

RANI BIRLA GIRLS' COLLEGE

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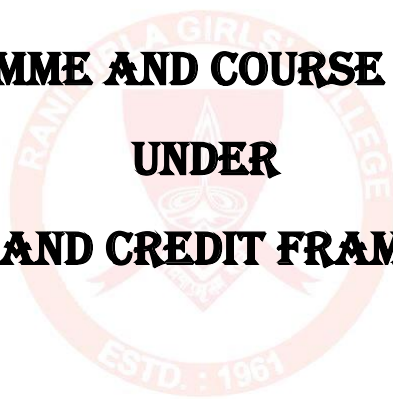


Criterion Name: CRITERION 2: Teaching Learning and Evaluation

Index No: 2.6.1

Subtitle: Programme Outcomes (POs) and Course Outcomes (COs) for all Programmes offered by the institution are stated and displayed on website and the attainment of POs and COs are evaluated

PROGRAMME AND COURSE OUTCOME
UNDER
CURRICULUM AND CREDIT FRAMEWORK (CCF)



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COMMUNICATIVE ENGLISH DEPARTMENT
PROGRAMME OUTCOME OF 4-YEAR WITH
CORE VOCATIONAL UNDER
CCF (2022-UNIVERSITY OF CALCUTTA)

	Programme Outcome	Description
PO1	Reading and Writing Competence Development	<ul style="list-style-type: none"> To enable learners to develop reading and writing skills by imparting proper knowledge of grammar and language items
	Method of Assessment	Internal assessment
PO2	Skill development for business English communication	<ul style="list-style-type: none"> To enable learners to draft and compose different forms of business communication. To acquaint students with the business English vocabulary required for such formal correspondences.
	Method of Assessment	Continuous Internal Assessment
PO3	Content writing skill development	<ul style="list-style-type: none"> To train learners acquire the skills necessary writing different kinds of content . To compose content relevant to the topic To enable the learners to use accurate grammatical structures and other language items when preparing contents .
	Method Of Assessment	Internal Assessment
PO4	Acquisition of travel writing techniques	<ul style="list-style-type: none"> To enable students to draft and compose travel diaries ,travelogues and other aspects related to tourism .
	Method of Assessment	Internal Assessment
PO5	All four language skill development	<ul style="list-style-type: none"> Enable learners to develop all the four skills of English Language so that they can communicate at every level and diverse situations and content .
	Method of Assessment	Internal Assessment

Course Outcomes under CCF

SEM	PAPER	NAME OF THE PAPER	COURSE OUTCOME
SEM-1	DSE2	READING & WRITING COMPETENCE	<ul style="list-style-type: none"> • To enable learners to develop reading and writing skills by imparting proper knowledge of grammar reading comprehension and composition. • They will be able to develop accuracy in using language items appropriately
	SEC1	WRITING FOR BUSINESS COMMUNICATION	<ul style="list-style-type: none"> • To enable learners to acquire all the techniques and skills necessary for drafting and composing different forms of business communication. • To acquaint them with the business English vocabulary required for such formal correspondences.
SEM-2	DSC2	CONTENT WRITING	<ul style="list-style-type: none"> • To train learners in the skills necessary for becoming a content writer. • To learn to use language according to the topic and the audience for which it is written • To develop grammatical accuracy and proficiency in handling different language items.
	SEC2	TRAVEL WRITING	<ul style="list-style-type: none"> • To train learners in composing travel diaries, travelogues, tour plans, and itineraries. • To develop in learners the ability to compose travel advertisements and be proficient in English.

ECONOMICS DEPARTMENT

Name of the Programme: Three-Year B.A. /B.Sc. in Economics

(Multidisciplinary, under CCF)

Programme Outcome (PO)

	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
	Method of Assessment	Internal Assessment
PO2	Analyzing Indian Economy	To analyze the trends of macroeconomic variables taking the case of the Indian economy and, hence, to be able to derive meaningful insights from the analysis of macroeconomic trends concerning India
	Method of Assessment	Internal Assessment
PO3	Critical Understanding of Development	To assess existing economic policies for development and, hence, to be able to prescribe better policies
	Method of Assessment	Internal Assessment
PO4	Understanding External Sector	To understand the role of the external sector in a globalized world
	Method of Assessment	Internal Assessment
PO5	Application of Statistical Tools and Techniques	To apply the descriptive statistical tools and techniques to the raw data for extracting meaningful insights
	Method of Assessment	Internal Assessment

Course Outcome (CO)

SEMESTER	PAPER	NAME OF THE PAPER	COURSE OUTCOME
I	ECON-H-CC1-1	Microeconomics (I)	<ul style="list-style-type: none">• Exploration of the subject matter of microeconomics;• Clear conceptualization of the basic tools of

			<p>economics;</p> <ul style="list-style-type: none"> • Critically fathoming the role of impersonal forces in the institution of market in relation to the behavioral characteristics of consumer and producer • Examining different theories of markets, perfect and imperfect, and their production and distributional aspects
II	ECON-H-CC2-2	Macroeconomics (II)	<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

II	ECON-MD-SEC2 (A)-2 (relevant for 1 st / 2 nd / 3 rd 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
	ECON-MD-SEC2 (B)-2 (relevant for 1 st / 2 nd / 3 rd 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
	ECON-MD-IDC2-2 (relevant for 1 st / 2 nd / 3 rd Semester)	Elementary Economics	<ul style="list-style-type: none"> • Exploration of the basic concepts of microeconomics; • Exploration of the basic concepts of macroeconomics; • Exploration of the basic concepts of economic development; • Exploration of the basic concepts of Indian economics;

Education Department

Name of the Programme: 4 years B.A. Major course in Education & 3 years B.A. MDC course in Education under CCF

Programme outcome:

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

		It encourages them to perform better in any teaching learning situation. They get some ideas about sustaining interest and motivation of the participant.
	Method of Assessment	Regular Teacher-Student Interactive Sessions
PO8	Development of philosophical thought and values	Another objective of the programme encouraged students to develop comprehensive ideas about philosophical thought and value. It develops their ideas and thoughts, experience, capacities for thinking, reasoning, judging, a logical enquiry into the nature of reality. It also develops an understanding about honesty, leadership building, self-control, self-confidence, self-discipline, beauty, humankind, feeling of brotherhood, ethics, democracy and civic responsibility.
	Method of Assessment	Continuous Internal Assessment

Course outcome

4 years B.A. Major course in Education (CCF, Based on NEP – 2020)

CO No.	Semester	Name of the Paper	Course Outcome
1.	Semester 1	EDC/H/CC – 1/1 (For Major) Introduction and Philosophical Foundation of Education	<p>1. After completing this course students will understand the meaning, nature, scope, and aims of education.</p> <p>2. Students can properly explain the factors of education and their interrelationship.</p> <p>3. Students can illustrate the concept of child-centrism and play-way in education.</p>
2.	Semester 1	EDC/H/IDC Inclusive Education	<p>1. After completing this course students will be able to explain the meaning of Inclusion and exclusion.</p> <p>2. Students can analyse the types of exclusion and their causes.</p> <p>3. Students can illustrate how to bring about inclusion in different spheres.</p>
3.	Semester – 1	EDC/H/SEC/1/1 Communication Skill	<p>1. After completing this course students can explain the basic elements of Communication.</p> <p>2. Students will be able to acquire Listening Skills.</p>

			3.Students will be able to acquire Speaking Skills.
4.	Semester – 1	EDC/M/1/1 (For Minor) Introduction and Philosophical Foundation of Education	<p>1.After completing this course students will understand the meaning, nature, scope and aims of education.</p> <p>2.Students can properly explain the factors of education and their interrelationship.</p> <p>3.Students can illustrate the concept of child-centrism and play-way in education.</p>
5.	Semester 2	EDC/H/CC/2/2 (For Major) Psychological Foundation of Education	<p>1.After completing this course students will understand the meaning of Psychology and be acquainted with its different aspects.</p> <p>2.Students can elaborately explain the patterns of different aspects of human development and relate this knowledge with education.</p> <p>3.Students can illustrate the cognitive approach of development and the process and the factors of cognition.</p>
6.	Semester – 2	EDC/H/IDC Inclusive Education	<p>1.After completing this course students will be able to explain the meaning of Inclusion and exclusion.</p> <p>2.Students can analyse the types of exclusion and their causes.</p> <p>3.Students can illustrate how to bring about inclusion in different spheres.</p>
7.	Semester – 2	EDC/H/SEC/2/2 Aspect of Democratic Citizenship	<p>1.After completing this course students will be able to explain their duties as citizens.</p> <p>2. Students can illustrate their rights as citizens.</p> <p>3. Students can elaborately explain about child violence and child rights.</p> <p>4. Students can analyse domestic violence and domestic rights.</p>

8.	Semester – 2	EDC/M/1/1 (For Minor) Psychological Foundation of Education	<p>1. After completing this course students will understand the meaning of Psychology and be acquainted with its different aspects.</p> <p>2. Students can elaborately explain the patterns of different aspects of human development and relate this knowledge with education.</p> <p>3. Students can illustrate the cognitive approach of development and the process and the factors of cognition.</p>
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English Department

Programme Outcomes

For the B.A. (Honours) Programme (CCF) in English, the following outcomes are envisioned:

PO no.	Programme Outcome	Description
PO1	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
	Method of assessment	Continuous Internal Assessment
PO2	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.
	Method of assessment	Continuous Internal Assessment
PO3	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

		<p>translation and in the original; to be a located Indian citizen of the world</p> <ul style="list-style-type: none"> • Through the study of autobiographies, graduates will cultivate a reflective approach to personal and collective histories, understanding the complexities of identity and narrative construction.
	Method of assessment	Continuous Internal Assessment
PO4	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
	Method of assessment	Continuous Internal Assessment
PO5	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 • 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.
	Method of assessment	Continuous Internal Assessment
PO6	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.

	Method of assessment	Continuous Internal Assessment
PO7	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
	Method of assessment	Continuous Internal Assessment
PO8	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.
	Method of assessment	Continuous Internal Assessment
PO9	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
	Method of assessment	Continuous Internal Assessment
PO10	Digital and Media Literacy	<ul style="list-style-type: none"> ability to use digital sources, and read them critically 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.
	Method of assessment	Continuous Internal Assessment
PO11	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.

	Method of assessment	Continuous Internal Assessment

Course Outcomes under CCF

Paper/course		outcomes
DSC 1	Introduction to English Literature (Poetry)	<ul style="list-style-type: none"> ▪ Developing an understanding of the evolution of English poetry from the Elizabethan Age to the Modern Period; ▪ Gaining insights into the thematic diversity and stylistic innovations of poets like Shakespeare, Donne, Keats, Yeats, and Hughes; ▪ Enhancing analytical skills to interpret poetic forms, imagery, and symbols within their historical and cultural contexts; ▪ Encouraging a comparative approach to studying poetry across periods, focusing on continuity and change in literary expressions.
DSC 2	Introduction to English Literature (Prose)	<ul style="list-style-type: none"> ▪ Acquiring a comprehensive overview of the development of English prose through critical readings of texts from the Elizabethan Age to the Modern Period; ▪ Understanding the aesthetic and ideological underpinnings of prose works by Bacon, Lawrence, Joyce, Orwell, and Lahiri; ▪ Cultivating the ability to critically engage with different genres of prose, including essays and short stories, within their socio-political contexts; ▪ Developing skills to analyze narrative techniques, voice and the representation of reality in prose.
SEC Sem 1	Business Communication	<ul style="list-style-type: none"> ▪ This paper focuses on developing professional writing and communication skills essential in the corporate world. It equips students with the ability to craft clear, concise, and effective business documents and correspondence. This course would 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 and understand the nuances of digital communication etiquette;

		<ul style="list-style-type: none"> ▪ To learn to prepare comprehensive business reports, integrating data and analysis to support business strategies and decisions; ▪ To gain proficiency in writing minutes of a meeting, summarizing discussions and resolutions with clarity and precision.
SEC Sem 2	Digital Empowerment	<ul style="list-style-type: none"> ▪ This course aims to develop students' skills and understanding of digital technologies, focusing on their effective and responsible use in various aspects of life. Students will learn essential digital literacy skills, online communication, digital security, ethical considerations and, also, some of the disruptive technologies of the digital world. The course has the following learning-objectives : ▪ To understand the fundamentals of digital technologies and their impact on society; ▪ To enhance online communication and collaboration skills; ▪ To promote digital citizenship and responsible online behaviour; ▪ To gain awareness of digital security risks and implement best practices; ▪ To explore ethical considerations in the use of digital technologies; ▪ To use ICT and digital services in daily life; ▪ To develop skills to communicate and collaborate in cyberspace using social platforms; ▪ To become familiar with teaching/learning tools; ▪ To understand the significance of security and privacy in the digital world; ▪ To evaluate ethical issues in the cyber world.

Fashion and Apparel Design Department

Programme Outcome of 4-year BFAD (Hons) Degree Course under CCF Curriculum

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

Course Outcome of BFAD (Hons) Degree Course under CCF Curriculum

COURSE NUMBER	SUBJECT	COURSE OUTCOME
CO1	Apparel Construction & Sewing -I	
	Item 1	To impart knowledge about basic pattern-making
	Item 2	To impart knowledge about sewing machines and its parts
	Item 3	To impart knowledge about different body types and the process of taking measurements
	Item 4	To impart knowledge about different types of stitches and their applications
	Item 5	To impart knowledge about disposal of fullness
	Item 6	To impart knowledge about finishing of the raw edges of garments
	Item 7	To impart knowledge about different types of placket opening used in garments
	Item 8	To impart knowledge about drafting and construction of collars of a garment
	Item 9	To impart knowledge about application of different types of fasteners
	Item 10	To impart knowledge about application and utility of seams in garments
CO2	Textile Manufacture-I	
	Item 1	To impart knowledge about different types of Textile fibres
	Item 2	To impart knowledge about different types of natural fibres and their applicability in garments
	Item 3	To impart knowledge about man-made fibres and their process of manufacture
	Item 4	To impart in hand knowledge about the identification of textile fibres
	Item 5	To impart knowledge about different physical parameters of textile fibres
	Item 6	To impart knowledge about physical parameters of different yarns and their process of manufacturing

	Item 7	To impart knowledge about different types of twists applied in yarns
	Item 8	To impart knowledge about different types of fancy yarns and sewing threads
	Item 9	To impart knowledge about yarns and spinning machineries involved in spinning
	Item 10	To impart knowledge about different spinning mechanisms of textile fibres
COURSE NUMBER	SUBJECT	COURSE OUTCOME
CO3	Computer Applications & Artificial Intelligence	
	Item 1	To impart knowledge about generations and different types of computers
	Item 2	To impart knowledge about operating systems of computers
	Item 3	To impart in hand knowledge about applications and functions of MS Word
	Item 4	To impart in hand knowledge about application and functions of Ms Excel
	Item 5	To impart in hand knowledge about internet and its applications
	Item 6	To impart knowledge about the mode of communications by application of internet
	Item 7	To impart in hand knowledge about application and functions of Ms Powerpoint
	Item 8	To impart in hand knowledge about application and functions of Artificial intelligence
	Item 9	To impart in hand knowledge about application and functions of NLP and computer vision
	Item 10	To impart in hand knowledge about application and functions of Artificial intelligence in accounting and financing
	Item 11	To impart in hand knowledge about ethical and social implications of AI
	Item 12	To impart knowledge about user interface and user experience
CO4	Textile Craft & Surface Ornamentation-I	
	Item 1	To impart in hand knowledge about application and of various types of surface ornamentation techniques
	Item 2	To impart in hand knowledge about various types of crafts of India

	Item 3	To impart in hand knowledge about application of zigzag stitch, satin stitch, blanket and other basic embroidery stitches
	Item 4	To impart in hand knowledge about application of basic embroidery techniques in surface ornamentation
	Item 5	To impart in hand knowledge about application of traditional embroideries of India in surface ornamentation



Department of Geography
Programme and course outcome under CCF
Major / Multidisciplinary
Semester-I
H-CC01/ MD- CC01-1

PO no.	Programme Outcome	Description
PO1	Extensive Domain Knowledge	Seeks to understand the vast breadth and development of the multifaceted field of geography.
	Method of assessment	Internal Assessment
PO2	Critical thinking and analysis	Examine and evaluate different techniques and knowledge sources on human-environment concerns, with a focus on the social value of geographic knowledge in practical contexts.
	Method of assessment	Internal Assessment
PO3	Development of values and sustainable thinking	Highlighting the vital significance of interpretive and comprehensive human-environment viewpoints.
	Method of assessment	Internal Assessment
PO4	Understanding and sustainable mitigation of disasters	Recognising and comprehending the risks to Earth's natural systems is essential to identifying the human-caused causes of numerous natural disasters and the threats that endanger life as we know it.
	Method of assessment	Internal assessment
PO5	Interpersonal communication skills	Through frequent field trips and report/thesis writing, it fosters in students the knowledge, abilities, and comprehensive grasp of the discipline.
	Method of assessment	Interactive sessions
PO6	Hazard specific geospatial skill	Through curriculum analysis of hazards, disaster impact, and management, students gain expertise in disaster response and management.
	Method of assessment	Interactive sessions

PO7	Multidisciplinary linkage	Research in sub-disciplines like geology, seismology, pedology, hydrology, environmental studies, disaster management, resource management, and regional planning can be conducted within the curriculum, which extends beyond geography.
	Method of assessment	Internal assessment

Course outcome:

Semester	Paper	Unit	Course Outcomes
1	GEOG-H- CC01/MD-CC01-1 Physical Geography	Unit I: Cartography	<ul style="list-style-type: none"> • Students came to know about the role of scale and its importance in Geography. • It helps them to learn about the different types of scales and how to construct them. • Further students get acquainted with the different methods of projection which enables them to use the projection to portray the earth.
		Unit II: Geotectonics	<ul style="list-style-type: none"> • Students get a comprehensive idea of how seismology as a method can help to understand the internal composition and chemistry of the Earth.
		Unit III: Geomorphology	<ul style="list-style-type: none"> • This gives a clear view and understanding of the different physical forces and how they act upon different features on the Earth's surface. • Students learn about rivers and their processes as a major force in reshaping the Earth's surface.
		Unit IV: Climatology	<ul style="list-style-type: none"> • Students get a proper understanding of the Earth's atmosphere and its structure with composition.

			<ul style="list-style-type: none"> • It gives a clear understanding of how the atmospheric system works throughout the globe to the students
		Unit V: Soil Geography	<ul style="list-style-type: none"> • Students learn about the basic soil-forming factors that influence the origin of different soil types in different areas. • Students get a clear understanding of what is a soil profile and how develops.
		Unit VI: Biogeography	<ul style="list-style-type: none"> • Students learn about how plants and their different species grow and evolve based on water.
		Unit VII: Geography of Hazards	<ul style="list-style-type: none"> • It gives a complete understanding of the different hazards and disasters in the Indian context and what are their effects.
	GEOG-H- CC01/MD- CC01-1 Physical Geography Lab		<ul style="list-style-type: none"> • Students learn to calculate and construct four major types of scales used in the spatial representation of the geographical data. • Students learn about the Toposheet along with its basics. Also, they get to know how to select drainage basins and different types of drainage stream ordering and bifurcation ratios. • Identification of drainage and channel patterns helps the students to understand the key factors to be analysed for it from a Toposheet. • Students via the construction of wind rose learn about how to graphically represent wind direction and velocity. • Viva voce based on laboratory notebook

Department of Geography
SEC
Sem- I
GEOG-H-SEC01/MD-SEC01-1
Methods in Geography

Course outcome of the course/subject:

Semester	Paper	Unit	Course outcomes
1	GEOG-H-SEC01/MD-SEC01-1 Methods in Geography	Unit I: Field Data Collection and Compilation	<ul style="list-style-type: none"> • Students get the idea about the creation of a primary survey based on several research issues and also learn the Significance of the pilot study. • Proper knowledge about the sampling approaches and techniques depending on several research issues. • Students get the knowledge and process of Creating the questions and scheduling the interviews. • assembling information into a master table by which the students learn about the data entry and concept of data repositing. • field data entry with computer assistance; data aggregation into frequency distribution tables by which the students learn about proper field data entry. • Central tendency and dispersion measures in statistical data analysis, where the students learn how and when to use the methods.
		Unit II: Methods in Physical Geography	<ul style="list-style-type: none"> • Using small survey tools: leveling apps for smartphones, a distometer, and a Brunton compass, students learn about the different instruments and their utility in the field. • Grain textural analysis utilizing sieves students gets hands-on idea about separating different particles.

			<ul style="list-style-type: none"> utilizing digital elevation models and satellite imagery to map and extract flooded regions, by which the students learn to link between remote sensing and actual field data.
			<ul style="list-style-type: none"> Using satellite imagery and/or Survey of India 1:50k maps, students learn about measuring the spatial and linear extents of riverbanks and coastlines.
		Unit III: Methods in Human Geography	<ul style="list-style-type: none"> prominent and unique roles of the different types of occupation in a spatial unit is learned by the students.
			<ul style="list-style-type: none"> By Ternary graphic illustrating patterns of occupation (after Ashok Mitra) students can identify different occupational patterns and percentages in an area.
			<ul style="list-style-type: none"> Creating an accessible map, by which the students can assess the nature of the transport network in an area.
			<ul style="list-style-type: none"> By creating flowcharts with transportation-related data students can measure and analyse the flow or movement of any kind.

Department of Geography
Inter-Disciplinary Course (IDC)

GEO-H-IDC01-1

Sem- I

Geomatics and Spatial Analysis

Course outcome of the course/ subject:

Semester	Paper	Unit	Course Outcomes
1	GEO-H-IDC01-1TH Geomatics and Spatial Analysis	Unit I: Cartography	<ul style="list-style-type: none"> • Students came to know about the role of scale and its importance in Geography. It helps them to learn about the different types of scales and how to construct them. Further students get acquainted with the different methods of projection which enables them to use the projection for portraying the earth. • Students learn about the concept of bearing which enables them to use and locate objects on the two-dimensional plane based on the straight line from one position to another which adds to their practical skills. Through the concept of geoid and spheroid students learn to visualize earth along with its irregularities which helps them use it based on the WGS84 system. • Here students learn about the different methods of projection or how to portray a three-dimensional surface upon a two-dimensional plane which is a cone in general.

			<p>Further, the students enrich themselves by knowing the Universal Transverse Mercator (UTM) which is a distance-based projection system. Students get to know about the extension and different zones under UTM and how to identify the zone and distance of a particular point.</p>
		Unit II: Surveying	<ul style="list-style-type: none"> • Students learn about the surveying methods and different instruments both manual and digital used in surveys for different purposes which makes them field-ready.
		Unit III: Remote Sensing and Geographical Information System	<ul style="list-style-type: none"> • Students get acquainted with the basic concepts of collecting data remotely along with learning about the different types of sensors and satellites and how they work. Also, they get to learn about the Indian and foreign satellite and sensors and their methods of data collection. • It gives a clear idea about the process of analysing the remote sensed data or information to the students. • Students learn about the basics of geographical information systems and the data types that can be analysed to by them. It also enables them process different information from the datasets visually. • Here students learn about the different techniques to be used for analysis,

			interpretation and result creation based on spatial data in a geographical information system environment.
		GEO-H- IDC01-1 Geomatics and Spatial Analysis Lab	<ul style="list-style-type: none"> • Students get a hands-on experience of drawing a projection to project the three-dimensional surface on a two- dimensional conical developing surface to show important areas.
			<ul style="list-style-type: none"> • Here students learn about the use of a prismatic compass to draw a traverse and plotting of the pointwise coordinates of UTM based on the global navigation system application
			<ul style="list-style-type: none"> • Students learn how to visually assess and interpret a satellite image and identify and present the different landuse and land cover features from the image.
			<ul style="list-style-type: none"> • Based on periodical maps and images students learn to visually see and identify changes or shifts in the riverbank or coastline of an area.
			<ul style="list-style-type: none"> • Viva voce based on laboratory notebook



Department of Geography
GEOG-H-CC02/MD-CC02-2

Human Geography

Sem-II

Course outcome of the course/ subject:

Semester	Paper	Unit	Course outcome
2	GEOG-H-CC02/MD-CC02 – Human Geography	Unit I: Scope and Approaches	<ul style="list-style-type: none"> • Focuses on the study of patterns and processes that shape human societies, cultures, economies, and interactions with the environment. • It examines the spatial distribution of human activities and how they are influenced by factors such as culture, politics, economics, technology, and the environment.
		Unit II: Social Geography	<ul style="list-style-type: none"> • These schools of thought provide different lenses through which the students as human geographers analyze and understand the complex relationships between humans and their environments. • While they focus on different aspects, they are interconnected and contribute to a holistic understanding of human geography. • Each stage represents a milestone in human adaptation, innovation, and societal organization, by which the students can reflect on the evolving relationship between humans and their environments. • These stages are not rigidly defined, and elements of each can be found in contemporary societies, illustrating the dynamic nature of human civilization. • The Chenchu, Toda, and Gond communities exemplify human adaptation to diverse environmental contexts through sustainable livelihood practices, traditional knowledge systems, and cultural resilience. • Students learn about how despite facing modern challenges and

			<p>pressures, these indigenous groups continue to maintain their unique identities and relationships with their environments.</p>
			<ul style="list-style-type: none"> • post-industrial urban societies represent a new phase of urban development characterized by economic diversification, knowledge-based industries, cultural dynamism, and technological innovation. • Students learn that how they are hubs of creativity, diversity, and opportunity, shaping the future trajectory of global urbanization.
		<p>Unit III: Population Geography</p>	<ul style="list-style-type: none"> • Demographic transition refers to the process of population change from high birth and death rates to low birth and death rates as a country develops from a pre-industrial to an industrialized economic system. This transition typically involves several stages: high birth and death rates in the initial stage, followed by a decline in death rates due to improved healthcare and sanitation, leading to a decline in birth rates in later stages due to various factors like urbanization, education, and economic development, this gives the students idea about how societies develop from primitive to an urban society.
			<ul style="list-style-type: none"> • Population distribution, density, and growth are influenced by a complex interplay of factors such as geographical features, economic opportunities, social and cultural norms, government policies, and historical trends. • Understanding these demographic dynamics is crucial for the students as policymakers to formulate effective strategies for sustainable development, equitable distribution of resources, and improving the quality of life for all citizens.

		Unit IV: Settlement Geography	<ul style="list-style-type: none"> • Urban and rural settlements possess distinct characteristics shaped by factors such as population density, economic activities, infrastructure, social dynamics, and governance structures. • By Understanding these differences students can emerge as ideal policymakers and planners to address the unique needs and challenges of both types of settlements and promote sustainable development and improved quality of life for residents. • Rural settlements vary in their site characteristics, situation factors, types, and spatial patterns. • By Understanding these aspects students can develop thinking critically for planning and development initiatives tailored to the unique needs and contexts of rural communities.
		Unit V: Urban Geography	<ul style="list-style-type: none"> • The size-class classification of urban settlements provides valuable insights into the urbanization trends, population distribution, and the hierarchy of urban centers across India. • Students by understanding the dynamics of urban growth, infrastructure needs, and service delivery requirements in different urban areas can develop analytical and critical thinking.

	<p>GEOG-H-CC02/MD-CC02- Human Geography Lab</p>	<ul style="list-style-type: none"> • Arithmetic growth rate is a simple method used to compare the population change between two decadal datasets. It's calculated by subtracting the initial population from the final population and then dividing the result by the number of years between the two datasets. Students via this learn to assess and compare the growth of the population in any spatial unit. • The choropleth method is a cartographic technique used to represent spatial data, such as population density, by shading or coloring different geographic regions based on the magnitude of the data. Choropleth maps provide a visually intuitive way to understand population density variations across geographic regions. Students can use this to identify areas of high population concentration, assess demographic trends, and inform decision-making related to resource allocation, infrastructure development, and urban planning. • By analyzing the topographical maps from the Survey of India, students can identify these different types of settlements based on their geographical features, land use patterns, and spatial arrangements. Understanding the types of settlements and their sites can provide valuable insights for urban planning, rural development, resource management, and environmental conservation efforts. • Proportional squares provide a simple yet effective way to visualize quantitative data, such as the number of houses, and can be used in various contexts including urban planning, demographic analysis, and resource allocation. Students can give visual reference that allows others to grasp the relative magnitude of the data being represented at a glance.
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Hindi department
SYLLABUS-(CCF)
HINDI (HONOURS)
PROGRAMME OUTCOMES (POS)

	Programme Outcome	Description
PO1	हिन्दी साहित्य का इतिहास 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। ❖ विद्यार्थी इस पाठ्य-क्रम के अंतर्गत हिन्दी साहित्य के आदिकाल, भक्तिकाल के सूफी काव्य-धारा, सगुण काव्य-धारा तथा उसके अंतर्गत राम-भक्ति तथा कृष्णभक्ति शाखा का सैद्धांतिक परिचय एवं रीतिकाल की काव्य प्रवृत्तियों को जान सकेंगे। साथ ही इन काल खण्डों के सभी कवियों से परिचित हो सकेंगे। ❖ विद्यार्थी इस पाठ्य-क्रम के अंतर्गत विषय के रूप में आधुनिक काल की राजनीतिक, सामाजिक, सांस्कृतिक पृष्ठभूमि की जानकारी प्राप्त कर सकेंगे। ❖ विद्यार्थी इस पाठ्य-क्रम के अंतर्गत विषय के रूप में आधुनिक काल के प्रमुख काल खण्डों एवं आंदोलनों से परिचित होंगे साथ ही उन काव्य-आंदोलनों की प्रमुख प्रवृत्तियों को जान पाएंगे।
	Method of Assessment	Internal Assessment
PO2	हिन्दी कविता 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-

	<p>2. आधुनिक हिन्दी कविता (छायावाद तक)</p> <p>3. छायावादोत्तर हिन्दी कविता</p>	<p>कल्याणकारी भावना, भक्ति का सामाजिक परिप्रेक्ष्य जैसे ज्ञान को प्राप्त कर सकेंगे।</p> <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। ❖ विद्यार्थी इस पाठ्य-क्रम के अंतर्गत विषय के रूप में हिन्दी की छायावादोत्तर कविता में प्रगतिवादी कविता, प्रयोगवादी कविता एवं नई कविता का रचनात्मक व आलोचनात्मक ज्ञान प्राप्त कर सकेंगे।
	Method of Assessment	Internal Assessment
PO3	<p>काव्यशास्त्र</p> <p>1. भारतीय काव्यशास्त्र</p> <p>2. पाश्चात्य काव्यशास्त्र</p>	<ul style="list-style-type: none"> ❖ 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। ❖ विद्यार्थी इस पाठ्य-क्रम के अंतर्गत विषय के रूप में हिन्दी के पाश्चात्य काव्यशास्त्र के प्रमुख चिंतकों प्लेटो, अरस्तू, वड्सवर्थ, क्रॉचे, टी एस इलियट, आई ए रिचर्ड्स की विचारधारा, उनके सिद्धांतों के आलोचनात्मक ज्ञान को प्राप्त कर सकेंगे।

	Method of Assessment	Internal Assessment
PO4	भाषा-विज्ञान और हिन्दी भाषा	<ul style="list-style-type: none"> ❖ विद्यार्थी इस पाठ्य-क्रम के अंतर्गत हिन्दी भाषा के विस्तृत व समृद्ध इतिहास, उद्भव और विकास का ज्ञान प्राप्त कर सकेंगे। ❖ विद्यार्थी को इस पाठ्यक्रम के माध्यम से हिन्दी की बोलियों एवं व्याकरण का ज्ञान होता है, जिसके आधार पर वह अपने भाषा संस्कारों को समृद्ध करता है तथा सम्पर्क भाषा के रूप में हिन्दी का प्रयोग अधिक कुशलता के साथ कर पाने में सक्षम होता है।
	Method of Assessment	Internal Assessment
PO5	<p>हिन्दी कथा-साहित्य</p> <p>1. हिंदी उपन्यास</p> <p>2. हिंदी कहानी</p>	<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।

	<p>3.हिन्दी नाटक एवं एकांकी</p> <p>4. हिन्दी निबंध एवं अन्य गद्य विधाएं</p>	<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।
	Method of Assessment	Internal Assessment
PO6	हिन्दी की साहित्यिक पत्रकारिता	<ul style="list-style-type: none"> ❖ विद्यार्थी इस पाठ्यक्रम के अंतर्गत हिन्दी की साहित्यिक पत्रकारिता की अवधारणा एवं महत्व को तथा ❖ साहित्यिक पत्रकारिता के प्रमुख युग भारतेन्दुयुगीन, द्विवेदीयुगीन, प्रेमचंद युगीन, समकालीन साहित्यिक पत्रकारिता का गहन अध्ययन कर अपनी आलोचनात्मक दृष्टि विकसित कर सकेंगे।
	Method of Assessment	Internal Assessment
PO7	<p>1. प्रयोजनमूलक हिन्दी</p> <p>2.विज्ञापन लेखन</p>	<ul style="list-style-type: none"> ❖ 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।

	<p>3.दृश्य-श्रव्य माध्यम लेखन</p>	<ul style="list-style-type: none"> ❖ 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 । <ul style="list-style-type: none"> ❖ 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।
	<p>Method of Assessment</p>	<p>Internal Assessment</p>

COURSE OUTCOMES

1ST SEM HINDI HONOURS

HIN-H-CC-1-1-TH

- 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 ।

COURSE OUTCOMES

HIN-H-SEC-1-1-TH

- विद्यार्थी इस पाठ्यक्रम के अध्ययन कर भारतीय लोक साहित्य की अवधारणा, इतिहास और उसके महत्व से अवगत हो सकेंगे।
- यह पाठ्यक्रम इस तरह निर्मित किया गया है कि इससे विद्यार्थी भारत के लोक जीवन में मौजूद विविध, मूल्य बोध प्राचीनता तथा शस्वत्ता का ज्ञान प्राप्त कर भारतीय लोक मानस की आत्मा की पहचान कर पाएंगे।
- विविध लोक नाट्य, लोक कथा, लोक भाषा, लोक नृत्य, लोक संगीत का अध्ययन कर विद्यार्थियों को राष्ट्रीय एकता का मूल मंत्र विविधता में एकता का अनुभव कर सकेंगे।

COURSE OUTCOMES

2ND SEM HONOURS

HIN-H-CC-2-2-TH

- 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।।

COURSE OUTCOMES

HIN-H-SEC-2-2-TH

डिजिटल साक्षरता / DIGITAL EMPOWERMENT (OPTIONAL)

- आज का युग डिजिटल युग है। जैसे यह पाठ्यक्रम विद्यार्थियों को डिजिटल दुनिया से परिचित कराते हुए इस सदुपयोग दुरुपयोग इसके उपयोग में बातों की जाने वाली आवश्यक सावधानियां पर ध्यान आकर्षित करेगी।
- डिजिटल साक्षरता विभिन्न संप्रेषण माध्यम, आधुनिक संगणक एप्लीकेशन, सुरक्षा, नैतिकता, आदि उपयोग के प्रति सचेत करेगी।
- IA अर्थात् कृत्रिम बौद्धिक क्षमता के प्रति जागरूकता पैदा करना इसका मूल उद्देश्य है।

COURSE OUTCOMES

FOR GENERAL STUDENTS

SEM-1

HIN-H-CC-1-1-TH

- 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।

HIN-H-SEC-1-1-TH

- विद्यार्थी इस पाठ्यक्रम के अध्ययन कर भारतीय लोक साहित्य की अवधारणा, इतिहास और उसके महत्व से अवगत हो सकेंगे।
- यह पाठ्यक्रम इस तरह निर्मित किया गया है कि इससे विद्यार्थी भारत के लोक जीवन में मौजूद विविध, मूल्य बोध प्राचीनता तथा शस्वत्ता का ज्ञान प्राप्त कर भारतीय लोक मानस की आत्मा की पहचान कर पाएंगे।

- विविध लोक नाट्य, लोक कथा, लोक भाषा, लोक नृत्य, लोक संगीत का अध्ययन कर विद्यार्थियों को राष्ट्रीय एकता का मूल मंत्र विविधता में एकता का अनुभव कर सकेंगे।

SEM -2 GENERAL

HIN-H-CC-2-2-TH

- 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।।

FOR ALL HONOURS & GENERAL

HIN-H- IDC-1/2/3-1-TH

कार्यालयी हिंदी

COURSE OUTCOME

- विद्यार्थी कार्यालयी हिन्दी को पढ़ते हुए उसके विभिन्न प्रयोग क्षेत्र को जान सकेंगे।
- विद्यार्थी प्रयोजनमूलक हिंदी का अध्ययन करते हुए सामान्य हिंदी और कार्यालयी हिन्दी के विविध रूपों को जान एवं समझ सकेंगे।
- कार्यालयी हिन्दी का अध्ययन करते हुए कार्यालयी हिंदी, पत्राचार, पारिभाषिक शब्दावली इत्यादि के संबंध में ज्ञान अर्जित कर भविष्य में राजभाषा अधिकारी, अनुवाद आदि की परीक्षा में सफल हो सकेंगे।

CVAC

भारतीय संस्कृति और मूल्यबोध

- इस पाठ्यक्रम के अध्ययन से विद्यार्थी भारतीय संस्कृति के विरासत से परिचित हो सकेंगे।
- भारतीय संस्कृति के प्रति जागरूकता, उसके मूल्य बोध तथा परंपरा का अध्ययन भारतीय की मूल अवधारणा, विविधता में एकता, वासुधैव कुटुंबकम, सत्य और अहिंसा जैसे विचारों के प्रति विद्यार्थियों में दृढ़ विश्वास पैदा करेगी।

History Department

Programme Outcome (PO)

Name of the Programme: 4 Year NEP in History under CCFF 2023

	Programme Outcome	Description
PO1	Acquiring Analytical skill for understanding the tools of Ancient Indian History.	The students will gather knowledge about the diverse sources of history: Archaeological, numismatics, literary and epigraphy.
	Method of Assessment	Internal Assessment
PO2	Exploring various facets of Ancient World History other than India.	Through this programme, the students will develop a holistic understanding of the evolution of human society and how the society of agricultural and animal husbandry began in ancient times. They will be learning about the beginning of food production and the evolution of society and social groups of Ancient Roman and Greek civilisation.
	Method of Assessment	Internal Assessment.
PO3	Imbibing analytical skills on the Cultural Heritage of India.	This course will enable students to analyze the facets of heritage and its significance, highlighting the legal and institutional framework for heritage protection in India, and also the challenges facing it. The course emphasizes the intricate nuances of popular culture thereby creating and promoting new 'Cultural Hubs' in the country.
	Method of Assessment	Interactive sessions
PO4	Art Appreciation	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.
	Method of Assessment	visits and report writing.

PO5	Institutions and Apparatus of Economic Growth	The students acquire an analytical understanding of the process of economic growth.
	Method of Assessment	Internal Assessment.
PO6	Understanding Empire-building in history.	Through this programme, the students will acquire an academic insight into the dynamics of empire-building in history.
	Method of Assessment	Internal Assessment.

Course Outcome under CCF:

SEMESTER	COURSE NAME	COURSE OUTCOME
1	CC1; History of India from the Earliest Times to C.300 BCE	<p>Unit 1</p> <ul style="list-style-type: none"> • The students get a deeper understanding of early Indian history • Introducing the students to how diverse aspects of ancient Indian history have been recovered from a rich variety of sources, archaeological, literary, numismatic, and epigraphist. <p>Unit 2</p> <ul style="list-style-type: none"> • Familiarize the students with the prehistoric tools and cultures and their use for studying history today and for exploring the diverse regional variations in the Indian subcontinent and also study various facets of ancient India- social, cultural, political, and environmental concerns. <p>Unit 3</p> <ul style="list-style-type: none"> • Analysing the prehistoric Harappan Culture with an interdisciplinary approach helping the students trace the elements of continuity and changes in processes spanning over the period from 2nd Millennium BCE to 1800 BCE. • Analysing the town planning and economics of the Harappan Culture and the post-Harappan Cultures.

		<p>Unit 4</p> <ul style="list-style-type: none"> • Emphasizing settlement patterns and socio-political and economic relations including historiography allowing the students to understand how historians have approached ancient India between 1500 BCE to 300 BCE concentrating on North, South, and Central India separately. • Deliberating on the Aryan Problem and understanding the debates surrounding them.
2	<p>CC2; Social Formations and cultural patterns of the Ancient World other than India.</p>	<p>Unit 1</p> <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 the developments in world history that have shaped the complexity of human existence. <p>Unit 2</p> <ul style="list-style-type: none"> • Exploring the food production pattern of the ancient world other than India detailing the transition pattern from hunting-gathering, and subsistence pattern to the more advanced adaptation of a sedentary farming economy. <p>Unit 3</p> <ul style="list-style-type: none"> • Familiarize the students with the historical developments of Bronze Age civilizations like Egypt and China. <p>Unit 4</p> <ul style="list-style-type: none"> • Analysing the Iron Age Debate and exploring the emergence and distribution of Nomadic groups in Central and Western Asia <p>Unit 5</p> <ul style="list-style-type: none"> • Acquiring knowledge of the formation of slave society and its impact on the agrarian economy, urbanization, and trade of Ancient Greece and Rome. <p>Unit 6</p> <ul style="list-style-type: none"> • Understanding the development of Poleis concerning Athens and Sparta with special emphasis on polity, society, art, and architecture.

1	SEC 1: MUSEUMS & ARCHIVES	<p>Unit 1</p> <ul style="list-style-type: none"> ● Introducing the students to institutions preserving the past; their definitions and history. <p>UNIT 2</p> <ul style="list-style-type: none"> ● Familiarising the students with the different types of archives and museums; their ethics and procedures of collection preservation and conservation methods. <p>UNIT 3</p> <ul style="list-style-type: none"> ● Looking at Museums and their presentation and exhibition. Different methods and procedures. <p>UNIT 4</p> <ul style="list-style-type: none"> ● Field trip to Museums and Archives; Education and Communication outreach activities.
2	SEC 2; Understanding Cultural Heritage and Tourism	<p>Unit 1</p> <ul style="list-style-type: none"> ● Enabling the students to explore the various aspects of cultural heritage and cultural diversity from historical perspectives. ● Understanding the meaning, definitions, and historical background of cultural heritage. ● Analysing the Concepts, characteristics, and types of Indian cultural heritage, tangible and intangible. <p>UNIT 2</p> <ul style="list-style-type: none"> ● Understanding the evolution of heritage legislation and its Institutional framework: Conventions and Acts <p>UNIT 3</p> <ul style="list-style-type: none"> ● Analysing the significance, concept, and background of fair, festivals and rituals; and their importance in human life. ● Discussing the major festivals: regional, folk, and tribal. <p>Unit 4</p> <ul style="list-style-type: none"> ● Going on tours to heritage sites and understanding the importance of cultural heritage in India.

Journalism and Mass Communication (HON) Department

Programme Outcome (PO) CCF

	Programme Outcome	Description
PO1	Acquiring extensive domain knowledge, imparting analytical skill and soft skill development	<ul style="list-style-type: none"> ▪ Basic Principles of News Reporting, Editing, Functioning of a Newspaper, Types of Reporting. ▪ Detailed understanding of the process of writing news stories. ▪ Detailed understanding of designing a newspaper with theories. ▪ Understanding communication, different schools, and levels of communication
	Method of Assessment	IA/CIA
PO2	Acquiring knowledge on audio and audio-visual medium and practical knowledge in radio production	<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 programs, and television production. ▪ Detailed concept and practical exposure to writing and recording radio talk and radio programs using sound editing software. ▪ Detailed concept and practical exposure to writing TV talk show scripts and scripts for writing TV entertainment programs. ▪ Use of television in national development.
	Method of Assessment	IA/CIA
PO3	Acquiring practical knowledge	<ul style="list-style-type: none"> ▪ Students get hands-on training in writing news reports, book reviews, film reviews, etc. ▪ Get training in designing the front page of the newspaper by the use of page designing software.
	Method of Assessment	IA/CIA
PO4	Acquiring knowledge of 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 programs, and television production. ▪ Detailed concept and practical exposure to writing and recording radio talk and radio programs using sound editing software.

		<ul style="list-style-type: none"> Detailed concept and practical exposure of writing TV talk show script and script for writing TV entertainment programmes.
	Method of Assessment	IA/CIA
PO5	Acquiring practical skill	<ul style="list-style-type: none"> Understanding key concepts of radio talk, different TV programme script and hands-on training in audio editing by using specialised software.
	Method of Assessment	IA/CIA

COURSE OUTCOME (HONOURS) UNDER CCF

Sl No.	Paper	Outcome
1.	JOUR-H-CC1-1-TH:/JOUR-MD-CC1-1TH Basics of Journalism and Mass Communication	<ul style="list-style-type: none"> Students learn basic concepts of news, news making, and report writing on different types of news. Students learn the basics of communication.
2.	JOUR-H-SEC1-1-TH: Practicing Journalism	<ul style="list-style-type: none"> Basic knowledge of Computer for print journalism & Writing Reports, Features, Editorials etc. for newspapers.
3.	JOUR-H-CC2-2-TH:/JOUR-MD-CC2-2TH Basics of Broadcast Journalism	<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 programs and television production.
4.	JOUR-H-SEC2-2-TH: Practicing Audio- Visual	<ul style="list-style-type: none"> 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.
5.	JOUR-MD-SEC-TH: Print Advertising	<ul style="list-style-type: none"> Detailed concepts of Advertising.
6.	JOUR-H-IDC-TH/JOUR-MD-IDC-TH: Introduction to J&MC	<ul style="list-style-type: none"> Students learn basic concepts of news, news making, report writing on different types of news. Students learn basics of communication.

7.	JOUR-H-CVAC-TH: Media Literacy	<ul style="list-style-type: none"> ▪ Students learn basic concepts of media ownership, communication models and semiotics ▪ Students learn a fundamental understanding of fake news and misinformation, its spread and how it impacts the society. ▪ Students learn fundamental understanding of Media's role in Global Environmental issues and critical analysis of Indian cinema.
8.	JORA-SEC-B-4: <ul style="list-style-type: none"> ▪ Skill Enhancement Course JORA-SEC-B-4-1: <ul style="list-style-type: none"> ▪ Documentary Film Production JORA-SEC-B-4-2: <ul style="list-style-type: none"> ▪ 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
9.	JORA-CC-5-11-TH: Introduction to New Media	<ul style="list-style-type: none"> ▪ Understanding key concepts of New Media, Theories, and Online Journalism.
10.	JORA-CC-5-12-TH+TU: Development Communication	<ul style="list-style-type: none"> ▪ Understanding concepts of development, development communication, the role of media in development, and development programs in India.
11.	JORA-DSE-A-5: <ul style="list-style-type: none"> ▪ Discipline Specific Elective JORA-DSE-A-5-1-TH+TU: <ul style="list-style-type: none"> ▪ Global Media & Politics JORA-DSE-A-5-2-TH+TU: <ul style="list-style-type: none"> ▪ 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, Cross-cultural communication. ▪ Basic concept of Rights, provisions in the constitution, Media exposure, and idea about Human Rights Institutions.

Philosophy Department
Syllabus for Three Year B.A. (Multidisciplinary)
Course in Philosophy under CCF System

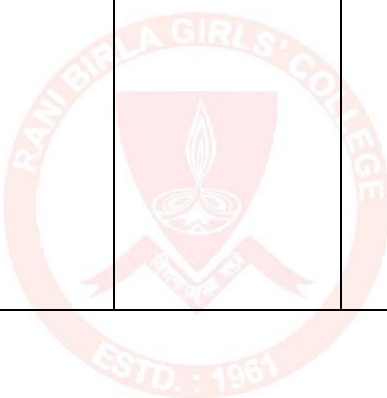
PROGRAMME OUTCOME:

	Programme Outcome	Description
PO1	Moral values and consciousness	Development of moral consciousness that enables the students to become complete human beings and Responsible citizens.
	Method of assessment	Internal Assessment
PO2	Sustainable Approach	Building overall awareness regarding rights and duties towards the environment. The student becomes conscious of the environmental issues and tries to take the initiative towards environmental protection and sustenance
	Method of Assessment	Internal Assessment
PO3	Skill development	Encourage them to engage in higher studies and research work.
	Method of Assessment	Internal Assessment

Course Outcome:

Name of the Programme	Year of Introduction	Course		Outcome
		Course code	Course Name	Course Outcome
PHI MD: CC1	2018-19	CC-1	Paper-1: Fundamentals of Philosophy	<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

				<p>knowledge. It enquires into the origin of knowledge. On the other hand, metaphysics deals with the fundamental nature of existence and reality.</p>
			<p>Paper 2: Outlines of Indian Philosophy</p>	<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.



Political Science Department

Programme Outcome (PO)

Name of the Programme: BA 4Year Hons &Hons with Research in Political Science under CCF

	Programme Outcome	Description
PO1	Domain knowledge	Enabling to understand key aspects of conceptual analysis
	Method of Assessment	INTERNAL ASSESSMENT
PO2	Critical thinking	Developing skills of critical thinking
	Method of Assessment	INTERNAL ASSESSMENT
PO3	Analytical skills	Equipping with the empirical insights
	Method of Assessment	INTERNAL ASSESSMENT
PO4	Governance	Acquainting with the dynamics of administration
	Method of Assessment	INTERNAL ASSESSMENT
PO5	Constitutional Principles	Gaining knowledge on structure & working of Political apparatus of state
	Method of Assessment	INTERNAL ASSESSMENT
PO6	Methodological Rigor	Equipping methodological rigor for precision, reliability & validity in methodologies
	Method of Assessment	INTERNAL ASSESSMENT
PO7	Policy analysis	Analysing policies for effective Implementation of policies
	Method of Assessment	INTERNAL ASSESSMENT

course outcome of BA 4- YEAR HONS & HONS WITH RESEARCH UNDER CCF

Semester	Course	Paper	Course outcome
I	CC/Minor	Political theory Foundational Concepts	<ul style="list-style-type: none"> This course introduces the basic concepts of politics intended to prepare the students for understanding theoretical dimension. It helps to understand a) the entry points through which the political is interpreted, b) the core concepts that guide the theorization of politics and how they relates to politics.

I	SEC1	Democratic Awareness through Legal Literacy	<ul style="list-style-type: none"> To acquaint undergraduate students with different tiers of legal structures of India, improve working knowledge of affirming one's rights and be aware of duties to explore opportunities and challenges for different sections of people in India.
I	IDC	Understanding Governance	<ul style="list-style-type: none"> This course deals with concepts and different dimensions of governance highlighting the major issues in contemporary times. It aims to facilitate understanding of the importance of the concept and practice Governance which is essential for students across discipline. It simultaneously focuses on environment, administration and development.
I	VAC	Constitutional Values & Fundamental Duties	<ul style="list-style-type: none"> This course aims to enrich students with knowledge and relevance of the Indian Constitution. to develop awareness about values of basic tenets and duties and to inculcate a sense of Constitutionalism.

NAME OF THE PROGRAM: BA 3- YEAR Multidisciplinary Course UNDER CCF.

Semester	Course	Paper	Course outcome
I	CC/Minor	Political theory Foundational Concepts	<ul style="list-style-type: none"> This course introduces the basic concepts of politics intended to prepare the students for understanding the theoretical dimension. It helps the students to understand a) the entry points through which the political is interpreted.

			<ul style="list-style-type: none"> • b) the core concepts that guide the theorization of politics and how they relate to politics.
I	SEC1	Democratic Awareness through Legal Literacy	<ul style="list-style-type: none"> • To acquaint undergraduate students with different tiers of legal structures of India. • improve working knowledge of affirming one's rights and be aware of duties to explore opportunities and challenges for different sections of people in India.
I	IDC	Understanding Governance	<ul style="list-style-type: none"> • This course deals with concepts and different dimensions of governance highlighting the major issues in contemporary times. • It aims to facilitate understanding of the importance of the concept and practice Governance which is essential for students across disciplines. • It simultaneously focuses on environment, administration and development.
I	CVAC	Constitutional Values & Fundamental Duties	<ul style="list-style-type: none"> • This course aims to enrich students with knowledge and relevance of the Indian Constitution. • to develop awareness about the values of basic tenets and duties and to inculcate a sense of Constitutionalism.

Programme Outcome (PO)

Semester- II

Name of the Programme: BA 4Year Hons &Hons with Research in Political Science & 3- yr. MDC under CCF.

	Programme Outcome	Description
PO1	Domain knowledge	Enabling to understand key aspects of conceptual analysis.
	Method of Assessment	CONTINUOUS INTERNAL ASSESSMENT
PO2	Critical thinking	Developing skills of critical thinking under contextual Specificities .
	Method of Assessment	CONTINUOUS INTERNAL ASSESSMENT
PO3	Analytical skills	Equipping with the empirical insights with a reasonable knowledge .
	Method of Assessment	CONTINUOUS INTERNAL ASSESSMENT
PO4	Governance	Acquainting with the dynamics and best practices of administration
	Method of Assessment	CONTINUOUS INTERNAL ASSESSMENT
PO5	Constitutional Principles	Gaining knowledge on Constitutional architecture and working of Constitutional Democracy
	Method of Assessment	CONTINUOUS INTERNAL ASSESSMENT
PO6	Methodological Rigor	Equipping methodological rigor for precision, reliability & validity in methodologies
	Method of Assessment	CONTINUOUS INTERNAL ASSESSMENT
PO7	Policy analysis	Analyzing policies for effective Implementation.
	Method of Assessment	CONTINUOUS INTERNAL ASSESSMENT

Course Outcome: BA 4- YEAR HONS & HONS WITH RESEARCH UNDER CCF.

Semester	Course	Paper	Course outcome
II	CC/Minor	Constitutional Govt. in India	<ul style="list-style-type: none">• It enables students to know the constitutional design of govt. and political institutions in India.• It encourages students to see how institutional practices and constitutional design are impacted by the political contexts within which they unfold.• It develops the ability to comprehend the relationship between constitutionalism, laws & governance.
II	SEC2	Understanding the legal System	<ul style="list-style-type: none">• Course design is intended to create a systematic perspective on an overarching framework for approaching law as a skill based subject.

			<ul style="list-style-type: none"> It intends to focus on the enhancement of skills of ordinary persons to enable them to utilize legal knowledge in life.
II	IDC	Understanding Governance	<ul style="list-style-type: none"> This course deals with concepts and different dimensions of governance highlighting the major issues in contemporary times. It aims to facilitate understanding of the importance of the concept and practice Governance which is essential for students across disciplines. It simultaneously focuses on the environment, administration, and development.

BA 3-YEAR Multidisciplinary Course UNDER CCF.

Semester	Course	Paper	Course outcome
II	CC/Minor	Constitutional Govt in India	<ul style="list-style-type: none"> It enables students to know the Constitutional design of govt & institutions in India. It encourages students to see how Institutional Practices and Constitutional design are impacted by the political contexts within which they unfold. It develops the ability to comprehend the relationship between constitutionalism, laws and governance.
II	SEC1	Democratic Awareness through Legal Literacy	<ul style="list-style-type: none"> To acquaint undergraduate students with different tiers of legal structures of India, improve working knowledge of affirming one's rights, and be aware of duties to explore opportunities and challenges for different sections of people in India.
II	IDC	Understanding Governance	<ul style="list-style-type: none"> This course deals with concepts and different dimensions of governance highlighting the major issues in contemporary times. It aims to facilitate understanding of the importance of the concept and practice Governance which is essential for students across discipline. It simultaneously focuses on environment, administration and development.

Sociology Department

Programme Outcomes

For the B.A. (Honours) Programme (CCF) I Sociology, the following outcomes are envisioned:

	Programme Outcome	Description
PO1	Acquiring extensive domain knowledge	<ul style="list-style-type: none"> ▪ 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.
	Method of Assessment	Continuous Internal Assessment
PO2	Inculcating critical thinking skills	<ul style="list-style-type: none"> • 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.
	Method of Assessment	Continuous Internal Assessment
PO3	Imparting analytical skills	<ul style="list-style-type: none"> • Ability to evaluate the reliability and relevance of evidence. • Identify logical flaws and holes in the arguments of others.
	Method of Assessment	Continuous Internal Assessment
PO4	Acquiring practical knowledge (Research Methodology)	<ul style="list-style-type: none"> • Students develop a sense of inquiry and capability for asking relevant/appropriate questions, problematizing, synthesizing, and articulate reason. • Ability to analyze, interpret and draw conclusions from quantitative/qualitative data. Critically evaluate ideas, evidence, and experiences from an open-minded and reasoned perspective.
	Method of Assessment	Continuous Internal Assessment
PO5	Imbibing environmental consciousness & ethical values	<ul style="list-style-type: none"> • Demonstrate awareness of local, regional, national, and global needs • Engage with their socio-cultural contexts along with environmental needs and concerns.

	Method of Assessment	Continuous Internal Assessment/ Observation of class behavior.
PO6	Social Interaction	<ul style="list-style-type: none"> Function as a collaborating member/leader in teams in multidisciplinary settings
	Method of Assessment	Participation in Departmental & College programme.
PO7	Effective Citizenship	<ul style="list-style-type: none"> Students can act with an informed awareness of issues. Engage in initiatives that encourage equity and growth for all.
	Method of Assessment	Group Discussion on contemporary social issues and participation in social welfare programme or community service.
PO8	Career development	<ul style="list-style-type: none"> 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.
	Method of Assessment	Continuous Internal Assessment
PO9	Qualify various examinations	<ul style="list-style-type: none"> The students would be also able to qualify the UPSC, PSC/ UGC-NET/JRF/ and other examination of Social Welfare Departments.
	Method of Assessment	Continuous Internal Assessment

Course Outcome

CO No.	Semester	Name of the Paper	Course Outcome
SOC-H-CC -1	1	Introductory Sociology	<ul style="list-style-type: none"> The course introduces the students to sociological ways of thinking. Provides students with a foundation for more detailed & specialized Courses in Sociology
SOC-H-SEC -1		Gender Sensitization	<ul style="list-style-type: none"> Course helps the students to understand the role of socialization as a constructor of gender roles & status Students will appreciate the role of defining one's self identity in terms of gender. Identify the gender bias & discrimination present in everyday social structure.

			<ul style="list-style-type: none"> ● Take informed decision about addressing gender justice issues.
SOC-H-CC -2	2	Sociology of India	<ul style="list-style-type: none"> ● Introduces the processes & modes of construction of knowledge of India. ● Draws attention to key concept and institution which are useful for understanding of Indian Society.
SOC-H-SEC -2		Programs & Practices of Development	<ul style="list-style-type: none"> ● Students understands the issues of social development as a process that includes growth, maturation & refers to certain progressive changes in society. ● Students are introduced to various programmes and their implementation along with social policies which bring about changes in the different strata of society. ● Students are encouraged to think about causes and consequences of social problem their solution as offered by policies & programmes that will help in sustainable development.