



RANI BIRLA GIRLS' COLLEGE

A Govt-aided College

38, Shakespeare Sarani, Kolkata -17

Affiliated to the University of Calcutta, NAAC accredited

CRITERIA 2: TEACHING, LEARNING & EVALUATION



2.5.1: Mechanism of internal/external assessment is transparent and the grievance redressal system is timebound and efficient

PROGRAMME OUTCOME & COURSE OUTCOME

Choice Based Credit System (CBCS)

2018 - 2023

LIST OF ALL HONOURS COURSES

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5.	Department of History	42
6.	Department of Hindi	70
7.	Department of Journalism & Mass Communication	53
8.	Department of Political Science	61
9.	Department of Sociology	65

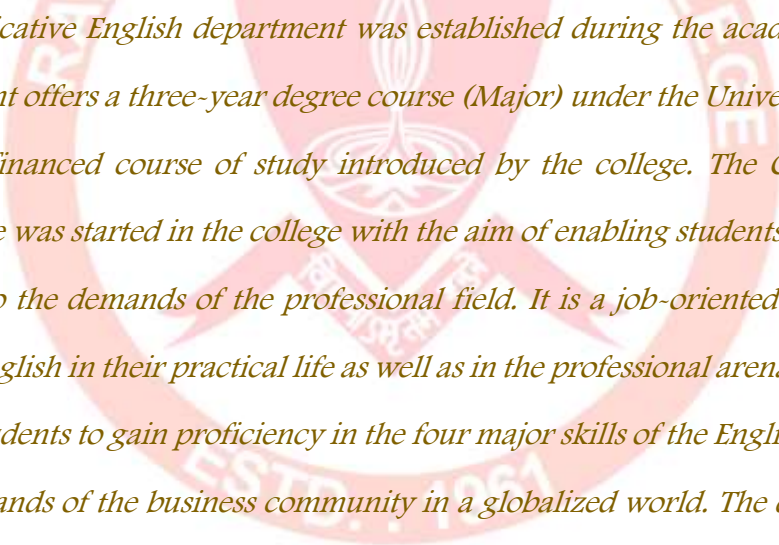
LIST OF MAJOR COURSES

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LIST OF GENERAL COURSES

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Department of Communicative English



The Communicative English department was established during the academic session 2006-07. The department offers a three-year degree course (Major) under the University of Calcutta. This is the first self-financed course of study introduced by the college. The Communicative English (Major) course was started in the college with the aim of enabling students to access the job world and to cater to the demands of the professional field. It is a job-oriented course where students learn to use English in their practical life as well as in the professional arena. The aim of the faculty is to enable students to gain proficiency in the four major skills of the English language, bearing in mind the demands of the business community in a globalized world. The department is equipped with an audio-visual English language laboratory to give learners access to the best learning tools of the day.

PROGRAMME OUTCOME OF 3 YEAR B. A. MAJOR IN COMMUNICATIVE ENGLISH

(Under CBCS)

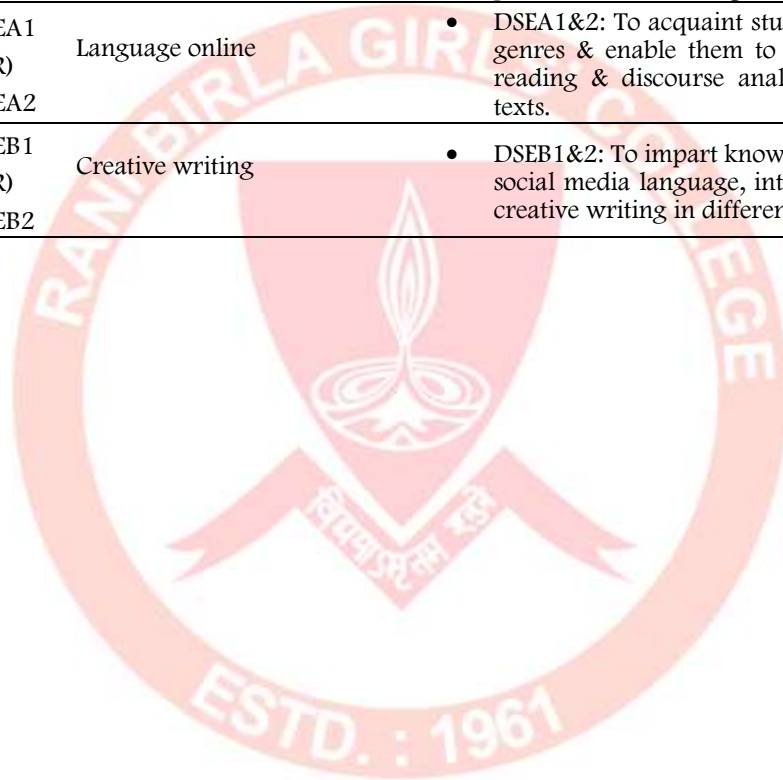
PO NO.	PROGRAMME OUTCOME	DESCRIPTION
PO1	Four Major Skill Development <i>Method of Assessment</i>	<ul style="list-style-type: none"> To enable learners to acquire all the four major skills of the English Language <i>Internal assessment</i>
PO2	Employability skill development <i>Method of Assessment</i>	<ul style="list-style-type: none"> To train and prepare the students to see and find employment in the corporate, media, teaching, content writing, copy editing, PR, and advertising <i>Continuous internal assessment</i>
PO3	Media skill development <i>Method of Assessment</i>	<ul style="list-style-type: none"> To train learners acquire the skills necessary for hosting and conducting talk shows, news reading, public service announcements in media. <i>Internal assessment</i>
PO4	Appropriate Vocabulary development <i>Method of Assessment</i>	<ul style="list-style-type: none"> To enable students to acquire accurate and appropriate vocabulary and language items for understanding different genres. <i>Internal assessment</i>
PO5	Internship and training <i>Method of Assessment</i>	<ul style="list-style-type: none"> To expose the students to the employment opportunities, challenges and job roles through on job training in corporate and media sectors. <i>Internal Assessment</i>
PO6	Entrepreneurship development <i>Method of Assessment</i>	<ul style="list-style-type: none"> To guide the students in self-employment strategies. <i>Continuous internal assessment</i>
PO7	Acquisition of Projects, report preparation and Writing skills and techniques <i>Method of Assessment</i>	<ul style="list-style-type: none"> To enable the students to conduct independent surveys, collect data, analyse, prepare and present reports and projects. <i>Continuous internal assessment</i>
PO8	Communicative competence development <i>Method of Assessment</i>	<ul style="list-style-type: none"> To develop communicative competence in learners so that they can use the four skills in diverse contexts, situations and purposes. <i>Internal assessment.</i>
PO9	Proficiency in Business English Communication (online & offline) <i>Method of Assessment</i>	<ul style="list-style-type: none"> To enable learners to use language correctly in every form of business and technical communication both online and offline. <i>Internal assessment</i>
PO10	Acquisition of English sounds, style, structure of the language. <i>Method of Assessment</i>	<ul style="list-style-type: none"> To impart knowledge, ideas, technicalities of proper pronunciation, sound patterns, style, structure of English language. <i>Internal Assessment</i>
PO11	Develop awareness of accurate grammatical structures in communication <i>Method of Assessment</i>	<ul style="list-style-type: none"> To enable learners use grammatically correct English in different context and situations. <i>Internal Assessment.</i>
PO12	Soft skill development <i>Method of Assessment</i>	<ul style="list-style-type: none"> To enable learners to develop soft skills in students for presentations and other forms of communication. <i>Internal assessment.</i>

COURSE OUTCOME OF 3 YEAR B. A MAJOR IN COMMUNICATIVE ENGLISH

(Under CBCS)

SEMESTER	PAPER	NAME OF THE PAPER	COURSE OUTCOME
I	CC1	Phonetics and phonology	<ul style="list-style-type: none"> CC1: Enable students to acquire correct pronunciation & identify the different sounds of English
	CC2	Grammar and usage	<ul style="list-style-type: none"> CC2: Develop awareness of accurate grammar and its use.
II	CC3	Sociolinguistics	<ul style="list-style-type: none"> CC3: Impart knowledge of appropriateness & grammaticality, acceptability of English Language, enable learners to learn the concepts of style, register, jargon.
	CC4	Listening & speaking competence	<ul style="list-style-type: none"> CC4: Enable learners to acquire listening & speaking competence & to be aware of the different communicative functions of English
III	CC5	English composition & comprehension	<ul style="list-style-type: none"> CC5: To develop the power of comprehension and the ability to compose any matter,
	CC6	Technical english and copyediting	<ul style="list-style-type: none"> CC6: To train students in technical English. Content writing & copy editing
	CC7	English language teaching	<ul style="list-style-type: none"> CC7: To train the learners in the various approaches. methods. Planning and testing in English Language teaching
	SECA1 (OR) SECA2	Travel writing Or Review writing	<ul style="list-style-type: none"> SECA1&2: To enable learners to acquire the skills and technicalities of travel writing and content writing
	CC8	Content writing	<ul style="list-style-type: none"> CC8: To train students and impart ideas related & concepts related to PR & advertising.
IV	CC9	Pr & advertising	<ul style="list-style-type: none"> CC9: To impart students' ideas, concepts about types of communication, print media, news, & new media.
	CC10	Mass communication & mass media: print, electronic, digital & new media	<ul style="list-style-type: none"> CC10: To give learners knowledge about the soft skills, acquaint them with the technicalities of interviews and group discussions.
	SECB1 OR SECB2	Softskill development Business english communication (or) Plan & budget writing	<ul style="list-style-type: none"> SECB1&2: To train students in the various skills required for business English communication, and to give them the knowledge of the different forms of business correspondences & budget writing.
V	CC11	Interviewing techniques, talkshows, newsreading, & writing, public service announcements, commentary, compering On job training internship Report Writing	<ul style="list-style-type: none"> CC11: To prepare students to act as media professionals in electronic and digital media & enhance their creative skills in compering and presentations
	CC12	Newspaper report & feature writing	<ul style="list-style-type: none"> CC12: To enable students to gain firsthand knowledge & job skills in the corporate and media

	(or) Tv & radio script writing	sector & also realize the demands of the employment sector & explore the various job options
DSEA1 (OR) DSEA2	Translation studies (or) Film studies	<ul style="list-style-type: none"> DSEA1&2: To impart students' knowledge about newspaper, feature article & media scripting.
DSEB1 (OR) DSEB2	Entrepreneurship development Or Research project	<ul style="list-style-type: none"> DSEB1&2: To enable learners understand the use of language in translation and its related skills. Also to acquaint them with the technicalities of film studies
CC13	Critical reading and understanding genres	<ul style="list-style-type: none"> CC13: To impart knowledge about various opportunities in self-employment. Qualities of an entrepreneur. & HR material resources in business.
CC14	Discourse analysis	<ul style="list-style-type: none"> CC14: To enable students to understand different methods of qualitative & quantitative research, data collection methods, field survey, data analysis, and presentation of findings.
VI DSEA1 (OR) DSEA2	Language online	<ul style="list-style-type: none"> DSEA1&2: To acquaint students to different literary genres & enable them to develop skills of critical reading & discourse analysis of various types of texts.
DSEB1 (OR) DSEB2	Creative writing	<ul style="list-style-type: none"> DSEB1&2: To impart knowledge of online language, social media language, internet language & skills of creative writing in different genres.



Department of Economics

The department of Economics, which was established in 1961, offers the B.A. (General) course in the subject. Economics, as a subsidiary subject, has an appeal to students of various disciplines. Also, knowledge of basic economics enables them to gain insight into current socio-economic issues and various national and international developments. The subject has been a popular choice amongst the students undergoing Honours courses in English, Geography, History, Political Science and Sociology, among others. The undergraduate curriculum in Economics (General) prescribed by the University of Calcutta is taught by the faculty with utmost care so that every student is able to grasp the concepts therein. Regular class and home assignments, class tests, tutorials and selection tests that are conducted by the faculty ensure that the students are well prepared for the university examinations. The department of Economics also encourages students to present papers on current socio-economic issues at the departmental seminars held regularly in the college and in other institutions.

PROGRAMME OUTCOME OF 3 YEAR B.A. GENERAL IN ECONOMICS

(Under CBCS)

PO NO.	PROGRAMME OUTCOME	DESCRIPTION
PO1	Conceptual Clarity	To grasp how microeconomic and macroeconomic variables are determined in a theoretical framework and, hence, to be able to question the very theoretical framework taken for granted
	<i>Method of Assessment</i>	<i>Internal Assessment</i>
PO2	Analyzing Indian Economy	To analyze the trends of macroeconomic variables taking the case of Indian economy and, hence, to be able to derive meaningful insights from the analysis of macroeconomic trends with reference to India
	<i>Method of Assessment</i>	<i>Internal Assessment</i>
PO3	Critical Understanding of Development	To assess existing economic policies for development and, hence, to be able to prescribe better policies
	<i>Method of Assessment</i>	<i>Internal Assessment</i>
PO4	Understanding External Sector	To understand the role of external sector in a globalized world
	<i>Method of Assessment</i>	<i>Internal Assessment</i>
PO5	Application of Statistical Tools and Techniques	To apply the descriptive statistical tools and techniques to the raw data for extracting meaningful insights
	<i>Method of Assessment</i>	<i>Internal Assessment</i>

COURSE OUTCOME OF 3 YEAR B.A. GENERAL IN ECONOMICS

(Under CBCS)

SEMESTER	PAPER	NAME OF THE PAPER	COURSE OUTCOME
I	CC-1 /GE-1	Introductory Microeconomics	<ul style="list-style-type: none"> • Exploration of the subject matter of microeconomics. • Clear conceptualization of the basic tools of economics; • Critically fathoming the role of impersonal forces in the institution of market in relation to the behavioral characteristics of consumer and producer • Examining different theories of markets, perfect and imperfect, and their production and distributional aspects
II	CC-2 /GE-2	Introductory Macroeconomics	<ul style="list-style-type: none"> • Exploration of the subject matter of macroeconomics; • Acquiring the computational framework of national income accounting; • Locating differences in explanations of various alternative theories of income and employment; • In-depth critical examination into the system of money and banking, consumption, investment and the government sector taking the case of a closed economy • Offering insights into money supply and money demand, and the theoretical causes and effects of inflation; • Taking the case of an open economy to understand the role of external sector
III	CC-3 /GE-3	Issues in Economic Development and India	<ul style="list-style-type: none"> • Conceptualizing economic growth and economic development; • Understanding the two-way relationship between population and development, education and health sectors in India, and India's performance under different policy regimes. • Exploring the concepts and measures of both poverty and inequality, and in relation to them, critical examination into various programmes for development; • Looking into the dual structure of development and development strategies; • Describing the role of international organization in economic development.
	SEC-3-1A (relevant for 3 rd or 5 th Semester)	Introductory Methods of Field Survey	<ul style="list-style-type: none"> • Identifying different types of data; • Looking into the scientific methods of data collection and recording; • Developing the required skills in regard to collecting and recording data

IV	CC-4 /GE-4	Indian Economic Policies	<ul style="list-style-type: none"> Understanding the macroeconomic policies and their impact; Analyzing and depicting the trends of macroeconomic variables with reference to India, Revisiting the policies and performance of Indian Economy in relation to the following sectors – India’s agriculture, industry, finance, and foreign trade
	SEC-4-1B (relevant for 4 th or 6 th Semester)	Economic Data Analysis and Report Writing	<ul style="list-style-type: none"> Presenting statistical data using table and graph; Exploring the applications of different statistics, and computing them taking raw data for univariate analysis – measures of central tendency, and measures of dispersion Introducing correlation and regression for bivariate analysis; Developing the required skills of report writing
V	DSE-5-1A /2A (candidate will have to select only one)	Money and Banking	<ul style="list-style-type: none"> Critical examining money supply and banking system with reference to India; Introducing financial institutions and financial markets. Looking into interest rate and its various determinants; Explaining various monetary policies and their impact with reference to India
		Sustainable Development	<ul style="list-style-type: none"> Introducing the approach toward sustainability; Situating the issues of pollution, climate change in view of sustainability in the wake of globalization; Critically viewing the sustainable resource management policies in India
	SEC-5-2A (relevant for 3 rd or 5 th Semester)	Elementary Rural Development	<ul style="list-style-type: none"> Familiarizing the basic issues in rural development; Providing insights into the role of rural credit and self-help groups; Critically viewing the selected government programmes with reference to India
VI	DSE-6-1B /2B (candidate will have to select only one)	Public Finance	<ul style="list-style-type: none"> Conceptualizing the underlying themes of public finance. Acquainting with the issues of public finance with reference to India
		Economic History of India	<ul style="list-style-type: none"> Presenting background and introduction of colonial India; Overviewing macro trends, agriculture, railways and industry, and state of the economy in the imperial context.
	SEC-6-2B (relevant for 4 th or 6 th Semester)	Entrepreneurship and Development	<ul style="list-style-type: none"> Relating entrepreneurship and its linkages with economic development; Looking into various sources of finance for new ventures. Giving insightful thoughts into different growth strategies and downturns in small business

Department of Education

The establishment of the department of Education dates back to 1961. Originating as a department offering the B.A. (General) course of study, the Honours. course in Education was offered from the 1984-85 academic session. Special individual attention and encouragement to the students from the faculty has been instrumental in ensuring good academic performances. Education as a subject has been a popular choice amongst students of the Humanities.

Education is an interdisciplinary subject which absorbs matter from subjects like Philosophy, Psychology, Sociology, History, Statistics, Technology, Management and Current Affairs. It helps to delve deeply into human behaviour and creates educators and teachers to nurture young minds. Since it is inter-disciplinary, the subject has its door open towards management, teaching, research, journalism etc. The country's progress depends upon its education system. This system requires educators and educationists for its proper administration and regulations. It is only by studying the subject education that educational administrators can be made and they can guide the country towards proper educational progress. The department has been successfully producing students securing good academic results and future professionals of various fields.

PROGRAMME OUTCOME OF 3 YEAR B.A. HONOURS & GENERAL IN EDUCATION

(Under CBCS)

PO NO.	PROGRAMME OUTCOME	DESCRIPTION
PO1	Acquiring extensive domain knowledge	The students are provided with a holistic view of the subjects to be covered in the curriculum. So that they can develop their own knowledge about that particular domain by studying the subjects.
	<i>Method of Assessment</i>	<i>Internal Assessment</i>
PO2	Inculcating critical thinking skills	Students are encouraged to apply their mind and brain which is opposed to learning by rote memorization. Thereby it is embracing the art of critical thinking. It helps to enlarge their vision. So, it encourages them to think laterally, think independently and think out of the box.
	<i>Method of Assessment</i>	<i>Internal Assessment</i>
PO3	Imparting analytical skills	Students are provided systematic support for the development of analytical skills which are essential requirements of today's world. It provides them encouragement to pursue innovative practices.
	<i>Method of Assessment</i>	<i>Internal Assessment</i>
PO4	Acquiring practical knowledge	Another objective of the programme is to provide a practical approach of learning that emphasises on hands-on experience over theoretical knowledge. So, it encourages them to develop their performance, polishes the fundamental skills of teamwork, creative thinking and problem-solving.
	<i>Method of Assessment</i>	<i>Regular Teacher-Student Interactive Sessions</i>
PO5	Intellectual development	Another objective of the programme is to develop the intellectual ability of the students. It develops their minds, ideas and thoughts, experience, capacities for thinking, reasoning, relating, judging, conceptualising sense of the world they live in.
	<i>Method of Assessment</i>	<i>Internal Assessment</i>
PO6	Developing social and interpersonal skills	Another objective of the programme is to develop social and interpersonal skills. Adequate amount of stress is also accorded in ensuring that the students develop the necessary social and interpersonal skills. It develops their social and interpersonal ability for building a successful and fulfilling life.
	<i>Method of Assessment</i>	<i>Regular Teacher-Student Interactive Sessions</i>
PO7	Inculcating teaching skills	Students are encouraged to apply specific instructional activities and procedures that develop their knowledge on teaching. It develops to build their knowledge on teaching. It helps to develop their experience. It also develops their communication, problem solving skills. It encourages them to perform better in any teaching learning situation. They get some ideas about sustaining interest and motivation of the participant.
	<i>Method of Assessment</i>	<i>Internal Assessment</i>
PO8	Development of philosophical thought and values	Another objective of the programme encouraged students to develop comprehensive ideas about philosophical thought and value. It develops their ideas and thoughts, experience, capacities for thinking, reasoning, judging, a logical enquiry into the nature of reality. It also develops an understanding about honesty, leadership building, self-control, self-confidence, self-discipline, beauty, humankind, feeling of brotherhood, ethics, democracy and civic responsibility.
	<i>Method of Assessment</i>	<i>Internal Assessment</i>

COURSE OUTCOME OF 3 YEARS B.A. HONOURS & GENERAL IN EDUCATION

(Under CBCS)

SEMESTER	PAPER	NAME OF THE PAPER	COURSE OUTCOME
I	CC – 1	Introduction to Education	<ol style="list-style-type: none"> 1. After completing this course students will understand the meaning, nature, scope and aims of education. 2. Students can properly explain the factors of education and their interrelationship. 3. Students become properly aware of different agencies of education that influence education. 4. Students can illustrate the concept of child-centrism and play-way in education.
I	CC – 2	History of Indian Education	<ol style="list-style-type: none"> 1. After completing this course students will understand the salient features of education in India during ancient and mediaeval times. 2. Students can explain the development of education in British India. 3. Students can illustrate the significant points of selected education commissions & national policy of education in independent India.
II	CC – 3	Psychological Foundation of Education	<ol style="list-style-type: none"> 1. After completing this course students will understand the meaning of Psychology and be acquainted with its different aspects. 2. Students can elaborately explain the patterns of different aspects of human development and relate this knowledge with education. 3. Students can illustrate the cognitive approach of development and the process and the factors of cognition.
II	CC-4	Philosophical Foundation of Education	<ol style="list-style-type: none"> 1. After completing this course students will understand the meaning and relation of philosophy and education. 2. Students can explain the importance of philosophy in education. 3. Students can illustrate the Indian schools of philosophy and their impact on education. 4. Students can analyse the western schools of philosophy and their impact on education. 5. Students will develop an understanding of philosophy for the development of humanity.
III	CC – 5	Sociological Foundation of Education	<ol style="list-style-type: none"> 1. After completing this course students will understand the relation between Sociology and Education and nature, scope of Sociology of education. 2. Students can explain the concept of Social Groups and Socialization process. 3. Students can analyse the concept of social change and social interaction in Education. 4. Students become properly aware of social communication in Education.
III	CC – 6	Educational Organization, Management and Planning	<ol style="list-style-type: none"> 1. After completing this course students can explain the concept of an ideal organisation in educational institutions. 2. Students can analyse the essential functions of educational management. 3. Students can illustrate the different aspects of planning.

III	CC – 7	Guidance and Counselling	<ol style="list-style-type: none"> 1. After completing this course students will know the concept of guidance. 2. Students can explain various types of guidance. 3. Students can analyse the basic concept of counselling. 4. Students will be able to find out the basic data necessary for guidance.
IV	CC-8	Technology in Education	<ol style="list-style-type: none"> 1. After completing this course students will develop an understanding of educational technology. 2. Students can explain the system approach. 3. Students can analyse the use of computers in education and communication. 4. Students can illustrate the instructional techniques and different models of teaching. 5. Students will be able to develop an understanding of ICT & e-learning.
IV	CC – 9	Curriculum Studies	<ol style="list-style-type: none"> 1. After completing this course students will develop an understanding about concept, nature, types and major approaches of Curriculum. 2. Students can explain the relation among curriculum, pedagogy and assessment. 3. Students can illustrate curriculum development and national curriculum framework, 2005. 4. Students will be acquainted with content selection and selected theories in this regard. 5. Students will be able to evaluate and reform the curriculum.
IV	CC – 10	Inclusive Education	<ol style="list-style-type: none"> 1. After completing this course students will be able to explain the meaning of Inclusion and exclusion. 2. Students can analyse the types of exclusion and their causes. 3. Students can illustrate how to bring about inclusion in different spheres.
V	CC - 11	Evaluation and Measurement in Education	<ol style="list-style-type: none"> 1. After completing this course students will be able to explain the concepts of measurement and evaluation in education. 2. Students can illustrate the process of Evaluation. 3. Students can analyse different types of measuring instruments and their uses. 4. Students can explain the concepts of validity and reliability and their importance in educational measurement. 5. Students can become acquainted with the principles of test construction.
V	CC – 12	Statistics In Education	<ol style="list-style-type: none"> 1. After completing this course students will be able to develop the concept of statistics and to develop skill in analysing descriptive measures. 2. Students can explain the concept of Normal Probability Curve and its uses in education. 3. Students can illustrate the concept of measures of relationship. 4. Students will be able to develop the ability to organise relevant educational data and to represent educational data through graphs and to develop skill in analysing and displaying data.
VI	CC – 13	Psychology of Adjustment	<ol style="list-style-type: none"> 1. After completing this course students will be able to understand the concept of adjustment, maladjustment and some commonly found problem behaviour. 2. Students can analyse the multi-axial classification of mental disorders. 3. Students can illustrate different coping strategies for stressful situations. 4. Students can explain the administration, scoring and interpretation of the psychological tests.

VI	CC – 14	Basic Concept of Educational Research	<ol style="list-style-type: none"> 1. After completing this course students can explain the concept of educational research. 2. Students can analyse the various steps to be followed for conducting research. 3. Students will be able to write a research proposal and review research papers.
III	SEC – A	Communication Skill	<ol style="list-style-type: none"> 1. After completing this course students can explain the basic elements of Communication. 2. Students will be able to acquire Listening Skills. 3. Students will be able to acquire Speaking Skills. 4. Students will be able to acquire Reading and Writing Skills.
IV	SEC – B	Teaching Skill	<ol style="list-style-type: none"> 1. After completing this course students can explain the basic concept of Teaching. 2. Students can analyse the Types of Teaching. 3. Students can illustrate the Skills of Teaching. 4. Students can explain the Concept of Learning Design (LD).
V	DSE – A	Educational Thought of Great Educators	<ol style="list-style-type: none"> 1. After completing this course students will be able to explain educational ideas of Indian and Western Educators. 2. Students can analyse pedagogical concepts given by Indian and Western educational thinkers.
VI	DSE – A	Gender and Society	<ol style="list-style-type: none"> 1. After completing this course students will be able to understand the basic terms, concepts used in gender studies. 2. Students will be able to understand the gender discrimination in construction and dissemination of knowledge. 3. Students will be able to develop an awareness and sensitivity.
V	DSE – B	Teacher Education	<ol style="list-style-type: none"> 1. After completing this course students can explain the basic concept of teacher education. 2. Students can explain the historical perspective and development of teacher education in India. 3. Students can analyse the Role of the different agencies in teacher education. 4. Students can illustrate the idea about Some Courses for preparation of teacher.
VI	DSE – B	Women Education	<ol style="list-style-type: none"> 1. After completing this course students can explain historical perspectives of Women Education. 2. Students can analyse the Policy Perspectives and Committees and Commissions on Women Education. 3. Students can illustrate the role of Indian thinkers towards Women Education. 4. Students will be able to identify major constraints of Women Education and Women Empowerment.

Department of English

The department of English dates back to 1961, the year of the establishment of the college. English has both been a compulsory subject as well as an elective subject at the B.A. level from the very first academic session, 1961-62. English was offered as an Honours subject from the 1962-63 session. Since its inception in 1961, the department of English has been one of the most popular departments of the college, attracting students not only from all parts of West Bengal but from other states of the country as well.

With the introduction of the CBCS curriculum in 2018, the department of English has embraced a modern syllabus that deals with every aspect of literature in English and trains students to pursue further studies in English. The advent of interdisciplinary approach in the English Honours syllabus has been properly catered to expose the students to the varied occupational opportunities. With its team of experienced, dedicated and well-qualified teachers, the department has acquired the reputation of being one of the best in the state. Apart from classroom teaching, the department makes use of smart teaching tools, conducts students' seminars and a range of other strategies in an attempt to bring the students at par with the best in the country. The sincerity and dedication of the faculty have been rewarding as many students have achieved excellent results at the university examinations over the years, pursuing higher studies within and outside the country as well as working as extremely successful professionals.

PROGRAMME OUTCOME OF 3 YEARS B.A. HONOURS & GENERAL IN ENGLISH

(Under CBCS)

PO. NO.	PROGRAMME OUTCOME	DESCRIPTION
PO 1	Discipline-specific knowledge:	<ul style="list-style-type: none"> • ability to identify and discuss literary genres, periods and movements • ability to understand and engage with literary and critical concepts and categories • ability to read texts closely, paying attention to themes, generic conventions, historical contexts and linguistic and stylistic variations and innovations • ability to understand, appreciate, analyse and use different theoretical frameworks
PO 2	Communication Skills in English:	<ul style="list-style-type: none"> • ability to speak and write clearly in standard, academic English • ability to listen to and read carefully, various viewpoints and engage with them • ability to develop an independent critical position and explicate it through logical and persuasive arguments • Equipped with robust business communication skills, graduates will excel in creating professional documents and correspondence, reflecting clarity, persuasiveness, and effectiveness in various business contexts.
PO 3	Critical thinking:	<ul style="list-style-type: none"> • ability to read and analyse extant scholarship • ability to use critics and theorists to substantiate one's point-of-view vis-à-vis literary texts • ability to situate one's own reading; to be aware of one's position in terms of society, religion, caste, region, gender, politics and sexuality; to be self-reflexive and self-questioning • ability to reflect on convergences and divergences between the local and the global through a reading of literatures in translation and in the original; to be a located Indian citizen of the world • Through the study of autobiographies, graduates will cultivate a reflective approach to personal and collective histories, understanding the complexities of identity and narrative construction.
PO 4	Research-related skills:	<ul style="list-style-type: none"> • ability to problematize; to formulate hypotheses and research questions, and to identify and consult relevant sources to find answers • ability to plan and write a research paper • ability to read digital resources critically and to use such resources for presentations
PO 5	Acquisition of life values	<ul style="list-style-type: none"> • ability to read values inherent in literary texts and criticism, vis a vis, the environment, religion and spirituality, as also structures of power

		<ul style="list-style-type: none"> • ability to appreciate/interrogate/cross-relate culture-specific values • ability to identify and imbibe universally relevant character-forming ethical values -- from the study of a wide variety of literatures in English • ability to recognise literary values that aid in literary judgment • exposure to diverse literary theories and critical perspectives will instill an ethical and global awareness, preparing graduates to navigate and contribute to a multicultural and interconnected world.
PO 6	Cross-cultural competence:	<ul style="list-style-type: none"> • Through the study of Indian literature in translation and global literary theories, graduates will develop cross-cultural competence, appreciating the universal and specific aspects of literary expression.
PO 7	Interdisciplinary competence:	<ul style="list-style-type: none"> • Through exposure to translation studies and business communication, graduates will develop an interdisciplinary approach, integrating linguistic skills with business acumen to address complex challenges.
PO 8	Sensitization towards gender and caste:	<ul style="list-style-type: none"> • Graduates will demonstrate a deep understanding of gender dynamics and women's empowerment within the Indian context, equipped with knowledge to advocate for equity and social justice. • To develop a nuanced and critical understanding of society, including class, caste, gender, and sexuality.
PO 9	Critical Understanding of Theatre and Performance Studies	<ul style="list-style-type: none"> • Exposure to diverse theatrical traditions will enable graduates to appreciate the rich tapestry of cultural expressions in performance arts, fostering an understanding of their evolution and contemporary relevance.
PO 10	Digital and Media Literacy	<ul style="list-style-type: none"> • ability to use digital resources for presentations • ability to navigate through various academic repositories and cite them in different writing styles • Equipped with a solid foundation in media theory and practical communication skills, graduates will navigate and shape the media landscape effectively, employing ethical and creative strategies.
PO 11	Awareness of employability options	<ul style="list-style-type: none"> • ability to engage with the English studies programme with a clear vision of the career avenues such engagement would lead to, in today's global world; e.g. professional writing, translation, teaching English at different levels, mass media and journalism • Engaging with translation challenges and business communication scenarios will sharpen graduates' critical thinking and problem-solving skills, enabling them to devise innovative solutions in professional and intercultural settings.

COURSE OUTCOME OF 3 YEARS B.A. HONOURS & GENERAL IN ENGLISH

(Under CBCS)

SEMESTER	PAPER	NAME OF THE PAPER	COURSE OUTCOME
Core Courses			
I	CC1	History of English Literature and Philology	<p>The first part of this paper is an extensive survey of English literature from its Anglo-Saxon origins to the Postmodern Age. The second part is an overview of the historical development of the English language in England and beyond. The course-objectives are:</p> <ul style="list-style-type: none"> • to relate literary texts with their authors and situate both in their historical contexts; • to enable students to read texts in terms of the period-specific political and cultural imperatives that go into their composition; • to offer a primary acquaintance with the oeuvres of authors; • to explicate the characteristic literary tendencies of particular periods (e.g., Neo-classical); • to help students understand the historical processes involved in the development of the English language, in and outside England; to create awareness about the qualitative and technical changes effected on English language by diverse socio-cultural phenomenon; e.g., the influence of foreign languages or of the English Bible.
II	CC2	European Classical Literature	<p>This course provides a humanist foundation to English studies, which is to be considered essential reading. It enables an exploration of Classical Greek and Roman literature in English translation with the following target outcomes:</p> <ul style="list-style-type: none"> • acquaintance with the social and intellectual contexts of Classical literature; • understanding of the critical principles -- aesthetic, moral and philosophical -- of Classical literature; • introduction to multiple Classical genres and forms, including the epic, tragedy, comedy and the lyric; • appreciation of the extensive influence of Classical literature on subsequent literatures in English, from the Renaissance to the contemporary.
	CC3	Indian Writing in English	<p>The increasing impact of Indian Writing in English especially after the 1980s, on Indian and global literary production, necessitates a close analysis of some of its major texts. This is crucial in any exploration of modern Indian subjectivities, histories and politics. The course objectives are:</p> <ul style="list-style-type: none"> • to introduce students to Indian English Literature and its major movements and figures through

		<p>reading of selected literary texts across genres;</p> <ul style="list-style-type: none"> • to enable students to place the selected texts within the discourse of post-coloniality and facilitate understanding of Indian literary productions in English in relation to the hegemonic processes of colonialism, neo-colonialism, nationalism and globalization; • to help students situate this corpus within its various historical and ideological contexts and approach the study of Indian Writing in English from the perspectives of multiple Indian subjectivities.
CC4	British Poetry and Drama (14th – 17th Century)	<p>This paper initiates students into the study of some of the earliest literary writings in England, from medieval literature through the Renaissance. The course aims to:</p> <ul style="list-style-type: none"> • acquaint students with the main trajectories along which English literature has evolved from the medieval period to the Renaissance; • explore the key writers and texts of this period within their historical and intellectual contexts; • offer a perspective on the history of ideas through discussion of such concepts as the ‘Great Chain of Being’, ‘Social Contract’ etc.
CC5	American Literature	<p>This course is a study of the American literary tradition as a phenomenon, distinct from the traditions which had developed in European countries, especially in England. The selection of texts, therefore, highlights some of the key tropes of mainstream America's self-perception, e.g. the fabled ‘American Dream’. The course aims to:</p> <ul style="list-style-type: none"> • familiarize students with the complex nature of the American society that emerged following European migrations to the continent in the 17th century, which is reflected in the writings of American authors of English descent; • introduce students to the African American experience, both antebellum and postbellum; • include modern and contemporary voices in American literature.
CC6	Popular Literature	<p>This paper traces the emergence of genres such as Literature for Children, Detective Fiction, Nonsense poetry and Graphic Fiction, in the wake of a mass printing culture in the 19th century. It introduces students to the idea of ‘popular literature’ and stresses its importance within modern culture. The course objectives are:</p> <ul style="list-style-type: none"> • to trace the rise of print culture in England and in India, and the emergence of genre fiction; • to familiarise students with debates about culture, and the delineation of high and low culture; • to allow students to engage with such issues as the canonical and non-canonical, bestsellers and popular literature; to provide an understanding of genre-specific critical parameters vis a vis which the selected texts are to be read and understood.
CC7	British Poetry and Drama (17th – 18th Century)	<p>This paper explores British Literature in the 17th century with its varied genres, historical ruptures and intellectual debates. The selected texts enable a wide philosophical and political understanding of the period. The course has the following aims:</p> <ul style="list-style-type: none"> • to explore representative selections of poetry and drama within a range of political, philosophical and cultural material

		<p>from the end of the Renaissance, through the English Civil War and Restoration in the 17th century;</p> <ul style="list-style-type: none"> • to promote an understanding of the political and religious turmoil attendant on succession and questions on monarchy, as they lead up to the Civil War in the plays of Shakespeare and Behn, as well as in the poetry of Milton; • to discuss, via Behn's play, the paradox of Tory conservatism and the woman's question in Restoration drama; • to examine how Pope's <i>The Rape of the Lock</i> extends the mock-epic tradition to the early 18th century, as a protraction of Restoration neoclassical aesthetics.
CC8	British Literature (18th Century)	<p>This paper surveys the variety of literary genres in 18th century England, focusing on canonical writings within a history of ideas. It is designed to be a comprehensive study of texts, both in the Augustan period, and in the later 18th century, which is regarded as the Age of Sensibility. The course aims at:</p> <ul style="list-style-type: none"> • a critical examination of Johnson's and Gray's poems, to show their continued association with Classical poetry and, also, to focus on the continuities and contrasts between the Age of Satire and the Age of Sensibility; • a study of <i>The Way of the World</i>, to show the evolution of Restoration Comedy from its early expressions of the libertine sensibility to its reflection of the culture of politeness at the turn of the century; • demonstrating how the 18th century was notable for non-fictional forms of writing, such as the periodical essay.
CC9	British Romantic Literature	<p>This paper focuses on the Romantic period of English literature and covers a historical span of about 40 years (1789-1830). The course objectives are:</p> <ul style="list-style-type: none"> • to situate the Romantic period in the European history of ideas, particularly since it serves as a critical link between the Enlightenment and Modernism; • to read a selection of canonical poetry and prose that constitutes the core texts of the English Romantic period; • to introduce the aesthetics and philosophy of Romanticism, as articulated by practicing writers.
CC10	19th Century British Literature	<p>This paper focuses on the Victorian period of English literature through a selection of texts that exemplify some of the chief formal and thematic concerns of the period. The course has the following objectives:</p> <ul style="list-style-type: none"> • to discuss two novels, a major genre of the nineteenth century, so as to show the formal development of the genre, as well as its diverse transactions with the major socio-historic developments of the period; • to read selected poems which work out the main intellectual currents of the period.
CC11	Women's Writings	<p>This paper delves into the literary contributions of female poets and authors, examining how their work sheds light on personal, societal, and gender-related themes. The course seeks to highlight the significance of women's voices in English literature, focusing on a mix of poetry, fiction, and non-fiction to understand the nuanced perspectives these writers offer. The course has the following objectives:</p> <ul style="list-style-type: none"> • Understand Diverse Voices in Poetry: Students will be able to identify and analyze the diverse themes, styles, and historical contexts of poems by Emily Dickinson, Elizabeth Barrett Browning, and Eunice De Souza, focusing on their unique contributions to women's writings and the broader literary canon. • Critique Fiction with a Gender Lens: Learners will

		<p>critically evaluate the portrayal of women's experiences and feminist themes in "The Color Purple" by Alice Walker, "Draupadi" by Mahasweta Devi, and "Bliss" by Katherine Mansfield, developing insights into the intersection of gender, race, and societal norms.</p> <ul style="list-style-type: none"> Analyze Non-Fiction from a Feminist Perspective: Students will engage with seminal non-fiction works by Mary Wollstonecraft and Rassundari Devi, gaining an understanding of the historical development of feminist thought and the struggle for women's rights across different cultures and epochs. Develop Comparative Analytical Skills: Through the study of these diverse texts, students will develop the ability to compare and contrast the approaches to women's issues across different literary forms, historical periods, and cultural contexts, enhancing their analytical and critical thinking skills. Foster Empathy and Global Understanding: By exploring the lived experiences of women from varied backgrounds, students will cultivate a deeper empathy and a more nuanced understanding of global gender issues, contributing to their personal and intellectual growth.
CC12	Early 20th Century British Literature	<p>This paper provides a broad view of early 20th century British literature in terms of its artistic forms and intellectual fulcra. It explicates the transition from 19th century literary methods and forms and establishes that growth of modernism in England cannot be understood without referring to similar developments on the continent. The course is also designed to include critical perspectives on questions of war, the nature of art and the peculiarly modern forms of subjectivity and selfhood. The course objectives are:</p> <ul style="list-style-type: none"> to trace the various critiques of modernity that evolved in England (and Europe) in the course of the 20th century; to introduce the path-breaking and avant-garde forms of literary expression and note their departures from earlier forms of representations; to understand the impact of the two World Wars on literary expression and the various ideological positions of the European intelligentsia vis-à-vis the wars; to create awareness about the new areas of inquiry that decisively influenced European art and literature in the 20th century.
CC13	Modern European Drama	<p>This is a genre-based and performance-oriented paper. It introduces the formative 'modern' theatrical movements in Europe, featuring texts that represent the innovative performance trends that began at the end of the 19th century and evolved into diverse forms in the 20th century. Some of these are Naturalism, Expressionism, Epic Theatre and Theatre of the Absurd. The impact of these new directions radiated across the globe and gave a new impetus to drama in the twentieth century. A deep engagement of theatre with important social issues of the time, was central to these developments. The course aims to:</p> <ul style="list-style-type: none"> offer students an overview of how modernity was introduced in the 20th century through drama; facilitate an understanding of the dynamic relationship between actors and audience, and to observe the transition from passive spectatorship to a more active and vital participatory process, visible in newer dramatic forms in the 1970s; examine woman issues in Ibsen's A Doll's House; look at ideas of alienation in Epic Theatre, through a study of Brecht's The Good Person of Szechuan, and to link those ideas to Brecht's prose works;

		<ul style="list-style-type: none"> understand Beckett's <i>Waiting for Godot</i> in the light of concepts such as existentialism, myth of Sisyphus, absurdity and Theatre of the Absurd.
CC14	Postcolonial Literature	<p>This paper critically engages with postcolonial studies and its surrounding debates and seeks to recover silenced /marginalized voices and to decentre majoritarian voices. It, therefore, interrogates the ideas of centres and margins of cultural spaces and the definitions of mainstream and 'vernacular' discourses. Literatures from Africa, Latin America, and the sub-continent are included, to focus on the relationship between history and literature through multiple points of enquiry. The course aims to:</p> <ul style="list-style-type: none"> introduce students to postcolonial theorisations, and texts from hitherto colonized regions; demonstrate an awareness of the postcolonial situation through the reading of a wide variety of texts; familiarize students with a variety of postcolonial literatures from Africa, Latin America and South Asia and to counter the stereotypes usually associated with assumptions regarding these literatures; <p>understand the importance of gender, class and caste issues in postcolonial literatures.</p>

Discipline Specific Elective (DSE) Course

DSE-A1	Modern Indian Writing in English Translation: Course Outcomes	<p>This paper dives into the rich tapestry of modern Indian literature, translated into English. This paper encompasses a broad spectrum of genres, including stories, poetry, a novel, and drama, offering students a panoramic view of the themes, styles, and cultural nuances of modern Indian literature. The objectives of this course are to:</p> <ul style="list-style-type: none"> Analyze and appreciate the thematic depth and stylistic nuances of selected modern Indian stories, poetry, novels, and dramas in translation. Understand the socio-cultural contexts that shape the narratives and themes of modern Indian writing, fostering a deeper appreciation of India's literary diversity. Critically engage with the challenges and strategies of translating Indian literary works into English, considering the complexities of cultural translation and linguistic adaptation. Develop skills in literary analysis by exploring the interplay between form and content in translated Indian literature, enhancing interpretative and analytical abilities. Cultivate a global perspective on Indian literature, recognizing its contributions to world literature and its role in dialogues on nationalism, identity, and cultural hybridity.
DSE-A2	Literary Theory and Criticism: Course Outcomes	<p>This paper offers an in-depth exploration of key theoretical frameworks and critical approaches to literature. This paper examines seminal texts in literary theory and criticism, equipping students with the tools to critically analyze and interpret literary works within various intellectual traditions. The objectives of this course are to help students to:</p> <ul style="list-style-type: none"> Grasp foundational concepts and methodologies of literary theory, from historical to contemporary perspectives, enabling a sophisticated understanding of literary texts. Critically evaluate the role of the intellectual in society, gender and literature, nationalism, and other themes through the lens of prominent theorists like Antonio Gramsci, Virginia Woolf, and Rabindranath Tagore. Apply various critical approaches to literature, including romanticism, structuralism, and modernism, enhancing the ability to engage with texts from multiple interpretive angles. Develop an analytical framework for understanding the

		<p>evolution of literary criticism, tracing the impact of seminal works by Wordsworth, Coleridge, and T.S. Eliot on literary scholarship.</p> <ul style="list-style-type: none"> • Foster an interdisciplinary approach to literary studies, integrating insights from political theory, gender studies, and cultural studies into literary analysis, reflecting on literature's power to influence and reflect societal and cultural dynamics.
DSE A3	Partition Literature	<p>This paper looks at representations of the Partition of India in 1947. It offers students a comprehensive range of literary responses to one of the subcontinent's most traumatic histories of vivisection, trauma and violence. The paper encompasses various genres -- poetry, short story and novel -- along with background reading-materials. The course objectives are:</p> <ul style="list-style-type: none"> • to understanding the affective dimensions of the Partition in varied geopolitical spaces; • to understand the country's postcolonial realities; • to introduce the following topics through the study of literary texts: colonialism, nationalisms and the Partition of India in 1947, communalism, violence and the British Rule in India, homelessness, exile and migration, women and children in the Partition, refugees, rehabilitation and resettlement, borders and borderlands.
DSE-A4	Media and Communication	<p>Media and Communication introduces students to the field of mass communication, its role in globalization, and the practical aspects of creating effective media content. This paper focuses on the power of media in shaping public opinion, cultural trends, and the global exchange of information. This course aims to:</p> <ul style="list-style-type: none"> • Understand the foundational concepts and theories of mass communication, including its historical development and role in society. • Analyze the impact of globalization on mass communication, exploring how media transcends geographical boundaries to influence global cultures and societies. • Develop skills in writing and designing pamphlets, posters, and other forms of print media, focusing on effective communication strategies. • Examine the principles of advertising, including the creation of advertisements, with an emphasis on creativity, audience targeting, and ethical considerations. • Apply theoretical knowledge to practical projects, creating media content that reflects an understanding of mass communication's role in contemporary society.
DSE B1	Literary Types, Rhetoric and Prosody	<p>The first part of this paper discusses and traces the development of selected literary types, namely, tragedy, comedy and the short story, from classical antiquity to recent times. The second part of the paper examines how rhetorical and prosodic devices are used in poetry. The course aims to:</p> <ul style="list-style-type: none"> • acquaint students with the aesthetic criteria, social functions and structures of selected literary types; • show the evolution of these literary types across different historical and cultural scenarios and, thus, to relate literature, in terms of both content and form, to its social and political contexts; • facilitate an understanding of the tropes and figures of speech in 'Rhetoric' by categorising these by type, defining each figure and analysing its use through examples culled from poems across centuries and genres; • introduce the various types of metre employed in English verse, through practical exercises in scanning verse; <p>develop the skill of close reading of verse passages in order to enable a better appreciation and criticism of not only literature, but also current socio-political and media discourses</p>

DSE-B2	Contemporary India: Women and Empowerment
	<p>This paper delves into the intricate dynamics of gender, the historical and contemporary women's movements in India, and the legal framework surrounding women's rights. This paper aims to dissect the multifaceted issues of gender discrimination, violence, and the empowerment of women through a critical lens. The objectives are to:</p> <ul style="list-style-type: none"> Analyze the social construction of gender and its impact on societal roles and expectations, recognizing the influence of cultural, historical, and economic factors. Trace the evolution of the women's movement in India, distinguishing between pre-independence and post-independence phases, and understanding their impact on contemporary society. Examine the legal framework surrounding women's rights, focusing on laws addressing domestic violence, female foeticide, and sexual harassment, to understand their effectiveness and limitations. Discuss the double marginalization faced by Dalit women, exploring intersections of caste, gender, and socioeconomic status in their struggle for equity and dignity. <p>Critically assess the current state of women's empowerment in India, considering the successes and ongoing challenges within the movement for gender equality.</p>
DSE-B3	Autobiography
	<p>Autobiography explores the autobiographical works of notable figures from India, offering insights into their personal lives, historical contexts, and philosophical beliefs. This paper encourages students to reflect on the self, identity, and the construction of personal narratives. The objectives of this course are to:</p> <ul style="list-style-type: none"> Analyze the narrative structures and stylistic features of selected autobiographical works, understanding how personal experiences are woven into broader historical and cultural narratives. Examine the themes of selfhood, national identity, and ethical dilemmas as presented in the autobiographies of figures like Rabindranath Tagore and Mahatma Gandhi. Explore the experiences of marginalized voices, such as Binodini Dasi and Nirad C. Chaudhuri, considering how their narratives contribute to discussions on gender, caste, and colonialism. Engage with the autobiographical genre as a form of historical documentation, assessing its reliability, subjectivity, and impact on readers' understanding of the authors' lives and times. Critically reflect on the role of memory, storytelling, and narrative perspective in the construction of autobiographical texts, fostering an appreciation for diverse life stories and their literary expression.
DSE-B4	Text and Performance
	<p>Text and Performance offers a comprehensive overview of the historical developments in Indian and Western theatre, examining classical, modern, and contemporary forms. This paper highlights the evolution of theatrical traditions and the vibrant diversity of folk performances. The objectives of this course are to:</p> <ul style="list-style-type: none"> Understand the historical evolution of theatrical forms in India and the West, from classical antecedents to contemporary practices.

- Analyze the characteristics and conventions of classical, modern, and contemporary theatres, recognizing the artistic, cultural, and social contexts that shape them.
- Explore the rich diversity of folk traditions in theatre, understanding their significance in cultural preservation and community identity.
- Examine the process of adapting texts for performance, considering the interplay between script, directorial vision, and actor interpretation.
- Critically assess the impact of historical and cultural developments on theatrical forms and performances, fostering an appreciation for theatre as a dynamic and reflective art form.

Skill Enhancement Course (SEC)

SEC A1 Translation Studies

Translation Studies explores the critical role of translation in a multilingual and multicultural society, focusing on techniques and creative processes involved in translating texts. This paper introduces students to the foundational aspects and complexities of translation, promoting an appreciation for linguistic diversity and cultural nuances. The course has the following objectives:

- To understand the importance of translation in fostering communication and cultural exchange in a multilingual society.
- To analyze the differences between literal and free translation techniques, and their applicability across various text types.
- To develop skills in transcreation, adapting messages from one language to another while preserving intent, style, tone, and context.
- To apply theoretical knowledge to practice through translation projects, enhancing linguistic proficiency and cultural awareness.

SEC A2 Business Communication

Business Communication focuses on developing professional writing and communication skills essential in the corporate world. This paper equips students with the ability to craft clear, concise, and effective business documents and correspondence. This paper aims to help students:

- To master the art of writing professional business letters tailored for diverse business contexts and purposes.
- To develop competencies in crafting compelling CVs that effectively showcase skills, experiences, and qualifications.
- To acquire the skills to write clear, concise, and impactful business emails, understanding the nuances of digital communication etiquette.
- To learn to prepare comprehensive business reports, integrating data and analysis to support business strategies and decisions.
- To gain proficiency in writing meeting minutes, capturing the essence of discussions and resolutions with clarity and precision.

SEC B1 Creative Writing

This paper introduces students to the concepts of ‘creativity’, in general, and ‘creative writing’ in particular. It will be of special interest to students intending to pursue careers in creative writing, but more generally, it will encourage students to be active readers and writers, who will engage with contemporary issues in a well-informed manner. The course objectives are:

- to demonstrate that creativity is a complex and varied phenomenon that has an important relationship with social change;
- to sensitise students to the texture of literary language;
- to understand the importance of reading with a view to unlocking the writers’ craft;
- to introduce the wide range of possible genres within the

		forms of poetry, prose and drama; <ul style="list-style-type: none">• to generate awareness about career opportunities within the field of creative writing;• to encourage students to revise their work critically and inculcate the skills of editing and preparing their work for publication.
SEC B2	Academic writing and Composition	This course is designed to help undergraduate students develop the skills of academic investigation, logical argument and research-oriented writing. The course aims to: <ul style="list-style-type: none">• improve the writing abilities of students for higher studies and academic endeavours;• help students understand concepts and express them through writing;• demonstrate conceptual and textual understanding in tests and exams.



Department of Fashion & Apparel Design

Rani Birla Girls' College, Kolkata, introduced a self-financed three-year undergraduate degree course in Fashion and Apparel Design, affiliated to the University of Calcutta, from the 2008-09 academic session. The department offers students an opportunity to build up a career at the end of third year from college campus itself in one of the most promising areas in textile and garments.

Admission is open to all students who have passed 10+2 examinations from any stream, from any recognized Board. Also, students who have passed 10+2 examination in Vocational stream conducted by the West Bengal State Council of Vocational Education & Training are eligible to get admission into this course. The course curriculum includes subjects like Communicative English, pattern making, garment construction, fashion illustration, surface ornamentation of textiles, accessory designing, wet processing, dyeing and finishing of garments, portfolio presentation, internship and project presentation, which allow students to build a career in consonance with a globalized economy and contemporary consumerist trends.

Practical classes are conducted in textile testing, garment construction, pattern making fashion illustration and computer labs. The department is well equipped with latest instruments such as Juki & Brother sewing machines, the latest versions of pattern making and designing software, textile testing instruments, dyeing machines, looms etc.

Further, the department offers industrial training to the final year students in well-known commercial houses. Job Placement is also offered to all the third-year students at commercial houses of repute. Students of the department have proved themselves eligible for further studies at different universities across the country.

PROGRAMME OUTCOME OF 3 YEAR BACHELOR OF FASHION & APPAREL DESIGN (HONS.) DEGREE**(Under CBCS)**

PO NO.	PROGRAMME OUTCOME	DESCRIPTION
PO1	Acquiring Extensive Knowledge Domain	<ul style="list-style-type: none"> The detailed knowledge about the designing of apparels will be acquired by understanding the means of patternmaking, garment construction, surface ornamentation etc.
PO2	Inculcating critical thinking skills	<ul style="list-style-type: none"> The critical thinking skills for experimenting on design making and its application will be generated
PO3	Imparting analytical skills	<ul style="list-style-type: none"> The analytical skills in relation to rectification of defects arising out of the process of garment manufacture and designing will be inculcated
PO4	Acquiring practical knowledge	<ul style="list-style-type: none"> The practical knowledge in terms of patternmaking, surface ornamenting and textile testing and quality control will be gained
PO5	Soft skill development	<ul style="list-style-type: none"> The soft skill related to communication, personality development and grooming will be enhanced
PO6	Imbibing environmental consciousness	<ul style="list-style-type: none"> The environmental consciousness will be inculcated by studying the methods of sustainability in relation to ecology and pollution
PO7	Imbibing consciousness related to professional ethics	<ul style="list-style-type: none"> The consciousness about professional ethics in addition to work ethics will be awakened
PO8	Imbibing consciousness related to Human rights and ethics	<ul style="list-style-type: none"> The knowledge about the human rights and ethics will enable the scope of understanding the position of equality of all in the eye of law.
PO9	Imbibing entrepreneurial skills	<ul style="list-style-type: none"> The knowledge about entrepreneurship development enables students to become successful entrepreneurs

COURSE OUTCOME OF 3 YEAR BACHELOR OF FASHION & APPAREL DESIGN (HONS.) DEGREE

(Under CBCS)

COURSE NUMBER	NAME OF THE PAPER	COURSE OUTCOME
CO-1	Textile Fibres and Yarn Formation	
	Item 1	To impart knowledge about different types of textile fibres and their properties
	Item 2	To impart knowledge about different types of natural fibres and their production processes
	Item 3	To impart knowledge about different types of man-made fibres and their process of manufacture
	Item 4	To impart knowledge about testing of properties of different fibres
	Item 5	To impart knowledge about the process of manufacture of yarn and fabrics
	Item 6	To impart knowledge about the structure and properties of different types of yarns
	Item 7	To impart knowledge about the different spinning systems of yarns and process parameters of yarns
	Item 8	To impart knowledge about different types of fancy and textured yarns
	Item 9	To impart knowledge about the preparatory process of weaving of fabrics
CO-2	Apparel Construction - I	
	Item 1	To impart knowledge about tools used in pattern making and the symbols of pattern making
	Item 2	To impart technical skills in pattern making and garment production
	Item 3	To impart knowledge about figure measurement and principles of taking direct measurement
	Item 4	To impart knowledge about fundamental pattern making and its application
	Item 5	To impart knowledge about different stylelines used in garments
	Item 6	To impart knowledge about different block patterns and balance and fit in garments
	Item 7	To impart knowledge about different types of necklines and plackets and the methods of their construction and finishing
	Item 8	To impart knowledge about different types of collars and their construction and finishing
	Item 9	To impart knowledge about different types of sleeves and their methods of construction
	Item 10	To impart knowledge about different types of pockets and their methods of construction
	Item 11	To impart knowledge about basic sewing machine and its principle of working
	Item 12	To impart knowledge about pattern making of kids garment
CO-3	Communicative English	
	Item 1	To impart knowledge about different parts of speech
	Item 2	To impart knowledge about different communication skills
	Item 3	To impart knowledge about reading skills
	Item 4	To impart Knowledge about listening skills

	Item 5	To impart knowledge about writing skills
	Item 6	To impart knowledge about letter writing and other methods of correspondences
	Item 7	To impart knowledge about dialogue writing
	Item 8	To impart knowledge about preparation of bibliography
	Item 9	To impart knowledge about writing of a project report
	Item 10	To impart knowledge about effective communication and development of personality
	Item 11	To impart knowledge about preparation of curriculum-vitae
CO-4	Elements of Textile Design	
	Item 1	To impart knowledge about sources of design and their inspirations
	Item 2	To impart knowledge about theme and inspiration of designs
	Item 3	To impart knowledge about developments of repeat design
	Item 4	To impart knowledge about different woven designs
	Item 5	To impart knowledge about designing by employing tie and dye technique
	Item 6	To impart knowledge about different types of fabrics
CO-5	Textile Crafts and Costumes	
	Item 1	To impart knowledge about different types of costumes of ancient civilisation
	Item 2	To impart knowledge about evolution of textiles
	Item 3	To impart knowledge about history of Indian and Western costumes
	Item 4	To impart knowledge about costumes of different states of India
	Item 5	To impart knowledge about different types of costumes according to their functions
	Item 6	To impart knowledge about the relationship between traditional textiles and fashion
	Item 7	To impart knowledge about different techniques of surface ornamentation
	Item 8	To impart knowledge about different crafts of India
	Item 9	To impart knowledge about woven textiles of India
CO-6	Visual Art and Principles of Design	
	Item 1	To impart knowledge about application of visual arts in design development
	Item 2	To impart knowledge about the role of design studio in garment design
	Item 3	Impart knowledge about art, beauty and aesthetics in design
	Item 4	To impart knowledge about principles of design and its application
	Item 5	To impart knowledge about elements of design and its application
CO-7	Fabric Formation and Textile Design	
	Item 1	To impart knowledge about fundamentals of weaving
	Item 2	To impart knowledge about different types of weave designs
	Item 3	To impart knowledge about drafting lifting plan in weaving process
	Item 4	To impart knowledge about knitting mechanism
	Item 5	To impart knowledge about different techniques of knitting
	Item 6	To impart knowledge about the techniques of production of non-woven fabrics

CO-8	Apparel Construction-II	
	Item 1	To impart knowledge about standard body measurement and pattern making of adult garments
	Item 2	To impart knowledge about basic process sequence of garment production
	Item 3	To impart knowledge about different types of stitches, seams etc
	Item 4	To impart knowledge about different types of sewing needles
	Item 5	To impart knowledge about different sewing machine beds and feeding mechanisms
	Item 6	To impart knowledge about different types of work-aids used in garment making
CO-9	Computer Theory and Applications	
	Item 1	To impart knowledge about hardware and softwares used in computer
	Item 2	To impart detailed knowledge about MS Word
	Item 3	To impart detailed knowledge about graphics
	Item 4	To impart detailed knowledge about softwares of CAD
	Item 5	To impart detailed knowledge about different operating systems
	Item 6	To impart detailed knowledge about the Corel Draw software
	Item 7	To impart detailed knowledge about Photoshop software
CO - 10	Elements of Fashion Illustration	
	Item 1	To impart knowledge about what is fashion and what is fashion cycle
	Item 2	To impart knowledge about various mediums used in fashion illustration
	Item 3	To impart knowledge about normal headed figure and illustrated figure
	Item 4	To impart knowledge about flat drawings and their usages
	Item 5	To impart knowledge about proportion and disproportion of human figure
	Item 6	To impart knowledge about human anatomy
	Item 7	To impart knowledge about integral part of design process
	Item 8	To impart knowledge about rendering of fabrics and its different techniques
	Item 9	To impart knowledge about presentation of techniques of various wears of children, women and men.
CO-11	Design of Fashion Accessories	
	Item 1	To impart knowledge about origin and introduction of fashion accessories
	Item 2	To impart knowledge about the development of fashion accessories through ages
	Item 3	To impart knowledge about history of fashion accessories
	Item 4	To impart knowledge about various types of bags and its application in daily life
	Item 5	To impart knowledge about various types of shoes and its application in daily life
	Item 6	To impart knowledge about application of principles of design of fashion accessories
	Item 7	To impart knowledge about various types of hats, caps
	Item 8	To impart knowledge about various types of jewellerys used by men and women
	Item 9	To impart knowledge about development of

decorative and fashionable footwear

CO-12	Entrepreneurship Development	
	Item 1	To impart knowledge about social context of entrepreneurship development
	Item 2	To impart knowledge about business environment for the entrepreneur
	Item 3	To impart knowledge about the role of government and regulation in business
	Item 4	To impart knowledge about launching and survival of business
	Item 5	To impart knowledge about market survey, project preparation and business communication



Department of Geography

The department of Geography is the only earth sciences department in the college. Established in 1961 with the establishment of the college, the department initially offered the undergraduate general degree course. From the 2005-06 academic session, it has been offering the honours degree course as well. With its dedicated faculties and staff along with student-friendly laboratory, the department aims at training the students to become competent new age geographers. Environment consciousness being the call of the day, geography as a discipline has emerged as a very relevant and contemporary field of study. The students of the department not only know about the earth as a physical entity but also get a perspective of its resources and their judicious use, making them environment-aware citizens of tomorrow.

The department organizes regular field-trips for the honours and general course students separately. Tutorials, class tests, remedial classes and students' seminars are regularly conducted for the evaluation of the students. A wall magazine Genesis is brought out yearly by the students of this department.

PROGRAMME OUTCOME OF 3 YEAR B.SC. (HONS.) & GENERAL IN GEOGRAPHY

(Under CBCS)

PO NO.	PROGRAMME OUTCOME	DESCRIPTION
PO1	Extensive Domain Knowledge	Aims to comprehend the broad scope and evolution of the diverse field of geography.
	<i>Method of assessment</i>	<i>Internal Assessment</i>
PO2	Critical thinking and analysis	Analyze and assess various knowledge sources and approaches related to human-environment issues, emphasizing the societal relevance of geographical knowledge in real-world situations.
	<i>Method of assessment</i>	<i>Internal Assessment</i>
PO3	Development of values and sustainable thinking	Emphasizing the critical importance of holistic and interpretative human-environment perspectives.
	<i>Method of assessment</i>	<i>Internal Assessment</i>
PO4	Understanding and sustainable mitigation of disasters	An acknowledgement and understanding of threats to Earth's natural systems which is crucial for recognizing the anthropogenic causes of many disasters and threats that threaten life on the planet.
	<i>Method of assessment</i>	<i>Internal assessment</i>
PO5	Interpersonal communication skills	It promotes knowledge, skills, and holistic understanding of the discipline among students through regular field excursions report/thesis writing, and communication skills expressed through seminar presentations.
	<i>Method of assessment</i>	<i>Interactive sessions</i>
PO6	Hazard specific geospatial skill	Students develop disaster response and management skills through curriculum analysis of hazards, disaster impact, and management.
	<i>Method of assessment</i>	<i>Interactive sessions</i>
PO7	Multidisciplinary linkage	The curriculum allows for research in interdisciplinary studies beyond geography, encompassing sub-disciplines such as Geology, Seismology, Pedology, Hydrology, Environmental Studies, Disaster Management, Resource Management, and Regional Planning.
	<i>Method of assessment</i>	<i>Internal assessment</i>

COURSE OUTCOME OF 3 YEAR B.SC. (HONS.) & GENERAL IN GEOGRAPHY

(Under CBCS)

SEMESTER	PAPER	NAME OF THE PAPER	COURSE OUTCOMES
I	CC-1-TH	Geotectonics and Geomorphology	<ul style="list-style-type: none"> Students learn the concepts of geotectonic and geomorphology. They learn to identify folded and faulted structures and recognize different types of landscapes.
	CC-1-PR	Geotectonics and Geomorphology Lab	<ul style="list-style-type: none"> Students learn to draw a hypsometric curve and calculate the hypsometric integer; Further, they can identify the type of landscape from the hypsometric integer. They can draw from toposheets the different types of cartograms and profiles and compute and draw drainage density.
	CC-2-TH	Cartographic Techniques	<ul style="list-style-type: none"> Students learn the skills of drawing different types of scales. They acquire the skills to use linear and angular systems of measurement. They learn the use of isopleth, choropleth, and chorochromatic techniques to represent data.
	CC-2-PR	Cartographic Techniques Lab	<ul style="list-style-type: none"> Students acquire the skills of drawing different types of scales; Use of chorochromatic techniques for representing land-use maps; Drawing different types of projections.
II	CC-3-TH	Human Geography	<ul style="list-style-type: none"> Students learn the country-level religious composition. They can comprehend the types of age-sex pyramids of different regions. They also have the skills to calculate and interpret the nearest neighbor analysis.
	CC-3-PR	Human Geography Lab	<ul style="list-style-type: none"> Students gain knowledge of spatial variation in the religious composition of two countries. They can measure the arithmetic growth rate of the population.
	CC-4-TH	Cartograms, Thematic Mapping and Surveying	<ul style="list-style-type: none"> Students learn to draw different kinds of scales and cartograms. interpretation of weather maps, land-use and land-cover maps. Interpret and draw geologic profiles with different structures. They learn how to use different survey instruments like Prismatic Compass, Theodolite and a Dumpy level, Abney levels and laser Distance Measurer.

	CC-4-PR	Cartograms, Thematic Mapping and Surveying Lab	<ul style="list-style-type: none"> • Students learn to draw a traverse using the prismatic compass. • They can find height by using a theodolite and dumpy level instruments. • They are trained to interpret and draw a geologic profile from a geologic map.
	CC5-TH	Climatology	<ul style="list-style-type: none"> • Students come to know about the nature, composition, and layering of the atmosphere. • They can comprehend horizontal and vertical distribution of temperature. • They gain an understanding of climate change and the mechanisms of precipitation, air mass, fronts and frontogenesis.
	CC-5-PR	Climatology Lab	<p>Students acquire the skills of measuring different weather elements through different instruments and of interpreting daily weather maps.</p> <ul style="list-style-type: none"> • They learn to draw and interpret wind rose as well.
	CC6-TH	Hydrology and Oceanography	<ul style="list-style-type: none"> • Students acquire knowledge of the systems approach in hydrology. • Learn about the global hydrological scale; the major relief features of the ocean floor, ocean circulation, waves and coral reefs.
	CC-6-PR	Hydrology and Oceanography Lab	<ul style="list-style-type: none"> • Students can draw rating curves, hydrographs and unit hydrographs. • They are also able to compute the Thiessen polygon from rainfall data. • They learn to draw and interpret water budget and ergographs.
III	CC-7-TH	Statistical Methods in Geography	<ul style="list-style-type: none"> • Students come to know about the significance of statistics in geography. • They learn how to collect data and prepare a statistical data table. • They also learn the measures of central tendency and measures of correlation.
	CC-7-PR	Statistical Methods in Geography Lab	<ul style="list-style-type: none"> • Students are taught to compute data matrix. • They learn to measure and draw mean, median and mode. • They can draw and interpret a regression line.
	SEC-A1	Coastal Management	<ul style="list-style-type: none"> • Students acquire knowledge of the components of the coastal zone and the evolution of coastal forms. • They receive an understanding of environmental impacts and management of mining, oil exploration, salt manufacturing, land reclamation and tourism. • They learn about coastal hazards and their management, using structural and non-structural measures. • Also, they learn the principles of coastal zone management and Exclusive Economic Zone, Coastal Regulation Zones with reference to India.
IV	CC-8-TH	Economic Geography	<ul style="list-style-type: none"> • Students are taught to understand the importance of Economic Geography. • The concept of economic man and theories of choice. • The factors for the location of agriculture and

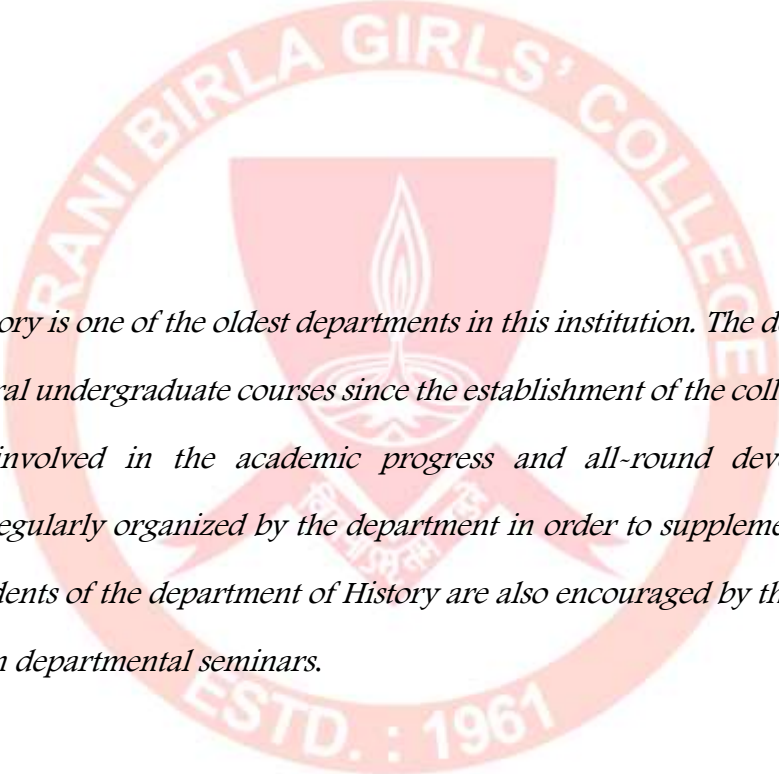
industries; the evolution of varied types of economic activities

CC-8-PR	Economic Geography Lab	<ul style="list-style-type: none"> Students will be able to interpret data on production and economic indices, and transport networks and flows. They will be able to comprehend state-wise variation in GDP and to analyze them. 	
CC-9-TH	Regional Planning and Development	<ul style="list-style-type: none"> Students are trained to identify regions as an important part of geographical studies. They are able to comprehend different types and scales of regions. Students come to understand the varied aspects of development and regional disparity to formulate a balanced development. Students will be able to delineate the different type of regions and to measure inequality and regional disparity. 	
CC-9-PR	Regional Planning and Development Lab	<ul style="list-style-type: none"> Students learn to delineate formal and functional regions. Measurement of inequality and regional disparity. 	
CC-10-TH	Soil and Biogeography	<ul style="list-style-type: none"> Students are taught to understand the character and soil profile of different soil types. They can also understand the anthropogenic role in soil transformation, erosion and degradation. They further understand the impact of man as an active agent of erosion and soil transformation. 	
CC-10-PR	Soil and Biogeography Lab	<ul style="list-style-type: none"> Students learn the definition of land capability and classify it with matrix method. They can classify different ecosystems and comprehend the importance of bio-geochemical cycles. They are able to identify different soil types with its pH values. 	
SEC-B3	Rural Development	<ul style="list-style-type: none"> Students get an idea about the concept, basic elements, and measures of level of rural development. They learn the different theories of rural development and about the different government projects related to area-based approaches to rural development. They form an idea about rural governance. 	
CC11-TH	Research Methodology and Fieldwork	<ul style="list-style-type: none"> Students gain knowledge of research methodology in Geography. They become familiar with the different research problems; methods of obtaining materials for research; methods of post-field tabulation. 	
V	CC11-PR	Research Methodology and Fieldwork Lab	<ul style="list-style-type: none"> This paper trains students to: prepare reports based on primary data; identify specific problems on the basis of which study areas might be selected. collect household socio-economic data with the help of a questionnaire. conduct plot to plot land-use survey and interpret it. use photographs, maps and diagrams while writing the field report.

	CC12-TH	Remote Sensing, GIS and GNSS	<ul style="list-style-type: none"> • Students learn about the different types of satellites and sensors. • The principles of image interpretation. • GIS data and the principles of GNSS and the use of DEM.
	CC12-PR	Remote Sensing, GIS and GNSS Lab	<ul style="list-style-type: none"> • Students learn to geo-reference and enhance the satellite image. • post classification analysis. • collect way points and buffer preparation.
	DSEA1- TH	Climate Change: Vulnerability and Adaptations	<ul style="list-style-type: none"> • Students learn: the origin, scope and trends of climate change with reference to geological time-scale. • the evidences and factors of climate change, particularly, the greenhouse gases and global warming. • global climatic assessments according to IPCC reports.
	DSEA1- PR	Climate Change: Vulnerability and Adaptations Lab	<ul style="list-style-type: none"> • Students receive an idea about trends of temperatures (maximum and minimum of about three decades) of any Indian Meteorological Department (IMD) station. • an understanding of seasonal variability of rainfall for any two IMD stations and the annual rainfall variability of three decades for any two representative climatic regions of India. • Students also prepare an inventory of extreme climatic events and mitigation.
	DSEB1- TH	Cultural and Settlement Geography	<ul style="list-style-type: none"> • Students learn about the definition, scope and content of Cultural Geography about allied disciplines. • Specifically, they learn about cultural diffusion, diffusion of major world religions and languages, cultural segregation and diversity, technology and development through the study of races and racial groups. • They also come to understand the concepts of rural settlements, site and situation; census categories of rural settlement; and urban morphology through various models.
	DSEB1- PR	Cultural and Settlement Geography Lab	<ul style="list-style-type: none"> • Students are trained in the techniques of mapping language distribution of India. • undertaking CD block-wise housing distribution of districts in West Bengal using proportional square method. • identifying rural settlement types from Survey of India 1:50k topographical maps. • Analyzing social areas of a city by Shevky and Bell.
VI	CC13-TH	Evolution of Geographical Thought	<ul style="list-style-type: none"> • Students learn about the development of pre-modern Geography. • They will know about the transition from cosmography to scientific geography, the evolution of critical geography and to post-modernism and the changing perception of geography through the ages.

CC13-PR	Evolution of Geographical Thought Lab	<ul style="list-style-type: none"> • Students will gain knowledge of the changing perception of maps. • They will be capable of mapping the voyages of Columbus, Vasco Da Gama and Magellan and Thomas Cook. • Also doing a group presentation on any school of geographic thought.
CC14-TH	Hazard Management	<ul style="list-style-type: none"> • Students will learn the difference between hazard and disaster. • hazard precautions, responses and aftermath. • hazard-specific studies of west Bengal.
CC14-PR	Hazard Management Lab	<ul style="list-style-type: none"> • Students are trained to prepare a group presentation on a specific instance of hazard in West Bengal. • formulate a preparedness plan on a specific hazard.
DSEA3- TH	Resource Geography	<ul style="list-style-type: none"> • Students come to know about natural resources resource utilization and conservation and community-based adaptive. • learning the significance of resources as the backbone of economic growth and development.
DSEA3- PR	Resource Geography Lab	<ul style="list-style-type: none"> • Students learn to: map and estimate the area of changes in forest and water bodies from satellite images. • calculate decadal changes in state-wise production of coal and iron ore. • compute the Human Development Index to compare changes among top five Indian states.
DSEB3- TH	Geography of India	<ul style="list-style-type: none"> • Students come to know of the different aspects of physiographic characteristics, climate, soil, natural vegetation, demography, agriculture and industrial development of India. • They also learn the various physical and socio-economic aspects of West Bengal with special reference to regional issues in Darjeeling hills and the Sundarbans.
DSEB3- PR	Geography of India Lab	<ul style="list-style-type: none"> • Students are trained to plot temperature and rainfall graphs • Representing the different physiographic regions of India. • Plot the Crop Combination technique and Composite index method. • They come to understand the annual trends in the production of mineral resources and manufacturing goods.

Department of History



The Department of History is one of the oldest departments in this institution. The department has been offering both honours and general undergraduate courses since the establishment of the college in 1961. The faculty has always been deeply involved in the academic progress and all-round development of the students. Educational tours are regularly organized by the department in order to supplement classroom teaching with field exposure. The students of the department of History are also encouraged by the faculty to attend seminars and to present papers in departmental seminars.

PROGRAMME OUTCOME OF 3 YEAR B.A. (HONS.) & GENERAL IN HISTORY

(Under CBCS)

PO NO.	PROGRAMME OUTCOME	DESCRIPTION
PO1	Imbibing analytical skills on the Cultural Heritage of India.	This course will enable students to analyse the facets of heritage and its significance, highlighting the legal and institutional framework for heritage protection in India, as also the challenges facing it.
	<i>Method of Assessment</i>	<i>Interactive sessions</i>
PO2	Exploring different forms of Art.	Through this programme, the students will develop a holistic understanding of Indian Art forms; from ancient to contemporary times in order to understand and appreciate its diversity and its aesthetic richness.
	<i>Method of Assessment</i>	<i>Visits and report writing.</i>
PO3	Exploring Regional History	The students will acquire an inclusive knowledge of regional histories of India.
	<i>Method of Assessment</i>	<i>Internal Assessment</i>
PO4	History of Science, Technology and Medicine (HISTEM)	The students will acquire extensive knowledge on scientific, technological and medical developments in different phases of history.
	<i>Method of Assessment</i>	<i>Internal Assessment</i>
PO5	Understanding Empire-building and Military History.	Through this programme, the students will acquire an academic insight into the dynamics of imperialism and the rapidly changing military strategies.
	<i>Method of Assessment</i>	<i>Internal Assessment</i>
PO6	Gender History	The students acquire a critical understanding of the role of gender studies in History.
	<i>Method of Assessment</i>	<i>Internal Assessment</i>
PO7	History of Ideas	Through this programme, the students learn about the development of intellectual discourses and narratives, over time.
	<i>Method of Assessment</i>	<i>Internal Assessment</i>
PO8	Trends in Nationalism	The students acquire critical knowledge about the growth and development of assorted trends in nationalism.
	<i>Method of Assessment</i>	<i>Internal Assessment</i>
PO9	Institutions and Apparatus of Economic Growth	The students acquire an analytical understanding of the process of economic growth.
	<i>Method of Assessment</i>	<i>Internal Assessment</i>

COURSE OUTCOME OF 3 YEAR B.A. (HONS.) & GENERAL IN HISTORY

(Under CBCS)

SEMESTER	CORE COURSE + NAME OF COURSE	COURSE OUTCOME
I	1: History of India from the Earliest Times to C.300 BCE	Unit 1: <ul style="list-style-type: none"> ● Understanding early Indian notions of History, sources and tools of historical reconstruction ● Acquiring knowledge of the historical interpretations related to gender, environment, technology and regions. Unit 2: <ul style="list-style-type: none"> ● Exploring various facets of the paleolithic and mesolithic cultures with reference to sequence and regional and chronological distribution, stone industry and other technological developments. ● Understanding the onset of the Neolithic and Chalcolithic Cultures; Distribution and Subsistence Pattern. Unit 3 <ul style="list-style-type: none"> ● Understanding the origins and regional distribution of the pre Harappan and Harappan Culture. ● Exploring the settlement patterns, town planning, political organisation, religious beliefs and practices of the Harappan Culture. ● Analysing the causes behind the Decline of the Harappans. Unit 4 <ul style="list-style-type: none"> ● Exploring the Aryan Problem and understanding the settlement patterns. ● Understanding the Regional variation Cultural transitions and settlement patterns in North India, Central India and South India c.1500 BCE-300 BCE.
I	2: Social Formations and cultural patterns of the Ancient World other than India.	Unit 1 <ul style="list-style-type: none"> ● Understanding the historical development of humans in regions other than India from the prehistoric period with special emphasis on paleolithic and mesolithic cultures. Unit 2 <ul style="list-style-type: none"> ● Exploring the food production pattern of ancient world other than India. Unit 3 <ul style="list-style-type: none"> ● Familiarising the students with the development of Bronze age civilizations vis a vi Egypt and China. Unit 4 <ul style="list-style-type: none"> ● Analysing the Iron Age Debate ● Exploring the emergence and distribution of Nomadic groups in Central and Western Asia Unit 5 <ul style="list-style-type: none"> ● Acquiring knowledge of the formation of slave society and its impact on agrarian economy, urbanisation and trade of Ancient Greece and Rome. Unit 6

		<ul style="list-style-type: none"> Understanding the development of Poleis with reference to Athens and Sparta.
II	3: History of India (C 300 BCE to 750 CE)	<p>Unit 1</p> <ul style="list-style-type: none"> Understanding the expansion of agrarian economy in Mauryan and Post Mauryan Economy Understanding the intricacies of production relation of agrarian economy in the same period <p>Unit 2</p> <ul style="list-style-type: none"> Understanding the stages of urbanisation in the various parts of India. Exploring the facets of craft production, coinage system and position of artisanal class in the society Exploring trade and trade routes in the same period <p>Unit 3</p> <ul style="list-style-type: none"> Understanding the various nuances of urban decline in Early Mediaeval India. Analysing the regional diversities of Post Gupta Period with emphasis on Pallava, Chalukya and Vardhana. <p>Unit 4</p> <ul style="list-style-type: none"> Understanding the Religious Developments of the Post Gupta Era; Tatracism, Mahayana Buddhism and Puranic tradition. <p>Unit 5</p> <ul style="list-style-type: none"> Understanding the patterns and complexities of Literature, Science, Art and Architecture of the Post Gupta Period.
II	4: Social Formations and Cultural patterns of the medieval world, other than India (Group B + C)	<p>B 1</p> <ul style="list-style-type: none"> Understanding the crisis of the Roman Empire with emphasis on Historiography Analysing the principal causes behind the fall of the Western Roman Empire. <p>B 2</p> <ul style="list-style-type: none"> Analysing the dynamism of the medieval society, religious organization and cultural milieu of Europe. Exploring the nature and trajectory of Carolingian Renaissance, 12th Century Renaissance and the growth of Universities and Urban Centres with reference to medieval art and architecture. Analysing the position of women in Medieval Europe with reference to witchcraft and magic. <p>B 3</p> <ul style="list-style-type: none"> Understanding the origins and crisis of the Feudal Society and its Historiography <p>C 1</p> <ul style="list-style-type: none"> Acquiring knowledge on the expansion and dissemination of Islam in Middle Eastern Asia Exploring the political and socio-economic impact of the crusades.
III	5: History of India (CE 750-1206)	<p>Unit 1:</p> <ul style="list-style-type: none"> Understanding the historical geography of sources; texts, epigraphic and numismatic data. Analysing the debates on Indian feudalism, rise of the Rajputs and the nature of state. <p>Unit 2:</p> <ul style="list-style-type: none"> Understanding the evolution of society and polity during the early medieval period with reference to Rastrakutas, Palas, Pratiharas, Rajputs and Cholas. Analysing the nature and impact of Arab conquest of Sindh, cause and consequences of early Turkish

		<p>invasions of India.</p> <p>Unit 3:</p> <ul style="list-style-type: none"> Understanding the patterns of agrarian expansion, structure of agrarian society with special reference to the caste system. <p>Unit 4:</p> <ul style="list-style-type: none"> Developing an academic insight into the emerging inter-regional trade routes, forms of exchange and its contribution to the process of urbanization. <p>Unit 5:</p> <ul style="list-style-type: none"> Exploring various nuances of religious beliefs and cults, language and literature, different art styles of early medieval India.
III	6 Rise of the Modern West -1	<p>Unit 1</p> <ul style="list-style-type: none"> Understanding the Transition Debate from feudalism to capitalism. <p>Unit 2</p> <ul style="list-style-type: none"> Analysing the motives behind the exploration of the New World with special reference to Portuguese and Spanish voyages. <p>Unit 3</p> <ul style="list-style-type: none"> Exploring the economic and social causes of Renaissance with critical emphasis on renaissance humanism and rediscovery of classics. Understanding the impact of italian Renaissance on art, culture, education and political thoughts. <p>Unit 4</p> <ul style="list-style-type: none"> Focusing on the origins and courses of reformation movements with special mention to the role of Luther and Calvin. Analysing the contribution of radical reformist groups such as anabaptists and huguenots. <p>Unit 5</p> <ul style="list-style-type: none"> Analysing the Economic developments of the Mediterranean and Atlantic trade and the causes and impact of Commercial and Price Revolution. Special Reference to Enclosure Movement and Agricultural Revolution. Understanding the origins and development of the National Monarchy and European State system.
III	7: History of India (C1206-1526)	<p>Unit 1</p> <ul style="list-style-type: none"> Understanding medieval sources of history, the Persian tarikh tradition and vernacular history. <p>Unit 2</p> <ul style="list-style-type: none"> Analysing the political structure, foundation, consolidation and decline of sultanate of Delhi along with theological discourse. Exploring the provincial Kingdoms of Bahamani, Bijaynagar, Gujrat, jahunpur and Malwa, Bengal. <p>Unit 3</p> <ul style="list-style-type: none"> Understanding the iqta system and the economic facets of sultanate period. Analysing the changes in rural society with a special focus on revenue system, growth of market and monetization. <p>Unit 4</p> <ul style="list-style-type: none"> Understanding Sufism; doctrines and practices, bhakti movement and tradition in North and South India. Exploring art and architecture of Delhi Sultanate.
IV	8: Rise of the Modern West II	Unit 1

		<ul style="list-style-type: none"> Understanding the emergence of Modern West around 15th century with reference to the Printing Revolution and war technique.
		<p>Unit 2</p> <ul style="list-style-type: none"> Analysing the political, economic and social crisis of the 17th Century Europe.
		<p>Unit 3</p> <ul style="list-style-type: none"> Understanding the English Revolution; it's major Issues; political and Intellectual.
		<p>Unit 4</p> <ul style="list-style-type: none"> Exploring the Scientific Revolution; scientific academies and origin of Enlightenment
		<p>Unit 5</p> <ul style="list-style-type: none"> Analysing the development of market Economy and the rise of mercantilist in Europe prior to the Industrial Revolution.
		<p>Unit 6</p> <p>Understanding the nature of European politics in the seventeenth and eighteenth century: Parliamentary monarchy and patterns of absolutism in Europe</p>
		<hr/>
IV	9: History of India (C1526 to 1605)	<p>Unit 1</p> <ul style="list-style-type: none"> Acquiring knowledge about the sources and historiography with special reference to both the Persian and vernacular literary traditions and its modern interpretations <p>Unit 2</p> <ul style="list-style-type: none"> Understanding the establishment and expansion of Mughal rule under Babur and Humayun Understanding the threat posed by Sher Shah to nascent Mughal State, history administrative and revenue reforms <p>Unit 3</p> <ul style="list-style-type: none"> Analyzing the consolidation of Mughal rule under Akbar <p>Unit 4</p> <ul style="list-style-type: none"> Analyzing the nuances of Mughal court politics: integration of the North West frontier, Gujarat, Deccan and Bengal <p>Unit 5</p> <ul style="list-style-type: none"> Exploring the rural society and economy as the primary base for the empire <p>Unit 6</p> <ul style="list-style-type: none"> Understanding the growth and development of Akbar's religious ideas and policies
		<hr/>
IV	10: History of India (C1605-1750)	<p>Unit 1</p> <ul style="list-style-type: none"> Understanding the different literary sources under the Mughals. <p>Unit 2</p> <ul style="list-style-type: none"> Analysing the expansion of Mughal rule Jahangir and Shahjahan. Acquiring an academic insight into the prevailing orthodox and syncretic sects. <p>Unit 3</p> <ul style="list-style-type: none"> Understanding the growth of Mughal Empire under Aurangzeb. Nature of the state and religion under Aurangzeb. Analysing the causes of the downfall of the Mughal Empire. <p>Unit 4</p> <ul style="list-style-type: none"> Gathering a comprehensive perspective on Mughal

		<p>paintings and architecture</p> <p>Unit 5</p> <ul style="list-style-type: none"> Exploring the patterns of regional politics with reference to the Marathas, Rajputs and Deccan States. Interpreting 18th Century India; Recent Debates. <p>Unit 6</p> <ul style="list-style-type: none"> Analysing the nature of Trade and Commerce in Mughal India.
V	11: History of Modern Europe (C1780-1939)	<p>Unit 1:</p> <ul style="list-style-type: none"> Understanding the French Revolution and its Impact on the Modern World Analysing the rise and fall of Napoleon and the impact of the Napoleonic Empire <p>Unit 2</p> <ul style="list-style-type: none"> Exploring the forces of Conservatism and restoration. (C 1815-1848) <p>Unit 3</p> <ul style="list-style-type: none"> Understanding the onset of capitalist industrialisation and the consequent economic and social transformation in late 18th CE to 1914 <p>Unit 4</p> <ul style="list-style-type: none"> Acquiring academic knowledge about the growing trend of nationalism and remaking of states in the 19th and 20th century Europe. <p>Unit 5</p> <ul style="list-style-type: none"> Understanding Imperialism, War and Crisis (1880-1918) <p>Unit 6</p> <ul style="list-style-type: none"> Exploring the polity, economy and society in Europe between the World Wars. (1914-1945)
V	12: History of India (C1750s-1857)	<p>Unit 1</p> <ul style="list-style-type: none"> Understanding the mid-18th Century India; Society, Economy and Polity <p>Unit 2</p> <ul style="list-style-type: none"> Exploring the early phase of Colonial Power in Bengal; Mercantilism and Foreign Trade. Analysing the dynamics of Expansion with special reference to Bengal, Mysore, Western India, Awadh, Punjab and Sindh. <p>Unit 3</p> <ul style="list-style-type: none"> Understanding the colonial state and the ideologies of the British Raj: army, police, law and education system. <p>Unit 4</p> <ul style="list-style-type: none"> Analysing the development and implementation of colonial land revenue system and forest policy. Understanding the effects of colonial economic policies: commercialisation, indebtedness, famines and change in the rural society. <p>Unit 5</p> <ul style="list-style-type: none"> Exploring the effects of trade and fiscal policy of British Empire: deindustrialization, drain of wealth, growth of modern industries. <p>Unit 6</p> <ul style="list-style-type: none"> Analysing the trends of popular resistance under the Company regime: Santhal, Indigo, Pabna rebellions, the Deccan riots. Understanding the causes and effects of the Uprising of 1857.

VI	13: History of India (C1857- 1964)	Unit 1	<ul style="list-style-type: none"> ● Analysing the trends of Social and Religious reforms in Colonial India; Brahmo Samaj, Prarthana Samaj, Ramkrishna-Vivekananda, Arya samaj, Wahabi, Deoband and Aligarh Movement. ● Understanding the growth of linguistic identities and caste structure in the 19th Century; Debates about religion and gender. ● Analysing the growth of New Intelligensia; Press and Public opinion.
		Unit 2	<ul style="list-style-type: none"> ● Exploring the trends of formation and impact of early political organisations; Moderates, Extremists, revolutionaries and Swadeshi Movement.
		Unit 3	<ul style="list-style-type: none"> ● Understanding the impact of First World War in British India. ● Analysing the perspectives and methods of Mahatma Gandhi; Rowlatt Satyagraha, Jalianwala Bagh Incident, Non-Cooperation and Civil Disobedience and Quit India Movement. ● Exploring the trends of other political movements; INA, Left Wing and movements in Princely states.
		Unit 4	<ul style="list-style-type: none"> ● Understanding the emergence of Nationalism and interfaces of Social Groups; Landlords, Professionals and Middle Classes, Peasants, Labourers, Tribals, Dalits, Women and Business group.
		Unit 5	<ul style="list-style-type: none"> ● Exploring the trends of communalism in British India; Hindu Mahasabha, RSS and Muslim League
		Unit 6	<ul style="list-style-type: none"> ● Understanding the background and events leading to the Independence and Partition of India.
		Unit 7	<ul style="list-style-type: none"> ● Analysing the emergence of India as an Independent New State; Making of the Constitution, Integration of Princely States, Land reform and Planning Commission.
VI	14: History of World Politics (1945-1994)	Unit 1	<ul style="list-style-type: none"> ● Understanding the origins of Cold War. ● Analysing the role of USA in world politics. ● Exploring the role of USSR: Sovietisation of eastern Europe. ● Understanding the manifestations of Cold War in world politics. ● Exploring the phenomena of de-Stalinisation and the road to the ending of the Cold War. ● Analysing the process of disintegration and decline of the Soviet Union, crisis of socialist regimes in other East European countries, response of the USA, rise of the unipolar world system, globalisation. ● Understanding the factors responsible for the emergence of the People's Republic of China. ● Analysing the nuances of West Asian crisis with reference to Arab-Israeli conflict. ● Exploring the phenomena of decolonisation: selected nations of Africa. ● Understanding the patterns of protest Politics: Civil Rights Movement, Anti-Apartheid Movement and Second -Wave Feminist Movement.

III	SEC A2: Understanding Heritage	<p>Unit 1</p> <ul style="list-style-type: none"> Understanding the term ‘Heritage’ and its associated terminologies. <p>Unit 2</p> <ul style="list-style-type: none"> Analysing the evolution of the Heritage legislation and its Institutional framework. <p>Unit 3</p> <ul style="list-style-type: none"> Understanding the challenges that the tangible and intangible heritages face. <p>Unit 4</p> <ul style="list-style-type: none"> Exploring the heritage sites and acquiring insights into the relationship between cultural heritage and landscape. Analysing the recent trends in cultural travel.
IV	SEC B2: Art Appreciation: An introduction to Indian Art.	<p>Unit 1</p> <ul style="list-style-type: none"> Exploring Prehistoric and Protohistoric art through the Mesolithic rock art and Harappan art and crafts. <p>Unit 2</p> <ul style="list-style-type: none"> Understanding Indian Art between c.600 BCE - 600 CE including notions of Indian Art, major development in stupa, cave and temple art and architecture. Analysing the style and iconography of numismatic art. <p>Unit 3</p> <ul style="list-style-type: none"> Understanding Indian art between c. 600 CE - 1200 CE including temple forms and their features, mural paintings and miniature painting tradition. Exploring the Early medieval styles of Indian bronze icons and iconography. <p>Unit 4</p> <ul style="list-style-type: none"> Analysing the Indian Art & Architecture between c.1200- 1800 CE including Sultanate and Mughal architecture and miniature painting traditions with special reference to Pahari, Mughal and Rajasthani painting.
V	DSE A1: History of Bengal (c.1757-1905)	<p>Unit 1</p> <ul style="list-style-type: none"> Understanding the political history of Bengal under the Nawabs and the rise of the British Power in Bengal. <p>Unit 2</p> <ul style="list-style-type: none"> Exploring the administrative history of Bengal: 1760-1905 <p>Unit 3</p> <ul style="list-style-type: none"> Analysing the colonial economy including agriculture, trade and industry. <p>Unit 4</p> <ul style="list-style-type: none"> Understanding the advent of Printing, its impacts and the cultural changes and social reform movements including Christian missionaries and Hindu and Muslim Revivalist Movements. <p>Unit 5</p> <ul style="list-style-type: none"> Analysing the Women's Question and its associated social reforms <p>Unit 6</p> <ul style="list-style-type: none"> Exploring the protest movements and insurgencies against the Raj.: The Fakir and Sannyasi Revolts, Indigo Revolt and Pabna Uprising. <p>Unit 7</p> <ul style="list-style-type: none"> Understanding the Partition of Bengal (1905) with reference to Lord Curzon and the administrative blueprint.
VI	DSE A3: History of Bengal	Unit 1

(c.1905-1947)

- Understanding Partition of Bengal and the Swadeshi Movement along with the relevant ideologies; Rise of Extremism & Revolutionary Terrorism in Bengal.
- Unit 2
- Analysing the growth of Communal politics between 1906-1930s and its response.
- Unit 3
- Exploring Gandhian Nationalism after 1919; Gandhian Movements and rise of Revolutionary nationalism.
 - Analysing the growth of Left Politics in the 1920s including the rise of Krishak Praja Party and Muslim League in Bengal.
- Unit 4
- Understanding the background and impact of Government of India Act of 1935.
- Unit 5
- Exploring the Peasant Movements, Labour Movement, Caste movement and Women's Movement in Bengal between 1920 to 1946.
- Unit 6
- Analysing the rise of Subhash Chandra Bose and the Congress Nationalism, the Quite India Movement and the post war upsurges in Bengal including Left Wing movements.
- Unit 7
- Understanding the background and events leading to Independence of India and Partition of Bengal with special reference to the Communal Riots and their impact on the History of Bengal.

V

DSE B1:
History of Modern East Asia—I
China (C.1840-1949)

- Unit 1
- Understanding feudalism in China with special reference to gentry, bureaucracy and peasantry.
 - Analysing the transformation of China into an informal colony since the Opium wars.
 - Exploring the agrarian and popular revolts with special mention of Taipin and Boxer Rebellion.
 - Understanding the role of Sun Yat Sen in the emergence of Nationalist movement in China and the significance of the Revolution of 1911.
 - Analysing the nature and significance of the May 4th Movement of 1919.
- Unit 2
- Understanding the formation of Communist Party in China and Rise of Mao Tse Tung.
 - Exploring the progress of the Communist movement in China and Japanese Aggression on Manchuria.

VI

DSE B3:
History of Modern East Asia—II
Japan (C.1868-1945)

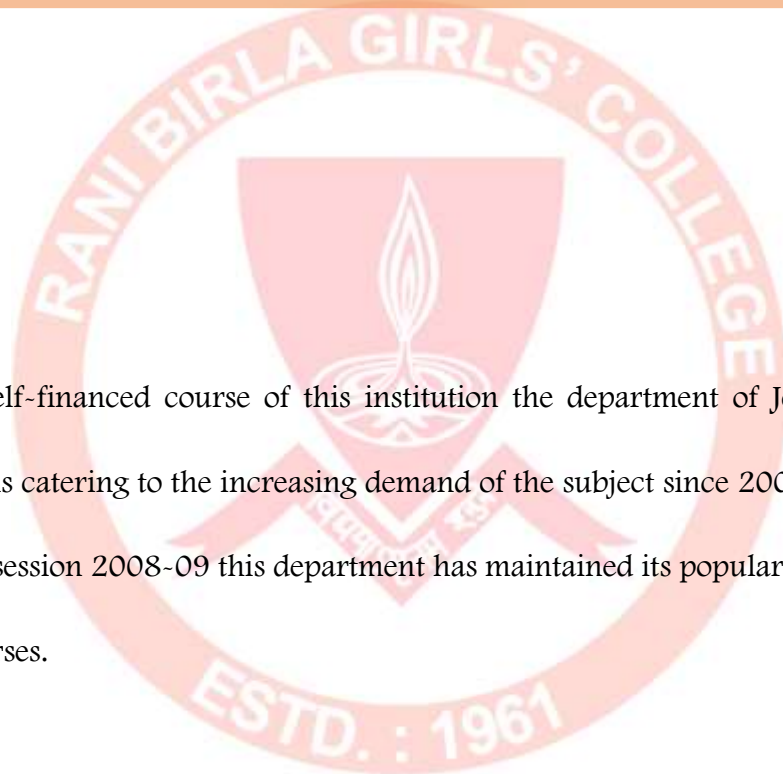
- Unit 1
- Understanding the crisis and fall of Tokyawa Bakuhan System.
 - Analysing the nature and importance of Meiji Restoration with special reference to military, social, cultural and educational reforms.
 - Understanding the foundation of Meiji Constitution in the lights of emerging Japanese nationalism.
- Unit 2
- Exploring the nuances of Japanese imperialism with the emphasis on China and Korea.
- Unit 3

- Understanding the trajectories of popular movements in early twentieth century Japan.
 - Analysing the rise of Japanese militarism and the changing social and political landscapes during 1930s and 40s.
 - Understanding the participation of imperial Japan in the World War II and the beginning of perpetual strife with the USA.
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Department of Journalism & Mass Communication

As the second Self-financed course of this institution the department of Journalism and Mass Communication is catering to the increasing demand of the subject since 2007. Offering Honours degree since the session 2008-09 this department has maintained its popularity as one of the most sought-after courses.



PROGRAMME OUTCOME OF B.A. (HONS.) & GENERAL IN JOURNALISM & MASS COMMUNICATION

(Under CBCS)

PO NO.	PROGRAMME OUTCOME	DESCRIPTION
PO1	Acquiring extensive domain knowledge, imparting analytical skill and soft skill development	<ul style="list-style-type: none"> ▪ Basic Principals of News Reporting, Editing, Functioning of a Newspaper, Types of Reporting. ▪ Creating Media Literacy among students. Students learn fundamental understanding of fake news and misinformation, its spread and how it impacts the society. ▪ Detailed understanding of process of writing news stories. ▪ Detailed understanding of designing a newspaper with theories.
	<i>Method of Assessment</i>	<i>IA/CIA</i>
PO2	Acquiring knowledge on audio and audio-visual medium	<ul style="list-style-type: none"> ▪ History, growth and development of Radio in India, core concepts of radio production. ▪ Hands on Radio Production- technicalities and scripting. ▪ Detailed understanding of Public Service Broadcasting, Television programmes and television production. ▪ Detailed concept and practical exposure to writing and recording radio talk and radio programmes using sound editing software. ▪ Detailed concept and practical exposure of writing TV talk show script and script for writing TV entertainment programmes.
	<i>Method of Assessment</i>	<i>IA/CIA</i>
PO3	Understanding the pattern of media management	<ul style="list-style-type: none"> ▪ Students learn basic concepts of media ownership, communication models and semiotics. ▪ Students learn fundamental understanding of fake news and misinformation, its spread and how it impacts the society. ▪ Students learn fundamental understanding Media's role on Global Environmental issues relating to global media management.
	<i>Method of Assessment</i>	<i>IA/CIA</i>
PO4	Comprehending fundamentals of development communication	<ul style="list-style-type: none"> ▪ Understanding concepts of development, development communication, role of media in development, development programs in India.
	<i>Method of Assessment</i>	<i>IA/CIA</i>
PO5	Understanding the realm of online journalism	<ul style="list-style-type: none"> ▪ Understanding key concepts of New Media, Theories and Online Journalism.
	<i>Method of Assessment</i>	<i>IA/CIA</i>
PO6	Obtaining in-depth knowledge on Media laws	<ul style="list-style-type: none"> ▪ Detailed study of Press Laws, Indian Constitution and Journalistic Ethics
	<i>Method of Assessment</i>	<i>IA/CIA</i>
PO7	Inducing critical thinking on film as a medium	<ul style="list-style-type: none"> ▪ Understanding Films as a Medium of Mass Communication, study on filmmakers from India and abroad. ▪ Film Movements, Stages of Film Production.
	<i>Method of Assessment</i>	<i>IA/CIA</i>

COURSE OUTCOME OF 3 YEAR B.A. (HONS.) & GENERAL IN JOURNALISM & MASS COMMUNICATION

(Under CBCS)

SL NO.	PAPER TYPE	PAPER NAME	COURSE OUTCOME
1.	JORA-CC-1-1-TH	Introduction to Journalism	Students learn basic concepts of news, news making, report writing on different types of news.
2.	JORA-CC-1-1-P	Introduction to Journalism - Practical	Basic knowledge of Computer for print journalism & Writing Reports for newspaper.
3.	JORA-CC-1-2-TH+TU	History of Indian Journalism	Students learn about history of Indian Journalism in the pre independence and post-independence era.
4.	JORA-CC-2-3-TH+TU	Reporting and Editing	Detailed concept of News, Structure of Newsroom and job roles. Detailed understanding of specialization.
5.	JORA-CC-2-4-TH	Media and Communication	Basic concept of Communication. Understanding role of Media and Society.
6.	JORA-CC-2-4-P	Introduction to Media and Communication	Publishing a Tabloid Journal using Page making software. Detailed understanding of writing news.
7.	JORA-CC-3-5-TH+TU	Communication, Media, Society	Detailed study of Communication Models, Theories and Theories of Press in relation to society.
8.	JORA-CC-3-6-TH+TU	Media and Cultural Studies	Understanding Culture, Culture Industry, Schools of Thoughts, concepts of Development and Development communication
9.	JORA-CC-3-7-TH	Introduction to Radio	History, growth and development of Radio in India, core concepts of radio production.
10.	JORA-CC-3-7-P	Introduction to Radio	Hands on Radio Production- technicalities and scripting.
11.	JORA-SEC-A-3 (Any One) ▪ JORA-SEC-A-3-1-TH ▪ JORA-SEC-A-3-2-TH	Skill Enhancement Course • Radio Writings & Presentation • Photo Journalism	<ul style="list-style-type: none"> ▪ Detailed understanding of Radio Production ▪ Detailed understanding of Photojournalism, Photography basics with assignment.
12.	JORA-CC-4-8-TH	Introduction to Television	Detailed understanding of Public Service Broadcasting, Television programmes and television production.
13.	JORA-CC-4-8-P	Introduction to Television	Practical Exercise of Producing a Documentary Film and producing Feature Film.
14.	JORA-CC-4-9-TH+TU	Film Theories and Production	History and overview of Indian Motion Pictures, film makers, global film movements, film makers, Film Production.
15.	JORA-CC-4-10-TH+TU	Media Management, Press Laws	Detailed understanding of Media Management, ownership and Press Laws.
16.	JORA-SEC-B-4 JORA-SEC-B-4-1 JORA-SEC-B-4-2 ▪	Skill Enhancement Course • Documentary Film Production • Feature Film Production	<ul style="list-style-type: none"> ▪ Detailed understanding of documentary film, stages of production and theories. ▪ Detailed understanding of feature film production, stages of production and theories
17.	JORA-CC-5-11-TH	Introduction to New Media	Understanding key concepts of New Media, Theories and Online Journalism.
18.	JORA-CC-5-12-TH+TU	Development Communication	Understanding concepts of development, development communication, role of media in development, development programs in India.

19.	JORA-DSE-A-5 JORA-DSE-A-5-1-TH+TU JORA-DSE-A-5-2-TH+TU	Discipline Specific Elective <ul style="list-style-type: none"> • Global Media & Politics • Media, Human Rights, Gender, Environment Studies 	<ul style="list-style-type: none"> ▪ Understanding imbalances in Global Information Flow, International Media Regulations, Rise of Global Media, and Cross Culture Communication. ▪ Basic concept of Rights, provisions in constitution, Media exposure and idea about Human Rights Institutions.
20.	JORA-DSE-B-5 JORA-DSE-B-5-1-TH+TU or JORA-DSE-B-5-2-TH+TU	Discipline Specific Elective <ul style="list-style-type: none"> • Multimedia Journalism • Communication Research 	<ul style="list-style-type: none"> ▪ Introduction to Multimedia, Multiplatform communication, Audio Video Content and Mobile Journalism ▪ Detailed understanding of Research, Methods of Research, Sampling and Data Analysis Techniques.
21.	JORA-DSE-A-6-4-TH+TU or, JORA-DSE-A-6-3-TH+TU	<ul style="list-style-type: none"> ▪ Political Communication ▪ Dissertation with Presentation 	<ul style="list-style-type: none"> ▪ Understanding basic concepts of Political Communication, role of media and concepts of Identity Politics in India, election campaigns and political advertising. ▪ Micro research project (7000 to 8000 words) on any topic of social, political, cultural interest.
22.	JORA-CC-6-13-TH	Advertising	Detailed concepts of Advertising.
23.	JORA-CC-6-13-P	Advertising	Practical experience of creating advertisements
24.	JORA-CC-6-14-TH+TU	Public Relations	Detailed concepts of Public Relations.
25.	JORA-DSE-B-6-3-TH+TU or JORA-DSE-B-6-4-TH+TU	<ul style="list-style-type: none"> ▪ Folk and Community Media ▪ Health & Science Communication 	<ul style="list-style-type: none"> ▪ Understanding concepts of Community and Folk Media, Forms of folk media, meaning of culture, role of media etc. ▪ Detailed understanding of health communication, healthcare system, marketing, and science journalism

Department of Philosophy

The department of Philosophy was introduced in 1961, at the time of the establishment of the college. The department has offered the B.A. (General) course since the 1961-62 academic session. Even at the general level, philosophy, as the parent to all subjects, helps the students to get an insight into the basic principles of other subjects such as Education, Sociology, or Political Science. Logical reasoning skills are developed through classes on Indian and Western logic. Over and above regular course-oriented studies, students are taught the ethical and psychological facts of life, the difference of myths or superstitions from reality and to rise above ordinary book learning.

The department conducts regular seminars and workshops for its students. It is also actively involved in the psychological counselling of students and, to this end, regular sessions are held in the college.

PROGRAMME OUTCOME OF 3 YEAR B.A. (GENERAL) IN PHILOSOPHY

(Under CBCS)

PO. NO.	PROGRAMME OUTCOME	DESCRIPTION
PO1	Analytic outlook	Philosophy is defined in the language as wisdom, that is, love of wisdom. There are so many branches of philosophy, such as metaphysics, epistemology, aesthetics, ethics, logic, philosophy of mind etc. Among them Calcutta University offers students only metaphysics and etymology for their semester 1 syllabus. Epistemology is a branch of philosophy that is concerned with various theories of knowledge. It enquires into the origin of knowledge. On the other hand, metaphysics deals with the fundamental nature of existence and reality.
	<i>Method of Assessment</i>	<i>Internal Assessment</i>
PO2	Logical and critical attitude	In simple words logic is the study of correct reasoning, especially regarding making inference. Logic is important because it influences every decision we make in our lives. Students are able to think logically which allows them to learn and make decisions that will affect their life style.
	<i>Method of Assessment</i>	<i>Internal Assessment</i>
PO3	Ethical thinking	The term 'Ethics' is derived from the Greek word ethos which can mean which clan mean which means custom, habit, character or disposition. Simply it can be said that ethics is a system of moral principles. It is concerned with what is good for individuals and society. This paper help students to get practical guidance to their daily life. Ethics asks everyone to considered whether our actions are right or wrong. This paper includes both Indian and western ethics which are very relevant to our daily life.
	<i>Method of Assessment</i>	<i>Internal Assessment and Tutorial</i>
PO4	Communication skill	The main aim of philosophers working in the area is to determine the nature of the mind and mental process. Studying philosophy of mind will allow students to understand their own behaviour, emotions and ideas. In this paper students read about sensation and perception, three levels of mind, different theories of learning and definition and measuring of Intelligence. By this paper students are enabled to gain the basic idea of mind.
	<i>Method of Assessment</i>	<i>Internal Assessment</i>

COURSE OUTCOME OF 3 YEAR B.A. (GENERAL) IN PHILOSOPHY

(Under CBCS)

COURSE CODE	COURSE NAME	COURSE OUTCOME
CC-1	Indian Epistemology and Metaphysics	<ul style="list-style-type: none"> Philosophy is defined in the language as wisdom, that is, love of wisdom. There are so many branches of philosophy, such as metaphysics, epistemology, aesthetics, ethics, logic, philosophy of mind etc. Among them Calcutta University offers students only metaphysics and etymology for their semester 1 syllabus. Epistemology is a branch of philosophy that is concerned with various theories of knowledge. It enquires into the origin of knowledge. On the other hand, metaphysics deals with the fundamental nature of existence and reality.
CC-2	Western epistemology and metaphysics	<ul style="list-style-type: none"> Western epistemology has a long history, beginning with the ancient Greeks and continuing to the present. Western epistemologists have commonly defined knowledge in terms of justified true belief. It is the philosophical study of the nature, origin and limits of human knowledge. In western philosophy, metaphysics has become the study of the fundamental nature of all reality- what is it, why is it, and how we can understand it. Students have come to know about different epistemological and metaphysical theories by reading this paper. So that Calcutta University includes Western metaphysics and epistemology in syllabus.
CC-3	Western Logic	<ul style="list-style-type: none"> In simple words logic is the study of correct reasoning, especially regarding making inference. Logic is important because it influences every decision we make in our lives. Students are able to think logically which allows them to learn and make decisions that will affect their life style.
CC-4	Philosophy of Mind	<ul style="list-style-type: none"> The Philosophy of Mind covers all philosophical topics related to the mind and mental states. The main aim of philosophers working in the area is to determine the nature of the mind and mental process. Studying philosophy of mind will allow students to understand their own behaviour, emotions and ideas. In this paper students read about sensation and perception, three levels of mind, different theories of learning and definition and measuring of Intelligence. By this paper students are enabled to gain the basic idea of mind.
DSEA	Indian and western ethics	<ul style="list-style-type: none"> The term 'Ethics' is derived from the Greek word ethos which can make which clan mean which means custom, habit, character or disposition. Simply it can be said that ethics is a system of moral principles. It is concerned with what is good for individuals and society. This paper help students to get practical guidance to their daily life. Ethics asks everyone to considered whether our actions are right or wrong. This paper includes both Indian and western ethics which are very relevant to our daily life.

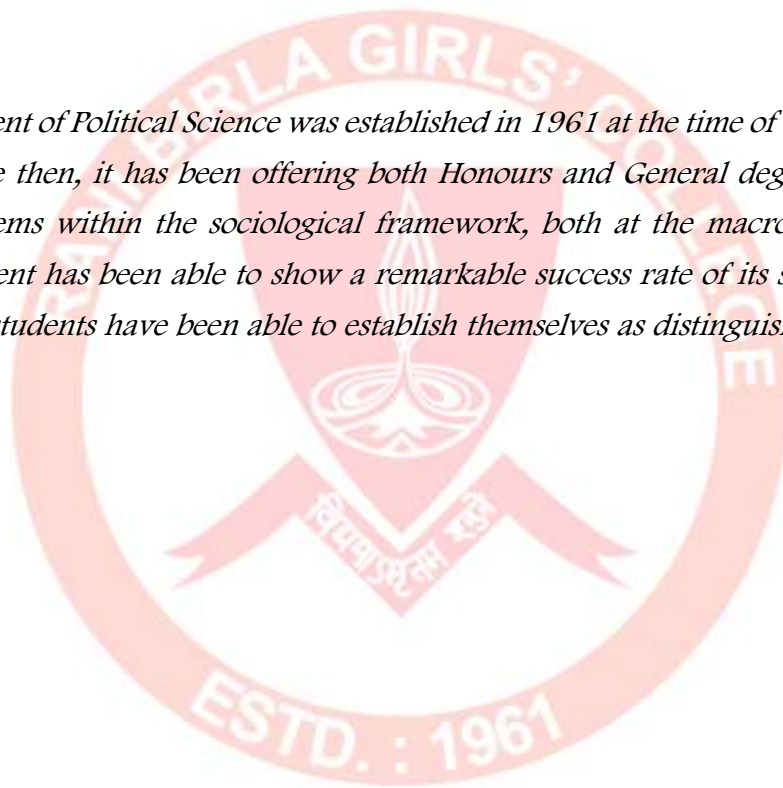
DSEB Applied Ethics and Philosophy of Religion

- Applied ethics is a field of ethics that deals with ethical questions specific to a professional, disciplinary or practical field. Those who study applied ethics look to the world around them and analyse the ethical problems they find. Philosophy of religion is the philosophical study of the meaning and nature of religion. It includes the analysis of religious concepts, beliefs and practices of religious adherents. Philosophy of religion can play an important role in helping persons understand and evaluate different religious traditions and their alternatives
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Department of Political Science

The department of Political Science was established in 1961 at the time of the establishment of the college. Since then, it has been offering both Honours and General degree courses of study of political systems within the sociological framework, both at the macro- and the micro-level. The department has been able to show a remarkable success rate of its students over the years. Some of the students have been able to establish themselves as distinguished members in today's society.



PROGRAMME OUTCOME OF 3 YEAR B.A. (HONS.) & GENERAL IN POLITICAL SCIENCE

(Under CBCS)

PO NO.	PROGRAMME OUTCOME	DESCRIPTION
PO1	Domain Knowledge	Enabling to understand key aspects of conceptual analysis.
	<i>Method of Assessment</i>	<i>INTERNAL ASSESSMENT</i>
PO2	Critical Thinking	Developing skills of critical thinking
	<i>Method of Assessment</i>	<i>INTERNAL ASSESSMENT</i>
PO3	Analytical Skills	Equipping with the empirical insights
	<i>Method of Assessment</i>	<i>INTERNAL ASSESSMENT</i>
PO4	Governance	Acquainting with the dynamics of administration
	<i>Method of Assessment</i>	<i>INTERNAL ASSESSMENT</i>
PO5	Constitutional Principles	Gaining knowledge on structure and working of political apparatus of state
	<i>Method of Assessment</i>	<i>INTERNAL ASSESSMENT</i>
PO6	Civil engagement	Developing awareness of the uses and abuses of legal System in India.
	<i>Method of Assessment</i>	<i>INTERNAL ASSESSMENT</i>
PO7	Policy analysis.	Analysing policies for effective implementation of policies
	<i>Method of Assessment</i>	<i>INTERNAL ASSESSMENT</i>
PO8	Leadership roles.	Enabling leadership roles in empowering individual through effective decision making
	<i>Method of Assessment</i>	<i>INTERNAL ASSESSMENT</i>
PO9	Methodological rigor	Equipping methodological rigor for precision, reliability and validity in methodologies.
	<i>Method of Assessment</i>	<i>INTERNAL ASSESSMENT</i>
PO10	Interdisciplinary approach	Integrating insights and methods from multiple disciplines for comprehensive understanding.
	<i>Method of Assessment</i>	<i>INTERNAL ASSESSMENT</i>
PO11	Practical knowledge	Acquiring practical knowledge in understanding institutions and power dynamics.
	<i>Method of Assessment</i>	<i>INTERNAL ASSESSMENT</i>

COURSE OUTCOME OF 3 YEAR B.A. (HONS.) & GENERAL IN POLITICAL SCIENCE**(Under CBCS)**

SEMESTER	COURSE	NAME OF THE COURSE	COURSE OUTCOME
I	CORE COURSE (CC 1)	Understanding Political Theory: Concepts	<ul style="list-style-type: none"> •The courses help the students to understand the concepts, approaches to the subject matter and debates surrounding those concepts.
	CC 2	Understanding Political Theory: Approaches and Debates	<ul style="list-style-type: none"> •It enables them to understand the significance of theorizing and application of theory in practice.
II	CC 3	Constitutional Government in India	<ul style="list-style-type: none"> •This course equips the students to learn the structures and functions of Indian Constitution and the working of the political apparatus of the society.
	CC 4	Politics in India: Structures and Processes	<ul style="list-style-type: none"> •This course introduces the students to gain in depth knowledge and awareness about the bases of the structures of identity politics, social movements and political institutions in India.
III	CC 5	Indian Political Thought - 1	<ul style="list-style-type: none"> •The courses introduce the students to learn about the political ideas and thinkers in the ancient and medieval India.
	CC 6	Comparative Government and Politics	<ul style="list-style-type: none"> •This course provides an introduction to concepts, theories, and an empirical insight in the field of comparative politics.
	CC 7	Perspective on International Relations	<ul style="list-style-type: none"> •The course aims to develop the ability to think critically about the international theories and world order. • The student will be able to construct and evaluate the concepts of IR in contemporary world.
	SEC A1	Democratic Awareness through Legal Literacy	<ul style="list-style-type: none"> •The course introduces the students the foundational bases of law in the Indian society. •It helps them to learn about their rights and be aware as a citizen.
IV	CC 8	Indian Political Thought 2	<ul style="list-style-type: none"> •This course provides the students to learn about the political ideas and ideology in the ancient, medieval and modern era to understand the issues in existence in the Indian society, and how the society has transformed at the social, political and economic spheres.
	CC 9	Global Politics since 1945	<ul style="list-style-type: none"> •The course introduces the students with the ability to conceptualize about the national, international and global perspective of the world order. • And further analyze the political and economic dimension of political globalization.

	CC 10	Western Political Thought & Theory 1	<ul style="list-style-type: none"> •The course covers the early ancient political philosophy to the modern times particularly in the 20th century.
	SEC B1	Legislative Practices and Procedures	<ul style="list-style-type: none"> •The course enables the students to learn about the legislative branch of the Indian Parliament and the functioning of the legislature.
	CC 11	Western Political Theory- 2	<ul style="list-style-type: none"> •The course will help the student to acquire knowledge on western political thinkers and philosophers, and understand how a theory is composed.
	CC 12	Political Sociology	<ul style="list-style-type: none"> •This course introduces the students about the dynamics between the society and politics. •The link between Sociology and Political Science and how it affects and governs starting from the grassroots level. •It further introduces the students to the concept of power, the cultural dimension of politics, political change, which interacts with the social structure and political upheavals and social movements.
V	DSE A1	Gender and Politics	<ul style="list-style-type: none"> •The course aims at providing broader knowledge on Gender and various interconnected issues in a political society. •To analyze the systematic exclusion and marginalization of genders at different strata of society.
	DSE B1	India's Foreign Policy in a Globalizing World	<ul style="list-style-type: none"> •The course aims at understanding the dynamics of foreign policy and the linkages between 'domestic' and 'international' aspects of India's foreign policy, its challenges and engagements with global power.
	CC 13	Public Administration: Concepts and Perspective	<ul style="list-style-type: none"> •This course introduces the students with the theories and praxis of Public Administration. •It aims to demonstrate integrative knowledge on public governance and issues in public and private institutions.
	CC 14	Administration and Public Policy in India	<ul style="list-style-type: none"> •This course introduces the students with the theories and empirical understanding of Indian Administration. •To acquaint with the changing dynamics of the Indian Administration and public policy. •Students will be able to articulate and engage in public service arena.
VI	DSE A3	Public Policy in India	<ul style="list-style-type: none"> •The course aims at developing a comprehensive understanding on the public policy theories, formulation and enable them to understand issues practical to society.
	DSE B4	Human Rights in a Comparative Perspective	<ul style="list-style-type: none"> •The course identity issues of human rights, safeguards against human rights abuses in different countries. •This will help the student in analyzing critical humanitarian crisis of the contemporary world issues both national and at global level.

Department of Sociology

Introduced initially as a discipline for the B.A. (General) course from the academic session 1999-2000, the department has subsequently offered the honours course since 2004-05. The subject has been a popular choice among students from its inception and draws a substantial number of students in both the Honours and General courses. The sociology curricula, being highly relevant and contemporary in its focus, have motivated learners beyond its pedagogic interest. Students enrolled in the course not only express their interest in the subject but also regularly participate in seminars and interactive sessions. Initiatives have been taken by the department to supervise curriculum-based dissertations and field surveys. After graduating in Sociology from this institution, several students enrol themselves for postgraduate studies, diploma courses in related fields or aspire for civil services.

PROGRAMME OUTCOME OF 3 YEAR B.A. (HONS.) & GENERAL IN SOCIOLOGY

(Under CBCS)

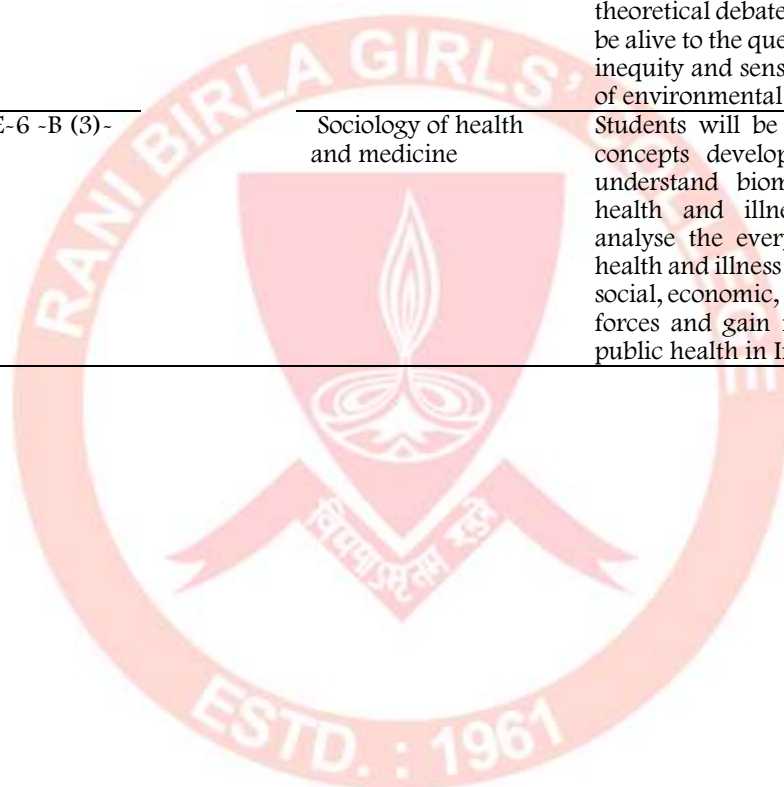
PO NO.	PROGRAMME OUTCOME	DESCRIPTION
PO1	Acquiring extensive domain knowledge	Students understand the concepts and processes related to sociology and demonstrate the applicability of their domain knowledge and its links to related disciplinary areas/subjects of study. Exhibit knowledge of the discipline Identify and explain seminal pieces of work in the area. Conduct guided academic inquiries in various areas of interest in sociology. Apply theoretical notions into practice in different forms.
	<i>Method of Assessment</i>	<i>Continuous Internal Assessment</i>
PO2	Inculcating critical thinking skills	Recognize the social structures underlying our society. Identify the implications of the same in our existence. Explain and engage with the social surroundings, problematize and raise questions based on academic inquiry. Take informed actions.
	<i>Method of Assessment</i>	<i>Continuous Internal Assessment</i>
PO3	Imparting analytical skills	Ability to evaluate the reliability and relevance of evidence. Identify logical flaws and holes in the arguments of others.
	<i>Method of Assessment</i>	<i>Continuous Internal Assessment</i>
PO4	Acquiring practical knowledge (Research Methodology)	Students develop sense of inquiry and capability for asking relevant/appropriate questions, problematising, synthesising and articulate reason. Ability to analyse, interpret and draw conclusions from quantitative/qualitative data. Critically evaluate ideas, evidence and experiences from an open-minded and reasoned perspective.
	<i>Method of Assessment</i>	<i>Continuous Internal Assessment</i>
PO5	Imbibing environmental consciousness & ethical values	Demonstrate awareness of local, regional, national, and global needs Engage with their socio-cultural contexts along with environmental needs and concerns.
	<i>Method of Assessment</i>	<i>Continuous Internal Assessment/ Observation of class behavior.</i>
PO6	Social Interaction	Function as a collaborating member/leader in teams in multidisciplinary settings
	<i>Method of Assessment</i>	<i>Participation in Departmental & College programme.</i>
PO7	Effective Citizenship	Students can act with an informed awareness of issues. Engage in initiatives that encourage equity and growth for all.
	<i>Method of Assessment</i>	<i>Group Discussion on contemporary social issues and participation in social welfare programme or community service.</i>
PO8	Career development	Students show proficiency in academic, professional, soft skills and Employ-ability required for higher education and placements. Students would be able to get employment opportunities in the Teaching, Research, NGOs, Social Welfare Department, and Health Department and in many others.
	<i>Method of Assessment</i>	<i>Continuous Internal Assessment</i>
PO9	Qualify various examinations	The students would be also able to qualify the UPSC, PSC/ UGC-NET/JRF/ and other examination of Social Welfare Departments.
	<i>Method of Assessment</i>	<i>Continuous Internal Assessment</i>

COURSE OUTCOME OF 3 YEAR B.A. (HONS.) & GENERAL IN SOCIOLOGY**(Under CBCS)**

CO NO.	SEMESTER	NAME OF THE PAPER	COURSE OUTCOME
SOC-A-CC -1-1-TH&TU	I	Introductory sociology - i	The course introduces the students to sociological ways of thinking. They also learn how to apply sociological concepts to everyday life and understand the emergence of sociology as a systematic and scientific field of study.
SOC-A-CC -1-2-TH&TU		Sociology of India-i	Introduction to images and ideas of India. Understanding key concepts and institutions of Indian society.
SOC-A-CC -2-3-TH&TU	II	Introductory sociology-ii	The students are introduced to sociological theories and inculcate critical thinking skills. They also learn how to read, interpret and critique original works of various thinkers.
SOC-A-CC -2-4-TH&TU		Sociology of India ii	The course adds to the sociological interpretation of Indian history and society. The India-specific themes of the course – discourse/knowledge-making, mobilization, transformation, ideology, identity and politics, for example – are treated, by drawing from sociological concepts and theories at the same time grounding them to specific Indian social context. The course connects the practical and conceptual in terms of both substance and relevance.
SOC-A-CC -3-5-TH&TU		Political sociology	The students get knowledge about different types of political systems, ways of governance & role of state in everyday life.
SOC-A-CC -3-6-TH&TU		Sociology of religion	Students get an overview of religion as a sociological concept, its basic elements, theories, varieties & relevance of religion in contemporary society.
SOC-A-CC -3-7-TH&TU	III	Sociology of gender and sexuality	An understanding of concepts such as sex and gender by interrogating common-sensical notions of gender.
SOC-A-SEC- 3-A(2)-TH		Gender sensitization	Helps students get an understanding of issues & legislations relating to gender with special reference to the Indian scenario.
SOC-A-CC -4-8-TH&TU		Economic sociology	Students learn socio-cultural bases of various dimensions of economy such as production, distribution, exchange, consumption and markets while emphasizing the impact of norms, social structure, and institutions on economy. It also highlights the significance of sociological analysis for the study of economic processes and institutions
SOC-A-CC -4-9-TH&TU	IV	Population studies	Students comprehend the demographic theories, composition & its impact, policies and programmes

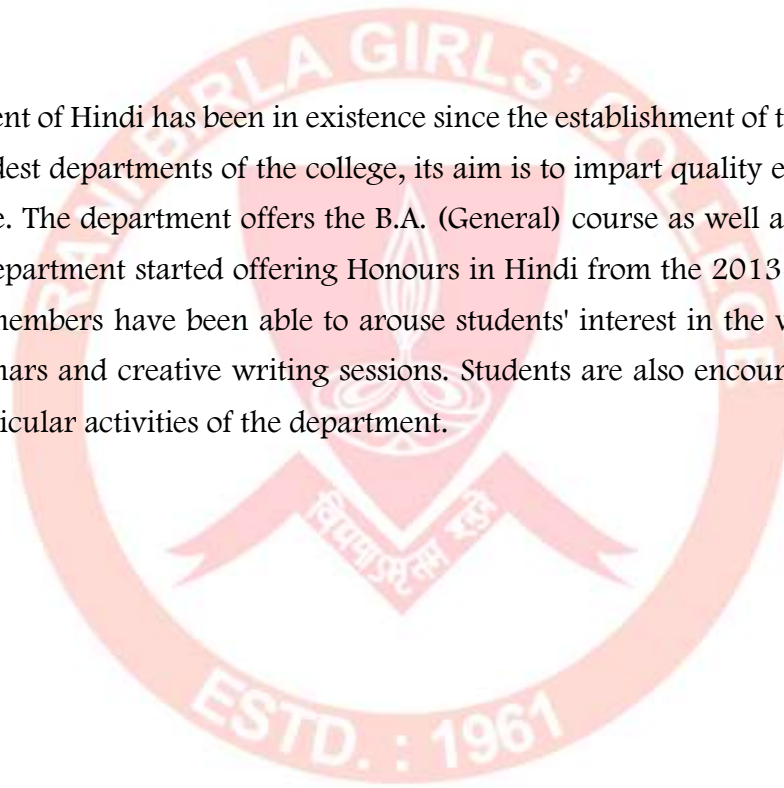
			(specially India).
SOC-A-CC -4-10-TH&TU		Social stratification	Understanding of stratification and theories would sensitize students to its various sociological aspects, examining forms of stratification, understanding the relevance of caste, race, gender and ethnic identities in contemporary world.
SOC-A-SEC- 4-B (1)-TH		Statistical reasoning for sociology	Students understand concepts of statistics and various techniques of data analysis using statistics, providing ample scope for applied learning and application.
SOC-A-CC -5-11-TH&TU		Sociological thinkers i	Students understand the grand foundational themes of sociology and application of theories and concepts from classical sociological theories to develop intellectual openness and curiosity.
SOC-A-CC -5-12-TH&TU		Research methods – i	Students are introduced to sociological research both from a theoretical and methodological perspective. They understand the importance of research in social science. Identify the difference between quantitative and qualitative methods. Students will learn to identify ethical and practical issues in research. They also engage with the ideals of objectivity and reflexivity. Students learn that research methods are universal and not bound by cultural location.
SOC-A-DSE- 5 -A (1)-TH&TU	V	Urban sociology	Students understand the urban in the historical as well as modern contexts - the idea of urbanism and urban space and the intersections in these of institutions, processes and identities. Students learn about key urban processes such as migration, displacement and urban slums, as well as critical contemporary issues such as resettlement and rehabilitation.
SOC-A-DSE-5 -B (1)-TH&TU		India sociological traditions	Develops conceptual clarity among students and they can articulate the main debates and arguments with regard to sociology in India and helps students in understanding the formation of the discipline in India and the challenges that it has faced. Students also learn about the contributions of Indian sociologists in understanding Indian social structure, institutions & processes.
SOC-A-CC -6-13-TH&TU		Sociological thinkers ii	Understanding the characteristics and dynamics of the social world, and how postclassical sociologists attempt to understand the social world. Understanding the basic methodological approaches of the thinkers, through some original texts and their role in building sociological knowledge.
SOC-A-CC -6-14-TH&TU	VI	Research methods – ii	Students are introduced to the concept of conducting research, which is

		<p>inclusive of formulating research designs, methods and analysis of data. Some knowledge of elementary statistics is also provided to the students to acquaint them with quantification of data. The thrust of the course is on empirical reasoning, understanding and analysis of social reality, which is integral to the concepts of quantitative research. Students learn to differentiate between qualitative and quantitative aspects of research in terms of collection and subsequent analysis of data.</p>
SOC-A-DSE- 6 -A (3)-TH&TU	Environmental sociology	<p>An understanding of dynamic between natural and social worlds from a sociological perspective and a grasp of fundamental principles and core theoretical debates of the discipline. To be alive to the questions of ecology and inequity and sensitive to the questions of environmental justice and ethics.</p>
SOC-A-DSE-6 -B (3)-TH&TU	Sociology of health and medicine	<p>Students will be able to use the key concepts developed in sociology to understand biomedical practices of health and illness. They can also analyse the everyday experiences of health and illness as produced through social, economic, political and cultural forces and gain insights on issues of public health in India.</p>



Department of Hindi

The department of Hindi has been in existence since the establishment of the college in 1961. As one of the oldest departments of the college, its aim is to impart quality education on language and literature. The department offers the B.A. (General) course as well as the compulsory MIL paper. The department started offering Honours in Hindi from the 2013-14 academic session. The faculty members have been able to arouse students' interest in the vernacular by holding regular seminars and creative writing sessions. Students are also encouraged to participate in these co-curricular activities of the department.



PROGRAMME OUTCOME OF 3 YEAR B.A. (HONS.) & GENERAL IN HINDI

(Under CBCS)

PO NO.	PROGRAMME OUTCOME	DESCRIPTION
	हिन्दी साहित्य का इतिहास	
PO1	1. आदिकाल से रीतिकाल तक	<ul style="list-style-type: none"> ❖ विद्यार्थी इस पाठ्य-क्रम के अंतर्गत विषय के रूप में हिन्दी साहित्य की ऐतिहासिक पृष्ठभूमि, काल विभाजन, कालखंड, हिन्दी साहित्य के इतिहास की प्रमुख प्रवृत्तियों एवं विशेषताओं की समग्र जानकारी प्राप्त कर सकेंगे।
	2. आधुनिक काल से समकाल तक	<ul style="list-style-type: none"> ❖ विद्यार्थी इस पाठ्य-क्रम के अंतर्गत हिन्दी साहित्य के आदिकाल, भक्तिकाल के सूफ़ी काव्य-धारा, सगुण काव्य-धारा तथा उसके अंतर्गत राम-भक्ति तथा कृष्णभक्ति शाखा का सैद्धांतिक परिचय एवं रीतिकाल की काव्य प्रवृत्तियों को जान सकेंगे। साथ ही इन काल खण्डों के सभी कवियों से परिचित हो सकेंगे। ❖ विद्यार्थी इस पाठ्य-क्रम के अंतर्गत विषय के रूप में आधुनिक काल की राजनीतिक, सामाजिक, सांस्कृतिक पृष्ठभूमि की जानकारी प्राप्त कर सकेंगे। ❖ विद्यार्थी इस पाठ्य-क्रम के अंतर्गत विषय के रूप में आधुनिक काल के प्रमुख काल खण्डों एवं आंदोलनों से परिचित होंगे साथ ही उन काव्य-आंदोलनों की प्रमुख प्रवृत्तियों को जान पाएंगे।
	<i>Method of Assessment</i>	<i>Internal Assessment</i>
	हिन्दी कविता	
PO2	1. आदिकालीन एवं मध्यकालीन हिन्दी कविता	<ul style="list-style-type: none"> ❖ विद्यार्थी इस पाठ्य-क्रम के अंतर्गत विषय के रूप में हिन्दी की प्राचीन एवं मध्यकालीन कविता का ज्ञान प्राप्त कर सकेंगे। ❖ विद्यार्थी कबीरदास, तुलसीदास, सूरदास, मीराबाई आदि के कविताओं को पढ़कर समाज की लोक-कल्याणकारी भावना, भक्ति का सामाजिक परिप्रेक्ष्य जैसे ज्ञान को प्राप्त कर सकेंगे।
	2. आधुनिक हिन्दी कविता (छायावाद तक)	<ul style="list-style-type: none"> ❖ विद्यार्थी इस पाठ्य-क्रम के अंतर्गत विषय के रूप में हिन्दी के भारतेन्दु-युगीन, द्विवेदी-युगीन, छायावाद-युगीन कवियों की कविताओं से परिचित हो सकेंगे। ❖ विद्यार्थी छायावाद-युगीन प्रमुख कवियों – प्रसाद, पंत, निराला, महादेवी की प्रसिद्ध कविताओं का गहन रूप में अध्ययन कर ज्ञान प्राप्त कर सकेंगे।
	3. छायावादोत्तर हिन्दी कविता	<ul style="list-style-type: none"> ❖ विद्यार्थी इस पाठ्य-क्रम के अंतर्गत विषय के रूप में हिन्दी की छायावादोत्तर कविता में प्रगतिवादी कविता, प्रयोगवादी कविता एवं नई कविता का रचनात्मक व आलोचनात्मक ज्ञान प्राप्त कर सकेंगे।
	<i>Method of Assessment</i>	<i>Internal Assessment</i>
	काव्यशास्त्र	
PO3	1. भारतीय काव्यशास्त्र	<ul style="list-style-type: none"> ❖ विद्यार्थी इस पाठ्य-क्रम के अंतर्गत विषय के रूप में हिन्दी के भारतीय काव्यशास्त्र परम्परा से अवगत हो सकेंगे। ❖ विद्यार्थी भारतीय काव्यशास्त्र के विविध सिद्धांतों के विस्तृत ज्ञान को प्राप्त कर साहित्य में उसकी महत्ता एवं उपयोगिता समझ सकेंगे।
	2. पाश्चात्य काव्यशास्त्र	<ul style="list-style-type: none"> ❖ विद्यार्थी इस पाठ्य-क्रम के अंतर्गत विषय के रूप में हिन्दी के पाश्चात्य काव्यशास्त्र के प्रमुख चिंतकों प्लेटो, अरस्तू, वड्सवर्थ, क्रॉचे, टी एस इलियट, आई ए रिचर्ड्स की विचारधारा, उनके सिद्धांतों के आलोचनात्मक ज्ञान को प्राप्त कर सकेंगे।
	<i>Method of Assessment</i>	<i>Internal Assessment</i>
PO4	भाषा-विज्ञान और हिन्दी भाषा	<ul style="list-style-type: none"> ❖ विद्यार्थी इस पाठ्य-क्रम के अंतर्गत हिन्दी भाषा के विस्तृत व समृद्ध इतिहास, उद्भव और विकास का ज्ञान प्राप्त कर सकेंगे।

		<ul style="list-style-type: none"> ❖ विद्यार्थी को इस पाठ्यक्रम के माध्यम से हिन्दी की बोलियों एवं व्याकरण का ज्ञान होता है, जिसके आधार पर वह अपने भाषा संस्कारों को समृद्ध करता है तथा सम्पर्क भाषा के रूप में हिन्दी का प्रयोग अधिक कुशलता के साथ कर पाने में सक्षम होता है।
	<i>Method of Assessment</i>	<i>Internal Assessment</i>
	हिन्दी कथा-साहित्य	<ul style="list-style-type: none"> ❖ विद्यार्थी इस पाठ्य-क्रम के अंतर्गत हिन्दी के उपन्यास विधा एवं उपन्यास विधा के अंतर्गत सम्मिलित उपन्यासों के माध्यम से सामाजिक सरोकारों के प्रति अपनी आलोचनात्मक दृष्टि विकसित कर सकेंगे। ❖ विद्यार्थी इस पाठ्य-क्रम के अंतर्गत हिन्दी की कहानी की परम्परा का परिचय एवं इस पाठ्यक्रम में सम्मिलित कहानियों के आधार पर कहानी विधा की वस्तु एवं शिल्प का आलोचनात्मक ज्ञान प्राप्त कर सामाजिक सरोकारों से जुड़ पायेंगे। ❖ विद्यार्थी इस पाठ्य-क्रम के अंतर्गत नाटक एवं एकांकी की भारतीय एवं पाश्चात्य परम्पराओं का ज्ञान प्राप्त कर सकेंगे। ❖ विद्यार्थी पाठ्यक्रम में सम्मिलित नाटक के अध्ययन के आधार पर नाट्य-समीक्षा का ज्ञान प्राप्त कर सकेंगे। ❖ विद्यार्थी निबंध विधा के स्वरूप का ज्ञान प्राप्त कर सकेंगे साथ ही इस विधा के उद्भव और विकास की जानकारी ग्रहण कर सकेंगे। ❖ विद्यार्थी सामाजिक व साहित्यिक विषयों से निबंध के वैचारिक संबंध तथा अभिव्यक्ति का ज्ञान प्राप्त कर सकेंगे। ❖ विद्यार्थी पाठ्यक्रम में सम्मिलित निबंधकारों के अध्ययन से विचार के क्षेत्र में मौलिक अभिव्यक्ति का ज्ञान व प्रशिक्षण प्राप्त कर सकेंगे।
PO5	1. हिंदी उपन्यास 2. हिंदी कहानी 3. हिन्दी नाटक एवं एकांकी 4. हिन्दी निबंध एवं अन्य गद्य विधाएं	
	<i>Method of Assessment</i>	<i>Internal Assessment</i>
	हिन्दी की साहित्यिक पत्रकारिता	<ul style="list-style-type: none"> ❖ विद्यार्थी इस पाठ्यक्रम के अंतर्गत हिन्दी की साहित्यिक पत्रकारिता की अवधारणा एवं महत्व को तथा ❖ साहित्यिक पत्रकारिता के प्रमुख युग भारतेन्दुयुगीन, द्विवेदीयुगीन, प्रेमचंद युगीन, समकालीन साहित्यिक पत्रकारिता का गहन अध्ययन कर अपनी आलोचनात्मक दृष्टि विकसित कर सकेंगे।
PO6		
	<i>Method of Assessment</i>	<i>Internal Assessment</i>
	1. प्रयोजनमूलक हिन्दी 2. विज्ञापन लेखन 3. दृश्य-श्रव्य माध्यम लेखन	<ul style="list-style-type: none"> ❖ विद्यार्थी प्रयोजनमूलक हिंदी को पढ़ते हुए उसके विभिन्न प्रयोग क्षेत्र को जान सकेंगे। ❖ विद्यार्थी प्रयोजनमूलक हिंदी का अध्ययन करते हुए रोजगारपरक भाषा के विविध रूपों को जान एवं समझ सकेंगे। ❖ विद्यार्थी प्रयोजनमूलक हिन्दी का अध्ययन करते हुए राजभाषा अधिनियम, राजभाषा संकल्प, संविधान में हिंदी की स्थिति आदि के बारे में जान सकेंगे। ❖ प्रयोजनमूलक हिंदी का अध्ययन करते हुए कार्यालयी हिंदी, पत्राचार, पारिभाषिक शब्दावली इत्यादि के संबंध में ज्ञान अर्जित कर सकेंगे। ❖ विद्यार्थी विज्ञापन पाठ्यक्रम के अंतर्गत विज्ञापन निर्माण की प्रक्रिया को समझ सकेंगे। ❖ विज्ञापन के महत्व से विद्यार्थियों को अवगत कराना। ❖ विज्ञापन कौशल को विद्यार्थियों में विकसित करना। ❖ विज्ञापन के प्रयोग को बढ़ावा देने का प्रयास करना। ❖ विज्ञापन से जुड़े रोजगार के प्रति विद्यार्थियों को जागरूक करना। ❖ विज्ञापन के महत्व, शक्ति और सीमा से विद्यार्थियों को परिचित करवाना। ❖ इस पाठ्यक्रम के अंतर्गत विद्यार्थी नियमित रूप से दृश्य-श्रव्य माध्यम के तकनीकी शिक्षा एवं पहलू से अवगत हो पाएंगे। ❖ सिनेमा के महत्व, सिनेमा के संवाद लेखन कौशल के साथ-साथ रोजगारपरक शिक्षा से परिचित करवाना।
PO7		
	<i>Method of Assessment</i>	<i>Internal Assessment</i>

COURSE OUTCOME OF 3 YEAR B.A. (HONS.) & GENERAL IN HINDI

(Under CBCS)

SEMESTER	COURSE	NAME OF THE COURSE	COURSE OUTCOME
I	HINA-CC-1	हिन्दी साहित्य का इतिहास (रीतिकाल तक)	<ul style="list-style-type: none"> ❖ आदिकाल : सामान्य परिचय, प्रमुख प्रवृत्तियाँ सिद्ध साहित्य, नाथ साहित्य जैन साहित्य रासो काव्य, लौकिक साहित्य ❖ भक्तिकाल: सामान्य परिचय, प्रमुख प्रवृत्तियाँ, संत काव्य, सूफी काव्य, राम काव्य, कृष्ण काव्य ❖ रीतिकाल: सामान्य परिचय, प्रमुख प्रवृत्तियाँ, रीतिबद्ध, रीतिसिद्ध एवं रीतिमुक्त काव्यधारा ❖ विद्यार्थी इस पाठ्य-क्रम के अंतर्गत विषय के रूप में हिन्दी साहित्य की ऐतिहासिक पृष्ठभूमि, कालखंड, हिन्दी साहित्य के इतिहास की प्रमुख प्रवृत्तियों एवं विशेषताओं की समग्र जानकारी प्राप्त कर सकेंगे। ❖ विद्यार्थी इस पाठ्य-क्रम के अंतर्गत हिन्दी साहित्य के आदिकाल, भक्तिकाल एवं रीतिकाल तक की काव्य-प्रवृत्तियों को जान सकेंगे। साथ ही इस कालखंड के सभी कवियों से परिचित हो सकेंगे। ❖ विद्यार्थी सूफी काव्य धारा, सगुण काव्य-धारा तथा उसके अंतर्गत राम-भक्ति तथा कृष्णभक्ति शाखा का सैद्धांतिक परिचय एवं ज्ञान प्राप्त कर सकेंगे। ❖ विद्यार्थी इस पाठ्य-क्रम के अंतर्गत विषय के रूप में हिन्दी की प्राचीन एवं मध्यकालीन कविता का ज्ञान प्राप्त कर सकेंगे। ❖ विद्यार्थी कबीरदास, तुलसीदास, सूरदास, मीराबाई आदि के कविताओं को पढ़कर समाज की लोक-कल्याणकारी भावना, भक्ति का सामाजिक परिप्रेक्ष्य जैसे ज्ञान को प्राप्त कर सकेंगे।
	HINA-CC-2	हिन्दी साहित्य का इतिहास (आधुनिक काल तक)	<ul style="list-style-type: none"> ❖ आधुनिक काल: राजनीतिक, सामाजिक, सांस्कृतिक पृष्ठभूमि हिन्दी नवजागरण, भारतेन्दु युग, द्विवेदी युग, छायावाद, प्रयोगवाद, प्रगतिवाद, नई कविता समकालीन कविता हिन्दी गद्य का विकास ❖ विद्यार्थी इस पाठ्य-क्रम के अंतर्गत विषय के रूप में आधुनिक काल की राजनीतिक, सामाजिक, सांस्कृतिक पृष्ठभूमि की जानकारी प्राप्त कर सकेंगे। ❖ विद्यार्थी इस पाठ्य-क्रम के अंतर्गत विषय के रूप में आधुनिक काल के प्रमुख काव्य-आंदोलनों से परिचित होंगे साथ ही उन काव्य-आंदोलनों की प्रमुख प्रवृत्तियों को जान पाएँगे।
II	HINA-CC-3	आदिकालीन एवं मध्यकालीन हिन्दी कविता	<ul style="list-style-type: none"> ❖ विद्यार्थी इस पाठ्य-क्रम के अंतर्गत विषय के रूप में हिन्दी की प्राचीन एवं मध्यकालीन कविता का ज्ञान प्राप्त कर सकेंगे। ❖ विद्यार्थी कबीरदास, तुलसीदास, सूरदास, मीराबाई आदि के कविताओं को पढ़कर समाज की लोक-कल्याणकारी भावना, भक्ति का सामाजिक परिप्रेक्ष्य जैसे ज्ञान को प्राप्त कर सकेंगे।
III	HINA-CC-5	छायावादोत्तर हिन्दी कविता	<ul style="list-style-type: none"> ❖ विद्यार्थी इस पाठ्य-क्रम के अंतर्गत विषय के रूप में हिन्दी की छायावादोत्तर कविता में प्रगतिवादी कविता का रचनात्मक व आलोचनात्मक ज्ञान प्राप्त कर सकेंगे। ❖ विद्यार्थी छायावादोत्तरी कविता में प्रयोगवादी, नई कविता का रचनात्मक व आलोचनात्मक पहलुओं को समझ सकेंगे।
	HINA-CC-6	भारतीय काव्यशास्त्र	<ul style="list-style-type: none"> ❖ विद्यार्थी इस पाठ्य-क्रम के अंतर्गत विषय के रूप में हिन्दी के भारतीय काव्यशास्त्र परम्परा से अवगत हो सकेंगे। ❖ विद्यार्थी भारतीय काव्यशास्त्र के विविध सिद्धांतों के विस्तृत ज्ञान को प्राप्त कर साहित्य में उसकी महत्ता एवं उपयोगिता समझ सकेंगे।
	HINA-CC-7	पाश्चात्य काव्यशास्त्र	<ul style="list-style-type: none"> ❖ विद्यार्थी इस पाठ्य-क्रम के अंतर्गत विषय के रूप में हिन्दी के पाश्चात्य काव्यशास्त्र के प्रमुख चिंतकों की विचारधारा, उनके सिद्धांतों के आलोचनात्मक ज्ञान को प्राप्त कर सकेंगे।

			<ul style="list-style-type: none"> ❖ विद्यार्थी इस पाठ्यक्रम में प्लेटो, अरस्तू, वड्सवर्थ, क्रॉचे, टी एस इलियट, आई ए रिचर्ड्स के सिद्धांतों का अध्ययन कर अपनी आलोचनात्मक दृष्टि विकसित कर सकेंगे।
IV	HINA-CC-8	भाषा-विज्ञान और हिन्दी भाषा	<ul style="list-style-type: none"> ❖ विद्यार्थी इस पाठ्य-क्रम के अंतर्गत हिन्दी भाषा के विस्तृत व समृद्ध इतिहास व विकास का ज्ञान प्राप्त कर सकेंगे। ❖ विद्यार्थी को इस पाठ्यक्रम के माध्यम से हिन्दी की बोलियों का ज्ञान होता है, जिसके आधार पर वह अपने भाषा संस्कारों को समृद्ध करता है तथा सम्पर्क भाषा के रूप में हिन्दी का प्रयोग अधिक कुशलता के साथ कर पाने में सक्षम होता है।
	HINA-CC-9	हिन्दी उपन्यास	<ul style="list-style-type: none"> ❖ विद्यार्थी इस पाठ्य-क्रम के अंतर्गत हिन्दी के उपन्यास विधा से परिचित हो सकेंगे। ❖ विद्यार्थी उपन्यास विधा के अंतर्गत सम्मिलित उपन्यासों के माध्यम से सामाजिक सरोकारों के प्रति अपनी आलोचनात्मक दृष्टि विकसित कर सकेंगे। ❖ विद्यार्थी कथा-साहित्य की समीक्षा का ज्ञान प्राप्त कर सकेंगे।
	HINA-CC-10	हिन्दी कहानी	<ul style="list-style-type: none"> ❖ विद्यार्थी इस पाठ्य-क्रम के अंतर्गत हिन्दी की कहानी परम्परा का परिचय व ज्ञान प्राप्त कर सकेंगे। ❖ विद्यार्थी इस पाठ्यक्रम में सम्मिलित कहानियों के आधार पर कहानी विधा की शिल्प को समझ सकेंगे। ❖ विद्यार्थी इस पाठ्यक्रम के अंतर्गत कहानी विधा का आलोचनात्मक ज्ञान प्राप्त कर सामाजिक सरोकारों से जुड़ पायेंगे।
V	HINA-CC-11	हिन्दी नाटक एवं एकांकी	<ul style="list-style-type: none"> ❖ विद्यार्थी इस पाठ्य-क्रम के अंतर्गत नाटक की भारतीय एवं पाश्चात्य परम्पराओं का ज्ञान प्राप्त कर सकेंगे। ❖ विद्यार्थी पाठ्यक्रम में सम्मिलित नाटक के अध्ययन के आधार पर नाट्य-समीक्षा का ज्ञान प्राप्त कर सकेंगे।
	HINA-CC-12	हिन्दी निबंध एवं अन्य गद्य विधाएं	<ul style="list-style-type: none"> ❖ विद्यार्थी निबंध विधा के स्वरूप का ज्ञान प्राप्त कर सकेंगे साथ ही इस विधा के उद्भव और विकास की जानकारी ग्रहण कर सकेंगे। ❖ विद्यार्थी सामाजिक व साहित्यिक विषयों से निबंध के वैचारिक संबंध तथा अभिव्यक्ति का ज्ञान प्राप्त कर सकेंगे। ❖ विद्यार्थी पाठ्यक्रम में सम्मिलित निबंधकारों के अध्ययन से विचार के क्षेत्र में मौलिक अभिव्यक्ति का ज्ञान व प्रशिक्षण प्राप्त कर सकेंगे।
	HINA-DSE	निम्नलिखित में दो में से कोई एक चुनना है-: (ग्रुप A एवं ग्रुप B मिलाकर) GROUP-A-1 लोकसाहित्य राष्ट्रीय काव्याधारा GROUP-B- 11. अस्मितामूलक विमर्श और हिन्दी साहित्य 2. छायावाद	<ul style="list-style-type: none"> ❖ विद्यार्थी इस पाठ्यक्रम के अंतर्गत हिन्दी की राष्ट्रीय-काव्यधारा के कवियों एवं कविताओं के संबंध में समग्र जानकारी प्राप्त कर सकेंगे। ❖ विद्यार्थी इस पाठ्यक्रम के अंतर्गत छायावाद युगीन प्रमुख कवियों – प्रसाद, पंत निराला, महादेवी वर्मा की प्रसिद्ध कविताओं को गहन रूप में अध्ययन कर ज्ञान प्राप्त करेगा। ❖ विद्यार्थी प्रवासी साहित्य के अध्ययन से यह जान पाएंगे कि भारत के अलावा भी विभिन्न देशों में भारतीय भाषाओं विशेषकर हिन्दी में साहित्य की रचना होती है। ❖ विद्यार्थी प्रेमचंद साहित्य के अंतर्गत -उपन्यास, नाटक, निबंध, एवं कहानी विधा का आलोचनात्मक ज्ञान प्राप्त कर सकेंगे।
VI	HINA-CC-13	हिन्दी की साहित्यिक पत्रकारिता	<ul style="list-style-type: none"> ❖ विद्यार्थी इस पाठ्यक्रम के अंतर्गत हिन्दी की साहित्यिक पत्रकारिता की अवधारणा एवं महत्व को जान पायेंगे। ❖ साहित्यिक पत्रकारिता के प्रमुख युग की पत्रकारिता का विशेष अध्ययन कर ज्ञान प्राप्त कर सकेंगे। ❖ भारतेन्दुयुगीन, द्विवेदीयुगीन, प्रेमचंद युगीन, समकालीन साहित्यिक पत्रकारिता का गहन अध्ययन कर अपनी आलोचनात्मक दृष्टि विकसित कर सकेंगे।
	HINA-CC-14	प्रयोजनमूलक हिन्दी	<ul style="list-style-type: none"> ❖ विद्यार्थी प्रयोजनमूलक हिंदी को पढ़ते हुए उसके विभिन्न प्रयोग क्षेत्र को जान सकेंगे। ❖ विद्यार्थी प्रयोजनमूलक हिंदी का अध्ययन करते हुए मातृभाषा एवं भाषा के विविध रूपों को जान एवं समझ सकेंगे। ❖ विद्यार्थी प्रयोजनमूलक हिन्दी का अध्ययन करते हुए राजभाषा अधिनियम, राजभाषा संकल्प, संविधान में हिंदी की स्थिति आदि के बारे में जान सकेंगे। ❖ प्रयोजनमूलक हिंदी का अध्ययन करते हुए कार्यालयी हिंदी, पत्राचार, पारिभाषिक शब्दावली इत्यादि के संबंध में ज्ञान अर्जित कर सकेंगे।
	HINA-DSE	निम्नलिखित में दो में से कोई एक चुनना है-: (ग्रुप A एवं ग्रुप B मिलाकर)	

GROUP-A-2
प्रवासाहित्य
तुलसीदास

GROUP-B-2
हिन्दी संत काव्य
प्रेमचंद

LANGUAGE CORE COURSE-2/MIL

I - IV	HING-LCC2(1)-4	1. हिन्दी व्याकरण और सम्प्रेषण	<ul style="list-style-type: none"> ❖ विद्यार्थी इस पाठ्यक्रम के अंतर्गत हिन्दी भाषा की उत्पत्ति, उसकी प्रकृति एवं विविध रूप को समझ पायेंगे ❖ विद्यार्थी इस पाठ्यक्रम के अंतर्गत हिन्दी भाषा के व्याकरण संबंधी ज्ञान को प्राप्त कर सकेंगे ।
	HING-LCC2(2)-6	1. हिन्दी भाषा और सम्प्रेषण	<ul style="list-style-type: none"> ❖ भाषा सम्प्रेषण के माध्यमों – श्रवण-अभिव्यक्ति, वाचन-लेखन से परिचित हो सकेंगे । ❖ हिन्दी वाक्य रचना, वाक्य और उपवाक्य , वाक्य-भेद , भावार्थ और व्याख्या , बलाघात , संगम आदि भाषा संरचना की जानकारी से अवगत हो सकेंगे ।

