3			

5.	PLSA CC5	Indian Political Thought- I	<p>CO.1- Students will become aware of the major thoughts and philosophy of ancient Indian political thought and will gain knowledge about the history of political philosophy in India, the influence of Brahmanism- and Islam on Indian society, the Indian intellectual response to political concepts, ideas, debates. Like- Koutilya, Abul Fazal and others.</p> <p>CO.2- this paper also helps students to understand the thoughts of political thinkers at the time of Indian renaissance and rise of nationalism. Like- Raja Rammohun Roy, Gandhiji and others.</p>
6.	PLSA CC6	Comparative Government and Politics	<p>CO.1- Students will gain knowledge about some foreign constitutions and structures of governments to explore political dynamics and different political systems, like- USA, UK, CHINA, SWITZERLAND, RUSSIA, FRANCE, and BANGLADESH etc.</p> <p>CO.2- It's also helps to understand the classification of Political System and historical context of modern government.</p>

7.	PLSA CC7	Perspective on International Relations	<p>CO.1- This paper will be able to make understand the major theories IR and identify the determinants of Indian Foreign Policy.</p> <p>CO.2- Its helps to analyze new issues in international relations and its impact on international order.</p> <p>CO.3- This paper is also making detailed knowledge on the different phases and dynamic nature of Indian Foreign Policy as well as India's relation with USA, Russia, and China.</p>
8.	SEC A1	Democratic Awareness Through Legal Literacy	<p>CO.1- Students will gain deep knowledge about our country's Legal system and provisions of IPC and CPC.</p> <p>CO.2- It's also helps to understand the basic laws which are very useful in our daily life. Like- consumer rights, RTI, Laws relating to Cybercrime and Anti-terrorist laws etc.</p>
SEMESTER 4			
9.	PLSA CC8	Indian Political Thought- II	<p>CO.1- Students come to know about different concepts on the theories of various modern Indian political thinkers especially the Indian socialist thinkers, like- M.N. Roy, Jayaprakash Narayan, Ram Manohar Lohia, Nehru, and others.</p>

10.	PLSA CC9	Global Politics since 1945	<p>CO.1- Students will be able to understand about the history of Cold War and get a proper idea about Third World and global politics including Globalization, NAM etc.</p> <p>CO.2- Students will also have a detailed idea on the relationship between India and Her neighbors and the details about the structure and roles of UNO.</p>
11.	PLSA CC10	Western Political Thought and Theory I	<p>CO.1- This paper deals with the theories on the foundation of Greek political thought, like- Plato, Aristotle.</p> <p>CO.2- To make understanding Medieval- Christian Traditions and thoughts in the time of Renaissance, like- Machiavelli, and others.</p>
12.	SEC B1	Legislative Practices and Procedures	<p>CO.1- This paper deals with the knowledge about the role and responsibilities of people's representatives, like- members of Panchayat, Municipality, Corporation, MLAs and MPs.</p>
SEMESTER 5			
13.	PLSA CC11	Western Political Thought and Theory II	<p>CO.1- This paper deals with the deep understanding of the main theories of some political thinkers are best known in the world of political thought or theory, like- theories of Bodin, John Locke, Hobbes, Rousseau, and others.</p>

14.	PLSA CC12	Political Sociology	CO.1- This paper will help students to gain knowledge about the main concepts of the Political Sociology. Students are expected to gain a broader view of the political phenomena.
15.	PLSA DSE-A1	Gender and Politics	<p>CO.1- This paper helps to understand the basic concepts of sex and gender as used in the feminist approaches.</p> <p>CO.2- Its helps to make understand the students with feminism and their struggle for equality and rights.</p> <p>CO.3- it's also created awareness about the historical perspectives of women's struggle for the development of women.</p> <p>CO.4- This paper deals with the problems and issues of women role and participation and the constitutional and legal provisions for women in India.</p> <p>CO.5- Its also examine the social and cultural construct of gender which helps to understand the reasons behind the gender issues.</p>
16.	PLSA DSE B1	Indian Foreign Policy in a Globalizing World	<p>CO.1- This helps to understand the evolution of India's Foreign policy towards the neighboring countries, like- Pakistan, Nepal, Bhutan, Sri Lanka etc.</p> <p>CO.2- It's also helps to acquire knowledge of India's relations with Global and Regional powers such as USA, Russia and China.</p>
SEMESTER 6			

17.	PLSA CC13	Public Administration- Concepts and Perspective	CO.1- This paper deals with the basic concepts, foundation, philosophy, historical backgrounds of Public Administration and the major theories of Administration which helps them to identify the various administrative structures and procedures.
18.	PLSA CC14	Administration and Public Policy in India	CO.1- This part of the paper helps students to know the details of Indian Administration and to helps them to get knowledge about any positions in Indian Administrative service in future. CO.2- It's helps to understand the concept of Public Policy and its implementation.
19.	PLSA DSE A3	Public Policy in India	CO.1- This paper helps to gain knowledge about the concept and process of formulation of public policy. CO.2- Its also explain various theories of policy making and implementation. CO.3- This paper helps to gain knowledge about the role of different interest groups and impact of social movements in policy making. CO.4- Its also helps to understand the ideology behind the policy making in India. Like- Nehruvian philosophy, Economic Liberalization etc.

20.	PLSA DSE B3	Citizenship in a Globalizing World	CO.1- students will acquiring knowledge of the theories of Citizenship, historical development of the concept and its practice in a globalizing world.
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COURSE OUTCOMES (CO) for POLITICAL SCIENCE GENERAL(Under CBCS)

B. CORE COURSES (6 CREDITS PER WEEK)

SEMESTER 1			
SL NO.	PAPER CODE	PAPER NAME	CO
1.	PLSG CC1/GE1	Introduction to Political Theory	<p>CO.1- This paper helps to understand the scope and content of politics.</p> <p>CO.2- Students will know about the origin, evolution, features, and objectives of state.</p> <p>CO.3- Also helps to gain knowledge on Marxian Approach to politics.</p>
SEMESTER 2			
2.	PLSG CC2/GE1	Comparative Government and Politics	<p>CO.1- This paper helps to gain knowledge about the concept of Comparative Politics.</p> <p>CO.2- Its helps students to gain knowledge about different world constitutions, Like- UK, USA, China, Bangladesh, France, and Switzerland.</p>
SEMESTER 3			

3.	PLSG CC3/GE3	Government and Politics in India	<p>CO.1- The paper deals with the framing of the Indian Constitution and its prominent features, nature of Indian federalism, Centre-state relations, functions of the Union Cabinet, Legislature, Executive, Judiciary, and the Indian Party system.</p>
4.	SEC-3-A1	Legal Literacy	<p>CO.1- Students will gain deep knowledge about our country's Legal system and provisions of IPC and CPC.</p> <p>CO.2- It's also helps to understand the basic laws which are very useful in our daily life. Like- consumer rights, RTI, Laws relating to Cybercrime and Anti-terrorist laws etc.</p>
SEMESTER 4			

5.	PLSG CC4/GE4	International Relations	CO.1- Students will be able to understand about the concept of International Relations, various theory of IR, the history of Cold War and get a proper idea about Third World and global politics including Globalization, NAM etc.
6.	PLSG SEC-4-B1	Elementary Dimensions of Research	CO.1- This helps to understand the evolution of India's Foreign policy towards the neighboring countries.
SEMESTER 5			
7.	PLSG DSE-A-5-1B	Indian Foreign Policy	CO.1- Students will get deep understanding on the Determinants of Indian Foreign Policy towards its neighboring countries, towards Major powers and discusses the recent trends that are visible in recent years in the Indian Foreign Policy.

8.	PLSG SEC-5-A2	Understanding the Legal System	<p>CO.1- Students will gain deep knowledge about our country's Legal system and provisions of IPC and CPC.</p> <p>CO.2- It's also helps to understand the basic laws which are very useful in our daily life. Like- consumer rights, RTI, Laws relating to Cybercrime and Anti-terrorist laws etc.</p>
SEMESTER 6			
9.	PLSG DSE-B-6-2B	Human Rights: Theory and India Context	<p>CO.1- This paper deals with the concept of human rights and history of human movements and Indian perspectives.</p>
10.	PLSG SEC-6-B2	Basic Research Method	<p>CO.1- Students will get knowledge on basic research methods and procedure.</p>

Sl No	Name of the Course	Semester	Course Code	Credit	Marks	Programme Code	Course out Come	Skill Development related to employability and Entrepreneurship development
1	History of Literature & Philology	1	CC1	6	100	ENGA	<p>1. Form opinions about the socio-cultural and literary aspects of the periods of History of English Literature.</p> <p>2. Write notes on the various aspects of the history of English Language — evolution, foreign influences on English Language, expansion of vocabulary and branching off.</p> <p>3. Develop skills in English writing & speaking</p>	This course helps in developing the basics of English language and literature. This course with its direct teaching methods including class tests and project work prepares the students for School 7 College Teaching (Government-aided & Private Schools & colleges) jobs.
2	European Classical Literature	1	CC2	6	100	ENGA	<p>1. Form opinions about Classical myths & Literature.</p> <p>2. Develop ideas about the historical and theoretical perspectives of Classical Literature</p>	This course fosters literary aptitude and prepares the students for teaching jobs in schools and colleges.
3	Indian Writing in English	2	CC3	6	100	ENGA	<p>1. Compare and contrast the philosophy, origin, socio-cultural perspectives of Indian English Literature and British English Literature</p>	Students learn to interpret critically the nuances of English Literature, its readership, themes and aesthetics that enhance their teaching skills.
4	British Poetry & Drama (14 th -17 th century)	2	CC4	6	100	ENGA	<p>1. Identify the major issues, debates and features of Elizabethan period.</p> <p>2. Form opinions about the contribution of the poets and dramatists of this period</p>	<p>1. This course fosters literary aptitude and prepares the students for teaching jobs in schools and colleges.</p> <p>2. Students can opt for Civil Service Examinations</p>
5	American Literature	3	CC5	6	100	ENGA	<p>1. Describe briefly the basic aspects of American History and its impact on American Literature.</p> <p>2. Describe briefly the contribution of major American</p>	<p>1. This course fosters literary aptitude and prepares the students for teaching jobs in schools and colleges.</p> <p>2. Students may pursue career in Foreign Language Studies</p>

B.A ENGLISH HONOURS COURSE OUTCOMES

							poets. 3. Analyse the features of major American novels. 4. Evaluate the thematic and technical aspects of American drama.	
6	Popular Literature	3	CC6	6	100	ENGA	1.Evaluate the thematic and technical aspects of Popular Literature 2. Popular Culture and its impact on Literature	Students can pursue research on Culture Studies
7.	British Poetry & Drama (17 th -18 th century)	3	CC7	6	100	ENGA	Give a brief sketch of the impact of the socio-political and cultural aspects on the development of Poetry & Drama in the 17 th century.	Teaching English Language & Literature as a foreign language to school students.
8.	Business Communication	3	SEC-A2	2	100	ENGA	1. Write the basic features of effective Business Communication 2. Write business letters, meeting minutes, e-correspondence & CV	1. They get options to pursue career in Mass Communication, Journalism and Film Studies. 2. Students acquiring communicative skills also have privilege in private sector jobs. 3. Content writing for different companies & business houses 4. Conducting e-learning courses
9.	British Literature (18 th century)	4	CC8	6	100	ENGA	Analyse the features of 18 th century prose fiction	Develops literary acumen and provides scope for English Language and Literature teaching in schools and colleges
10.	British Romantic Literature	4	CC9	6	100	ENGA	1. Evaluate the contribution of the Romantic poets 2. Discuss the contribution of the Romantic essayists	This course with its direct teaching methods including class test and project work prepares the students for school and college Teaching (Government-aided & Private Schools) jobs and also prepare them for civil services examinations
11.	19 th Century British Literature	4	CC10	6	100	ENGA	1. Analyse the relationship between Victorian poetry and Victorian society.	This course with its direct teaching

B.A ENGLISH HONOURS COURSE OUTCOMES

							2. Compare and contrast the contribution of Victorian poets in the History of English Literature 3. Evaluate the contribution of major Victorian novelists.	methods including class test and project work prepares the students for school and college Teaching (Government-aided & Private Schools) jobs and also prepare them for civil services examinations
12	Academic Writing & Composition	4	SEC-B2	2	100	ENGA	Developing four basic linguistic skills—listening, reading, speaking and writing in English language.	1. Students can opt for Banking exams and other competitive exams in academic and non-academic fields. 2. Content writing for different companies & corporate houses 3. Ad copy writing.
13.	Women's Writing	5	CC11	6	100	ENGA	1. Evaluate the experiments in Women's Writing in relation to Politics, Social Change, Text and Performance. 2. Write a note on the representation of women and society as portrayed by Women writers in their works	Students have the scope to proceed with Research work in these new fields of study. They can work under the supervision of an instructor for any Major Research Project
14.	Early 20 th Century British Literature	5	CC12	6	100	ENGA	1. Identify the new experiments in postmodern poetry. 2. Write a note on the various experiments in postwar Drama with special reference to their technical innovations.	They can choose their profession as assistant teacher in private and government schools or assistant professors in colleges or universities. They get scope to qualify NET & SET exams
15	Modern Indian writing in English Translation	5	DSE-A1	6	100	ENGA	1. Give a brief sketch of the impact of the socio-political and cultural aspects on the development of Modern Indian Writing in English Translation. 2. Analyse the significance of Translation in English	1. Provide the students the skill to enhance their capability for Freelance Journalism; Content Writing; Copywriting; Copyediting. 2. Orientation and exposure to future research oriented studies.
16	Literary types, Rhetoric & Prosody	5	DSE-B1	6	100	ENGA	1. Analyse the experiments in the fields of Tragedy, Comedy,	1. Helps in developing basic pedagogical skills.

B.A ENGLISH HONOURS COURSE OUTCOMES

							Novel, Epic 2. Scansion of a given poem 3. Identification of the figures of speech	2.Provides language training to students that help them to get jobs in BPOs and other corporate fields.
17.	Modern European Drama	6	CC13	6	100	ENGA	Give a brief sketch of the experiments in Modern European Drama	1.Students develop skill in Theatre performances and can choose career as theatre performer, director or critic.
18.	Postcolonial Literature	6	CC14	6	100	ENGA	Describe briefly the basic aspects of Postcolonialism and its impact on Postcolonial Literature	Students have the scope to proceed with Research work in these new fields of study. They can work under the supervision of an instructor for any Major Research Project
19.	Partition Literature	6	DSE-A3	6	100	ENGA	1. Write a note on the effects of Partition in India 2. Give a brief sketch of the socio-political aspects of Partition and its impact on literature	Provides scope for Research work
20.	Autobiography	6	DSE-B3	6	100	ENGA	1. Describe briefly the picture of the society as depicted in the autobiographies 2. Comment on the significance of the autobiographies	Provides scope for research work

B.A ENGLISH GENERAL COURSE OUTCOMES

Sl No	Name of the Course	Semester	Course Code	Credit	Marks	Programme Code	Course out Come	Skill Development related to employability and Entrepreneurship development
1	Poetry & Short Story	1	CC1/GE1	6	100	ENGG	1. Form opinions about Lyrics, sonnets, odes & short stories. 2. Develop skills in English writing & speaking	This course helps in developing the basics of English language and literature. This course with its direct teaching methods including class tests and project work prepares the students for School Teaching (Government-aided & Private Schools) jobs.
2	Communicative English/MIL	1	AECC1	2	100	AECC1	1. Correction of grammatical errors 2. Transformation of sentences 3. Identifying true/false statements from given passages	1. This course helps in developing the speaking, reading, listening & writing skills of the students thereby enabling them for competitive job-oriented exams. 2. They get options to pursue career in Mass Communication, Journalism and Film Studies. 3. Students acquiring communicative skills also have privilege in private sector jobs.
3	Essay, Drama & Novel	2	CC2/GE2	6	100	ENGG	1. Identify the major issues, and features of Shakespearean Drama. 2. Form opinions about the contribution of Charles Lamb as an essayist & Thomas Hardy as a novelist. 3. Identify the major aspects of Bernard Shaw's "Arms and the Man"	Students learn to interpret critically the nuances of English Literature, its readership, themes and aesthetics that enhance their teaching skills.
4	Women's Writing	3	CC3	6	100	ENGA	1. Evaluate the experiments in	1. This course fosters literary

							<p>Women's Writing in relation to Politics, Social Change, Text and Performance.</p> <p>2. Write a note on the representation of women and society as portrayed by Women writers in their works</p>	<p>aptitude and prepares the students for teaching jobs in schools and colleges.</p>
5	Language, Variety & Stylistics	3	L1-1	6	100	ENGG-LCC	<p>1. Form opinions about the structure of English language.</p> <p>2. Form opinions about the methods of Teaching English Language</p>	<p>1. This course fosters aptitude for English Language and prepares the students for teaching jobs in primary and upper schools schools.</p> <p>2. Students may opt for Civil Service jobs & Private sector jobs.</p>
6	Business Communication	3/5	SECA	2	100	ENGG	<p>1. Write the basic features of effective Business Communication</p> <p>2. Write business letters, meeting minutes, e-correspondence & CV</p>	<p>1. They get options to pursue career in Mass Communication, Journalism and Film Studies.</p> <p>2. Students acquiring communicative skills also have privilege in private sector jobs.</p> <p>3. Content writing for different companies & business houses</p> <p>4. Conducting e-learning courses</p>
7.	Academic Writing & Composition	4	CC4/GE4	6	100	ENGG	<p>Developing four basic linguistic skills—listening, reading, speaking and writing in English language.</p>	<p>1. Students can opt for Banking exams and other competitive exams in academic and non-academic fields.</p> <p>2. Content writing for different companies & corporate houses</p> <p>3. Ad copy writing.</p>
8.	Spoken English	4/6	SEC-B	2	100	ENGG	<p>1. Form opinions about the essentials of good communication, Stress, Intonation, Voice Modulation, Rules of Interruption in Civil Discourses</p> <p>2. Speaking good English</p>	<p>1. This course develops English Speaking skills and prepares them for interviews in various sectors.</p> <p>2. Students can pursue career in Mass Communication, Anchoring and Receptionist jobs.</p>

9.	Language, Society & Personality	4	L2-1	6	100	ENGG-LCC	Form opinions about Language & Society; Language & Personality	Develops literary acumen and provides scope for English Language and Literature teaching in schools and colleges
10.	Language, Imagination & Creativity	5	L1-2	6	100	ENGG-LCC	1. Form opinions about the Language of Poetry 2. Creative Use of Language including Writing Story, Travelogues & Advertisement Matters	This course with its direct teaching methods including class test and project work prepares the students for Journalism & Creative writing
11.	British Literature	5	DSE - A	6	100	ENGG	1. Analyse the thematic aspects of Shakespeare's <i>Macbeth</i> . 2. Compare and contrast the contribution of Romantic poets in the History of English Literature 3. Discuss the technical aspects of <i>The Strange Case of Dr Jekyll and Mr Hyde</i>	This course with its direct teaching methods including class test and project work prepares the students for school and college Teaching (Government-aided & Private Schools) jobs and also prepare them for civil services examinations
12	Language, Creativity & Analysis	6	L2-2	2	100	ENGG- LCC	Form opinions about prose & poetry (Indian Writing in English)	Students can opt for Banking exams and other competitive exams in academic and non-academic fields.
13.	Partition Literature	6	DSE - B	6	100	ENGG	1. Write a note on the effects of Partition in India 2. Give a brief sketch of the socio-political aspects of Partition and its impact on literature	Provides scope for Research work

HINDI DEPARTMENT

- Course Outcome of Hindi General (CBCS)
- CC1/GE1 (हिंदी साहित्य का इतिहास)
Knowledge on History of Hindi Literature. The students will gain knowledge on Ancient Hindi literature and religion and also about the ancient poets.
Overview on medieval political, social and religious atmosphere.
Knowledge on Pre and after independent poems. Origin and progression of Hindi short stories, novel and drama.
- CC2/GE2 (मध्यकालीन हिंदी कविता)
Introduction of medieval Hindi poets and knowledge on the prevailing religious atmosphere.
- CC3/GE3 (आधुनिक हिंदी कविता)
Introduction and knowledge on the poets and the prevailing trend of poetry after independence.
- CC4/GE4 (हिंदी गद्य साहित्य)
This paper consists of Novel, Short stories and Essays of different writers. This helps the students to know the various issues prevailing in the society. It acts as guidance in future life by understanding the Pros and Cons of various aspects of life.
- DSE A (1. लोकसाहित्य 2. छायावाद)
To know the history of Folklores, Folk culture, Folk ballad, Folk song, Folk drama etc.
To know the poetry of mysticism and the influence of western and Bengali poetry.
- DSE B (. राष्ट्रीय काव्याधारा, 2. प्रेमचंद)
It helps the students to incorporate patriotism in themselves, to know the rich Indian culture and also develop love and confidence towards Motherland.

To give the students general information about the literature composed by the great Hindi writer Munshi Premchand, and to make them well acquainted with this popular literature. It helps them to become an ideal citizen.

- LCC 2/MIL

Special care has been taken how the language can be written correctly with accuracy. Also there is a special emphasis on expressing the language more efficiently.

- HING -SEC

The students learn about Advertisement, how to write and how and where to implement. In short implementation of advertisement in various fields is been taught.

Students come to know the Literature prevailing on Film industry. Also to know the various Films which is based on popular Novels or Stories of various legendary writers.

They learn the fundamental principles of translation.

To know the process of writing for various fields of media. Special features of language and grammar for Radio, Television, Cinema and Videos.

Know how to use the language for songs, dialogues and also the appropriate pronunciation.

To know the process of writing for Radio, Feature, Interview, Dialogue writing, Advertisement for Radio, F.M band. Writing for Television, News writing, Serial, interview, Live telecast.

B.A. PHILOSOPHY HONOURS 6 SEMESTER COURSE

Sl.	Name of the course	Semester	Course Code	Credit	Marks in the course	Course Outcome
1	Indian Philosophy – I	1	PHIA CC1	6 per week	100	This course helps the students to have a close acquaintance with the major issues and important concepts of Indian Philosophy.
2	History of Western Philosophy – I	1	PHIA CC2		100	Students can identify and distinguish between the main historical traditions in Western Philosophy from pre-Socrates to the enlightenment.
3	Indian Philosophy – II	2	PHIA CC3		100	Helpful for advanced learning of Indian Philosophy.
4	History of Western Philosophy – I	2	PHIA CC4		100	Identify & explain key philosophical concepts as they arise in the different historical periods including knowledge, reality, reason, substance, identity, mind / soul, causation, experience etc.
5	Philosophy of Mind	3	PHIA CC5		100	This course helps the students to understand the nature of the mind (mental events, mental functions, mental properties and consciousness) and its relationship with the physical body.
6	Social & Political Philosophy	3	PHIA CC6		100	This course educates the students about ways to apply the ethical norms in the society and its effect on the society. It enhances the knowledge of socio-political movements, about the notion of freedom, duty & right etc.
7	Philosophy of Religion	3	PHIA CC7		100	This course develops in students a sense of the values and a reflective attitude and sensitivity towards the sub-ethics and complexities of philosophical judgement and a life-long commitment to learning & enquiry.
8	Western Logic - I	4	PHIA CC8		100	Study of logic improves the analytical skills and knowledge of the formal techniques of evaluating arguments and deductive system. This course enhances the ability of critical thinking skills.
9	Western Logic – II	4	PHIA CC9		100	The outcome of this course is to understand the valid argument form which includes propositional and predicate logic. This course also provides modern techniques which would help to proof arguments.
10	Epistemology & Metaphysics (Western)	4	PHIA CC10		100	The outcome of this course is to do analysis of language for critical thinking as all thinking is based on the logical presentation of language.

B.A. PHILOSOPHY HONOURS 6 SEMESTER COURSE

11	Indian Logic & Epistemology – I	5	PHIA CC11		100	This course helps students to understand the distinct features of Indian Epistemology.
12	Ethics (Indian)	5	PHIA CC12		100	Students can assess arguments and philosophical perspectives using critical reasoning. They can write clear and concise explanations and arguments about basic ethical problems.
13	Indian Logic & Epistemology – II	6	PHIA CC13		100	This course helps the students to understand the sources of knowledge & also the theory of hermeneutical understanding of Indian Epistemology. They have the text based knowledge on Indian Philosophy.
14	Ethics (Western)	6	PHIA CC14		100	Students get the basic knowledge of morality and other ethical theories of the West.
15	Man & Environment	3	SEC – A (I)	2 per week	100	This course helps the students to know the relation between man & environment, influences the life of human beings and also how human beings modify their environment as a result of their growth, dispersal activities, death & decay etc.
16	Business Ethics	4	SEC – B (2)		50	This course introduces the system of moral principles and rules of the conduct applied to business. Business being a social organ, it provides an ethical framework for evaluating business and the corporate world.
17	Feminist Philosophy	4	SEC – B (2)		50	Study of feminist philosophy arms the students with analytical skills to develop valid arguments to counter gender discrimination, sexism and patriarchal dominance. The study of feminist philosophy is not only an empowering tool against gender oppression but also against other systems of oppression such as race, class & color.
18	Philosophy of Language (Indian)	5	DAEA-1	4 per week	100	Philosophy of language is a study of language and reality. It enables students to prepare for different competitive examinations.

19	Srimatbhagabat Gita	5	DAEB-1	4 per week	100	The Bhagabhat gita encourages us to live line with Purity, strength, discipline, honesty, kindness and integrity in aries to bind our purpose and to live it fully. That why we teaches this holly test.
20	Philosophy of Language (Western)	6	DAEA-2	4 per week	100	Philosophy of language is a study of language and reality. It enables students to prepare for different competitive examinations.
21	Contemporary Indian Philosophy : M.K. Gandhi	6	DAEB-2	4 per week	100	M.K. Gandhi advocated the ideals of truth, non-violance and moral values to achieve the ultimate truth of self realization.

B.A. PHILOSOPHY GENERAL 6 SEMESTER COURSE

Sl.	Name of the course	Semester	Course Code	Credit	Marks in the course	Course Outcome
1	Indian Epistemology & Metaphysics	1	PHIG CC1/GE1		100	This course upgrades the dimension of thought process of the students on the issues like what is proper knowledge and how one can get this (mainly epistemological studies). On the other hand, metaphysics explains the existence of God, soul & world.
2	Western Epistemology & Metaphysics	2	PHIG CC2/GE2	6 per week	100	The main subject matter of Philosophy from ancient past to present time is the discussion of the problem of knowledge and reality. The study of epistemology and metaphysics in western tradition create curiosity in the mind of students and inspire them to think critically.
3	Western Logic	3	PHIG CC3		100	A study of logic improves the analytical skills of knowledge of the formal techniques of evaluating arguments and deductive system. This paper enhances the skill of critical thinking.
4	Philosophy of Mind	4	PHIG CC4		100	This course helps the students to understand the nature of the mind (mental events, mental functions, mental properties and consciousness) and its relationship with the physical body.
5	Business Ethics	3	SEC - A	2 per week	100	This course introduces the system of moral principles and rules of the conduct applied to business. Business being a social organ, it provides an ethical framework for evaluating business and the corporate world.
6	Man & Environment	4	SEC - B		100	This course helps the students to know the relation between man & environment, influences the life of human beings and also how human beings modify their environment as a result of their growth, dispersal activities, death & decay etc.
7	Ethics : Indian & Western	5	DSEA	4 per week	100	The ethical study is one of the important topic, which has drawn great attention all over the world, this subject has been taken very seriously in recent times due to its relevance and importance in our day-to-day life.

7	Applied Ethics & Philosophy of Religion	6	DSEB	4 per week	100	Recognize and understand the relationship between normative claims and empirical claims (Applied Ethics). and basic knowledge of the main Philosophical issues, positions and arguments concerning religion. (Philosophy of religion)
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SANSKRIT DEPARTMENT

SERAMPORE GIRLS' COLLEGE

Name of the Department: Sanskrit

Programme Outcome

Sanskrit is a language without whose knowledge we cannot truly understand our own culture and heritage. It is the mother of several modern languages in India. Proficiency in Sanskrit helps us to get entry in a new world. At present different types of lore like History of Science and Medicine, Astrology, Epigraphy, Numismatics, Manuscriptology, Phonetics, Semantics, Lexicography etc. are popular in the field of study. The language Sanskrit takes a pivotal role to accelerate the practice of the above mentioned sciences. Simultaneously the language is also conducive for the study of literature, Value Education, Religious Studies, Philosophy, Ancient Indian History and Polity etc. After becoming successful completion of all undergraduate honours degree students should be able to achieve the following objectives.

PO 1- Provide adequate knowledge of Sanskrit language which enables students to understand Sanskrit environmental national and global scenario.

PO 2- Develop a strong concept of ancient Indian history, philosophy and literature.

PO 3- Enhance communication skills i.e. Listening, Speaking, Reading, and Writing.

PO 4- Students will be able to write Devnagari scripts which provide them paleographical knowledge to read out the script of modern languages like Hindi and others.

PO 5- Reasonable understanding of multi-disciplinary relevance of literature of Sanskrit like Veda, Philosophy, Grammar, Kavya, Smritisashtra etc.

PO 6- Produce right knowledge about the utility of the Vedic ritualistic performances.

PO 7- To make them eligible for higher education and Develop research aptitude and independent thinking.

PO 8- After becoming graduate students can apply in the field of UPSE, WBCS etc. And also after post-graduation they can apply against teaching posts in schools, colleges and other educational institutions.

Program Specific Outcome

Aims of Bachelor's Degree program in Sanskrit

The undergraduate program aims at the following objectives:

- 1. Introduction to Learning of Sanskrit:** Offering learning opportunities to orient the students towards the scientific and humanistic study of the Sanskrit language.
- 2. Communicative Sanskrit:** Creating a language environment for students to acquire the language skills assessed by their conversation and usage of the language.
- 3. Best of the Past:** Imparting knowledge of basic living and concepts from ancient literature which is timeless and still applicable to the society.
- 4. Life Skills:** Facilitating acquisition of basic skills in major areas of application e.g. leadership, communication, research aptitude, behavior modification etc.
- 5. Ethics and Moral Values:** Developing a strong sense of ethical and moral aptness in general and in the context of learning and its assessment in particular.

COURSE OUTCOME (CO)

DEPARTMENT OF SANSKRIT

CORE COURSES (6 CREDITS PER WEEK)

PAPER CODE	PAPER NAME	COURSE OUTCOME
SEM-1 SANA CC1	Classical Sanskrit Literature: Poetry	This course aims to get students acquainted with classical Sanskrit literature poetry. It intends to give an understanding of Literature, through which students will be able to appreciate the development of Sanskrit literature. Critical analysis of Raghubamsham, Kumarsambhavam, Nitisatakam and kiratarjuniyam epic. This course will help the students develop a fair idea of the works of grate Sanskrit poetress.
SEM-1 SANA CC2	Critical Survey of Sanskrit Literature	This course aims is to help the students know about the vedic Literature (Veda, Aryanakya, Upanisada) and Classical Literature (Epic, Drama, Prose, Stories etc.). Students to become familiar with the narrative structures, plots main characters, and major themes of the Mahabharata and

		the Ramayana. Students become familiar with the ways in which the Epics reflect and narrate Hindu, Teaching about ethics, government, the nature of god, and the relationship between humans and the divine.
SEM-2 SANA CC3	Classical Sanskrit Literature: Prose	Describe the Sanskrit Prose Literature. Explain the importance of Kadambari and Rajabahanacharita in Sanskrit Literature. Critique the Sanskrit Prose literature. Translate the elaborate the Sanskrit Prose literature.
SEM-2 SANA CC4	Self Management in the GITA	The objective of this course is to study the philosophy of self-management in Bhagabad Gita. It gains the true knowledge. Students attains the supreme peace. Therefore the self knowledge leads to self realization .
SEM-3 SANA CC-5	Classical Sanskrit Literature: Drama	This course aims to acquaint students with three most famous dramas of Sanskrit literature, which represent three stages in the growth of Sanskrit drama and also textual analysis of world famous drama Kalidasa's Abhijnanashakunla.
SEM-3 SANA CC-6	Poetics & Literary Criticism	<p>This course on poetics and Literacy criticism aims at providing the students with the knowledge of fundamental principles of literacy criticism in the Indian tradition on the Basic of Kavyaprokash, Sahitya Darpana.</p> <p>Students also learn about the metrics as given in Chandamanjari. Students can solve different kind of non-familiar problems. They can able to write poetry.</p> <p>They gain knowledge about the Sanskrit literature and language. Sahityadrapana of Vishvanatha is one of the most popular basic text of sahitya sastra, covering all the fundamental of Kavya, Alankara etc. and its various aspect.</p>
SEM-3 SANA SEC-A-1	Sanskrit Writing Skills	Students make Ability to express the thoughts & ideas effectively orally in Sanskrit. And also to communicate in Sanskrit with others through proper media and confidently share one's views in Sanskrit.
SEM-4 SANA CC8	Indian Epigraphy, Paleography and Chronology	<p>This is the study of inscriptions or epigraphs as writing. It is the science of identifying graphemes, clarifying their meaning, classifying their uses according to dates and cultural contexts.</p> <p>Inscriptions are endowed with great cultural significance. Such media were exclusive or predominant in many of the earliest human civilizations , epigraphy is a prime tool in recovering much of the firsthand record of antiquity.</p>

SEM-4 SANA CC9	Modern Sanskrit Literature	Students will be able to explore new and new ideas through analytical and critical study by reading modern Sanskrit literature. Students will be able to know the story about Haridas Siddhanta Vagisha. It is expected that the students will be introduced to the great persons like Maxmullar, Rama Chowdhuri and so on and also their works.
SEM-4 SANA CC10	Sanskrit World Literature	In this portion students will know the Indian poet's life and works as well as western poet's contribution in Sanskrit language and literature.
SEM-4 SANA SEC-B-2	Spoken and Computational Sanskrit	This is an elementary course in Sanskrit Language designed for students who wish to learn Sanskrit from the very beginning. Essential Sanskrit Grammar will be introducing through multiple example method with emphasis on students constructing themselves sentences. Students will run to read and write Sanskrit . They will also know the evolution of Devnagari scripts and able to write a letter in Sanskrit language.
SEM-5 SANA CC11	Vedic Literature	Students will be able to know the nature and characteristics of Agni, Indra, Devi Hymns with detailed explanations of Sayana's commentary. Describe the Values contained in VEDAS. Students also learn about Vedic grammar and padapatha so that they can able to read and chant the Vedic mantras. Isopanishad is one of the most concise and important of the Upanishads dealing with the nature of Atman, Brahman, and moksa. It will also facilitate the students to know about philosophical, moral, and scientific principals including the course of Indian Intellectual traditions of Vedic period.
SEM-5 SANA DSE-1	Darsana	Understand and explain philosophically important theories and concepts that have historically been used to organize and explain human experience. The study of philosophy enhances a person's problem-solving capacities .It helps us to analyze concepts, definitions, arguments, and problems. It contributes to our capacity to organize ideas and issues to deal with questions of value and to extract what is essential from large quantities of information.
SEM-5 SANA CC-12	Sanskrit Grammar	This course aims to get the students to know the basics of Sanskrit Grammar, including rules of Sandhi, Karaka, and samasa based on Siddhantakaumudi, a primer of Paninian grammar . Besides, the students will be able to translate sentence and write short paragraphs in Sanskrit.
SEM-5 SANA DSE-2	Kavya	Knowledge of Poets and Poetics (Kavyaprayojan, Kavyaswarup, kavyalakshana, abhidha, lakshana, byanjana, rasa etc.) based on Sahityadarpan.

SEM-6 SANA CC-13	Indian Ontology and Epistemology	This topics help the students to know the Knowledge of ontology and trends Indian Philosophy. Ability to understand Padarthavichar, Pramanas of Nyay Vaisesika.
SEM-6 SANA DSE-3	Vyakarana	Vyakarana helps provide learners with a structure to recognize as they learn to understand speak and write .It can helps to study Bhvadi prakarana, Ajanta punglinga and Stri prakarana etc.
SEM-6 SANA CC-14	Sanskrit Composition and Communication	The student makes to express the thoughts & ideas effectively orally in Sanskrit. And also able to communicate in Sanskrit with others through proper media and confidently share one's views in Sanskrit.
SEM-6 SANA DSE-4	Veda	Veda is the development of physical , moral and intellectual powers to achieve salvation much emphasis was laid on attention, concentration . It can helps to know vedic Brahmanas and upanisadas.

Course Outcome of Urdu General (CBCS)

- **CC1/GE1 (Urdu Zaban-O-Adab ki Mukhtasar Tarikh)**

Knowledge of short history of Urdu literature. The students will gain knowledge on Ancient Urdu literature poets, writers and their works.

Overview on decan literature, Sufism and religious atmosphere.knowledge on Fort William College, Delhi college,Taraqi Pasand Adabi movement etc.

- **CC2/GE2:(Ghazal)**

Introduction of Urdu Ghazal and development of Urdu Ghazal. Overview of Urdu Ghazal and Urdu poets contribution.

- **CC3/GE3:(Nazm)**

Introduction and development of Urdu Nazm. Different types of poem like Qasida,Masnawi etc. and it's impact on our society, culture, politics etc.

- **CC4/CC4:(Dastan Aur Novel)**

Introduction of Urdu Dastan and Novel. Dastan represents our ancient society and culture .Novels are the modern and advanced form of Dastan.This helps the students to understand the various issues prevailing in the society.

- **DSE-A (Urdu Ghazal)**

Introduction of Urdu Ghazal and development of Urdu Ghazal. Overview of Urdu Ghazal and Urdu poets contribution.

- **DSE-B (Bengal ka Urdu Adab)**

In this paper we taught them brief history of Urdu literature in West Bengal. Contribution of West Bengal poets and prose writers in Urdu language and literature.

- **LCC(1):(Jadid Shairi)**

This paper represents the modern Urdu poetry.. In Urdu modern poetry begins after 1960.Modern poets were writing about the socio-economic conditions of the country after Independence.

- **LCC(2):(Jadid Fiction)**

This paper consists of Novel and short stories of modern prose writers. This paper helps the students to understand the various issues prevailing in the society. It acts as guidance in future to understand the pros and cons of various aspects of life.

- **SEC-A: (Sahafat)**

The students learn about Urdu journalism . They came to know about the basic knowledge and problems of Urdu journalism. How to write editorial and take interviews.

- **SEC-B (Urdu Adab Aur Hindustani Film)**

Students can learn the effects of Urdu literature on Hindi Film.

- **MIL (Urdu Nazm-O-Nasr)**

Special care has been taken how the language can be written correctly with accuracy. Also there is a special emphasis on expressing the language more efficiently.

Course outcome of URDU General (CBCS)

CC1/GE1.

اردو زبان و ادب کی مختصر تاریخ

اس پرچہ کے ذریعہ ہم طلبات کو اردو زبان کی ابتدا اور ترقی اور فروغ کی جانکاری دیتے ہیں۔ اردو زبان کی ترقی اور فروغ میں جن نامور ہونیاٹے کرام کا حصہ رہا ہے۔ اس کی جانکاری بھی بچوں کو دینی جائے گی۔ دکن، شمالی ہند وغیرہ میں کئی مشہور نامور شعراء و نثر نگار گزرے ہیں۔ ان کی جانکاری بھی دی جاتی ہے۔ دبستان عربی، دبستان لکھنؤ کی شعری روایت کے ساتھ ساتھ فورٹ ولیم کالج کی ادبی خدمات کا احاطہ کیا جاتا ہے۔

المختصر ہم یہ کہہ سکتے ہیں کہ اس پرچہ کے ذریعہ ہم بچوں کو شعری اور نثر نگاری کی روایت سے آگاہی دیتے ہیں۔

غزل

CC2/GE2

اس پرچے میں ہم بچوں کو غزل کی مفہوم، اس کی ہیئت، غزل کا پس منظر، غزل کا ارتقاء اور اس کے اہم موضوعات کا احاطہ کرتے ہیں۔ دکن، شمالی ہند، اور لکھنؤ کے نامور شعراء اور ان کی شاعری بچوں کو پڑھانے ہیں۔ اس کے علاوہ اردو غزل و ادب میں جو تحریکیں چلیں جیسے ترقی پسند تحریک، عہد ہریت کی تحریک وغیرہ اس کی جانکاری بھی ہم بچوں کو دیتے ہیں۔

اس پرچے میں بچوں کو اردو نظم، اس کی روایت، اور اس کے مختلف اقسام مثلاً قصیدہ، مثنوی، مرثیہ اور رباعی وغیرہ جانکاری دیتے ہیں اس کے علاوہ مشہور قصیدہ گو، مثنوی گو، مرثیہ گو، رباعی گو وغیروں سے بھی آشنا کروائے ہیں۔

داستان اور ناول

اس پرچے میں بچوں کو ہم اردو داستان اور ناول کی تعریف، روایت آغاز و ارتقاء، پر روشنی ڈالتے ہوئے بچوں کو پڑھاتے ہیں کہ کس طرح سے داستان و ناول اردو میں آئی اور ترقی پائی چلی گئی۔ ساتھ ہی ساتھ داستان نگاروں اور ناول نگاروں سے واقف کروائے ہیں۔ اس کے علاوہ یہ بتائے ہیں کہ داستان و ناول ہماری حقیقی زندگی کی آئینہ دار ہے۔

جدید شاعری

اس پرچے میں ہم بچوں کو بتائے ہیں کہ جدیدیت کیا ہے، اس کے بنیادی مسائل اور مقاصد کیا ہیں، ساتھ ہی ساتھ یہ بھی بتائے ہیں کہ اس کا جدید شاعری پر یعنی کہ جدید نظم اور جدید غزل پر کیا اثر پڑا ہے۔ ساتھ ہی ساتھ اس سے موضوعات، شعور، اسٹیمپ اور آغاز و ارتقاء کی جانکاری دی جاتی ہے۔ ہم اپنے بچوں کو جدید شاعری کے بارے میں بھی بتائے ہیں اور انکی شاعری جو لفظ میں شامل اسے پڑھاتے ہیں۔

اس پرچے میں ہم بچوں کو بتاتے ہیں کہ ناول کیا ہے۔ اس سے اجزائے ترکیبی کیا گیا ہیں، اس کا آغاز و ارتقاء اردو میں کس طرح سے ہوئی اور اس نے کہاں تک فروغ پائی۔ ساتھ ساتھ مشہور جدید ناول نگاروں کے بتاتے ہیں۔ اور جب افسانے کو پڑھاتے ہیں تب اس کے بارے میں اچھی طرح بتاتے ہیں کہ کس طرح سے اردو میں افسانے کا آغاز و ارتقاء ہوا اس کے اجزائے ترکیبی کیا گیا ہے اور افسانے نے کس حد تک ترقی کی۔ ساتھ ہی نامور افسانہ نگار جیسے منو، غلام عباس، عصمت چغتائی، انصاری، حسین احمد سریندر پرکاش وغیرہ کے حالات و زندگی بھی پڑھاتے ہیں اور مفسرین میں شامل تمام افسانوں کو بھی پڑھاتے ہیں۔ جس سے بچوں کو بہت کچھ جاننے اور سمجھنے کا موقع ملتا ہے۔

اردو غزل

اس پرچے میں ہم بچوں کو غزل کی مفہوم، اس کی ہیئت، غزل کا پیش منظر غزل کا ارتقاء اور اس کے اہم موضوعات جیسے حسن و عشق، تقویٰ، نفسیات انسانی، جذبات و افسانہ، مشارفہ کائنات، تجربہ حیات وغیرہ کے بارے میں اچھے سمجھاتے ہیں۔ دکن، شمالی ہند، اور لکھنؤ وغیرہ کی روایت بتانے کے علاوہ اس کی امتیازی خصوصیات بھی سمجھاتے ہیں۔ اس کے علاوہ ہم علاقے کے مشہور شعراء کے بارے میں بتاتے، سوجھے یا ظاہر خاص شعراء کو پہچانواتے ہیں اور ان کی شاعری کو ہمارے لغت یا میں شامل ہیں اچھے سے سمجھاتے ہیں تاکہ بچوں کو اچھے سے یاد آسکے۔ اس کے علاوہ یہ بھی پڑھاتے ہیں کہ ۱۸۵۷ء کا ایسا افسانہ بیماری شاعری پر پڑی اور اسکے بعد ۱۹۶۵ء سے بیماری شاعری میں کون کون سی نئی چیزیں شامل ہوئی اور اب ہم بیماری شاعری نے کتنی ترقی کی ہے۔

اس پرچے میں طلباء کو بنگال کا ادب کی پوری جانکاری دی جاتی ہے۔ اس میں ایم بیچوں کو پوری طرح کی جانکاری دینے ہیں کہ کس طرح سے بنگال میں اردو غزل کی شروعات ہوئی۔ آزادوں کا کتنا اثر بنگال کے ادب میں پڑا۔ غزل کے علاوہ نظم، نثر پر طرح کی ادب ہم اس پرچے میں پڑھاتے ہیں۔ فورس و ایم کی ادبی خدمات کے علاوہ ترقی پسند ٹریڈ کا کتنا اثر غزل، نظم اور نثر پر پڑی اور اس کے بعد سے ادب نے کس حد تک ترقی کی۔ ساکنہ 1940ء کا کتنا اثر بھاری ادب پر پڑی ہے یہ بھی ہم اپنے بچوں کو بتائے ہیں۔

صحافت

SEC-A

اس پرچے میں صحافت کی تعریف، ادب و سماج سے اس کا رشتہ اور اردو صحافت کا آغاز و ارتقاء پر سیر حاصل بحث کی جاتی ہے۔ اس پرچے کے ذریعہ بچوں کو اردو صحافت کے مسائل و امکانات، ادارہ نویسی، کالم نویسی، انٹرویو کی جانکاری دی جاتی ہے۔ اس پرچے میں ایم صحافیوں اور انہی صحافتی خدمات کا احاطہ بھی کیا جاتا ہے۔

اردو ادب اور ہندوستانی فلم

SEC-B

اس پرچے میں ایم فلموں پر ادب کے اثرات کا جائزہ لینے ہوئے چند ایم فلموں کو بچوں کو دکھاتے ہیں اور جن ناولوں پر ان فلموں کو بنایا گیا ہے اس پر سیر حاصل بحث بھی کرتے ہیں۔ بچوں کو فلم اسکرپٹ لکھنے کی مشق بھی کروائے ہیں۔

HISTORY DEPARTMENT

SERAMPORE GIRLS' COLLEGE

Department of History

B.A History Honours course outcomes(CBCS)

List of the Course

Sl No	Name of the Course	Semester	Course Code	Credit	Marks	Programme Code	Course out Come	Skill Development related to employability and Entrepreneurship development
1	History of India From the Earliest times to C 300 BCE	1	CC1	6	100	HISA	This course would enable the students to get an idea about the sources of ancient Indian history, specially how human inhabitation was begin. Along with this they will also get the knowledge about our first urban civilization and it's aspects.	1) The Ancient Indian Course is specially designed to cater to the needs of a student who wants to take up archaeology as a profession. For that reason students are also taken to archeological spot visit and asked to submit a report on that. 2) This will also help them to take their scope on Anthropology section as a carrier.
2	Social Formations and Cultural Patterns of the ancient world other than India	1	CC2	6	100	HISA	This course will help the students to understand how the human evaluation happened in world context, they will get knowledge about different type of social and cultural condition in ancient West Asia, Greece & Rome.	1) This ancient world history course specially designed who wants to take world archaeology as a profession. 2) any students can involve in research work in this topic and can established the relationship between different culture, they can take tourism business as a profession.
3	History of India C. 300 BCE TO 750 C.E	2	CC3	6	100	HISA	This course will enable the students about the state formation, how to build ancient empire. Not only political they will also get the knowledge about the importance of economy ,society & culture of ancient India before the Muslims.	1) This ancient Indian course specially designed for those students who to take art history as a profession 2) any student can take profession as a numismatics, Ideologist.
4	Social Formation and Cultural Patterns of Medieval world other than India	2	CC4/Group A	6	100	HISA	From this course students would enable to know about the physical geography, as well as Culture, religion, society ,and of medieval central Asia specially Arab, Turks, the Mongols.	1) Medieval world other than India is specially designed for those students who wants to take as Research scholars on Medieval world History. 2) any student can take his profession as tourist guide for Indian as well as others parts apart from central Asia.
5	History of India (CE 750-1206)	3	CC5	6	100	HISA	From this course students would enable to know our Indian Early medieval time period, state formation especially 3 rd urbanization, historical geography, economic crises and new social & religious development in India.	1) Early medieval phase was the most interesting period in Indian history any students can involve in research work on state formation, as a epigraphist can choose his/her carrier. 2) some one can take religious center guide ,huge number of tourist has come our religious place which evolved in this period,

								so they can take the job as proper religious guide.
6	Rise of Modern West : I	3	CC6	6	100	HISA	From this course students would enable to know how to rise of the modern west, transition from feudal society to capital society in the world, first European renaissance in humanism, reformation movement in Europe.	1)This course can help the students to go through the job in marine archaeology.2) can help to prepare different state level jobs.
7	History of India (c.1206-1526)	3	CC7	6	100	HISA	From this course students would enable to know about how and when the Muslims had come in medieval India, what was the impact on India on social, cultural and religious activities.	1)This course can help the students to go through different examination like school teaching, college teaching, 2)They can also take the carrier as a tourist guide.
8	Archives and Museums	3	SEC-A-(1)	2	80	HISA	This course introduces students to the institutions that house and maintain documentary, visual and material remains of the past. Museums and archives are among the most important such repositories and this course explains their significance and how they work. Students will be encouraged to undertake collection, documentation and exhibition of such materials in their localities and colleges.	1)This can help the students to go through different professional job in Museums like, like Curator, gallery attendant, numismatics specialist , Educational officers .2) Students can go through different professional jobs related with different state and central and private archives.
9	Rise of the Modern west :II	4	CC8	6	100	HISA	From this course students would enable to know about the Printing revolution in the world, side by side they would get the knowledge on Science revolution in Europe and enlightenment in the west and how the mercantilism had come in Europe.	1)This course can help the students to choose their carrier as research scholar on western economy 2) They can also prepare for school teaching job.
10	History of India (c.1526-1605)	4	CC9	6	100	HISA	From this course students would enable to know about how Mughals had come in India from Babar to Akbar, and the literature, economy, different administrative measures taken by Akbar and religious thought at that period of time.	1)This course can help the students to go for jobs like college teachers and school teachers. engage them participative symposium like learning.

11	History of India (c.1650-1750s)	4	CC10	6	100	HISA	From this course students would enable to know about the political condition between Jahangir to Aurangzeb, and others regional powers, decline of the Mughal empire, different political crises, economy specially trade related activities.	1)This course can help the students to go for jobs like college teachers and teachers, different state level examination. Can do research work on this topics.2) Can take a job as an art historian from it.
12	Art Appreciation: an Introduction to Indian Art	4	SEC B(2)	2	80	HISA	The purpose of this course is to introduce students to Indian art, from ancient to contemporary times, in order to understand and appreciate its diversity and its aesthetic richness. The course will equip students with the abilities to understand art as a medium of cultural expression. It will give students direct exposure to Indian art through visuals, and visits to sites and museums	1)This course can help the students to go for job as art Historians. Tourist Guide.2)They can prepare for different professional exams related with art gallery attend, curator of an art museums etc.
13	History of Modern Europe(c.1789-1939)	5	CC11	6	100	HISA	From this course students would enable to know about French Revolution, Restoration period in Europe, Industrialization, Nationalism in Europe, crises before world war and two world wars.	1) This course can help the students to develop a clear idea on the trends in world Politics which can enable them to get job in the Foreign Ministry or Embassy. 2) This could help the students for the preparation of any school teaching professional examination.
14	History of India(c.1750-1857)	5	CC12	6	100	HISA	From this course students would enable to know about emergence of colonial power the British East India Company in India, their economic policy, exploitation, emergence of different popular resistance against the company, and uprising of 1857.	1)This course prepare the students for state level combined graduate level clerical services where they have to answer questions from this part the teachers arranges short answer type test, quizzes etc to make them prepare particularly for such job related sphere. 2) It will also help the students to join as a college teaching and school teaching job.
15	History of Bengal(c.1750-1905)	5	DSC/A1	6	100	HISA	From this course students would enable to know about political condition of Bengal during colonial period, they would also known about the economic condition and different social reformation movement, different insurgence and the partition of Bengal during Curzon.	1) This course can help the students to go for jobs like college teachers and teachers.2) engage them participative symposium like learning.
16	History of Modern East Asia – I China (c.1840 – 1949)	5	DSC-B-1	6	100	HISA	From this course students would enable to know about the feudalism structure in China, emergence of nationalism in China, 1911 revolution, the communist movement and	1)This course can help the students to go for the job in foreign ministry office related to China.2)If They could learn the Chinese language they can prepare for the profession as intimidator between India and China.

							contribution of Mao se Tung for the Chinese revolution.	
17	History of India (c.1857-1964)	6	CC13	6	100	HISA	From this course students would enable to know our different social reformation movement, emergence of Indian nationalism during British India, Gandhian nationalism, Indian freedom movement, partition and Indian constitution.	1) This course can help the students to go for jobs like college teachers and teachers. Different administrative service related carrier they can choose 2) Anybody can take the Law as their carrier, and Indian home affairs ministry level job.
18	History of world Politics (1945-1994)	6	CC1	6	100	HISA	From this course students would enable to know about post 2 nd world war two world politics, cold war between USA & USSR. They will also know about the emergence of China, west Asia Politics and Decolonization in Africa, different civil right movement including feminist movement.	1) This course can help the students to develop a clear idea on the trends in world Politics which can enable them to get job in the Foreign Ministry or Embassy. 2) With this course they can doing research work, and can choose the field as a social activist.
19	History of Bengal (c.1905-1947)	6	DSC-A-3	6	100	HISA	From this course students would enable to know about Bengal Politics during British Period. They would get the knowledge about Swadeshi movement, communal politics, Peasant, Labor women's moment, emergence of Subash Chandra Bose as congress leader and left politics and Partition of Bengal after Independence.	1) This course can help the students to develop a clear idea on the Bengal Politics IN British Period which can help then to Prepare for WBCS examination. 2) They can get help to become a school and college teaching profession.
20	History of modern East Asia-II Japan (c.1868-1945)	6	DSC-B-3	6	100	HISA	From this course students would enable to know about how reformation happened from feudalism to capitalism in Japan, Japanese Imperialism in Asia .	1) This course can help the students to go for the job in foreign ministry office related to Japan. 2) professional carrier as intimidator between India and Japan.

SERAMPORE GIRLS' COLLEGE

Department of History

B.A History General course outcomes

List of the Course

1	History of India from the Earliest Times upto 300 CE	1	CC1/GE1	6	100	HISG	This course will give the students a general idea about the historical developments in India from ancient period stone age culture to Kushana period , and different	This course can help them the students to go for different miscellaneous examination in state and central level.
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							aspects like society, culture and economy.	
2	History of India from c.300 to 1206.	2	CC2/GE2	6	100	HISG	This course will give the students a general idea about Historical developments in India from Gupta period till to come the sultanate era.	This course can help them the students to go for different miscellaneous examination, as well as teaching Profession also in state and central level.
3	History of India from c. 1206to1707	3	CC3/GE3	6	100	HISG	This course will give the students a general idea about Historical developments in India from Sultanate period, Mughal period the emergence of Maratha kingdom under Shivaji	This course can help them the students to go for different miscellaneous examination, as well as teaching Profession also in state and central level.
4	Historical Tourism: Theory & Practice	3	SEC-A-1	2	80	HISG	This course will give the students a general idea about Historical developments in India about Heritage, Museums and Tourism.	1)This can help the students to go through different professional jobs related with tourisms like guide , tourist agent etc.
5	History of India; 1707-1950.	4	CC4/GE4	6	100	HISG	This course will give the students a general idea about Historical developments in India from British colonial period ,emergence of Indian Nationalism , Freedom Movement and Indian Constitution.	This course can help them the students to go for different miscellaneous examinations, as well as teaching Profession also in state and central level.
6	Museums & Archives in India	4	SEC-B-1	2	80	HISG	This course introduces students to the institutions that house and maintain documentary, visual and material remains of the past. Museums and archives are among the most important such repositories and this course explains their significance and how they work. Students will be encouraged to undertake collection, documentation and exhibition of such materials in their localities and colleges	1)This can help the students to go through different professional job in Museums like, like Curator, gallery attendant, numismatics specialist , Educational officers .2) Students can go through different professional jobs related with different state and central and private archives.
7	Some Aspects of European History: C.1780-1945	5	DSC-A-2	6	100	HISG	This course will give the students a general idea about Historical developments in Europe since the French revolution to Second world war II	1) This course can help the students to develop a clear idea on the trends in world Politics which can enable them to get job in the Foreign Ministry or Embassy. 2) To fulfill these objectives teachers involve the students in the classroom in debate and discussion methods of learning.

8	Some aspects of Society & Economy of Modern Europe: 15 th 18 th Century	6	DSC-B-2	6	100	HISG	This course will give the students a general idea about Historical trends in Europe from 15 th to 18 th century , like feudal crises, Renaissance, Industrial revolution in England and its effects.	This course can help them the students to go for different miscellaneous examinations, as well as teaching Profession also in state and central level
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SOCIOLOGY DEPARTMENT

DEPARTMENT OF SOCIOLOGY

B.A GENERAL COURSE OUTCOMES

Sl. No.	Name of the Course	Semester	Course Code	Credit	Marks	Course Outcomes	Skill Development related to Employability and Entrepreneurship Development
1.	Introduction to Sociology	1 st Semester	SOC-G-CC/GE-1-1-TH&TU	6	100	<ul style="list-style-type: none">• Define Sociology and demonstrate nature, scope and subject-matter of Sociology• Demonstrate how Sociology differ from and similar to other social sciences and their areas of interdependence• Know the basic social institutions like family, marriage, kinship in a scientific way• Understand and demonstrate how self develops through various process of interaction. Demonstrate how societal and structural factors influence individual behaviour	<ul style="list-style-type: none">• The subject matter of this paper is dealt both in the entrance exam and Postgraduate study of Sociology, social works and other subjects• This paper is also important for UGC NET/ SET examination• It is also important for UPSC & WBCS main paper on Sociology and other competitive examinations.
2.	Sociology of India	2 nd Semester	SOC-G-CC/GE-2-2-TH&TU	6	100	<ul style="list-style-type: none">• Understand and analyse the key concepts of Hinduism, Jainism, Buddhism, Islam and impact of these religions on society.• Realize the basic issues of Indian society like unity in diversity, problems of nationalism, Secularism and Communalism.	<ul style="list-style-type: none">• The subject matter of this paper is dealt both in the entrance exam and Postgraduate study of Sociology, social work and other subjects• This paper is also important for UGC NET/ SET examination

Sl. No.	Name of the Course	Semester	Course Code	Credit	Marks	Course Outcomes	Skill Development related to Employability and Entrepreneurship Development
3.	Sociological Theories	3 rd Semester	SOC-G-CC/GE-3-3-TH&TU	6	100	<ul style="list-style-type: none"> Define sociological theory, understand its features and describe and illustrate the role of theory in building sociological knowledge. Introduce themselves to the classical theories of Sociology and contributions of different thinkers in this regard. Know the contributions of founding fathers of Sociology in developing sociology as an academic discipline. 	<ul style="list-style-type: none"> This paper is important for UGC NET/ SET examination The subject matter is dealt both in the entrance exam and Postgraduate study of Sociology, Social Work, Women Studies and other subjects It is also important for UPSC & WBCS main paper on Sociology and other competitive examinations.
4.	Techniques of Social Research	3 rd / 5 th Semester SEC	SOC-G-SEC-X-A(1)-TH	2	100	<ul style="list-style-type: none"> Meaning, scope, types and significance of Social Research. Importance of research design in Social Research and how to formulate it. How to collect, analyse data and how to write a field report 	<ul style="list-style-type: none"> Students will have the opportunity to join professional careers in Sociology and allied fields. Sociology provides an intellectual background for students considering careers in social services, public policy, nongovernmental organizations etc. This programme lays foundation for further study in Sociology, Social work, Rural Development, Social Welfare and in other allied subjects.

Sl. No.	Name of the Course	Semester	Course Code	Credit	Marks	Course Outcomes	Skill Development related to Employability and Entrepreneurship Development
5.	Methods of Sociological Enquiry	4 th Semester	SOC-G-CC/GE-4-4-TH&TU	6	100	<ul style="list-style-type: none"> • Meaning, scope, types and significance of Social Research. • Importance of research design in Social Research and how to formulate it. • Discuss different types of Methodological perspectives • How to collect, analyse data and how to write a field report 	<ul style="list-style-type: none"> • Students will have the opportunity to join professional careers in Sociology and allied fields. • This programme lays foundation for further study in Sociology, Social work, Rural Development, Social Welfare and in other allied subjects. • Sociology provides an intellectual background for students considering careers in social services, public policy, nongovernmental organizations etc.
6.	Theory and Practice of Development	4 th / 6 th Semester SEC	SOC-G-SEC-X-B(1)-TH	2	100	<ul style="list-style-type: none"> • Elaborating the concepts of Development and Underdevelopment • Describing the Concepts and Indicators of development; Human Development and Economic Growth; Concepts of Social Development, Economic Development, and Sustainable Development • Explaining the theoretical Perspectives on Development and Contemporary critical perspectives on development 	<ul style="list-style-type: none"> • This paper is important for UGC NET/ SET examinations • It is also important for higher studies in Sociology, Development Studies, Public administration and others. • This paper also helps careers in development institutions, social services, public policy, nongovernmental organizations etc.

Sl. No.	Name of the Course	Semester	Course Code	Credit	Marks	Course Outcomes	Skill Development related to Employability and Entrepreneurship Development
7.	Religion and Society	5 th Semester DSE	SOC-G-DSE- 5 - A(1)-TH&TU	6	100	<ul style="list-style-type: none"> • Explain how major sociological perspectives view religion • Explain the theoretical aspect of religion • Describe religion in India • Discuss secularism and communalism 	<ul style="list-style-type: none"> • This paper also important for higher studies in Sociology, mythology and religious studies. • This paper is important for UGC NET/ SET examinations • It is also important for UPSC & WBCS main paper on Sociology and other competitive examinations.
8.	Social Stratification	6 th Semester DSE	SOC-G-DSE-6-B(1)-TH&TU	6	100	<ul style="list-style-type: none"> • Understand the meaning of social stratification • Understand the various theoretical perspectives of social stratification. • Understand the role of social stratification, identity and culture. • Understand the social mobility with reference to social stratification. 	<ul style="list-style-type: none"> • This paper is important for UGC NET/ SET examinations • It is also important for UPSC & WBCS main paper on Sociology and other competitive examinations.

Programme Outcomes (POs)

1. **Critical Thinking:** The programme seeks to develop in students the sociological knowledge and skills that will enable them to think critically and imaginatively about society and social issues.
2. **Sociological Understanding:** The ability to demonstrate sociological understandings of phenomena, for example, how individual biographies are shaped by social structures, social institutions, cultural practices, and multiple axes of difference and inequality.
3. **Written and Oral Communication:** The ability to formulate effective and convincing written and oral arguments.
4. **Better understanding of real-life situation:** The ability to apply sociological concepts and theories to the real world and ultimately their everyday lives.

5. **Analytical thinking:** Field survey and preparation of dissertation paper is an inseparable part of Sociology Hons Programme. Students have to collect primary data for census as well as his/her research topic and analyse the data to draw conclusions. So, qualitative and quantitative analytical skills are enhanced.
6. **Observation power:** A sensible observation power is necessary to identify the research problems in field study. So a perception about human society slowly grows up.
7. **Communication skills and Social interaction power:** Students of Sociology stream have to work beyond the class room boundary at the time of field study activities. As a result, good communication skill develops while interacting with local people.
8. **Ethical and Social Responsibility:** Students have to learn about institutions, folkways, mores, culture, social control, social inequality, population composition, population policy, society and culture of India. All these helps to instil among the students of Sociology a sense of ethical and social responsibility.
9. **Professional and Career Opportunities:** Students will have the opportunity to join professional careers in Sociology and allied fields. Sociology provides an intellectual background for students considering careers in business, social services, public policy, government service, nongovernmental organizations, foundations, or academia. This programme lays foundation for further study in Sociology, Social work, Rural Development, Social Welfare and in other allied subjects.

Programme Specific Outcomes (PSOs)

PSO1: Understand the various sociological concepts and basic theories.

PSO2: Understand the ideas inculcated in western and Indian sociological thoughts.

PSO3: Understand the praxis of sociological thoughts.

PSO4: Understand the social problems of Indian society with relation to its structure and culture.

PSO5: Understand the research methods in sociology and its praxis.

PSO6: Understand various social processes and its consequences on society.

GEOGRAPHY DEPARTMENT

COURSE OUTCOMES OF GEOGRAPHY HONOURS (B.A. & B.SC.) UNDER CBCS

Geography mainly concerns changes in spatial attributes from a temporal perspective. It focuses on spatial studies, qualitative as well as quantitative, and gives impotence on human-environment relationships. They also examine how human culture interacts with the natural environment and the way those locations and every place can have a unique impact on people. Geography tries to understand where things are found, why they are there, and how this development and change happens over time.

Choice-Based Credit System (CBCS): Syllabus in Geography

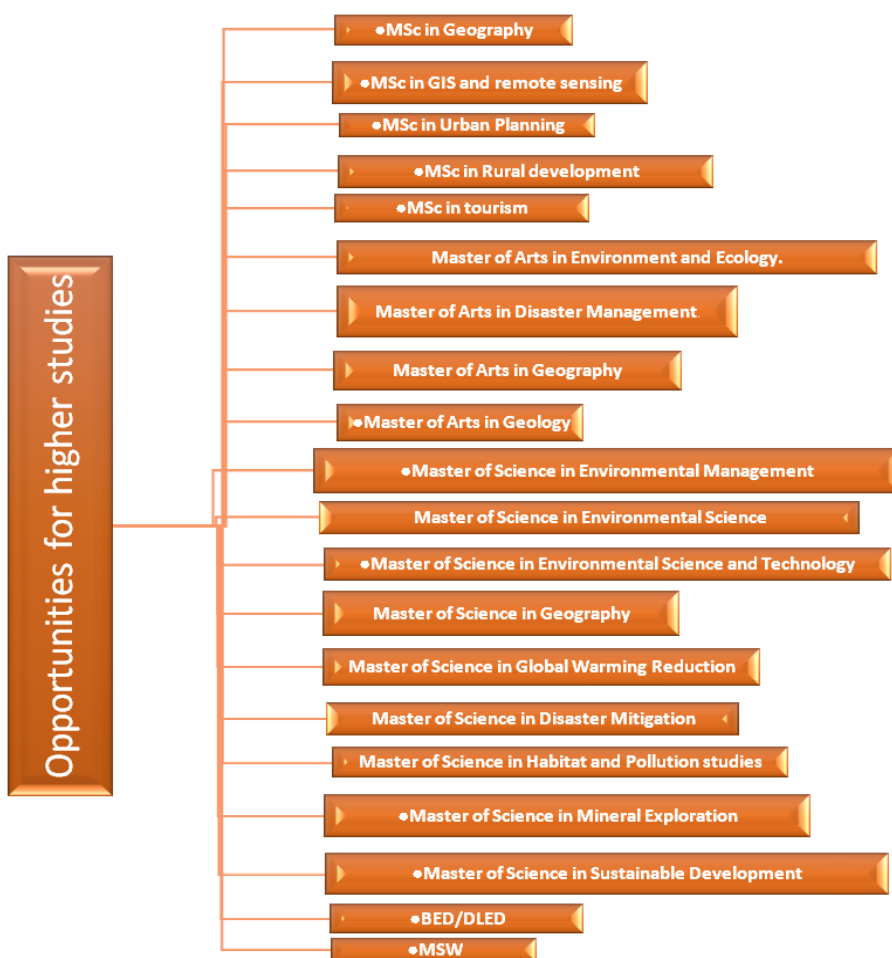
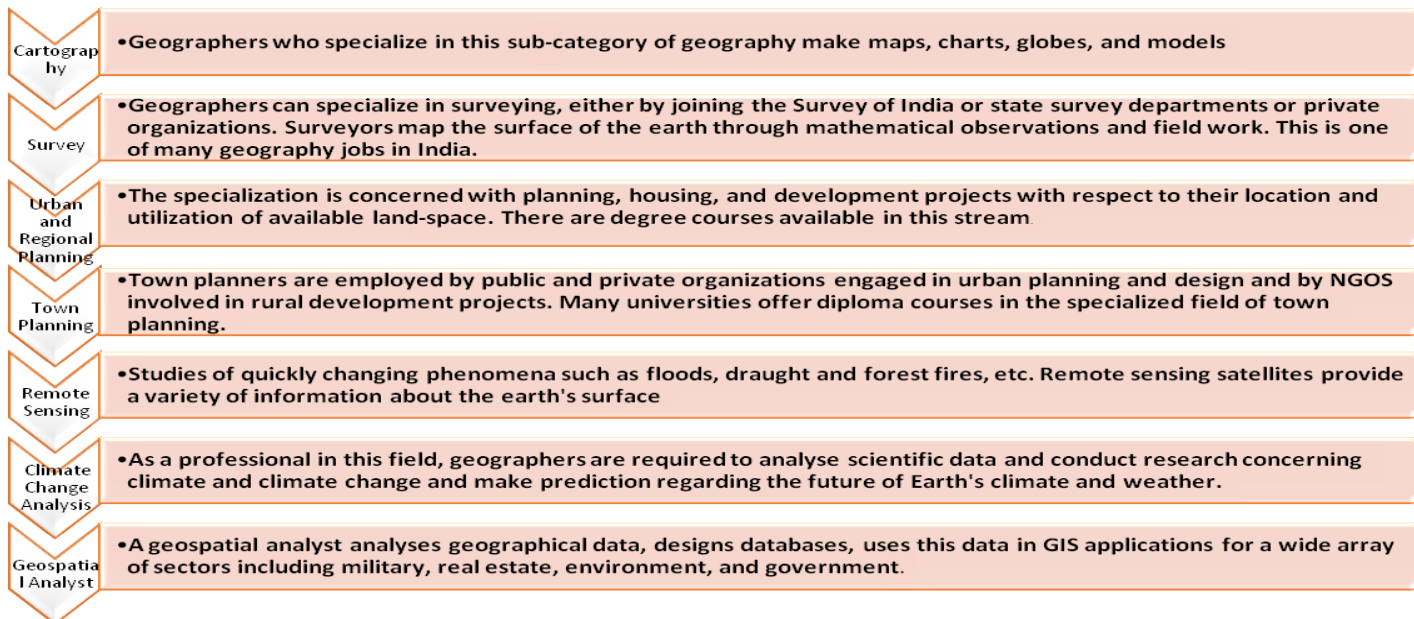
INTRODUCTION: In compliance with recent directives from the University Grants Commission, the undergraduate syllabus for Geography is reframed into Choice Based Credit System largely following the model syllabus prepared by the West Bengal State Council of Higher Education.

The main objective of this new curriculum is to give the students a holistic understanding of the subject, putting equal weightage on the core content and techniques used in Geography. The syllabus tries to give equal importance to the two main branches of Geography: Physical and Human. The undergraduate programme in geography is tailored to meet the student's specific educational and professional goals in mind.

A focus is placed on applied aspects of the subject, such as emerging techniques of mapping and field-based data generation, especially in the undergraduate program, in accordance with the changing nature of Geography. By developing basic skills in the subject, the syllabus ensures that no one has to go for higher studies to find employment or engagement.

LEARNING OUTCOMES: This syllabus is designed to impart basic knowledge on

geography as a spatial science and train undergraduates to secure employment in the sectors of geospatial analysis, development and planning, mapping and surveying.



Career & Opportunities in Geography



Honours Course: Core Subjects

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

GEO-A-CC-1-02-TH/P – Cartographic Techniques GEO-A-CC-2-03-TH/P – Human Geography

GEO-A-CC-2-04-TH/P – Cartograms, Thematic Mapping and Surveying

GEO-A-CC-3-05-TH/P – Climatology

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

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

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

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

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

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

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

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

GEO-A-CC-6-14-TH/P – Disaster Management

Honours Course: Choices for Four Discipline Specific Electives

GEO-A-DSE-A-5-01-TH/P – Fluvial Geomorphology

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

GEO-A-DSE-A-5-03-TH/P – Environmental Issues in Geography GEO-A-

DSE-A-5-04-TH/P – Resource Geography

GEO-A-DSE-B-6-05-TH/P – Cultural and Settlement Geography

GEO-A-DSE-B-6-06-TH/P – Social Geography

GEO-A-DSE-B-6-07-TH/P – Urban Geography GEO-B-

DSE-B-6-08-TH/P- Geography of India

Honours Course: Choices for Two Skill Enhancement Courses

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

A-3-02-TH – Tourism Management GEO-A-SEC-B-4-03-TH –

Rural Development

GEO-A-SEC-B-4-04-TH – Sustainable Development

General Course: Core Subjects

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

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

GEO-G-CC-3-03-TH/P – Human Geography

GEO-G-CC-4-04-TH/P – Cartography

General Course: Choices for Two Discipline Specific Electives

GEO-G-DSE-A-5-01-TH/P – Regional Development

GEO-G-DSE-A-5-02-TH/P – Geography of Tourism

GEO-G-DSE-B-6-03-TH/P – Agricultural Geography

GEO-G-DSE-B-6-04-TH/P – Population Geography

General Course: Choices for Two Skill Enhancement Courses

GEO-G-SEC-A-3/4-01-TH – Coastal Management

GEO-G-SEC-B-5/6-03-TH – Rural Development

COURSE OUTCOMES

[Honours]

The course outcomes of the different papers offered are presented below. After completion of the course the student will be able to:

Course Code	Course Title	Credits	Course Outcomes
CC-1-01 Th+P	Geotectonics and Geomorphology	4+2=6	<p>CO1. Understand the theories and fundamental concepts of Geotectonic and Geomorphology. Understand the earth's tectonic and structural evolution. Gain knowledge about the earth's interior. Develop an idea about the concept of plate tectonics, and resultant landforms.</p> <p>CO2. Acquire knowledge about types of folds and faults and earthquakes, volcanoes and associated landforms.</p> <p>CO3. Understand the processes of erosion, deposition and resulting landforms.</p> <p>CO4. Overview and critical appraisal of landform development models.</p> <p>CO5. Develop the skills of identification of river basins and their features in the real world.</p> <p>CO6. Gain knowledge about topographical maps and apply this knowledge to the ground surface.</p> <p>CO7. Identification of different types of rock and minerals.</p>
CC-1-02 Th+P	Cartography c Techniques	4+2=6	<p>CO1. Understand and prepare different kinds of maps.</p> <p>CO2. Recognize basic themes of map-making.</p> <p>CO3. Development of observation skills.</p>
CC-2-03 Th+P	Human Geography	4+2=6	<p>CO1. Gain knowledge about major approaches of human Geography.</p> <p>CO2. Acquire knowledge of the history and evolution of humans.</p> <p>CO3. Develop an idea about space and society</p> <p>CO4. Build an idea about population growth and distribution of population.</p> <p>CO5. . Know about population –resource relationship.</p> <p>CO6. Know about diagrammatic data presentation like lines, bar and circles.</p> <p>CO7. Develop an idea about different types of thematic mapping techniques</p>

CC-2-04 Th+P	Thematic Mapping and Surveying	4+2=6	<p>CO1. Comprehend the concept of scales and representation of data through cartograms.</p> <p>CO2. Interpret geological and weather maps.</p> <p>CO3. Learn the usage of survey instruments.</p> <p>CO4. Brings direct interaction of different types of surveying instruments like Dumpy level and Theodolite with the environment.</p> <p>CO5. Develop an idea about different types of thematic mapping techniques.</p>
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Course Code	Course Title	Credits	Course Outcomes
CC-3-05 Th+P	Climatology	4+2=6	<p>CO1. Learn the interaction between the atmosphere and the earth's surface.</p> <p>CO2. Understand the importance of the atmospheric pressure and winds and learn to associate climate with other environmental and human issues.</p> <p>CO3. Understand how atmospheric moisture works, the elements of weather and climate, different atmospheric phenomena and climate change.</p> <p>CO4. Prepare various climatic maps and charts and interpret them.</p> <p>CO5. Learn to use various meteorological instruments.</p> <p>CO6. Approaches to climate classification.</p>
CC-3-06 Th+P	Hydrology and Oceanography	4+2=6	<p>CO1. Analyse the fundamental concepts of Hydrology and Oceanography</p> <p>CO2. Emphasizing the significance of groundwater quality and its circulation, utilisation</p> <p>CO3. Evaluate the role of the global hydrological cycle.</p> <p>CO4. Studying the characteristics of the global oceans' salinity temperature, and density.</p> <p>CO5. Realize the importance of water conservation, rainwater harvesting, and watershed management.</p> <p>CO6. Identify marine resources and characteristics of ocean waters.</p> <p>CO7. Interpret hydrological and rainfall dispersion graphs and diagrams, hydrograph, rating curve</p>

CC-3-07 Th+P	Statistical Methods in Geography	4+2=6	<p>☐ CO1. Learn the significance of statistics in geography.</p> <p>CO2. Understand the importance of the use of data in geography</p> <p>CO3. Know about different types of sampling.</p> <p>CO4. Develop an idea about hypothesis creation.</p> <p>CO5. Interpret statistical data for a holistic understanding of geographical phenomena.</p> <p>CO6. Learn to use tabulation of data.</p> <p>CO7. Gain knowledge about association and correlation.</p>
Course Code	Course Title	Credits	Course Outcomes
CC-3-SEC 1 TH	Tourism Management	2	<p>CO1. They can know about concepts, nature and scope, inter-relationships of tourism, recreation and leisure.</p> <p>CO2. They understand types of tourism.</p> <p>CO3. Know about recent trends in tourism.</p> <p>CO4. Develop an idea about tourism in India.</p> <p>CO5. Know about National Tourism Policy.</p>
CC-4-08 Th+P	Economic Geography	4+2=6	<p>☐ CO1. They can understand the concept of economic activity, and factors affecting the location of economic activity.</p> <p>☐ CO2. They gain knowledge about different types of Economic activities and the evolution of varied types of economic activities.</p> <p>CO3. Develop an idea about Economic Geography, the concept of economic man and theories of choice.</p> <p>☐ CO4. Analyze the factors of the location of agriculture and industries.</p> <p>☐ CO5. They can interpret data on production, economic indices, transport network and flows.</p>

<p>CC-4-09 Th+P</p>	<p>Regional Planning and Development</p>	<p>4+2=6</p>	<p>☐ CO1.Analyzing and identifying regions as an integral part of geographical study and regionalization. CO2.Studying typical physiographic, planning, arid and biotic regions of India ☐ CO3. Build an idea about theories and models for regional planning. CO4. . Know about measuring development indicators ☐ CO5.Gain knowledge about measuring inequality by Location Quotient, measuring regional disparity by Sopher Index and also delineation of functional regions by breaking point analysis. ☐ CO6.They can know about delineation of formal regions by weighted index method</p>
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Course Code	Course Title	Credits	Course Outcomes
CC-4-10 Th+P	Soil and Biogeography	4+2=6	<p>CO1. They can know the soil formation processes, development and soil physical and chemical composition.</p> <p>CO2. Recognize land capability, classify & the genetic, U.S.D.A.soil classification .</p> <p>CO3. They can illustrate the importance about bio-diversity, biome, ecotone and community, types and component parts of ecosystem, bio-energy cycle, food chain and trophic level.</p> <p>CO4.Comprehend the devastating impact of deforestation and biodiversity loss..</p> <p>CO5. Delineation soil salinity by refractometer and derive their pH.</p> <p>☐ CO6.Gain knowledge about measuring biodiversity index.</p>
CC-4- SEC 2	Rural Development	2	<p>CO1. They can know about concept, basic elements, and measures of level of rural development.</p> <p>CO2. They understand the paradigms of rural development.</p> <p>CO3. They understand the area based approach to rural development.</p> <p>CO4. Develop an idea about a target group approach to rural development.</p> <p>CO5. Gain knowledge about rural governance.</p>

CC-5-11 Th+P	Research Methodology and Fieldwork	4+2=6	<p>CO1. Identification of study area to acquire field study.</p> <p>CO2. Learn methodology, quantitative and quantitative analysis of study area and also map to be drawn about the area .</p> <p>CO3. Understand the different types of field techniques of study area.</p> <p>CO4. To know about the idea of tabulation processing, mapping, photography and video recording.</p>
Course Code	Course Title	Credits	Course Outcomes
CC-5-12 Th+P	Remote Sensing, GIS and GNSS	4+2=6	<p>CO1. They understand the principles of remote sensing, types of remote sensing and their applications.</p> <p>CO2. Analyzing and interpreting the satellite imagery to understand the cultural features on the Earth's surface.</p> <p>CO3. They learn the false color composites of satellite imagery .</p> <p>CO4. They aware the software of Geographic Information System (GIS) and maximize the efficiency of decision making and planning to use the software.</p> <p>CO5. They understand the principles of GNSS positioning and waypoint collection.</p> <p>CO6. Leading field survey preparation of field report on research on problem in different areas.</p> <p>CO7. Understand the utilization of Digital Elevation Model Data.</p>

<p>CC-6-13 Th+P</p>	<p>Evolution of Geographical Thought</p>	<p>4+2=6</p>	<p>CO1. Gain knowledge about development of geographical thought of Ancient and medieval period.</p> <p>CO2. Develop an idea about the evolution of geographical thinking and disciplinary trends in Germany, France, Britain, and the United States of America.</p> <p>CO3. Build an idea about between environmental determinism and possibilism, systematic and regional.</p> <p>CO4. Know about the trends of geographical thoughts. Analyzing modern and contemporary trends of geographical thoughts, principles of Empiricism, Positivism, Structuralism, Human and Behavioral Approaches in Geography.</p> <p>CO5. They can draw the voyages of different explorers.</p>
<p>CC-6-14 Th+P</p>	<p>Hazard Management</p>	<p>4+2=6</p>	<p>CO1. Understand the nature of hazards and disasters.</p> <p>CO2. Assess risk, perception and vulnerability with respect to hazards.</p> <p>CO3. Prepare hazard zonation maps.</p> <p>CO4. Assessing the nature, impact and management of major natural and man-made hazards affecting the Indian subcontinent.</p> <p>CO5. They have to know how prepare a project report based on any one field based case study on flood, landslide, earthquake and human induced disaster.</p>

COURSE OUTCOMES

[DISCIPLINE SPECIFIC ELECTIVES]

Course Code	Course Title	Credits	Course Outcomes
GEO-A- DSE-A- 5- 02- TH+P	Climate Change: Vulnerability and Adaptations	4+2=6	<p>CO1.Understand climate change with reference to the geological time scale.</p> <p>CO2.Assess the Origin Greenhouse gases and global warming</p> <p>CO3.Global climatic assessment and Impact of climate change:Agriculture and water; flora and fauna; human health and morbidity</p> <p>CO4.Analysis of trends of temperatures</p> <p>CO5.Analyze the rainfall variability of about three decades of climatic regions of India.</p> <p>CO6.Understand Climate change vulnerability assessment and adaptive strategies with particular reference to South Asia</p> <p>CO7.Analyse the Role of urban local bodies, panchayats and educational institutions on climate change mitigation: Awareness and action programmes</p> <p>CO8.Develop concepts and skills regarding mitigation measures concerning climatic hazards.</p>
GEO-A- DSE-A- 5- 04 TH+P	Resource Geography	4+2=6	<p>CO1. Develop an idea about concept and classification of resources</p> <p>CO2. Understand the concept of different types of resources approaches to resource utilization.</p> <p>CO3. Acquire knowledge about different types of power resources and depletion with special reference to forests, water and fossil fuels.</p> <p>CO4. Explain population - resource relationship and different types of population resources.</p> <p>CO5.Analyze the contemporary energy crisis and assess the future scenario.</p> <p>CO6.Develop the skill of mapping forest cover from satellite images.</p> <p>CO7.Develop the skill of mapping water bodies from satellite images.</p> <p>CO8.Analyze the decadal changes in state-wise production of coal and iron ore</p> <p>CO9.Learn to compute HDI</p>

GEO-A-DSE-B- 6-05-TH+P	Cultural and Settlement Geography	4+2=6	<p>CO1. Understand the scope and content of cultural geography</p> <p>CO2. Trace the development of cultural geography in relation to allied disciplines</p> <p>CO3. Understand the concept of cultural hearth and realm, cultural diffusion, diffusion of religion</p> <p>CO4. Develop an understanding of cultural segregation and cultural diversity, technology and development</p> <p>CO5. Learn about the various races and racial groups of the world</p> <p>CO6. Identify the cultural regions of India</p> <p>CO7. Build an idea about urban and rural settlements, and its relationship with environment and also different theories related to settlement geography.</p> <p>CO8. Know about classification and morphology of settlements.</p> <p>CO9. Understand the trends and patterns of world urbanization.</p> <p>CO10. Know about different theories of urban growth.</p>
GEO-A-DSE-B- 6-08-TH+P	Geography Of India	4+2=6	<p>CO1. They can know about their own countries' land formation, climate and natural vegetation.</p> <p>CO2. They understand the economic resources of India.</p> <p>CO3. They understand the social distribution of the population of their country.</p> <p>CO4. Develop an idea about the regionalisation of India.</p> <p>CO5. Learn to draw monthly temperature and rainfall graphs.</p> <p>CO6. Gain knowledge about measuring arithmetic growth rate of population and also measures of inequality.</p> <p>CO7. Gain knowledge about crop combination by Weaver</p>

PHYSICS DEPARTMENT

SEMESTER I

1.1 Mechanics General: Semester 1 CC1/GE1

Course Outcome:

Upon completing this course, students will have a strong foundation in mathematical methods and mechanics. They will be proficient in vector algebra and analysis, able to solve differential equations, and analyze Newtonian mechanics and rotational motion. Students will understand central force and gravitation, oscillations, elasticity, and surface tension, and be able to apply these principles to real-world scenarios. They will develop problem-solving skills and critical thinking, enabling them to analyze and solve complex physics problems. Overall, this course prepares students for advanced studies in physics and related fields, fostering a deep understanding of the fundamental principles governing the behavior of physical systems and their applications in various scientific and engineering domains.

SEMESTER II

2.1 Electricity and Magnetism General: Semester 2 CC2/GE2

Course Outcome:

At the end of this course, students will have a strong grasp of essential vector analysis, electrostatics, magnetism, electromagnetic induction, and electrodynamics. They will be proficient in applying vector algebra and vector analysis principles, calculating electric and magnetic fields for different configurations, and understanding the principles of electromagnetic induction and propagation of electromagnetic waves. Students will develop problem-solving skills and be able to analyze and solve complex problems related to electromagnetism. With this foundational knowledge, they will be well-prepared for advanced studies and research in electromagnetism and related fields, enabling them to contribute to advancements in science, engineering, and technology involving electric and magnetic phenomena.

SEMESTER III

3.1 Thermal Physics and Statistical Mechanics General: Semester 3 CC3/GE3, SEC A

Course Outcome:

By the end of this course, students will have a comprehensive understanding of the fundamental principles of thermodynamics, thermodynamic potentials, kinetic theory of gases, theory of radiation, and statistical mechanics. They will be proficient in applying these concepts to analyze and solve real-world problems related to gases, radiation, and thermodynamic processes. Students will develop critical thinking and analytical skills, allowing them to appreciate the underlying principles governing the behavior of matter and energy. With this solid foundation, they will be well-prepared for advanced studies and research in thermodynamics, statistical mechanics, and related scientific and engineering fields, enabling them to contribute to the advancement of knowledge and technology in these domains.

SKILL ENHANCEMENT COURSE

SEC A-1 (Technical Skill)

3.2 Scientific Writing (Project type)

Course Outcome:

By the end of this course, students will be able to use LaTeX effectively to create professional-looking documents. They will understand the difference between WYSIWYG and WYSIWYM, be proficient in preparing basic LaTeX files, and compile them. Students will also be familiar with different document classes, page layout formatting, list structures, representation of mathematical equations, customization of fonts, writing tables, and handling figures, enabling them to produce well-structured and aesthetically appealing documents using LaTeX.

SEC A-2 (Knowledge Skill)

3.3 Renewable energy and Energy Harvesting (Theory)

Course Outcome:

This course aims to provide students with a comprehensive understanding of various fossil fuels, renewable energy sources, and alternate energy technologies. By the end of the course, students will be able to identify the limitations of fossil fuels and nuclear energy, understand the need for renewable energy, and analyze different non-conventional energy sources. They will gain insights into solar energy, wind energy, ocean energy, geothermal energy, hydro energy, piezoelectric energy harvesting, and electromagnetic energy harvesting. Students will be

equipped with knowledge of sustainable energy solutions, environmental impacts, and the application of various energy technologies.

SEMESTER IV

General: Semester 4 CC4/GE4, SEC B

4.1 Waves and Optics

Course Outcome:

This course aims to provide students with a comprehensive understanding of acoustics, wave optics, interference, diffraction, and polarization. By the end of the course, students will be able to comprehend the concepts of simple harmonic motion, damped, and forced vibrations, and apply Fourier's Theorem to analyze various waveforms. They will understand intensity and loudness of sound, as well as intensity levels in decibels. Students will be able to analyze superposition of vibrations, interference in various setups, and diffraction patterns of light. They will also gain insights into wavefront properties, Huygens' Principle, and polarization of light waves. Overall, this course equips students with a deep understanding of wave phenomena and their practical applications.

SKILL ENHANCEMENT COURSE

SEC B -1 (Technical Skill)

4.2 Arduino (Project type)

Course Outcome:

By the end of this course, students will be able to understand the fundamental concepts of Arduino and its open-source electronics prototyping. They will be familiar with the Arduino board and its setup. Students will gain proficiency in Arduino programming, including data types, variables, constants, operators, control statements, loops, functions, and strings. They will be able to interface with various components using serial communication, digital and analog input/output, and sensors like temperature and ultrasonic sensors. Additionally, students will be equipped with the skills to develop basic Arduino projects, laying the groundwork for further exploration and application of Arduino in real-world projects and electronic prototyping.

SEC B -2 (Knowledge Skill)

4.3 Electrical Circuits and Network skills (Theory)

Course Outcome:

This course aims to equip students with a comprehensive understanding of electrical machines and power systems. By the end of the course, students will be able to analyze and design DC generators and motors, comprehend the operating characteristics of various DC motors, and understand three-phase generators' connections and voltage relationships. They will be familiar with transformers, their types, equivalent circuits, and connections in both single-phase and three-phase systems. Students will gain insights into single-phase AC motors, induction motors, and their speed control techniques. Additionally, they will learn about power measurements using wattmeters and energy meters, protective relay systems, and common switchgear equipment. Overall, this course prepares students for analyzing and designing electrical systems and contributes to their knowledge of power distribution and protection.

SEMESTER V

Discipline Specific Elective" (DSE)

DSE-A(1)

5.1 Analog Electronics

5.1.1 Analog Electronics(Theory)

Course Outcome:

By the end of this course, students will be able to analyze and design circuits using discrete and active components. They will understand the characteristics and applications of semiconductor devices such as diodes, transistors (BJTs and FETs), and operational amplifiers (Op-Amps). Students will be proficient in applying various network theorems, including Thevenin and Norton theorems, to analyze DC circuits. They will also gain insights into regulated power supplies, feedback amplifiers, and sinusoidal oscillators. Overall, this course prepares students to analyze and design electronic circuits, understand the behavior of semiconductor devices and Op-Amps, and apply this knowledge to various practical applications in electronics and circuit design.

DSE A (2)

5.2 Modern Physics

5.2.1 Modern Physics (Theory)

Course Outcome:

This course aims to provide students with a strong foundation in the concepts of quantum mechanics and special theory of relativity. By the end of the course, students will be able to understand the wave-particle duality of matter, the probabilistic interpretation of wave functions, and the principles of quantum mechanics, including the Schrödinger equation and its application to one-dimensional systems. They will gain insights into the postulates of quantum mechanics, the time evolution of wave functions, and the concept of stationary states. Students will also comprehend the basics of special theory of relativity, including Lorentz transformations, time dilation, length contraction, and relativistic dynamics. Additionally, they will understand the principles of lasers and their functioning in various systems. Overall, this course equips students with the fundamental knowledge of quantum mechanics, relativity, and laser technology, laying the groundwork for advanced studies in these fields and their applications in modern physics and technology.

SEMESTER VI

Discipline Specific Elective" (DSE)

DSE B (1)

6.1 Digital Electronics

6.1.1 Digital Electronics (Theory)

Course Outcome:

This course aims to provide students with a comprehensive understanding of integrated circuits (ICs), number systems, digital circuits, data processing circuits, sequential circuits, and registers/counters. By the end of the course, students will be able to analyze and design digital circuits using various gates (AND, OR, NOT, NAND, NOR, XOR, XNOR) and understand their implementation using diodes and transistors. They will be proficient in binary number representation, addition, and subtraction using 1's complement and 2's complement methods. Students will also comprehend the principles of IC design and the advantages and drawbacks of different scale of integration. Additionally, they will be able to design and analyze sequential circuits, registers, and counters, making them proficient in digital system design and data processing.

DSE B (2)

6.2 Nuclear & Particle Physics

6.2.1 Nuclear & Particle Physics (Theory)

Course Outcome:

This course aims to provide students with a comprehensive understanding of nuclear physics and particle physics. By the end of the course, students will be able to analyze the general properties of nuclei, including their constituents, mass, charge density, and binding energy. They will comprehend various nuclear models, such as the liquid drop model and the shell model, and understand nuclear stability and magic numbers. Students will gain insights into radioactivity, including α , β , and γ decay processes, as well as nuclear reactions and their kinematics. They will learn about different types of nuclear detectors and their principles of operation. Additionally, students will be familiar with particle accelerators and particle physics, including fundamental particles, interactions, symmetries, and conservation laws. Overall, this course equips students with the foundational knowledge of nuclear and particle physics, paving the way for further exploration and research in these fields.

COURSE OUTCOME

DEPARTMENT OF SCIENCE, SERAMPORE GIRLS COLLEGE

By Course outcomes(CO) we mean the brief statement describing significance and learning that students will achieve and can reliably demonstrate at the end of a course i.e. after completing a paper (whether it is CC/GE). These relate to the skills, knowledge, and behavior that students acquire in their curriculum through the course. The knowledge they will gain should be related to skill development, i.e., writing skill, skill of analytical thinking, critical thinking, problem solving. And then how these skills may be used to get different kind of jobs.

Serampore Girls' College is affiliated to University of Calcutta. It follows the curriculum and syllabus framed by the University of Calcutta. Each departmental head will frame appropriate course outcomes of their Honours and General Programme in consultation with members of the department in this lockdown time and submit it to

Dr. Uttam Haldar: (email: haldaru@ymail.com) For Arts stream

Dr. Sandip Majumdar: (email: sandipitkgp13@gmail.com) For Science (Including Geography)

The CO statements are defined by considering the syllabus covered in each module of a course. By using the action verbs of learning levels, COs will be designed. Generally, four to five course outcome may be specified for each course base on its weights. It is a very important parameter for NAAC.

The final version of Course Outcomes will be communicated to students, guardians and alumni for their awareness in four ways. It will be uploaded in departmental page of college website. COs are available online in each departmental page in college website(www.seramporegirlscollege.org), which will help the students to compare different COs before admission.. Side by side COs will be also available in departmental notice board. Dept. teachers will also demonstrate students during the progression of course.

Table 1: Methods of communication of Course outcome to students, parents and alumni

How Published?	Where Published?	How Disseminated
Print in paper	Department Notice boards	Self-reading by students, parents and alumni
Online	Under Department tab of college Website	Available for Self-reading in public domain

COMPUTER SCIENCE DEPARTMENT

Table 2: Course Outcomes, Program: B. Sc Computer Science (Hons), Program code: CMSA

S.I. No	Course	Semester	Course Code	Credit	Marks	Course outcome	Skill Development related to employability and Entrepreneurship development
1	Digital Logic (theory)	1	CMS-A-CC-1-1-TH	4	70	After completion of this course, students will Apply knowledge of digital logic to explain natural physical processes and related technological advances. Use an understanding simple digital circuits and solve problems encountered in everyday life, further study in science, and in the professional world.	The course focuses to develop the basic knowledge in mechanics. The basic knowledge and conception of mechanics is essential to understand the higher level physics and engineering. The content of course is also important to qualify the NET, SET, GATE and other job oriented examinations for Computer Science students.
2	Digital Circuits (Practical)	1	CMS-A-CC-1-1-P	2	30	In digital Practical students implement the circuits which are taught in theory paper.	Basic instruments handling capabilities are developed. That knowledge is essential for the experiments in higher semester.
3	Programming Fundamentals using C (theory)	1	CMS-A-CC-1-2-TH	4	70	Having successfully completed this course student will learn The use of basic Programming language. What is variable, what is constant, use of array.	Basic knowledge Programming Language is very essential for Computer Science students. The content of course is also important to qualify the NET, SET, GATE and other job oriented examinations for Computer Science students.

4	Programming in C (Theoretical)	1	CMS-A-CC-1-2-P	2	30	On completion of this course, the students will be able to do the basic programming in C..	This knowledge is very essential for further semester and study.
5	Data structure (theory)	2	CMS-A-CC-2-3-TH	4	70	Completion of this course will enable the students to: Know the basics structure of data stored in computer memory.	Basic Understanding is needed to qualify NET, SET, GATE and other job oriented examination.
66	Data structure using C (Practical)	2	CMS-A-CC-2-3-P	2	30	On completion of this course students will have hands on experience to handle data in memory.	Basic data structure handling capabilities are developed. That knowledge is essential for the experiments in higher studies.
77	Basic Electronic Devices and Circuits	2	CMS-A-CC-2-4-TH	4	70	On completion of this course students will be able to understand basic features of electronic circuits.	Electronic circuit is very important part of at higher level. The content of course is also important to qualify the NET, SET, GATE and other job oriented examinations.
8	Electronic Devices and Circuits	2	CMS-A-CC-2-4-P	2	30	On completion of this course students will have hands of experience to implement basic electronic circuits.	Very basic instruments handling capabilities for Waves and Optics are developed. Measurement of different physical quantities is useful in realizing the physics in daily life.

Programme Outcomes of B. Sc Computer Science

1. EASINESS OF FINDING JOB

People with computer science diploma can find jobs in very many places and can be employed in various positions to perform many types of tasks. Field of computer science is definitely not oversaturated, and there is big demand for competent computer scientists. Ones with computer science degree are needed to work as software engineers, hardware engineers, app developers or web developers, system architects, project engineers, networking engineers, software testers and in many other jobs.

2. COMPUTER SCIENCE GIVES YOU POSSIBILITY TO CHANGE THE WORLD

The IT knowledge you acquire in college will allow you to create applications and programs that have the chance to change the world. Apps like PayPal or Uber have already changed the lives of millions of people. You also have the chance to make a revolution or be one of the people who work on innovations that will take humanity forward. All you have to do is combine an amazing idea with your IT skills and create something new.

3. EASINESS TO WORK REMOTELY

According to Stack Overflow Developer Survey 2019 which was completed by 70 thousands of respondents 51,8% of programmers work remotely at least a few days each month or more often. 12% of all of programmers work full-time remotely. There are a lot of remote job offers for computer science graduates and many possibilities for independent business and freelance activity, which can be run by a person familiar with computer science.

4. GETTING POWERFUL AND VERY USEFUL SKILLS

By studying computer science you will gain skills that will broaden your horizons and make you not only a very valuable employee who many companies will want to employ, but also you will get the opportunity to create amazing things that you can program yourself, and which most people could not create by themselves. You will gain knowledge and skills that you will be able to apply in the future to facilitate and speed up many processes and to solve many problems.

5. BROAD AND IN-DEPTH IT KNOWLEDGE

Some say that it is not worth studying for a diploma, because you can learn programming yourself, or you can take a paid course. That's right, you can get specialized skills yourself. However, if you decide on a computer science diploma, you will also gain a very wide knowledge and a broader view of problems, which can give you an advantage when solving more complex tasks.

6. SELF DEVELOPMENT

It's amazing how a computer studies student can develop in a few years of studying. Many students come to the first year of study as kids, still living at the expense of their parents, and after 2 years they find a good job that they do part-time after class and start earning as much as many adults while still being students. In addition, learning computer studies develops imagination and strict mathematical skills and teaches how to efficiently solve difficult problems. One of the biggest benefits of studying computer science is problem solving, an essential skill for life. These skills are useful later in life and allow e.g. for more pragmatic and logistic approach to many everyday matters.

Programme Specific Outcomes (PSO) B. Sc Physics

GAINING CONTACTS IN THE IT INDUSTRY

One of the biggest advantages of studying is the opportunity to meet a large number of people from the industry in which we want to be a specialist. It's the same with studying computer science. Thanks to your studies, you will establish first useful business, scientific and social contacts with people from your industry.

YOU CAN WORK AND EARN REGARDLESS WHERE YOU ARE LOCATED

There is already a whole bunch of sites, groups on Facebook and organizations associating so-called digital nomads. After completing computer science studies, you will have many skills that will allow you to find a job, or earn on your own, regardless of where you are. This is not just about working remotely for one company, but about, for example, the possibility of traveling around the world and in the meantime writing custom programs and scripts for their clients located somewhere far at the end of the world.

VERY GOOD PERSPECTIVES FOR THE FUTURE

According to most analysts and specialists, IT is the future of the world and more and more services and elements of human life will be gradually transferred to the Internet and the digital world. As a result, the demand for good, qualified and specialized computer scientists will increase and the future will increasingly depend on them.

POSSIBILITY OF EXPRESSING YOUR CREATIVITY

Imagine if there is a 13-year-old who comes up with a brilliant idea that can change the world. He has a revolutionary idea, but unfortunately he has neither skills, nor education, nor knowledge to materialize this idea and pass it on to the world.

Now imagine that such a 13-year-old knows how to program has access to the Internet and a computer and can realize his revolutionary idea translating it into an application, website, portal, or new technology. Without computer science knowledge it would be difficult. But thanks to programming skills, each of us gains a great opportunity to create a new reality and transfer all our best ideas to a computer and to the virtual world.

BOTANY DEPARTMENT

Course Outcomes (COs), **Program:** B. Sc Botany (General), **Program code:** BOTG

S.I. No	Course	Semester	Course Code	Credit	Marks	Course outcome	Skill Development related to employability and Entrepreneurship development
1	Plant diversity-I (theory)	1	BOT-G-CC-1-1-TH	4	70	<p>They can understand the diversity of plant kingdom and their interactions and its importance in our daily life.</p> <ul style="list-style-type: none"> • Knowledge on life cycles of lower plant groups like algae, fungi, bryophytes. • Economical and industrial importance of algae, fungi and lichen. • Anatomical feature of root, shoot and leaf of higher plants. • Differences between monocot and dicot plant structures. • Tissue organization of higher plants. 	<p>After completion of this course, students will be able to apply their knowledge of phycology, mycology, phytopathology, bryophyte, plant anatomy in further study and/or in the professional world of Agriculture, Plant Disease control.</p>
2	Plant diversity-I (Practical)	1	BOT-G-CC-1-1-P	2	30	<p>In plant diversity practical, students can practice and learn dissection/tease of algae, fungi and bryophytes and angiosperm root, shoot.</p>	<p>Very basic instrument, like light microscope handling capabilities are developed. Students can practice use of different dyes for staining of different plant cell/ tissues and also practice alcohol gradation to make permanent slide. They can easily differentiate a monocot root/stem from dicot one under a microscopic field. That knowledge is essential for further experiments and workout.</p>

3	Plant diversity-II (theory)	2	BOT-G-CC-2-2-TH	4	70	<p>Completion of this course will enable the students to know:</p> <ul style="list-style-type: none"> • The vascular cryptogams. • Gymnosperms • Plant taxonomy and different classification systems along with diagnostic characters of angiosperm families. • Palaeobotany, fossils and palynology. 	<p>Students can apply their knowledge gathered from this semester in various fields like forensic palynology, geology, and mining industries. Knowledge on plant taxonomy and the gradual advancement of their characters to adopt in different environmental condition as well as in different era is useful to understand the evolution of plant kingdom.</p>
4	Plant diversity-II (practical)	2	BOT-G-CC-2-2-P	2	30	<p>On completion of this course, the students will be able to demonstrate a practical understanding of hierarchy of plants and able to represent each plant family by their floral formula and floral diagram. They can distinguish each angiosperm family by their diagnostic characters.</p> <p>Students can learnt to produce the herbarium sheet and field record on the basis of their field excursion.</p>	<p>The basic knowledge from these practical course may helpful in various fields like forensic palynology, geology, and mining industries. Knowledge on plant classification system will help them in botanical survey.</p>
5	Cell biology, Genetics and Microbiology (Theory)	3	BOT-G-CC-3-3-TH	4	70	<p>Having successfully completed this course student will learn the basics of</p> <ul style="list-style-type: none"> • Cell division • Central dogma i.e, replication of DNA, transcription of RNA on DNA strand and synthesis of protein. • Chromosomal aberration, mutation and gene expression. • Genetic code and their universal characteristics. 	<p>Students can understand the use of microbes in preparation of medicines, antibiotics, different enzyme. Role of bacteria food technology and pasteurization. In genetics they can learn one trait is inherited into next generation and how a gene is responsible for a characters. They will learn the basic protein synthesis in an organism.</p>

6	Cell biology, Genetics and Microbiology (practical)	3	BOT-G-CC-3-3-P	2	30	On completion of this course students will have hands on experience of chromosome staining and determination of mitotic index. Gram staining to identify Gram negative and Gram positive bacteria from curd or any other natural sources.	Identification of different stages of mitotic cell division and preparation of different chromosome staining dyes are helpful in getting knowledges for genome study further competitive examination.
7	Plant Breeding and Biometry	3	BOT-G-SEC-A-3-1	2	30	<ul style="list-style-type: none"> • Plant Hybridisation Technique. • Selection of hybrid. • Crop improvement through Biotechnology. • Basic of Biostat. 	<ul style="list-style-type: none"> • Plant Hybridization Programme in different farms. • Introductory ideas of biostatistics will help them in on field data collection in different crop fields, analysis of data and calculating significance.
8	Plant physiology and metabolism (Theory)	4	BOT-G-CC-4-4-TH	4	70	On completion of this course students will be able to understand: <ul style="list-style-type: none"> • Structure of nucleic acid and protein. • Different physiological processes like photosynthesis, respiration, transpiration, transport of water and solutes via xylem phloem tissue, nitrogen metabolism etc. • Phyto-hormones and their physiological function. • Photoperiodism and phytochromes. • Senescence of different plant parts. 	They can understand the theory behind the metabolic processes like photosynthesis, respiration and flowering of a plant. Role of proteins in structure and function of a plant will be clear. How some plants are able to fix nitrogens or how gaseous exchanges take place will be well understood.
9	Plant physiology and metabolism (Practical)	4	BOT-G-CC-4-4-P	2	30	Physiological processes like photosynthesis, respiration, transpiration, imbibition are life defining processes for plants. Practicals on these processes will help students to learn the factors affecting them both positively and negatively.	<ul style="list-style-type: none"> • Handling instruments like respiroscope, photosynthetic apparatus. • Calculation of molar solution of different chemicals. • Graphical calculation of leaf area. • Determination of isotonic, hypotonic and hypertonic solutions.

10	Plant Biotechnology	4	BOT-G-SEC-B-4-1	2	100	<ul style="list-style-type: none"> Plant tissue culture techniques. Growing plants in aseptic environments. Callusing, Rooting, Shooting and Hardening. Gene cloning. Bacterial transformation. 	There are several biotech companies where gene cloning, primer designing, oligonucleotide sequencing are done. As well as different varieties of flowering plants, transgenic crops are also developed. Having an idea of biotechnology and plant tissue culture will provide students a chance of employment in those companies.
11	Biofertilizer	5	BOT-G-SEC-A-5-2	2	100	<ul style="list-style-type: none"> Preparation biofertilizers using micro-organisms like <i>Rhizobium</i>, <i>Azotobacter</i>, <i>Anabaena</i> and pteridophyte like <i>Azolla</i>. Role of mycorrhiza in growth of crop plants. Green manuring, compost preparation and their field application. Recycling of biodegradable wastes. 	In present scenario of increasing soil and water pollution due to excessive use of chemical fertilizers, Bio-fertilizer is the only ray of hope. It will reduce the rate of pollution and is an eco-friendly process. Students having an idea of this course can take up Bio-fertilizer Industry as his/her career. Recycling of biodegradable wastes is another burning topic in present and upcoming days to save our nature.
12	Phytochemistry & medicinal botany (theory)	5	BOT-G-DSE-A-5-1-TH	4	70	<p>Students can understand-</p> <ul style="list-style-type: none"> Ayurveda. Unani Siddha. Poly Herbal Formulation. Characteristics of plant metabolites. Evaluation of drugs. Uses of steroid, tannin, resin, alkaloids, phenols. Application of natural products in jaundice, cardiac and diabetes. 	Students with knowledge in herbal technology, ethnobotany, and pharmacognosy will get a chance in different Ayurveda companies.
13	Phytochemistry & medicinal botany (practical)	5	BOT-G-DSE-A-5-1-P		30	<ul style="list-style-type: none"> Instrumentation: autoclave, laminar air flow, incubator, pH meter, colorimeter, distillation plant, water bath, analytical balance, clinical centrifuge. Buffer and solution preparation. Qualitative tests for sugar, protein, lipid Test for tannin and alkaloid. 	Students will be able to demonstrate proficiency in instrumentation, different experimental techniques and methods of analysis appropriate for their area of specialization in biology.

14	Natural resource managements (theory)	5	BOT-G-DSE-A-5-2-TH	4	70	<p>On completion of this course students will be able to understand:</p> <ul style="list-style-type: none"> • Nature, natural resources and their sustainable utilization. • Biodiversity, its significance, threats and management strategies. • Forestry, major and minor forest products. • Different kinds of renewable and non-renewable energy. 	Students must aware about the fact that Environmental science is integral part of biological science. In present scenario when natural resources are declining, sustainable management of natural resources is key to our survival.
15	Natural resource managements (practical)	5	BOT-G-DSE-A-5-2-P	2	30	<p>On completion of this course students will have hands on experience of:</p> <ul style="list-style-type: none"> • Frequency distribution of plants. • Determination of minimal quadrate. • Calculation of DBH. • Calculation of abundance of plant species. • Measurement of dissolved oxygen. • Soil test for different minerals. 	<p>Hands on practical of quadrate method, frequency distribution, abundance, DBH are helpful in on field vegetation studies. Calculation of dissolved oxygen will give an idea of water pollution. Soil fertility of any region can be measured by rapid spot test of soil mineral.</p> <p>All this qualities will make students eligible for employment in forestry and any branch of environmental science.</p>
16	Mushroom culture technology	6	BOT-G-SEC-B-6-4	2	100	<p>After completion of this course students will get a brief idea about mushroom cultivation, its nutritional as well as medicinal importance. They will have a knowledge about research and workout with mushroom.</p>	<p>Mushroom cultivation is now becoming a household culture. Nutritionally rich edible mushrooms are valuable in markets. Therefore mushroom cultivation itself can provide self-employment opportunity.</p>
17	Economic botany (theory)	6	BOT-G-DSE-B-6-1-TH	4	70	<p>Having successfully completed this course student will learn origin and uses of economically important cultivated crop plants.</p>	<p>Theoretical knowledge on cultivation, morphology, processing and uses of economically important crops will be helpful in development of agro-based industries and proper utilization of different parts of those crops.</p>

18	Economic botany (practical)	6	BOT-G-DSE-B-6-1-P	2	30	On completion of this course students will have hands on experience of cultivation of economically important plant, data collection, field report preparation and analysis of data accordingly.	As our country is based on agro-economy this course of study is very much essential and important for students. This course will prepare student eligible for different agro based industries and field data collection.
19	Horticulture practices and postharvest technology (theory)	6	BOT-G-DSE-B-6-2-TH	4	70	Students will gather knowledge of <ul style="list-style-type: none"> • Identification of ornamental plants. • Identification of fruits and vegetables plants and their processing and benefits. • How to cut a flower and handling of fruits and vegetables after harvesting • Identification of common diseases and pests of fruits and vegetables crops and their control. 	Our country is hugely dependent on natural resources like flowering plants, fruits and vegetables. Knowledge on Horticultural techniques, post harvesting technology, Disease management of fruits and vegetables will enhance the management skills of these plants.
20	Horticulture practices and postharvest technology (practical)	6	BOT-G-DSE-B-6-2-P	2	30	Field studies to orchards, nurseries, horticultural fields will provide practical knowledge of cultivation practices, grafting techniques and maintenance of those plants.	Nurseries, orchards, horticulture are now-a-days an efficient self-employment practice. Practical knowledge will influence and help students in business strategies.

MATHEMATICS DEPARTMENT

Course outcomes

The mission of the **B.Sc Mathematics General (MTMG)** program is to give students the mathematical skills and literacy required by their chosen field of studying.

Course Outcomes, **Program:** BSc in Mathematics, **Program code:** MTMG

SI No.	Course	Semester	Course Code	Credit	Marks	Course outcome	Skill Development related to employability
1	Algebra-I, Differential Calculus-I, Differential equation-I, Coordinate Geometry	1	CC1/GE1	6	100	<ol style="list-style-type: none"> 1. Determine the rank of a matrix and find solution of a system of equations. 2. Find out the root of a polynomial equation. 3. Make idea about the positions of the roots of a polynomial equation. 4. Handle complex number arithmetic. 5. Calculate the limit of various functions. 6. Make difference between continuity and discontinuity of several functions. 7. Find out derivatives of functions and apply it to find approximation. 8. Find out the partial derivatives of function of several variables. 9. Solve a variety of ordinary differential equations analytically using different methods. 10. Derive equation of tangent, chord of contact, pole, polar of different conics. 11. Make classification of conics 	Will enhance knowledge in theoretical Mathematics, that can be applied to different other fields and will help to crack examinations for government jobs.
2	Differential Calculus-II, Differential Equation-II, Vector algebra, Discrete Mathematics	2	CC2/GE2	6	100	<ol style="list-style-type: none"> 1. Solve higher order differential equations. 2. Solve simple partial differential equations. 3. Apply vector addition, vector products to the problems of geometry, dynamics, and find various vector equations of the plane and straight line. 4. Distinguish between the concept of sequence and series and determine limits of sequence and their convergence and approximate sum of series. 5. Utilize approximate theory and computational techniques to construct Taylor series with its interval of convergence for use in variety of applications. 6. Finding maxima and minima for functions of several variables. 7. Solve linear Diophantine equation. 8. Use congruence to find out solution of congruence equation, check digit of ISBN, UPC, major credit cards, and Round Robin tournament. 9. Compute Boolean functions arithmetic. 10. Minimize a circuit, form different logic gates 	Knowledge will help in competitive examinations like GATE, JECA etc. Also the course will be helpful in jobs like banking, finance, insurance.

3	Integral Calculus, Numerical methods, Linear Programming	3	CC3/GE3	6	100	<ol style="list-style-type: none"> 1. Evaluate different definite and indefinite integrals by selecting and correctly applying appropriate integration techniques. 2. Solve problems using Beta and Gamma functions. 3. Evaluate the double integral. 4. Use multiple integral to compute area, rectification, volume and surface areas of solids formed by revolution of plane curve. 5. Integrate and solve equation, find out root of an equation using different numerical techniques. 6. Use different interpolation methods for different types of equal and unequal arguments. 7. Form linear programming problems. 8. Solve various L.P.P using graphical method, simplex method etc. with various constraint conditions. 9. Solve transportation problem and assignment problem. 	Develop the skill of computing. Idea on L.P.P will help to work in financial sectors.
4	Algebra-II, Computer Science and programming, Probability and Statistics	4	CC4/GE4	6	100	<ol style="list-style-type: none"> 1. Find eigenvalues and eigenvectors of a matrix. 2. Make idea on groups, rings, fields, and vector space. 3. Make basic idea on computer science – history, simple arithmetic, different programming languages. 4. Write algorithm and flow chart and simple programming on FORTRAN. 5. Solve basic problems of probability and statistics. 	This course will help to get job in the sector of data analysis.
5	C-Programing Language	3	SEC-A	2	100	write programs in C and will be familiar with different library functions, history of computers, different languages etc	Skill of writing codes will help to work in software companies.
6	Mathematical Logic	4	SEC-B	2	100	make idea on propositions, implications, propositional logic, predicate logic etc	Increase logical thinking that will be helpful to work as policy maker.
7	Object Oriented Programming in C++	5	SEC-A	2	100	Students will be able to write programs in C++.	Skill of writing codes will help to get job in IT.
8	Boolean Algebra	6	SEC-B	2	100	Use Boolean algebra in construction of Boolean polynomial. Also different methods will be used in switching circuit theory and minimization of circuit theory.	Help to develop the idea of constructing logical circuits and thus getting jobs related to software development

9	Particle Dynamics	5/6	DSE-A	6	100	<ol style="list-style-type: none"> 1. Make idea on velocity, acceleration in different coordinate systems. 2. Use the concept of force to determine work, power, energy, momentum of various dynamical systems. 3. Apply the theory of central orbit to study planetary motions. 4. Use the concept of resistance in practical problems 	Develop knowledge in basic dynamical theory that can be useful in engineering sectors
10	Graph Theory	5/6	DSE-A	6	100	<ol style="list-style-type: none"> 1. Make idea on different types of graphs and their properties. 2. Apply the theory to solve practical problems. 	Help to work in the field of networking.
11	Advanced Calculus	5/6	DSE-B	6	100	<ol style="list-style-type: none"> 1. Make idea on convergence of sequence and series of functions. 2. Determine radius of convergence of power series. 3. Expand function in Fourier series. 4. Use Laplace transform to find solution of ODE. 	Increase the knowledge in theoretical mathematics and help studying and working in the field of telecommunication.
12	Mathematical Finance	5/6	DSE-B	6	100	Get basic idea interest, inflation, Bond, Asset return, Portfolio return, random returns etc.	This course is structured to work in financial and banking sectors.

Programme outcomes(PO) B.Sc Mathematics

- **Subject Knowledge:** Students should formulate, analyze and solve complex and diverse problems through analytical and computational techniques and apply them to other disciplines when appropriate.
Courses in the program teach students to create, analyze, and interpret mathematical models and to communicate sound arguments based on mathematical reasoning.
- **Lifelong learning:** Recognize the need for and have the preparation and ability to engage in independent and lifelong learning in the broadest context of technological challenge.
- **Application of Knowledge:** Graduates will extract mathematically relevant information from data, test hypotheses and assumptions, and formulate logical conclusions using mathematical analysis. They will independently extend mathematical ideas and arguments from previous coursework to a mathematical topic not previously studied.
- **Develop mathematical thinking:** Graduates will develop mathematical thinking, progressing from a procedural/computational understanding of mathematics to a broad understanding encompassing logical reasoning, generalization, abstraction, and formal proof.

- **Communicate mathematical ideas:** The graduates will be able to communicate mathematical ideas via extended, clear and well-organized written presentation.
- **Career:** The mathematics degree will prepare students for careers in the corporate sector, tech industry, and government agencies.

Programme Specific Outcomes(PSO) B.Sc Mathematics

PSO1: Investigate and apply mathematical problems and solutions in a variety of contexts related to science, technology, business and industry, and illustrate these solutions using symbolic, numeric, or graphical methods.

PSO2: Develop mathematical thinking.

PSO3: Apply the underlying unifying structures of mathematics and the relationships among them.

PSO4: Extract mathematically relevant information from data, test hypotheses and assumptions, and formulate logical conclusions using mathematical analysis.

PSO5: Demonstrate basic manipulative skills in algebra, geometry, logic, calculus etc.

PSO6: Solve mathematical problems using technology.

ELECTRONICS DEPARTMENT

COURSE OUTCOME

DEPARTMENT OF ELECTRONIC SCIENCE, SERAMPORE GIRLS COLLEGE

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Serampore Girls' College is affiliated to University of Calcutta. It follows the curriculum and syllabus framed by the University of Calcutta. Each departmental head will frame appropriate course outcomes of their Honours and General Programme in consultation with members of the department in this lockdown time and submit it to

Dr. Uttam Haldar: (email: haldaru@ymail.com) For Arts stream

Dr. Sandip Majumdar: (email: sandipiitkgp13@gmail.com) For Science (Including Geography)

The CO statements are defined by considering the syllabus covered in each module of a course. By using the action verbs of learning levels, COs will be designed. Generally, four to five course outcome may be specified for each course base on its weights. It is a very important parameter for NAAC.

The final version of Course Outcomes will be communicated to students, guardians and alumni for their awareness in four ways. It will be uploaded in departmental page of college website. COs are available online in each departmental page in college website (www.seramporegirlscollege.org), which will help the students to compare different COs before admission. Side by side COs will be also available in departmental notice board. Dept. teachers will also demonstrate students during the progression of course.

Table 1: Methods of communication of Course outcome to students, parents and alumni

How Published?	Where Published?	How Disseminated
Print in paper	Department Notice boards	Self-reading by students, parents and alumni
Online	Under Department tab of college Website	Available for Self-reading in public domain

Table 2: Course Outcomes, Program: B. Sc Electronics (General), Program code: ELTG

S.I. No	Course	Semester	Course Code	Credit	M a r k s					Course outcome	Skill Development related to employability and Entrepreneurship development
					Theo ry	Pract ical	Inter nal Asses ment	Atten denc e	Total		
1	Network Analysis and Analog Electronics (theory)	1	ELT-G-CC-1-1-TH	4	50		10	10	100	After completion of this course, students will Apply knowledge of Voltage and Current sources, Network theorems (Thevenin, Norton, Superposition, Maximum Power Transfer), develop the ability to understand the design and working of BJT/ FET amplifiers. Develop the skill to build, and troubleshoot Analog Circuits, further study in science, and in the professional world.	The course focuses to develop the basic knowledge in circuits. The basic knowledge and conception of circuits is essential to understand the higher level design of analog and digital circuits and engineering. The content of course is also important to qualify the NET, SET, GATE and other job oriented examinations for Electronics students.
2	Network Analysis and Analog Electronics (Practical)	1	ELT-G-CC-1-1-P	2		30				In Oscilloscope practical amplitude, frequency and phase difference is learnt, Diode related experiment is learnt. In BJT I-V characteristics, in Rectifiers half wave and full wave rectifiers related practical, I-V characteristics of JFET/MOSFET , Study of RC Phase Shift Oscillator, Colpitt's Oscillator related practical are learnt.	Analog Circuits related basic instruments handling capabilities are developed. That knowledge is essential for the experiments in higher analog and digital circuits.

3	Linear and Digital Integrated Circuits (theory)	2	ELT-G-CC-2-2-TH	4	50		10	10	100	Having successfully completed this course student will learn The detailed description of Operational Amplifiers, Applications of Operational Amplifiers, Knowledge of Boolean algebra and detailed analysis of logic gates , Analysis of combinational circuits to design registers and counters, Conversion of analog to digital and digital to analog circuits.	Basic knowledge of Boolean algebra, logic gates, operational amplifiers is essential to realize the higher digital circuits. The content of course is also important to qualify the NET, SET, GATE and other job oriented examinations for Electronics students.
4	Linear and Digital Integrated Circuits (practical)	2	ELT-G-CC-2-2-P	2		30				Operational amplifiers related experiment is learnt, In digital circuits design of Adder, Subtractor, flip-flop, registers related experiment are learnt.	Operational Amplifiers related basic instruments handling capabilities are developed. That knowledge is essential for the experiments of hardware related experiment for future applications.
5	Communication Electronics (Theory)	3	ELT -G-CC-3-3-TH	4	50		10	10	100	Completion of this course will enable the students to Know the basics of Electronic Communication, Techniques related to Digital Modulation, Modulation of Amplitude, Frequency, Phase etc. They will also learn Cellular and Satellite Communication	The basic knowledge in Communication Electronics is the building block to understand the communication engineering at higher level. The content of course is also important to qualify the NET, SET, GATE and other job oriented examinations for Electronics students.

6	Communication Electronics (practical)	3	ELT -G-CC-3-3-P	2	30				On completion of this course students will have hands on experience of Amplitude Modulator, Envelope Detector, different Modulation techniques, FM Generator and Detector circuits, ASK, PSK and FSK Modulators.	Basic Communication related experiments are developed. That knowledge is essential for the experiments in higher studies.	
7	Microprocessors and Microcontrollers (Theory)	4	ELT-G-CC-4-4-TH	4	50		10	10	100	On completion of this course students will be able to understand Architecture of Microprocessors, Instruction and programming of 8085, interfacing, Architecture and Programming of Microcontrollers(8051).	Microprocessor and Microcontrollers are the building blocks of various peripheral devices. The content of course is also important to qualify the NET, SET, entrance and other job oriented examinations for Electronics students. Such courses are also very important for computer science students as they will learn about assembly language program for microcontrollers and can interface various peripheral devices.
8	Microprocessors and Microcontrollers (Practical)	4	ELT-G-CC-4-4-P	2	30					On completion of this course students will have hands of experience to perform microprocessors and microcontrollers related practical.	Microprocessors and microcontrollers related experiments are developed. It helps in interface many peripheral devices.
9	Semiconductor Devices Fabrication	5	ELT-G-CC-4-5-5-TH	4	50		10	10	100	On completion of this course students will be able to understand Growth Fabrication process of Thin Film semiconductor devices. They can learn about Thermal oxidation Process, VLSI Process. They can understand the fundamental concept of the semiconductor Devices, Memory Devices, Micro electro Mechanical System (MEMS).	Semiconductor Devices are the building blocks of various peripheral devices. The content of course is also important to qualify the NET, SET, entrance and other job-oriented examinations for Electronics students. Such courses are also very important for computer science students as they will learn about assembly language program for microcontrollers and can interface various peripheral devices.

10	Semiconductor Devices Fabrication (Practical)	5	ELT-G-CC-2 5-5-P		30					On completion of this course students will have hands on experience to perform semiconductor devices fabrication.	Semiconductor devices fabrication experiments are developed. It helps in fabrication of many peripheral devices.
11	Electronic Instrumentation	6	ELT-G-CC-4 6-6-TH	50		10	10	100		On completion of this course students will be able to understand Basic measurements of instruments such as Oscilloscope, Signal Generators and Transducers. They can learn about Data Acquisition using Arduino. They can understand the fundamental concept of the Bio-Medical Instrumentation.	Electronic Instruments are the basic element of many large equipments.. The content of course is also important to qualify the NET, SET, entrance and other job-oriented examinations for Electronics students. Such courses are also very important for computer science students as they will learn about assembly language program for microcontrollers and can interface various peripheral devices
12	Electronic Instrumentation	6	ELT-G-CC-2 6-6-P		30					On completion of this course students will have hands on experience to perform measurement and determination of electronic instruments.	Electronic Instrumentation experiments are developed. It helps in fabrication of many peripheral devices.

Programme Outcomes of B. Sc Electronics

1. Critical Thinking: Take informed actions after identifying the assumptions that frame our thinking and actions, checking out the degree to which these assumptions are accurate and valid, and looking at our ideas and decisions (intellectual, organizational, and personal) from different perspectives.

2. Effective Communication: Speak, read, write and listen clearly in person and through electronic media in English and in one Indian language, and make meaning of the world by connecting people, ideas, books, media and technology.

3. Social Interaction: Elicit views of others, mediate disagreements and help reach conclusions in group settings.

4. Effective Communication: Speak, read, write and listen clearly in person and through electronic media in English and in one Indian language, and make meaning of the world by connecting people, ideas, books, media and technology.

5. Effective Citizenship: Demonstrate empathetic social concern and equity-centered national development, and the ability to act with an informed awareness of issues and participate in civic life through volunteering.

6. Ethics: Recognize different value systems including your own, understand the moral dimensions of your decisions, and accept responsibility for them.

7. Environment and Sustainability: Understand the issues of environmental contexts and sustainable development.

8. Self-directed and Life-long Learning: Acquire the ability to engage in independent and life-long learning in the broadest context socio-technological changes.

Programme Specific Outcomes (PSO) B. Sc Electronics

1. Students will acquire a comprehensive knowledge and sound understanding of fundamentals of Electronics.

2. Students will develop practical, analytical and mathematical skills in Electronics.

3. Students will be prepared to acquire a range of general skills, to solve problems, to evaluate information, to use computers productively, to communicate with society effectively and learn independently.

4. Students will acquire a job efficiently in diverse fields such as Science and Engineering, Education, Banking, Public Services, Business etc.

ECONOMICS DEPARTMENT

Table 1: Course Outcomes (COs), **Program:** BA in Economics, **Program code:** ECOG, Serampore Girls' College, University of Calcutta

S.I. No	Course	Semester	Course Code	Credit	Marks	Course outcome	Skill Development related to employability and Entrepreneurship development
1	Introductory Micro Economics	1	CC1/GE1	6	100	<p>1:Develop skills to understand the behavior of economic agent- Consumer, producer and Factor owner</p> <p>2:Develop the ability to understand the concept of Revenue and cost of production</p> <p>3:Facilitate to analyze the market structure and pricing strategy of firm</p> <p>4:Equip the students with analytical skills to understand the earnings of factors (Rent Wages, Interest, and profit)</p>	The skills to analyze the behavior of micro economic agents (consumers, producer, factor owners and entrepreneurs) and continuous internal assessment on it will increase the power of analytical and critical thinking of students. This knowledge are highly demanding in jobs of managers in corporate sector and industries.
2	Introductory Macro Economics	2	CC2/GE2	6	100	<p>1:Develop the conceptual framework about the macro economic variables and circular flow of income</p> <p>2:Gaining knowledge about consumption and investment function at macro level</p> <p>3:Improves the ability to distinguish Classical vis-à-vis Keynesian theory of output and employment</p> <p>4:Advances the skills of quantity theory of money to explain price level</p> <p>5:Emphasize on analyzing open Macroeconomic problems and Policies</p>	The skills to analyze the behavior of different macro-economic variables in different macro-economic conditions and continuous internal assessment on it will increase the power of analytical and critical thinking of students. This knowledge has high value in the jobs of different banks, organizations related to financial sectors and policy making
3	Issues in Economic Development and India	3	CC3/GE3	6	100	<p>1: Improves the ability to differentiate between Economic growth vis-à-vis Economic Development.</p> <p>2:Enhance the knowledge about the trend of Poverty and Inequality in India</p> <p>3:Equip with the development theory like Lewis model, Balanced and unbalanced growth</p> <p>4:Comprehend the role of institution like IMF, World Bank and WTO to growth and development</p>	Gaining knowledge about the theory and practice of economic growth and development helps the students to explore the new dimension of economic development which is highly recognized by governments as well as corporate sector. CIA (continuous internal assessment) will increase the skill of problem solving of students. This knowledge relates to jobs in different govt. sectors.

4	Elementary Rural Development (ERD),	3	SEC-3-1A	6	100	<p>1:Enrich the knowledge to distinguish rural development vis-a-vis agricultural development,</p> <p>2: Gaining familiarity with decentralized planning, Panchyat and NGOs</p> <p>3: Develops the skills to solve rural credit through the formation of SHG</p> <p>4: Enhances awareness about tools of rural development programme like MGNREGA, Midday meal, PMGSY</p>	This skill enhancement course helps to gain knowledge about the agricultural economy and different economic policies of Govt related to rural economy which is highly recognized to jobs in govt sector, NGOs, banks etc. . CIA (continuous internal assessment) will increase the skill of problem solving of students. This knowledge may also help to develop entrepreneurship in future.
5	Indian Economic Policies	4	CC4/GE4	6	100	<p>1:Develops the ability to understand impact of Macroeconomic policies on Indian Economy</p> <p>2:Boost consciousness about different policies and their impact on Indian Agriculture</p> <p>3:Sound understanding about the Industrial growth, transformation and diversification in India</p> <p>4:Develops skills to analyze volume and direction of India's foreign trade and BOP position</p>	Gaining knowledge about the economic policies of Govt related to Indian economy which is highly recognized to jobs in govt sector, NGOs, banks, marketing sectors etc. . CIA (continuous internal assessment) related to Indian economy policies will increase the skill of problem solving and analytical thinking.
6	Entrepreneurship and Development (ED),	4	SEC-4-1B	6	100	<p>1: Familiarity with basic issues of Entrepreneurship and Economic Development</p> <p>2: Develops the knowledge about financial resources for new ventures of an entrepreneur</p> <p>3: Equip with growth strategies in small business</p> <p>4: Enhance the ability to analyses Sickness in Small Business</p>	This skill enhancement course develops knowledge and perception about entrepreneurship development and helps the students to open own small business with attractive venture. CIA (continuous internal assessment) in this course will increase the skill of problem solving and analytical and critical thinking which helps to run business in future
7	Money and Banking (MB),	5	DSE-5-1A/2A	6	100	<p>1: Deeper insight about the supply of money, Balance sheet of central bank and Commercial Bank</p> <p>2: Improves the cognizance about the Role of financial markets and institutions in economic development</p> <p>3:Raising the basic idea about the theory of interest rate determination</p> <p>4: understanding the instruments of monetary control of Central Bank with reference to India</p>	This course develops knowledge and skills on analytical and critical thinking regarding Money and banking sector and provides greater job opportunity in banking, financial and insurance sector.
8	Public Finance (PF),	6	DSE-6-1B/2B	6	100	<p>1:Grasp the concept of normative analysis, pareto efficiency</p> <p>2:Understand market failure, public good and externality</p> <p>3:Introduce the students about the issues in Indian tax structure</p> <p>4: Increase the skills to analyze the budget and deficit</p>	Improvements of the tools to analyze tax structure, budgetary allocation helps the students to get lucrative jobs in government and private sector related to fiscal policy.

Programme Outcomes (POs) of BA Economics

1. **Disciplinary knowledge:** Students become capable of demonstrating comprehensive knowledge and understanding Economics
2. **Critical Thinking:** Students will be capable to analyse critically and represent real Economic Issues with theory.
3. **Communicative skill:** Improves the student's fluency in their language skill in writing and orally to communicate Economic issues using appropriate media
4. **Social Interaction:** Students become capable of group solidarity, exchange their views with a broader mind, Elicit views of others, and are capable to transmit public issues with economic view point.
5. **Problem solving:** Built capacity of the students to solve non-familiar economic situation
6. **Ethics:** Students will improve their value systems and enrich moral dimensions and applies it in their life
7. **Environment and sustainability:** Students become capable of analysing economic issues keeping environment and sustainability in mind
8. **Self-direct and Lifelong Learning:** Students will develop the capability higher studies and advance research independently.
9. **Employability:** Acquiring knowledge of analytical skills of economics through theoretical classes as well as project work capable the students to become a confident in job market.

Programme Specific Outcomes (PSO) PSOs of BA Economics:

- PSO1:** Understand the behavior Economic agents, interactions of different macroeconomic variables and Indian and world Economy
- PSO2:** Develop the skills of analytical and critical thinking to analyze macroeconomic policies including fiscal and monetary policies of Govt.
- PSO3:** Equip with tools to determine major economic variables such as National Income, price level, unemployment, poverty, etc.
- PSO4:** Understand the behavior of financial and money markets and perform cost benefit analysis for making investment decisions.
- PSO5:** Develop skills of entrepreneurship gaining knowledge of SHG, functions of banks and insurance sector etc.

ZOOLOGY DEPARTMENT

Table 2: Course Outcomes, Program: B. Sc Zoology (General), Program code: ZOOG

S.L. No	Course	Semester	Course Code	Credit	Marks	Course outcome	Skill Development related to employability and Entrepreneurship development
1	Animal Diversity (theory)	1	ZOOG-CC-1-1-TH	4	70	<p>After completion of this course, students will have knowledge of different major taxa in animal kingdom and several of their biological functions.</p> <p>Understanding of animal classifications along with their biology, will lucid the path of further studying in biological sciences.</p>	<p>The course focuses to develop the basic knowledge in animal diversity. The basic knowledge and conception of this field will paly a pivotal role during higher level courses in biology and zoology. The content of course is also important to qualify the NET, SET, GATE and other job oriented examinations and interviews for Bio-science students.</p>
2	Animal Diversity (Practical)	1	PHS-G-CC-1-1-P	2	30	<p>Identification of representative samples, belonging to different taxa that have been studied in theory classes are there. Also difference between poisonous vs non-poisonous snakes and anatomy of Cockroaches that includes salivary glands, mouth parts, digestive system and female reproductive system.</p>	<p>This is an enormous criterion for a biologist to identify animals properly, both at field and museum. Studying preserved specimen will help them to build skills for both. Identifying venomous snakes is not only important for saving human but also is necessary to prevent un necessary killing of non-venomous snakes. Basic idea on practical knowledge of anatomical features will help students to have an idea about basic body plan of animals.</p> <p>Several natural history museums all over world and Zoological Surveys of several countries need efficient taxonomist to identify and curate preserved zoological specimens.</p>
3	Comparative Anatomy and Developmental Biology (theory)	2	ZOOG-CC-2-2-TH	4	70	<p>This course will help students to understand the structural organization of animals and how they develop. While the first part will help building understanding of how different structural organization have gradually modified over time in different animal taxa, the later will build concept of how a single cell slowly forms a multi-cellular organism with versatile types of cells and tissues.</p>	<p>Basic knowledge of biological structural organization is of huge importance to carry on further studies in Zoology. Without understanding how they develop, we might fail to understand how biological systems work and how they fail to work. The content of course is also important to qualify the NET, SET, GATE and other job oriented examinations and interviews for Zoology students.</p>

4	Comp. Ana. and Dev. Bio (practical)	2	ZOOG-CC-2-2-P	2	30	After completion of this course students will learn about the structural aspects of bones, larval features of some invertebrate taxa and developmental stages of chick embryo. Also histological sections of different types of placenta are there.	Comparing bones from different vertebrates will also lead to a clear view about how structural parts have been developed and changed gradually over time. Different stages of invertebrate Larvae and chick embryo, also elucidate how slowly animal body plan have been modified both due course of time. These knowledge are not only helpful to build ideas rather will be crucial to develop experimental aptitude in future higher study.
5	Physiology and Biochemistry (Theory)	3	ZOOG-CC-3-3-TH	4	70	This course will help students to build knowledge on functional edifices of biological systems, like: how different organs do function and how do they maintain integrity inside our body. Also they will learn about metabolism that is essential for production of energy and functional components.	The basic knowledge in this course will enable students to learn how an animal body does functions. What condition could be normal and how can they be identified as not normal or sometimes ill. Understanding of this course is required, later in this course during studying medical diagnosis, too. The content of course is also important to qualify the NET, SET, GATE and other job oriented examinations and interviews for bio-science students.
6	Physiology and Biochemistry (practical)	3	ZOOG-CC-3-3-P	2	30	Students will study different histological sections of mammalian endocrine glands and several important organs like liver/lung/kidney. Also hands on experiences on quantitative tests for carbohydrate samples.	This course work will help students to understand how in reality our body organs look like at their tissue level. They will have hands on experience in biochemical tests that might be helpful in their future job prospects as bio-medical technician.
7	Apiculture (Theory)	3	ZOOG-SEC-A-3-1-TH	2	100	This course will let the students to have the idea of culturing and maintenance of Bees, how to harvest bee products like honey, wax ... How to check bee disease and prevention.	This course will enable students to create entrepreneurship in Apiculture (Bee culture). Interested students can take initiative to open their own start up of bee farming and bee-products production. Also it will enable them to answer many question in competitive exams related to animal husbandry.
8	Genetics and Evolutionary Biology (Theory)	4	ZOOG-CC-4-4-TH	4	70	Students will mostly learn about Mendelian transmission genetics and linkage and crossing over phenomena and also genetics of sex determination in <i>Drosophila</i> . Basic idea about chemical origin of life and evolutionary theories, process and mechanisms.	Knowledge in this field is required to understand the basic controlling factors of life like how genes do influence phenotypes and how variation in genes are affected by natural factors. This will lead students to understand how natural selection works to shape phenotypic variation in animal kingdom. The content of course is also important to qualify the NET, SET, GATE and other job oriented examinations and interviews for bio-science students.

8	Genetics and Evolutionary Biology (Practical)	4	ZOOG-CC-4-4-P	2	30	Students will have basic idea about using statistical tests of significance (chi square test). They will study aneuploidy in human, phylogeny of horse and variations in Darwin's finches. Also they have an educational tour to natural history museum that will enrich their theoretical knowledge with practical and real life experiences.	Importance of statistical data analyses and hypothesis testing is without question a desirable character in today's world. Students will have a by hand experience by their own through this course. Knowledge about phylogeny and experiences in natural history museum might make them enthusiastic to pursue jobs for curators and other museum related jobs.
9	Aquarium Fish Keeping (Theory)	4	ZOOG-SEC-B-4-2-TH	2	100	Knowledge related to fish culture and maintenance. Students will also learn about fish nutrition and transport.	This course will enable students to create entrepreneurship in aquaculture. Interested students can take initiative to open their own start up of fish farming and other productions related to aqua culture. Also it will enable them to answer many question in competitive exams related to animal husbandry.
10	Applied Zoology (Theory)	5	ZOOG-DSE-A-5-1-TH	4	70	This course enables students to gather knowledge on Parasites and parasitic diseases, along with basic idea of epidemiology and host-parasite relationship. They will learn about medically important insects and also poultry farming and fish technology.	The course is of mixed subjects and thus will help student in several edifices of life. The knowledge on infectious disease and their spreading not only help students to seek jobs in health services but also will help them in their daily day lives. Also it will enable them to answer many question in competitive exams related to animal husbandry. The content of course is also important to qualify the NET, SET, GATE and other job oriented examinations and interviews for bio-science students.
11	Applied Zoology (Practical)	5	ZOOG-DSE-A-5-1-P	2	30	This course will help building knowledge about disease-causing parasites, insect vectors and how to identify them. Insect parasites of plants also have been included. Students will visit animal breeding centre to gain information about how to handle and maintain an animal farm.	This course has importance in real life applications like identifying disease causing pathogens and their vectors, which might help to find jobs related to medical pathology labs. Understanding how an animal farm needs to be maintained in reality can also inspire them to set up an entrepreneurship by their own.
12	Aquatic Biology (Theory)	5	ZOOG-DSE-A-5-2-TH	4	70	This course will help students to gain idea about water bodies and their environmental factors. They will learn about lake ecology, stream formation and marine biology. Also knowledge regarding water pollution will be taught in this course.	This course will help students to have knowledge on environment of water bodies and thus how to maintain them during aqua culture. Also it will enable them to answer many question in competitive exams related to animal husbandry.

13	Aquatic Biology (Practical)	5	ZOOG- DSE-A- 5-2-P	4	30	Students will learn how to survey the area of a water body, along with identification of important aquatic planktons. Different chemical parameters will be studied by hands on experiments. They will also visit to a water body for having practical experience of aquatic ecosystems.	This course has importance in real life applications like: how to manage and maintain water bodies for aqua culture. Understanding how an aquatic animal farm needs to be maintained in reality can also inspire them to set up an entrepreneurship by their own.
14	Sericulture (Theory)	5	ZOOG- SEC-A- 5-3-TH	2	100	Students will learn through this course how to build a set up for silk culture. The knowledge regarding biology of silkworm, disease of silk worm, rearing of silk worm and harvesting of silk will be delivered.	This course will enable students to create entrepreneurship in sericulture. Interested students can take initiative to open their own start up of silk worm farming and other productions related to sericulture. Also it will enable them to answer many question in competitive exams related to animal husbandry and seek job to sericulture related industries.
15	Biology of Insects (Theory)	6	ZOOG- DSE-B- 6-1-TH	4	70	This course will continue with General introduction of insects and their role in disease spread. Students will study how different groups of insects are associated with different types of diseases and how to control them.	The course is of mixed subjects and thus will help student in several edifices of life. The knowledge on infectious disease and their spreading not only help students to seek jobs in health services but also will help them in their daily day lives. Also it will enable them to answer many question in competitive exams related to animal husbandry. The content of course is also important to qualify the NET, SET, GATE and other job oriented examinations and interviews for bio-science students.
16	Biology of Insects (Practical)	6	ZOOG- DSE-B- 6-1-P	2	30	This course will help building knowledge about disease-causing insect vectors and how to identify them. Insect parasites of plants also have not been included. Students will do projects on any of chosen insect vectors and their role on zoonotic disease transmission.	This course has importance in real life applications like identifying disease causing vectors, which might help to find jobs related to health services. Also this will enrich their idea about personal and community hygiene.
17	Ecology and Wild life Biology (Theory)	6	ZOOG- DSE-B- 6-2-TH	4	50	This course will enrich them to understand how biological system interacts with inanimate world and surrounding abiotic factors. They will study different aspects of conservation biology, too.	This course will help students to culminate the knowledge of biology, till now they have earned and learned. The content of course is also important to qualify the NET, SET, GATE and other job oriented examinations and interviews for bio-science students.

18	Ecology and Wild life Biology Practical)	6	ZOOG-DSE-B-6-2-P	2	30	Study and identification of animals in field. Introduction to wild life data collection. Students will learn how to study animals in field with an emphasis on mammals and birds.	This is an enormous criterion for a biologist to identify animals properly at field and to understand how do they really behave in wild condition. Basic idea on practical knowledge of field animals will help students to have an idea about basic nature of animals. Zoological Surveys animal behavior laboratories and wild life conservation societies of several countries need efficient field zoologists to identify and study animals in field.
19	Medical Diagnosis (Theory)	6	ZOOG-SEC-B-6-4-TH	2	100	Different diagnostic methods and tests will be studied. Symptoms of non-infectious and infectious diseases will be studied. Clinical tests related to biochemical features, microbiology along with a visit to pathological laboratories to do a project based on experiences, gained there.	This course has importance in real life applications which might help to find jobs related to medical pathology labs. The content of course is also important to qualify the NET, SET, GATE and other job oriented examinations and interviews for bio-science students.

Programme Outcomes of B. Sc Zoology

1. Understanding the Nature and our position: Zoology taught us that we, human, are neither the only inhabitants of this earth nor we can live like so. Building compassion towards animal kingdom not only cultivates humanity inside students but also will teach them how to think about others and how to co-operate with all.

Critical Thinking: Take informed actions after identifying the assumptions that frame our thinking and actions, checking out the degree to which these assumptions are accurate and valid, and looking at our ideas and decisions (intellectual, organizational, and personal) from different perspectives.

2. Effective Communication: Speak, read, write and listen clearly in person and through electronic media in English and in one Indian language, and make meaning of the world by connecting people, ideas, books, media and technology.

3. Social Interaction: Elicit views of others, mediate disagreements and help reach conclusions in group settings. While learning about infectious disease and public hygiene, students will learn about different conditions how and where people lives, how different professions can have association with different types of health hazards and also how to prevent them. Thus, they can be prepared for arranging themselves better personal hygiene and community health.

4. Effective Citizenship: Demonstrate empathetic social concern and equity-centered national development, and the ability to act with an informed awareness of issues and participate in civic life through volunteering.

6. Ethics: Recognize different value systems including your own, understand the moral dimensions of your decisions, and accept responsibility for them. Recognizing that even animals have their own right and if they are not able to defend that we, human, need to come forward will surely enrich their value sense.

7. Environment and Sustainability: Understand the issues of environmental contexts and sustainable development. Understanding how and why we need to save and protect the environment and its several parts including the bio-diversity.

8. Self-directed and Life-long Learning: Acquire the ability to engage in independent and life-long learning in the broadest context socio-technological changes.

Programme Specific Outcomes (PSO) B. Sc Zoology

1. Students will acquire a comprehensive knowledge and sound understanding of fundamentals of Zoology.

2. Students will develop practical, analytical and statistical skills in Zoology.

3. Students will be prepared to acquire a range of general skills, to solve problems, to evaluate information, to use tools and techniques productively, to communicate with society effectively and learn independently.

4. Students will acquire a job efficiently in diverse fields such as Science and Engineering, Education, Public Services, Animal husbandry, Health services and Business etc.



UNIVERSITY OF CALCUTTA

Notification No. CSR/ 12 /18

It is notified for information of all concerned that the Syndicate in its meeting held on 28.05.2018 (vide Item No.14) approved the Syllabi of different subjects in Undergraduate Honours / General / Major courses of studies (CBCS) under this University, as laid down in the accompanying pamphlet:

List of the subjects

<u>Sl. No.</u>	<u>Subject</u>	<u>Sl. No.</u>	<u>Subject</u>
1	Anthropology (Honours / General)	29	Mathematics (Honours / General)
2	Arabic (Honours / General)	30	Microbiology (Honours / General)
3	Persian (Honours / General)	31	Mol. Biology (General)
4	Bengali (Honours / General /LCC2 /AECC1)	32	Philosophy (Honours / General)
5	Bio-Chemistry (Honours / General)	33	Physical Education (General)
6	Botany (Honours / General)	34	Physics (Honours / General)
7	Chemistry (Honours / General)	35	Physiology (Honours / General)
8	Computer Science (Honours / General)	36	Political Science (Honours / General)
9	Defence Studies (General)	37	Psychology (Honours / General)
10	Economics (Honours / General)	38	Sanskrit (Honours / General)
✓ 11	Education (Honours / General)	39	Social Science (General)
12	Electronics (Honours / General)	40	Sociology (Honours / General)
13	English ((Honours / General/ LCC1/ LCC2/AECC1)	41	Statistics (Honours / General)
14	Environmental Science (Honours / General)	42	Urdu (Honours / General /LCC2 /AECC1)
15	Environmental Studies (AECC2)	43	Women Studies (General)
16	Film Studies (General)	44	Zoology (Honours / General)
17	Food Nutrition (Honours / General)	45	Industrial Fish and Fisheries – IFFV (Major)
18	French (General)	46	Sericulture – SRTV (Major)
19	Geography (Honours / General)	47	Computer Applications – CMAV (Major)
20	Geology (Honours / General)	48	Tourism and Travel Management – TTMV (Major)
21	Hindi (Honours / General /LCC2 /AECC1)	49	Advertising Sales Promotion and Sales Management –ASPV (Major)
22	History (Honours / General)	50	Communicative English –CMEV (Major)
23	Islamic History Culture (Honours / General)	51	Clinical Nutrition and Dietetics CNDV (Major)
24	Home Science Extension Education (General)	52	Bachelor of Business Administration (BBA) (Honours)
25	House Hold Art (General)	53	Bachelor of Fashion and Apparel Design – (B.F.A.D.) (Honours)
26	Human Development (Honours / General)	54	Bachelor of Fine Art (B.F.A.) (Honours)
27	Human Rights (General)	55	B. Music (Honours / General) and Music (General)
28	Journalism and Mass Communication (Honours / General)		

The above shall be effective from the academic session 2018-2019.

SENATE HOUSE
KOLKATA-700073
The 4th June, 2018


 (Dr. Santanu Paul)
 Deputy Registrar

B.A. Honours in Education (EDCH)
Choice Based Credit System

In the 3 years B.A. Honours in Education there will be 6 Semesters. The curriculum consists of 14 Core Courses (CC), 2 Ability Enhancement Compulsory Courses (AECC), 2 Skill Enhancement Courses (SEC) and 4 Discipline Specific Elective (DSE) courses and 4 Generic Elective (GE) Courses. Each course is of 100 Marks.

TH stands for Theory Hour, TU for Tutorial Hour and P for Practical Hour

Semester 1 = 400 Marks (20 Credit)

Semester 2 = 400 Marks (20 Credit)

Semester 3 = 500 Marks (26 Credit)

Semester 4 = 500 Marks (26 Credit)

Semester 5 = 400 Marks (24 Credit)

Semester 6 = 400 Marks (24 Credit)

Total: 2600 Marks (140 Credits)

Distribution of marks:- (Out of 100)

Attendance = 10 Marks

Internal Assessment =10 Marks

Tutorial = 15 Marks

Subjective Exam = 65 Marks

Total = 100 Marks

Semester wise Courses							
		1	2	3	4	5	6
Core Courses (CC)		2	2	3	3	2	2
Elective Courses	Generic Elective (GE)	1	1	1	1		
	Discipline Elective					2	2
Ability Enhancement	Language / Environment	1	1				
	Skill Based Electives			1	1		
Total Credit		20	20	26	26	24	24

Core Courses (CC):- 14 for Honours Course.

Discipline Specific Elective (DSE):- 4 for Honours Courses. Elective Courses offered under the main Discipline/Subject of study is referred to as Discipline Specific Elective. The list provided under this category is suggestive in nature and each University has complete freedom to suggest their own papers under this category.

Generic Elective (GE): 4 for Honours courses. An elective course chosen from an unrelated Discipline/Subject.

Ability Enhancement Courses (AEC):- It may be of two kinds.

- Ability Enhancement Compulsory Courses (AECC)
- Skill Enhancement Courses (SEC)

AECC courses are the courses based upon the content that leads to knowledge enhancement.

- i) Environmental Studies and
- ii) Communicative English/Hindi/MIL
(These are mandatory for all Disciplines)

SEC courses are value based and/or skill based. 2 for Honours Course.

Tutorial:- Topics are to be selected within the particular paper.

SEMESTER – 1

Course Code	Course Type	Credit	Marks	TH – TU - P
Core Course	CC - 1	6	100	5 – 1 – 0
Core Course	CC - 2	6	100	5 – 1 – 0
Elective - Generic	GE - 1	6	100	
AECC	AECC - 1	2	100	
		20	400	

1 credit = 1 hour class; Per week = 6 hours/6 credit

SEMESTER – 2

Course Code	Course Type	Credit	Marks	TH – TU - P
Core Course	CC – 3	6	100	5 – 1 – 0
Core Course	CC - 4	6	100	5 – 1 – 0
Elective - Generic	GE – 2	6	100	
AECC	AECC - 2	2	100	
		20	400	

1 credit = 1 hour class; Per week = 6 hours/6 credit

SEMESTER – 3

Course Code	Course Type	Credit	Marks	TH – TU - P
Core Course	CC – 5	6	100	5 – 1 – 0
Core Course	CC - 6	6	100	5 – 1 – 0
Core Course	CC - 7	6	100	5 – 1 – 0
Elective - Generic	GE – 3	6	100	
Skill Enhancement	SEC – A	2	100	2 – 0 – 0
		26	500	

1 credit = 1 hour class; Per week = 6 hours/6 credit

SEMESTER – 4

Course Code	Course Type	Credit	Marks	TH – TU - P
Core Course	CC – 8	6	100	5 – 1 – 0
Core Course	CC – 9	6	100	5 – 1 – 0
Core Course	CC – 10	6	100	5 – 1 – 0
Elective - Generic	GE – 4	6	100	
Skill Enhancement	SEC – B	2	100	2 – 0 – 0
		26	500	

1 credit = 1 hour class; Per week = 6 hours/6 credit

SEMESTER – 5

Course Code	Course Type	Credit	Marks	TH – TU - P
Core Course	CC – 11	6	100	5 – 1 – 0
Core Course	CC – 12	6	100	4 – 0 – 2
Discipline Specific Elective	DSE – A	6	100	5 – 1 – 0
	DSE – B	6	100	5 – 1 – 0
		24	400	

1 credit = 1 hour class; Per week = 6 hours/6 credit

SEMESTER – 6

Course Code	Course Type	Credit	Marks	TH – TU - P
Core Course	CC – 13	6	100	4 – 0 – 2
Core Course	CC – 14	6	100	5 – 1 – 0
Discipline Specific Elective	DSE – A	6	100	5 – 1 – 0
	DSE – B	6	100	5 – 1 – 0
		24	400	

1 credit = 1 hour class; Per week = 6 hours/6 credit

Course Title:-

Semester - 1	CC – 1 = Introduction to Education
	CC – 2 = History of Indian Education
Semester - 2	CC – 3 = Psychological Foundation of Education
	CC – 4 = Philosophical Foundation of Education
Semester - 3	CC – 5 = Sociological Foundation of Education
	CC – 6 = Educational Organization, Management and Planning
	CC – 7 = Guidance and Counselling
Semester - 4	CC – 8 = Technology in Education
	CC – 9 = Curriculum Studies
	CC – 10 = Inclusive Education
Semester - 5	CC – 11 = Measurement and Evaluation in Education
	CC – 12 = Statistics in Education
Semester - 6	CC – 13 = Psychology of Adjustment
	CC – 14 = Basic Concept of Educational Research
Semester - 3	SEC – A = Communication Skills /Skill for Democratic Citizenship
Semester - 4	SEC – B = Teaching Skill / Life Skill Education
Semester - 1	AECC – 1 = English/Hindi/MIL
Semester - 2	AECC – 2 = Environmental Studies

DSE – A Any one from the following (For 5th Semester)

- ❖ Peace and Value Education
- ❖ Educational Thought of Great Educators

DSE – A Any one from the following (For 6th Semester)

- ❖ Gender and Society
- ❖ Population Education

DSE – B Any one from the following (For 5th Semester)

- ❖ Teacher Education
- ❖ Open and Distance Learning

DSE – B Any one from the following (For 6th Semester)

- ❖ Human Rights Education
- ❖ Women Education

CC – 1 (Semester 1)
Introduction to Education

Objectives:

- To understand the meaning, nature, scope and aims of education.
- To explain the factors of education and their interrelationship.
- To become aware of different agencies of education that influence education.
- To be acquainted with the concept of child-centricism and play-way in education

Unit- 1 = Concept of Education

- Narrow and broader concept of education
- Meaning, nature and scope of education.
- Aims of education – individual, social, vocational and democratic.
- Aims of modern education with special reference to Delor's Commission.

Unit- 2 = Factors of Education

- Child / learner: influence of heredity and environment on the learner
- Teacher: qualities and duties of a good teacher.
- Curriculum- concept and types.
- Co-curricular activities: meaning, values and significance.
- Educational institutions: informal, formal and non-formal, their interrelation.

Unit- 3 = Agencies of Education

- Home
- School
- State
- Mass-media- television, radio, cinema and newspaper

Unit- 4 = Child Centricism and Play-way in Education

- Concept of child centricism in education
- Characteristics and significance of child centricism in education
- Concept of play and work.
- Characteristics of play way in Education, Kindergarten, Montessori, Project method.

CC – 2 (Semester 1)
History of Indian Education

Objectives:

- To be acquainted with the salient features of education in India during ancient and medieval times
- To be acquainted with the development of education in British India
- To be acquainted with the significant points of selected education commissions & national policy of education in independent India

Unit: 1 = Education in India during ancient and medieval period

- Vedic (aim, curriculum, teaching method, teacher-pupil relation)
- Brahmanic (”)
- Buddhistic (”)
- Islamic (”)

Unit: 2 = Education in India during British period (1800-1853)

- Sreerampore trio and their contribution in the field of education
- Charter Act, Oriental-occidental controversy
- Macaulay Minute and Bentinck’s resolution
- Adam’s report

Unit: 3 = Education in India during British period (1854-1946)

- Woods Despatch, Hunter Commission
- Curzon policy regarding primary, secondary and higher education, National education movement (cause and effect)
- Basic education (concept and development)
- Sadler Commission

Unit: 4 = Education in India after independence

- Radhakrishnan Commission (aim, curriculum of higher education, rural university)
- Mudaliar Commission (aim, structure and curriculum of secondary education)
- Kothari Commission (aim, structure and curriculum of primary and secondary education)
- National Policy of Education, 1986, POA 1992.

CC – 3 (Semester 2)
Psychological Foundation of Education

Objectives:

- To understand the meaning of Psychology and be acquainted with its different aspects.
- To know the patterns of different aspects of human development and relate this knowledge with education.
- To be acquainted with the cognitive approach of development and thus to understand the process and factors of cognition.

Unit: 1 = Relation between Psychology and Education

- Meaning and definition of Psychology
- Meaning and definition of Education
- Relation between Psychology and education
- Nature, scope and significance of educational psychology.

Unit: 2 = Stages and types of human development and their educational significance.

- Piaget's cognitive development theory
- Erikson's psycho-social development theory
- Kohlberg's moral development theory
- Vygotsky's social development theory and Bandura's Social Learning Theory

Unit: 3 = Learning: concept and theories

- Concept and characteristics of learning
- Theories: Connectionism (Trial and error, classical, operant conditioning)
- Insightful learning
- Memorization and Forgetting: Process of memorization, causes of forgetting and economical ways of improving memorization

Unit: 4 = Intelligence

- Concept of intelligence
- Theories of Intelligence by Spearman, Thorndike and Guilford
- Types and uses of intelligence tests
- Concept of Emotional Intelligence and E.Q

CC-4 (Semester 2)
Philosophical Foundation of Education

Objectives:

- To understand the meaning and relation of philosophy and education
- To understand the importance of philosophy in education
- To be acquainted with the Indian schools of philosophy and their impact on education
- To be acquainted with the western schools of philosophy and their impact on education
- To develop an understanding of philosophy for development of humanity

Unit 1 = Concept of educational philosophy

- Meaning of philosophy
- Etymological meaning of education
- Relation between philosophy and education
- Importance of philosophy in education

Unit 2 = Indian schools of philosophy

- Vedic school - Sankhya
- Vedic school - Yoga
- Non-vedic School - Buddhism
- Non-vedic School - Jainism

Unit 3 = Western schools of philosophy

- Idealism
- Naturalism
- Pragmatism
- Realism

Unit 4 = Philosophy for development of humanity

- Education and development of values
- Education for national integration
- Education for international understanding
- Education for promotion of peace and harmony

CC – 5 (Semester 3)
Sociological Foundation of Education

Objectives:

- To understand the relation between Sociology and Education . nature, and scope of Sociology of education.
- To explain the concept of Social Groups and Socialization process.
- To enable the students to understand the concept of Social change and Social interaction in education
- To become aware of social Communication in Education

Unit-I = Introductory Concept of Sociology of Education

- Meaning and definition of Sociology of Education
- Relation between Sociology and Education
- Nature of Sociology of Education
- Scope of Sociology of Education

Unit-2 = Social Groups

- Social Groups : meaning and definition
- Types of Social groups – Primary, Secondary and Tertiary
- Socialization Process: Concept
- Role of the family and school in Socialization process

Unit-3 = Social Change and Education

- Concept of Social Change
- Interrelation between Social change and Education
- Social stratification and Social Mobility.
- Social interaction Process

Unit-4 = Social Communication in Education

- Social Communication : Concept
- Informal agencies of social communication
- Inter relation between Culture, religion and Education.
- Inter relation between Technology, Economy and Education.

CC – 6 (Semester 3)
Educational Organization, Management and Planning

Objectives:

- To develop the concept of an ideal organization in educational institutions.
- To know the essential functions of educational management.
- To understand the different aspects of planning,

Unit: 1 = Organization and Management

- Concept of organization
- Concept of management
- Concept of educational organization
- Concept of school organization

Unit: 2 = Educational organization

- Meaning of school plant
- Elements of school plant (concepts only)
- Features of library and time-table
- Features of school medical services, workshop, computer laboratory.

Unit: 3 = Educational Management

- Meaning of educational management
- Objectives of educational management
- Types of educational management
- Significance of educational management

Unit:4 = Educational Planning

- Meaning of educational planning
- Aims and objectives of educational planning
- Steps of educational planning
- Types and significance of educational planning

CC – 7 (Semester 3)
Guidance and Counselling

Objectives:-

- To know the concept of guidance
- To know various types of Guidance
- To Know the basic concept of Counselling
- To find out the basic data necessary for Guidance

Unit I = Guidance – Meaning, Functions, Need

- Guidance – Meaning, Definitions and Functions
- Individual Guidance – Meaning, advantages and disadvantages
- Group Guidance – Meaning and Advantages and disadvantages
- Need for guidance in secondary schools and requisites of a good school guidance programme.

Unit 2 = Guidance - Educational, Vocational, Personal

- Educational Guidance- Meaning, Function at different stages of Education
- Vocational Guidance- Meaning, Function at different stages of Education
- Personal Guidance- Meaning, Importance for the Adolescents

Unit 3 = Counselling – Meaning, Techniques, Types

- Counselling - – Meaning, importance and Scope
- Techniques of Counselling- Directive, Non-Directive, Eclectic
- Individual and Group Counselling –Meaning , Importance

Unit 4 = Basic data necessary for Guidance

- Tools for collecting information on pupil: Intelligence: Concept and Test, Personality: Concept and Test, Aptitude: Concept and Test
- Cumulative Record Card
- Anecdotal Record Card

CC-8 (Semester 4)
Technology in Education

Objectives:

- To develop an understanding of educational technology
- To be acquainted with the system approach
- To develop an understanding of the use of computer in education and communication
- To get acquainted with the instructional techniques and different models of teaching
- To develop an understanding of ICT & e-learning.

Unit 1 = Introductory concept

- Concept of Technology
- Need and scope of educational technology
- System approach- concept and need
- Classification and components of system approach

Unit 2 = Computer in education and communication

- Computer and its role in education
- Basic concept of hardware and software
- Computer network and internet- its role in education
- Communication and classroom interactions- concept, element and process

Unit 3 = Instructional techniques

- Mass instructional technique- characteristics and types
- Personalised instructional techniques- characteristics and types
- Difference in teaching and instruction
- Models of teaching- concept, components and significance

Unit 4 = ICT & e-learning

- Meaning and concept of ICT, e-learning
- Nature and characteristics of e-learning
- ICT integration in teaching learning, massive open online course (MOOC)
- Different approaches- Project based learning, co-operative learning and collaborative learning

CC – 9 (Semester 4)
Curriculum Studies

Objectives:

- To develop an understanding about concept, nature, types and major approaches of curriculum
- To understand the relation among curriculum, pedagogy and assessment
- To develop an understanding about curriculum development and national curriculum framework, 2005
- To get acquainted with content selection and selected theories in this regard
- To develop an understanding of evaluation & reform of curriculum

Unit 1 = Introductory concept

- Meaning, nature, scope and functions of curriculum
- Bases of curriculum: philosophical, psychological and sociological
- Major approaches to curriculum - behavioural, managerial, system, humanistic
- Types of curriculum - knowledge, experience & activity based

Unit 2 = Content selection

- Determinants of content selection - perspectives of knowledge, culture & need
- Curriculum and institution - instructional objectives
- Revised Bloom's taxonomy
- Bruner's theory of instruction

Unit 3 = Curriculum development

- Principles of curriculum construction
- Learner centred curriculum framework - concept, factors & characteristics
- Curriculum development - need, planning
- NCF, 2005

Unit 4 = Evaluation & reform of curriculum

- Concept & significance of curriculum evaluation
- Approaches to curriculum evaluation - formative & summative
- Models of evaluation - Stufflebeam & Taylor
- Curriculum reform - factors & obstacles

CC – 10 (Semester 4)

Inclusive Education

Objectives:-

- Understand the meaning of Inclusion and exclusion
- Know the types of exclusion and their causes
- Know how to bring about inclusion in different spheres

Unit: 1 = Inclusion Overview

- Meaning of Inclusion and Inclusive Society
- Exclusion and Inclusion: Conceptual overview
- Obstacles/barriers in Inclusion
- Elements necessary for creating an inclusive society

Unit: 2 = Differently Abled

- Concept of Impairment, Disability and Handicap
- Types of disabilities- Orthopaedic, Visual, Auditory, Cerebral Palsy, Intellectual, Autism, Learning Disability (only definition and their specific problems)
- General causes of disabilities
- Role of school and society in creating a barrier free environment

Unit: 3 = Socially Disabled

- Concept of SC, ST and OBC groups.
- Concept of Gender, and sexuality
- Causes of social exclusion
- Understanding social inclusion: role of education

Unit: 4 = Educational Reforms for Inclusive Society.

- Building an Inclusive school: desired changes in System, Structure, Practice and Culture,
- Education for a multicultural society.
- Education for peaceful co-existence
- Role of Informal agencies (like mass media etc) in building an inclusive society

CC -11 (Semester 5)
Evaluation and Measurement in Education

Objectives:-

- To develop understanding of the concepts of measurement and evaluation in education.
- To be acquainted with the process of Evaluation
- To be acquainted with different types of measuring instruments and their uses.
- To develop understanding of the concepts of validity and reliability and their importance in educational measurement.
- To be acquainted with the principles of test construction.

Unit: 1 = Measurement and Evaluation in Education

- Educational Measurement and Evaluation : Concept
- Scope and Need of Educational Measurement and Evaluation
- Relation between Measurement, Assessment and Evaluation.
- Scales of Measurement- Nominal, Ordinal, Interval and Ratio.

Unit: 2 = Evaluation Process

- Evaluation Process: (Formative and Summative)
- Types and steps of evaluation
- Norm-Referenced Test and Criterion Referenced Test.
- Grading and Credit system.

Unit: 3 = Tools and Techniques of Evaluation

- Concept of Tools and Techniques
- Testing tools
 - i) Educational : Essay type and Objective type, Written , Oral.
 - ii) Psychological: Personality Test- Types, Rorschach Ink Blot Test , Interest Test- Types , Kuder Richardson interest inventory, Intelligence Test - Types of intelligence tests , Stanford – Binet Scale,
- Non testing tools – Cumulative Record Card, Portfolio
- Techniques:
 - i) Self reporting : Interview , Questionnaire
 - ii) Observation.

Unit: 4 = Criteria of a Good Tool and its Construction

- Characteristics of a good tool
 - (i) Objectivity- Concept
 - (ii) Reliability- Concept, methods of determining reliability
 - (iii) Validity- Concept and types
 - (iv) Norms- Meaning & types
 - (v) Usability -Concept
- Steps for construction & standardization of Achievement test

CC – 12 (Semester 5)
Statistics In Education

Objectives:

- To develop the concept of statistics and to develop skill in analyzing descriptive measures
- To be acquainted with the concept of Normal Probability Curve and its uses in education
- To develop a concept of measures of relationship
- To develop the ability to organize relevant educational data and to represent educational data through graphs and to develop skill in analyzing and displaying data

Unit: 1 = Concept of Statistics and Descriptive Statistics

- Concept of Statistics. Uses of Statistics in Education, Organization and presentation of data – tabulation, graphical representation(Frequency Polygon, Histogram, Ogive, Pie)
- Meaning & measures of Central Tendency- Arithmetic Mean, Median and Mode-their Properties, Calculation and Application.
- Meaning & measures of Variability- Range, Standard Deviation and Quartile Deviation - their Properties, Calculation and Application
- Percentile and Percentile Rank - Definition, Calculation, Application, Graphical Determination

Unit: 2 = Normal Distribution and Derived Score

- Concept of Normal Distribution- Properties
- Uses of NPC in Education
- Divergence from Normality- Skewness and Kurtosis.(Concept and Calculation)
- Derived Scores- Z-Score, T Score and Standard Score (Concept, Calculation and Uses).

Unit: 3 = Measure of Relationship

- Bi-variate Distribution- Concept and types of Linear Correlation
- Scatter Diagram (only Concept)
- Uses of Correlation
- Computation of Co-efficient of Correlation by Rank Difference method and Product Moment method, Interpretation of Co-efficient of Correlation

Unit:4 = Statistics (Practical)

- Students are expected to collect relevant data (Bi-variate educational data) from their college or neighbourhood (minimum sample size must be 50) with the objective of
 - describing the nature and characteristics of the two distributions,
 - comparing two distributions and
 - finding association between two sets of data by applying the following:

Method: i) Tabulation of data

ii) Determination of central tendencies and variability (standard deviation)

iii) Graphical Representation- Bar graph, Frequency Polygon, Cumulative frequency graph.

iv) Determination of the type of association between two sets of data by drawing scatter diagram

CC – 13 (Semester 6)
Psychology of Adjustment

Objectives:

- To understand the concept of adjustment, maladjustment and some commonly found problem behavior.
- To know the multi-axial classification of mental disorders.
- To be aware about different coping strategies for stressful situation.
- To know the administration, scoring and interpretation of the psychological tests.

Unit: 1 = Adjustment, Maladjustment and Problem Behaviour

- Concept of adjustment, adjustment and adaptability
- Psychodynamic Concept of adjustment, criteria of good adjustment
- Concept of maladjustment. Causes of maladjustment, aggressiveness, delinquency, substance abuse

Unit: 2 = Multi-axial Classification of Mental Disorders

- DSM – 5 : Section 1, Section II and Section III
- Brief outline of Schizophrenia, anxiety disorder, depressive disorder and personality disorder
- Psychoanalysis, behavior therapy, cognitive therapy, and humanistic therapy.(Concept only)

Unit: 3 = Coping Strategies for Stressful Situation

- Stress and Stressors
- Personal and environmental stress
- Coping strategies for stress

Unit: 4 = Administration, Scoring and Interpretation of the following Tests (Practical)

- KNPI(Kundu Neurotic Personality Inventory)
- KIEI (Kundu Introversion Extroversion Inventory)
- Effect of Learning material on memorization

CC – 14 (Semester 6)
Basic Concept of Educational Research

Objectives:-

- Have a concept of educational research
- Learn about the various steps to be followed for conducting a research
- Learn how to write a research proposal and review research papers

Unit: 1 = Concept of Educational Research

- Definition, meaning and concept of research
- Educational research and its characteristics
- Types of Educational Research
- Problems, difficulties and ethics

Unit: 2 = Basic elements of educational research

- Literature review
- Problem selection
- Objectives, Research question and Hypothesis
- Tools of Data collection –types

Unit: 3 = Data collection procedure

- Sampling –concept and definition
- Types of sampling- Probability and non-probability
- Data reporting- Descriptive and Inferential (basic statistical procedure that come under each)
- Referencing and Bibliography

Unit: 4 = Tutorial (Project/Term Paper centric)

- Writing Research proposal (Within 1000 words) - Plan of Work– steps and review (atleast5)

SEC – A (Semester – 3)
Communication Skill

Objectives:

- To understand the basic elements of Communication
- To acquire Listening Skills
- To acquire Speaking Skills
- To acquire Reading and Writing Skills

Unit: 1 = Introduction to Communication

- Meaning, Nature and types of communication
- Principles of communication
- Process of communication: Sender, encoding, recipient, decoding and feedback
- Barriers of effective communication

Unit: 2 = Listening Skills

- Principles of listening skills
- Types of listeners
- Barriers to listening

Unit: 3 = Speaking Skills

- Verbal and non-verbal communication
- Public speaking: Extempore
- Group discussion

Unit: 4 = Reading and Writing Skills

- Previewing, skimming, and scanning
- Development of skills for correct pronunciation, reading and comprehension
- Sentence formation and punctuation

SEC – A (Semester – 3)
Skill for Democratic Citizenship

Objectives:-

- Have an idea about their duties as citizens
- Have an idea about their rights as citizens
- Have an idea about child violence and child rights
- Have an idea about domestic violence and domestic rights

Unit 1: Rights and duties in Indian Constitution

- Democratic rights
- Fundamental Rights
- Duties of citizenship

Unit 2 = Protection of Children

- Child protection - concept and need.
- Child Rights – concept, classification and need
- Legal actions –POCSO

Unit 3 = Domestic Harmony

- Domestic violence – definition and types
- Protection of Women from Domestic Violence Act, 2005 – basic features
- Protection of males in DVA 2005

Unit 4 = Role of Education (Term Paper/Project Paper)

- Awareness programmes- rallies, debates etc
- Mass media
- Seminars and workshops
- (Any one may be taken up by the college and recorded by the students on any one of the above topics)

SEC – B (Semester – 4)

Teaching Skill

Objectives:-

- To know the basic concept of Teaching
- To know the Types of Teaching
- To understand the Skills of Teaching
- To learn the Concept of Learning Design (LD)

Unit: 1 = Understanding Teaching

- Concept and definition of Teaching
- Nature of teaching and characteristic factors affecting teaching
- Relation between teaching and training

Unit: 2 = Types of Teaching (Concept and Characteristics)

- Micro-teaching and Micro lesson
- Simulated teaching
- Integrated teaching

Unit: 3 = Skills of Teaching (Basic Concept)

- Nature and definition of skills of teaching
- Developing teaching skills: Introducing a lesson, Questioning, Use of teaching aids, Illustration and Reinforcement
- Phases of teaching: Pre-active, Inter-active, Post-active

Unit: 4 = Learning Design (LD)

- Concept and importance of learning design in teaching
- Steps of learning design
- Qualities of good learning design

SEC – B (Semester – 4)
Life Skill Education

Objectives:

- To understand the meaning of life skills.
- To be acquainted with the different types of life skills.
- To find the ways in which individual's personality can be built through the development of these life skills.

Unit: 1 = Concept of Life Skills

- Meaning and concept of life skills.
- Origin of life skill in education.
- Development of the concept of life skills.
- Definitions and interpretation.

Unit: 2 = Classification of life skills

- Generic Life skills-
 - a) Survival skills
 - b) Negotiating skills
 - c) Coping skills
- Problem specific skills
- Skills for area specific development.

Unit:3 = Training and Techniques

- Concept of training and techniques for life skill education
- Types of training
- Stages of life skill education

Unit:4 = Life skills for leadership training

- Definition of leadership training
- Styles of leadership training
- Functions of leadership training
- Training of leadership through personality building and like skills

DSE – A (Semester – 5)
Peace and Value Education

Objectives:-

- To know the concept of peace education
- To understand peace and non-violence
- To develop the concept of value education
- To understand peace, value and conflict resolution

Unit: 1 = Peace Education

- Concept and Scope of Peace Education
- Aims of peace Education
- Role of Teachers in Promoting Peace education
- NCFTE 2009 on Peace Education

Unit: 2 = Peace and Non Violence

- Factors of Violence
- Role of Peace for Non-Violence
- Gandhian principle of Non Violence
- Role of Educational Institutional in Promoting Peace education

Unit: 3 = Value Education

- Meaning , Definition, Concept of Value Education
- Classification of Values and Sources of Values
- Need For Value education in the 21st Century
- Fostering Values – Role of Home, School and Society.

Unit: 4 = Peace, Value and Conflict Resolution

- Bases of conflict
- Role of Value Education in resolving conflict

DSE – A (Semester – 5)
Educational Thought of Great Educators

Objectives:-

- To develop an understanding of educational ideas of Indian and Western Educators
- To understand pedagogical concepts given by Indian and Western educational thinkers

Unit:1 = Western Educators(Part 1)

- Plato
- Rousseau
- Montessori

Unit:2 = Western Educators(Part 2)

- Pestalozzi
- Dewey
- Ivan Illich

Unit: 3 = Indian Educators (Part 1)

- Vivekananda
- Rabindranath
- Gandhiji

Unit: 4 = Indian Educators (Part 2)

- Radhakrisnan
- Begum Rokeya
- Sister Nivedita

DSE – A (Semester – 6)

Gender and Society

Objectives:

- To understand the basic terms, concepts used in gender studies.
- To understand the gender discrimination in construction and dissemination of knowledge.
- To develop an awareness and sensitivity.

Unit: 1 = Gender Concepts

- Definition of Gender and difference with sex
- Gender Dynamics: Gender identity; Gender role and gender stereotype
- Social Construction of Gender

Unit: 2 = Gender Socialization

- Childhood, socialization and gender biases in the family and school
- Social Differentiation among women in educational context by caste, tribe, religion and region
- Gender discrimination in the management of the school and education system.

Unit: 3 = Gender roles

- Gender Roles and Relationships Matrix
- Gender based division and Valuation of Work
- Exploring Attitudes towards Gender

Unit: 4 = Gender inequality in the schools

- Gender inequality in the structure of knowledge
- Presentation of gender in the development of curriculum and text books.
- Dynamics of gender in the classroom in reference to girl friendly school, co-education and single sex schooling.

DSE – A (Semester – 6)
Population Education

Objectives:-

- To know the concept of Population Education
- To understand Population growth and its impact and responsibilities
- To understand population education and role of school

Unit: 1 = Concept of Population Education

- Meaning and Objectives of Population Education
- Factors influencing Population --sociological, Economic, Political, Biological and Psychological.
- Concepts Related to Population Education- Birth Rate, Death Rate, Fertility, Infant Mortality, Morbidity and Migration.
- Need for Population Education

Unit : 2 = Population Growth and its Impact

- Quality of life-concept and meaning
- Human Resource Development (concept)
- Population Education programmes in India
- Problems of Population Education and its Suggestive Measures

Unit : 3 = Population Growth and Responsibilities

- Size of Family.
- Role and responsibilities of family members.
- Female Education and Status.
- Growth of Population and Environment

Unit : 4 = Population Education and school

- Scope of population education in schools,
- Teacher role in creating awareness of population problems
- Role of Mass media – (Newspapers, Radio, T.V)
- Role of youth in Population Education

DSE – B (Semester – 5)

Teacher Education

Objectives:

- To understand the basic concept of teacher education.
- To explain the historical perspective and development of teacher education in India.
- To enable the students to understand the Role of the different agencies in teacher education:
- To make an idea about Some Courses for preparation of teacher

Unit: 1 = Basic concept of teacher education.

- Concept and meaning of teacher education
- Scope of Teacher Education
- Aims and objectives of Education at Elementary, Secondary and College level.
- Teacher training Vs Teacher education

Unit: 2 = Development of teacher education in India

- Historical perspective of development of teacher education in India
- Recommendations of Kothari Commission
- Recommendations of National Policy on Education regarding teacher education.
- Present System of teacher education in India.

Unit: 3 = Role of the different agencies in teacher education

- University
- NCTE
- NCERT
- NUEPA

Unit: 4 = Some Courses for preparation of teacher

- Pre service teacher education
- In service teacher education
- Orientation and Refresher courses

DSE – B (Semester – 5)
Open and Distance Learning

Objectives:

- To be acquainted with the concept of open and distance education
- To become aware of the modes and strategies of open and distance education
- To understand the relationship among non-formal, correspondence, distance and open education
- To be aware of the present status and role of multi-media in open and distance education
- To know about the different agencies, problems and remedies of open and distance education in India

Unit: 1 = Concept of open and distance education

- Meaning and definition of open and distance education
- Objectives and characteristics of open and distance education
- Merits and demerits of open and distance education

Unit: 2 = Strategies of open and distance education

- Mode and strategies of open education
- Mode and strategies of distance education
- Relationship among non-formal, correspondence, distance and open education

Unit: 3 = Status and role of multi-media in open and distance education

- Present status of open education in India
- Present status of distance education in India
- Role of multi-media in open and distance education

Unit: 4 = Agencies, problems and remedies of open and distance education in India

- Agencies of open and distance education
- Problems of open and distance education
- Measures for strengthening open and distance education in India

DSE – B (Semester – 6)
Human Rights Education

Objectives:-

- To know the basic concept of human rights
- To know the role of United Nations and human rights
- To understand enforcement mechanism in India
- To know the role of advocacy groups

Unit:1 = Basic Concept of Human Rights

- Nature and concept of Human Rights
- Human Values – Dignity, liberty, equality, justice, unity in diversity
- Meaning and significance of Human Rights Education

Unit: 2 = United Nations and Human rights

- Brief history of human rights – National and International perspectives
- Universal Declaration of human rights in brief
- United Nations and Human rights – duties and limitations

Unit: 3 = Human Rights – Enforcement Mechanism in India

- Human Rights Act – 1993
- Human Rights Commission – role and objectives
- Judicial organs – Role of Supreme court and High court in brief

Unit:4 = Role of Advocacy Groups

- Role of educational institutions
- Role of press and media
- Role of NGOs.

DSE – B (Semester – 6)
Women Education

Objectives:-

- To know the historical perspectives of Women Education
- To know the Policy Perspectives and Committees and Commissions on Women Education
- To know the role of Indian thinkers towards Women Education
- To identify major constraints of Women Education and Women Empowerment.

Unit: 1 = Historical Perspectives of Women Education

- Synoptic view of women education through the ages: Vedic, Brahmanic, Medieval Period
- Contribution of Missionaries
- Role of British Govt.

Unit: 2 = Policy Perspective, Committee and Commission on Women Education

- Constitutional provision, NPE -1968, 1986, 1992, POA-1992
- Radhakrisnan, Mudaliar and Kothari Commission
- Durgabai Deshmukh Committee, Hansraj Mehta Committee and Bhaktabatsalam Committee

Unit: 3 = Role of Indian Thinkers in promoting Women Education

- Rammohan Roy
- Vidyasagar

Unit: 4 = Major Constraints of Women Education and Women Empowerment

- Social – Psychological
- Political – Economical
- Role of women empowerment in modern society (in brief.)

Core:- 2 different subjects, Discipline 1 and Discipline 2

Discipline 1:- In the Subject.

Discipline 2:- Any subject other than Discipline 1

GE:- A Subject other than Discipline 1 and Discipline 2 and study two papers in Semester 1 & 2.

DSE:- 2 chosen disciplines for semester 5 and 6.

SEC:= Value based/skill based.

Language (LCC):- C1 = English 1 and English 2, C2 = MIL 1 and MIL 2

AECC – 1:- Communicative English/Hindi/Modern Indian Language

AECC – 2: Environmental Studies

Tutorial:- Topics are to be selected from the particular paper

Distribution of marks:- (Out of 100):-

Attendance	= 10 Marks
Internal Assessment	=10 Marks
Tutorial	= 15 Marks
Subjective Exam	= 65 Marks

Total	= 100 Marks

SEMESTER – 1

Course Code	Course Type	Credit	Marks	TH – TU - P
Core Course (CC)	CC - 1 (Discipline – 1)	6	100	5 - 1 - 0
Core Course (CC)	CC – 1 (Discipline – 2)	6	100	
Generic Elective	GE - 1	6	100	
AECC - 1	Communicative English/Hindi//MIL	2	100	
		20	400	

1 credit = 1 hour class; Per week = 6 hours/6 credit

SEMESTER – 2

Course Code	Course Type	Credit	Marks	TH – TU - P
Core Course (CC)	CC – 2 Discipline – 1)	6	100	5 - 1 - 0
Core Course (CC)	CC – 2 (Discipline – 2)	6	100	
Generic Elective	GE – 2	6	100	
AECC - 2	Environmental Studies	2	100	
		20	400	

1 credit = 1 hour class; Per week = 6 hours/6 credit

SEMESTER – 3

Course Code	Course Type	Credit	Marks	TH – TU - P
Core Course (CC)	CC – 3 (Discipline – 1)	6	100	5 – 1 - 0
Core Course (CC)	CC – 3 (Discipline – 2)	6	100	
LCC	LCC1 English (1)	6	100	
Skill Enhancement	SEC – A	2	100	2 - 0 – 0
		20	400	

1 credit = 1 hour class; Per week = 6 hours/6 credit

SEMESTER – 4

Course Code	Course Type	Credit	Marks	TH – TU - P
Core Course (CC)	CC – 4 (Discipline – 1)	6	100	5 – 1 - 0
Core Course (CC)	CC – 4 (Discipline – 2)	6	100	
LCC	LCC2 - MIL (1)	6	100	
Skill Enhancement	SEC – B	2	100	2 – 0 – 0
		20	400	

1 credit = 1 hour class; Per week = 6 hours/6 credit

SEMESTER – 5

Course Code	Course Type	Credit	Marks	TH – TU - P
Discipline Specific (A)	DSC-1	6	100	5 – 1 – 0
Discipline Specific (A)	DSC-2	6	100	
LCC	LCC1 English (2)	6	100	
Skill Enhancement	SEC – A	2	100	2 – 0 – 0
		20	400	

1 credit = 1 hour class; Per week = 6 hours/6 credit

SEMESTER – 6

Course Code	Course Type	Credit	Marks	TH – TU - P
Discipline Specific (B)	DSC-1	6	100	5 – 1 – 0
Discipline Specific (B)	DSC-2	6	100	
LCC	LCC2 - MIL (2)	6	100	
Skill Enhancement	SEC – B	2	100	2 – 0 – 0
		20	400	

1 credit = 1 hour class; Per week = 6 hours/6 credit

Course Title:=

Semester - 1	Introduction to Education
Semester - 2	Psychological Foundation of Education
Semester – 3	Sociological Foundation of Education
Semester - 4	Inclusive Education

DSE – A = Any one from the following two (FOR SEMESTER – 5)

- ❖ Peace and Value Education
- ❖ Educational Thought of Great Educators

DSE – B = Any one from the following two (FOR SEMESTER – 6)

- ❖ Human Rights Education
 - ❖ Women Education
-

SEC – A	<ul style="list-style-type: none">• Communication Skills• Skill for Democratic Citizenship	Semester – 3 / 5
SEC – B	<ul style="list-style-type: none">• Teaching Skill• Life Skill Education	Semester – 4 / 6

CC– 1/GE – 1 (Semester – 1)
Introduction to Education

Objectives:

- To understand the meaning, nature, scope and aims of education.
- To explain the factors of education and their interrelationship.
- To become aware of different agencies of education that influence education.
- To be acquainted with the concept of child-centricism and play-way in education

Unit- I = Concept of Education

- Narrow and broader concept of education
- Meaning, nature and scope of education.
- Aims of education – individual, social, vocational and democratic.
- Aims of modern education with special reference to Delor’s Commission.

Unit- 2 = Factors of Education

- Child / learner: influence of heredity and environment on the learner
- Teacher: qualities and duties of a good teacher.
- Curriculum- concept and types.
- Co-curricular activities: meaning, values and significance.
- Educational institutions: informal, formal and non-formal, their interrelation.

Unit- 3 = Agencies of Education

- Home
- School
- State
- Mass-media- television, radio, cinema and newspaper

Unit- 4 = Child Centricism and Play-way in Education

- Concept of child centricism in education
- Characteristics and significance of child centricism in education
- Concept of play and work.
- Characteristics of play way in Education, Kindergarten, Montessori, Project method.

CC – 2/GE – 2 (Semester – 2)
Psychological Foundation of Education

Objectives:

- To understand the meaning of Psychology and be acquainted with its different aspects.
- To know the patterns of different aspects of human development and relate this knowledge with education.
- To be acquainted with the cognitive approach of development and thus to understand the process and factors of cognition.

Unit: 1 = Relation between Psychology and Education

- Meaning and definition of Psychology
- Meaning and definition of Education
- Relation between Psychology and education
- Nature, scope and significance of educational psychology.

Unit: 2 = Stages and types of human development and their educational significance.

- Piaget's cognitive development theory
- Erikson's psycho-social development theory
- Kohlberg's moral development theory
- Vygotsky's social development theory and Bandura's Social Learning Theory

Unit: 3 = Learning: concept and theories

- Concept and characteristics of learning
- Theories: Connectionism (Trial and error, classical, operant)
- Insightful learning
- Memorization and Forgetting: Process of memorization, causes of forgetting and economical ways of improving memorization

Unit: 4 = Intelligence

- Concept of intelligence
- Theories of Spearman, Thorndike and Guilford
- Types and uses of intelligence tests
- Concept of Emotional Intelligence and E.Q

CC – 3/GE – 3 (Semester – 3)
Sociological Foundation of Education

Objectives:

- To understand the relation between Sociology and Education . nature, and scope of Sociology of education.
- To explain the concept of Social Groups and Socialization process.
- To enable the students to understand the concept of Social change and Social interaction in education
- To become aware of social Communication in Education

Unit-I = Introductory Concept of Sociology of Education

- Meaning and definition of Sociology of Education
- Relation between Sociology and Education
- Nature of Sociology of Education
- Scope of Sociology of Education

Unit-2 = Social Groups

- Social Groups : meaning and definition
- Types of Social groups – Primary, Secondary and Tertiary
- Socialization Process: Concept
- Role of the family and school in Socialization process

Unit-3 = Social Change and Education

- Concept of Social Change
- Interrelation between Social change and Education
- Social stratification and Social Mobility.
- Social interaction Process

Unit-4 = Social Communication in Education

- Social Communication : Concept
- Informal agencies of social communication
- Inter relation between Culture, religion and Education.
- Inter relation between Technology, Economy and Education.

CC– 4/GE – 4 (Semester – 4)
Inclusive Education

Objectives:-

- Understand the meaning of Inclusion and exclusion
- Know the types of exclusion and their causes
- Know how to bring about inclusion in different spheres

Unit: 1 = Inclusion Overview

- Meaning of Inclusion and Inclusive Society
- Exclusion and Inclusion: Conceptual overview
- Obstacles/barriers in Inclusion
- Elements necessary for creating an inclusive society

Unit: 2 = Differently Abled

- Concept of Impairment, Disability and Handicap
- Types of disabilities- Orthopaedic, Visual, Auditory, Cerebral Palsy, Intellectual, Autism, Learning Disability (only definition and their specific problems)
- General causes of disabilities
- Role of school and society in creating a barrier free environment

Unit: 3 = Socially Disabled

- Concept of SC, ST and OBC groups.
- Concept of Gender, and sexuality
- Causes of social exclusion
- Understanding social inclusion: role of education

Unit: 4 = Educational Reforms for Inclusive Society.

- Building an Inclusive school: desired changes in System, Structure, Practice and Culture,
- Education for a multicultural society,
- Education for peaceful co-existence
- Role of Informal agencies (like mass media etc) in building an inclusive society

DSE–A (Semester – 5)
Peace and Value Education

Objectives:-

- To know the concept of peace education
- To understand peace and non-violence
- To develop the concept of value education
- To understand peace, value and conflict resolution

Unit: 1 = Peace Education

- Concept and Scope of Peace Education
- Aims of peace Education
- Role of Teachers in Promoting Peace education
- NCFTE 2009 on Peace Education

Unit: 2 = Peace and Non Violence

- Factors of Violence
- Role of Peace for Non-Violence
- Gandhian principle of Non Violence
- Role of Educational Institutional in Promoting Peace education

Unit: 3 = Value Education

- Meaning , Definition, Concept of Value Education
- Classification of Values and Sources of Values
- Need For Value education in the 21st Century
- Fostering Values – Role of Home, School and Society.

Unit: 4 = Peace, Value and Conflict Resolution

- Bases of conflict
- Role of Value Education in resolving conflict

DSE–A (Semester – 5)
Educational Thought of Great Educators

Objectives:-

- To develop an understanding of educational ideas of Indian and Western Educators
- To understand pedagogical concepts given by Indian and Western educational thinkers

Unit: 1 = Western Educators (Part 1)

- Plato
- Rousseau
- Montessori

Unit: 2 = Western Educators (Part 2)

- Pestalozzi
- Dewey
- Ivan Illich

Unit: 3 = Indian Educators (Part 1)

- Vivekananda
- Rabindranath
- Gandhiji

Unit: 4 = Indian Educators (Part 2)

- Radhakrisnan
- Begum Rokeya
- Sister Nivedita

DSE–B (Semester – 6)
Human Rights Education

Objectives:-

- To know the basic concept of human rights
- To know the role of United Nations and human rights
- To understand enforcement mechanism in India
- To know the role of advocacy groups

Unit:1 = Basic Concept of Human Rights

- Nature and concept of Human Rights
- Human Values – Dignity, liberty, equality, justice, unity in diversity
- Meaning and significance of Human Rights Education

Unit: 2 = United Nations and Human rights

- Brief history of human rights – National and International perspectives
- Universal Declaration of human rights in brief
- United Nations and Human rights – duties and limitations

Unit: 3 = Human Rights – Enforcement Mechanism in India

- Human Rights Act – 1993
- Human Rights Commission – role and objectives
- Judicial organs – Role of Supreme court and High court (in brief)

Unit: 4 = Role of Advocacy Groups

- Role of educational institutions
- Role of press and media
- Role of NGOs.

DSE–B (Semester – 6)
Women Education

Objectives:-

- To know the historical perspectives of Women Education
- To know the Policy Perspectives and Committees and Commissions on Women Education
- To know the role of Indian thinkers towards Women Education
- To identify major constraints of Women Education and Women Empowerment.

Unit: 1 = Historical Perspectives of Women Education

- Synoptic view of women education through the ages: Vedic, Brahmanic, Medieval Period
- Contribution of Missionaries
- Role of British Govt.

Unit: 2 = Policy Perspective, Committee and Commission on Women Education

- Constitutional provision, NPE -1968, 1986, 1992, POA-1992
- Radhakrisnan, Mudaliar and Kothari Commission
- Durgabai Deshmukh Committee, Hansraj Mehta Committee and Bhaktabatsalam Committee

Unit: 3 = Role of Indian Thinkers in promoting Women Education

- Rammohan Roy
- Vidyasagar

Unit: 4 = Major Constraints of Women Education and Women Empowerment

- Social – Psychological
- Political – Economical
- Role of women empowerment in modern society in brief.

SEC-A (Semester – 3 / 5)
Communication Skill

Objectives:

- To understand the basic elements of Communication
- To acquire Listening Skills
- To acquire Speaking Skills
- To acquire Reading and Writing Skills

Unit: 1 = Introduction to Communication

- Meaning, Nature and types of communication
- Principles of communication
- Process of communication: Sender, encoding, recipient, decoding and feedback
- Barriers of effective communication

Unit: 2 = Listening Skills

- Principles of listening skills
- Types of listeners
- Barriers to listening

Unit: 3 = Speaking Skills

- Verbal and non-verbal communication
- Public speaking: Extempore
- Group discussion

Unit: 4 = Reading and Writing Skills

- Previewing, skimming, and scanning
- Development of skills for correct pronunciation, reading and comprehension
- Sentence formation and punctuation

SEC–A (Semester – 3 / 5)
Skill for Democratic Citizenship

Objectives:-

- Have an idea about their duties as citizens
- Have an idea about their rights as citizens
- Have an idea about child violence and child rights
- Have an idea about domestic violence and domestic rights

Unit 1: Rights and duties in Indian Constitution

- Democratic rights
- Fundamental Rights
- Duties of citizenship

Unit 2 = Protection of Children

- Child protection - concept and need.
- Child Rights – concept, classification and need
- Legal actions –POCSO

Unit 3 = Domestic Harmony

- Domestic violence – definition and types
- Protection of Women from Domestic Violence Act, 2005 – basic features
- Protection of males in DVA 2005

Unit 4 = Role of Education (Term Paper/Project Paper)

- Awareness programmes- rallies, debates etc
- Mass media
- Seminars and workshops
- (Any one may be taken up by the college and recorded by the students on any one of the above topics)

SEC–B (Semester – 4 / 6)
Teaching Skill

Objectives:-

- To know the basic concept of Teaching
- To know the Types of Teaching
- To understand the Skills of Teaching
- To learn the Concept of Learning Design (LD)

Unit: 1 = Understanding Teaching

- Concept and definition of Teaching
- Nature of teaching and characteristic factors affecting teaching
- Relation between teaching and training

Unit: 2 = Types of Teaching (Concept and Characteristics)

- Micro-teaching and Micro lesson
- Simulated teaching
- Integrated teaching

Unit: 3 = Skills of Teaching (Basic Concept)

- Nature and definition of skills of teaching
- Developing teaching skills: Introducing a lesson, Questioning, Use of teaching aids, Illustration and Reinforcement
- Phases of teaching: Pre-active, Inter-active, Post-active

Unit: 4 = Learning Design (LD)

- Concept and importance of learning design in teaching
- Steps of learning design
- Qualities of good learning design

SEC–B (Semester – 4 / 6)
Life Skill Education

Objectives:

- To understand the meaning of life skills.
- To be acquainted with the different types of life skills.
- To find the ways in which individual's personality can be built through the development of these life skills.

Unit: 1 = Concept of Life Skills

- Meaning and concept of life skills.
- Origin of life skill in education.
- Development of the concept of life skills.
- Definitions and interpretation.

Unit: 2 = Classification of life skills

- Generic Life skills-
 - a) Survival skills
 - b) Negotiating skills
 - c) Coping skills
- Problem specific skills
- Skills for area specific development.

Unit:3 = Training and Techniques

- Concept of training and techniques for life skill education
- Types of training
- Stages of life skill education

Unit:4 = Life skills for leadership training

- Definition of leadership training
- Styles of leadership training
- Functions of leadership training
- Training of leadership through personality building and like skills

DEPARTMENT OF PHYSICAL EDUCATION

COURSE OUTCOME

DEPARTMENT OF PHYSICAL EDUCATION, SERAMPORE GIRLS COLLEGE

How to publish	Where Published	HOW Disseminated
Print in paper	Department Notice boards	Self-reading by students, parents and alumni
Online	Under Department tab of college Website	Available for Self-reading in public domain

Table 2: Course Outcomes, Program: B. A. (General), Program code: PEDG

Sl no.	course	semester	Course code	credit	marks	Course outcome	Skill Development related to employability and Entrepreneurship development
1.	PEDG (TH)	I	PEDN-G-CC-1-1TH	6	100	After completion of this course, students will Apply knowledge of physical education, growth and development, play, sports and games knowledge, history of physical education and yoga to explain aim and objectives of physical education. Use an understanding of history of yoga, astanga yoga to effectively know about yoga in everyday life, further study in physical	The course focuses to develop the basic knowledge in physical education. The basic knowledge and conception of physical education is essential to understand the higher level Games and Sports.. The content of course is also important to qualify the NET, SET, and other job oriented examinations for Physical education students.
2.	PEDG (TH)	II	PEDN-G-CC-2-2-TH	6	100	Having successfully completed this course student will learn health, health education,	Basic knowledge of health education is essential to realize the higher physical education. The content of course is also important to qualify the NET, SET, other job

						personal hygiene, health problems-prevention and control, physical fitness and wellness, health and first-aid-management.	oriented examinations for Physics students
3.	PEDG (TH)	III	PEDN-G-CC-3-3-TH-P	6	100	Completion of this course will enable the students to: Know the basics of anatomy, physiology, exercise physiology, musculo- skeletal system, circulatory system, respiratory system	The basic knowledge in anatomy physiology to know at higher level. The content of course is also important to qualify the NET, SET, GATE and other job oriented examinations for Physics students.
4.	PEDG (PR.)	III	PEDN-G-SEC-A-3-1-P	6	100	On completion of this course students will enhance their experience to perform starting , finishing, relay race, long jump, high jump, shot-put, discuss throw, javelin throw. They may have the concepts of track and field events.	Developed physical fitness through track and field event. The knowledge is essential for the experiment of higher physical educationresearch.
5.	PEDG (TH)	IV	PEDN-G-CC-4-4-TH-P	6	100	On completion of this course students will be able to understand psychology, learning, learning curve, motivation, instinct, and emotion, stress, personality and sociological aspects etc.	Learning and psychological factors is building block to understand the psychology for physical education students of at higher level. The content of course is also important to qualify the NET, SET, and otherjob oriented examinations for Physical education students..
6.	PEDG	IV	PEDN-G-	6	100	On completion of	Basic knowledge of

	(PR.)		SEC-B-4-1-P			this course students will gather Experience to perform gymnastics, yogasana. They have the concepts of asana,pranayam, surya namaskar etc	body flexibility is developed. Practicing ofyoga and gymnastics is useful in realizing in daily life. They can teach other .
7.	PEDG (TH)	V	PEDN-G-DSE A-5- 1-TH-P	6	100	Student will gather knowledge about management, duties and responsibilities of a manager etc. Student will learn about tournament in details, they also learn about types of sports meet. Student learn about the field measurement various games and sports. They also learn how to manage time, how to prepare document and how to maintain sports . Student can prepare budget. They may clear their concept of sponsorship and sports promotions etc.	Student will gather knowledge about management, duties and responsibilities of a manager etc. Student will learn about tournament in details, they also learn about types of sports meet. Student learn about the field measurement various games and sports. They also learn how to manage time, how to prepare document and how to maintain sports . Student can prepare budget. They may clear their concept of sponsorship and sports promotions etc.
8.	PEDG (PR.)	V	PEDN-G-SEC-A-5-2-P (Ball Game)	6	100	To learn the fundamental skill of ball game. To learn the rules and regulations of the games for efficacious officiating. To know the various drill for optimum skill development.	Through learn this activity students can gather knowledge and they will be able to teach other . they can monitor and they may officiate the game in national and international level.

						This course enable the student to learn the theoretical and practical skill to mark the volley ball court.	
9.	PEDG (TH)	VI	PEDN-G-DSE B-5- 1-TH-P	6	100	Students will know in details about aim, objectives and principles of sports training. Students will learn about warming up, cooling down and conditioning, they also learn about various training method and periodisation in detail. Students also learn about different type of training load and also learn how to overcome over load. Student will know how to develop and improve strength, speed, flexibility etc.	Student will be benefitted and apply their knowledge on sports. Student will implement different methods of training when they teach children. Student will prepare proper training schedule of various games and sports. Student will create different type of training facilities and plan for advance learner. Using this knowledge they can choose sports medicine, physiotherapist, rehabilitation, sports psychologist as a profession
10.	PEDG (PR.)	VI	PEDN-G-SEC-B-6-2-P (Indian Games & Racket Sports)	6	100	This course introduce the student with the history & development of the kabaddi and kho kho game at national and international level. It teaches about the basic skill and technique required	Through learn this activity students can gather knowledge and they will be able to teach other . they can monitor and they may officiate the game in national and international level.

						dimension and marking of playing area & basic requirement at the playing area. The students learn about the rules and regulations.	
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Programme Outcomes of B.A (GENERAL) PHYSICAL EDUCATION

1. Critical Thinking: Take informed actions after identifying the assumptions that frame our thinking and actions, checking out the degree to which these assumptions are accurate and valid, and looking at our ideas and decisions (intellectual, organizational, and personal) from different perspectives.

2. Effective Communication: Speak, read, write and listen clearly in person and through electronic media in English and in one Indian language, and make meaning of the world by connecting people, ideas, books, media and technology.

3. Social Interaction: Elicit views of others, mediate disagreements and help reach conclusions in group settings.

4. Effective Communication: Speak, read, write and listen clearly in person and through electronic media in English and in one Indian language, and make meaning of the world by connecting people, ideas, books, media and technology.

5.. Effective Citizenship: Demonstrate empathetic social concern and equity-centered national development, and the ability to act with an informed awareness of issues and participate in civic life through volunteering.

6. Ethics: Recognize different value systems including your own, understand the moral dimensions of your decisions, and accept responsibility for them.

7. Environment and Sustainability: Understand the issues of environmental contexts and sustainable development.

8. Self-directed and Life-long Learning: Acquire the ability to engage in independent and life-long learning in the broadest context socio-technological changes.

Programme Specific Outcomes (PSO) B.A.(General) physical education

1. Students will acquire a comprehensive knowledge and sound understanding of fundamentals of Physical Education.

2. Students will develop practical, theoretical skills in Physical Education.

3. Students will be prepared to acquire a range of general skills, to specific skills to communicate with society effectively and learn independently.

4. Students can pursue in higher education like B.P.Ed, M.P.Ed, NET, SET, M.PHIL, Ph.D, SPORTS JOURNALISM, SPORTS PSYCHOLOGY etc.

5. Student may get job in different sectors. Such as teaching, yoga instructor, fitness expert, dieticians expert, coach, sports psychologist, sports journalist etc.

DEPARTMENT OF MUSIC

Syllabus of B.A./B.Sc.(General) Music

CHOICE BASED CREDIT SYSTEM (Course Outcome)

University of Calcutta

Core course/Generic Elective1

Max Marks100

Credits-6.

CC1/Theory/Credit2 : Marks-30

1.Technical Terminology--Nada,Shruti,Swara(suddha and Vikrit),Alankar,Saptak,Raga,Aroha,Avroha,Pakad,Tala,Sam,Tali,Khali,Theka,Matra

Outcome:Enriched about basic technical knowledge of Music in term.

2.Definition of Sangeet

Outcome:Obtained knowledge about Sangeet with grammatical analysis.

3.Two major systems of Indian Music--Hindustani and Carnatic

Outcome: Enriched about brief history of Hindustani and Carnatic music system

4.General discussion about Classical,Semi Classical and Light music

Outcome: Obtained conception of these three classifications of music

5.Ability to write Theka of Teental,Dadra,Kaharva

Outcome:Obtained basic knowledge of Talas and its theoritical description in tallipee

6.Brief introduction of Music in Vedic period.

Outcome: Enriched about history of Vedic music.

7.Project work of any one reputed classical musician.

Outcome:Known about life and contribution of reputed classical musician by data collection etc.

Practical/Credit- 4/Marks- 50/Internal + Attendance : 20 Marks

1. Basic knowledge of swaras (suddha + vikrit) and alankaras

Outcome: Obtained basic knowledge of twelve swaras and its different variation.

2. Drut Khayal

Outcome: Grown knowledge about singing style of Khayal gaan in different ragas.

3. Ability to keep theka of talas by hand beats-- Teentaal, Dadra and Kaharva

Outcome: Skilled in these talas with description in practical that helps to grow sense of rhythm.

4. Guided listening and discussion of compositions/dhun based on ragas

Outcome: Obtained conception in different style of compositions/dhuns in different ragas by listening and discussion.

5. Rabindra Sangeets from Puja and Prem Pajayas .

Outcome: Skilled in singing style of Rabindra Sangeet from Puja and Prem parjayas with descriptions.

6. Nazrul Geeti

Outcome: Skilled in singing style of Nazrul Geeti with descriptions.

7. Baul /Bhatiyali

Outcome: Skilled in singing style of Baul/Bhatiyali with descriptions.

8. Modern Bengali Song composed by Salil Chowdhuri and Pulak Bandyopadhyay

Outcome: Obtained knowledge about singing style of Modern Bengali song of two composers with descriptions.

9. Guided listening and discussion of different folk songs of India

Outcome: Obtained conception about singing style of different regional Folk songs of India with practical and theoretical aspects.

Course Outcome of the syllabus of Music (General)

Core courses / Generic Elective-2

Max Marks : 100 / Credit: 6

Theory / Marks :30 / credit -2

1.Raga, Thaata(Mela),Vadi, Samvadi,Laya,and Layakari

Outcome: Students learn about some terminologies of music.

2.Brief introduction of Music in ancient period

Outcome: On ancient music period , students learn about how the music was in ancient period.

3.Detailed description of Raga Alahaiya Bilawal and Bhupali

Outcome: Students learn in detail Raga Alahaiya Bilawal and raga Bhupali in Hindustani music system.

4. Ability to write notation of drut khayal

Outcome: In this segment they learn how to write Hindustani notation system ie Vatkhande swaralipi system.

5. Description of following taalās :

Outcome: Next to this Taal System of Hindustani music. They learn how to write thekas of different taalās like teentala,.ektala and dadra.

6. Brief introduction of Folk Music of Bengal

Outcome: In next section they gain knowledge about different folk music of Bengal such as vadu,tusu , jhumur, vatiyali, sari, jari, baul etc.

7. Project Work of any one of the musical instrument of Hindustani music

Outcome: Finally , through Project Work students learn in detail about different types of musical instruments , those are used in Hindustani classical music and they also learn how to prepare a project paper.

Practical / Credit – 4/Marks: 50 / Internal+ attendance: 20 marks

1. Ability to sing Five Alankaars with they dwigun and trigun in different saptak(Mandra Madhya and Taar) .

Outcome: Students gain the basic knowledge about swaras

2. Ability to sing drut khayal of Alahaiya Bilawal and Bhupali

Outcome: They gain knowledge in details about raga Alahaiya Bilawal and Bhupali and have learnt to sing properly the above mentioned two ragas.

3. Ability to keep thekas of following taal as by hand beats.(Teental ektaal and dadra with dwigun trigun and chaugun)

Outcome: Explain Teentaal Dadra and ektaal by hand beats.

4. Guided listening and discussion of khayal and dhrupad singing on ragas.

Outcome: Gain knowledge about how to sing khayal and dhrupad, characteristics and chalan of raagas in different type of musical forms.

5. Bhajan:

Outcome: Learn about how to represent this specific style of classical form.

6. Rabindra Sangeet,
7. Dwijendragiti
8. Puratani Bangla gaan or Syama sangeet.
9. Modern Bengali songs

Outcome: Gain ability to sing different types of Bengali songs such as Rabindra Sangeet, Dwijendragiti, Puratani or Syama sangeet, Modern Bengali songs etc.

Core course-3/Generic Elective-3/ Max Marks :100/ Credit : 6

Theory:

Credit :2/ Marks-30

1. Brief history of Indian Music in Medieval period

Outcome: On Medieval music period , students learn about how the music was in Medieval era . This relates to elements of Medieval music ie.the swaras, the instruments and the voice part .

2. Murli,khatka, jamjama, gamak, vibration, pitch, intensity and l timber.

Outcome: Learn some of the musical terminologies .

3. Four fold classification of musical instrument.

Outcome: Gain knowledge about instruments which are used in Hindustani classical music.

4. Knowledge of following taalas: teental chautal , ektaal.

Outcome: Students learn how to write thekas of above mentioned taalas in thay, dwigun trigun and chaugun.

5. Project Work on any one of the classical musical form of the Hindustani music.

Outcome: Finally , through Project Work students learn in detail about different types of classical musical forms such as khayal, dhrupad,tappa, thumri,Bhajan,dadra, kajri chaiti etc. and they also learn how to prepare a project paper.

Practical :

Marks:50/Internal assessment:10/Attendance:10

1. Knowledge of voice production.

Outcome: Students gain the basic knowledge about swaras.

2. Ability to sing drut khayal with short alap and five taanas of the ragas Bihag and Kafi .

Outcome: They gain knowledge in brief about raga Bihag and kafi and have learnt to sing properly the above mentioned two ragas.

3. Ability to keep thekas of following taal as by hand beats.(Teental chautal and rupak with dwigun trigun and chaugun)

Outcome: Explain Teentaal chautal and rupak by hand beats in different layas.

4. Introductory knowledge of Harmonium or tabla playing .

Outcome: Students learn practically about how to play a harmonium or a tabla.

5. Guided listening and discussion of thumri , dadra, kajri, chaiti, and hori .

6. Rabindra Sangeet

7. Song of Atul Prasad Sen

8. Kirtan

9. Modern Bengali songs

Outcome: Gain ability to sing different types of Bengali songs such as Rabindra Sangeet, Atul Prasad, Kirtan, or Modern Bengali songs etc.

Core course-4/Generic Elective-4 /Max Marks :100/ Credit:6

Theory: Marks: 30 /credit 2

1.Elementary Knowledge of time theory of Indian music

Outcome: Students learn about time theory of Indian music. In this segment they learn about to performing time of ragas.

2.Knowledge of Akarmatrik Notation system.

3.Ability to write notation of Rabindrasangeet in Akarmatrik Notation system.

Outcome: Students learn about Akarmatrik Notation system so that they can write a Bengali song such as Rabindra Sangeet methodically by using Akarmatrik Notation system. By this system they can also prevent old Bengali songs.

4.Brief life and contribution of Tansen, V.N. Vatkhande, Ravishankar, Rabindra nath Tagore, Nazrul Islam.

Outcome: In this segment students learn about some personality whose immense contribution develop nourished Indian music as well as Bengali songs.

5.Project Work: Semi Classical/light or folk music.

Outcome: Finally , through Project Work students learn in detail about different types of musical forms those are used either in Hindustani classical music system or in folk music and they also learn how to prepare a project paper.

Practical: Marks :50/credit 4/ internal assessment 10/Attendance 10

1.Ability to sing Madhya and drut khayal with taanas in each of the ragas Desh and Malkouns

Outcome:They gain knowledge in details about raga Desh and Malkauns

2.Ability to keep thekas of following taal as by hand beats.(Teental Dhamar and Dipchandi with dwigun trigun and chaugun)

Outcome: Explain Teentaal Dhamar and Dipchandi by hand beats.

3.Ability to sing semi classical compose composition in raag Kafi khamaj and bhairavi.

Outcome: Gain knowledge about how to sing or compose own composition

4.Guided listening and discussion of instrumental music and composition of Carnatic Music .

Outcome: Gain knowledge about musical instruments and also Carnatic Music System.

5.RabindraSangeet/Drupadanga/Baulanga/Kheualanga/Kirtananga

Outcome: Learn about several songs about different angas

6.one Bengali folk songs from chatka/ Bhawayia/ jhumur

Outcome: Gain knowledge about Bengali folk songs

7.One song composed by Rajanikanta Sen

Outcome: Knowledge about the style of Rajanikanta Sen's song.

8.Two Modern Bengali songs

Outcome: Gain Knowledge about modern Bengali songs of S.D.Barman and RD Barman.

9.Modern songs of different composer

Outcome: Gain ability to sing different types of modern songs and know some eminent composer by their creation.

DSE(General)

SEM-V Group -A

I . Stady on Patriotic Song

Max Marks:100

Theory : Marks 30/credit 2

1. Pre-independence period

Outcome: learn about the patriotic songs of Pre-independence period ie upto 1947.

2. Post Indipence period

Outcome: learn about the patriotic songs those are composed after Independence

3. Name and contribution of composers of patriotic songs.

4. Outcome: students gain huge knowledge about the life schetch and the contribution of the eminent composer of patriotic songs mainly of Pre-independence period.

5. National Anthem and National Song.

Outcome: Students learn about the difference between national anthem and national song. And also learn everything about the two above mentioned songs.

Practical : Marks 50/credit 4/Internal assessment 10/ Attendance 10

- 1.Pre Independence period song

Outcome : learn about verious patriotic songs from pre independence period

- 2.Post independence period song

Outcome : learn about verious patriotic songs from post independence period.

3. National Anthem and National Song

Outcome : students sing perfectly the two above mentioned songs.

II. Study on music related to different festive moods.

Theory: Marks 30/credit 2

Study and knowledge of festival related song – Holi, marriage song, Bihu, Agamoni ,Bhadu, Tusu.

Practical: Marks 50/ credit 4 /Intern assessment 10/Attendance 10

Holi, Marriage Song, Bihu, Agomoni, Bhadu, Tusu.

Outcome : students learn both theoretically and practically these six types of festival related songs.

DSE B /Max Marks:100 /Credit 6

Sem—VI Group -B

I . Study on Folk Song of India

Theory: Marks 30 / credit 2

characteristics and knowledge of Folk songs of Assam Gujrat Rajasthan

Outcome: students gain theoretical knowledge about various folk songs of different places or states of India.

Practical: Marks 50/Credit 4/ Intern assessment 10/Attendance 10

Folk song of Assam, Gujarat, Rajasthan, Panjab, Maharashtra

Outcome:Learn different folk songs of different states such as Assam, Gujrat,Rajasthan, Panjab and Maharashtra

II. Study on Ragasrayi Gaan

Theory:

1. Origin and Development of Ragasrayi Gaan

Outcome : gain vast knowledge about Ragasrayi Gaan. It's origin, it's development, it's expansion and overall they know about it's great talented composers too.

2.Basic knowledge of Ragas used in Ragasrayi gaan.

Outcome : gain knowledge about some raagas which are used for above mentioned songs.

Practical: Marks :50/ Credit 4/Internal assessment 10/Attendance 10

1. Five Ragasrayi Gaan

2. Identification of original ragas in all the Ragasrayi Gaan.

Outcome : students learn both the songs and introductory characteristics of raagas which are used in above-mentioned songs.

Skill Enhancement Course(General)/Max marks-- 100

Practical/Credit - 2/Marks- 80/Internal + Attendance : 20

SEC A

1. Identification of different instruments by listening audio specimen

Outcome: Skilled to identify of different instruments by listening its different nature of musical sounds.

2. Harmonium playing with Rabindra Sangeet.

Outcome: learned to play harmonium with different style of Rabindra Sangeet.

SEC B

1. practice of Paltas with suddha and vikrit swaras

Outcome : Skilled in singing with different types of songs.

2. Tanpura Playing

Outcome: Skilled in playing Tanpura with descriptions

DEPARTMENT OF CHEMISTRY

B.Sc. GENERAL CHEMISTRY (CEM-G)

CC1/GE1

Students learn about theoretical knowledge of kinetic theory of ideal and real gases, surface tension and viscosity of liquid, kinetics of different types of chemical reactions, concept of atomic structure, periodic table & and periodic properties of elements, different theories related to acid-base, HSAB principle, general organic chemistry, and concept of chirality, stereochemistry, some important nucleophilic substitution and elimination reaction including mechanism. They can also gain some practical experience in Dichromatometry titration, Permanganometry titration, Iodometry titration, and estimation of sodium carbonate and sodium hydrogen carbonate present in a mixture.

CHEM-H-CC1-1-Th or CHEM-H-CC1-3-Th and CHEM-H-SEC1-1-Th

Students learn about theoretical knowledge of atomic structure, periodic table & and periodic properties of elements, and chemical bonding including VBT and MO theory, electronic displacements, physical properties of common organic compounds, concept of chirality, stereochemistry, chemical thermodynamics, thermochemistry and kinetics of different types of chemical reactions. Quantitative analysis and its interdisciplinary nature, different types of titrimetric analysis like Acid-base titrimetry, Redox titrimetry, Precipitation titrimetry, Complexometric titrimetry, Gravimetric Analysis, and Numerical problems wherever applicable. They can also gain some practical experience in the Preparation of primary standard solutions, Standardization of secondary standard solutions, Dichromatometry titration, and Permanganometry titration.

CC2/GE2

Students learn about theoretical knowledge of chemical thermodynamics, thermochemistry, chemical equilibrium, ideal and non-ideal solutions and their laws, phase equilibrium, and phase diagram, solid states, the concept of crystallography, error analysis, and computer applications, Preparations and reactions of aliphatic hydrocarbons like alkanes, alkenes, and alkynes, Redox reactions, and Nernst equation, the feasibility of a redox titration, redox potential at the equivalence point, and redox indicators. They can also gain some practical experience in the study of the kinetics of acid-catalyzed hydrolysis of ester, the kinetics of decomposition of H₂O₂ (Clock Reaction), the viscosity of unknown liquid (glycerol, sugar) with respect to water, determination of solubility of sparingly soluble salt in water, in electrolyte with common ions and neutral electrolyte (using common indicator), preparation of buffer solutions and find the pH of an unknown buffer solution, determination of surface tension of a liquid using Stalagmometer.

CC3/GE3

Students learn about theoretical knowledge of ionic bonding, and chemical bonding including VBT and MO theory, comparative study of p-block elements (group 13-17), 3d series transition

elements, lanthanoids and actinoids, co-ordination Chemistry, ionic Equilibrium (acid-base theory), conductance, electrochemical cells, preparation and reaction of some Aromatic Hydrocarbons, aryl halides and organometallic compounds - Grignard reagents. They can also gain some practical experience in the study of qualitative semi-micro analysis of mixtures containing two radicals where emphasis should be given to the understanding of the chemistry of different reactions.

CC4/GE4

Students learn about theoretical knowledge of preparation and reaction of Alcohols, Phenols and Ethers, Carbonyl Compounds (Aldehydes and Ketones), some common name reactions with mechanisms, study of Carboxylic Acids and Their Derivatives, different mechanisms of ester hydrolysis, reaction of amines and diazonium Salts, amino acids and carbohydrates chemistry, Crystal Field Theory, Quantum Chemistry & different type of physical Spectroscopy. They can also gain some practical experience in the study of qualitative analysis of single solid organic compound(s) containing special elements (N, Cl, and S), functional groups: Aromatic-NO₂, Aromatic -NH₂, -COOH, carbonyl (no distinction of -CHO and >C=O needed), -OH (phenolic), and identification of pure organic compounds.

DSE (A)

Students learn about theoretical knowledge of synthesis and modification of inorganic solids and their technological importance, nanomaterials, introduction to engineering materials for mechanical construction, composite materials, specialty polymers, Glass, Ceramics, Cements, Different types of fertilizers, surface coatings, primary and secondary batteries, alloys, General principles and properties of different catalysts, and explosive properties in organic compounds. They can also gain some practical experience in the determination of cation exchange method, determination of total difference of solids, synthesis of the hydrogel by co-precipitation method, synthesis of silver and gold metal nanoparticle, determination of free acidity in ammonium sulphate fertilizer, estimation of Calcium in Calcium ammonium nitrate fertilizer, estimation of phosphoric acid in superphosphate fertilizer, electroless metallic coatings on ceramic and plastic material, determination of the composition of dolomite (by complexometric titration), analysis of (Cu, Ni); (Cu, Zn) in alloy or synthetic samples, analysis of Cement, and preparation of pigment (zinc oxide).

DSE (B)

Students learn about theoretical knowledge of introduction to Green Chemistry, principles of Green Chemistry and designing a chemical synthesis, examples of Green Synthesis/ Reactions and some real-world cases, future trends in Green Chemistry, alkaloids and their reaction, terpenes, optical methods of analysis including UV-Visible Spectrometry, Infrared Spectrometry, Flame Atomic Absorption, and Emission Spectrometry, estimation of metal ions from aqueous solution, geometrical isomers, keto-enol tautomers, thermal methods of analysis, different separation techniques like solvent extraction, mechanism of extraction, qualitative and quantitative aspects of solvent extraction, chromatography, IC, GLC, GPC, TLC and HPLC, Stereoisomeric separation and analysis, and role of computers in instrumental methods of analysis.

They can also gain some practical experience in the acetylation of primary amine (preparation of acetanilide), [4+2] Cycloaddition reaction (Diels-Alder reaction between furan and maleic anhydride), preparation of biodiesel from vegetable/waste cooking oil, photoreduction of benzophenone to benzopinacol in the presence of sunlight, Pinacol-pinacolone rearrangement reaction (preparation of benzopinacolone), solid state synthesis of benzoic acid from benzyl, Benzoin condensation using thiamine hydrochloride as a catalyst instead of potassium cyanide, green multicomponent synthesis (three component coupling), base catalysed aldol condensation (synthesis of dibenzal propanone from benzaldehyde and acetone), bromination of *trans*-stilbene using bromide/bromate mixture, preparation and characterization of gold nanoparticles using tea leaves, green radical coupling reaction, separation techniques by Chromatography, solvent extractions, analysis of soil, ion exchange methods, and Spectrophotometry.

SEC (A)

Students learn about theoretical knowledge of basic Analytical Chemistry including analysis of soil, analysis of water, analysis of food products, different types of chromatography, Ion-exchange chromatography, analysis of cosmetics-Major and minor constituents and their function, suggested Instrumental demonstrations including Estimation of macronutrients, spectrophotometric determination of Iron in Vitamin / Dietary Tablets, spectrophotometric identification and determination of caffeine and benzoic acid in soft drink, analytical clinical biochemistry including carbohydrates, proteins, enzymes, lipids, lipoproteins, and a diagnostic approach by blood/ urine analysis.

SEC (B)

Students learn about theoretical knowledge of drug discovery, design and development, basic retrosynthetic approach, synthesis of the representative drugs of the following classes: analgesics agents, antipyretic agents, anti-inflammatory agents (Aspirin, paracetamol, Ibuprofen); antibiotics (Chloramphenicol)antibacterial and antifungal agents (Sulphonamides; Sulphanethoxazol, Sulphacetamide, Trimethoprim); antiviral agents (Acyclovir), central nervous system agents (Phenobarbital, Diazepam),cardiovascular (Glyceryl trinitrate), antilaprosy (Dapsone), HIV-AIDS related drugs (AZT- Zidovudine), aerobic and anaerobic fermentation, production of (i) Ethyl alcohol and citric acid, (ii) Antibiotics; Penicillin, Cephalosporin, Chloromycetin and Streptomycin, (iii) Lysine, Glutamic acid, Vitamin B2, Vitamin B12 and Vitamin C, general introduction to pesticides (natural and synthetic), benefits and adverse effects, changing concepts of pesticides, structure activity relationship, synthesis and technical manufacture and uses of different classes of pesticides.