OUTCOME BASED EDUCATION
SHAILABALA WOMEN'S AUTONOMOUS COLLEGE, CUTTACK

100+ years of academic excellence

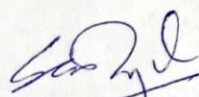**Internal Quality Assurance Cell**

Shailabala Women's Autonomous College

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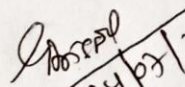
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Shailabala Women's (Auto) College
Cuttack

PO & CO

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PROGRAMME OUTCOME

On completion of the programme, the students will be able to disseminate and demonstrate the knowledge of the concepts in the concerned discipline.

PO1. Social Relevance: The programme helps to expand scientific temper and can prove to be more beneficial for the society as the scientific developments can make a nation or society to grow at a rapid pace.

PO 2. Critical thinking: Identify and analyse current issues and trends in higher education and come-up with intellectual, organizational, and personal ideas and decisions from different perspectives.

PO 3. Effective learning: Transform and empower women graduates to meet global challenges through holistic education in terms of recent Teaching-Learning methodologies.

PO4. Communication Skills: Ability to express thoughts and ideas effectively in writing and orally; communicate with others using the professional standards of their fields; confidently share one's views and express herself.

PO5. Social Interaction: Heighten the conscious of the graduates on socio-economic concern and to evolve it as an in built mechanism to chisel as better human being.

PO6. Environment and sustainability: Understand the issues of environmental contexts and demonstrate the knowledge for sustainable development.

PO7. Ethics: Express legal and ethical issues and understand the moral dimensions of decisions and responsibilities.

PO8. Information and Digital Literacy: Capability to use ICT in a variety of learning situations. Demonstrate ability to access, evaluate and use a variety of relevant information sources; and use appropriate software for analysis of data.

PO9. Life-long learning: Gain ability to engage in independent and life-long learning with socio-technological changes.

PO10. Higher Studies & Research –related skills: A sense of inquiry and capability for asking relevant/ appropriate questions, problematizing, synthesizing and articulating; Provide an intellectually stimulating environment to develop skills and enthusiasm of students to the best of their potential in the higher studies.

PROGRAMME SPECIFIC OUTCOME

PO-1: After the completion of this B.A in anthropology programme Students will

acquire broad knowledge of Anthropology.

PO-2: Students will able to use Anthropological methods of research to address problem in all fields of anthropology.

PO-3: Students will able to apply anthropological concepts knowledge and research methods to the discussion ad resolution of real-world problems.

PO-4: Students will able to communicate effectively about different topics anthropology.

CORE PAPER 1

Introduction to Biological Anthropology

At the end of the course, the students will be able to

CO-1: Understand about the subject matter and scope of biological anthropology.

CO-2: Find out the relationship of biological anthropology with other disciplines.

CO-3: Make an understanding of biology, genetics, and fossil evidences to examine the process of human biological and cultural evolution over time.

CO-4: Describe the basic differences between human and other primates and also to justify the position of man in animal kingdom and Human Cell in detail.

CORE PAPER 2

Introduction to Socio-cultural Anthropology

At the end of the course, the students will be able to

CO-1: The course will boost the basic knowledge of the students on social-cultural anthropology.

CO-2: Students will gain more about the basic concepts of the society and culture.

CO-3: This will help students understand the fundamental knowledge on the functioning and the importance of various social institutions.

CO-4: The students will have knowledge about the various control mechanism in the society including tribal dormitories and their function.

CORE PAPER 3

Archaeological Anthropology

At the end of the course, the students will be able to

CO-1: The students will be stimulated with the basic understanding of archaeological anthropology .

CO-2: The students will boost their knowledge of the present and past culture of human civilization.

CO-3: The students will be equipped with knowledge on tool typology, geological time scale of evolution.

CO-4: They will have clear understanding of various tools and techniques of tool manufacturing

CORE PAPER-4

Fundamentals of Human Origin & Evolution

At the end of the course, the students will be able to

CO-1The students will have a comprehensive understanding of primate evolution, their distribution pattern, characteristic features and phylogenetic relationships.

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CO-2 Basic understanding about the origin of genus Homo, Origin of Homo sapiens, Neanderthals & Archaic Homo sapiens.

CO-3 Understanding on the origin of anatomically modern humans, distribution, their characteristic features & hominization process.

CO-4 To teach students on different sizes and shapes of human skulls

CORE PAPER 5
Tribes and Peasants in India

At the end of the course, the students will be able to

CO-1 The students will be equipped with Knowledge about the concept of tribes 'and caste and peasant system of Indian.

CO-2Clear understanding on the constitutional provisions for the welfare of the tribes.

CO-3Knowledge on various progressive Acts so far made for the development of the tribes in India.

CO-4To provide the basic knowledge of ethnography and the importance of ethnography in anthropolo

CORE PAPER 6

Human Ecology

At the end of the course, the students will be able to

CO-1The students will have knowledge about the concept of ecology and about human ecology particularly based on biological and cultural dimensions.

CO-2 Will strengthen the knowledge on the concept of human ecology, types of adaptation, various ecological stresses and ecological rules.

CO-3Knowledge of various modes of human adaptation process at pre-state society such as hunting and gathering, pastoralism and shifting cultivation communities.

CO-4To provide the basic knowledge about the procedures of taking measurement of different body shapes of the human being such as measurement of stature, sitting height, nasal breadth, body weight, body mass index, ponder index and nasal index

CORE PAPER 7
Biological Diversity in Human Populations

At the end of the course, the students will be able to

CO-1The students will have fundamental understanding of biological variability, race & sources of genetic variability.

CO-2Understand ethic elements in India & genetic diversity among the Indian population.

CO-3 Understand the demographic component of human population and analyze the bio cultural factors.

CO-4Develop an analytical understanding of blood group system, finger print classification & interpretation of finger prints pattern.

CORE PAPER 8
Theories of Culture and Society

At the end of the course, the students will be able to

CO-1Students will able to know the history on the different theoretical development of Anthropology.

CO-2 Students will able to understand the role of American and British Anthropology in the development of Anthropology as a discipline.

CO-3Students will able to collect data by using different tools and techniques on various social issues.

CO-4They will able to analyze qualitative and quantitative data

CORE PAPER 9
Human Growth and Development

At the end of the course, the students will be able to

CO-1The students will learn about the concepts and indicators of growth and development

CO-2 Types and patterns of growth curves and know different stages of growth: Prenatal and Postnatal periods.

CO-3Have knowledge on various bio-cultural factors which influence the growth, analysis of body physique and somatotype.

 CO-4The students will learn how to assess growth, obesity, body composition and nutritional status.

CORE PAPER 10
Research Methods

At the end of the course, the students will be able to

 CO-1Students will be able to know the origin of fieldwork as method and as tradition in Anthropology.

CO-2They will be acquainted with the field work contribution of anthropologists like B. Malinowski, Radcliff Brown, Franz Boas and other anthropologists.

CO-3 They will know how to formulate their own research problems and how to decide suitable methods best suited for their own research.

CO-4Students able to write their research paper and may publish in different journals

CORE PAPER 11
Prehistoric Archaeology of India

At the end of the course, the students will be able to

CO-1Understand various Lithic cultures and description of various tools used in Palaeolithic, Mesolithic and Neolithic era and their techniques.

CO-2 Students will know about distribution and interpretation of habitat and economy of lower Palaeolithic, middle Palaeolithic, upper Palaeolithic, Mesolithic, Neolithic, chalcolithic, megalithic culture.

CO-3Students will also know about Prehistoric art and identification of tools along with lithic technology

CORE PAPER 12
Anthropology in Practice

At the end of the course, the students will be able to

CO-1Acquire knowledge on the concept of Academic anthropology, its application and controversies and issues of Applied and Action Anthropology.

CO-2 The students trained in development anthropology and public policy can help NGOs to contemplate on ground realities of urban and rural developmental issues in holistic manner along with the idea of social and economic sustainability and Culture Resource Management.

CO-3The students will also have an idea on the contemporary topics such as tourism, Census Study, fashion & designing, and Visual Anthropology,

CO-4 The students will be competent in community engagements to understand community problems, their health

aspects and even offer bio-social counselling.

CORE PAPER 13
Forensic Anthropology

At the end of the course, the students will be able to

CO-1Gives Idea to use the methods and techniques in forensic anthropology.

CO-2Students will know about Basic Human Skeletal Biology and Personal Identification of humans.

CO-3Student should be able to identify and collect the biological materials found at crime scenes.

CO-4The students will learn about Human Long Bones, somatometric and somatoscopic observation on living persons, Identification of bloodstain, urine, semen saliva and examination of Fingerprints and Handwriting.

CORE PAPER 14
Fieldwork and Dissertation

At the end of the course, the students will be able to

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CO-1 It helps to interact with the people and provide a real-life experience to know the people and gather ethnographic data.

CO-2 The skill of writing dissertation/reports, scientific paper and evaluation of reports.

CO-3 Possess the skill to prepare research finding presentation.

CO-4 The skill of data tabulations, data processing and data analysis.

DSE 1-COMPULSORY
Anthropology of Religion, Politics and Economy

At the end of the course, the students will be able to

CO-1 The students will get the opportunity to understand the definitional boundaries, approaches and methodologies for anthropological studies of religion in society.

CO-2 The students can analyse and assess economic scenario and market opportunities for rural, tribal and urban set ups and be better equipped with subsistence level strategies.

CO-3 Students can reflect on political affairs, civil society, local level politics in order to explore leadership possibilities and participate in nation building and emergence of a new era of religion convergence and religious sects in global order.

DSE-2-COMPULSORY
Tribal Cultures of India

At the end of the course, the students will be able to

CO-1 Students will be able to understand and explain problematic nature of the concept of tribe in India.

CO-2 Will be able to analyses policies formulated especially for tribes; and identify the gap between policy formulation, implementation and local needs.

CO-3 Students can know the migration and occupational shift along with the different changes and rehabilitation of Indian tribes.

CO-4 Students will learn about distribution of various categories of tribes in India and how to write an annotated bibliography and social structure of one of them.

DSE-3

Human Genetics

At the end of the course, the students will be able to

CO 1 To know about the origin and growth of Theories in Evolution.

CO 2 To know about the evolutionary forces that shape the genetic variation.

CO 3 Able to understand the definition and scope of population genetics with their history and the mathematical models.

DSE-:4- MUSEUM AND MUSEOLOGY

At the end of the course, the students will be able to

CO-1It gives idea about different types of Museum in India and their history and development.

CO-2The students learn the basic principles of museum, documentation, labelling and display of the museum specimens of material cultures of tribal and rural people.

GENERIC ELECTIVE-1

Introduction to Biological Anthropology

At the end of the course, the students will be able to

CO-1: Understand about the subject matter and scope of biological anthropology.

CO-2: Find out the relationship of biological anthropology with other disciplines.

CO-3: Make an understanding of biology, genetics, and fossil evidences to examine the process of human biological and cultural evolution over time.

CO-4: Describe the basic differences between human and other primates and also to justify the position of man in animal kingdom and Human cell in detail.

GENERIC ELECTIVE-2

Introduction to Socio-cultural Anthropology

At the end of the course, the students will be able to

CO-1The course will boost the basic knowledge of the students on social-cultural anthropology.

CO-2Students will gain more about the basic concepts of the society and culture.

CO-3This will help students understand the fundamental knowledge on the functioning and the importance of various social institutions.

CO-4 The students will have knowledge about the various methods of research and tools and techniques used in fieldwork.

PROGRAMME OUTCOME OF BOTANY

After completion of the Undergraduate course in Botany the students will be able:

PO1: To highlight the potential of these studies to become an entrepreneur.

PO2: To equip the students with skills related to laboratory as well as field-based studies.

PO3: To make the students aware about conservation and sustainable use of plants and natural resources.

PO4: To create foundation for further studies in Botany.

PO5: To address the socio-economic challenges related to plant sciences.

PO6: To facilitate students for taking up and shaping a successful career in Botany.

PO7: Discipline specific competitive exams conducted by service commission.

PROGRAMME SPECIFIC OUTCOME
- Demonstrate knowledge of basic botanical principles
- Apply one's subject knowledge and transferable skills to new/unfamiliar contexts to identify and analyse problems and issues and solve complex problems with well-defined solutions.
- Practice procedural knowledge that creates different types of professionals related to Botany area of study, including research and development, teaching and government and public service.

COURSE OUTCOMES

SEM- I COURSE CODE: C-1

COURSE NAME : MICROBIOLOGY AND PHYCOLOGY

COs	Course outcomes
CO1	Learn about the basics of microbial world and significance of microorganisms.
CO2	Acquire the knowledge on classifications and life cycle of virus.
CO3	Will able to understand the bacterial types, structure and mode of reproduction
CO4	Understand and identify the different types of algae and their importance in day to day life as well as their applications in research and industry.

SEM- I COURSE CODE: C-2

COURSE NAME : BIO MOLECULE AND CELL BIOLOGY

Cos	Course outcomes
CO1	Know about the structure and functions of macromolecules (Carbohydrate, Protein, Lipid an Nucleic acid) in eukaryotic cells

CO2	Learn about the enzyme and its mechanism in eukaryotic cell.
CO3	Recognize, classify cell, explain cell theory, evolution and biogenesis of cell wall and plasm membrane.
CO4	Define, describe, classify and explain cytoskeleton, cell organelle and nucleus.
CO5	Explain, illustrate endomembrane system in eukaryotic cell. Learn cell division, cyclic events of cel cycle and its regulation.

SEM- II COURSE CODE: C-3

COURSE NAME : MYCOLOGY AND PHYTOPATHOLOGY

Cos	Course outcomes
CO1	Know the general characters, structure, nutrition, reproduction, the principles o classifications of fungi
CO2	Learn about the occurrence, general characters, types, reproduction and life cycles o the major fungal groups including allied fungi
CO3	Understand the symbiotic associations of fungi and their significance
CO4	Practice the methods of mushroom cultivation and acquire knowledge to evaluate th importance of fungi on biotechnology, food industry and in agriculture
CO5	Gain skills to identify and classify the plant diseases, understand host-pathoge relationships, disease cycle and environmental relation, control of plant diseases an role of quarantine in disease prevention

SEM- II COURSE CODE: C-4

COURSE NAME: ARCHEGONIATE

Cos	Course outcomes
CO1	Understand the unifying features of archegoniate, their evolution as land plants.
CO2	Illustrate the general characters, classifications and evolutionary trends in reproductions of majo Bryophytes.
CO3	Acquire knowledge on life cycle, evolution and economic importance of Pteridophytes
CO4	Analyze the gymnosperms with respect to their classification, characters and life cycle.
CO5	Develop knowledge on fossil pteridophytes and gymnosperm, fossilization process an paleobotany.

SEM- III COURSE CODE: C-5

COURSE NAME : ANATOMY OF ANGIOSPERM

Cos	Course outcomes
CO1	Learn about different types of cells, tissue and tissue system and understand the role o tissues in plant functions along with the applications of plant anatomy
CO2	Understand the concept and theories related to the organization of shoot apex an internal structure of dicot and monocot plants

CO3	Acquire the concept and theories related to root apex organization, origin and interna of root along with the development, arrangement and internal structure of leaves
CO4	Acquire the knowledge on seasonal activity of cambium, and their role in secondar growth in root and stem, anatomical study of wood and types of wood
CO5	Know different adaptive and protective systems exists in plants and able to apply th knowledge for taxonomic identification.

COURSE CODE: C-6

COURSE NAME : ECONOMIC BOTANY

Cos	Course outcomes
CO1	Learn about the Center of Origin and Crop Domestication.
CO2	Understand the general characters, types, of the major cereals and legumes .
CO3	Gain Knowledge on economically important plant of sugar and starches.
CO4	Acquire the knowledge on Spices and Beverages.
CO5	Know different oil, drug yielding plant and fibers and their extraction procedure which wil be helpful for entrepreneurship in future .

SEM- III COURSE CODE: C-7

COURSE NAME : GENETICS

Cos	Course outcomes
CO1	Learn the concept of classical genetics, mendelian inheritance and understand lethal alleles pleiotropy, and the distinction between dominant and recessive traits.
CO2	Understand the concepts of interference, coincidence, and numerical gene mapping. and t analyse recombination frequency and apply it to gene mapping.
CO3	Acquire the knowledge on linkage, crossing over, probability and pedigree analysis to solv genetic problems common to the local context.
CO4	Evaluate the reason of mutation, its types, significance and its applications.
CO5	Develop the knowledge and understanding on population and evolutionary genetic determining relationship between genetic variation, speciation, to interpret allele an genotype frequencies using the Hardy-Weinberg Law.

SEM- IV COURSE CODE: C-8
COURSE NAME : MOLECULAR BIOLOGY

Cos	Course outcomes
CO1	Learn and remember about the genetic materials, their types and structure.
CO2	Know about the organization of DNA in prokaryotes and eukaryotes and DNA replicatio mechanism
CO3	Acquire the knowledge on genetic code, transcription process in prokaryotes and eukaryote and principles of transcriptional regulation
CO4	Analyse about the processing and modification of RNA and mRNA transport mechanisms
CO5	Asses to know the mechanisms of protein synthesis and post-translational modifications o proteins and how gene are regulated of prokaryotes and eukaryotes.

SEM- IV COURSE CODE: C-9

COURSE NAME : PLANT ECOLOGY & PHYTOGEOGRAPHY

Cos	Course outcomes
CO1	Remember and understand the concept of ecology, environment, related terms and factor responsible.
CO2	Understand the abiotic components like soil and water, then apply the knowledge practically i maintaining an ecosystem
CO3	Analyse the population and community ecology
CO4	Evaluate the structure of an ecosystem as well as how it works functionally.
CO5	Create the skills to know about the phytogeography, local vegetation and apply that practicall from awareness and conservation point of view.

SEM- IV COURSE CODE: C-10

COURSE NAME : PLANT SYSTEMATICS

Cos	Course outcomes
CO1	Learn about the basic terminology of plant systematics.
CO2	Acquire the knowledge on preparation of herbarium, tools to study taxonomy.
CO3	Will able to understand the concept of taxonomic hierarchy, principle and rules o nomenclature.
CO4	Analyse how systematics acts as an interdisciplinary science and different systems o classification.
CO5	Evaluate the origin , evolution and phylogeny of angiosperms,
CO6	Develop skills to identify plants at least up to family level

SEM- V COURSE CODE: C-11

COURSE NAME : REPRODUCTIVE BIOLOGY OF ANGIOSPERMS

Cos	Course outcomes
CO1	Learn about the history of embryology, anther structure, functions and pollen biology.
CO2	Understand the ovule development and female gamete structure
CO3	Analyse the self incompatibility issues, mechanisms, methods of pollination and process o fertilization.
CO4	Evaluate the process of seed and endosperm types, development, concept of polyembryony an apomixis.

SEM- V COURSE CODE: C-12

COURSE NAME : PLANT PHYSIOLOGY

Cos	Course outcomes
CO1	Learn the concept of water potential and its components and relate it to water movement i plants and understand root pressure, guttation, and their implications in plant water balance
CO2	Understand the Cohesion-Tension Theory and its role in water transport within plants and t evaluate the use of antitranspirants and their applications in plant water conservation.
CO3	Acquire the role of soil as a nutrient source and the mechanisms of ion transport acros membranes and nutrient uptake.
CO4	Evaluate the types , functions and working of plant growth regulators.
CO5	Obtain skills to know the physiology of flowering, mechanism of phytochrome regulate plant development.

SEM- V COURSE CODE: DSE-1

COURSE NAME : ANALYTICAL TECHNIQUES IN PLANT SCIENCES

Cos	Course outcomes
CO1	Learn the imaging and related techniques
CO2	Understand the technique of centrifugation, fractionation and Spectrophotometry.
CO3	Acquire the skills to learn the technique of separations of biomolecules throug chromatography and electrophoresis
CO4	Analyse the properties and structure of biomolecules through X ray diffraction and mas spectroscopy
CO5	Acquire the skills to apply the basic biostatistics and Chi-square test for goodness of fit

SEM- V COURSE CODE: DSE-2

COURSE NAME : NATURAL RESOURCE MANAGEMENT

Cos	Course outcomes
CO1	Learn the types of natural resources, land and water resources and their sustainable utilization.
CO2	Understand importance of biodiversity, its threats, management and forest resources
CO3	Analyze the energy resources, its types, and resource management methods with special emphasi on foot printing.
CO4	Evaluate the methods of resource accounting, management and conservation.

COURSE NAME : PLANT METABOLISM

Cos	Course outcomes
CO1	Learn about the concept of metabolism, how plant metabolism regulation is essential ,contro mechanisms that govern metabolic pathways, including allosteric regulation, feedbac inhibition, and the role of hormones and mechanism of signal transduction.
CO2	Grasp the intricate details of photosynthesis. Learn about the structure and function o chloroplasts, the role of pigments, and the various steps of photosynthetic electron transport.
CO3	Explore carbon oxidation pathways, cellular respiration, how plants release energy stored i carbohydrates, how plants balance energy production with other metabolic processes, all th mechanisms of phosphorylation and ATP production.
CO4	Analyze the biochemical processes that occur within plant cells, the metabolism of lipids, an amino acids, as well as the various pathways involved in nitrogen metabolism, physiology an biochemistry of nitrogen fixation.

SEM- VI COURSE CODE: C-14
COURSE NAME : PLANT BIOTECHNOLOGY

Cos	Course outcomes
CO1	Learn the basic concept of micro-propagation, plant tissue culture technique and its basi applications.
CO2	Gain knowledge to manipulate and combine DNA from different sources, creating modifie organisms with desired traits.
CO3	Gain knowledge on gene cloning, types, vector construction and gene transfer methods
CO4	Explore various techniques on genetic engineering for innovations in agriculture, diseas treatment, and the production of valuable proteins
CO5	Develop the skills to understand the technology to develop crops with improved yield, nutrien content, and resistance to pests or environmental stress.

SEM- VI COURSE CODE: DSE-3

COURSE NAME : HORTICULTURE PRACTICES & POST HARVEST TECHNOLOGY

Cos	Course outcomes
CO1	Understand scope, importance & disciplines of horticulture, types of ornamental plants and it cultivation methods.
CO2	Understand different horticultural practices and methods for fruits and vegetables.
CO3	Analyse the process of landscape and garden designing that will have practical applications.
CO4	Explore the production technology, post harvesting technology, the impact of modern technologie in biology on horticultural plants.

CO5	Evaluate the various types of horticultural conservation and management.

SEM- VI COURSE CODE: DSE-4

COURSE NAME : PROJECT

Cos	Course outcomes
CO1	Understand the basic research problems related to field of botany and its applied branches.
CO2	Learn the method of designing a project or research work.
CO3	Analyse the methodology and various protocols.
CO4	Gain the skills to write the project work outcomes in the form a thesis, prepare posters an powerpoints.

COURSE CODE: GE-1
COURSE NAME : BIODIVERSITY (MICROBES, ALGAE, FUNGI AND ARCHEGONIATES

Cos	Course outcomes
CO1	Learn about the basics of microbial world, significance of microorganisms, classifications an life cycle of virus.
CO2	Will able to understand the bacterial types, structure and mode of reproduction
CO3	Understand the world of cryptogams like algae and fungi.
CO4	Analyse the structure, characters and life cycle of common bryophytes and pteridophytes.
CO5	Develop the skills to evaluate the characters, classification and structure of gymnosperms. Thi will help to identify them in filed.

COURSE CODE: GE-2

COURSE NAME : PLANT ECOLOGY AND TAXONOMY

Cos	Course outcomes
CO1	Remember and understand the concept of ecology, environment, related terms and factor responsible.
CO2	Analyse the structure of an ecosystem as well as how it works functionally.
CO3	Will able to understand the concept of taxonomic hierarchy, principle and rules o nomenclature.

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| CO4 | Acquire the knowledge on preparation of herbarium, tools to study taxonomy. |
| CO5 | Develop skills to identify plants at least up to family level |

COURSE CODE: AECC

COURSE NAME : ENVIRONMENTAL STUDIES & DISASTER MANAGEMENT

Cos	Course outcomes
CO1	Learn the concept of environment, ecosystem, types of biogeochemical cycle, pollution and law related to environment.
CO2	Understand global issues concerned with environment, the sustainable development and care o environment.
CO3	Analyse the disaster management, its preparedness measures and risk analysis.
CO4	Obtain the skills to know about the public health management.

DEPARTMENT OF CHEMISTRY

PROGRAMME OUTCOME

On completion of the programme, the students will be able to disseminate and demonstrate the knowledge of the concepts in the concerned discipline.

PO1- Social Relevance: The programme helps to expand scientific temper and can prove to be more beneficial for the society as the scientific developments can make a nation or society to grow at a rapid pace.

PO2- Critical thinking: Identify and analyse current issues and trends in higher education and come-up with intellectual, organizational, and personal ideas and decisions from different perspectives.

PO3- Effective learning: Transform and empower women graduates to meet global challenges through holistic education in terms of recent Teaching-Learning methodologies.

PO4- Communication Skills: Ability to express thoughts and ideas effectively in writing and orally; communicate with others using the professional standards of their fields; confidently share one's views and express herself.

PO5- Social Interaction: Heighten the conscious of the graduates on socio-economic concern and to evolve it as an in built mechanism to chisel as better human being.

PO6- Environment and sustainability: Understand the issues of environmental contexts and demonstrate the knowledge for sustainable development.

PO7- Ethics: Express legal and ethical issues and understand the moral dimensions of decisions and responsibilities.

PO8- Information and Digital Literacy: Capability to use ICT in a variety of learning situations. Demonstrate ability to access, evaluate and use a variety of relevant information sources; and use appropriate software for analysis of data.

PO9- Life-long learning: Gain ability to engage in independent and life-long learning with socio-technological changes.

PO10- Higher Studies & Research –related skills: A sense of inquiry and capability for asking relevant/ appropriate questions, problematizing, synthesizing and articulating; Provide an intellectually stimulating environment to develop skills and enthusiasm of students to the best of their

potential in the higher studies

PROGRAMME SPECIFIC OUTCOME

After successful completion of three-year degree program in Chemistry a student should be able to:

PSO1: Understand and analyse the fundamental concepts, principles and processes underlying the academic field of chemistry, its different subfields (analytical, inorganic, organic and physical, green, polymer etc.) and its linkages with related disciplinary areas/subjects.

PSO2: Demonstrate the procedural knowledge that creates different types of professionals in the field of chemistry and related fields such as pharmaceuticals, chemical industry, teaching, research, environmental monitoring, product quality, consumer goods industry, food products, cosmetics industry etc.

PSO3: Employ critical thinking and the scientific method to design, carry out, record and analyse the results of chemical experiments and get an awareness of the impact of chemistry on the environment and the society.

PSO4: Use chemical techniques relevant to academia and industry, generic skills and global competencies, including knowledge and skills that enable students to undertake further studies in the field of chemistry or a related field and work in the chemical and non-chemical industry sectors. 31

PSO5: Understand safety of chemicals, transfer and measurement of chemicals, preparation of solution and find out the green route for chemical reaction for sustainable development.

CORE PAPER1

INORGANIC CHEMISTRY-I

CO1: Understand different models of atoms, quantum approach to wave function, different shapes of s,p,d,f orbitas & the principles related to stability of atoms.

CO2: Get general idea about the periodic table & s,p,d,f block elements and their general trends of properties.

CO2: Differentiate types of bonding and application of valance bond theory and molecular orbital theory.

CO4: Attain the idea about shape and geometry of molecules using VSEPR theory, to gain knowledge about Fajan's rule & metallic bond, redox reactions, principle involved volumetric analysis (Fe,Cu).

CO5: Have practical knowledge about acid base titration & oxidation reduction titration

MAPPING OF POS WITH COS

PO/CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	3	3	2	3	2	3	3	3	2	2
CO2	3	2	3	3	3	3	2	3	3	3
CO3	2	3	3	2	3	3	3	3	3	1

PHYSICAL CHEMISTRY-I

CO1: Get idea about kinetic gas equation & collision parameters,Maxwell distribution of velocities & degree of freedom , gain knowledge on real & ideal gases , their equation and their isotherms .

CO2: Able to know the qualitative approach of the liquid state and it's physical properties.Effect of temperature and addition of solute on viscosity and surface tension, cleasing action of detergents.

Get about the idea of different types of electrolytes and ionization constant of weak electrolytes,pH scale and common ion effect.

CO3: Crystal system and Bravis lattice ,Miller indices, symmetric operation, different methods of XRD. Structure of analysis of different unit shell and different defects in crystals.

CO4: To get the knowledge about salt Hydrolysis, Buffer action and Henderson's euation, solubility principle.

CO5: Qualitative treatment of ACID-BASE titration curve.

MAPPING OF POS WITH COS

PO/CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	3	2	3	2	3	3	3	2	2	3
CO2	3	3	3	3	2	3	2	3	3	3
CO3	3	3	2	3	3	2	3	3	3	2
CO4	2	3	3	3	3	3	3	1	3	3
CO5	3	3	3	3	3	3	3	3	3	3

CORE PAPER – III

ORGANIC CHEMISTRY I

CO1: To know about different physical effect of molecule and its application and Relative strength of ACID-BASE.

Type, shape,stability of different reactive intermediates,different Oranic reactions and their mechanisms. Preparation of Alkane and their reactivity with Halogens.

CO2:   Different types of projection formula, Geometrical, Optical Isomerism and it's Notation. Concept of chirality.

 CO3: Preparation of Alkenes and Alakynes and their reaction mechanism. Concept about cyclo-Alkane, their relative stability of their conformation using Energy diagram.

CO4:   Concept of Aromaticity, Electrophylic- Aromatic substitution. Directing effect of groups of Aromatic Hydrocarbons.

CO5: Able to analyze functional groups of different organic compounds, diffrent separation and purification method.

MAPPING OF POS WITH COS

PO/CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	3	3	2	3	3	2	3	2	3	3
CO2	3	2	3	3	2	3	3	3	3	2

CO3	2	3	3	1	3	3	2	3	2	3
CO4	3	3	3	2	3	3	3	3	3	3
CO5	3	3	3	3	3	3	3	3	3	3

CORE PAPER IV
PHYSICAL CHEMISTRY II

CO1: Concept of thermodynamics and zeoth, 1st law. Thermos chemistry and it's application.

CO2: Concept of 2nd interpretation of entropy of reversible and irreversible rection. Concept of 3rd law , free energy functions and their relations.

CO3: Partial molar quantities, dependence of thermodynamics parameters on composition and Free energy of mixing concepts, understand the concept of equilibrium and various equilibrium constant, vantoff reaction, Factors of equilibrium, Leichatlier's Principle.

CO4: Get knowledge on vapour pressure, Roult's Law, Henery's Law and the concepts of different Colligative Properties.

CO5: Able to determine heat capacity of calorimeter and enthalpy of ionization.

MAPPING OF POS WITH COS

PO/CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	3	2	3	2	3	2	3	3	3	3
CO2	2	3	3	3	3	3	3	2	3	3
CO3	3	3	2	1	3	3	2	3	3	3
CO4	3	3	3	3	2	3	3	3	2	2
CO5	3	3	3	3	3	3	3	3	3	3

CORE PAPER V INORGANIC CHEMISTRY-II

CO1: To understand basic principle of metallurgy Ellingham diagram, different methods of purification**,** concepts related to acid base and HSAB principle.

CO2: Can gain idea about inert pair effect, Diagonal relationship and complex formation tendency & p-block elements.

CO3: Understand the concept of bonding, preparation, properties, uses and different p-block elements.

CO4: Preparation and properties of Xenon compounds and predict the structure on the basis of VBT & VSEPR theory. Synthesis, structure & application of silicones, borazine, phosphagenes.

CO5: Have practical knowledge on iodometric titration and can prepare inorganic compounds Cu_2O, Cu_2Cl_2, Potash alum.

MAPPING OF POS WITH COS

PO/CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	3	2	3	3	2	3	2	3	3	3
CO2	2	3	3	3	3	1	3	2	3	3
CO3	3	3	2	3	3	3	3	3	2	2
CO4	3	3	3	2	3	2	3	3	3	3
CO5	3	3	3	3	3	3	3	3	3	3

CORE PAPER VI ORGANIC CHEMISTRY-II

CO1: Can attain knowledge on preparation & properties of alkyl and aryl hallides, different nucleophilic substitution reactions, gain brief knowledge on organometallic compounds of Mg & Li.

CO2: Preparation & properties of alcohols, epoxides, ethers, phenols and Name Reactions-Reimer Teiman, Pinacol-Pinacolon Rearrangement, Claisen Rearrangement.

CO3: Structure, reactivity and preparation of carboxyl compounds and some important name reactions involving carbonyl compounds.

CO4: Preparation, properties & reactions of carboxylic acids and their derivatives, thiols & thio ethers.

CO5: Preparation of organic compounds & their respective derivatives.

MAPPING OF POS WITH COS

PO/CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	2	3	3	3	2	3	3	2	3	2
CO2	3	3	2	3	3	3	3	3	3	3
CO3	3	2	3	3	3	2	1	3	2	3
CO4	3	3	3	2	3	3	3	3	3	3
CO5	3	3	3	3	3	3	3	3	3	3

CORE PAPER VII

PHYSICAL CHEMISTRY-III

CO1: To have knowledge on concept of phase, components & degrees of freedom, derive Claussius Clapeyron equation, phase diagram of congruent & incongruent system.

CO2: Concept on three component system, azeotropes, CST, derive Gibb's Duhem equation & Nernst distribution law & its application.

CO3: Derive differential & integrated rate equation upto 2nd order, Kinetics ofcomplex reaction, application of Collision theory.

CO4: Understand mechanism of catalysed reactions, different types of catalysis, derive adsorption isotherm equation (Langmuir, Freundlich & Gibb's isotherm)

CO5: Have practical knowledge on catalysis and kinetics.

MAPPING OF POS WITH COS

PO/CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	2	3	3	3	3	3	2	3	3	3
CO2	3	2	3	3	3	2	3	2	3	3
CO3	3	3	2	3	2	3	3	3	1	3
CO4	3	3	3	2	3	3	3	3	3	2
CO5	3	3	3	3	3	3	3	3	3	3

CORE PAPER VIII

INORGANIC CHEMISTRY-III

CO1: Able to understand Werner's theory, Nomenclature, Isomerism & Stereo Chemistry of Coordination Chemistry. Get the concept of VBT,CFT, Ligand Field Theory & Jahn-Teller Distortion.

CO2: Get the idea of electronic configuration, colour, valency,magnetic property and complex formation property of transition element and Latimer & Bisworth Diagram.

CO3: Understand the Chemistry of Ti, V, Cr, Mn, Fe, Co & various properties of Lanthanides and Actinides.

CO4: Understand the importance of metal in biological system, toxicity, deficiency & use of metal in medicine.

CO5: Get practical knowledge on preparation of inorganic complexes and complexometric Gravimetric analysis.

MAPPING OF POS WITH COS

PO/CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	3	3	3	2	3	3	3	3	3	2
CO2	3	3	2	3	2	3	3	3	2	3
CO3	3	2	3	3	3	2	3	1	3	3
CO4	2	3	3	3	3	3	2	3	3	3
CO5	3	3	3	3	3	3	3	3	3	3

CORE PAPER IX

ORGANIC CHEMISTRY-III

CO1: Understand the preparation & important reactions of nitro and nitrile compounds, preparation and properties of amines and important name reactions.

CO2: Preparation and synthetic application of Benzene Diazonium salt, Preparation and structure elucidation of Napthalene and Anthracene.

CO3: Understand the structure, reaction mechanism of Furan, Pyrrole, Thiophene, Pyridine, Pyrimidine etc.

CO4: Understand Structure elucidation & synthesis of Hygrine, Nicotine, Niral, Citral and medicinal importance of some alkaloids.

CO5: Have a practical knowledge on quantitative organic analysis of organic compounds (CHN System).

MAPPING OF POS WITH COS

PO/CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	3	3	3	3	2	3	3	1	3	2
CO2	3	2	3	3	3	2	3	3	3	3
CO3	2	3	3	3	3	3	2	3	3	3
CO4	3	3	2	2	3	3	3	3	2	3
CO5	3	3	3	3	3	3	3	3	3	3

CORE PAPER X

PHYSICAL CHEMISTRY-IV

CO1: To accommodate the knowledge about the relationship between Conductance & Conductivity of Weak-Strong Electrolytes &their different laws.

CO2: To find the mobilities to their relation with transference no, different applications of conductance measurement like solubility product & titrations etc.

CO3: To know the aspects of Faraday's law of Electrolysis, rules in Industrial applications. The introductory idea about cells, different parameters like EMF, pH & Equilibrium measurements.

CO4: The quantitative idea of potentiometric titration, concentration of cells with transference. To get the basic idea about electrical properties like polarisability and their measurement of atoms & molecules.

CO5: Have a practical knowledge on potentiometric and conductometric titration.

MAPPING OF POS WITH COS

PO/CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	3	2	3	1	2	3	3	3	3	3
CO2	3	3	3	2	3	3	3	3	2	3
CO3	3	3	3	3	3	2	2	3	3	2
CO4	2	3	2	2	3	3	3	3	3	3
CO5	3	3	3	3	3	3	3	3	3	3

CORE PAPER XI ORGANIC CHEMISTRY-IV

CO1: To get knowledge on principle & different electronic transitions, Lambert-Beer's law, chromophores & auxochromes, application of woodward rules for λm calculation.

CO2: Able to attain the principle of molecular vibrations, application of IR in simple functional group analysis, factors affecting IR absorption.

CO3: Understand the principle of proton magnetic resonance, anisotropic effect, fragmentation & instrumentation of mass spectroscopy. Applications of IR, UV & NMR for identifying simple organic molecule.

CO4: Understand the classification & importance of carbohydrates, conformational structure & interconversions of monosaccharide.

CO5: Have a practical knowledge on qualitative and quantitative titration and spectroscopic method of analysis.

MAPPING OF POS WITH COS

PO/CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	3	2	3	1	2	3	3	3	3	3
CO2	3	3	3	2	3	3	3	3	2	3
CO3	3	3	3	3	3	2	2	3	3	2
CO4	2	3	2	2	3	3	3	3	3	3
CO5	3	3	3	3	3	3	3	3	3	3

CORE PAPER XII PHYSICAL CHEMISTRY V

CO1: Understand the postulates of Quantum mechanics, Schrodinger's equation and its application to particle in 1D box, simple harmonic motion and Rigid rotator.

CO2: Get an idea about different type of bonding LCAO-MO treatment of H_2. Comparison of LCAO-MO & VB treatment of H_2. MOT of triatomic molecule.

CO3: To attain the idea of interaction of electromagnetic radiation and understand the principle, selection rule & application of Rotational & vibrational spectroscopy.

CO4: Idea about Raman spectroscopy & electronic spectroscopy and the laws of photochemistry and quantum yield.

CO5: Have practical knowledge of calorimeter and spectroscopic titrations.

MAPPING OF POS WITH COS

PO/CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	3	2	3	3	2	3	2	3	3	3
CO2	2	3	3	3	3	3	3	3	2	3
CO3	3	3	2	3	3	2	3	3	3	3
CO4	3	3	3	2	3	3	3	2	3	2
CO5	3	3	3	3	3	3	3	3	3	3

CORE PAPER XIII INORGANIC CHEMISTRY-IV

CO1: Understand the organometallic compounds and the nature of bonding in them, apply 18 - electron rule to rationalize the stability of metal carbonyls and related species, π-acceptor behaviour of CO, synergic effect and use of IR data to explain extent of back bonding.

CO2: Have an introduction to metallocene (ferrocene), its structure and understanding on its aromatic property and also to Zeigler-Natta catalyst.

CO3: Get a general idea of catalysis and describe in detail the mechanism of Wilkinson's catalyst, Wackers process and synthetic gasoline manufactured by Fischer-Tropsch process. Understand and explain the basic principles of qualitative inorganic analysis.

CO4: Have glimpses of inorganic reaction mechanisms, trans effect and substitution reactions on square planar and octahedral complexes.

CO5: Have practical knowledge on qualitative analyses of mixtures containing multiple cations and anions.

MAPPING OF POS WITH COS

PO/CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	3	2	3	3	3	2	3	3	2	3
CO2	3	3	3	2	3	3	3	3	3	2
CO3	3	3	2	3	3	3	2	3	3	3
CO4	2	3	3	3	2	3	3	2	3	3
CO5	3	3	3	3	3	3	3	3	3	3

CORE PAPER XIV

ORGANIC CHEMISTRY-V

CO1: Understand the classification, synthesis, properties and reactions of Amino acids, Zwitter ion and isoelectronic point.

Have glimpses of classification, synthesis and end group analysis of peptides, Structure of proteins, renaturation and denaturation of prolein.

CO2: Understand the classification, mechanism of ezyme actions, enzyme's specificity and the phenomenon of inhibition.Get idea about components of Nucleic acids,

CO3: Understand the concepts of structure and properties of Lipids and the concept of energy in Bio system

CO4: Know classification, Structure, Synthesis and Uses of various pharmaceutical compounds and the chemistry of dyes, their classification and preparations.

CO5: Have practical knowledge on preparation on aspirin and methyl orange, saponifiction and estimation of different compounds.

MAPPING OF POS WITH COS

PO/CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	2	3	2	3	3	2	3	3	3	1
CO2	3	2	3	3	3	3	3	2	3	3
CO3	3	3	3	2	3	3	2	3	3	3
CO4	3	3	3	3	2	3	3	3	2	3
CO5	3	3	3	3	3	3	3	3	3	3

Discipline Specific Elective Paper-1

POLYMER CHEMISTRY

CO1: The introductory idea aboput types of polymers forces and their polymerization process. The general things about the functionality and degree of polymerization.

CO2: Understand the application of polymerization, mechanism and kinetics of ionic, step growth and co-ordination polymers, crystallization and crystallinity.

CO3: Calculate molecular weight of polymers and significance of polydispersity index, concept of Glass transition temperature and WLF equation.

CO4: Get about the idea of the different properties of commercialised polymers,Nylon,Bakelite and different aspects about Bio degradable polymers.

CO5: Prepare and characterise different polymers.

MAPPING OF POS WITH COS

PO/CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	3	3	2	3	3	3	3	2	3	3
CO2	3	2	3	2	2	3	3	3	3	3
CO3	2	3	3	3	3	2	3	3	3	2
CO4	3	3	3	3	3	3	2	3	2	3
CO5	3	3	3	3	3	3	3	3	3	3

GREEN CHEMISTRY

CO1: Have a glimpse of green chemistry and explanation of green chemistry principle 1-5.

CO2: Understand the principles of green chemistry 6-12, green analytical techniques.

CO3: Synthesize different compounds by green procedure, have knowledge on the concept & reactions involving microwave and ultrasound.

CO4: Application of green chemistry as a surfactant, antifoulant, cradle to cradle, biofuel.

CO5: Will able to apply green chemistry methods in different reactions.

MAPPING OF POS WITH COS

PO/CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	2	3	3	3	2	3	3	3	3	3
CO2	3	3	2	3	3	3	2	3	2	3
CO3	3	2	3	3	3	3	3	3	3	2
CO4	3	3	3	2	3	2	3	2	3	3
CO5	3	3	3	3	3	3	3	3	3	3

Discipline Specific Elective Paper-1II

INDUSTRIAL CHEMICALS AND ENVIRONMENT

CO1: Access the idea of manufacture, storage, application, handling of various industrial gases & chemical

CO2: Understand biogeochemical cycles, causes effect and control of air pollution.

CO3: Have glimpses of water pollution different purification methods & industrial waste management methods.

CO4: Different sources of energy, nuclear pollution, their management & biocatalyst.

CO5: Practical knowledge on pollution measurement techniques.

MAPPING OF POS WITH COS

PO/CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	3	3	3	2	3	3	3	2	3	3
CO2	2	3	3	3	3	2	3	3	3	3
CO3	3	2	3	3	3	3	3	3	2	3
CO4	3	3	3	3	2	3	3	3	3	1
CO5	3	3	3	3	3	3	3	3	3	3

Discipline
Specific Elective Paper-1V

INORGANIC MATERIALS OF INDUSTRIAL IMPORTANCE

CO1: Understand the types, classification properties of glass ceramics, cements.

CO2: Get an idea about types & manufacture of fertilizers how glimpses of concept of battery & cell.

CO3: How idea about classification of surface coating formulation composition and properties of paints and pigments.

CO4: How knowledge on concept of properties of Alloy manufacture, Composition manufacture of steel and the chemistry of explosive.

CO5: Have Practical knowledge on estimation of fertilizer, analyzation of Alloy cement & preparation of pigment.

MAPPING OF POS WITH COS

PO/CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	3	3	2	3	3	3	3	3	3	2
CO2	2	3	3	3	3	3	3	3	2	3
CO3	3	3	3	2	3	3	1	3	3	3
CO4	3	2	3	3	2	3	3	3	3	3
CO5	3	3	3	3	3	3	3	3	3	3

Generic Elective Paper I (Theory)

ATOMIC STRUCTURE, BONDING, GENERAL ORGANIC CHEMISTRY & ALIPHATIC HYDROCARBONS

SECTION A: INORGANIC CHEMISTRY-1

MAPPING OF POS WITH COS

PO/CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	3	3	1	3	3	3	3	3	2	3
CO2	2	3	3	3	2	2	3	3	3	3
CO3	3	2	3	3	3	3	3	2	3	2
CO4	3	3	3	2	3	3	2	3	3	3
CO5	3	3	3	3	3	3	3	3	3	3

Generic Elective Paper II (Theory)

CHEMICAL ENERGETICS, EQUILIBRIA & FUNCTIONAL ORGANIC CHEMISTRY

Section A: Physical Chemistry-I

MAPPING OF POS WITH COS

PO/CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	2	3	1	3	3	3	3	3	3	3
CO2	3	3	3	2	3	3	3	2	3	3
CO3	3	3	3	3	3	2	3	3	3	2
CO4	3	2	3	3	2	3	3	3	3	3
CO5	3	3	3	3	3	3	3	3	3	3

DEPARTMENT OF SOCIOLOGY

Name of the Programme (No of Years)- B.A. (3 years)Name of the Course- Sociology

Semester- 6 (Six)

VISION:

We envision a world in which Sociology education positively contributes to each person's ability to reachhis highest potential in acting for society's good.

MISSION:
1. Prepare each and every students of sociology to think each and every aspect critically and scientifically.
2. Prepare every student in such a way that they can relate the think empirically try to gives suggestive measure of a problem in such a way that it will be beneficial for the society.
3. Inspire and motivate students to take participate in problem solving research.

DESCRIPTION OF PROGRAMME OUTCOMES: After completion of the Undergraduatecourse in Sociology the students will be able to:

PO 1: have **strong disciplinary knowledge** and develop core competency.

PO 2: have **good communication skills** to express their ideas.

PO 3: have **critical thinking and problem-solving ability** related to the biological aspects of living beings.

PO 4: Do Team work and develop leadership qualities and work for the environment/sustainability.

PO 5: have **analytical and research-related skill**

PROGRAMME SPECIFIC OUTCOMES:
- Demonstrate knowledge of basic Sociological principles.

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- Apply one's subject knowledge and transferable skills to new/unfamiliar contexts toidentify analyse problems and issues and solve complex problems with well-definedsolutions

- Practice procedural knowledge that creates different types of professionals including research and development, teaching and government and public service.

LEARNING OBJECTIVES:

- Demonstrate a fundamental/systematic or coherent understanding of the academic field of Sociology, its different learning areas and applications, and its linkages with related disciplinary areas/subjects

- Use knowledge, understanding and skills required for identifying problems and issues relating to Sociology.

- Able to work precisely.

- A logical and scientific approach to problem-solving.

- Good oral and written communicationabilities Able to work independently or with team members.

COURSE:

Students' performance in core, discipline electives, generic electives and skill enhancement courses areto be assessed in various ways as follows:

- The oral and written scheduled and surprise tests,

- Problem-solving exercises,

- Closed-book and open-book tests.

- Individual and group project reports,

- Seminar presentations,

- Group discussions

- Viva voce examinations.

- Regular reading habits in the students need to be inculcated through continuous monitoring andobservation about weaker aspect of the students.

HONOURS PAPERS:

Core Paper – 14 papers

Discipline Specific Elective – 4 papers

Generic Elective for non-Sociology students – 4 papers. Incase University offers 2 subjects as GE, then papers 1 and 2 will be the GE paper.

Marks per paper - Midterm: 20 marks, End term: 80 marks, Total – 100 marksCredit per paper – 6

Teaching hours per paper – 50 hours + 10 hours tutorial

COURSE CODE: CORE-I

COURSE TITLE: Introduction to Sociology-I

This introductory paper intends to acquaint the students with Sociology as a social science and the basic concepts used in the discipline. It also focuses on the social processes and the social institutions that man encounters as a member of the society.

Objectives: After studying this paper the student can

- · Can get to know the convergence and divergence of Sociology with other social science disciplines in terms of the subject matter, nature and scope of the discipline and its approach.
- · Develop knowledge about its historicity.
- · Can get acquainted with the basic concepts used in the subject.
- · Can generate ideas about the social processes and social institutions man encounters as a member of the society.

Learning Outcomes: This paper is expected to clarify and broaden the student's notion about the subject, the basic concepts used and some universal societal processes. This will provide a wholesome picture about what the subject is all about.

COURSE CODE: CORE-II

COURSE TITLE: Introduction to Sociology-II

This part two introductory paper intends to provide some additional knowledge on the interrelationship between individual and society, the types of societies and the various social processes that contribute to sustain the society over a period of time.

Objectives: After studying these two papers, the student can

- · Develop knowledge about the subject matter, nature and scope of the key topics and its approach.
- · Develop knowledge about individual and society.
- · Can get acquainted with the basic concepts used in the subject.
- · Can generate ideas about the social processes and social institutions.

Learning Outcomes: This paper is expected to clarify and broaden the student's notion about the subject, the basic concepts used and some universal societal processes. This will provide a wholesome picture about what the subject is all about.

CORE CODE: CORE-III
COURSE TITLE: INDIAN SOCIETY

Every society has its own peculiar structure and there are some institutions universal to every society, but with their unique manifestations in each society. There are some change agents and initiatives that enable the society to change with the passage of time. This paper focuses on the structureof the Indian society and the changing aspects with the processes operating change agents and initiatives.

Objectives: After studying these two papers on Indian society, the student can

·   Get an impression about the basic composition of Indian society, its historical moorings, basic philosophical foundations of the society and the institutions.

·   Learn about the changing institutions, the processes, the agents and the interventions that bring about change in the Indian society.

Learning Outcomes: This paper is expected to bring familiarity in a student about Indian society. It will present a comprehensive, integrated and empirically –based profile of Indian society. It is hoped that the structure and processes operative in the society, the change agents operating in Indian society presented in this course will also enable students to gain a better understanding of their own situation and region.

COURSE TITLE: SOCIOLOGY OF ENVIRONMENT

Environment and society are in constant interaction with each other. It is the environment which sustains life in society and it is the society that is responsible for the preservation and the degradation of the environment. In the recent years environmental challenges have posed a threat to the lives on the planet. Keeping this in view, the present paper tries to create awareness among the students about the major environmental issues and the efforts geared to tackle them.

Objectives: After going through this paper, the student can

·   Derive knowledge about the close interaction between society and environment.
·   Gain substantial idea about the environmental issues and their repercussions on humanity.
·   Accumulate ideas about the ideological currents, issues that drive environment movements.

- Get aware about the global and national efforts to conserve environment.

Learning Outcomes: The very aim of this paper is to disseminate knowledge about the significance of environment for society, to change the practices that can protect and preserve the environment and to make the students participate in the mission to preserve, protect and promote the cause of environment.

COURSE TITLE: CLASSICAL SOCIOLOGICAL THINKERS

Sociology originated as an intellectual response to the crisis confronting the mid nineteenth century European society. Its development over two centuries has been influenced by a variety of socio-economic and political conditions. It is now established as a multi-paradigmatic academic discipline, with its body of theoretical knowledge enriched and its methodological techniques and procedures systemized. This paper is intended to familiarize the students with the social, political, economic and intellectual contexts in which sociology emerged as a distinctive discipline. It deals with the contributions of the forerunners of the discipline and with the contributions of the founders who gave a systematic shape to the subject.

Objectives: After going through these two papers, the student can

- Gain an understanding of some of the classical contributions in Sociology, and their contemporary relevance.
- Learn about the methodological shift in the discipline over the years.

Learning Outcomes: This paper is expected to clarify and broaden the student's knowledge about the theoretical and methodological contributions of the classical contributors to the subject and the contemporary relevance of these theories.

COURSE TITLE: SOCIAL CHANGE AND DEVELOPMENT

Change is the law of nature and every society is subject to change. Social change has always been a central concern of Sociological study. Change takes different forms. Change has its pattern which is spelt out by various theories. Change is often propelled by various factors. This paper is designed to provide some ideas to the student about such process, theories and factors.

Objectives: After going through this paper, the student can

- Derive knowledge about the meaning, nature, forms and patterns of change.
- Get an idea about the theories that explain change and their adequacy in explaining so.
- Get an impression about the factors that propel change in the society.

Learning Outcomes: This paper is expected to provide a wholesome idea to the students about the process of social change. They can relate their experience with the theoretical explanations.

COURSE TITLE: SOCIOLOGY OF GENDER

The biological basis to the differences between the sexes does not explain the inequalities faced by the sex groups in the society. In the society variations are marked in the roles, responsibilities, rights of and relations between sex groups depending on the social prescriptions relating to sex affiliations. The differences, inequalities and the division of labor between men and women are often simply treated as consequences of 'natural' differences between male and female humans. But, in reality the social norms, institutions, societal expectations play a significant role in deciding and dictating the behavior of each sex group. This is the fundamental of the study of Gender and Society.

Objectives: After studying this paper, the student can

- Conceptualize what is "Gender" and what is "Sex" and draw a line of distinction between the two.
- Note the difference in gender roles, responsibilities, rights and relations.
- Trace out the evolution and institutionalization of the institution of "Patriarchy".
- Get to know the theories of Feminism that brought women issues and demands to the forefront.
- Assess the initiatives undertaken for gender development with the paradigm shift from time to time.

Learning Outcomes: This paper is expected to generate ideas and sensitivity about gender in a student which he/she can put into practice in daily life. This will lead to change the prevalent biases and gender practices and create a gender-neutral social world where both men and women can enjoy their basic rights and cherish to achieve their dreams.

COURSE TITLE: RURAL SOCIOLOGY

Rural Sociology is a specialized branch of Sociology describing the society of villages and rural areas. As the rural areas or the villages mark the beginning of human civilization, this paper is designed to bring out the distinct features of the rural society with their typologies and typicality's. Inthe present paper an attempt is made to introduce the student with the development of this branch overtime with its focus on the typicality of Indian villages, their structures, changing features and social problems faced by the rural people.

Objectives: After studying this paper, the student can

- · Get an impression about the emergence of the sub discipline Rural Sociology and the forcescontributing for its origin.
- · Learn about the nature of this branch of knowledge, its subject matter and significance.
- · Collect information and knowledge about the mooring of the sub discipline in the Indiancontext.
- · Generate an idea about the typicality of the rural society and the institutions operating thereinand their dynamics.
- · Derive ideas about rural social problems of the country.

Learning Outcomes: India thrives in her villages. By going through this paper, the student can have a grip on the grass roots of Indian society. This will enable the student to understand the society in a better manner, to note the heterogeneities in culture, institutions and their functions, changes, the contrasts found between the rural urban societies and the problems faced by the people.

COURSE TITLE: GLOBALIZATION AND SOCIETY

Globalization is the dominant process of social change in the contemporary world. It has resulted in the sinking of time and space and collapse of borders. It is a new coinage for an old process. It has its own dimensions, distinct features and impacts on society. It has given birth to new role players. All these are the focal points of discussion of this paper.

Objectives: By going through this paper, the student can

- · Collect information about the meaning and nature of this process, its historical mooring.
- · Amass knowledge about its dimensions and impacts, both positive and negative.
- · Get introduced to the agencies that manage the process.

Learning Outcomes:

This paper is expected to acquaint the student with an ongoing social process; which can bring tremendous changes in the nations.

COURSE TITLE: MARRIAGE, FAMILY AND KINSHIP

This course provides a brief account of the classical approaches to the study of family and kinship. It exposes the students to the distinct aspects of these three interrelated institutions in the Indian context. Finally, it discusses some contemporary issues that pose a challenge to the normative model of these institutions.

Objectives: By going through this paper, the student can

- · Understand the three institutions that are the foundations of the society.
- · Comprehend the theoretical perspectives on these institutions.
- · Get to know the rules governing these institutions.
- · Estimate the changes coming over these institutions with the process of social change.

Learning Outcomes:

This paper is expected to instill knowledge about the foundational institutions, their governing principles and the continuity and change features of these institutions.

COURSE TITLE: RESEARCH METHODOLOGY

Since the days of August Comte, a debate and a deliberate attempt has been initiated to provide a scientific character to social sciences. In this attempt empirical research has been introduced as an integral part of observing social reality and generalizing it objectively without any subjective predisposition. Gradually, research methods have been developed and introduced in social sciences to bring it in par with scientific observations. The essence of this paper lies in introducing the students with these methods of research to ensure objectivity as far as practicable in social research.

Objectives: By going through this paper, the student can

- Get an understanding of the nature of scientific methods, nature of social Phenomenaandthe way of attaining value neutrality.
- Have a grip over the basic steps involved in social research and the types of socialresearch with their applicability
- Develop an insight into the need and types of research design and the use of samplingmethod for attending objectivity and scientific study.

LEARNING OUTCOMES:

This paper is designed and incorporated to acquaint the students with the scientific ways of studying social phenomena. This provides them with a research insight that will enable them to capture the mostrelevant data in an objective manner. The market demand of this paper will be very high as the students well versed with this paper will be highly demanded in academics, fundamental research,and policy research undertaken both by Government and Non-Government agencies.

COURSE TITLE: SOCIAL MOVEMENTS IN INDIA

Movements reflect the voices raised against the prevailing practices of a society. Every society witnesses social movement in some form or the other. Movements bring social change and transformation. It is a collective effort that is driven by particular issues and brings forth changes. The present paper tries to provide a rudimentary impression to the students about the concept, nature and types of movements with a thrust on the movements witnessed by Indian society.

Objectives:

- · To introduce to the students with the concept of social movements and their dynamics.
- · To introduce the students to the role of social movements in social transformation.
- · To help them understand the various approaches to the study of social movements.

Learning Outcomes: The very aim of this paper is to disseminate knowledge about the concept of social movements and its process and change making role in the society.

COURSE TITLE: POPULATION AND SOCIETY

Demography is both an index and instrument of development and change. India as a country is plagued by population explosion which retards, the economy and blocks social progress. Irrespectiveof several positive attempts undertaken by the government, India has failed to control its population problem. This paper is designed to provide an idea to the students about population dynamics and its impact on

society.

Objectives: After going through this paper, the student can

· Understand the various facets of population studies and the theories that depict pollutionchange.

· Develop specific idea on Indian population structure, policies adopted and programmes launched in the country to check population.

· Assess the role of various agencies in population control.

Learning Outcomes: The very aim of this paper is to acquaint the students with a perennial problem of the Indian society that is population growth and the measures introduced to control it.

COURSE TITLE : SOCIAL DISORGANIZATION AND DEVIANCE

No society is fully organized in character. Disorganization is apt to occur from time to time. Disorganization is a manifestation of the deviant behavior found among some individuals. This deviance occurs when the individuals feel that the normative order of the society and its institutions are not need fulfilling in character. This present paper tries to provide an impression about the scenario of disorganization, its forms, causes and consequences with the theories explaining the situation.

Objectives: After going through this paper, the student can

· Understand the meaning, causes, consequences and forms of social disorganization.
· Learn about the theories explaining the disorganization situations.
· Comprehend the concept of crime and the existing theories of punishment.

Learning Outcomes: This paper is designed with an expectation to impress upon a student on the concept of deviant behavior leading to social disorganization, forms, theoretical foundations and criminal activities which he encounters in real life situations.

PAPER CODE- DISCIPLINE SPECIFIC ELECTIVE(DSE)-1COURSE TITLE : SOCIOLOGY OF HEALTH

Objectives: After studying this paper, the student can

· Gain knowledge on the sociology of health and medicine.
· Can get an insight on socio-cultural dimensions in the construction of illness and

medicalknowledge.

- · Can gain understanding on health sector reforms of Government of India.
- · Gain knowledge on medical pluralism for treatment of disease.

Learning Outcome: Students are expected to know the concept of health from different perspectives. They can also learn about the contemporary trend of Sociology of Health in India. By knowing various health policies and programs in India student can expand the information base and disseminate the same to others.

GENERIC ELECTIVE PAPER-54

PAPER CODE- DISCIPLINE SPECIFIC ELECTIVE(DSE)-2 COURSE TITLE :SOCIOLOGY OF EDUCATION

Objectives: After going through this paper, the student can

- · Get to know the meaning and theoretical perspectives on sociology of education
- · Get familiar with the relationship between education and society.
- · Get insights on role of education in Nation building.
- · Get an understanding on inequality in education that persists at various levels.
- · Gain knowledge on constitutional provisions and various education policies

Learning Outcomes: The students are expected to learn various perspectives on education through the contributions of both Indian and western thinkers. Knowledge on education policies and constitution provisions can prepare the students for the development of their own higher education. Students can develop academic interest by knowing the contribution of education in nation building as well as the educational inequalities which persist in the society.

PAPER CODE-DISCIPLINE SPECIFIC ELECTIVE (DSE)-3COURSE TITLE : URBAN SOCIOLOGY

Urbanization is an important social process that changed the face of human civilization. It was initiated with the process of modernization, transport revolution, coming up of river valley civilizations, establishment of trade links and industrial revolution. Urbanization has brought both prosperity and problems. It is one of the earnest tasks of Sociology to trace out the evolution of the process, social; problems associated with it and policy planning and measures undertaken to overcome these challenges. This paper Urban Sociology concentrates upon these tasks.

Objectives: After going through this paper, the student can

- ·   Understand the specific traits of urban areas, its historical patterns of growth.
- ·   Develop knowledge about urban social institutions and problems
- ·   Gain insight into urban development plans, programmes and efforts.

Learning Outcomes: By going through this paper, the students can get an insight into the basic features of an urban area, the way cities grow, the major problem that encounter urban population and the various urban development programmes designed by the Government of India, their implementations, achievements and limitations.

GENERIC ELECTIVE PAPER-55
PAPER CODE- DSE-4

COURSE TITLE : FIELDWORK AND DISSERTATION

(College can give this choice only for students with above 60% aggregate marks)

Objectives: This paper is designed

- ·   To provide a basic exposure to the student to the fields and to acquaint him/her withthe research process.

- ·   To equip them with the capacity to browse secondary literature from right sources andwith a process of reviewing relevant literature.

- ·   To promote in them an ability to capture the right type of data and put them intodocumentation format.

(Dissertation: 80 marks and Viva-voce: 20 marks)

- ·   Dissertation may be written on any social institution, problem or may be an evaluativestudy.

- ·   It should be based on empirical study.
- ·   Size of the dissertation should be around 5000 words.
- ·   Dissertation paper will be examined jointly by one Internal and one External Examiner to be appointed by the University. Marks will be awarded jointly by the Internal and External Examiners on the basis of the written Dissertation and Viva-voce.

COURSE TITLE : INTRODUCTION TO SOCIOLOGY-I

This introductory paper intends to acquaint the students with Sociology as a Social Science and the basic concepts used in the discipline. It also focuses on the social processes and the social institutions that man encounters as a member of the society.

Objectives: After studying these two papers, the student can

· Get to know the convergence and divergence of Sociology with other social science disciplines in terms of the subject matter, nature and scope of the discipline and its approach.

GENERIC ELECTIVE PAPER-56

· Develop knowledge about its historicity.
· Can get acquainted with the basic concepts used in the subject.
· Can generate ideas about the social processes and social institutions man encounters as amember of the society.

Learning Outcomes: This paper is expected to clarify and broaden the student's notion about the subject, the basic concepts used and some universal societal processes. This will provide a wholesome picture about what the subject is all about.

COURSE TITLE : INDIAN SOCIETY

Every society has its own peculiar structure and there are some institutions universal to every society, but with their unique manifestations in each society. There are some change agents and initiatives that enable the society to change with the passage of time. This paper focuses on the structureof the Indian society and the changing aspects with the processes operating, change agents and initiatives.

Objectives: After studying these two papers on Indian society, the student can

· Get an impression about the basic composition of Indian society, its historical moorings, basic philosophical foundations of the society and the institutions.

· Learn about the changing institutions, the processes, the agents and the interventions that bring about change in the Indian society.

Learning Outcomes: This paper is expected to bring familiarity in a student about Indian society. It will present a comprehensive, integrated and empirically –based profile of Indian society. It is hoped that the structure and processes operative in the society, the change agents operating in Indian society presented in this course will also enable students to gain a better understanding of their own situation and   region

DEPARTMENT OF COMPUTER SCIENCE

PROGRAMME OUTCOME

On completion of the programme, the students will be able to disseminate and demonstrate their knowledge of the concepts in the concerned discipline.

PO1- Social Relevance: The programme helps to expand scientific temper and can prove to be more beneficial for society as scientific developments can make a nation or society grow at a rapid pace.

PO2- Critical thinking: Identify and analyse current issues and trends in higher education and come-up with intellectual, organizational, and personal ideas and decisions from different perspectives.

PO3- Effective learning: Transform and empower women graduates to meet global challenges through holistic education in terms of recent Teaching-Learning methodologies.

PO4- Communication Skills: Ability to express thoughts and ideas effectively in writing and orally; communicate with others using the professional standards of their fields; confidently share one's views and express herself.

PO5- Social Interaction: Heighten the consciousness of the graduates on socio-economic concerns and evolve it as an in-built mechanism to chisel as a better human being.

PO6- Environment and sustainability: Understand the issues of environmental contexts and demonstrate the knowledge for sustainable development.

PO7- Ethics: Express legal and ethical issues and understand the moral dimensions of decisions and responsibilities.

PO8- Information and Digital Literacy: Capability to use ICT in a variety of learning situations. Demonstrate ability to access, evaluate and use a variety of relevant information sources; and use appropriate software for analysis of data.

PO9- Life-long learning: Gain the ability to engage in independent and life-long learning with socio-technological changes.

PO10- Higher Studies & Research related skills: A sense of inquiry and capability for asking relevant/ appropriate questions, problematizing, synthesizing and articulating; Provide an intellectually stimulating environment to develop skills and enthusiasm of students to the best of their potential in the higher studies.

PROGRAMME SPECIFIC OUTCOME

To understand the impact of professional software engineering solutions in societal and environmental contexts, and demonstrate the knowledge of, and need for sustainable development.

PSO 1:Students get knowledge in computer application-specific subjects so that they will be technical professionals by learning C programming, Relational Database Management, Data Structure, Software Engineering, Graphics, Java, PHP, Networking, Python, Theoretical Computer Science, System programming, and Object-Oriented Software Programming.

PSO 2:Students understand the concepts of software applications and projects.

PSO 3: Students understand the computer subjects with a demonstration of all programming and theoretical concepts with the use of ICT.

PSO 4: Development of in-house applications in terms of projects

PSO 5:Students will build up programming, analytical, and logical thinking abilities. To make them employable according to the current demand of the IT Industry.

CORE-1

Mapping of Course Outcomes with the Program Outcomes:

CO/PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	3	4	4	1	1	3	1	4	4	3
CO2	3	4	4	1	1	3	1	4	4	3
CO3	3	4	4	1	1	3	1	4	4	3
CO4	3	4	4	1	1	3	1	4	4	3

Mapping of Course Outcomes with the Program Outcomes:

CO/PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	4	4	4	1	1	3	1	4	4	3
CO2	4	4	4	1	1	3	1	4	4	3
CO3	4	4	4	1	1	3	1	4	4	3
CO4	4	4	4	1	1	3	1	4	4	3

CORE–3: Programming Using C++

Mapping of Course Outcomes with the Program Outcomes:

CO/PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	3	4	4	1	1	3	1	4	4	3
CO2	3	4	4	1	1	3	1	4	4	3
CO3	3	4	4	1	1	3	1	4	4	3
CO4	3	4	4	1	1	3	1	4	4	3

CORE–4: Data Structure

Mapping of Course Outcomes with the Program Outcomes:

CO/PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	4	3	4	1	1	3	1	4	4	4

CO2	4	3	4	1	1	3	1	4	4	4
CO3	4	3	4	1	1	3	1	4	4	4
CO4	4	3	4	1	1	3	1	4	4	4

CORE – 5: Java Programming

Mapping of Course Outcomes with the Program Outcomes:

CO/PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	4	4	4	1	1	3	1	4	4	3
CO2	4	4	4	1	1	3	1	4	4	3
CO3	4	4	4	1	1	3	1	4	4	3
CO4	4	4	4	1	1	3	1	4	4	3

CORE-6: Database Systems

Mapping of Course Outcomes with the Program Outcomes:

CO/PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	3	4	4	1	1	3	1	4	3	4
CO2	3	4	4	1	1	3	1	4	3	4
CO3	3	4	4	1	1	3	1	4	3	4
CO4	3	4	4	1	1	3	1	4	3	4

CORE – 7: Discrete Mathematical Structure
Mapping of Course Outcomes with the Program Outcomes:

CO/PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	2	4	3	1	1	3	1	4	3	3
CO2	2	4	3	1	1	3	1	4	3	3
CO3	2	4	3	1	1	3	1	4	3	3
CO4	2	4	3	1	1	3	1	4	3	3

CORE–8: Operating System

Mapping of Course Outcomes with the Program Outcomes:

CO/PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	3	4	3	1	1	2	2	4	3	4
CO2	3	4	3	1	1	2	2	4	3	4
CO3	3	4	3	1	1	2	2	4	3	4
CO4	3	4	3	1	1	2	2	4	3	4

CORE – 9: Computer Networks

Mapping of Course Outcomes with the Program Outcomes:

CO/PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	4	3	4	1	1	3	2	4	3	4
CO2	4	3	4	1	1	3	2	4	3	4
CO3	4	3	4	1	1	3	2	4	3	4
CO4	4	3	4	1	1	3	2	4	3	4

CORE – 10: Computer Graphics

Mapping of Course Outcomes with the Program Outcomes:

CO/PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	3	4	2	1	1	2	1	4	2	3
CO2	3	4	2	1	1	2	1	4	2	3
CO3	3	4	2	1	1	2	1	4	2	3
CO4	3	4	2	1	1	2	1	4	2	3

CORE – 11: Web Technologies

Mapping of Course Outcomes with the Program Outcomes:

CO/PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	4	4	4	1	1	3	1	4	4	3
CO2	4	4	4	1	1	3	1	4	4	3
CO3	4	4	4	1	1	3	1	4	4	3
CO4	4	4	4	1	1	3	1	4	4	3

CORE – 12: Software Engineering

Mapping of Course Outcomes with the Program Outcomes:

CO/PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	4	4	3	1	1	4	2	3	3	4
CO2	4	4	3	1	1	4	2	3	3	4
CO3	4	4	3	1	1	4	2	3	3	4
CO4	4	4	3	1	1	4	2	3	3	4

Mapping of Course Outcomes with the Program Outcomes:

CO/PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	4	4	4	1	1	4	2	3	4	4
CO2	4	4	4	1	1	4	2	3	4	4
CO3	4	4	4	1	1	4	2	3	4	4
CO4	4	4	4	1	1	4	2	3	4	4

CORE – 14: Algorithm Design Techniques

Mapping of Course Outcomes with the Program Outcomes:

CO/PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	4	4	4	1	1	2	1	2	4	4
CO2	4	4	4	1	1	2	1	2	4	4
CO3	4	4	4	1	1	2	1	2	4	4
CO4	4	4	4	1	1	2	1	2	4	4

DSE–1: Numerical Techniques

Mapping of Course Outcomes with the Program Outcomes:

CO/PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	2	4	3	1	1	3	1	4	3	3
CO2	2	4	3	1	1	3	1	4	3	3
CO3	2	4	3	1	1	3	1	4	3	3
CO4	2	4	3	1	1	3	1	4	3	3

DSE – 2: Unix Shell Programming

Mapping of Course Outcomes with the Program Outcomes:

CO/PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	3	3	3	1	1	2	1	3	3	3
CO2	3	3	3	1	1	2	1	3	3	3
CO3	3	3	3	1	1	2	1	3	3	3
CO4	3	3	3	1	1	2	1	3	3	3

DSE-3: Data Science

Mapping of Course Outcomes with the Program Outcomes:

CO/PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	3	4	4	1	2	1	1	4	2	4
CO2	3	4	4	1	2	1	1	4	2	4
CO3	3	4	4	1	2	1	1	4	2	4
CO4	3	4	4	1	2	1	1	4	2	4

Mapping of Course Outcomes with the Program Outcomes:

CO/PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	4	4	4	1	1	2	1	2	4	4
CO2	4	4	4	1	1	2	1	2	4	4
CO3	4	4	4	1	1	2	1	2	4	4
CO4	4	4	4	1	1	2	1	2	4	4

PROGRAMME OUTCOME

Economics subject state the attributes encompass values related to well being, emotional stability, critical thinking, social justice and skills for employability. On completion of the programme students are expected to have learnt the skills of effective communication, critical thinking, social research methods and social outreach.

PO 1. Social Relevance: Create awareness to become a rational and an enlightened citizen so that they can take the responsibility to spread the governments' initiatives/schemes to the rural areas for the upliftment of the poor or vulnerable section of the society for inclusive growth

PO 2. Critical thinking: Prepare students to develop critical thinking to carry out investigation about various socio-economic issues objectively while bridging the gap between theory and practice.

PO 3. Effective learning: Transform and empower women graduates to meet global challenges through holistic education in terms of recent Teaching-Learning methodologies.

PO 4. Communication Skills:Equip the student with skills to express thoughts and ideas effectively in writing and orally; communicate with others using the professional standards of their fields; confidently share one's views and express herself.

PO 5. Social Interaction: Heighten the conscious of the graduates on socio-economic concern and to evolve it as an in built mechanism to chisel as better human being.

PO 6. Environment and sustainability: Understand the issues of environmental contexts and demonstrate the knowledge for sustainable development.

SSSPO 7. Ethics: Express legal and ethical issues and understand the moral dimensions of decisions and responsibilities.

PO 8. Information and Digital Literacy: Capability to use ICT in a variety of learning situations. Demonstrate ability to access, evaluate and use a variety of relevant information sources; and use appropriate software for analysis of data.

PO 9. Life-long learning: Gain ability to engage in independent and life-long learning with socio-technological changes.

PO 10. Higher Studies & Research:Prepare and motivate students for research studies in Economics especially by developing questionnaire, collecting primary data through field surveys.Provide knowledge of a wide range of econometric techniques using excel or other statistical software.

PROGRAMME SPECIFIC OUTCOME- UG ECONOMICS

After successful completion of three year degree programme in Economics a student should be able to:

PSO1: Knowledge of Economic System: An ability to understand economic theories and functioning of basic microeconomic and macroeconomic systems.

PSO2: Statistical and Mathematical Skills: Acquaint with collection, organization, tabulation and analysis of empirical data. Develop an ability to use basic mathematical and statistical tools to solve real economic problem.

PSO3: Econometric Applications: Acquaint with basic econometric tools and methods used in economics. It also covers statistical concepts of hypothesis testing, estimation and diagnostic testing of simple and multiple regression models.

PSO4: Development Prospective: Delineate the developmental policies designed for developed and developing economics. The course also acquaint with the measurement of development with the help of theories along with the connectional issues of poverty and inequalities.

PSO5: Environmental Strategy and Management: Understand environmental problems emerging from economic development. Employ critical thinking and analyze economic principles are applied for valuation of environmental quality, quantification of environmental damages, tools for evolution of environmental projects such as cost-benefit analysis and environmental impact assessments.

PSO6: Perspective of Economics: Demonstrate the procedural knowledge for preparing various competitive examinations like Indian Economic Service, Banking and other related fields by developing or gaining value addition day by day by giving assignments, by following a routine or developing discipline.

Core Paper I
INTRODUCTORY MICROECONOMICS

Mapping of Course Outcome with Programe Outcome

PO / CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	4	4	4	4	4	3	4	3	4	4
CO2	4	4	3	4	4	3	4	2	4	4
CO3	4	4	4	4	4	3	4	3	4	4
CO4	4	4	3	4	4	3	4	3	4	4

Core Paper II
MATHEMATICAL METHODS FOR ECONOMICS I

Introduction:
This is the first of a compulsory two-course sequence. The objective of this sequence is to transmit the body of basic mathematics that enables the study of economic theory at the undergraduate level, specifically the courses on microeconomic theory, macroeconomic theory, statistics and econometrics set out in this syllabus. In this course, particular economic models are not the ends, but the means for illustrating the method of

applying mathematical techniques to economic theory in general. The level of sophistication at which the material is to be taught is indicated by the contents of the prescribed textbook.

Mapping of Course Outcome with Programe Outcome

PO-CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	4	4	4	4	4	3	4	3	4	4
CO2	4	4	3	4	4	4	4	2	4	4
CO3	4	4	4	4	4	4	4	3	4	4
CO4	4	4	3	4	4	3	4	3	4	4

Core Paper III
INTRODUCTORY MACROECONOMICS

Introduction:
This course aims to introduce the students to the basic concepts of Macroeconomics.
Macroeconomics deals with the aggregate economy. This course discusses the preliminary concepts associated with the determination and measurement of aggregate macroeconomic variable like savings, investment, GDP, money, inflation, and the balance of payments.

Mapping of Course Outcome with Programe Outcome

PO-CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	4	3	4	3	4	4	2	3	4	4
CO2	4	3	4	3	4	3	2	4	4	4
CO3	3	3	4	3	4	4	2	3	4	4
CO4	3	3	4	3	4	3	2	4	4	4

Core Paper IV
MATHEMATICAL METHODS FOR ECONOMICS II
Mapping of Course Outcome with Programe Outcome

PO-CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	4	4	4	3	4	4	3	3	4	4
CO2	4	3	4	3	4	3	2	4	4	4
CO3	3	3	4	3	4	4	3	3	4	4
CO4	3	3	4	3	4	3	3	4	4	4

Core Paper V
MICROECONOMICS I
Introduction:
The course is designed to provide a sound training in microeconomic theory to formally analyze the behavior of individual agents. Since students are already familiar with the quantitative techniques in the previous semesters, mathematical tools are used to facilitate understanding of the basicconcepts; this course looks at the behavior of the consumer and the producer and also covers the behavior of a competitive firm.

Mapping of Course Outcome with Programe Outcome

PO-CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	4	3	4	3	4	4	2	3	4	4
CO2	4	3	4	3	4	3	2	4	4	4
CO3	3	3	4	3	4	4	2	3	4	4
CO4	3	3	4	3	4	3	2	4	4	4

At the end of Course student will be able to:

Course	Outcomes
CO 1	Students will know about, Utility Axioms Trades and substitution.Maximization of utilit with two god and many good case.
CO2	Students will gather knowledge about Ordinary demand curve and Compensate Demand Curve Hicks effect and Slutsky's effect.
CO3	Students will know about theories of production, One input case and Two input Case Returns to Scale about some simple production function.
CO4	To know about profit maximization, Derivation of Short Supply Curve,Profit Functio and it's properties, Input Demand

Core Paper VI
MACROECONOMICS I
Introduction:
This course introduces the students to formal modeling of a macro-economy in terms of analytical tools. It discusses various alternative theories of output and employment determination in a closed economy in the short run as well as medium run, and the role of policy in this context. It also introduces the students to various theoretical issues related to an open economy.

Mapping of Course Outcome with Programe Outcome

PO-CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	4	3	4	3	4	4	2	3	4	4
CO2	4	3	4	3	4	3	2	4	4	4
CO3	3	3	4	3	4	4	2	3	4	4
CO4	3	3	4	3	4	3	2	4	4	4

Core Paper VII
STATISTICAL METHODS FOR ECONOMICS

Mapping of Course Outcome with Programe Outcome

PO-CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	4	3	4	3	4	4	2	3	4	4

PO-CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO2	4	3	4	3	4	3	2	4	4	4
CO3	3	3	4	3	4	4	2	3	4	4
CO4	3	3	4	3	4	3	2	4	4	4

Core Paper VIII
MICROECONOMICS II

Mapping of Course Outcome with Programe Outcome

PO-CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	4	3	4	3	4	4	2	3	4	4
CO2	4	3	4	3	4	3	2	4	4	4
CO3	3	3	4	3	4	4	3	3	4	4
CO4	3	3	4	3	4	3	2	4	4	4

Core Paper IX
MACROECONOMICS II

Mapping of Course Outcome with Programe Outcome

PO-CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	4	3	4	3	4	4	2	3	4	4
CO2	4	3	4	3	4	3	2	4	4	4
CO3	4	3	4	3	4	4	3	3	4	4
CO4	3	3	4	3	4	3	2	4	4	4

Core Paper X

Research Methodology

Mapping of Course Outcome with Programe Outcome

PO-CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	4	3	4	3	4	4	2	3	4	4
CO2	4	3	4	3	4	3	2	4	4	4
CO3	3	3	4	3	4	4	2	3	4	4
CO4	3	3	4	3	4	3	2	4	4	4

Core Paper XI

INDIAN ECONOMY I
Mapping of Course Outcome with Programe Outcome

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PO-CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	4	3	4	3	4	4	2	3	4	4
CO2	4	3	4	3	4	3	2	4	4	4
CO3	3	3	4	3	4	4	2	3	4	4
CO4	3	3	4	3	4	3	2	4	4	4

Core Paper XII

DEVELOPMENT ECONOMICS I

Mapping of Course Outcome with Programe Outcome

PO-CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	4	3	4	3	4	4	2	3	4	4
CO2	4	3	4	3	4	3	2	4	4	4
CO3	3	3	4	3	4	4	2	3	4	4
CO4	3	3	4	3	4	3	2	4	4	4

Core Paper XIII

INDIAN ECONOMY II

Mapping of Course Outcome with Programe Outcome

PO-CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	4	3	4	3	4	4	2	3	4	4
CO2	4	3	4	3	4	3	2	4	4	4
CO3	3	3	4	3	4	4	2	3	4	4
CO4	3	3	4	3	4	3	2	4	4	4

Core Paper XIV

DEVELOPMENT ECONOMICS II

Mapping of Course Outcome with Programe Outcome

PO-CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	4	3	4	3	4	4	2	3	4	4
CO2	4	3	4	3	4	3	2	4	4	4
CO3	3	3	4	3	4	4	2	3	4	4
CO4	3	3	4	3	4	3	2	4	4	4

DSE Group I

Discipline Specific Elective Paper-1

PUBLIC ECONOMICS

Mapping of Course Outcome with Programe Outcome

PO-CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	4	3	4	3	4	4	2	3	4	4
CO2	4	3	4	3	4	3	2	4	4	4
CO3	3	3	4	3	4	4	2	3	4	4
CO4	3	3	4	3	4	3	2	4	4	4

Discipline Specific Elective Paper-2

INTRODUCTORY ECONOMETRICS

Mapping of Course Outcome with Programe Outcome

PO-CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	4	3	4	3	4	4	2	3	4	4
CO2	4	3	3	3	4	3	3	4	4	4
CO3	3	3	4	3	4	4	2	3	4	3
CO4	3	3	4	3	4	3	2	4	4	4

MONEY, BANKING AND FINANCIAL MARKET

Introduction:

This course exposes students to the theory and functioning of the monetary and financial sectors of the economy. It highlights the organization, structure and role of financial markets and institutions. It also discusses interest rates, monetary management and instruments of monetary control. Financial and banking sector reforms and monetary policy with special reference to India are also covered.

Mapping of Course Outcome with Programe Outcome

PO-CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	4	3	4	3	4	4	2	3	4	4
CO2	4	3	4	3	4	3	2	4	4	3
CO3	3	4	4	3	4	4	2	3	4	4
CO4	3	3	4	3	4	3	2	4	4	4

Unit I: Money

Definition and functions of money; Types of money: legal tender money and bank money, near money; Value of money and index number; construction of index number; WPI, CPI, PPI, GDP deflator, Cost of living index. Demand for money- Classical and Keynesian approaches, Patinkin and the Real Balance Effect;Friedman's Quantity theory of money. Supply of Money- Measures of money supply: M1,M2, M3and M4; High powered money and money multiplier.

Unit II: Commercial Banking

Meaning and types; Functions of commercial banks; the process of credit creation and its

Limitations**;** Balance sheet and portfolio management, Banking sector reforms in India; Lessons
from Global Financial Crisis and Policy Response in India.

Unit III: Central Banking
Functions of a central bank; Quantitative and qualitative methods of credit control; Central Bank'sSupervision
and prudential measures for Financial stability; current monetary policy of India,liquidity adjustment facility
(LAF) through Repo and reverse repo operation, MSF.
Unit IV: Financial Markets
Financial Market, Meaning, Types , Money market and Capital Market, Primary and Secondary
Market, Stock Exchanges, SEBI; Role of Financial Markets for Economic Development.
Text Book
☐L. M. Bhole and J. Mahukud, *Financial Institutions and Markets,* Tata McGraw Hill, 5th
edition, 2011.

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DSE Group II
Discipline Specific Elective Paper- 1

Environmental Economics

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Mapping of Course Outcome with Programe Outcome

PO-CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	4	3	4	3	4	4	2	3	4	4
CO2	4	3	4	3	4	3	2	4	4	4
CO3	3	3	4	3	4	4	2	3	4	4
CO4	3	3	4	3	4	3	2	4	4	4

Discipline Specific Elective Paper-2
DSE Paper – 4

DISSERTATION / RESEARCH PROJECT
(College can give this choice only for students with above 60% aggregate marks)

Mapping of Course Outcome with Programe Outcome

PO-CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	4	3	4	3	4	4	2	3	4	4
CO2	4	3	4	3	4	3	2	4	4	4
CO3	3	3	4	3	4	4	2	3	4	4
CO4	3	3	4	3	4	3	2	4	4	4

Generic Elective Paper I

INDIAN ECONOMY

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Mapping of Course Outcome with Programe Outcome

PO-CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	4	4	4	3	4	4	2	3	4	4
CO2	4	3	4	3	4	3	2	4	4	4
CO3	3	3	4	3	4	4	2	3	4	4
CO4	3	3	4	3	4	3	2	4	4	4

Generic Elective Paper II

INDIAN ECONOMY II

Introduction: : This paper is the part II of Indian economy deals with the external sector, financial markets in India, Indian Public Finances and Economic Reforms. This paper also throws some light on current challenges of Indian Economy.

Mapping of Course Outcome with Programe Outcome

PO CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	4	3	4	3	4	3	3	3	4	4
CO2	4	4	4	3	4	3	2	4	4	4
CO3	4	3	4	3	4	4	3	3	4	4
CO4	3	3	4	3	4	3	2	4	4	4

DEPARTMENT OF EDUCATION

Programme Outcomes

On completion of the programme, the students will be able to:

• PO1: Holistic development of students to create responsible citizenry through social, moral, Cultural, ethical and professional code of conduct.

• PO2: Pursue tech-pedagogical skills by applying critical thinking and analytical power in the field of education.

• PO3: Develop managerial, analytical, communicative, creative, employability and strategic skills to meet the ever changing challenges of the global scenario.

• PO4: Demonstrate advanced knowledge and awareness in the field of education.

• PO5: Review educational research critically and apply in day-to-day life.

• PO6: Evaluate the policies in socio-cultural context of education in India and global perspectives.

• PO7: Understand the learning models, evaluation techniques and implementation strategy in education.

• PO8: Develop essential skills to analyse and interpret data from qualitative and quantitative perspectives.

• PO9: acquired and apply the skills of academic writing for variety of audiences including peers, researchers, teachers and larger professional community.

• PO10: Learn to develop a sense of inclusive education practices.

Programme Specific Outcomes

On completion of the programme, the students will be able to:

• PSO1: Students can go further professional and advanced courses like B.Ed., B.P.Ed., M.A., MBA, Distance education, Adult education and Population education etc.

• PSO2: Acquired passion for interdisciplinary research perspectives like Sociology, Psychology, Philosophy, History, Economics and Political Science etc.

• PSO3: Acquired practical knowledge and skills from various field works, internship, research projects, Community activities, formal and non-formal interactive sessions.

• PSO4: Understand and develop new dimensions of knowledge by opting different open electives to meet the needs of the present society.

SEMESTER-I

Course Type: **HARD CORE**

Course Code: **HC-101 (Thoery)**

Course Title: **PHILOSOPHICAL AND SOCIOLOGICAL PERSPECTIVES OF EDUCATION**

Course Learning Outcomes (CLOs)

On completion of the course, the students will be able to:
CLO1: Establish relationship between Philosophy and education.
CLO2: Understand common characteristics of Indian Philosophy and western schools of philosophy.
CLO3: Describe the Indian schools of philosophy with its branches and contemporary theories of education.
CLO4: Appreciate the contribution of great thinkers to the field of education at national, international and local levels.
CLO5: Explain the relationship between sociology and education and the role of education in socialization process.
CLO6: Critically reflect upon different approaches to sociology of education, various sociological theories and their educational implications in light of constitutional values.

Course Type: **HARD CORE**

Course Code: **HC-102 (Theory)**

Course Title: **ADVANCED EDUCATIONAL PSYCHOLOGY**

Credits: 5	Mid Sem.: 30	End Sem.: 70	Full Marks: 100	Total Hours: 75

L	T	P	Credits
5	0	0	5

Course Objectives:

1. To make students understand the basic concepts of educational psychology.

2. To apply the key concepts of learning and motivation theories in classroom to attain desirable modification of behavior in learners.

3. To develop critical thinking among students on how to maintain mental health and self esteem.

Course Learning Outcomes (CLO)

On the completion of the course, the students will be able to:
CLO1: Understand the conecpt and key principles of different schools of psychology.
CLO2: Describe the contribution of different schools of psychology to education.
CLO3: Develop critical ideas on various theories of learning and   processes of learning with their educational implications.
CLO4: Explain the concept and theories of motivation.
CLO5: Develop insight into the theories and measurement of intelligence and creativity.
CLO6: Critically analyze the theories of personality from different perspectives.

Course Type: **HARD CORE**

Course Code: **HC-103**

Course Title: **EMERGING TRENDS AND ISSUES IN EDUCATION**

Credits: 5	Mid Sem.: 30	End Sem.: 70	Full Marks: 100	Total Hours: 75

L	T	P	Credits
5	0	0	5

Course Objectives

1. To acquaint the students about emerging trends and issues in education.

2. To develop an understanding among the students on current educational practices in the country.

3. To enhance critical thinking among the students how to reflect upon problems and issues at different levels of education.

Course Learning Outcomes (CLOs):

On the completion of the course the students will be able to;

CLO1: Understand the trends and issues in ECCE and Elementary school education.

CLO2: Analyze the roles of various Government sponsored initiatives in secondary education.

CLO3: Reflect upon scope and problems of Vocationalisation of secondary education.

CLO4: Develop critical ideas on different current policies and practices in higher education.

CLO5: Examine role and functions of various bodies for ensuring quality higher education.

CLO6: Critically analyze the NEP-2020 and its perspectives.

CLO7: Explain emerging trends and concerns in education.

Course Type: **HARD CORE**

Course Code: **HC-104 (Practical)**

Course Title: **PROJECT ON EDUCATION AND COMMUNITY ACTIVITIES**

Credits: 5	Mid Sem.: 30 Marks	End Sem.: 70 Marks	Full Marks: 100	Total Hours: 75

L	T	P	Credits
0	0	5	5

Course Objectives:

1. To acquaint the students about different practical projects in education.

2. To develop skills among the students in writing project reports on emergning concepts based the course.

3. To enhance skills among the students how to preparation of achievement test on any subject.

Course Learning Outcomes (CLOs):

At the end of the course, the students will be able to:

CLO1: Construct different psychological tests and their purpose of application.

CLO2: Develop skills for the administration and interpretation of psychological tools.

CLO3: Conduct case studies and surveys on various areas of education, various programmes, practices and community resources.

CLO4: Organise and participate in community awareness programmes and activities.

CLO5: Explore opportunities for bringing improvement among special children.

CLO6: Prepare project reports on the above activities.

Course Type: **ALLIED CORE**

Course Code: **AC-101 (Theory +Pratical)**

Course Title: **COMPUTER APPLICATIONS IN TEACHING LEARNING**

(Common for All P.G. students)

Credits: 03	Marks: 50	Mid-Sem 10 + Pract. 10 = 20 marks	End Sem: 30 Marks	Total Hours: 45

Course Objectives:

1. To provide basic knowledge to students on computer applications essential for teaching learning in higher education.
2. To make the students understand the e-learning and its applications.
3. To impart knowledge to students on Trends in Teaching Learning Practices.

Course Learning Outcomes (CLOs):

At the end of the course, the students will be able to:

CLO1: Learn basis of Basics of MS Windows. (Remembering)
CLO2: Demonstrate basic understanding of computer applications with reference to MS Windows, MS excel and MS PowerPoint. (Applying)
CLO3: Generate spreadsheets, charts and presentations. (Creating)
CLO4: Design personal, academic and business documents using MS Office. (Creating)
CLO5: Model the modes of development of self-learning materials and prepare different types of instructional material. (Applying)
CLO6: Explain different OERs, MOOCs available for effective learning. (Understanding)
CLO7: Develop learners' e-portfolios. (Creating)
CLO8: Classify various e-resources for effective learning. (Analyzing)
CLO9: Describe the concept of artificial intelligence and its applications in teaching learning. (Understanding)
CLO10: Determine similarity index of the various documents like dissertations, theses etc. through plagiarism testing software. (Evaluating)

SEMESTER-II

Course Type: **HARD CORE**

Course Code: **HC-201 (Theory)**

Course Title: **EDUCATIONAL RESEARCH: QUANTITATIVE PERSPECTIVE AND STATISTICS**

Course Learning Outcomes (CLOs)
On completion of the course, the students will be able to:
CLO1: Describe the concept, nature and scope of educational research.
CLO2: Differentiate basic, applied and action research.
CLO3: Conduct a literature search and develop a research proposal
CLO4: Formulate hypotheses for their studies.
CLO5: Explain various research designs for educational research.
CLO6: Select a design appropriate for a research study.
CLO7: Define population and sample for the study.
CLO8: Decide appropriate sampling techniques and tools to their study.
CLO9: Employ relevant descriptive statistical techniques for analyzing the data.
CLO10: Use inferential statistical techniques for analyzing the data.

Course Type: **HARD CORE**

Course Code: **HC-202 (Theory)**

Course Title: **CURRICULUM DEVELOPMENT**

Course Learning Outcomes (CLOs)

On completion of the course the students will be able to:

CLO1: Explalin the concept and bases of curriculum development.
CLO2: Critically examine role of different bodies for curriculum development**.**
CLO3: Analyze the principles of curriculum development.
CLO4: Describe types of curriculum designs and CBCS.
CLO5: Differentiate models and changes of curriculum development.
CLO6: Draw ideas on the processes and dimensions involved in the curriculum development**.**
CLO7: Differentiate types of curriculums designing and its application.
CLO8: Develop skills to evaluate different types of curriculums.

Course Type: **HARD CORE**
Course Code: **HC-203 (Theory)**

Course Title: **ASSESSMENT AND EVALUATION IN EDUCATION**

Course Learning Outcomes (CLOs)

On completion of the course, the students will be able to:

CLO1: Describe the paradigm shift approaches of assessment from behaviouristic to constructivist approach.
CLO2: Distinguish among measurement, assessment and evaluation.
CLO3: Explain different characteristics of tests.
CLO4: Use wide range of assessment tools, and techniques and construct these appropriately.
CLO5: Calculate item difficulty and discrimination of a test item.
CLO6: Prepare a good achievement test on any school subject.
CLO7: Ellaborate the importance of various psychological tests in assessment process.
CLO8: Understand grading and scoring; semester system and annual system of examination.
CLO9: Critically appraise constructivist evaluation processes.
CLO10: Understad systemic reforms in examination.

Course Type: **HARD CORE**
Course Code: **HC-204 (Practical)**
Course Title: **ACADEMIC TECHNICAL WRITING AND SEMINAR PRESENTATION**

Course Learning Outcomes (CLOs)

On completion of the course, the students will be able to:

CLO1: Describe the meaning, nature and importance of academic writing.
CLO2: Develop the skill of review of books, articles etc.
CLO3: Experience the process of writing and publication
CLO4: Understand process of citation, Impact factor and h-index calculation.
CLO5: Develop skill of writing original manuscripts free from plagiarism.
CLO6: Write papers for presentation in seminars/conferences.

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Course Type: **CORE ELECTIVE**
Course Code: **CE-204 (Theory)**
(A student has to opt any one)

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A. Course Title: PEDAGOGY OF ENGLISH
B. Course Title: PEDAGOGY OF ODIA
C. Course Title: PEDAGOGY OF SOCIAL SCIENCE

Course Learning Outcomes (CLOs):

On completion of the course, the students will be able to:

CLO1: Explain the place of English language in school curriculum.
CLO2: Analyze various policy perspectives with regard to English language teaching in India.
CLO3: Describe various pedagogical approaches to English language teaching.
CLO4: Understand different language skills in teaching-learning process.
CLO5: Prepare subject specific lesson plan for improvement of language skills.
CLO6: Use various TLMs for effective teaching-learning in English.
CLO7: Plan and construct test to assess various language skills.

Course Learning Outcomes (CLOs):

On completion of the course, the students will be able to:

CLO1: Explain the concept of Mother Tongue.
CLO2: Justify the importance of teaching Mother Tongue (Odia) at different stages.
CLO3: Describe various pedagogical approaches of language teaching.
CLO4: Prepare subject specific lesson plan for improvement of language skills.
CLO5: Plan and construct test to assess various language skills.
CLO6: Use various TLMs for effective teaching-learning in Odia.
CLO7: Conceptualize the elements of Odia language and syntax processes.

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A. Course Title: **PEDAGOGY OF SOCIAL SCIENCE**

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Course Learning Outcomes (CLOs):

On completion of the course, the students will be able to:

CLO1: Explain the place of Social Science in school curriculum.
CLO2: Acquaint themselves with different methods, approaches, and techniques of teaching learning in Social Science.
CLO3: Prepare subject specific lesson plan for Social Science.
CLO4: Prepare and use various teaching aids for effective teaching-learning in Social Science.
CLO5: Formulate curriculum in Social Sciences.
CLO6: Analyze textbooks in Social Sciences.
CLO7: Plan and construct tests in different subjects of Social Science.

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Course Type: **OPEN ELECTIVE**
Course Code: **OE-201 (Theory)**
Course Title: **PEDAGOGICAL PERSPECTIVES IN EDUCATION**
(Open for other P.G. students)

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Course Learning Outcomes (CLOs):

On the completion of the course, the students will be able to;

CLO1: Explore the pedagogical skills in teaching and assessment techniques.
CLO2: Understand the principles and levels of teaching.
CLO3: Analyze various classroom management techniques.
CLO4: Execute skills of teaching in classroom.

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SEMESTER-III

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Course Type: **HARD CORE**

Course Code: **HC-301 (Theory)**

Course Title: **EDUCATIONAL RESEARCH: QUALITATIVE PERSPECTIVE**

Course Learning Outcomes (CLOs):

On completion of the course, the students will be able to:

CLO1: Explain importance of qualitative research in education.
CLO2: Conceptualise the nature of different types of Researches in Education.
CLO3: Situate them in a research perspective(s).
CLO4: Select the suitable problem for qualitative research.
CLO5: Explore the basic issues that confront qualitative researchers.
CLO6: Critically think on doing and evaluating Qualitative Inquiry.
CLO7: Analysing qualitaive data through computer software.
CLO8: Establishing authenticity of qualitative data.
CLO9: Write qualitative research report.

CLO10: Understad process of qualitative data collection.

Course Type: **HARD CORE**

Course Code: **HC-302 (Theory)**

Course Title: **ICT IN EDUCATION**

Course Learning Outcomes (CLOs):

On the completion of the course the students will be able to:

CLO1: Explain the nature, scope and importance of Educational Technology and ICT.
CLO2: Reflect upon various models of teaching along with their educational implications.
CLO3: Develop e-content and MOOCs in education.
CLO4: Understand the application of computers in education.
CLO5: Use e- learning tools in teaching learning and research.
CLO6: Share information and ideas through blogs and chatting groups.
CLO7: Analyse the social, ethical, and legal issues related to technology.

Course Type: **HARD CORE**

Course Code: **HC-303 (Practical)**

Course Title: **RESEARCH PROPOSAL, REVIEW OF RELATED LITERATURE AND TOOLS**

Course Learning Outcomes (CLOs):

At the end of the course, the students will be able to:

CLO1: Select a suitable research problem in an emerging area of education.
CLO2: Review the related literature in the topic of research.
CLO3: Find out a research gap from after conducting review of related litrature.
CLO4: Prepare a research proposal on the topic of research.
CLO5: Develop tools like questionnaire, interview schedule, rating scale, Guidelines for FGD etc. for collection of data.
CLO6: Choose appropriate standardised research tool(s) as applicable for the study.

Course Type: **CORE ELECTIVE**
Course Code: **CE-301 (Theory)**
(A student has to opt any one)
　　A. Course Title: INCLUSIVE EDUCATION
　　B. Course Title: EARLY CHILDHOOD CARE AND EDUCATION
　　C. Course Title: WOMEN EDUCATION

　　A. Course Title: **INCLUSIVE EDUCATION**

CO**Course Learning Outcomes (CLOs)**

On the completion of the course, the students will be able to:

CLO1: Identify the assumptions of disability underlying current general and special education practices.

CLO2: Analyze the policy perspectives for disable children at national and international level.
CLO3: Understand the educational needs of learners with disabilities.
CLO4: Explore and utilize pedagogical approaches that can support students with a variety of learning profiles in respectful ways.
CLO5: Examine various support services and collaboration for inclusive education.

　　B. Course Title: **EARLY CHILDHOOD CARE AND EDUCATION**

Course Learning Outcomes (CLOs):

On the completion of the course, the students will be able to:

CLO1: Understand the need and significance of early childhood care and education.
CLO2: Explain the contribution of thinkers of education to ECCE.
CLO3: Critically analyze the policy perspectives on ECCE in India and world
CLO4: Reflect upon the scope and problems of quality dimensions in ECCE.
CLO5: Examine the socio-emotional dimensions of curriculum at early stages of education.
CLO6: Explain emerging trends and concerns in ECCE.
CLO7: Develop knowledge and skill for research and evaluation in ECCE.

C. Course Title: **WOMEN EDUCATION**

Course Learning Outcomes (CLOs):
On the completion of the course the students will be able to:
CLO1: Conceptualize the socio-cultural aspects of women education
CLO2: Understand the historical development of women education through the ages.
CLO3: Critically analyze the current status of women in society.
CLO4: Carry out plans for women empowerment.
CLO5: Reflect upon various problems and issues of girls and women in society.
CLO6: Develop knowledge and skill for research in women education.
CLO7: Appreciate the contribution of women towards social change and social reforms.

Course Type: **CORE ELECTIVE**
Course Code: **CE-302 (Theory)**

A. Course Title: **EDUCATIONAL MANAGEMENT**

Course Learning Outcomes (CLOs)
On completion of the course the students will be able to:
CLO1: Understand the concept and scope of educational management
CLO2: Explore the concept and styles of leadership, administration process and approaches to it
CLO3: Critically examine the concept of quality management with both national and international perspectives through the ways of quality gurus
CLO4: Explain the concept of educational planning, process and approaches
CLO5: Analyse the management of state agencies of education with quality assurance

B. Course Title: **TEACHER EDUCATION**

Course Learning Outcomes (CLOs)
On completion of the course, the students will be able to;
CLO1: Explain concept, aims and objectives of teacher education at different levels.
CLO2: Narrate pre-service and in-service teacher education programme at different stage
CLO3: Describe the functions of the institutions and agencies of teacher education
CLO4: Describe the approaches to teacher education and teacher's capacity building professionally.
CLO5: Justify teaching as a profession and code of professional ethics of teachers and teacher educators.
CLO6: Understand the problems and research trends in teacher education.

C. Course Title: **OPEN AND DISTANCE LEARNING**

Course Learning Outcomes (CLOs):
On completion of the course the students will be able to:
CLO1: Explain the concept, epistemology and theories of distance education
CLO2: Discuss the historical perspective and status of distance education.
CLO3: Narrate the concept of distance learners, process and pedagogy of distance learning with challenges in quality assurance in it.
CLO4: Critically examine the instructional process in distance learning.
CLO5: Identify the concept, need, barriers and communication process of counselling in distance education.
CLO6: Describe the comprehensive and continuous evaluation in distance education.

Course Type: **FIELD INTERNSHIP**

Course Code: **FI-301**

Course Title: **FIELD INTERNSHIP IN EDUCATION**

At the end of the course, the students will be able to:

CLO1: Critically analyze the administrative activities of secondary teacher education programme/Secondary school practices/Higher secondary school practices.
CLO2: Discuss the process of curriculum designing and development.
CLO3: Explain evaluation of training processes in in-service centers.
CLO4: Assess the outcomes of training programs.
CLO5: Practice innovative teaching techniques and evaluation in secondary teacher education programme/Secondary school practices/Higher secondary school practices.

SEMESTER-IV

Course Type: **HARD CORE**

Course Code: **HC-401 (Theory)**

Course Title: **HISTORICAL BASES OF EDUCATION**

Course Learning Outcomes (CLOs):

On completion of the course the students will be able to:

CLO1: Critically examine the ancient system of education.

CLO2: Analyze the impact of ancient educational system on the present educational system.
CLO3: Understand the educational development in medieval India.
CLO4: Evaluate the impact of British educational system on Indian education system.
CLO5: Acquaint them the reports of different commissions on educational improvement in the country.
CLO6: Discuss the different intervening programmes taken by the government with latest major initiatives to achieve nation aims of education.

Course Type: **HARD CORE**

Course Code: **HC-402 (Practical)**

Course Title: **SELF DEVELOPMENT**

Course Learning Outcomes (CLOs):

On completion of the course, students will be able to;

CLO1: Identify personality traits, values, skills and interests.
CLO2: Gain self-awareness and emotional awareness.
CLO3: Manage time effectively.
CLO4: Exhibit the qualities of a professional teacher.
CLO5: Develop sensitivity towards socio-cultural issues.
CLO6: Demonstrate critical thinking and creative problem-solving skills
CLO7: Analyse situations, think possible choices and take appropriate decisions.

Course Type: **HARD CORE**

Course Code: **HC-403**

Course Title: **DISSERTATION**

Course Learning Outcomes (CLOs):

At the end of the course, the students will be able to:

CLO1: Conduct research independently on an educational problem.
CLO2: Develop analytical skills and logical thinking in the process of conducting research.
CLO3: Understand the implications of educational research in generating new knowledge.
CLO4: Prepare a research report.

Course Type: **CORE ELECTIVE**

Course Code: **CE-401 (Theory)**

A. Course Title: **COMPARATIVE EDUCATION**

Course Learning Outcomes (CLOs):
On completion of the course, the students will be able to:
CLO1: Develop understanding about comparative education, its conceptual framework and relevance.
CLO2: Critically examine the different approaches in comparative education.
CLO3: Acquire knowledge to examine the education systems in relation to other countries and international standards.
CLO4: Comprehend the system of education in India and other countries like USA, South Korea in particular.
CLO5: Improve the skills necessary for working with international databases, to critically reflect and to analyze the educational systems from a comparative perspective.

CLO6: Suggest various qualitative measures to improve the quality of Indian education system.

B. Course Title: **PEACE AND HUMAN RIGHTS EDUCATION**

Course Learning Outcomes (CLOs):
On the completion of the course, the students will be able to;
CLO1: Understand the need of peace education in life and role of education for the establishment of world peace.
CLO2: Critically examine the aspects of conflicts management, results of conflicts and role of world community.
CLO3: Explain the importance of human rights and education at different level of education.
CLO4: Locate the most vulnerable human rights violation places nearby and visit to gain direct experience.
CLO5: Discuss the reports of different commissions and role of eminent personalities for the establishment of world peace.

C. Course Title: **GUIDANCE AND COUNSELLING IN EDUCATION**

Course Learning Outcomes (CLOs):
On completion of the course the students will be able to:
CLO1: Describe the concept, nature and purpose of guidance and counselling.
CLO2: Understand the techniques and theories of counselling.
CLO3: Identify the concept and technique of group and individual guidance.
CLO4: Develop skills for guidance and counseling in secondary schools

DEPARTMENT OF HISTORY

Programme Outcome

PO1: Critical Thinking: Students will have the capability to apply analytic thought to a body of knowledge; analyse and evaluate evidence, arguments, claims, and beliefs on the basis of empirical evidence; identify relevant assumptions or implications;formulate coherent arguments; critically evaluate practices, policies and theories by following scientific approach to knowledge development

PO2: Effective Communication: Students will acquire the ability to express thoughts and ideas effectively in writing and orally in English and regional and make meaningful interpretation by people, ideas, books, media and technology.

PO3: Social Interaction: Elicit views of others, mediate disagreements and help reach conclusions in group settings.

PO4: Effective Citizenship: Demonstrate empathetic social concern and equity centred national development, and the ability to act with an informed awareness of issues and participate in civic life through volunteering.

PO5: Values and Ethics: Recognize different value systems including own, understand the moral dimensions of different decisions, and accept responsibility for them.

PO6: Environment and Sustainability: Understand the issues of environmental contexts

and sustainable development.

PO7: Self-directed and Life-long Learning: Acquire the ability to engage in independent

and life-long learning in the broadest context of socio-technological changes

Programme Specific Learning Outcome
Students enrolled in the program complete a curriculum that exposes and trains students in a full range of essential skills and abilities. They will have the opportunity to master the following objectives.

1. PSO1: To learn a basic narrative of historical events in a specific region of the world in a
2. specific time frame.
3. PSO2: To articulate factual & contextual knowledge of specific places & times, to make
4. careful comparisons (across time, space & culture).
5. PSO3: The ability to use bibliographical tools for the advanced study of history.
6. PSO4: To understand & evaluate different historical ideas, various arguments and point of view.
7. PSO5: To develop an appreciation of themselves & of other through the study of the past in
8. local, regional, national and global context.
9. PSO6: It in stills an appreciation of the uniqueness of visual evidence and cultivate the skill of using visual evidence to understand human activity of the recent and distant past.

CORE PAPER I: History of India-I	
Course Objectives	**Course Outcomes**
What were the major changes in Indian histor and how did they come about?	**CO1 Describe the antiquity of India's past an methods of construction of past**
What were the particular institutions and cultural elements in Indian society which may be considered different from those in other societies?	**CO2 Describe the different sources which ar scientifically corroborated to construct th past**
Students will acquire knowledge regarding th early life and socio-cultural status of the peopl of ancient India. They can gather knowledge about the society, culture, religion and politica history of Ancient India. They will learn abou trade and urbanization of ancient civilization, like Harappan Civilization, Vedic civilization etc	**CO3 Describe the beginning of farmin communities and scientific methods whic have come up in recent years**
Students will be oriented to appreciate the changes and continuity in ancient India an also **learn about how various sources which are corroborated in order to construct the history of Ancient India**	**CO4 Understand the archaeologica reconstruction of Indus valley civilization an high degree of civic governance and uniformit in planning**
	CO5 Understand the Vedic roots of Indi civilisation

CORE PAPER II: Social Formations and Cultural Patterns of the Ancient World	

Course Objectives	**Course Outcomes**
They can acquire knowledge about the Ancien Greek polities, society and cultural life.	**CO1 Critical understanding on th interdisciplinary in understanding th evolution of homo sapiens**
Students will be able to understand the evolution of human society & how the society of agricultural and Animal husbandry ha begun in ancient times.	**CO2 Develop team spirit to make grou presentation on Migration, evolution, too technology**
They also learn how the human society had transformed from nomadic to civilized societ in **Ancient history of the World.**	**CO3 Skill in developing prehistoric too technology**

	CO4 Develop appreciation of the globa heritage
	CO5 Appreciate the difference betwee Senatorial democracy and popular democrac of Rome and Greece respectively

CORE PAPER III: History of India-II (300BCE-750CE)

Course Objectives	Course Outcomes
To make students appreciate the emergence o Asokan empire. Critically understand socio economic and political changes ushered b them	CO1 Students will be able to understand th linkages between social, political, economi and cultural processes of History
Understand the emergence of state system i the Deccan and Odisha in the post Mauryan perio	CO2 They will be able to appreciate the contex and the structure of the Mauryan empire an the policy of Asoka in a multicultural past o India
Understand the contribution of central Asia tribes such as Kushanas to the making pluralistic India which had integrated with th wider world.	CO3 Able to identify various Indo Greek Coin
Such integration led to the widening of th Indic sphere of Influence	CO4 Students will be able to understand th nature of Puranic religion and how Puranic agamic religion created a sacred geography o India
Make students appreciate the changes and excellences in various spheres in the Gupt period	
Understand the changes and continuitie between ancient India and the beginning o early medieval, especially the beginning o Samanta system	
CORE PAPER IV: Social Formations and Cultural Patterns of the Ancient and Medieva World-II	
Course Objectives	Course Outcomes
The Course seeks to develop a historica understanding of the major developments i some parts of the Ancient and Medieval world.	CO1 Upon completion of this course th student shall be able to: Identify the main historical developments in Ancient Greece and Rome.
It gives scope for understanding the subject o slavery in its varied dimensions in the Ancien world. One of the objectives of the course is t	CO2 Gain an understanding of th restructuring of state and society from tribe-based polities to

highlight the interconnectedness of Greek an Roman religion, culture and society. W discuss the Medieval world in the Course b analysing the nature of European 'feudal society and economy of the 8th to the 14t centuries.	those based on territorial identity and citizenship.
Explores the process of emregnce o Christiandom and Papacy and the2nd Order	CO3 Trace the emergence an institutionalization of social hierarchies an marginalization of dissent.
The objective of paper is to the making of th Three orders in Medieval Europe. By studyin how the European social world shaped into a intricate structure comprising powerfu institutions like monarchy and the Church.	CO4 Explain the trends in the medieva economy.
The Course provides a scope to understand th medieval economy of Western Europe particularly through its agrarian dimensions and relatively newer labour systems lik serfdom.	CO5 Analyse the rise of Islam and the mov towards state formation in West Asia.
And finally, the Course allows a undergraduate student to reflect on question related to the emergence and spread of Islam An enquiry into the role that it played in th transformation of a tribal identity to a Calipha State in West Asia from the 7th to the 9 centuries widens the quest for 'training students to understand the long-term historica processes.	CO6 Understand the role of religion and othe cultural practices in community organisation.

CORE PAPER V: History of India- III (750-1206)	
Course Objectives	Course Outcomes
Students will learn about the rise & growth of the Gupta's Empire in ancient India and the rise of regional Kingdoms in different parts of India after downfall of the Empire.	CO1 Understand the new periodisation and it basis
They can acquire knowledge about the society, economy and culture in early medieval India and can gather knowledge towards the Arabs Conquest of Northern part of India from this paper.	CO2 critical analysis of the relation betwee political realm and religious realm
Knowledge about the religious and Cultural changing scenarios especially impact bhakti cult and Tantricism.	CO3 interrelation between economy, society polity and culture in the making of vernacula region
With its focus on multiple historiographical approaches to various issues of historical significance during this period, the course	CO4 Debates the emergence of medieval socia order, including condition of peasantry

will also apprise students of the divergent ways in which historians approach, read and interpret their sources.	
The paper debates about urban decay and emergence of new kind of cities in early medieval	CO5 Discusses the nature of brahmanica social order and relations with law book which reinforced an andocentric brahmanica social order
	CO6 Explain, in an interconnected manner the processes of state formation, agraria expansion, proliferation of caste and urban a well as commercial processes.
	CO7 Discuss the major currents o development in the cultural sphere, namel bhakti movement, Puranic Hinduism Tantricism, architecture and art as well as th emergence of a number 'regional' languages.

CORE PAPER VI: Rise of the Modern West-I

Course Objectives	Course Outcomes
The focus of the course is on transition from feudalism to capitalism in Europe.	CO1 Upon completion of this course th student shall be able to: Outline importan changes that took place in Europe from th medieval period.
The paper familiarises the student with important transitions and transformations in the economy, polity, and socio-cultural life from late medieval period to 1600 in various parts of Europe.	CO2 Acquire an integrated approach to th study of economic, social, political and cultura developments in Europe.
The course shall critically examine the dynamics of economic and political power within Europe, and contact with the New World. The processes by which Europe's economy benefited from colonial expansion and exploitation of indigenous and slave labour will be explained.	CO3 Explain the processes by which majo transitions occurred in Europe's economy state forms, social structure and cultural life Examine elements of early modernity in thes spheres.
Students shall also engage with continuities and changes in intellectual and artistic realms; the social and economic milieu which influenced developments in religion.	CO4 Critically analyse linkages betwee Europe's state system and trade and empire.
Will understand the emergence of nation state in the aftermath of 100 year religious War	CO5 Understand the historically contingen nature of nation state in history and its locus i the Western Europe

CORE PAPER VII: History of India IV (c.1206- 1526)

Course Objectives	Course Outcomes

It provides them with a basic understanding o the political, economic and socio-cultural processes of the time especially with reference to Rajput polities, Gujarat sultanate, Vijayanagara state as well as the Delhi Sultanate. Sufism and major trends in bhakti 'movement' are explained to the students.	CO1 On completion of this course, the student shall be able to: Discuss different kinds o sources available for writing histories o various aspects of life during the thirteenth t the fifteenth centuries.
Learners are also encouraged to engage with diverse corpus of sources available t historians for the period under study.	CO2 Critically evaluate the multipl perspectives from which historians hav studied the politics, cultural developments an economic trends in India during the period o study.
The objective of the course is to understand th nature of sources and nature of historical construction by analyzing tarikh tradition an historical construction by colonial, Marxis and nationalist historians	CO3 Appreciate the ways in whic technological changes, commercia developments and challenges to patriarchy b certain women shaped the times.
	CO4 Critically evaluate the way uncritica acceptance of a particular genre of historica sources would lead to a linear flat historica construction
CORE PAPER VIII: Rise of the Modern West- II	
Course Objectives	**Course Outcomes**
The paper is oriented to make students understand the making of modern Europe an growth of institutions in western Europe in its march towards modernity.	CO1 Upon completion of this course th student shall be able to: Explain majo economic, social, political and intellectua developments in Europe during the 17th an 18th centuries.
This paper offers an in-depth historica analysis of economic, political and social transformations in Europe during the 17th an 18th centuries. Cyclical and secular trends in history, important political shifts, modern scientific views, and intellectual developments of the 17th and 18th centuries will be analysed closely.	CO2 Contextualize elements of modernity i these realms.
The paper will trace the development of socio economic and technological forces which wen into the making of the Industrial Revolution i late 18th century Britain.	CO3 Discuss the features of Europe's econom and origins of the Industrial Revolution.
The role of trade and empire, colonial networks, and slavery will be examined to emphasize their contribution to industrial capitalism.	CO4 Analyse the relationship between trade empire, and slavery and industrial capitalism.

The course paper deals with the divergence debate will further help draw parallels and subsequent differences between Europe and Asia, and broaden our understanding of early modern Europe.	CO5 Examine the divergence debate i.e th trajectory of History of western Europe an Asia and Africa

CORE PAPER IX: History of India V (c.1526- 1750)

Course Objectives	Course Outcomes
The course intend to engage students into a critical discussion of political, institutional and cultural processes that led to the establishment and consolidation of the Mughal state in India.	CO1 Upon completion of this course th student shall be able to: Critically evaluat major sources available in Persian an vernacular languages for the period unde study
The students would familiarise themselves with the nature and variety of sources as well as the diverse and uneven ways in which historians have treated and interpreted them	CO2 Compare, discuss and examine the varie scholarly perspectives on the issues of th establishment, consolidation and nature of th Mughal state.
The Paper makes students appreciate students on the political, fiscal, revenue and other measures of the Moghuls that led to stable political entity called Moghul empire	CO3 Explain the changes and continuities i agrarian relations, land revenue regimes Bhakti and Sufi traditions
The paper deals with in other geographies of the Indian subcontinent that were not ruled by the Mughals in the sixteenth century	CO4 Discuss how different means such a visual culture was used to articulate authorit by the rulers
	CO5 Discern the nuances of the process of stat formation in the areas beyond the direc control of the Mughal state.

CORE PAPER X: Historical Theories and Methods

Course Objectives	Course Outcomes
It explain the major interpretive frameworks that guide modern historical writings and Identify the key elements of major contemporary theories of History.	CO1 Cognitive competence by understandin the theoretical underpinning of historica construction
Students will learn to evaluate the similarities and differences between historical theories and identify the central issues and problems that a particular historical theory addresses.	CO2 Analyse the changing discourse of histor
Students will also learn the use of appropriate analytical language in discussing historical interpretations and can formulate interpretation in historical narratives.	CO3 Critical aptitude about the nature an authenticity of sources
	CO4 Understand how historical theorie shaped historical narrative in different period
	CO5 Appreciate the evolution of the disciplin of history as Humanities Subject to that of Social science discipline to integration o

	arcaheometry and other natural sciences in th construction of past
CORE PAPER XI: History of Modern Europe- I (c. 1780-1880)	
Course Objectives	**Course Outcomes**
They will learn about the French Revolution and its impact of European countries. Unity and power Makes people to strength which has showed in the French revolution in 1789.	CO1 At the end of the course students will b able to Identify what is meant by the Frenc Revolution.
It shall also trace the patterns and outcomes of social upheaval throughout Europe in the first half of 19th century.	CO2 Trace short-term and long-term repercussions of revolutionary regimes an Empire-building by France.
The debates on the development and impact of industrial capitalism shall be discussed.	CO3 Understand ideological alternatives to th ideology of capitalism
The birth of new social movements, political ideas and structures shall be contextualised within developing capitalism of the nineteenth century.	CO4 Delineate diverse patterns o industrialization in Europe and assess the social impact of capitalis industrialization.
The paper intends to explore the relation between Capitalism and Imperialism and imperial conflict and discusses theories such as theory of Lenin, Hobson and Rosa Luxemburg	CO5 Students will analyse the debates o Capitalism, development theories and conflict
Students will know about alternative to Capitalism such as Socialism, Nihilism, Anarchism	CO6 Analyse patterns of resistance t industrial capital and the emerging political assertions by new socia classes
CORE PAPER XII: History of India VII (c. 1750- 1857)	
Course Objectives	**Course Outcomes**
Students of history will learn how to raise regional powers in India after the downfall of the Mughal Empire and in the course of time how to rise of the Company's absolute power in India.	CO1 Appreciate the relation betwee capitalism and colonialism in the context of colonial country like India
They can understand about the colonial nature of state during 200 years rule of the British power in this land.	CO2 Understand the domestic politica economic and foreign policy that operate from the standpoint of the British Imperialism
They can gather knowledge about how the Indian society, politics, religion and economy had changed during the Company's rule in India.	CO3 Analyse the discourses of Development b the Raj and the incidental benefits of suc development on national consciousness
They will understand how the company's economic exploitation made Indian revolutionary against the British rule.	CO4 Critically examines the coercive an hegemonic basis of the Raj
That ultimately paved the background of the Great Revolt of 1857.	CO5 Students will be able to develop team t discuss on the nature of 1857 Revolt
CORE PAPER XIII: History of India VIII (c. 1857- 1950)	

Course Objectives	Course Outcomes
Students can acquire vast knowledge on local rebellion and movements like the Indigo rebellion, the Deccan Riots, the growth of the new middle class; the age of associations, the Aligarh movement, the Arya and th Prarthana Samaj aftermath of 1857.	CO1 After successful completion of the course the students will be able to: Identify how different regional, religious, linguistic an gender identities developed in the late 19th an early 20th centuries.
They will learn the real historiography o Indian Nationalism; Birth of Indian Nationa Congress, The Moderates and the Extremists, Partition o Bengal, the Swadeshi movement in Bengal in 1905.	CO2 Outline the social and economic facets o colonial India and their influence on th national movement.
They can acquire knowledge how to rise of Gandhis power in Indian politics and his activities towards the freedom like, Rowlatt Satyagraha, Khilafat and Non-cooperation movement, The Swarajya party, Poona Pact, Civil Disobedience Movement, Quit India Movement.	CO3 Explain the various trends of anti colonial struggles in colonial India.
They also learn how to raise communal politic and opposition politics on the eve of the Freedom movement in India and aftermath of partition in India	CO4 Analyse the complex development leading to communal violence and Partition.
The paper deals with the making of independence and Constitutionmaking in search of an equalitariana democratic society	CO5 Discuss the negotiations fo independence, the key debates on th Constitution and need for socio-economi restructuring soon after independence
CORE PAPER XIV: History of Modern Europe II (c. 1880- 1939)	
Course Objectives	Course Outcomes
Students will learn about the post-war developments of Social, Political and Economi scenarios of the World and decolonization an the emergence of the Third world.	CO1 Upon completion of this course th student shall be able to: . Trace varieties o nationalists and the processes by which new nation-states were carved out.
They will learn about changing world politica scenarios and emerging trends in culture, media and Revolution among European countries.	CO2 Discuss the peculiarities of th disintegration of large empires and remakin of Europe's map.
It deals with the nature and impact of Imperialism between the two wars	CO3 Deliberate on the meaning of imperialism and the manifestations of imperialist rivalr and expansion in the 19th and early 20t century.
It deals with rise of Totalitarian regimes	CO4 Analyze the conflict between radical an conservative forces and the gradua

	consolidation of ultra-nationalist and authoritarian regimes in Europe.
The paper deals with new movements in art and literature such as existentialism	CO5 Contextualize major currents in th intellectual sphere and arts

DISCIPLINE SPECIFIC ELECTIVE PAPER I: History and Culture of Orissa I

Course Objectives	Course Outcomes
Students will be able to understand history and culture of ancient Odisha and will know regional geography of ancient Odisha .	CO1 The students will understand th difference between Historical regions an present day administrative regions
Students will be able to understand history and culture of ancient Odisha and will know regional geography of ancient Odisha	CO2 Students will develop teams to discuss an present various archaeological sites of earl historical Odisha
The paper deals with local sub regional and regional State formations from the Post Gupta period	CO3 Students will understand the process o the making of the historical region of Oriss through the intertwined process of land grants peasant caste, integration of cult
The course offers learning on rise of brahmanical order and transformation of a tribal society	CO4 Students will analyse the nature o devadana, agrahara, brahmaadeya as wel migration of brahmins
The paper deals with the Ganga and Gajapatis and emergence of unified polity and unified cult of Jaganatha	CO5 The paper will enhance communicatio and presentation and analytical skill a students make presentation on Gajapat kingship and cult of Jagannatha

DISCIPLINE SPECIFIC ELECTIVE PAPER II: History and Culture of Orissa II

Course Objectives	Course Outcomes
This course paper will make the students familiar with the political and administrative history of the Afghans, Mughals and the Marathas in Odisha.	CO1 At the end of the course students will b able appreciate the impact of Moghul an Maratha rule on the structure of Gajapat kingship
This will also help in understand and assess the nature, causes and impact of the several resistance movements in the 19th century Odisha with a special reference to the Paik rebellion of 1817.	CO2 Students will be able analyse the nature o insurgency of the subaltern class
The paper will critically evaluate the process through which Odia nationalism grew	CO3 Debate about the nature and consequenc of Odia nationalism and its basis
The paper also maps the growth of regional and national consciousness in odisha	CO4 Students will analyse the tropes o nationalism and region in core and margina areas of Odiya speaking people
It explores the process of the merger of princely states and the interrogates the basis of linguistic nationalism	CO5 Students will understand the process o the making of the present day administrativ boundary of Odisha

DISCIPLINE SPECIFIC ELECTIVE PAPER III: History and Culture of Orissa III

Course Objectives	Course Outcomes

This paper contextualizes the emergence and spread of Puranic religions	CO1 Student analyses the process of integration of tribal cult into the brahmanical religions and emergence of Jagannath cults
The paper deals with persistence of heterodoxies such as Buddhism and Jainism and Atimarga orders such as Kapalikas and Kaulas	CO2 Students will explore the social context of the continuities of Buddhism as well the strong footing of Ati Marga and Mantra Marga traditions that challenged existing brahmanical social and religious orders
It attempts to study the evolution of Kalinga architecture	CO3 Students will appreciate the stylistic features of Kalinga temple
The paper deals with evolution of brahmanical sculptures and narrative art in agamic temples	CO4 Students will appreciate the stylistic features of Kalinga temple art
It deals with the evolution of Odisa script and language and the making of the cultural region of Odisha	CO5 Students will develop teamwork an enhance communication skill by making PPT and presenting them in class after field visit

DISCIPLINE SPECIFIC ELECTIVE PAPER IV: History Of Contemporary Odisha (1947 1980)

Course Objectives	Course Outcomes
The paper is a project based problem solving paper	CO1 At the end of the course students will b able to Write dissertation on their respectiv research interest areas
It makes people learn basic steps in pursuing research	CO2 It enables students to peruse throug existing body of literature through literatur review
Its objective is to make students explore primary source, identifies research problem and hypothesiss, identify primary and secondary sources	CO3 It enable students identify primary an secondary sources and analyse them
It intends students to use both qualitative and quantitative methods in research	CO4 Students develop analytical skill
It makes students learn footnoting, endnoting bibliography	CO5 Students understand that pursuin research is a scientific and systematic process

GENERIC ELECTIVE I: History of India-I

Course Objectives	Course Outcomes
The paper intends to make students aware of the major events in the Indian History	CO1 After the end of the course, students wil be able to Identify major milestones in India history
The paper enables students understan various kinds of sources used in construction of India history	CO2 Understand that there are severa contested histories and there is no singula narrative of the past
The paper deals with continuities and changes in Indian History	CO3 Critically analyze the nature of historica sources and corresponding historica construction
The paper enables the transition to early	CO4 Explore various narratives of the past

medieval and medieval in Indian History	
Its objective is to make students appreciate Indian art, architecture, religion and intellectual thoughts	**CO5 Develop appreciatin of the pluralities o India's past**

GENERIC ELECTIVE II: History of India-II

Course Objectives	Course Outcomes
Students of history will learn how to raise regional powers in India after the downfall of the Mughal Empire and in the course of time how to rise of the Company's absolute power in India.	**CO1 Appreciate the relation betwee capitalism and colonialism in the context of colonial country like India**
They can understand about the colonial natur of state during 200 years rule of the British power in this land.	**CO2 Understand the domestic politica economic and foreign policy that operate from the standpoint of the British Imperialism**
They can gather knowledge about how the Indian society, politics, religion and economy had changed during the Company's rule in India.	**CO3 Analyse the discourses of Development b the Raj and the incidental benefits of suc development on national consciousness**
They will understand how the company's economic exploitation made Indian revolutionary against the British rule.	**CO4 Critically examines the coercive an hegemonic basis of the Raj**
That ultimately paved the background of the Great Revolt of 1857.	**CO5 Students will be able to develop team t discuss on the nature of 1857 Revolt**
Students will learn the theoretical aspects of nationalism and its different variants and how this led to struggles of various types against colonial Raj	**CO5 Understand the nature of its nationalism and its primordial root and how this led t struggles of various types against colonial Raj**

GENERIC ELECTIVE III: Rise of the Modern West – I

Course Objectives	Course Outcomes
They will learn about the French Revolution and its impact of European countries. Unit and power Makes people to strength which has showed in the French revolution in 1789.	**CO1 At the end of the course students will b able to Identify what is meant by the Frenc Revolution.**
It shall also trace the patterns and outcomes o social upheaval throughout Europe in the firs half of 19th century.	**CO2 Trace short-term and long-term repercussions of revolutionary regimes an Empire-building by France.**
The debates on the development and impact o industrial capitalism shall be discussed.	**CO3 Understand ideological alternatives to th ideology of capitalism**
The birth of new social movements, political ideas and structures shall be contextualised within developing capitalism of the nineteenth century.	**CO4 Delineate diverse patterns o industrialization in Europe and assess th social impact of capitalist industrialization.**
The paper intends to explore the relation between Capitalism and Imperialism and imperial conflict and discusses theories such a theory of Lenin, Hobson and Rosa Luxembur	**CO5 Students will analyse the debates o Capitalism, development theories and conflict**

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Students will know about alternative to Capitalism such as Socialism, Nihilism, anarchism	**CO6 Analyse patterns of resistance t industrial capital and the emerging politica assertions by new social classes**
GENERIC ELECTIVE IV: Rise of the Modern West – II	
Course Objectives	**Course Outcomes**
Students will learn about the post-war developments of Social, Political and Economi scenarios of the World and decolonization an the emergence of the Third world.	**CO1 Upon completion of this course th student shall be able to: Trace varieties o nationalists and the processes by which new nation-states were carved out.**
They will learn about changing world politica scenarios and emerging trends in culture, media and Revolution among European countries.	**CO2 Discuss the peculiarities of th disintegration of large empires and remakin of Europe's map.**
It deals with the nature and impact of Imperialism between the two wars	**CO3 Deliberate on the meaning of imperialism and the manifestations of imperialist rivalr and expansion in the 19th and early 20t century.**
It deals with rise of Totalitarian regimes	**CO4 Analyse the conflict between radical an conservative forces, and the gradua consolidation of ultra-nationalist an authoritarian regimes in Europe.**
The paper deals with new movements in art and literature such as existentialism	**CO5 Contextualise major currents in th intellectual sphere and arts**

- ❖ **Learner will have a fair understanding about historical events, processes and patterns**
- ❖ **Learners will be able to provide evidences of sophisticated awareness of the interrelationship of the human experiences and historical prosperity**
- ❖ **Students will be able to demonstrate the importance of historical topics with reference to broader historical context, historiography trends or contemporary relevance of historical studies**
- ❖ **A learner will have the ability to construct original historical arguments based on primary and secondary source material for research**
- ❖ **Students will acquire adequate conceptual base of history and better understanding of history and its forces**
- ❖ **Students will be able to acquire knowledge about various aspects of ancient medieval and modern world history**
- ❖ **Understanding the political, social, religious, economic and cultural history, institutional bases and developments of the country and the state of Odisha**
- ❖ **Understanding the national, state and regional historical and cultural heritage of India**
- ❖ **Getting the knowledge of skill based education**
- ❖ **Offering interdisciplinary course on applied areas of social sciences**
- ❖ **Students would learn the general course of human history in multiple areas of the world**

PROGRAMME SPECIFIC OUTCOME

❖ Understanding the use of historical sources for reconstruction of history and research

papers on historical content specifically

❖ Understanding the culture ,ethical values social , political ,legal and economic issues of the countries past

❖ Students would attain the knowledge of various aspects of Indian history and culture of ancient, medieval and modern periods

❖ Three core-elective and one open elective papers are provided in the programme for the benefits of students in the academic selection along with an Allied core paper in computer application and learning

❖ A certificate course for skill development of students is offered during the session 2022 -23 onwards in this P.G programme to acquire specific skill education

❖ To produce knowledgeable and skilled students also can know the various aspects of history of India as well as world and to define their district ethno –cultural heritage by promoting and preserving their culture, philosophy, customs, art architecture ,tradition, history language, literature, cultural heritage and to make every possible effort to uplift and sustain their cultural entity

❖ Students will offer multi-causal explanations of major historical developments based on a contextualized analysis of inter related political, social, economic, cultural and intellectual processes.

❖ Students will evaluate primary and secondary historical sources by analyzing them in relation to the evidence that supports them, their theoretical frame works and other secondary historical literature

❖ Students will write an original research paper that locates and synthesizes relevant primary and secondary sources and has a clear ,coherent and plausible argument, logical structure ,correct grammar and proper references (footnotes and bibliography)

❖ Students will present orally their research paper in an organised, coherent and compelling fashion.

❖ Students interested in further studies and employment in the field of Archaeology culture and tourism departments will be benefited from the papers offered in this course.

DEPARTMENT OF LIBRARY AND INFORMATION SCIENCE

PROGRAMME OUTCOME

On completion of the programme, the students will be able to disseminate and demonstrate the knowledge of the concepts in the concerned discipline.

PO1- Social Relevance: The programme helps to expand scientific temper and can prove to be more beneficial for the society as the scientific developments can make a nation or society to grow at a rapid pace.

PO2 - Critical thinking: Identify and analyse current issues and trends in higher education and come-up with intellectual, organizational, and personal ideas and decisions from different perspectives.

PO3 - Effective learning: Transform and empower women graduates to meet global challenges through holistic education in terms of recent Teaching-Learning methodologies.

PO4 - Communication Skills: Ability to express thoughts and ideas effectively in writing and orally; communicate with others using the professional standards of their fields; confidently share one's views and express herself.

PO5 - Social Interaction: Heighten the conscious of the graduates on socio-economic concern and to evolve it as an in-built mechanism to chisel as better human being.

PO6 - Environment and sustainability: Understand the issues of environmental contexts and demonstrate the knowledge for sustainable development.

PO7 - Ethics: Express legal and ethical issues and understand the moral dimensions of decisions and responsibilities.

PO8 - Information and Digital Literacy: Capability to use ICT in a variety of learning situations. Demonstrate ability to access, evaluate and use a variety of relevant information sources; and use appropriate software for analysis of data.

PO9 - Life-long learning: Gain ability to engage in independent and life-long learning with socio-technological changes.

PO10 - Higher Studies & Research –related skills: A sense of inquiry and capability for asking relevant/ appropriate questions, problematizing, synthesizing and articulating; Provide an intellectually stimulating environment to develop skills and enthusiasm of students to the best of their potential in the higher studies.

Programme Specific Outcomes

1. To educate the students to respond to the changing information needs of society.
2. To give the students an understanding of the basic principles and theories of Library and Information Science.
3. To develop proficiencies and abilities of students essential for management of Libraries and Information Systems.
4. To enable the students to understand the role of Libraries and Information Centers in socio-economic development of the society.
5. To acquaint the students with Information and Communication Technology and its applications in Libraries and Information Centers.

CORE -I

FOUNDATIONS OF LIBRARY AND INFORMATION SCIENCE(THEORY)

COURSE OUTCOMES:

CO.1.To make the students aware about types of libraries and their functions.

CO.2.To acquaint the students with data, information and communication system

CO.3. To acquaint the students with fundamental laws, legislations.

CO.4. To acquaint the students with associations related to librarianship.

CO5   To make the students aware about LIS education.

CORE-II

INFORMATION SOURCES & SERVICES (THEORY)

COURSE OUTCOMES:

CO.1.Awareness about reference service and the role of library.

CO.2. Acquaint the students with information sources available.

CO.3. Acquaint the students with the types of bibliography.

CO.4. Identify the various bibliographic services.

CO5. Demonstrate the techniques and methods of reference questions.

CORE-III

INFORMATION PROCESSING & RETRIEVAL (THEORY)

COURSE OUTCOMES:

CO.1. Identify the concept of information retrieval and information services.

CO.2. Acquaint the students with indexing systems. information sources available.

CO.3. Acquaint the students with the types of bibliography.

CO.4. Identify the various bibliographic services.

CO5. Understanding of search strategies.

CORE-IV

MANAGEMENT OF LIBRARY AND INFORMATION CENTRES (THEORY)

COURSE OUTCOMES:

CO.1. Develop an understanding of the philosophy and principles of contemporary management theories, specifically their relevance to the management of libraries and information centers
CO.2. Develop a basic understanding of library housekeeping operations.

CO.3. Measure the importance of effective and ethical leadership and of the political ramifications of management decisions.

CO.4. Identify the library routine and work flow.

CO5. Describe management issues effectively and negotiate for funding and marketing library services in appropriate manner.

CORE -V

KNOWLEDGE ORGANIZATION (CLASSIFICATION) THEORY

COURSE OUTCOMES:

CO.1. To make the students acquainted with the process of knowledge Organization.
CO.2 To train students about the tools and techniques of knowledge Organization.

CO.3. Evaluate, analyze and integrate various disciplines using cannon, principles and facets of Classification.

CO.4. Understand the different classification schemes.

CO5. Describe the growth and division of subjects.

CORE -VI

LIBRARY CATALOGUING- THEORY

COURSE OUTCOMES:

CO.1. To make the students acquainted with the process of knowledge Organization.

CO.2 To train students about the tools and techniques of knowledge Organization.

CO.3. Evaluate, analyze and integrate various disciplines using cannon, principles and facets of Cataloguing.

CO.4. Understand the different cataloguing schemes.

CO5. Describe the cataloguing of various formats.

CORE –VII

LIBRARY CLASSIFICATION & CATALOGUING PRACTICE

COURSE OUTCOME:

CO.1. Practical demonstration of the process of knowledge Organization.

CO.2 To train students about the tools and techniques of knowledge Organization.

CO.3. Evaluate, analyze and integrate various disciplines using schedules DDC and CC .

CO.4. Practically understand the different cataloguing schemes.

CO5. Practical demonstration cataloguing of various formats.

CORE -VIII

FUNDAMENTALS OF COMPUTER

COURSE OUTCOME:

CO.1. Understanding of fundamental knowledge on computer.

CO.2 To train students about the tools, hardware and software of computer system.

CO.3. Identify the difference between application software and system software.

CO.4. Understand the Programming language.

CO5. Analyze the usage of computer in LIS.

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CORE- IX

DATABASE MANAGEMENT

COURSE OUTCOME:

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CO.1. Understanding of concept of database.
CO.2 Describe about the database management system.

CO.3. Identify the design of data structure.

CO.4. Understand the database organization.

CO5.   Understand the architecture of database design and its setup.

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CORE-X

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LIBRARY & INFORMATION LITERACY (THEORY)

COURSE OUTCOME:

CO.1. Describe the basics of information literacy.
CO.2 Describe components of information literacy.

CO.3. Analyze the various information literacy standards.

CO.4. Understand the role of information literacy in the society.

CO5. Describe the theories of information literacy and skills of information literacy.

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CORE- XI

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ACADEMIC LIBRARY SYSTEM (THEORY)

COURSE OUTCOME:

CO.1. Understand the growth and development of academic library.
CO.2 Describe roles and responsibilities of academic librarian.

CO.3. Understand about the collection development techniques of academic library.

CO.4. Acquaint the students with the academic library governance.

CO5. Familiarize with the resource sharing programme and its implementation.

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CORE- XII

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PUBLIC LIBRARY SYSTEM (THEORY)

COURSE OUTCOME:

CO.1. Understand the growth and development of public library.
CO.2 Describe roles and responsibilities of librarian of public library

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CO.3. Understand about the collection development techniques of public library.

CO.4. Acquaint the students with the public library governance.

CO5. Familiarize with the policy and legislation of public libraries.

CORE- XIII

SYSTEM ANALYSIS & DESIGN

COURSE OUTCOME:

CO.1. Understand the system study and different approaches.

CO.2 Analyze the structure of system design.

CO.3. Understand application and phases in system analysis.

CO.4. Describe the work study in system analysis.

CO5. Utility of system study in library management.

CORE-XIV

MARKETING OF INFORMATION & KNOWLEDGE MANAGEMENT

COURSE OUTCOME:

CO.1. Understand the basics of information marketing.

CO.2 Analyze the various LIS products and services.

CO.3. Understand TQM and its application LIS services.

CO.4. Describe knowledge management.

CO5. Measure the value of LIS products and services.

DSE- I

INTERNET NETWORKING

COURSE OUTCOME:

CO.1. Demonstrate awareness of networking technologies.

CO.2 analyze the management of LIS network. Various LIS products and services.

CO.3. Design Library Networks: internal and external networks; network functions and digital library.

CO.4. Understand the internet information resources.

CO5. Evaluate the various internet information resources.

WEB BASED INFORMATION RESOURCES & SERVICES

COURSE OUTCOME:

CO.1. Demonstrate awareness of web-based information resources.

CO.2 Understand subject based information sources.

CO.3. Acquaint the information repository for the institutions.

CO.4. Understand the web-based internet information resources and services.

CO5. Discuss the trends in Web Based Information Retrieval system in LIS.

DSE-III

INFORMATION SYSTEM & PROGRAMMES

COURSE OUTCOME:

CO.1. Identify the need for information systems

CO.2 Demonstrate the existing information system and services and its types

CO.3. Elaborate the functions and organization of information services.

CO.4. Understand the management Information System.

CO5. Familiarize with the information systems and programmes.

DSE-IV- PROJECT (PRACTICE)

CO.1. Demonstrate the students a practical experience of carrying out a project.

CO.2 Identify the basic problems and plans of the project.

CO.3. Elaborate the project design.

CO.4. Understand utility of the present society.

CO.5. Understand the social relevancy through the project.

OR

TECHNICAL WRITING.

COURSE OUTCOME:

CO.1. Understand the characteristics of Technical Writing.

CO.2 Identify the target groups of technical writing.

CO.3. Elaborate the skill of technical writing. .

CO.4. Understand the intricacies of editorial process.

CO5. Analyze the style manuals of editorial process and technical writing.

Paper-GE-I

USER'S STUDY & USER'S EVALUATION

COURSE OUTCOME:

CO.1. Identify the user group of information.
CO.2 Understand the difference of user studies and user education.

CO.3. Demonstrate the technique of user studies.

CO.4. Understand various models of user studies.

CO5   Analyze and evaluate the user studies and user education.

GE- II

LIBRARY & MASS COMMUNICATION

COURSE OUTCOME:

CO.1. Understand the concept of mass communication.
CO.2   Identify the relation between the mass media and society.

CO.3. Elaborate the skill of reporting and editing. .

CO.4. Understand the public relation strategies.

CO5   Define the ethics on professionalism.

Paper-GE-III

PRESERVATION AND CONSERVATION OF LIBRARY MATERIALS

COURSE OUTCOME:

CO.1. Understand the concept of preservation and conservation.
CO.2   Identify the challenges of library material and preservation.
CO.3. Elaborate the skill of handling the library resources for preservation.

CO.4. Understand the current trends of preservation and conservation of library materials.

CO5   Discuss the preventive techniques of library digital resources natural disaster.

<div align="center">**Paper-GE-IV**</div>

<div align="center">**RESEARCH METHODOLOGY**</div>

COURSE OUTCOME:

CO.1. List the need and types of research and illustrate the concept and spiral of scientific method.

CO-2 Construct the steps in research design, hypothesis and research proposal.

CO-3 Summarize the methods of research.

CO-4 Interpret various data collection tools and techniques.

CO-5 Adopt Satisfied tools and techniques for Data Analysis and Interpretation.

DSC PASS-I

USER'S STUDY & USER'S EVALUATION

    COURSE OUTCOME:

    CO.1. Identify the user group of information.

    CO.2 Understand the difference of user studies and user education.

   CO.3. Demonstrate the technique of user studies. .

   CO.4. Understand various models of user studies.

   CO5. Analyze and evaluate the user studies and user education.

DSC PASS- II

LIBRARY & MASS COMMUNICATION

    COURSE OUTCOME:

    CO.1. Understand the concept of mass communication.

    CO.2 Identify the relation between the mass media and society.

   CO.3. Elaborate the skill of reporting and editing.

CO.4. Understand the public relation strategies.

CO5   Define the ethics on professionalism.

DSC PASS-III

PRESERVATION AND CONSERVATION OF LIBRARY MATERIALS

COURSE OUTCOME:

CO.1. Understand the concept of preservation and conservation.

CO.2 Identify the challenges of library material and preservation.

CO.3. Elaborate the skill of handling the library resources for preservation.

CO.4. Understand the current trends of preservation and conservation of library materials.

CO5   Discuss the preventive techniques of library digital resources natural disaster.

DSC PASS- IV

RESEARCH METHODOLOGY

COURSE OUTCOME:

CO.1. List the need and types of research and illustrate the concept and spiral of scientific method.

CO-2 Construct the steps in research design, hypothesis and research proposal.

CO-3 Summarize the methods of research.

CO-4 Interpret various data collection tools and techniques.

CO-5 Adopt Satisfied tools and techniques for Data

DSE- DSE -PASS-I

INTERNET NETWORKING

COURSE OUTCOME:

CO.1. Demonstrate awareness of networking technologies.

CO.2 analyze the management of LIS network. Various LIS products and services.

CO.3. Design Library Networks: internal and external networks; network functions and digital library.

CO.4. Understand the internet information resources.

CO5. Evaluate the various internet information resources.

WEB BASED INFORMATION RESOURCES & SERVICES

COURSE OUTCOME:

CO.1. Demonstrate awareness of web-based information resources.

CO.2 Understand subject based information sources.

CO.3. Acquaint the information repository for the institutions.

CO.4. Understand the web-based internet information resources and services.

CO5. Discuss the trends in Web Based Information Retrieval system in LIS.

PROGRAM OUTCOME OF MATHEMATICS

Each post graduate in mathematics should be able to demonstrate fundamental systematic knowledge of mathematics and its applications in engineering, science, technology and mathematical sciences. It should also enhancethe subject specific knowledge and help in creating jobs in various sectors.

PO-1: DISCIPLINARY KNOWLEDGE:

Capability of demonstrating comprehensive knowledge of mathematics and understanding ofone or more disciplines which form a part of an undergraduate program of study. This also leads to study of related areas like computer science and statistics. Thus, this programhelps learners in building a solid foundation for higher studies in mathematics.

PO-2: COMMUNICATION SKILLS:

i. Ability to communicate various concepts of mathematics effectively using examples and their geometrical visualizations.
ii. Capability to use mathematics as a precise language of communication in other branchesof human knowledge.
iii. Develop skills to communicate long standing unsolved problems in mathematics.
iv. Ability to show the importance of mathematics as precursor to various scientificdevelopments since the beginning of the civilization.
v. Capability to explain the development of mathematics in the civilizational context and itsrole as queen of all sciences.
vi. Demonstrate educational skills in areas of analysis, geometry, algebra, mechanics, differential equations etc.

PO-3: CRITICAL THINKING AND ANALYTICAL REASONING:

i. Ability to employ critical thinking in understanding the concepts in every area ofmathematics.
ii. Ability to analyze the results and apply them in various problems appearing indifferent branches of mathematics.
iii. The skills and knowledge gained has intrinsic beauty, which also leads to proficiency in analytical reasoning. This can be utilized in modelling and solving real life problems.

PO-4: PROBLEM SOLVING:

i. Capability to solve problems in computer graphics using concepts of linear algebra.
ii. Ability to solve various models such as growth and decay models, radioactive decay model, drug assimilation, LCR circuits and population models using techniquesof differential equations.
iii. Ability to solve linear system of equations, linear programming problems and network flow problems. Ability to provide new solutions using the domain knowledge of Mathematics acquired during this program.
iv. Apply knowledge, understanding and skills to identify the difficult/unsolved problems in

mathematics and to collect the required information in possible range of sources and try to analyses and evaluate these problems using appropriate methodologies.

PO-5: RESEARCH-RELATED SKILLS:

i. Capability for inquiring about appropriate questions relating to the concepts in various fields of mathematics.

ii. To know about the advances in various branches of mathematics.

iii. Fulfil one's learning requirements in mathematics, drawing from a range of contemporary research works and their applications in diverse areas of mathematicalsciences

PO-6: INFORMATION/DIGITAL LITERACY:

i. Capability to use appropriate software to solve system of equations and differentialequations.

ii. Understand and apply the concept of programming of C^{++} tomathematical investigations and problem solving.

PO-7: Self-directed learning:

Ability to work independently and do in-depth study of various notions of mathematics. Apply one's disciplinary knowledge and skills in mathematics in newer domains and uncharted areas. Identify challenging problems in mathematics and obtain well-defined solutions.

PO-8: Moral and ethical awareness/reasoning:

Ability to identify unethical behavior such as fabrication, falsification or misrepresentation of data and adopting objective, unbiased and truthful actions in allaspects.

PO-9: Lifelong learning:

Ability to think, acquire knowledge and skills through logical reasoning and to inculcate the habit of self-learning. Exhibit subject-specific transferable knowledge in mathematics relevant to job trendsand employment opportunities. The skills and knowledge gained has intrinsic beauty, which also leads to proficiency in analytical reasoning. This can be utilized in modelling and solving real life problems.

PORGRAMM SPECIFIC OUTCOMES

After successful completion of two-year degree program in Mathematics a student should be able to:

PSO-1: learn to logically question assertions, to recognize patterns and to distinguish between essential and irrelevant aspects of problems. They also share ideas and insights while seeking and benefitting from knowledge and insight of others.

PSO-2: understand to behave responsibly in a rapidly changing interdependent society. Students undergoing this programme learn to logically question assertions, to recognize patterns and to distinguish between essential and irrelevant aspects of problems. They also share ideas and insights while seeking and benefitting

from knowledge and insight of others. This helps them to learn behave responsibly in a rapidly changing interdependent society.

PSO-3: present mathematics clearly and precisely, make vague ideas precise by formulating them in the language of mathematics, describe mathematical ideas from multiple perspectives and explain fundamental concepts of mathematics to non-mathematicians.

PSO-4: join teaching profession in primary and secondary schools.

PSO-5: enhance their employability for government jobs, jobs in banking, insurance and investment sectors, data analyst jobs and jobs in various other public and private enterprises.

PAPER (HC-101): ABSTRACT ALGEBRA

C0-1: Learn about Group, Subgroup, Homomorphism and Isomorphism

CO-2: Know the structure of a Group, Direct and Semi-direct products, Nilpotent and Solvable groups.

CO-3: Learn different concepts such as Euclidean Domains (U.D.), Principal Ideal Domains (P.I.D),Unique Factorization Domains (U.F.D) and Polynomial Rings over fields having Grobner bases.

CO-4: Learn some basics of Field theory such as Field extensions and Galois theory.

CO-5: Understand what is Noetherian ring and Affine algebraic sets.

PAPER (HC-102): REAL ANALYSIS

CO-1: Learn about the Metric Space, Sequences and Series of functions, Uniform convergence and Continuity and also Integration.

CO-2: Learn about Lebesgue measure and integral and Non-measurable set, Borel and Lebsgue measurable function.

C0-3: Understand the concept of the Lebesgue integral (a generalization of the Reimann integration)along with its properties.

C0-4: Understand the existence of Riemann - Stieltjes integral and their evaluation.

C0-5: Learn and apply Holder and Minkowski inequalities in L^p -spaces and understandcompleteness of L^p spaces and Convergence in measures.

PAPER (HC-103): TOPOLGY

CO-1: Learn about the Finite sets, Countable and Uncountable sets, Infinite sets and Well ordering property

CO-2: Learn the elementary properties of Topological spaces and structures defined on them,Constructing maps between topological spaces.

CO-3: Understand the concepts of Connectedness, Components and Path components.

CO-4: Learn the basic results about Compactness and Limit point and Local compactness.

CO-5: Understand Separable spaces and Separable axioms, Differentiating regular and normed spaces, Components and path components, Uryson lemma and Urysohn metrization theorem.

PAPER (HC-201): COMPLEX ANALYSIS

CO-1: Analyse Limit, Continuity and Differentiation of functions of complex variables; apply conceptsof Cauchy-Riemann equations, Harmonic functions and Analytic functions.

CO-2: Understand the concept of Mobius transformation and its properties.

CO-3: Evaluate Complex integration using Cauchy's theorem and Cauchy integral formula.

CO-4: Classify Singularities, find Residues and evaluate Complex integrals using the Residue theorem.

CO-5: Learn about the Space of continuous function, Meromorphic function, Riemann mapping, Riemann Zetta Function.

PAPER (HC-202): DIFFERENTIAL EQUATIONS

CO-1: Learn Boundary value problems and its method of solution, Power series solution and special functions Bessel function & equation with its properties.

CO-2: Understand Picard's theorem, Fixed point theorem and apply them to solve the IVP of the linear differential equation.

CO-3: Apply of Fourier series and Fourier transforms to BVPs.

CO-4: Know how to solve Wave equation,

CO-5: Learn about Diffusion equation using Fourier series and Fourier transforms

PAPER (HC-203): LINEAR ALGEBRA

CO-1: Learn about Vector space, Subspace, LI & LD of vector and basis, Dimension of vector Space.

CO-2: Understand what is meant by Linear transformations, Algebra of linear transformations and represent transformation by matrices and vice-versa.

CO-3: Find the different Canonical forms of a given matrix, and test the similarity of two matrices.

CO-4: Know about Rational and Jordan forms, Cyclic subspaces and Annihilators, Cyclic decompositions,

Inner product spaces with idea of adjoints, Unitary operators and Normal operators.

CO-5: Understand the Operators on inner product spaces, Spectral theory and Bilinear forms.

PAPER (CE-201): CORE ELECTIVE- I

(NUMBER THEORY AND CRYPTOGRAPHY)

CO-1: Apply Divisibility theory in integers.

CO-2: Learn the Theory of congruence.

CO-3: Know the basic concepts of Finite field, Quadratic residues and reciprocity.

CO-4: Understand Modular arithmetic number-theoretic functions and apply them to Cryptography.

CO-5: Development of skills in Number theory.

PAPER (CE-201): CORE ELECTIVE- I

(DIFFERENTIAL GEOMETRY)

CO-1: Understand the Topological manifold, Abstract manifold and idea of Tangent space.

CO-2: Acquire knowledge about Vector fields, Differentiable manifolds.

CO-3: Interpretation of Riemannian manifolds as metric spaces.

CO-4: Learn about Tensor fields, different types of multiplications of tensors and exterior differentiation.

CO-5: Development of skills in Differential geometry.

PAPER (CE-201): CORE ELECTIVE- I

(FUZZY SETS AND THEIR APPLICATION)

CO-1: Understand the basic concepts of Fuzzy sets and operations of Fuzzy sets.

CO-2: Learn Zadeh's extension principle image and inverse image of Fuzzy arithmetic.

CO-3: Learn Fuzzy relation and Fuzzy graphs.

CO-4: Compare the possibility theory versus probability theory and apply to real life problems.

CO-5: Development of skills in Fuzzy sets.

PAPER (OE-201): OPEN ELECTIVE

CO-1: Learn about different types of Errors in numerical approximation, Order of convergence and Stability of all methods. To solve the Linear and Non-linear equations in numerical methods.

CO-2: Analyse approximation of polynomials using Lagrange's and Newton's method and their error bounds and also its drawbacks. Understand Finite difference operators and its applications.

CO-3: Apply integration using Numerical methods like Trapezoidal rule, Simpson's $1/3^{rd}$ rule and 3/8 rule.

Learn composite methods and their advantages over general methods and Truncation error analysis of all these methods by studying accuracy of all methods.

PAPER (HC-301): FUNCTIONAL ANALYSIS

CO-1: Learn to recognize the fundamental properties of Normed spaces and the transformationbetween them and knowledge about the Inner product spaces and apply to construct Orthonormal sets.

CO-2: Corelate the functional analysis problem arising in Uniform boundedness along with conceptof Closed graph and Open mapping theorems.

CO-3: Learn about the Dual and Transpose.

CO-4: Understand the concepts of Inner product spaces and Orthonormal sets.

CO-5: Learn about the Bounded operator and adjoints and Adjoint operators

PAPER (HC-302): DISCREET MATHEMATICS

CO-1: Learn about the Relation, Digraphs, Lattice, Path and applications.

CO-2: Know about the Directed graphs, special properties of Binary relations, Order relations, Latticesand Operations on relations.

CO-3: Understand the basic concepts of Graph; Associate adjacency matrix to a graph; define andexplain Planar, Eulerian and Hamiltonian graphs; define the properties of Bipartite graphs and understand the four Color problem; define Trees and obtain Spanning trees.

CO-4: Learn basic operations in Boolean algebra; relate Boolean operations to equivalent truth tables; simplify Boolean functions by using the basic Boolean properties.; minimize Boolean functions using Karnaugh maps.

CO-5: Model flow of commodities as graphs and apply Flow techniques to the design of Network optimization problems.

PAPER (CE-301): CORE ELECTIVE- II

(OPERATIONS RESEARCH)

CO-1: Understand the solution procedures of about Integer programming problems and Goalprogramming problems.

CO-2: Know how to solve sequencing problems and dynamic programming problems.

CO-3: Learn advanced techniques of solving linear programming problem.

CO-4: Know different types of Poisson queues and solution of problems based on this theory.

CO-5: Development of skills in Operation research.

PAPER (CE-301): CORE ELECTIVE- II

(MATHEMATICAL MODELLING)

CO1: able to know models such as Mathematical Modelling for Need, Technique and its application

CO2: learn to develop models using first order Ordinary differential Equations

CO3: learn to develop models using Partial differential Equations

CO4: Know mathematical modeling through Graphs

CO-5: Learn mathematical modeling through Mathematical programming and Maximum principle

PAPER (CE-301): CORE ELECTIVE- II

(OPERATOR THEORY)

CO-1: Understand the basic concepts Complex homomorphism.

CO-2: Learn spectrum, Symbolic calculus.

CO-3: Understand the concept of Differentiation, The group of invertible elements, Commutative branch algebra**.**

CO-4:. Learn Ideals and homomorphism.

CO-5: Development of skills in Operator theory.

PAPER (CE-302): CORE ELECTIVE- III

(NUMERICAL SOLUTION OF ORDINARY DIFFERENTIAL EQUATIONS)

CO-1: Know different techniques of numerical solution of ordinary differential equation such as: Euler method, Backward Euler method and their error analysis.

CO-2**:** Understand different methods for solving initial value problems (IVPs) using Taylor's method,

Runge-Kutta methods and Collocation methods.

CO-3: Understand error analysis, stability and convergence of multistep methods such as Adams-Bashforth methods and Adams–Moulton methods.

CO-4: Know how to solve boundary value problems (BVPs) using finite difference methods, Shooting methods and Collocation methods.

CO-5: Know solving Nonlinear two-point boundary value problems.

PAPER (CE-302): CORE ELECTIVE- III

(OPTIMIZATION THEORY)

CO-1: Solve problems on one-dimensional optimization using different methods.

CO-2: Solve problems on unconstrained gradient based optimization.

CO-3: Solve linear programming using duality and dual simplex method.

CO-4: Know about constrained optimization methods.

CO-5: Know about Convexoptimization.

PAPER (CE-302): CORE ELECTIVE- III

(PROBABILITY & STATISTICAL METHODS)

CO-1: Understand the concepts of random variables, probability distributions and independence of random variables related to measurable functions.

CO-2: Learn the concepts of weak and strong laws of large numbers and central limit theorem.

CO-3: Apply various estimation methods and testing procedures to deal with real life problems.

CO-4: Understand Neyman-Pearson fundamental lemma, UMP test, Interval estimation and confidence interval

CO-5: Know about the duality of Confidence intervals and Hypothesis tests.

PAPER (HC-401): NUMERICAL ANALYSIS

CO-1: Learn different types of Approximation of functions.

CO-2: Know the methods of solution of System of linear equations and their analysis.

CO-3: Understand the numerical methods of solving Ordinary differential equations and their analysis.

CO-4: Understand the Low-order Predicators-Correctors, derivation of Higher order Multistep function.

CO-5: Understand the Eigen value location, error and stability of results.

PAPER (CE-401): CORE ELECTIVE- IV

(FLUID DYNAMICS)

CO-1: Understand the types of flows, the fundamental properties of fluids and the stress-strain relationship in fluids.

CO-2: Derive the equations of continuity, momentum, and energy applied to fluid motions.

CO-3: Apply dimensional analysis to predict physical parameters that influence the fluid flow.

CO-4: Solve the governing equations of a fluid motion with simplified Navier-Stokes equation.

CO-5: Know about the theory of Laminar boundary layers.

PAPER (CE-401): CORE ELECTIVE- IV

(THEORY OF COMPUTATION)

CO-1: Demonstrate advanced knowledge of formal computation and its relationship to languages.

CO-2: Distinguish different computing languages and classify their respective types.

CO-3: Recognize the comprehend formal reasoning about languages.

CO-4: Show a competent understanding of the basic concept of complexity theory.

CO-5: Discussion on Pushdown automata.

PAPER (CE-401): CORE ELECTIVE- IV

(NUMERICAL SOLUTION OF PARTIAL DIFFERENTIAL EQUATIONS)

CO-1: Solve numerically PDEs using Finite difference method.

CO-2: Know Jacobi's iteration method, Gauss-Seidel iteration method, Successive Over-Relaxationor SOR method and ADI method for solving Laplace's equation and Poisson's equation.

CO-3: Use Blender-Schmidt's, Crank-Nicolson and DuFort-Frankel methods for Parabolic PDEs.

CO-4: Solve hyperbolic PDEs using finite difference methods and also know consistency, stabilityand convergence of the methods used.

CO-5: Know about Consistency, Stability and Convergence aspects of these methods for Hyperbolic PDEs.

DEPARTMENT OF ODIA
Programme Outcome (P.O)

Completion of the programme, the students will be able to disseminate and demonstrate the knowledge in the concerned discipline.

PO-1 : Social Relevance – Description of different social matters and moral teaching in the literature programme promote students to think and act for making a healthy and happy society.

PO-2 : Critical Thinking – The programme helps students to find out various problems of persons and society. It also provides remedies through critical thinking.

PO-3 : Effective Learning - The programme acts as an effective learning because students' clear their doubts through the study of pleasant literature.

PO-4 : Communication Skills : The programme helps to develop thinking, writing and expressing ideas of students by discussing various literary criticism.

PO- 5 : Social Interaction : It inclines students towards society because character and matter of the literature closely related to the society. The students aware about social problems of different times. They also understand reason and solution of the social disturbances.

PO-6 : Environmental and sustainability : The Literature programme not only tells about society but also speaks on environment. In many places of ancient Odia literature and modern Odia literature, nature acts as central part of these. Students conscious about importance of environment and its sustainability.

PO-7 : Ethics : The programme aware the students about ethical value and its importance for ideal society.

PO-8 : Information and Digital Literacy : Use of ICT in the programme is helpful for students to know various information about their study. Digital literacy also takes role for spreading the regional literature Odia in all over the world.

PO-9 : Lifelong Learning : The programme inspires students for a lifelong learning. Creative writing in literature acts for entertainment. It creates hobby of reading and provides knowledge on different aspects through the love of reading and writing.

PO-10 – Higher studies of Research : The programme encourages students towards research. Critical analysis study on literature blends students towards higher studies of research.

Programme Specific Outcome : (P.S.O)

After completing PG program in Odia students will be able to do as follows-

PSO – 1 : Gaining profound knowledge in Odia language & literature one is inspired to do higher study and research.

PSO – 2 : The program prepares one for teacher-ship in Odia language and in other job.

PSO – 3 : It provides opportunity to work in sector of media and entertainment field like cinema, theatre.

PSO – 4 : It encourages to be a creative writer.

PSO – 5 : The language and literature inspires through moral teaching to be an ideal human being.

Paper Code – H.C – 101

ପ୍ରାଚୀନ ଓ ମଧ୍ୟଯୁଗୀୟ କାବ୍ୟକୃତି

COURSE OUTCOME

To course provides as follows-

CO-1 : Social, cultural and religious background of ancient and medieval age of Odisha.

CO-2 : To get heavenly peace and facility through human's sincere and honest duty based on Sarala Mahabhrat.

CO-3: To often eternal love by studying Rasapanchadhyayee.

CO-4: To get the blessing of the God for a human being binding in the society by practicing devotional love of Radha Krushna.

CO-5 : To know ancient religious practise by studying ancient poetry.

MAPPING OF POS AND COS

PO/CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	2	3	3	2	3	3	2	3	2	3
CO2	3	2	3	3	3	3	3	3	3	3
CO3	3	3	2	3	3	2	3	2	3	3
CO4	3	3	3	3	3	3	3	3	3	2
CO5	3	3	3	3	2	3	3	3	3	3

Paper Code – H.C – 102

ଆଧୁନିକ କାବ୍ୟକୃତି

CO-1 : Social, cultural and political background of modern Odisha.

CO-2 : To know trend of Radhanath Ray known as father of Odia modern poetry.

CO-3 : Inspiration of patriotism and nationalism by studying of Gopabandhu's 'Dharmapad'.

CO-4 : To know trend of Odia modern poetry till 1950.

CO-5 : To aware about style of Odia modern poetry up to 2000

MAPPING OF POS AND COS

PO/CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	3	3	2	2	3	2	2	3	2	3
CO2	3	3	2	3	3	3	3	3	3	3
CO3	3	3	2	3	3	1	3	2	3	3
CO4	3	3	3	3	3	2	3	3	3	2
CO5	3	3	3	2	2	2	3	3	2	3

Paper code –H.C -103

ଓଡ଼ିଆ ଗଦ୍ୟସାହିତ୍ୟର ଧାରା

CO-1 : Definition, nature and development of Odia essay up to 1980.

CO-2 : To acquire knowledge about background of Odia prose.

CO-3 : To know the style of some eminent odia essayists.

CO-4 : Nature and development of travelogue up to 1980.

CO-5 : To know the importance of travelogue entitled 'London Chithi' by G.B Dhal.

MAPPING OF POS AND COS

PO/CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	3	2	3	2	3	2	2	3	2	3
CO2	3	3	2	2	3	3	3	3	3	3
CO3	3	3	2	3	3	1	3	2	3	3
CO4	3	3	3	3	3	3	3	3	3	3
CO5	3	3	3	3	2	3	3	3	3	3

Paper code –H.C -104
ଗଳ୍ପ ଓ ଉପନ୍ୟାସ

CO-1 : Definition, scope and development of Odia short story up to 1980.
CO-2 : To know the importance of some eminent Odia short story trend setters.
CO-3 : Definition, nature and development of Odia novel till 1980.
CO-4 : To know popular Odia novel 'Amadabat' by B.K patnaik.
CO-5 : To study the short story and novel of some prolific writers to aware about the trend of Odia fiction.

MAPPING OF POS AND COS

PO/CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	3	3	3	2	3	2	2	3	2	3
CO2	3	3	2	2	3	2	3	3	3	3
CO3	3	3	2	3	3	2	3	2	3	3
CO4	3	3	3	3	3	1	3	3	3	3
CO5	3	3	3	2	2	2	3	3	3	3

SEMESTER – II
Paper code –H.C - 201
ନାଟକ ଓ ଏକାଙ୍କି କା

CO-1 :   Origin and development of Odia drama up to 1980.
CO-2 :   To know the importance of popular social drama 'Bhata' by K.C Patnaik.
CO-3 :   To know the famous experimental Odia dama 'Banahansi' by M.R Das.
CO-4 :   To obtain knowledge of some one-act play by some trend setter dramatist.
CO-5 :   Development of Odia theatre upto 1980 and the nature of the stage at that time.

MAPPING OF POS AND COS

PO/CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	3	3	3	2	3	3	2	3	2	3
CO2	3	2	3	3	3	2	3	3	3	3
CO3	3	3	2	3	3	2	3	2	3	3
CO4	3	3	2	2	3	3	3	3	3	3
CO5	3	3	3	3	2	3	3	3	3	3

Paper code –H.C - 202

ଭାଷା ବ୍ଜ୍ଞାନ
CO-1 : Definition and types of language and theory of its origin.
CO-2 : Indio European language and Indo ariyan languge.

CO-3 : Development of Odia language up to 15th century.
CO-4 : To know change of meaning and change of phonetics in Odia language.
CO-5 : Impact of English, Dravidin and other languages on Odia.

MAPPING OF POS AND COS

PO/CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	3	3	2	2	3	1	2	3	3	3
CO2	3	3	3	3	3	1	2	3	3	3
CO3	3	3	3	3	3	1	3	2	2	3
CO4	3	3	3	3	3	2	2	3	3	3
CO5	3	3	3	3	2	1	2	3	3	3

Paper code –H.C– 203

Credit: 05

Mark: 70

ଗବେଷଣା ପଦ୍ଧତି

CO-1 : To know definition scope and types of research.

CO-2 : To know aspects and steps of research.

CO-3 : To understand the source of data collection.

CO-4 : To know history and present trend about research of literature.

CO-5 : To aware about selection of topic, collection and analyses of data etc. for research.

MAPPING OF POS AND COS

PO/CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	3	3	3	2	3	2	2	3	2	3
CO2	3	2	3	2	3	1	3	3	2	3
CO3	3	3	2	3	3	1	2	2	3	3
CO4	3	3	3	3	3	2	2	3	3	2
CO5	3	3	3	3	2	1	3	3	3	3

Paper code –H.C– 204

ଲିଖନକଳା ଓ ନଥି ପ୍ରସ୍ତୁତି

CO-1 : To know about writing art of essay.
CO-2 : To gain knowledge regarding style of writing application and letter.
CO-3 : To learn art of preparation of noting and drafting.
CO-4 : To obtain knowledge on the style of preparation of proceedings.
CO-5 : To use of signs in the method of writing.

MAPPING OF POS AND COS

PO/CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	2	3	3	3	3	1	2	3	3	3
CO2	3	3	3	3	3	1	3	3	3	3
CO3	3	3	3	3	3	2	2	3	3	3
CO4	3	3	3	3	3	1	2	3	3	2
CO5	3	3	3	3	2	1	2	3	3	3

Paper code –C.E– 201

ଆଧୁନିକ ଓଡ଼ିଆ କାବ୍ୟକବିତା

CO-1 : Aware about trend of modern Odia poetry up to independence.
CO-2 : Special study on some important Odia poets to know their style..
CO-3 :   Application and experiment in post modern Odia poerty.
CO-4 : Study on some important modern odia poetry to know significance of these.
CO-5 : Study on some odia poetry after 1970 to know the modern odia poetry Trend.

MAPPING OF POS AND COS

PO/CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	3	3	3	3	3	2	2	3	2	3
CO2	2	3	3	3	3	1	3	3	3	3
CO3	3	3	2	3	3	2	3	2	3	3
CO4	3	3	3	3	2	3	3	3	3	3
CO5	3	3	3	3	2	2	3	3	3	3

Paper code –C.E– 201

ଭାଷା ତତ୍ତ୍ୱ

   CO-1 : Aware about trend of modern Odia poetry up to independence.
   CO-2 : Special study on some important Odia poets to know their style..
   CO-3 : Application and experiment in post modern Odia poerty.
   CO-4 :   Study on some important modern odia poetry to know significance of these.

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CO-5 : Study on some odia poetry after 1970 to know the modern Odia poetry Trend.

MAPPING OF POS AND COS

PO/CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	3	3	3	2	3	3	2	3	2	3
CO2	3	2	3	3	3	2	3	3	3	3
CO3	3	3	2	3	3	2	3	2	3	3
CO4	3	3	3	3	2	2	3	3	3	2
CO5	3	3	3	3	3	3	3	3	3	3

Paper code- O.E-201

ଓଡ଼ିଶାର ସଂସ୍କୃତ

CO-1 : To acquire knowledge of Shree Jagannath Cult.

CO-2 : To aware about Folk culture of Odisha.

CO-3 : To know about rituals and festivals of Odisha.

MAPPING OF POS AND COS

PO/CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	3	3	3	2	3	3	2	3	2	3
CO2	3	2	3	2	3	3	3	3	3	3
CO3	3	3	2	3	3	3	3	2	3	3

Paper code- H.C-301

ସଂପାଦନା କଳା

COURSE OUTCOME

CO-1 :   Aware about definition, nature and art of editing.
CO-2 :   Acquire knowledge about editing principle of palm leaf manuscript.
CO-3 :   Special study on eminent newspaper and magazine editors to know their trends.
CO-4 :   Special study on some selective palm leaf and manuscript editors for acquiring their talent.
CO-5 :   Special study on some works of significant manuscript, magazine and book editors for know the trends

MAPPING OF POS AND COS

PO/CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	3	3	3	2	3	1	2	3	2	3
CO2	3	3	3	3	3	2	3	3	3	3
CO3	3	3	2	3	3	2	3	2	3	3
CO4	3	3	3	3	3	2	3	3	3	2
CO5	3	3	3	3	2	1	3	3	3	3

SEMESTER - III

Paper Code- H.C-302

Mark: 70

Credit: 05

ଓଡ଼ିଆ ଗୀତିକବିତାର ସ୍ୱରୂପ

CO-1 : To know about definition and significant of Odia lyrics.

CO-2 : To Understand type of ancient Odia lyrics.

CO-3 : To know types of modern Odia lyrics.

CO-4 : To study on some selective ancient Odia lyrics.

CO-5 : To study on some important modern Odia lyrics.

MAPPING OF POS AND COS

PO/CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	2	3	3	2	3	1	2	3	2	3
CO2	3	2	3	2	3	1	3	3	3	3
CO3	3	3	2	2	3	2	3	2	3	3
CO4	3	3	3	3	3	1	3	3	3	2
CO5	3	3	3	3	2	1	3	3	3	3

SEMESTER – III

Paper code- H.C-303

Mark: 70

Credit: 05

ମଧ୍ୟଯୁଗୀୟ କାବ୍ୟପରମ୍ପରା (୧୫୦୦-୧୮୫୦)

CO-1 : Aware about political, social and religious background of Panchasakha age.

CO-2 : To know importance of Jagannath Das's 'Bhagabat'

CO-3 :   To aware about kinds of medieval poetry.

CO-4 :   Background and poetic ideology of age of Reeti.

CO-5 : To know about eminent medieval Odia poet Arjun Das's 'Ramabibha'

MAPPING OF POS AND COS

PO/CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	3	3	3	2	3	2	2	3	2	3
CO2	3	2	3	3	3	2	3	3	3	3
CO3	3	3	2	3	3	2	3	2	3	3
CO4	3	3	3	3	3	3	3	3	3	2
CO5	3	3	3	3	2	2	3	3	3	3

Paper code- C.E-301

ଆଧୁନିକ   ୟର ଧାରା
ଗଦ୍ୟସ
ିାହିତ

CO-1 : To know about definition, nature and development of novel, short story, essay and criticism.

CO-2 : Special study on popular novel 'Nilasaila' to know the Jagannath culture.

CO-3 : Special study on some important story writers to aware about the trend of Odia short story.

CO-4 : Special study on selective Odia critics to know the importance of Odia criticism literature.

CO-5 : Special study on some important Odia essays for aware about its development.

MAPPING OF POS AND COS

PO/CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	3	3	3	2	3	2	2	3	2	3
CO2	3	2	3	3	3	3	3	3	3	3
CO3	3	3	2	2	3	2	3	2	3	3
CO4	3	3	3	3	3	2	3	3	3	2
CO5	3	3	3	3	2	3	3	3	3	3

<u>SEMESTER – III</u>

Paper Code- F.I-201

ବସ୍ତୁ ଅଧ୍ୟୟନ (FIELD INTERNSHIP)

CO-1 : Data collection from visiting and travelling to field.

CO-2 : Analysis of data.

CO-3 : Presentation of data to reach conclusion.

MAPPING OF POS AND COS

PO/CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	3	3	3	2	3	1	2	3	2	3
CO2	3	2	3	3	3	1	3	3	3	3
CO3	2	3	2	3	3	2	3	2	3	3

Paper code- H.C-401

ପ୍ରାବ୍ୟୟିକ ଓଡ଼ିଆ ବ୍ୟାକରଣ

COURSE OUTCOME

CO-1 : To know about nature of case and mod.

CO-2 : To know the structure of word and sentence.

CO-3 : To know the use of Sandhi and Samasa

CO-4 : To know the use of synonym of words.

CO-5 : To use of meter and metaphor in Odia poetry.

MAPPING OF POS AND COS

PO/CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	2	3	3	2	3	1	2	3	2	3
CO2	3	2	3	3	3	1	3	3	3	3
CO3	3	3	2	3	3	2	3	2	3	3
CO4	3	3	3	3	2	1	3	3	3	2
CO5	3	3	3	3	2	1	3	3	3	3

Paper code- H.C-402

Mark: 70

Credit: 05

ପ୍ରାଚ୍ୟ-ପାଶ୍ଚାତ୍ୟ-କାବ୍ୟତତ୍ତ୍ୱ

CO-1 :   To aware about Rasa and Reeti.

CO-2 :   To know about Dhwani, Bakroti.

CO-3 :   To know about definition Sabdasakti.

CO-4 :   To know about Naturalism, Existentialism.

CO-5 :   To know about the nature of Imagery and symbolism.

MAPPING OF POS AND COS

PO/CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	2	3	3	2	3	1	2	3	2	3
CO2	3	2	3	3	3	1	3	3	3	3
CO3	3	3	2	3	3	2	3	2	3	3
CO4	3	3	2	3	3	2	3	3	3	2
CO5	3	3	3	3	2	1	3	3	3	3

SEMESTER – IV

Paper code- H.C-403

Mark: 100

Credit: 05

ପାଠକ୍ର ନିବୃ୍ଧ ପ୍ରସ୍ତି ତି ଓ ଉପମୀଷଣ   **ପରୀବି**
          ୦ା

CO-1 : To aware about various steps for preparation of dissertation.

CO-2 : To collection of data for dissertation.

CO-3 : To classify of data .

CO-4 : To analysis of data.

CO – 5 : To prepare and present of dissertation.

MAPPING OF POS AND COS

PO/CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	2	3	3	2	3	1	2	3	2	3
CO2	3	3	3	3	3	1	3	3	3	3
CO3	3	3	2	3	3	2	3	2	3	3
CO4	3	3	3	3	3	1	3	3	3	2
CO5	3	3	3	3	2	1	3	3	3	3

SEMESTER – IV
Paper code- C.E- 401
Mark: 70

Credit: 05

ଆଧନିକ ପ୍ରତିୟାଗ ତତ୍ତ୍ବ

CO-1 : To about definition and types of translation.
CO-2 : Development of Odia translation literature.
CO-3 : To acquire knowledge various provincial literature and art of translation.
CO-4 : To learn translation from other language to odia language vice-versa.
CO-5 : To know about eminent translators in the field of Odia literature and their works.

MAPPING OF POS AND COS

PO/CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	3	3	3	2	3	2	2	3	2	3
CO2	3	2	3	3	2	1	3	3	3	3
CO3	3	3	2	3	3	2	3	2	3	3
CO4	2	3	3	2	3	1	3	3	3	2
CO5	3	3	3	3	2	2	3	3	3	3

DEPARTMENT OF PHILOSOPHY

P.G. DEPARTMENT OF PHILOSOPHY

PROGRAMME OUTCOME

1. **ADVANCED KNOWLEDGE:** Students will have an in-depth understanding of key philosophical concepts,theories, and the historical development of philosophy.

2. **CRITICAL THINKING:** Enhanced critical thinking and analytical skills, enabling students to evaluatecomplex ideas and arguments.

3. **RESEARCH AND WRITING PROFICIENCY:** Students will be proficient in conducting philosophical research and communicating their findings effectively through well-structured and persuasive written and oralpresentations.

4. **ETHICAL AWARENESS:** Increased ethical awareness and the ability to engage in ethical reasoning and debate.

5. **FOSTER A LOVE FOR PHILOSOPHY:** Instill a passion for philosophical inquiry, inspiring a lifelong pursuit of wisdom and understanding.

6. **ENHANCE COMMUNICATION:** Improve written and communication skill to effectively express complex philosophical ideas and engage with diverse audiences.

7. **BREADTH OF PHILOSOPHICAL UNDERSTANDING:** Exposure to diverse philosophical traditions, both Western, promoting a more comprehensive view of the field.

8. **PROBLEM SOLVING SKILL:** Students will develop strong problem-solving abilities, which can be applied to a wide range of real-world challenges.

9. **EXPERTISE IN A SUB-FIELD:** Specialized knowledge and expertise in a particular subfield of philosophy,such as ethics, metaphysics, epistemology, philosophy of mind or political philosophy.

10. **CAREER OPPERTUNITIES:** Students are prepared for careers in various sectors, including

academia, publishing, law, non-profit organizations, and more, where strong analytical and

communication skills are highly valued.

PROGRAMME SPECIFIC OUTCOME

After successful completion of two-year master programmes in Philosophy a student should be able to:

PSO1: Profound understanding of specific philosophical themes or issues, like existentialism, environmental

ethics, or social justice.

PSO2; Proficiency in reading philosophical texts in multiple languages, particularly relevant for programmes

with a focus on non-western philosophical traditions.

PSO3: The ability to engage in interdisciplinary work, applying philosophical perspectives to other fields,

such as science, literature or technology.

PSO4: The capacity to conduct original research and make meaningful contributions to the field through

published articles, conference presentations or philosophical dialogues.

PSO5: The development of ethical leadership skills for roles in ethics committees, public policy or advocacy

organizations.

These above special outcomes can be tailored to the specific focus and objectives of the M.A. program

in philosophy, and they enable the students to make unique contributions to their chosen area of

philosophy or to apply philosophical insights to other domains of knowledge and practice.

FIRST SEMESTER

PO/CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	3	2	2	3	2	3	3	3	1	2
CO2	3	3	3	2	3	3	2	2	3	3
CO3	2	3	3	3	2	2	2	3	3	1
CO4	2	3	2	3	3	2	3	2	3	3
CO5	3	3	2	3	3	3	3	2	3	2

PAPER-HC-101 INDIAN EPISTEMOLOGY

COURSE OUTCOME:

CO1: Indian Epistemology is rich in terms of its content and method. It teaches the students, howto have valid knowledge as distinguished from invalid one.

CO2: It also enables them to know how cognition is itself cognized. Cognitions are moments of consciousness but not species of belief, doubt, hesitation, surmise, conjecture etc. Knowledge is situation or context specific.

CO3: The knowledge of Indian Epistemology should enhance the students' ability regarding systematic reflection concerning knowledge.

CO4: The course is to understand the distinct sources of knowledge. It will provide the students to inculcate in-depth knowledge of Indian Epistemology.

CO5: In-depth study of Indian knowledge systems. Knowledge is situation or context specific.

Unit I

Cognition: meaning and nature.
Student Learning Outcomes:

- ➢ The knowledge of Indian Epistemology should enhance the students' ability regarding systematic reflection concerning knowledge.
- ➢ The course is to understand the distinct sources of knowledge.
- ➢ It will provide the students to inculcate in-depth knowledge of Indian Epistemology
- ➢ .PAPER HC-102 INDIAN METAPHYSICS

COURSE OUTCOMES

CO1: The course aims at to acquaint students with the fundamentals of the orthodox systems such as Samkhya, Yoga, Nyaya, Vaisesika, Puva Mimamsa and Uttara Mimamsa.

CO2: It deals with the fundamental assumptions and theories in the heterodox systems such as Carvak, Buddhism and Jainism.

CO3: The notion of absolute in the orthodox system is not of the nature of hypothetical constructions butindicator of existential state.

CO4: Develop a clear grasp of key metaphysical concepts unique to Indian philosophy, including conceptslike Atman(self), Brahman (the ultimate reality), Karma, dharma, and Moksha (liberation).

CO5: Promote cultural sensitivity and respect for the diversity of Indian metaphysical thought and its impacton various Indian cultures and religious practices.

Student Learning Outcomes:

➢ On completion of the course students will understand the interface between thereligio-cultural traditions and philosophic enquiry.
➢ Help them understand the synergy among the orthodox and heterodox schools with regard to the nature of the 'highest good' differently conceived in differentsystems.
➢ To discover affinity between orthodox systems and heterodox systems.especially, Buddhism and Jainism.
➢ To understand how the epistemology and metaphysics remain intertwined in Nyaya, Vaisesika, Samkya and Yoga.
➢ To understand how the Vedantic metaphysics constitutes the quint essence of Indianpsyche.
➢ To help students reexamine the critique of metaphysics as offered by some Indianand western thinkers.

PAPER-HC-103 INDIAN ETHICS

COURSE OUTOCME:

CO1: Gain a profound understanding of Indian ethical traditions. And develop a clear grasp of fundamental ethical concepts unique to Indian philosophy, such as dharma(duty), karma (action and its consequences) , ahimsa (non-violence), and moksha(liberation).

CO2: Ability to compare and contrast Indian ethical ideas with western ethical theories, highlighting both differences and commonalities.

CO3: Appreciate the historical, cultural and social contexts in which Indian ethical thought developed and its influence on various aspects of Indian society.

CO4: Enhance Critical thinking skills by engaging with complex ethical debates, ethical reasoning, and moral dilemmas within Indian philosophy.

CO5: Learn to interpret classical Indian texts and analyze their ethical content and implications.

Unit-1

Indian Ethics: Meaning and Presuppositions.Dharma: Meaning, Dharma and Religion,

Classification of Dharma, Varnadharma, Asramadharma.

COURSE OUTCOME

CO1: This course aims at to introduce students to the developments in symbolic logic and to make students understand that reasoning is reliant on the structure of the vehicle ofreasoning.

CO2: Following Aristotle, we regard Logic from different points of view. On the onehand, logic is an instrument for appraising the correctness of reasoning.

CO3: Students should gain a strong understanding of the principles and rules of formal logic, including propositional and first order logic. Proficiency in representing logical statements and arguments using symbols and quantifiers.

CO4: Developing the ability to construct and evaluate logical arguments, including the identificationof valid and invalid arguments.

CO5: Learning various proof techniques, including truth tables, natural deduction, and semantic tableaux to demonstrate the validity of logical arguments.

Student Learning Outcomes:

> ➤ Students will develop interest in logic both as a method of derivation and as a way of finding structure in language.

> ➤ Interest will be generated in their relation between natural language and formal languages.

> ➤ Students will become adept at truth tables, and methods of derivation like conditional proof, indirect proof, quantification theory.

> ➤ Students will understand the significance of the logics of necessity and possibility and willlearn the debates around modalities in philosophy.

PAPER-AC-101 COMPUTER APPLICATION

COURSE OUTCOME

CO1: The students develop the ability of handling problems through computer application.Acquire knowledge of fundamentals of computer technology.

CO2: Students should gain proficiency in fundamental computer skills, including using operating systems, file management, and basic software applications.

CO3: Proficiency in using office productivity software like word processing, spreadsheets and presentation application for creating and editing documents.

CO4: Understanding how to use web browsers, search engines and email client effectively for communication and research.

CO5: Ability toorganize and manage dataand files, including dataentry and basic database skills.

SECOND SEMESTER

PAPER-HC-201 WESTERN EPISTEMOLOGY

COURSE OUTCOME

CO1: In this paper we look at the works of some of the philosophers who have had a lasting influence on philosophizing in the discourse of epistemology.

CO2: Though the list of such thinkers is very long, the following selection has been confined to only those philosophers who not only inaugurated new directions in philosophybut have continued to have lasting impact on subsequent philosophers.

CO3: The primary purpose of this course is to examine human knowledge – its sources, its nature, and its various kinds. This course offers the critical understanding of western epistemology from diverse vantage points such as what is knowledge, its origin, its nature,problems of knowledge and limits of human knowledge.

CO4: Gain a deep understanding of the field of epistemology, its history, and its central questions regarding knowledge, belief, and truth.

CO5: Familiarity with major figures in western epistemology, such as Plato, Aristotle, Descartes, Hume, Kant.

WESTERN METAPHYSICS

PAPER–HC202

CO1: The objective is to underline the basic difference between the metaphysical question in theEast and the West.

CO2: It will give emphasis upon understanding the nature of the epistemic paradigms. It willexamine the deductive method employed in metaphysical thinking and a priori models in metaphysical thinking in the philosophy of Descartes, Spinoza, Leibnitz, Hegel and other philosophers.

CO3: The nature of metaphysics which is the result of certain epistemic pre-suppositions of the philosophers like Hume, Kant and other revisionary metaphysical models will be discussed.

CO4: It will lay bare the distinction between descriptive and revisionary metaphysics and will examine the nature of the presuppositions and the nucleus concepts employed in construction ofmetaphysical models.

CO5: Understanding the interface between epistemology and metaphysics with reference to the Western metaphysical systems will also be discussed.

Student Learning Outcomes:

- ➢ The students would understand how certain epistemological assumptions give rise to metaphysical models and vice-versa.
- ➢ To develop the capacity to understand the logic of the fundamental concepts and how a metaphysical system is an elaboration of the foundational concepts along with certain fundamental assumptions.
- ➢ To understand how the metaphysical models constitute the basis of the ethical paradigms.
- ➢ To understand the nature of absolutism or reductionism in the respect of the metaphysical thinking in the west.

PAPER-HC-203 WESTERN ETHICS

COURSE OUTCOME:

CO1: To make students aware of Ethical tools that must be used to resolve moral and ethical issues

arounds.

CO2: To introduce students into contemporary debates in western ethics. Course materials investigate how or ethical approaches to ethics apply to practical issues, including di scissions of Moral sentiments and its uses.

CO3: To make students strong in ethically reasoning skills by critically examining most influential thoughts about issues in morality.

CO4: Explore the historical development of western ethical thought, including the contributions of major philosophers.

CO5: Study and evaluate various ethical theories, such as virtue ethics, deontological ethics, consequentialism and understand the fundamentals of meta- ethics.

Unit-I

Ethical Theories: Nature of Ethical Theories

Student Learning Outcomes:

This course addresses everyday life issues through theoretical concepts and, hence, it is one of the courses that requires a practical interface of theory and real-life situations. It will enable the students to develop skills to help them taking decisions in a morally sticky situations or what is called a dilemma. Students need to be initiated into deliberating uponsome viable models/planners to suggest a resolution of these issues. An engagement withother institutions like hospitals, business organizations, old age homes, NGOs etc. and useof Ted talks, social media as pedagogical tools will certainly add value to this course.

COURSE OUTCOME:

CO1: This course will focus on the origin and development of different religions of the world. It will focus on the similarities shared between them.

CO2: Special emphasis would be on clarifying religious dogmas and misunderstanding which causes religious conflict and tries to address the truespirit of all religions. It also discusses regarding the restoration of peace and prosperity and social solidarity in the human society.

CO3: Gain an in-depth understanding of major world religions, including their history, beliefs, practices, and key figures.

CO4: Develop the ability to compare and contrast religious traditions, identifying both similarities and differences.

CO5: Cultivate an appreciation for the cultural, historical, and social contexts in which different religions have evolved.

Student Learning Outcomes:

➢ By studying a variety of religions, students gain a broad understanding and appreciation of mechanism for enhancing cross-cultural religious communication. It will further benefit towards the realization of peace, harmony, and co-existence in the society.

PAPER-CE-201(I)

THE PHILOSOPHY OF MAHIMA CULT

COURSE OUTCOME

CO1: To acquaint students with Mahima cult and its philosophical significance. So, itintends to discuss the metaphysical and ethical aspects of Mahima cult.

CO2: Explore the historical and cultural context in which the Mahima cult originated and developed. Study the fundamental texts, scriptures, and key figures within the Mahima tradition. **CO3:** Learn about the religious practices, rituals, and worship methods associated with the Mahimacult.

CO4: Analyze the ethical and social teachings of the Mahima cult and their implications for

individuals and communities.

CO5: Understand the cult's influence on local culture, traditions and the communities in which itis practiced.

Student's Learning Outcome:

It preaches universal love, brotherhood, and peace. Students can realize that the altruisticoutlook of Bhima Bhoi because of which the philosophy of Mahima cult is rightly called spiritual humanism.

PAPER-CE-201(II)

LINGUISTIC AND CONCEPTUAL ANALYSIS

COURSE OUTCOME

CO1: The course on Philosophy of Language will focus on the key concepts concerning meaning. Philosophers of language, from the very beginning, have been debating about what could be a general theory of meaning. What is a theory of meaning?

CO2: On what does the knowledge of meaning consist? Are there at all facts about meaning? Andif so, what kinds of facts are there about meaning? What is the connection between a theory of meaning and a theory of truth? Can we say that a theory of meaning is also a theory of understanding? Is meaning natural or conventional? What is the relationship between meaning and translation?

CO3: In dealing with these questions' studentswill be required to study philosophers of language, like Frege, Russell, Strawson, Wittgenstein, Quine, and the logical positivists. The aim is to show that issues concerning meaning are not merelysemantic, but integrally related to that of ontology and epistemology. Meaning and Reference are the most common ways of understanding,

CO4: The meaning of a word is in terms of its reference to something outside of language. But the notion of reference and the relation of language to something outside of it, leads to questions concerning language-world relationship. So, we will lookat the problem of reference with special emphasis on proper names, definite descriptions, problem of empty names and the distinction between sense and reference.

CO5: Traditional accounts of meaning have been challenged by philosophers in their attempts to understand meanings as acts that speakersperform in their use of language.

Student Learning Outcomes:

➢ Introduces the basic notion of language- analysis as a tool against speculativemetaphysics.
➢ Sensitizes students to the very notion of analysis- Its importance and drawbacks.
➢ Enables students to develop an insight into the relation between language and reality.
➢ Makes students aware of the analytical method.

COURSE OUTCOME

CO1: To acquaint the students with the great values of human life which has been prescribed by our seers starting from ancient period to the present time in order to attain the ultimate goal of life i.e. freedom.

CO2: Understand the concepts of dharma and karma and their significance in Indian ethics.

CO3: Explore spiritual values and the pursuits of moksha as central themes in Indian philosophy.

THIRD SEMESTERAPPLIED ETHICS PAPER-HC-301

COURSE OUTCOME

CO1: The objective is to spell out the distinction between normative ethics and meta-normativeethics. It aims at the study of ethics as related to the practical situations of life.

CO2: It will discuss the nature of applied ethics and are as of applied ethics such as business ethics, bio-medical ethics, environment ethics, media ethics, legal ethics. It deals with the nature ofmoral judgment and the seminal issues in different areas of applied ethics.

CO3: Develop the ability to make well-reasoned ethical decisions by applying ethical theories and principles to specific cases.

CO4: Understand the ethical considerations in research, including issues related to human andanimal subjects, data integrity.

CO5: Consider ethical challenges in emerging technologies, including artificial intelligence, biotechnology.

Student Learning Outcomes:

- ➢ The course will help students to understand the nature of value and moral judgment.
- ➢ Why be moral?
- ➢ How can there be transition between the knowledge of good to the practice ofgoodness, i.e. from paradigm to praxis.
- ➢ Will sensitize students to perceive different moral issues which are to be attendedwith priority in different contexts.
- ➢ Understand the distinction between cardinal values which are universal and customary values which are context specific.

PAPER-HC-302

POST-KANTIAN AND CONTEMPORARY PHILOSOPHY

COURSE OUTCOME

CO1: This course aims at the introduction of some fundamental issues of philosophy in general and to offer a critical analysis of philosophical explanations, methods, doctrinesand leading thoughts of Post-Kantian Contemporary Western Philosophy.

CO2: This course will help to nurture the philosophical ideas and critical reasoning abilities among students. Besides these, this course will develop acritical, reflective andhistorical awareness on issues relating to the following aspects of philosophy such as metaphysics, epistemology, and ethics.

CO3: Offers the critical understanding of modern western philosophy from diverse vantage points such as modern to postmodernism.

CO4: These thinkers were not only contested the tenets of western philosophy but also make us aware of otherways of reading western philosophy. The methodologies and tools provided by these thinkers have their own philosophical significance and social implication.

CO5: Comprehends and explains some important concepts from philosophical point of

view, develop a critical, reflective and historical awareness on issues relating to the following aspects ofphilosophy such as metaphysics, epistemology, and ethics.

Unit-I
Student Learning Outcomes:

- ➢ Becomes familiar with major philosophical problems and the methods
- ➢ Identifies and discuss the role and importance of epistemology in the domain ofphilosophy
- ➢ Comprehends and explains some important concepts from philosophical point of view
- ➢ Offers the critical understanding of modern western philosophy from diverse vantage points such as modern is mand postmodernism. These thinkers were not only contested the tenets of western philosophy but also make us aware of other ways of reading western philosophy. The methodologies and tools provided by these thinkers have their own philosophical significance and social implication.

PAPER-HC-303 PHILOSOPHY OF VEDANTA

COURSE OUTCOME

CO1: Vedanta is the pursuit of knowledge of the self-i.e. Atman-vidya (self-knowledge) and the knowledge of the reality. It also discusses the cause of human suffering and provides means for freedom. So, it aims at the discussion of spiritual and Philosophical interpretations of Vedantaschools and its relevance at the present-day scenario.

CO2: Gain a deep understanding of the core philosophical principles and teachings of Vedanta.

CO3: Analyze metaphysical concepts centrals to Vedanta, including the nature of reality and the self and the relationship between the two.

CO4: Understanding the distinctions and nuances of the three major Vedanta traditions: Advaita, Dvaita and Visitadvaita.

CO5: Study the concept of maya, the illusory nature of the world and its significance in Vedanta philosophy.

Student Learning Outcome:

- It is hoped that Advaita Vedanta will help students to know the principal concepts in relation to other systems of Indian thought and thereby make for extending the frontiers ofknowledge.
- It is expected that by practical use of the Vedantic knowledge they will be benefited inevery step of life.

PAPER-CE-301(I) CONTEMPORARY INDIAN PHILOSOPHY

COURSE OUTCOME:

CO1: This course will focus on the study of some of the 20th century Indian philosophers, both academic and non-academic, who have influenced the social life and philosophical engagements.

CO2: The course includes the study of the specific works of Radhakrishnan, Aurobindo, K.C.Bhattacharya, J.Krishnamurthi, D.D.Upadhyaya, B.R.Ambedkar, M.N.Roy, and Jotirao Phule. Each of them in one way or another has responded to the challenges posed by the colonial encounter, nationalists and civilizational aspirations.

CO3: The students will be required to engage with these philosophers. It will be interested chieflyin concepts that were central to Indian modernity and to the intellectual engagements of these thinkers- Swaraj, renaissance, caste, Religion, rights, equality and Nationalism.

CO4: This course will bring out the distinctive notion of an Indian modernity which emerged asthe "old world Indian mind" engaged with the European ideas of the enlightenment and individual liberty. A substantial literature has developed on the related concepts of Multiple modernity and Alternative Modernity

CO5: To understand the concepts that were central to Indian modernity and to the intellectual engagements of these thinkers- Swaraj, renaissance, caste, Religion, rights, equality and Nationalism.

Unit-I

Student Learning Outcomes:

- To introduce the social and political theories of Indian thinkers. The central concern of this paperis to make students aware about the nature of man, society, and the state, and the relation betweenthem.
- To make understand the dynamics of Indian social reality and its conceptualization.
- To familiarize the students with the concepts such as colonialism, nationalism, rights and justicefrom Indian perspective.

COURSE OUTCOME:

CO1: To ignite the students for basic social and political concepts both in Western and Indian context.

CO2: To introduce students the philosophical underpinnings of the social and political structures.

CO3: To study different thinkers who have given their theories in understanding the society and principles of the governance.

And to make the students aware about the social and political ideals.

CO4: Analyze the concept of democracy, various models of governances and issues related topolitical participation and representation.

CO5: Examine the principles of social and economic equality, including debates on wealth distribution poverty and inequality.

Student Learning Outcomes:

The paper is designed to appreciate the profound ideas that sprung from the minds of the great philosophers of the modern western world. It will also make students aware that there is no placefor superficial approach to the complex questions in life. It will make students a better citizen by understanding the notion of democracy. This course also offers to know rights of Individuals and communities. Students also learn to live in cohesive manner in a multicultural setup.

PAPER-CE-302(I) PHILOSOPHY OF WITTGENSTEIN

COURSE OUTCOME:

CO1: This course is focused on Wittgenstein's entire works of both early *Tractatus* andlater *Philosophical Investigations*. It aims at showing the continuity of his philosophicalconcerns through a close reading of the selected sections of the two texts.

CO2: The method and tool provided by Wittgenstein have its own philosophical significance and linguistic implication.

CO3: The reading focuseson the evolution of Wittgenstein's conception of philosophy,philosophy of language, philosophy ofmind and ethics by addressing the following themes: Nature of Philosophy, Reality, Facts, Objects, Names, Propositions, Picture Theory of Meaning, Rejection of Essentialism, Use Theory of Meaning, Language- games, Family Resemblance and Forms of Life, Solipsism and Private Language, Ethicsand Religion.

CO4: Analyze Wittgenstein's view on language, meaning, and the relationship betweenlanguage and reality.

CO5: Engage with Wittgenstein's perspectives on the relationship between language, mind, and the external world.

- Gives the clarity of thought as well as language.
- Provides analytical ability or analytical approach which makes our understanding clear.
- Develops the conceptual clarity by linguistic analysis.
- Develops the critical reasoning ability.
- Enhances the research ability, analytical skill, and methodological outlook.

PAPER-CE-302(II) CRITICAL THINKING

COURSE OUTCOME:

CO1: The course primarily aims at helping students to cultivate the rational acumen.

CO2: Acquires the ability to ask questions, find issues where there are apparently none.

CO3: Helps students to enrich their ability for reflective thinking which in turn will helpthem tohave

a visionary road map to translate it into reality.

CO4: To understand the nature of reasoning and its limits.

CO5: Improve the ability to analyze complex issues and arguments systematically.

Student Learning Outcomes:
- It will help students to develop the spirit of critical enquiry.
- Cultivates the objective and secular attitude towards problems in life
- Brings about clarity in thinking and understanding of issues and avoid confusion or ambiguity.
- Helps students to develop the skill of observation, analysis, and assessment by the touchstoneof reason.
- Have the right choice and move ahead in the real-life situations with the strength of self-direction and self-evaluation from time to time.

PAPER –FI (301)

Field Internship

COURSE OUTCOME

To acquire direct knowledge and experience of places of historical and religious importance through field visit. Develop the ability to assess the quality and relevance of evidences and data.Apply critical thinking skills to various fields and subjects.

FOURTHSEMESTER

PAPER-HC-401

MAJOR TRENDS IN ODISHIAN PHILOSOPHYCOURSE OUTCOME:

CO1: The course designed under Odishan Philosophy with a view to impart the knowledge ofsocio-cultural and religious trends with which Odisha is enriched, and to make them aware about the deep

philosophical insights and thoughts of the scholar of Odisha which may motivate them to emulate their footprints in order to retain the glory of our tradition and culture.

CO2: To impart the knowledge of socio-cultural and religious trends with which Odisha is enriched.

CO3: To make students aware about the deep philosophical insights and thoughts of the scholar of Odisha.

CO4: Analyze the diverse philosophical perspective and schools of thought within odishian philosophy, including different streams like Sarala das, Balaram Das and others.

CO5: Examine metaphysical concepts, ethical principles and moral values embedded in odishian philosophical thought.

Student Learning Outcomes:

It is found from sample study, most of the students are inspired both in spirit and practice with academic knowledge of Odishan Philosophy. They are determined to uphold the glory of Odishan Philosophy culture and religion both in ideal and practical level.

PAPER-HC-402

PHILOSOPHY OF THE UPANISADS: TEXTUAL STUDY OF THE KENA UPANISAD AND THE KATHA UPANISAD WITH THE COMMENTARY OF SHANKARACARYA

COURSE OUTCOME:

CO1: To understand the basic concepts of research and its methodologies.

CO2: To identify and discuss the role and importance of research in the subject of philosophy.

CO3: To identify and discuss the issues and the concepts related to the research process.

CO4: To identify and discuss the complex issues inherit in selecting a research problem, selectingan appropriate research design, and implementing a research project.

CO5: To identify appropriate research topics.

Student Learning Outcomes:

- ➢ Prepares a project proposal.
- ➢ Organizes and conducts research in a more appropriate manner.
- ➢ Writes research report and dissertation.
- ➢ Writes a research proposal for projects, grants, books etc.
- ➢ Explains key research concepts and issues.

PAPER-CE-401(I) PHILOSPHY OF MIND

COURSE OUTCOME

CO1: The course is imparting knowledge of mind, by analyzing the mental conduct concepts, as distinguished from the bodily behaviors, through linguistic analysis. Keeping the above purposein view the text "Philosophy of Mind" by Gilbert Ryle is prescribed.

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CO2: To impart knowledge of mind, by analyzing the mental conduct concepts, as distinguishedfrom the bodily behaviors, through linguistic analysis.

CO3: Helps the students to know the exact meaning of the mental concepts distinguishesmental concepts from bodily concept. Analyze the mind-body problem, including dualist, materialist, and idealist perspectives on the relationship between the mind and body.

CO4: Examine the nature of consciousness, qualia (subjective experiences), and debates about it.

CO5: Explore questions personal identity, continuity of the self, and nature of the "I".

Student Learning Outcome:

Helps the students to know the exact meaning of the mental concepts. Distinguishes mentalconcepts from bodily concepts. So, confusions no longer remain.

PAPER -AC-401 WOMEN AND SOCIETY

COURSE OUTCOME

CO1: The **Women and Society** examines the concepts, methods and status of women in human society.

CO2: It seeks to enhance students' ability to explain the social world. It is consequently a meta-theoretical endeavor about social life of women.

CO3: Develop an understanding of key concepts and theories in gender studies and feminist theory including patriarchy, and gender as a social construct.

P.G. DEPARTMENT OF PHILOSOPHY

PROGRAMME OUTCOME

1. **ADVANCED KNOWLEDGE:** Students will have an in-depth understanding of key philosophical concepts, theories, and the historical development of philosophy.

2. **CRITICAL THINKING:** Enhanced critical thinking and analytical skills, enabling students to evaluate complex ideas and arguments.

3. **RESEARCH AND WRITING PROFICIENCY:** Students will be proficient in conducting philosophical research and communicating their findings effectively through well-structured and persuasive written and oral presentations.

4. **ETHICAL AWARENESS:** Increased ethical awareness and the ability to engage in ethical reasoning and debate.

5. **FOSTER A LOVE FOR PHILOSOPHY:** Instill a passion for philosophical inquiry, inspiring

a lifelong pursuit of wisdom and understanding.

6. **ENHANCE COMMUNICATION:** Improve written and communication skill to effectively express complex philosophical ideas and engage with diverse audiences.

7. **BREADTHOF PHILOSOPHICAL UNDERSTANDING:** Exposure to diverse philosophical traditions, both Western, promoting a more comprehensive view of the field.

8. **PROBLEM SOLVING SKILL:** Students will develop strong problem-solving abilities, which can be applied to a wide range of real-world challenges.

9. **EXPERTISE IN A SUB-FIELD:** Specialized knowledge and expertise in a particular subfield of philosophy, such as ethics, metaphysics, epistemology, philosophy of mind or political philosophy.

10. **CAREER OPPERTUNITIES:** Students are prepared for careers in various sectors, including academia, publishing, law, non-profit organizations, and more, where strong analytical and communication skills are highly valued.

PROGRAMME SPECIFIC OUTCOME

After successful completion of two-year master programmes in Philosophy a student should be able to

PSO1: Profound understanding of specific philosophical themes or issues, like existentialism, environmental ethics, or social justice.

PSO2: Proficiency in reading philosophical texts in multiple languages, particularly relevant for programmes with a focus on non-western philosophical traditions.

PSO3: The ability to engage in interdisciplinary work, applying philosophical perspectives to other fields, such as science, literature or technology.

PSO4: The capacity to conduct original research and make meaningful contributions to the field through published articles, conference presentations or philosophical dialogues.

PSO5: The development of ethical leadership skills for roles in ethics committees, public policy or advocacy organizations.

MAPPING OF POS WITH COS

PO/CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	3	3	2	3	2	3	3	3	2	2
CO2	3	2	3	3	3	3	2	3	3	3
CO3	2	3	3	2	3	1	3	3	3	2
CO4	3	3	3	3	3	2	3	2	3	3

COURSE OUTCOME

CO1: The course primarily aims at helping students to cultivate the rational acumen.

CO2: Acquires the ability to ask questions, find issues where there are apparently none.

CO3: Helps students to enrich their ability for reflective thinking which in turn will help them to have a visionary road map to translate it into reality.

CO4: To understand the nature of reasoning and its limits.

CC-II: LOGIC AND SCIENTIFIC METHOD

COURSE OUTCOME

CO1: This course aims at to introduce students to the developments in symbolic logic and traditional logic to make students understand that reasoning is reliant on the structure of the vehicle of reasoning.
CO2: Develop proficiency in deductive and inductive reasoning, and the ability to identify and evaluate logical fallacies in scientific arguments.
CO3: Understand the steps of the scientific methods, including hypothesis formulation experimental design and drawing conclusions.
CO4: Gain an appreciation for the importance of empirical evidence and the role of observations and experiments in the scientific process.

CC-III: SYSTEMS OF INDIAN PHILOSOPHY-I

COURSE OUTCOME

CO1: Understand the historical and cultural context in which Indian philosophical traditions emerged and evolved.

CO2: Develop a comprehensive knowledge of the major philosophical traditions in India, such as Carvaka, Samkhya, Jaina and Buddhist philosophy.

CO3: Study key philosophical texts, and scriptures from various Indian traditions, gaining the ability interpret and analyze the text.

CO4: Explore metaphysical concepts, such as the nature of reality (Brahman, Atman, etc.), and epistemological concepts, including various means of knowledge(pratyaksha, anumana)

CC-IV: SYMBOLIC LOGIC

COURSE OUTCOME

CO1: This course aims at to introduce students to the developments in symbolic logic and to make students understand that reasoning is reliant on the structure of the vehicle of reasoning. **CO2:** Following Aristotle, we regard Logic from different points of view. On the one hand, logic is an instrument for appraising the correctness of reasoning.

CO3: Students should gain a strong understanding of the principles and rules of formal logic, including propositional and first order logic. Proficiency in representing logical statements and arguments using symbols and quantifiers.

CO4: Learning various proof techniques, including truth tables, natural deduction, and semantic tableaux to demonstrate the validity of logical arguments.

CC-V: ETHICS

COURSE OUTCOME

CO1: To make students aware of Ethical tools that must be used to resolve moral and ethical issues around.
CO2: To introduce students into contemporary debates in western ethics. Course materials investigate how the ethical approaches to ethics apply to practice issues, including discussion of moral sentiments and its uses.
CO3: To make students strong in ethically reasoning skills by critically examining most influential thoughts about issues in morality.
CO4: Explore the historical development of western ethical thought, including the contributions of major philosophers.
CO5: Study and evaluate various ethical theories, such as virtue ethics, deontological ethics, consequentialism and understand the fundamental of meta ethics.

CC-VI: HISTORY OF GREEK PHILOSOPHY COURSE OUTCOME

CO1: In this paper we look at the works of some of the philosophers who have had a lasting influence on philosophizing in the discourse of epistemology.
CO2: Though the list of such thinkers is very long, the following selection has been confined to only those philosophers who not only inaugurated new directions in philosophy but have continued to have lasting impact on subsequent philosophers.
CO3: The primary purpose of this course is to examine human knowledge – its sources, its nature, and its various kinds. This course offers the critical understanding of western epistemology from diverse vantage points such as what is knowledge, its origin, its nature, problems of knowledge and limits of human knowledge.
CO4: The primary purpose of this course is to examine human knowledge – its sources, its nature, and its various kinds.

CO1: Understand the historical and cultural context in which Indian philosophical traditions emerged and evolved.

CO2: Develop a comprehensive knowledge of the major philosophical traditions in India, such as Carvaka, Samkhya, Jaina and Buddhist philosophy.

CO3: Study key philosophical texts, and scriptures from various Indian traditions, gaining the ability interpret and analyze the text.

CO4: Explore metaphysical concepts, such as the nature of reality (Brahman, Atman, etc.), and epistemological concepts, including various means of knowledge (prataksha, anumana)

CC-VIII: CONTEMPORARY INDIAN PHILOSOPHY COURSE OUTCOME:

CO1: This course will focus on the study of some of the 20th century Indian philosophers, both academic and non-academic, who have influenced the social life and philosophical engagements.

CO2: The course includes the study of the specific works of Radhakrishnan, Aurobindo, J. Krishnamurthy, M.K. Gandhi, Swami Vivekananda. Each of them in one way or another has responded to the challenges posed by the colonial encounter, nationalists and civilizational aspirations.

CO3: The students will be required to engage with these philosophers. It will be interested chiefly in concepts that were central to Indian modernity and to the intellectual engagements of these thinkers-Swaraj, renaissance, caste, Religion, rights, equality and Nationalism.

CO4: This course will bring out the distinctive notion of an Indian modernity which emerged as the "old world Indian mind" engaged with the European ideas of the enlightenment and individual liberty. A substantial literature has developed on the related concepts of Multiple modernity and Alternative Modernity

CC-IX: HISTORY OF MODERN EUROPEAN PHILOSOPHY COURSE OUTCOME

CO1: In this paper we look at the works of some of the philosophers who have had a lasting influence on philosophizing in the discourse of epistemology.

CO2: Though the list of such thinkers like Descartes, John Locke, Immanuel Kant, has been confined to only those philosophers who not only inaugurated new directions in philosophy but have continued to have lasting impact on subsequent philosophers.

CO3: The primary purpose of this course is to examine human knowledge – its sources, its nature, and its various kinds.

CO4: This course offers the critical understanding of western epistemology from diverse
vantage points such as what is knowledge, its origin, its nature, problems of knowledge and limits of human knowledge.

CC-X: PHILOSOPHY OF LANGUAGE

COURSE OUTCOME

CO1: The course on Philosophy of Language will focus on the key concepts concerning meaning. Philosophers of language, from the very beginning, have been debating about what could be a general theory of meaning. What is a theory of meaning?

CO2: On what does the knowledge of meaning consist of? Are there at all facts about meaning? And if so, what kinds of facts are there about meaning? What is the connection between a theory of meaning and a theory of truth? Can we say that a theory of meaning is also a theory of understanding? Is meaning natural or conventional? What is the relationship between meaning and translation?

CO3: In dealing with these questions' students will be required to study of different concept of language, like ambiguity, vagueness, theories of truth, different kinds of definitions.

CO4: The aim is to show that issues concerning meaning are not merely semantic, but integrally related to that of ontology and epistemology. Meaning and Reference are the most common ways of understanding,

CC-XI: WESTERN CLASSICS: MEDITATIONS OF RENE DESCARTES COURSE OUTCOME

CO1: Gain a deep understanding of Descartes method of skeptical doubt on his quest of certain knowledge.

CO2: Explore the key metaphysical and epistemological concepts presented in Descartes's Meditation, such as "cogito-ergo-sum", innate ideas and nature of mind and body.

CO3: Discuss Descartes's position within the rationalist tradition and his emphasis on the role of reason and innate knowledge.

CO4: Explore the mind-body problem and Descartes dualism, as well as contemporary debates related to this issue.

CC-XII: INDIAN TEXT: ISA UPANISHAD

COURSE OUTCOME

CO1: To Increase student understanding of Vedic systems and their philosophy for spiritualistic development.

CO2: To make a holistic development of their personality.

CO3: To expose various Indian scriptures and texts like Vedas, Upanishads to realize the itself. **CO4:** To critically evaluates the importance of Vedic values, ethos and Indian value system in life. It brings personal and social growth. They should be able to contribute value addition for the betterment of society and themselves.

CC-XIII: SOCIAL & POLITICAL PHILOSOPHY

COURSE OUTCOME

CO1: To ignite the students for basic social and political concepts both in Western and Indian context.

CO2: To introduce students the philosophical underpinnings of the social and political structures.

CO3: To study different thinkers who have given their theories in understanding the society and principles of the governance.

And to make the students aware about the social and political ideals.

CO4: Analyze the concept of democracy, various models of governances and issues related to political participation and representation.

COURSE OUTCOME

CO1: The objective is to spell out the distinction between normative ethics and meta-normative ethics. It aims at the study of ethics as related to the practical situations of life.

CO2: It will discuss the nature of applied ethics and are as of applied ethics such as business ethics, bio-medical ethics, environment ethics, media ethics, legal ethics. It deals with the nature of moral judgment and the seminal issues in different areas of applied ethics.

CO3: Develop the ability to make well-reasoned ethical decisions by applying ethical theories and principles to specific cases.

CO4: Understand the ethical considerations in research, including issues related to human and animal subjects, data integrity.

DSE-I: PHILOSOPHY OF BHAGAVAD GITA

COURSE OUTCOME:

CO1: To Increase student understanding of Bhagavad Gita and their philosophy for spiritualistic development.

CO2: To make a holistic development of their personality.

CO3: To expose various Indian scriptures and texts like Vedas, Upanishads to realize itself. **CO4:** To critically evaluates the importance of Bhagavad Gita, ethos and Indian value system in life. It brings personal and social growth. They should be able to contribute value addition for the betterment of society and themselves.

DSE-II: PHILOSOPHY OF RELIGION

COURSE OUTCOME

CO1: Gain an understanding of the historical and cultural context of the medieval period and how it influenced the development of religious thought.

CO2: Explore the works and ideas of prominent medieval philosophers and theologians, such as Augustine, Anselm, Aquinas.

CO3: Examine the relationship between faith and reason in medieval thought, including discussions on the compatibility of religious belief and philosophical inquiry.

CO4: Analyze the ontological arguments for the existence of God, particularly the contributions of Anslem.

DSE-III: GANDHIAN STUDIES

COURSE OUTCOME

CO1: This course will focus on the study of some of the 20th century Indian philosophers, both academic and non-academic, who have influenced the social life and philosophical engagements. **CO2**: The course includes the study of the specific works of Mahatma Gandhi. Mahatma Gandhi in one way or another has responded to the challenges posed by the colonial encounter, nationalists and civilizational aspirations.

CO3: The students will be required to engage with Mahatma Gandhi. It will be interested chiefly in concepts that were central to Indian modernity and to the intellectual engagements of these thinkers - Swaraj, renaissance, caste, Religion, rights, equality and Nationalism.

CO4: This course will bring out the distinctive notion of an Indian modernity which emerged as the "old world Indian mind" engaged with the European ideas of the enlightenment and individual liberty. A substantial literature has developed on the related concepts of Multiple Modernities and Alternative Modernities

DSE-IV: RECENT WESTERN PHILOSOPHY

COURSE OUTCOME

CO1: This course aims at the introduction of some fundamental issues of philosophyin general and to offer

a critical analysis of philosophical explanations, methods, doctrines and leading thoughts of Post-Kantian Contemporary Western Philosophy.

CO2: This course will help to nurture the philosophical ideas and critical reasoning abilities among students. Besides these, this course will develop acritical, reflective and historical awareness on issues relating to the following aspects of philosophy such as metaphysics, epistemology, and ethics.

CO3: Offers the critical understanding of modern western philosophy from diverse vantage points such as modern to postmodernism.

CO4: These thinkers were not only contested the tenets of western philosophy but also make us aware of other ways of reading western philosophy. The methodologies and tools provided by these thinkers have their own philosophical significance and social implication.

PROJECT (Optional)- DSE-IV

COURSE OUTCOME
CO1: To understand the basic concepts of research and its methodologies.

CO2: To identify and discuss the role and importance of research in the subject of philosophy.

CO3: To identify and discuss the issues and the concepts related to the research process. **CO4:** To identify and discuss the complex issues inherit in selecting a research problem, selecting an appropriate research design, and implementing a research project.

GE-I: SYMBOLIC LOGIC
COURSE OUTCOME

CO1: This course aims at to introduce students to the developments in symbolic logic and to make students understand that reasoning is reliant on the structure of the vehicle of reasoning. **CO2:** Following Aristotle, we regard Logic from different points of view. On the one hand, logic is an instrument for appraising the correctness of reasoning.

CO3: Students should gain a strong understanding of the principles and rules of formal logic, including propositional and first order logic. Proficiency in representing logical statements and arguments using symbols and quantifiers.

CO4: Learning various proof techniques, including truth tables, natural deduction, and semantic tableaux to demonstrate the validity of logical arguments.

GE-II: INDIAN PHILOSOPHY
COURSE OUTCOME

CO1: Understand the historical and cultural context in which Indian philosophical traditions emerged and evolved.

CO2: Develop a comprehensive knowledge of the major philosophical traditions in India, such as Carvaka, Samkhya, Jaina and Buddhist philosophy.

CO3: Study key philosophical texts, and scriptures from various Indian traditions, gaining the ability interpret and analyze the text.

CO4: Explore metaphysical concepts, such as the nature of reality (Brahman, Atman, etc.), and epistemological concepts, including various means of knowledge(pratyaksha, anumana)

DEPARTMENT OF POLITICAL SCIENCE

PROGRAMME OUTCOME

After completion of the Undergraduate Program in Political Science the students will be able to:

PO1 : Educate students about normative political values, concepts and debates centered on these along with political processes, theories, governments in India and other countries   and about international relations between those countries.

PO2: Prepare students for a variety of careers or graduate and professional degree programs in Fields such as law, bureaucracy, education, politics, policy, civil society and business.

PO3 : Offer students the analytical and research skills needed to understand, explain, describe & evaluate society, politics, governments, organized associational life and international relations.

PO4:. Along with it the graduation degree in Political Science acquaints students to inculcate various citizenship values like- empathy, cooperation, tolerance, leadership quality, make them responsible in nation- building and develop in them law abidingness.

PO5: It also inculcates values of debate, discussion and spirit of constitutionalism.
PO6: have strong disciplinary knowledge and develop core competency.

PO7: have good communication skills to express their ideas.

PO8: have critical thinking and problem-solving ability related to Politics.

PO9: Do Team work and develop leadership qualities and work for the environment.

PO10: have analytical and research-related skills to generate and test hypotheses, perform experiments, surveys, projects etc.

PO11: have Digital literacy and information technology skills.

PO12: have qualities of a Lifelong learner and draw inspirations from the Political phenomenon.

Programme Specific Outcomes (PSO) of UG Political Science:

PSO1: Demonstrate knowledge of basic Political principles

PSO2: Apply one's subject knowledge and transferable skills to new/unfamiliar contexts to identify and analyse problems and issues and solve complex problems with well-defined solutions.

PSO3: Practice procedural knowledge that creates different types of professionals related to Political Science area of study, including research and development, teaching and government and public service.

SEMESTER	COURSE TITLE	COURSE NAME	COURSE OBJECTIVE

I	CC-1	UNDERSTANDING POLITICA THEORY	CO1- It introduces the students to the idea political theory, its history and approach and an assessment of its critical a contemporary trends. CO2- To explore critically Modernism, Po modernism and Feminism. CO3 and CO4 are designed to reconci political theory and practices throu reflections on the ideas and practices relat to democracy.
	CC-II	CONSTITUTIONAL GOVERNMENT AN DEMOCRACY IN INDIA	CO1-To acquaint students with t Constitutional design of state structures a institutions, and their actual worki overtime. CO2-To develop an understanding of t Indian Constitution accommodati conflicting impulses (of liberty and justic territorial decentralization and a strong unio for instance) within itself. CO3-To explore the knowledge of studen about the course traces the embodiment some of these conflicts in constitution provisions, and shows how these have play out in political practice. CO4- To acquire a detailed understanding the content and further encourages a study state institutions in their mutual interactio and in interaction with the larger extr constitutional environment.

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| | GE-III | FEMINISM:THEORY AND PRACTICE | CO1- To introduce students to contempora debates on Feminism and the history of femini struggles.

CO2-To enable the students about vario aspects on construction of gender and understanding of complexity of patriarch and goes on to analyse theoretical debat within feminism.

CO3- To provide an overall view regardi gendered analysis of Indian society, econom and polity with a view to understanding t structures of gender inequalities.

CO-4 To understand the issues with whi contemporary Indian women's movemen are engaged with. |
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SEMESTER	COURSE TITLE	COURSE NAME	COURSE OBJECTIVE
II	C-III	POLITICAL THEOR CONCEPTS AND DEBATES	CO1- The students would be able familiarize with the basic normative concep of political theory.

CO2- To gain insight on context specif concept is related to a crucial political iss that requires analysis with the aid of o conceptual understanding.

CO3- To understand the scientific applicati of the process of critical and reflecti analysis and interpretation of social practic through the relevant conceptual tool kit.

CO4- To introduce the students to t important debates in the subject. These |

			debates prompt us to consider that there is settled way of understanding concepts a that in the light of new insights a challenges, besides newer ways of perceivi and interpreting the world around us, w inaugurate new modes of Political debates.
	C-IV	POLITICAL PROCESS I INDIA	CO-1 To acquire a detailed understanding Actual politics in India diverges qui significantly from constitutional legal rules. CO-2 To inculcate skills in identifyin selecting and using of the political proce thus calls for a different mode of analysis - that offered by political sociology. CO3- To gain knowledge about the worki of 'modern' institutions, premised on t existence of an individuated society, in context marked by communitari solidarities, and their mutual transformati thereby. CO4- To familiarize students with t working of the Indian state, paying attenti to the contradictory dynamics of modern sta power.
	GE-II	GOVERNANCE: ISSUES AN CHALLENGES	CO1-To enable the students about vario aspects of governance for highlighting t major debates in the contemporary times. CO2- To learn about the importance of t concept of governance in the context of globalizing world, environme administration, development. CO3 and CO4- To gain knowledge of conce and principles of governance are explor through the various good governan initiatives introduced in India.

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SEMESTER	COURSE TITLE	COURSE NAME	COURSE OBJECTIVE
III	C-V	INTRODUCTION T COMPARATIVE GOVERNMENT AN POLITICS	CO1-To understand the scientif application of the process of foundatio course in comparative politics. CO2- To familiarize students with the bas concepts and approaches to the study comparative politics. CO3 and CO4- To study the differe domains of development and examini politics in a historical framework whi engaging with various themes comparative analysis in developed a developing countries.
	C-VI	INTRODUCTION T PUBLIC ADMINISTRATION	CO1-To learn about elements a processes of effective management t discipline of public administration. CO2- To acquire a detailed publ administration in its historical context wi an emphasis on the various classical and contemporary administrative theories. CO3- To explore the knowledge related the recent trends, including feminism a ecological conservation and how the ca for greater democratization is restructuri public administration. CO4- To provide the students comprehensive understanding contemporary administrative developments.

| | C-VII | PERSPECTIVES O INTERNATIONAL RELATIONS | CO1-To familiarize the students in use different theories with the bas intellectual tools for understandi International Relations.

CO2- To introduce the students to some the most important theoretical approach for studying international relations and inculcate its historically contextualizi the evolution of the international sta system before discussing the agenc structure problem through the levels-analysis approach.

CO3- To learn about the key milestones world history and equip them with t tools to understand and analyse the sam from different perspectives.

CO4- To make students aware of t implicit Euro-centrism of Internation Relations by highlighting certain specif perspectives from the Global South. |
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SEMESTER	COURSE TITLE	COURSE NAME	COURSE OBJECTIVE
IV	C-VIII	POLITICAL PROCESSES AN INSTITUTIONS I COMPARATIVE PERSPECTIVE	CO1- To learn about elemen and processes of effecti application of comparati methods to the study politics. CO2- To explore knowledge about The cou is comparative in both wh we study and how we study. CO3- To acquire knowled about various aspects issues, literatures, a methods that cov comparative political. CO4- To understand t scientific application comparative methods to t study of politics.

	C-IX	PUBLIC POLICY AN ADMINISTRATION I INDIA	CO1- To provide introduction to the interfa between public policy a administration in India. CO2- To gain insight context specific of publ policy lies in its effectivene in translating the governi philosophy into programs a policies. CO3- To make them awa about government polici and programmes into a part the community living. CO4- To inculcate skills identifying issues decentralization, financi management, citizens a administration and soci welfare from a non-western perspective.

	C-X	GLOBAL POLITICS	CO1- To introduce students the key debates on t meaning and nature globalization by addressing i political, economic, soci cultural and technologic dimensions.
			CO2- To explore t knowledge about the mo important debates within t globalization discourse.
			CO3- To impart them understanding of the worki of the world economy, i anchors and resistanc offered by global soci movements.
			CO4- To analyse the changi nature of relationship betwe the state and transnation actors and networks, a strengthen them to acquire detailed understanding of t study.

SEMESTER	COURSE TITLE	COURSE NAME	COURSE OBJECTIVE
V	C-XI	WESTERN POLITICAL THOUGHT	CO1- To explore the knowled about the Greek antiquity.
			CO2- To familiarize students w the manner in which the politic questions were first posed.
			CO3- To enable the students abo philosophical thoughts Machiavelli as an interlu inaugurating modern politi followed by Hobbes and Lock Rousseau, Marx.
			CO4- To provide the knowled about its theoretical bas foundation of Western politic thought.
	C-XII	INDIAN POLITICAL THOUGHT	CO1- To gain insight on conte specific elements of Indi Political Thought spanning ov two millennia.
			CO2- To acquire a detai understanding of individu thinkers whose ideas are howev framed by specific themes.
			CO3- To provide a sense of broad streams of Indian thoug while encouraging a speci knowledge of individual thinke and texts.
			CO4- To prepare them extrac from some original texts is a given to discuss in class. The l of Reference books is meant teachers as well as the mc interested students.

	DSE-I	INTRODUCTION T HUMAN RIGHTS	CO1- To develop understanding of human righ among students through a study specific issues in a comparati perspective. CO2- To inculcate skills abo how debates on human rights ha taken distinct forms historical and in the contemporary world. CO3- To analyse all issues in t Indian context, and pulls o another country to form a broad comparative frame. CO4- To explore the knowled about refugee law related issu and challenges in the context human rights.
	DSE-II	DEVELOPMENT PROCESS AN SOCIAL MOVEMENTS I CONTEMPORARY INDIA	CO1- To familiarise the studen the development processes India have undergo transformation to produce spac of advantage and disadvantage a new geographies of power. CO2- To enable the students abo the high social reproduction cos and dispossession of vulnerab social groups involved in such development strategy. CO3- To provide the knowled about variety of prote movements emerged to interroga and challenge this developme paradigm. CO4- To introduce students to t conditions, contexts and forms political contestation ov development paradigms.

SEMESTER	COURSE TITLE	COURSE NAME	COURSE OBJECTIVE
VI	C-XIII	CONTEMPORARY POLITICAL PHILOSOPHY	CO1- To acquire detail understanding about Philosophy and politics are close intertwined. CO2- To explore the knowled relating Students will be exposed the manner in which the questio of politics have been posed. CO3- To learn about elements terms of implications for larg questions of thought and existenc CO4- To provide an overall vie on Contemporary politic philosophy and debates a introduced to the students.
	C-XIV	MODERN INDIA POLITICAL THOUGHT	CO1- To enable the students abo various aspects of individu thinkers. CO2- To introduce a wide span thinkers and themes that defines t modernity of Indian politic thought. CO3- To understand the gener themes that have been produced thinkers from varied social a temporal contexts. CO4- To gain knowledge Selected extracts from original tex is also given to discuss in the clas The list of Reference books is mea for teachers as well as the mo interested students.

| DSE-III | INDIA'S FOREIG POLICY IN CHANGING WORL | CO1- To gain insight on conte specific of the domestic sources a the structural constraints on t genesis, evolution and practice India's foreign policy.

CO2- To inculcate skills highlighting integral linkag between the 'domestic' and t 'international' aspects of India foreign policy by stressing on t shifts in its domestic identity a the corresponding changes at t international level.

CO3- To develop an understandi about Students will be instructed India's shifting identity as postcolonial state to t contemporary dynamics of Ind attempting to carve its identity as 'aspiring power'.

CO4- To gain knowledge abc India's evolving relations with superpowers during the Cold W and after, bargaining strategy a positioning in international politic |
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| DSE-IV | PROJECT | |

DEPARTMENT OF PSYCHOLOGY

UG COURSE

PROGRAMME OUTCOME

On completion of the programme, the students will be able to disseminate and demonstrate the knowledge of the concepts in psychology.

1. **Social Relevance**: The programme helps to expand scientific temper and can prove to be more beneficial for the society as the scientific developments can make a nation or society to grow at a rapid pace.

2. **Critical thinking**: Identify and analyse current issues and trends in higher education and come-up with intellectual, organizational, and personal ideas and decisions from different perspectives.

3. **Effective learning**: Transform and empower women graduates to meet global challenges through holistic education in terms of recent Teaching-Learning methodologies.

4. **Communication Skills**: Ability to express thoughts and ideas effectively in writing and orally; communicate with others using the professional standards of their fields; confidently share one's views and express herself.

5. **Social Interaction**: Heighten the conscious of the graduates on socio-economic concern and to evolve it as an in built mechanism to chisel as better human being.

6. **Environment and sustainability**: Understand the issues of environmental contexts and demonstrate the knowledge for sustainable development.

7. **Ethics**: Express legal and ethical issues and understand the moral dimensions of decisions and responsibilities.

8. **Information and Digital Literacy**: Capability to use ICT in a variety of learning situations. Demonstrate ability to access, evaluate and use a variety of relevant information sources; and use appropriate software for analysis of data.

9. **Life-long learning**: Gain ability to engage in independent and life-long learning with socio-technological changes.

10. **Higher Studies & Research –related skills**: A sense of inquiry and capability for asking relevant/ appropriate questions, problematizing, synthesizing and articulating; Provide an intellectually stimulating environment to develop skills and enthusiasm of students to the best of their potential in the higher studies.

PROGRAMME SPECIFIC OUTCOME

After successful completion of three-year degree program in Psychology a student should be able to:

PSO1: Understand and analyse the fundamental concepts, principles and processes underlying the academic field of psychology, its different subfields (developmental, cognitive, educational, socia l, organisational etc.) and its linkages with related disciplinary areas/subjects.

PSO2: Enabling the creation of specialized work-force trained to offer services in educational institutions, corporate, primary health care setting etc.

PSO3: Employ critical thinking and the scientific method to design, carry out, record and analyse the results of psychological theories and principles and get an awareness of the impact of psychology on the environment and the society.

PSO4: Use psychological knowledge relevant to academia and industry, generic skills and global competencies, including knowledge and skills that enable students to undertake further studies in the field of psychology or a related field and work in appropriate sectors.

PSO5: The emphasis of Under Graduation programme in psychology is on the excellence developed amongst students leading to analytical skills, interdisciplinary collaboration and contribution to the wide-ranging humanistic services to focus on preventive and curative approaches to stimulate positive mental health in society.

CORE COURSE – I

Introductory Psychology

Course Outcome

At the end of the course, the students will be able to:

CO 1: Develop a working knowledge of Psychological contents, areas and applications of psychology.

CO 2: Develop a base in cognitive psychology with the help of relevant examples of everyday life.

CO 3: Comprehend and analyse situations in real life appropriately and enable others to exercise in the same way.

CO 4: Appreciate and apply various theories of learning in the practical world.

CO 5: Identify the importance of experiments in the field of memory and other cognitive aspects and analyse the way it shaped cognitive psychology

CORE COURSE – II

Basic Developmental Processes

Course Outcome

At the end of the course, the students will be able to:

CO 1: Appraise the students to the shades of development as a process.

CO 2: Explain and analyze the theoretical viewpoints in relation to Developmental Psychology

CO 3: Develop the skills to analyze etiology, symptoms and prognosis of developmental disorders

CO 4: Developing knowledge and skills in different aspects of Learning and Motivation as implied in Educational Settings

CORE COURSE – III

Basic Psychological Processes

Course Outcome

At the end of the course, the students will be able to:

CO 1: To understand the mental processes to begin with sensation and perception up to how it results in thoughts and communication.

CO 2: To gather knowledge about the structural and functional dynamics of each of the mental processes and their Interconnectedness.

CO 3: Understand the basic sensory actions and the processes of integration of sensory actions in creating and interpreting perceptual events.

CO 4: Gain knowledge of processes and principles of human learning as well as the structural functional attributes of human memory to help conserve the learning outcomes.

CO 5: Understand the structural and functional properties of language and the way it helps thought, communication, problem solving and decision making through development of concepts, ideas, and images and so on.

CORE COURSE – IV

Processes of Human Empowerment
Course Outcome

At the end of the course, the students will be able to:

CO 1: To gain ideas about intelligence and personality as foundations of human empowerment.

CO 2: To understand how motivation and emotion are empowering processes to human development.

CO 3: Know the structural components and functional dynamics of both intelligence and personality.

CO 4: Understand the significance of emotion and Motivation in behaviour management.

CO 5: Understand significant aspects of social behaviour as resulting in happiness, wellbeing and personal growth.

CORE COURSE – V

Psychological Statistics
Course Outcome

At the end of the course, the students will be able to:

CO 1: Understand the basic concept of statistics in psychology.

CO 2: Explore and get introduced to the various statistical tools (parametric and non-parametric) used for analysis.

CO 3: Learn categorization and presentation of data; graphical representation used to communicate data

CO 4: Knowledge about hypothesis testing

CO 5: Execute qualitative and quantitative data analysis

CORE COURSE – VI

Social Psychology
Course Outcome

At the end of the course, the students will be able to:

CO 1: Develop insight and analyze the contribution of social psychologists to the understanding of human society.

CO 2: Evaluate effective strategies in socialization, group processes (both inter and intra-group) and helping behaviour.

CO 3: Ability to register the progression of theories in major areas in Social Psychology.

CO 4: Interpret attitude formation and various methods to be used to change the attitude.

CO 5: Understand aspects related to social psychology.

CORE COURSE – VII

Environmental Psychology
Course Outcome

At the end of the course, the students will be able to:

CO 1: Apply an awareness, knowledge, and appreciation of the intrinsic values of environmental study and its conservation and demonstrate an integrative approach to environmental issues with a focus on its sustainability

CO 2: Develop an ability to integrate the many disciplines and fields that intersect with environmental concerns.

CO 3: Implement the various theoretical concepts learnt

CO 4: Build the critical thinking skills in relation to environmental conservation

CO 5: Explore the environment's effects on human wellbeing and behaviour, factors influencing environmental behaviour and ways of encouraging pro-environmental action

CORE COURSE – VIII

PSYCHOPATHOLOGY
Course Outcome

At the end of the course, the students will be able to:

CO 1: To gain knowledge about different types of mental disorders.

CO 2: Assessment techniques for identifying and classifying maladaptive behaviour and mental disorders.

CO 3: Understand the differences between normality and abnormality along with the perspectives explaining them.

CO 4: Know the use of assessment techniques for identifying and classifying maladaptive behaviour.

CO 5: Learn the symptoms, causes and treatment of anxiety disorders, mood disorders and schizophrenia.

CORE COURSE – IX

Educational Psychology
Course Outcome

At the end of the course, the students will be able to:

CO 1: Define Educational Psychology and give examples of the different topics educational psychologists study.

CO 2: Describe the developmental issues faced by school age children.

CO 3: Describe the challenges presented by children with ability differences.

CO 4: Explain the role of motivation on learning and classroom behaviour.

CO 5: Describe classroom management techniques.

CO 5: Identify commonly used standardized tests, their strengths and limitations, and use in school settings.

CORE COURSE – X

Psychological Assessment
Course Outcome

At the end of the course, the students will be able to:

CO 1: Understand the basic facts about Psychological assessment.

CO 2: Understand the processes of test construction and standardization.

CO 3: Understand the assessment of different types of skills and abilities.

CO 4: Impart skills necessary for selecting and applying different tests for different purposes such as evaluation, training, rehabilitation etc.

CORE COURSE – XI

Organisational Behaviour
Course Outcome

At the end of the course, the students will be able to:

CO 1: Understand different concepts and dynamics related to organizational system, behaviour and management.

CO 2: Identify steps manager can take to motivate employees in the perspectives of the theories of work motivation.

CO 3: Understand tricks of power and politics management in the organizations.

CO 4: Understand the significance of human resources development, evaluation and management for benefit of organization

CORE COURSE – XII

Health Psychology
Course Outcome

At the end of the course, the students will be able to:

CO 1: Know the basics of health and illness from the bio-psychosocial perspectives.

CO 2: Understand the significance of behavioural and Psychological correlates of health and illness.

CO 3: Understand the significant aspects of coping and importance of health enhancing behaviour.

CORE COURSE – XIII

Counselling Psychology
Course Outcome

At the end of the course, the students will be able to:

CO 1:   Apply and develop conceptual difference between guidance counselling & psychotherapy.

CO 2: Develop technique and implication of applied counselling skills in areas of practice.

CO 3: Evaluate counselling theories & their application to the outside world. Classify the role and responsibilities of a professional counsellor.

CO 4: Student will be able to:

Evaluate various psychotherapies and schools in counselling techniques.

- Develop skills of eclectic therapeutic plans.
- Identify the techniques to practice in the therapy encounter and how those techniques should be implemented with a variety of disorders and psychosocial issues

CORE COURSE – XIV

Positive Psychology
Course Outcome

At the end of the course, the students will be able to:

CO 1: Know the goals of Positive Psychology and the basic behaviour patterns that result in positive human growth from the point of view of leading positive psychologists

CO 2: Understand the concepts of flow and happiness and the related theories and models explaining happiness behaviour and its consequences

CO 3: Understand all the precursors to Positive Psychology from character strength and altruism to resilience

Psychological Research and Measurement
Course Outcome

At the end of the course, the students will be able to:

CO 1: Understand the nature of psychological research and characteristics of scientific methods of research.

CO 2: Know the methods of test construction and standardization.

CO 3: Know the different approaches to assessment of personality.

DSE - II

Psychology and Social Issues
Course Outcome

At the end of the course, the students will be able to:

CO 1: Understand the nature and characteristics of different social systems and social integration in India.

CO 2: Understand the aspects of health and wellbeing of Indian people.

CO 3: Understand about the political behaviour of Indian people.

DSE - III

Psychology of Disability
Course Outcome

At the end of the course, the students will be able to:

CO 1: Know about different types of disability and their prevalence in India.

CO 2: Understand various socio-cultural models of disability.

CO 3: Gain knowledge about disability policies in India.

CO 4: Understand about intervention and rehabilitation of disables in India.

DSE - IV

DISSERTATION/ RESEARCH PROJECT
Course Outcome

At the end of the course, the students will be able to:

CO 1: Independently prepare a research design to carry out a research project.

CO 2: Review the related research papers to find out a research problem and relevant hypotheses.

CO 3: Understand the administration, scoring and interpretation of appropriate instrument for measurement of desired behaviour.

CO 4: Learn the use of statistical techniques for interpretation of data.

CO 5: Learn the APA style of reporting a research project.

GE- I

Introductory Psychology
Course Outcome

At the end of the course, the students will be able to:

CO 1: Develop a working knowledge of Psychological contents, areas and applications of psychology.

CO 2: Develop a base in cognitive psychology with the help of relevant examples of everyday life.

CO 3: Comprehend and analyse situations in real life appropriately and enable others to exercise in the same way.

CO 4: Appreciate and apply various theories of learning in the practical world.

CO 5: Identify the importance of experiments in the field of memory and other cognitive aspects and analyse the way it shaped cognitive psychology.

GE- II

Basic Developmental Processes
Course Outcome

At the end of the course, the students will be able to:

CO 1: Appraise the students to the shades of development as a process.

CO 2: Explain and analyze the theoretical viewpoints in relation to Developmental Psychology

CO 3: Develop the skills to analyze etiology, symptoms and prognosis of developmental disorders

CO 4: Developing knowledge and skills in different aspects of Learning and Motivation as implied in Educational Settings

GE- III

Introductory Psychology
Course Outcome

At the end of the course, the students will be able to:

CO 1: Develop a working knowledge of Psychological contents, areas and applications of psychology.

CO 2: Develop a base in cognitive psychology with the help of relevant examples of everyday life.

CO 3: Comprehend and analyse situations in real life appropriately and enable others to exercise in the same way.

CO 4: Appreciate and apply various theories of learning in the practical world.

CO 5: Identify the importance of experiments in the field of memory and other cognitive aspects and analyse the way it shaped cognitive psychology.

GE- IV

Basic Developmental Processes
Course Outcome

At the end of the course, the students will be able to:

CO 1: Appraise the students to the shades of development as a process.

CO 2: Explain and analyze the theoretical viewpoints in relation to Developmental Psychology

CO 3: Develop the skills to analyze etiology, symptoms and prognosis of developmental disorders

CO 4: Developing knowledge and skills in different aspects of Learning and Motivation as implied in Educational Settings

PG COURSE

VISION

Aspiration to be a leading force for advancing society through the continuous pursuit of educational excellence, cutting-edge teaching in psychology and inculcation of values.

MISSION

1. To develop and implement student centric teaching learning methods for basic fundamental aspects of Psychology through UG and PG programme.

2. To produce fundamentally and conceptually strong academicians and research oriented psychologists who will constructively contribute to the overall growth of the society.

3. To usher in construction of the thinking of students to scientifically tackle modern problems and challenges in modern psychology.

PROGRAMME OUTCOME

On completion of the programme, the students will be able to disseminate and demonstrate the knowledge of the concepts in psychology.

1. **Social Relevance**: The programme helps to expand scientific temper and can prove to be more beneficial for the society as the scientific developments can make a nation or society to grow at a rapid pace.

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

3. **Effective learning**: Transform and empower women graduates to meet global challenges through holistic education in terms of recent Teaching-Learning methodologies.

4. **Communication Skills**: To build on effective inter and intra personal communications skills including empathy. Open mindedness, mutual respect, Confidence, effective listening, non-verbal communication, clarity and concision.

5. **Gender sensitization and Social Commitment**: To bring about a change in behavior and attitude and to instil empathy in the students to raise awareness about the gender equality concerns and to imbibe the sense of social responsibility for self and community to envisage ethical framework, obligation to work and cooperate with other individuals and organizations for the benefit of the society at large

6. **Environment and sustainability**: Understand the issues of environmental contexts and demonstrate the knowledge for sustainable development.

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

8. **Information and Digital Literacy**: Capability to use ICT in a variety of learning situations. Demonstrate ability to access, evaluate and use a variety of relevant information sources; and use appropriate software for analysis of data.

9. **Life-long learning**: Gain ability to engage in independent and life-long learning with socio-technological changes.

10. **Higher Studies & Research –related skills**: A sense of inquiry and capability for asking relevant/ appropriate questions, problematizing, synthesizing and articulating; Provide an intellectually stimulating environment to develop skills and enthusiasm of students to the best of their potential in the higher studies.

PROGRAMME SPECIFIC OUTCOME

After successful completion of two-year post graduate program in Psychology a student should be able to:

PSO1: **Academic Competence:** Develop sound disciplinary knowledge in their chosen area of specialization like the industrial-organizational or clinical psychology along with deeper understanding of Human cognition, Emotions, Personality, and Counselling, Psychometry and Research, use skills in laboratory as well as the real world settings and develop their critical thinking further by sharpening their interpretative abilities using different approaches.

PSO2: **Personal and Professional Competence:** Develop positive attributes such as empathy, compassion, self awareness, social participation, and accountability, learn the social skills of collaboration, cooperation and realize the power of groups, display leadership skills and also the ability to carry out tasks independently and apply the research and psychometric knowledge to their chosen fields of specialization.

PSO3: **Research Competence:** Plan, design and conduct research studies and interpret and apply the research findings to real life situations, conduct a comprehensive review of existing literature and formulate hypotheses based on that and develop an in-depth understanding of research tools, methodology and ethical research practices.

PSO4: **Entrepreneurial and Social competence:** Analyze social problems, social dynamics and create solutions to manage them effectively, develop deep self awareness including their own biases and cultural notions, display sensitivity, and understanding about how various socio-cultural factors impact human behaviour and respect intellectual property rights and is aware of the implications of engaging in unethical means.

HARD CORE – I01

Advanced General Psychology

Course Outcome

At the end of the course, the students will be able to:

CO 1: Develop a working knowledge of Psychological contents, areas and applications of psychology.

CO 2: Develop a base in cognitive psychology with the help of relevant examples of everyday life.

CO 3: Comprehend and analyse situations in real life appropriately and enable others to exercise in the same way.

CO 4: Appreciate and apply various theories of learning in the practical world.

CO 5: Identify the importance of experiments in the field of memory and other cognitive aspects and analyse the way it shaped cognitive psychology

HARD CORE – I02

Physiological Psychology

Course Outcome

At the end of the course, the students will be able to:

CO 1: Understand the structure and function of the nervous system of the human body.

CO 2: Understand the physiological mechanisms underlying psychological processes like emotion, motivation and learning.

CO 3: Explore how biological, psychological and social factors interact to influence these physiological mechanisms.

CO 4: Analyse how dysfunctions in these mechanisms negatively affect the individual.

CO 5: Apply the understanding of these mechanisms to working with clients in therapy.

HARD CORE – I03

Basic Developmental Process

Course Outcome

At the end of the course, the students will be able to:

HARD CORE – I04

Practical

Course Outcome

At the end of the course, the students will be able to:

CO1: State the different types of tests, its psychometric properties and uses.

CO2: Distinguish between tests that can be used to measure various psychological constructs.

CO3: Employ tests to measure intelligence, personality, adjustment, attitudes and values.

CO4: Administer and interpret the results obtained from the tests.

CO5: Write a report based on test findings.

HARD CORE – 201

Research Methodology

Course Outcome

At the end of the course, the students will be able to:

CO 1: Build research aptitude and instil skills for executing ethical research projects.

CO 2: Create and evaluate appropriate research designs for the study.

CO 3: Formulate the research method based on variables of the study.

CO 4: Construct psychometric tools and standardize considering ethical principles.

CO 5: Examine and review methods involved in research and draft a report based on current American Psychological Association (APA) formatting.

HARD CORE – 202

Cognitive Psychology

Course Outcome

At the end of the course, the students will be able to:

CO 1: To acquaint the students with the processes involved in sensation and perception

CO 2: To develop insight into one's own and others' behaviour and underlying mental processes

CO 3: To enrich students' understanding of major concepts, theoretical perspectives, and empirical findings in cognitive psychology

HARD CORE – 203

Applied Social Psychology

Course Outcome

At the end of the course, the students will be able to:

CO 1: Understand how social psychology can help understand and address social problems.

CO 2: Understand the different methodologies social psychologists use to study social issues.

CO 3: Explain social problems form an interdisciplinary perspective.

HARD CORE – 204

Practical

Course Outcome

At the end of the course, the students will be able to:

CO 1: Understand the basic facts about Psychological assessment.

CO 2: Develop the basic understanding of the processes of test construction and standardization.

CO 3: Acquaint students with the assessment techniques of different types of skills and abilities.

CO 4: Impart skills necessary for selecting and applying different tests for different purposes such as evaluation, training, rehabilitation etc.

CORE ELECTIVE – 201

Applied Psychology

Course Outcome

At the end of the course, the students will be able to:

CO 1: Acquainted with the application if psychology in educational field.

CO 2: Understand the application of psychology in work and organisational setup.

CO 3: Develop basic understanding of the application of psychology in community and social environment.

CO 4: Understand the application of psychology in economic development through achievement motivation, entrepreneurship, information technology, mass media and marketing management.

CO 5: Understand the application of rehabilitation psychology in primary, secondary and tertiary prevention, rehabilitation of mentally and socially challenged, victims of violence, substance abuse and juvenile delinquencies.

CORE ELECTIVE – 202

Psychopathology

Course Outcome

At the end of the course, the students will be able to:

CO 1: Evaluate the broad framework of psychopathology and utilize the different classificatory systems in use

CO 2: Apply and conceptualize psychological principles derived from understanding of psychopathology including clinical feature, aetiology, and psychosocial treatments for developmental disorders.

CO 3: Apply and conceptualize psychological principles derived from understanding of psychopathology including clinical feature, aetiology, and psychosocial treatments for anxiety disorders

CO 4: Understand psychological principles derived from understanding of psychopathology including clinical feature, aetiology, and psychosocial treatments for stress, mood, personality and substance related disorder

CO 5: Apply and conceptualize causes of abnormal behavioural biogenic.

OPEN ELECTIVE – 202

Psychology of Individual and Social Issues

Course Outcome

At the end of the course, the students will be able to:

CO 1: Understand psychological measurement of individual difference, characteristics and construction of standardised psychological tests and ethical issues in the use of psychological tests.

CO 2: Understand the application of different therapeutic approaches in prevention and rehabilitation of mental illness.

CO 3: Apply the knowledge of psychology to different disadvantaged groups for educating and motivating them towards development.

CO 4: Understand and apply the knowledge of psychology for social change.

HARD CORE – 301

Statistics

Course Outcome

At the end of the course, the students will be able to:

CO 1: To acquaint the students and make them understand the different statistical methods with their uses and interpretations

CO 2: Understand the nature of psychological variables and how to measure them using appropriate scale.

CO 3: Understand the processes of describing and reporting statistical data.

CO 4: Methods of drawing inferences and conclusions for hypothesis testing by using appropriate statistical analysis.

HARD CORE – 302

Health Psychology

Course Outcome

At the end of the course, the students will be able to:

CO 1: Know the basics of health and illness from the bio-psychosocial perspectives.

CO 2: Understand the significance of behavioural and Psychological correlates of health and illness.

CO 3: Understand the significant aspects of coping and importance of health enhancing behaviour.

HARD CORE – 303

Practical

Course Outcome

At the end of the course, the students will be able to:

CO 1: Describe the clinical picture in psychological disorders and the steps involved in diagnosis.

CO 2: Describe the various elements of a case report (onset, duration, genogram, family history, psychiatric history, diagnosis, formulation, and prognosis).

CO 3: Examine patient's symptoms and carries out clinical interviews, mental status examination and appropriate assessments.

CO 4: Analyze the case based on the information provided by the informant and test reports.

CO 5: Decide the diagnosis according to the DSM, justify the diagnosis and differential diagnosis.

CO6: Formulate the case in the light of psychological theories and proposes a plan of treatment.

CORE ELECTIVE– 301

School Counselling

Course Outcome

At the end of the course, the students will be able to:

CO 1: Apply and understand concept of guidance and counselling.

CO 2: Develop technique and implication of applied counselling skills in dealing with common childhood problems.

CO 3: Demonstrate the procedures relating to individual and group counselling skills for children with social and personal problems.

CO 4: Develop understanding of educational guidance for special learners, gifted and creative students.

CO 5: Assess the need and prepare a plan for utilizing the necessary individual and group counselling skills for children with different types of abuse and understand the legal and ethical responsibilities in school counselling.

CORE ELECTIVE– 301

Guidance & Counselling

Course Outcome

At the end of the course, the students will be able to:

CO 1: Understand the significance of career counselling.

CO 2: To introduce various stages in counselling.

CO 3: To highlight the need for career counselling at different stages of schooling.

CO 4: Understand and apply the ethical issues in counselling.

CORE ELECTIVE– 302

Theoretical System in Psychology

Course Outcome

At the end of the course, the students will be able to:

CO 1: Understand the evolution of scientific methods in psychology.

CO 2: Understand contemporary psychology and its diversities, globalisation and the field of psychology.

CO 3: Develop a deeper understanding of the approaches of psychology.

CO 4: Develop an understanding for call for indigenization and systematic deterrents to the development of psychology in the developing world.

CORE ELECTIVE– 302

Applied Social Psychology

Course Outcome

At the end of the course, the students will be able to:

CO 1: Understand how social psychology can help understand and address social problems.

CO 2: Understand the different methodologies social psychologists use to study social issues.

CO 3: Explain social problems form an interdisciplinary perspective.

CO 4: Distinguish aggression and crime, evaluate the consequences, and review the role of a psychologist to overcome a crime.

Field Internship – FI 201

Course Outcome

At the end of the course, the students will be able to:

CO 1: Integrate theoretical and practical skills required in/for institutional and industrial setting.

CO 2: Comply with organizational requirements and work demands.

CO 3: Demonstrate ability to integrate work with learning.

CO 4: Construct a comprehensive report based on their experiential learning.

HARD CORE – 303

Social Psychology

Course Outcome

At the end of the course, the students will be able to:

CO 1: Analyse social elements, community interactions, origin and impact on the individual behaviour

CO 2: Review the intrapersonal processes like attribution, schemas, and attitudes leading to formation of social learning.

CO 3: Relate to the social influences and pro-social behaviours that empower individual in nurture and maintain the interpersonal relationships.

CO 4: Distinguish aggression and crime, evaluate the consequences, and review the role of a psychologist to overcome a crime.

CO 5: Understand the nature and function of Group, Social loafing, conflict and leadership.

CORE ELECTIVE– 402

Practical

Course Outcome

At the end of the course, the students will be able to:

CO 1: Acquainted with leadership style Questionnaire, examine and analyse leadership style.

CO 2: Analyze the case based on the information provided by the informant and test reports.

CO 3: Get acquainted with different questionnaire techniques for measurement of quality of sleep, marital relationship, conflict handling and quality of family life.

CO 4: Formulate the case in the light of psychological theories and proposes a plan of treatment.

HARD CORE – 304

Dissertation

Course Outcome

At the end of the course, the students will be able to:

CO 1: Conduct an original piece of quantitative or qualitative research; make a clear link between the existing literature and the research question.

CO 2: Be aware of ethical issues which may arise from the work

CO 3: Plan a major piece of research and to, within the time limits, gather the data needed to address the question.

CO 4: Conduct the appropriate quantitative or qualitative analyses of the data, and to succinctly report the results.

CO 5: Discuss results obtained in relation to the existing literature.

Core Elective – 401

Positive Psychology

Course Outcome

At the end of the course, the students will be able to:

CO 1: Evaluate the eastern and western perspectives in the context of positive psychology.

CO 2: Relate the experience of positive emotions and subjective well-being.

CO 3: Practice aspects of mindfulness to enhance experience, self-efficacy, and improve relationships.

CO 4: Analyze human behaviour such as empathy, altruism, and love.

CO 5: Develop coping mechanisms through self-based approaches such as uniqueness seeking, positive self and coping strategies.

Core Elective – 401

Counselling Psychology

Course Outcome

At the end of the course, the students will be able to:

CO 1: Apply and develop conceptual difference between guidance counselling & psychotherapy.

CO 2: Develop technique and implication of applied counselling skills in areas of practice.

CO 3: Evaluate counselling theories & their application to the outside world. Classify the role and responsibilities of a professional counsellor.

CO 4: Student will be able to:

- Evaluate various psychotherapies and schools in counselling techniques.
- Develop skills of eclectic therapeutic plans.

- Identify the techniques to practice in the therapy encounter and how those techniques should be implemented with a variety of disorders and psychosocial issues.

Allied Core – 401

Women & Society

Course Outcome

At the end of the course, the students will be able to:

CO 1: Understand the social construction of gender in Indian society.

CO 2: Understand the role of social institutions in the socialisation process.

CO 3: Understand the reasons of gender inequality and gender discrimination.

PG (SOCIOLOGY) No. of Student= 12

Table 1: CO Attainment

% of Marks	Attainment Value
75-100	3
50-74.99	2
25-49.99	1
0-24.99	0

Table 2: Course Outcomes and Mid Sem Mapping

Group	Question No.	Full mark	CO1	CO2	CO3	CO4	CO5
A 2x4	Q1	4	4	0	0	0	0
	Q2	4	4	0	0	0	0
	Q3	4	0	4	0	0	0
B 1x12	Q1	12	12	0	0	0	0
	Q2	12	0	12	0	0	0

Table 3: CO Attainment Calculation of Mid Sem

Course Outcomes	No. of Students	Total mark allotted to CO	Total mark obtained by all students for CO	Percentage Marks	Attainment
CO1	12	240	202	84.16	3
CO2	12	240	196	81.66	3
CO3					
CO4					

Table 4: Course Outcomes and End Sem Question Mapping

Group	Question No.	Full Marks	CO1	CO2	CO3	CO4	CO5
	Q1	16	16	0	0	0	0
	Q2	16		16	0	0	0
A	Q3	16	1	0	16	0	0
16x5	Q4	16	0	1	0	16	0
	Q5	16	0	1	0	0	16

Table 5: CO Attainment Calculation of End Sem

Course Outcomes	Total mark allotted to CO	Total mark obtained by al students for CO	Percentage Marks	Attainment
CO1 3,2,6,7	12x25=300	253	84.33	2
CO2 3,4,6,7	12x25=300	249	83	2
CO3 3,4,6,7	12x25=300	244	81.33	3
CO4 3,6,6,7	12x25=300	255	85	3
CO5 3,6,6,7	12x25=300	255	85	3

Table 6: Overall CO Attainment Calculation

Course Outcome	Mid Sem	End Sem	LAB	Overall CO outcome
CO1	3	2	-	2.20
CO2	3	2	-	2,20
CO3		3	-	2.40
CO4		3	-	2.40
CO5		3	-	2.40

PG (SOCIOLOGY) No. of Student= 12

Table 1: CO Attainment

% of Marks	Attainment Value
75-100	3
50-74.99	2
25-49.99	1
0-24.99	0

Table 2: Course Outcomes and Mid Sem Mapping

Group	Question No.	Full mark	CO1	CO2	CO3	CO4	CO5

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A	Q1	4	4	0	0	0	0
2x4	Q2	4	4	0	0	0	0
	Q3	4	0	4	0	0	0
B	Q1	12	12	0	0	0	0
1x12	Q2	12	0	12	0	0	0

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CO3					
CO4					

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Group	Question No.	Full Marks	CO1	CO2	CO3	CO4	CO5
	Q1	16	16	0	0	0	0
	Q2	16		16	0	0	0
	Q3	16	1	0	16	0	0
A	Q4	16	0	1	0	16	0
16x5	Q5	16	0	1	0	0	16

Table 5: CO Attainment Calculation of End Sem

Course Outcomes	Total mark allotted to CO	Total mark obtained by al students for CO	Percentage Marks	Attainment
CO1 3,2,6,7	12x25=300	253	84.33	2
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| | | CO5 | | | | 3 | - | 2.40 |

PG (SOCIOLOGY) No. of Student= 12

Table 1: CO Attainment

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75-100	3
50-74.99	2
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0-24.99	0

Table 2: Course Outcomes and Mid Sem Mapping

Group	Question No.	Full mark	CO1	CO2	CO3	CO4	CO5
A 2x4	Q1	4	4	0	0	0	0
	Q2	4	4	0	0	0	0
	Q3	4	0	4	0	0	0
B 1x12	Q1	12	12	0	0	0	0
	Q2	12	0	12	0	0	0

Table 3: CO Attainment Calculation of Mid Sem

Course Outcomes	No. o Students	Total mark allotted to CO	Total mark obtained b all student for CO	Percentage Marks	Attainment
CO1	12	240	202	84.16	3
CO2	12	240	196	81.66	3
CO3					
CO4					

Table 4: Course Outcomes and End Sem Question Mapping

Group	Question No.	Full Marks	CO1	CO2	CO3	CO4	CO5
	Q1	16	16	0	0	0	0
	Q2	16		16	0	0	0
	Q3	16	1	0	16	0	0
A 16x5	Q4	16	0	1	0	16	0
	Q5	16	0	1	0	0	16

Table 5: CO Attainment Calculation of End Sem

Course Outcomes	Total mark allotted to CO	Total mark obtained by al students for CO	Percentage Marks	Attainment
CO1 3,2,6,7	12x25=300	253	84.33	2
CO2 3,4,6,7	12x25=300	249	83	2
CO3 3,4,6,7	12x25=300	244	81.33	3
CO4	12x25=300	255	85	3

3,6,6,7				
CO5 3,6,6,7	12x25=300	255	85	3

Table 6: Overall CO Attainment Calculation

Course Outcome	Mid Sem	End Sem	LAB	Overall CO outcome
CO1	3	2	-	2.20
CO2	3	2	-	2,20
CO3		3	-	2.40
CO4		3	-	2.40
CO5		3	-	2.40

DEPARTMENT OF URDU

PROGRAMME OUTCOMES

On completion of the programme, the students will be able to disseminate and demonstrate the knowledge of the concepts in the concerned discipline.

1. Social Relevance: The programme helps to expand scientific temper and can prove to be more beneficial for the society as the scientific developments can make a nation or society to grow at a rapid pace.

2. Critical thinking: Identify and analyze current issues and trends in higher education and come up with intellectual, organizational, and personal ideas and decisions from different perspectives.

3. Effective learning: Transform and empower women graduates to meet global challenges through holistic education in terms of recent Teaching-Learning methodologies.

4. Communication skills: Ability to express thoughts and ideas effectively in writing and orally; communicate with others using the professional standards of their fields; confidently share one's views and express herself.

5. Social Interaction: Heighten the conscious of the graduates on socio-economic concern and to evolve it as an in built mechanism to chisel as better human being.

6. Environment and sustainability: Understand the issues of environmental contexts and demonstrate the knowledge for sustainable development.

7. Ethics: Express legal and ethical issues and understand the moral dimensions of decisions and responsibilities.

8. Information and Digital Literacy: Capability to use ICT in a variety of learning situations. Demonstrate ability to access, evaluate and use a variety of relevant information sources; and use appropriate software for analysis of data.

9. Life-long learning: Gain ability to engage in independent and life-long learning with socio-technological changes.

10. Higher Studies & Research –related skills: A sense of inquiry and capability for asking relevant/ appropriate questions, problematizing, synthesizing and articulating; Provide an intellectually stimulating environment to develop skills and enthusiasm of students to the best of their potential in the higher studies.

PROGRAMME SPECIFIC OUTCOME(PSO)

On completion of B.A (Urdu)students can able to poetry (Ghazals, Nazms,Masnavi,Rubayi etc.)

Prose (Novel,short stories,Drama and Criticism Etc)

Poetry: This involves the study of Urdu poetry from the famous Urdu poets like Iqbal, Ghalib Akbar llahabadi and Mir Taqri Mir and many more who contributed to the beauty of this language. The main idea behind teaching poetry is to make the students aware about the artistic style and usage of the language.

Literature: It involves the study of stories , novel and fiction written by famous authors. It focuses on the literary aspect of the Urdu language.

Grammer: It focuses on making the students understand the basic rules and aspects that one should follow while speaking or writing the Urdu language.

History: This area of study involves the knowledge and information in regards to the Origen and development of the Urdu language.

Local writers: It involves the knowledge of the local writers of Odisha who have contributed their valuable thoughts through their writing such as Karamat Ali Karamat, Amjad na Sayeed Raemani etc. and also the translation works by them from the eminent Odia writers books.

The syllabus of the course is divided in such a manner that a student pursuing the course leans these various parts of the language in a sequential manner under the semester -wise division of the course curriculum.

CO(Course Out Come)

After the Completing of this course student can understand,

CO-1: Allama Muhammad Iqbal the great poet philosopher of the South Asia, and his advises about nurturing of the vision and intellect necessary to foster sincerity and firm belief in the heart of the ummah and turns its members in to true believers.

unit-2:

Majmua Nazam-e-Hali:

It's a poetry book by Altaf Hussain Hali. Here the students can learn what the author has emphasized upon the Contemporary Relevance of narrative poetry and made a case for natural poetry shorn of sentimentality and based in reality.The poet has developed a composite view of life and art in close association with each other.

Unit-3:

Ashar-e-Akbar:

It's a collection of Poetry,Ghazal-Nazm in Urdu. Here students can learn the most popular of Akbars verse poked fun at the cultural dilemma posed by the onslaught of western British Culture. the poets ire was mostly directed towards the nativies he considered to be outlandishly pseudo-western.

Unit-4:

Urdu Zaban-O-Quaid:

It's a grammar book by Shafi Ahmed Siddiqui. Students can learnt the basic grammer knowledge for Urdu poetry.

CC-2

Unit-1:

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Umraojan-Ada(novel)

It's a novel 1899 by Mirza Hadi Ruswa.Its a story of a girl Amrun, who is kidnapped and sold to a brothel and she becomes a courtesan and takes on the name Umraojaan.

Unit-2:

Risayeel-e-shibli:

Here students can study Shibli's historical and research articles, which gave rise to a general interest in history and historiography.

Unit-3:

Tarikh-e-adab urdu:

It's a history of Urdu literature specifically students have to read the poetry section of the north and south and fort William college and Marsiagoi.

Unit-4

Musaddas Hali:

Here students can learn the poets view who examines the state of social and moral degradation prevalent in the contemporary Muslim society.

CC-3

Unit-1

Gudya ghar:

It's a Urdu translation of Henrik Ibsen's book a dolls house. It's a story of a woman named Johra. She has always been very domesticated lady throughout her whole life.

Unit-2

Nazir-Ahemad ke novel:

It's a critical study of Nazir Ahemad's novel.

Unit-3

Numaide mukhtasar Afsana:

It's a collection of short stories by different eminent writers.

Unit-4

Masnavi Shehrul Bayan:

It's a famous poetry book by Mir Hasan. Its a long Urdu poem.

CC-4

Unit-1

Intekhab-e-Kalam-e-Mir:

its a poetry book of selective Poems,Ghazals,Masnavis,Etc. By Mir Taki Mir.

Unit-2

Shad Azimabadi:

It's a poetry book of Shad Azimabadi.

Unit-3

Hasrat Ki Shairee: it's a poetry book of Hasrat Mohani.

Unit-4

Diwan-e-Dagh:

Its a collection of poetry of the poet Mirza Dagh Dehelvi.

CC-5

Unit-1

Urdu main Quasidanigari:

Qasida means praise of someone a king or a noble man. Here we learn the qasida in Urdu literature.

Unit-2

Urdu Adab mein tanz-o-miza:

It's a book of wazir Agha. Here he throws the light on the humorous work on Urdu literature.

Unit-3

Urdu marsia nigari:

The word Marisiya means elegy meaning a poem which is lament for the dead. In the Urdu literature Marsiya is written principally in praise of Imam Hussain,the grandson of the prophet and his family members who died at the battle of Karbala in the year 680CE in present day Iraq.

Unit-4

Fann-e-Afsananigari

It's a book of Waqar Azim who describe the techniques of short story writing.

CC-6

Unit-1

Intekhab-e-mazamin-e-sir syed:

It's a collective writing of sir Syed Ahemad khan.

Unit-2

Moqadamma sher -o- shairi:

It's a critic book on Urdu literature by prof. Altaf Hussain Hali.

Unit-3

Bagh-o-Bahar:

It's a Urdu translation of Qissa-e-Chahar Darves , by Mir Amman Dehelvi.

Unit-4

Naqish Akhir:

It's a Urdu drama by Ishtiyaq Hussain Qureshi.

CC-7

Unit-1

Diwan-e-Ghalib:

Complete Urdu poetry of the famous Urdu poet Mirza Asadullha Khan Ghalib.

Unit-2

Novel Sharifzada:

It's a Urdu novel by mirza Hadi Ruswa. It's a story of a common man mirza Abid Hussain who became successful in life by his hard work and dedication.

Unit-3

Urdu masnavi ka irtequa:

Masnavi is a poetic collection of anecdotes and stories. it's a long poem.

Unit-4

Ilmul balaghat:

It's a Urdu Grammer book by Shfique Ahemed.

CC-8

Unit-1

Bang-e-dara:

Bang-e-Dara is Iqbal's first Urdu philosophical poetry book . Here we learn his unique ideology and thought process brought the revolutionary changes in lives. It is a message for mankind .Book calls for Action, Wisdom and patience. He awake Muslims of the subcontinent from their dreams .

Unit-2

Nazir Ahemad ke novel:

It's a critical study of deputy Nazir Ahemad's novel.

Unit-3

Punjab main Urdu:

Here students can learn Mehmud Shirani's theory that Punjab was the pioneer of the urdu language. Shirani said about Urdu and its genesis in Punjab.

Unit-4:

Ashar-e-Momin

It's a collection of ghazals of Momin khan Momin who was a late Mughal era poet. He is known for is particular Persianized style.

CC-9

Unit-1

Anarkali:

It tells us the story of a beautiful slave girl named Anarkali (a courtesan) who felt in love with the prince Salim but the romance ultimately leads to her tragic.

Unit-2

Urdu taraqqi pasand adabi tehrik:

This book is the documentation of the literary contribution made by progressive movement writers in Urdu. It narrates the history of establishment background and evolution. it also provides a deep analysis of literary belongings of the movement.

Unit-3

Rahmat-e-Alam:

It's a great Urdu book on life and idea of the prophet SAW.

Unit-4

Ghalib Shair aur maktubnigar:

It's a book about Mirza Ghalibs poetry, his way of thinking and great work on letter writing.

CC-10

Unit-1

Bisat-e-raqs:

It's a poetry work of Makhdoom Mohiuddin a distinguished revolutionary Urdu poet and a Marxist leader activist.

Unit-2

Gaudan:

It's a famous Urdu novel by munshi prem Chand. It is considered to be one of the greatest Urdu novel of the Indian literature themed around the socio-economic deprivation as well as the exploitation of the village poor.

Unit-3

Urdu tanqid ka irteqa:

From this unit we can learn about the beginning and progression of the Urdu criticism .

Unit-4

Kalam-e-farz

It's a poetry work by Faiz ahemed faiz who was the first Asian to be awarded Lenin peace prize by the Soviet union and also nominated for the noble prize in literature.

CC-11

Unit-1

It's a biography of the first novelist in Urdu literature Deputy Nazir Ahmed which was written by his beloved student Farhatulla Baig.

Unit-2

It's a history of Urdu literature in Odisha .

Unit-3

It's a four short novelt. it is a study of female characters.

Unit-4

It's a book about the letters of the great freedom fighter Abul kalam Azad which was written when he was in qila Ahemad Nagar jail by the British government .

CC-12

Unit-1

A collection of great Urdu poet mirs poetry in Urdu.

Unit-2

It's a history of caliphate to succeed the Islamic prophet Muhhammad after his death in 682 CE.

Unit-3

It's a history of Urdu drama and its types.

Unit-4

It's a unit to teach the student how to write essay in a beautiful way.

CC-13

Unit-1

It is a poetry work by great Urdu poet of Odisha prof. Karamat Ali Karamat.

Unit-2

It is a information book of some great personality in Urdu literature.

Unit-3

From this unit we can learn some famous essay and poems in Urdu.

Unit-4

It is the translation works by different writers which were translated from Odia to Urdu.

CC-14

Unit-1

This book is essential for those interested in understanding the complexities of national culture and its place in contemporary society.

Unit-2-3

This unit is about Urdu Criticism. Ale Ahmed Suroor the author gave a new orientation and a new respectability and it is with these contemporaries that Urdu criticism has come out of age.

Unit-4

It is the study of Indian linguistic. It compares dialects and explores a new language histories in order to find general language features and explain their development and origin.

DSE-1

Unit-1

It is the study about the impact of other languages novel on Urdu novel writing.

Unit-2

It is the study about the progressive movements novel which are the pioneers of the modern ideas and humanity instead of ancient traditions of literature and art etc.

Unit-3

It is the study of partition of India and its impact on Urdu novel writing.

Unit-4

It is a novel about a poor family in rural Punjab.

DSE-2

Unit-1

It is the study about the different trends on short story writing.

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Unit-2

It is the study on romantic short stories in Urdu literature.

Unit-3

It is the study of progressive writers short stories and the short stories after the partition of India.

Unit-4

This unit is about four famous short stories of different writers.

DSE-3

Unit-1

It is about the information on Urdu drama and its techniques and the study of famous Urdu drama.

Unit-2

It is a Urdu drama about a great civil war between the Mughal emperor Shahajahan`s four sons for throne.

Unit-3

This drama was copied from Henry Arthur jones drama and presented in the Colour of India.

Unit-4

It is a drama about the life of a great Urdu poet mirza Ghalib.

DSE-4

It is a dissertation paper or project work to develop the research work among the students.

PG DEPARTMENT OF HINDI

VISION

- Providing quality teaching and imparting knowledge of Hindi language and literature.
- Improving communicative skill
- Improving the standard students to be fit for employability.
- Making fit for higher education especially in the field research in Hindi.
- Developing moral, human and ethical values.
- Combine students to society and its measure issues.
- Making familiar with recent trends in Hindi language and literature.

MISSION

- Improving depth of knowledge in Hindi through workshops, seminar and continuousassignmenttest.
- Improving educational and communicative skill through conducting seminar quiz, Debate competitions project work, value added courses.
- Programmes and educational trips.
- Trying overall development of students.

PROGRAMME OUT COME

UG SYLLABUS

Three year B.A Degree programme (UG) in Hindi is designed to give the students a broader outlook, understanding society and culture through the study language and literature.

1) **SOCIAL RELEVANCE**:-
The B.A Degree programme in Hindi is framed in such a manner which can inspire students look into thesociety on a whole in a realistic point of view. The students can understand the social media, social institution and the changing nature factors social values.
The programme enable the students to develop their critical perception, thinking over new ideas with the help of studying literature.

2) **EFFECTIVE LEARNING**:- Basically the girl students are encouraged to study Hindi literature for their carrier in teaching, translation, journalism and many more.

3) **COMMUNICATION SKILLS**:- The students who choose the programme a have developed better communicative skill in communicative Hindi which is now essential in the national and global field.

4) **SOCIAL INTERACTION**:- The programme encourages the students to grow humanitarian values, to built a healthy social environment and to believe in universal brotherhood.

5) **ENVIRONMENT AND SUSTANABILITY**. The programme helps the students in

understanding our own physical environment, necessity of a healthy environment and to sustain the flora and fauna for human life.

ETHICS:- Study of language and literature has principle motive to grow ethical values. This programme is designed to make the students learn the deeper sense of human value.

6) **INFORMATION AND DIGITAL LITERACY** :- The programme is designed to give the students of Hindi literature information of the current world to apply language in official works, Since Hindi has been widly used in the public sector institution, students encouraged to study functional Hindi, translation and use of Hindi in Networking.

7) **LIFE- LONG LEARNING**-
     The programme has a life - long application for its employability and to be economically self- dependant.

8) **Higher studies and Research** – students have ample opportunity in the area of Higher study. There is immense scope in research area for the students who pursue B.A degree programme in Hindi. They can go for higher studies in Research, Teacher Education, Journalism, Translation and many more.

PROGRAMME SPECIFIC OUTCOME   (PSO)

PSO-1 Understanding the relation between society and literature, knowledge of the various literary traditions and developing an insight for critical analysis.

PSO-2 Understanding the link of politics and literature. The role of Hindi literature during the medieval cultural movement and the Indian renaissance during the freedom struggle and in this present day of postmodern society and culture.

PSO-3 Developing the language skill, capacity to develop creative writing skill, translation (both literary and functional) Hindi.

PSO-4 Understanding philosophy of life described by the visionary poets/writers like Kabir Das, Tulsi Das, Maithili Sharan Gupt, Jayshankar Prasad, Premchand, Nirala, Dinkar, Bachhan and many more.

PSO-5 By study of comparative literature students of Hindi gain knowledge about Indian literature and world literature.

PSO-6 By study of environment related literature written in Hindi students can develop a sensitive towards our natural environment and their importance in human life.

PSO-7 Gainiry socio – cultural consciousness

PSO-8 Exploring, analysing and enriching the self- knowledge.

COURSE OUTCOME UG

Three Years Degree Course in Hindi Hindi Sahitya ka Itihas -1

After completion of the course students can

CO-1- Understand the concept of history of literature

CO-2 Understand features of Adikal, Bhakti kal, Riti kal in context of social, cultural and political environment of that period.

CO-3- Identify the undercurrents of Bhakti movement understanding the basics of Riti poetry.

CO-4- Understand the philosophyand teaching of poets like vidyapati, Amir Khusroo, Kabir, Jayasi, Sur Das, Bihari.

CORE -2

Bhakti Kaleen Hindi Kavita After completion of the course students can

CO-1 Understand the role played by the Hindi poets during Bhakti movement

CO-2 Understand the revolutionary nature of Sant Kabir, Sant Razzab

CO-3 Understand the poetry of Surdas based on Krishna Leela by relating the cultural importance of Bhakti kavya.

CO-4 Understand the tradition of Ram Bhakti kavya and Contribution of Tulsi Das.

CO-5 Analyse the content and skill of writing of Bihari and the importance of his poety in the context of

socio cultural condition of his period.

CORE-3

Hindi Sahitya ka Itihas-2 After completion of the course students can -

CO- 1 Understand the social, cultural, political background of emergence of Adhunik kal.

CO- 2- Understand the characteristics of Adhunik Kal.

CO-3 Understand the various literary trends, movements like Chhayavad, Pragativad, prayogvad, Nai Kavita.

CO–4 Unerstand the development of Hindi prose writing- like drama, Novels, Short stories, Essays, Criticism.

CO-5 Understand the discourse of women and dalits in Hindi literature.

CORE-4

Krishna Bhakti and Ritikaleen Hindi Kavita.

After completion of the course students can -

CO-1 Understand of the essence of Krishna Bhakti kavya based on vaishnav chetana.

CO-2 Relationship between Krishna Bhakti Kavya and Bhakti movement.

CO - 3 Understand the spirit of sagun bhakti in the poems of Sur das, Raskhan.

CO-4 Understand the poetry of Bihari . His master class in composing Doha on variety of topics.

CO-5 Understand Ghannanad and Riti Mukta poetry which deviates the traditional Riti poetry.

CORE-5

Anuvad Sidhant After completion of the course students can

CO-1 Understand the theory of translation

CO-2 Understand the various areas of translation.

CO-3 Understand the technical aspects of translation.

CO-4 Language skill development .

CO-5 Developing practical knowledge of translation.

CORE-6

HINDI KATHA SAHITYA UPANYAS

After completion of the course students can develop the-

CO-1 Understanding the development of Hindi Novel from the Age of Bharatendu to the present period.

CO-2 Understanding the social, political vision of premchand.

CO-3 Understanding the vision premchand about middle class and his concern for freedom struggle in his novel "GAVAN" .

CO-4 Understanding the characteristics of feminist moment in Hindi literature.

CO -5 Understanding the vision of novelist Mannu Bhandari and the crisis of man-women relationship in her classic novel "Apka Banty".

CORE-7

HINDI KATHA SAHITYA (KAHANI)

After completion of the course students can develop the

CO-1 Understanding the expression of romantic and realistic outlook of in the stories of Jayashankars prasad's story " Purskaar" and "Poos ki raat" by premchand.

CO-2 Understanding characteristics 'Nai kahani' in Hindi through the stories of Bhagabati Charan Verma, Usha Priyambada and Rajendra yadav.

CO-3 Understanding the social critisim of Harishankar parsai in his story ' Bhola ram ka jeev'.

CO-4 Understanding the trends of samkalin kahani in the stories of Nirmal Verma, phaniswar Nath Renu.

CORE-8

KATHA ITTAR GADY SAHITYA

After completion of the course students can develop

CO-1 Understanding the literary forms biography, its features and major boigraphics in hindi literature.

CO-2 Understanding the concept of autobiography its features and major auto biographyical books in Hindi.

CO-3 Understanding the literary froms sketch and memories . Study of sketch written by Mahadevi Verma and Rambriksh Benipuri

CO-4 Understanding the elements of easy understanding the impressive philosophy expressed in ;KUTAJ' by Hariprasad Dwivedi.

CO -5 Understanding the stylistic features of Chhayavad in critical essay of Dr. Namvar singh on (Chhayavadi Kavya shailli) .

CORE-9

ADHUNIK HINDI KAVITA -1

After completion of the course students can develop the

CO-1 Understanding the vision of poet Maithilisharan Gupt. Understanding changing outlook of Hindi poets towards women through the study of 'yosodhara'

CO-2 Understanding the charactericts of Jayshankar Prasad's poem . his vision of love and nature in' Anshu' .

CO-3 Understanding the essence of Suryakant Tripathy NIrala poem. His vision of nature is ' sandhya sundari ' and progressive vision in 'Badal raag' and "Todti Pathar".

CO-4 Understanding the poetics vision of Sumitranandan Pant through his poems 'Pratham Rasmi' and **"**Taaj".

CO-5 Understanding the mistry outlook Mahadevi Verma in her poems 'Mein Neer vari Dukh ki Badli'.

CORE-10
BHASHA VIGYAN AUR HINDI BHASA.

After completion of the course students can develop the

CO-1 Understanding the nature of human language and the process development of language.

CO-2 Understanding the features of linguistics, its relationship with   psycology , sociology, philosophy and other branches of knowledge.

CO-3 Understanding the origin and development of Hindi language .

CO-4 Identifying the different dialects of Hindi and the develop of Khariboli. **CO-5** Hindi in its present form as Raj-bhasha , Samparkbhasha and Sancharbhasa.

CORE-11
HINDI NATAK AUR RANG MANCH

After completion of the course students can develop the

CO-1 Understanding the origin and development of Hindi Drama . knowledge regarding contribution Bharatendu Harischandra , Jayshankar Prasad's, Mohan Rakesh, Surendra Verma, Visma Shahani to Hindi Drama

CO-2 Understanding the drama 'ASADHA KA EK DIN' written by Mohan Rakesh in context of modern sensibility of human character .

CO-3 Understanding the drama 'Madhavi' written by Prograssive writer Vishma Shahani giving a new light on the attitude towards women in the Age of Mohabharat.

CO-4 Understanding Hindi one act play of Jagadish Chandra mathur , Ram kumar verma , Laxminarayan lal.

CORE-12 BHARATIYA KAVYASHASTRA

After completion of the course students can develop the

CO-1 Understanding of the theory of poetry on through by the indian scholars in

Sanskrit. What is poetry? use of poetry etc. are understood.

CO-2 Students gain the knowledge " Rasa Sidhant" and its importance in poetry.

CO-3 Understanding Alankar Sidhant and its importance in poetry. **CO- 4**-Understanding ' Riti sidhant', and its implication in poetry. Analysis " Alankar" and "Chhanda".

CORE-13
ADHUNIK HINDI KAVITA-2

After completion of the course students can develop the-

CO-1 Understanding the vision of the poets like Ramdhari Singh Dinkar and Haribansh Roy Bacchan.

CO-2 Understanding "Nai Kavita" and the poets of " Agney" and Bhawani Prasad Mishra, Dharama Veer Bharti.

CO-3 Understanding the progressive nature of poem by Nagarjun.

CO-4 Understanding the new vision of Dhoomil in his poem "Moochi Ram", Raghu veer Sahay- " Ram Das" and Samsher Bahadur Singh "ek peli sham"

CORE14
PASCHATYA KAVYA SASHTRA

After completion of the course students can develop the-

CO-1 Understanding the vision of Plato and Aristotte. Theory of imitation and Tragedy.

CO-2 Understanding the theory of Sublime of longainus and Romantic theory & literature as proposed by William Wordsworth.

CO-3 Understanding great poet-cretic Maithew Arnold, poetry and society Understanding " New Criticisim" of I.A Richards.

CO-4 Understanding – symbolism, Imagism, Romanticism and Marxcism

DSE-1
TULSI DAS

On Completion of the course the students will be capable in

CO-2 Understanding the social, cultural impact of the poems written by Tulsi Das.

CO-3 Significance of the epic- " Ramcharitmanas" by Tulsi Das.

CO-4 Understanding the significance of "Vinay Patrika" in the of idea of Bhakti by Tulsi Das.

DSE-2
PREMCHAND

On Completion of the course the students will be capable in

CO-1 Understanding the age of premchand, premchand as a signification literary personality.

CO-2 Analysis premchand's vision of freedom. His social and political parts of view.

CO-3 Understanding premchand on a revolutionary novelist and story tellor.

CO-4 Understanding the core problems of women in Indian society through his Novel " Sewasadan"

CO-5 Understanding premchand's use in of literature, vision of Hindi and Urdu

language.

DSE-3 KARYALAYEE HINDI

After the completion of this course students will be capable

CO-1 Understanding the concept of Karyalayee Hindi (functional Hindi) constitutional position of Hindi language.

CO-2 Learn the theory and practice of drafting, noting, which very essential in official works.

CO-3 Understand the functional affects of computer in Hindi.

CO-4 Understand process glossary making which in very in translation of official documents and writing official letters.

DSE-4 DISSERTATION WRITING

This is a research based assignment. After completion of this project work the students will be capable of-

CO-1 Understanding the research method.

CO-2 Understand the process to write project paper, idea of topic selection, chapterisation, synopsis writing.

CO-3 Students can opt the topic from the field of translation, book review on any individual author or from a literary movement.

CO-4 More importantly building of a confidence in delivering a seminar / talk.

AECC-2 HINDI (MIL)

After the completion this course students will be able to

CO-1 Understand the vision of the great poets like Kabir Das, Tulsi Das, Jayshankar Prasad, Nirala and Angey.

CO-2 Analyse the spirit of Jayshankar prasad' poem "Madhumay Desh" the horror and human casualty of Atomic Bomb from Agneya's poem "Hiroshima"

CO-3 Understand value of qualities an described in essay "UTSAH" BY Ram Chandra shukla.

CO-4 Understand the basic rules of grammar word power.

CO-5 Learning the art of writing essays on various topics.

GE-1

MADHYA KALEEN ITIHAS

After completion of this course students will be able to- CO-1 Understanding the beginning Bhakti movements.

CO-2 Understanding the various forms of Bhakti – Nirguna, Saguna.

CO-3 Understanding the characteristics of sufi kavya, Ram kavya and Krishna Bhakti kavya

CO-4 Understanding the deeper meaning of kabir's Doha, the undomitable courage of love as described by Mallik Mohammed Jayasi in " Padmavat" and the power love of Gopis in "Bhramargeet".

CO-5 Understanding the signification of Bharat's character in Tulsi's

"Ramcharitmans".

GE-2
SAHITYA SANDARV VIVIDH VAD

After completion of the course students can develop the-

CO-1 Understanding the concept of Idealism, Realism, Romanticism.

CO-2 Understanding the concept of Marxcism and its impact on Hindi literature.

CO-3 Understanding modernism and hoe it influence modern Hindi literature. **CO-4** Understanding the characteristics of literary terms like- symbol, image, Mythe, Fantasy.

M.A in Hindi Programme outcome (PO)

At the end of the program the students will be able to understand

PO-1 The relation between literature and society the students gained knowledge about social cultural and political back background Hindi literature

PO-2 The concepts of various movement in literature like Progoti bad, chhayabad, prayogbad, nai kavita etc

PO-3 The concepts of various forms prose like Rekhachetra, Sansmaran, Yatrabrut(Travelogue), Criticism etc.

PO-4 consciousness about the issues related to women students got scope to study Mahila Lekhan in hindi, " Stree Vimarsh" writers like Usha Priyambada, Krushna Sobati, Alka Saravagi who pointed out some crucial issues like male- female relationship, dismantling of joint family, economic issues of women.

PO-5 The concepts of Dalit Vimarsh, Aadivasi Vimarsh, Kennar Vimarsh has spread the horizon of knowledge of the students.

PO-6 Knowledge about the position of middle class from the novels of PrPremchand, Phaniswar nath Renu.

PO-7 Environmental consciousness was built through the study of the course – paryavaran, paristhitiki aur Hindi sahitya.

PO-8 Students got the scope to express themselves through group discussion seminar participation, intership and study tour.

PROGRAMME SPECIFIC OUTCOME (PSO)

PSO-1 Development of realistic thinking process. Looking into the society with a scientific out look.

PSO-2 Understanding the strory bond among the different Indian languages and literature.

PSO-3 The students have developed a mindset rising above community, religion, caste, class. Revolution poets/ writers like – Kabir, Premchand, Nirala, Muktibodh have strory impact on the mind of our future generations

PSO -4 The students developed the skill of writing drafts, official letters, translation

PSO- 5 The students are very serious regarding a career in Hindi. This programme has expanded the possibilities.

COURSE OUTCOME HC- 101

Pracheen , Nirgun Bhakti Kavya .

After the completion of the course the students will be able to –

CO-1 Understand the significance of Vidyapati's Padavali, his writing style and language.

CO-2 understand the poetic significance of " Prithivraj Raso " an epic by poet Chandravardayee.

CO- 3 Understand the deeper significance Kabir's poetry.

CO-4 Understand and analyse the poetic significance of "padmavat" an epic by Mallik Muhhamad Jayasi.

CO-5 Understand the significance of the teaching of sant poets like Dadu, Sant Rai Das.

HC- 102

Sagun Bhakti and Riti poetry

After the completion of the course students will be able to understand –

CO-1 The essence of " Bhramargeet" , composed by Sur Das . The power of love and devotion. The sweetness of Braja Bhasha.

CO-2 The greatness of Tulsi Das and value of Bhakti in " Ramcharitmanas" . Students will also understand the character of Hanuman.

CO-3 The significance of Keshav Das on a " Riti poet". Keshav Das has told " Rama katha" in new way in his epic " Rama chandrika". Students can understand the style and technique of Keshav Das.

CO-4 The significance of Bihari on a " Riti poet" Bihari is well known for his versatility of writing language.

CO-5 The unique features of Ghananand's poetry. As a " Ritimukt" poet Ghananand deviates from the Riti Tradition and expression the power of love

HC- 103

Adhunik Hindi Kavya

After the completion of this course students will have the knowledge of –

CO-1 The significance of Modern Hindi poetry. Maithilisharan Gupt in his epic " Saket" has put new life into the mythical character of Urmila and Gupta who was inspired by the Indian Renaissance looked women's personality with a prograssive Outlook.

CO-2 Jayashankar Prasad's classic epic " kamayani" is not only a story Manu and Shradha derived

from Vedic period, it is also the epic of modern man.
Students after study this epic can see the character of Manu in a new way.

CO-3 Nirala's classic poem- " Ram ki shakti Pooja" where Nirala has shown the clash between "Dharms" and " Adharma" between " satya" and "Asatya "

CO-4 Denker's " Urvashi" on a modern classic and reality of love in man and woman.

HC-104

Hindi Sahitya ka Itihas (Adikal Aur Bhaktikal)

After completion of the course –

CO-1 The students can understand the process writing literary history, the
tradition of writing the history of Hindi literature. Ram Chandra Shukla's idea of literary histority.

CO-2 Students will get the knowledge of different periods of Hindi literature Adikala, Bhaktikal, Ritikal and Adhunik Kal.

CO-3 students can understand the nature of poetry during Adikal. They are also introduced to literature written " Apabhransa" literary contributions of Sidhas and Natha's .

CO- 4 students can learn the significance of Nirgun Bhakti. Getting the knowledge of the tradition of Nirgun Bhakti poetry.

CO-5 Students can understand the essence of Sagun Bhakti of Sur Das, Ras Khan and Meera.

HC-201

HINDI SAHITYA KA ITIHAS-2 RITIKAL, ADHUNIK KAL

After the completion of this course-

CO-1 The students can understand the social, cultural and political background of medieval Riti poetry, the characteristics of Riti poetry, the characteristics of Riti poetry the importance of poets like Bihari, Ghananand, Padmakar.

CO-2 The students can understand the social, political background with the arrival of modern Age in Hindi poetry. The impact of 1857 revolution, Indian renaissance, Rise of middle class, fall of feudalism, Rise of capitalism, arrival of scientific thought etc have changed the content and form of Hindi literature.

Co-3 The students can understand the contribution of literary personalition like- Bharatendu Harishchandra, Mahaveer Prasad Dwivedi in the field of Hindi prose and in the development "Khariboli"

CO-4 The students can trace the origin and development of literary forms like Drama, Novel, Criticism, biography etc.

CO-5 The students can expand their ideas in the field of modern Hindi poetry.

COMPUTER APPLICATION

HC- 202

GADYA SAHITYA

After the completion of this course

CO-1 The students can understand the prose written by Ram Chandra Shukla, Hazari Prasad Dwivedi. These writers have focused on ethics, moral values and humanitarian feelings.

CO-2 The students can understand the progress of Hindi prose towards realism. Bal Krishna Bhatt strugly supports idea that literature moves ahead with the change of feelings in people. Ramvilash Sharma championed the Marxist idea literature in Hindi.

CO-3 The students find the scope to go into the deeper world of Hindi Sketch. Writers like Mahadevi Verma Ramvilas sharma are the masters in this literary form.

CO – 4 The students will go through the Biography of great Bengali Writer Sarat Chandra in "Awara Masiha" written by Vishnu prabhakar. The Autobiography of Harivansh Ray "Bachhan", " Kya Bhuloon , kya Yaad Karun," is journey of a poet who never admits defeat in life .

CO-5 The students will the reality of the great faminine Bengal in Rangeya Raghav's Repotaj " Adamya Jeevan".

HC-203

BHARATIYA KAVYA CHENTAN.

After the completion of this course students will be able to understand –

CO-1 The concepts of Rasa Sidhant, Sadharani karana and importance of Rasa (emotion) in poetry.

CO-2 The concepts of Alankar Sidhant, how to identify different Alankara applied in poetry.

CO-3 The concepts of Riti (style)

CO-4 The essence of Dhvani sidhant on presented by Anand vardhan.

CO-5 The concepts of " Vakroti Sidhant" on proposed by Acharya kshemendra in his " Vakroti Kavya Jeevtam".

HC-204

ADHUNIK HINDI SAHITYA MEIN STREE VIMARSH.

After the completion of this course students will be able to understand.

CO-1 The concepts of "Stree vimarsh" (Feminist theory), it's salient features, revolution towards freedom of women.

CO-2 Origin and development of women writing in Hindi, their major area of concern.

CO-3 Students can understand the reality of identity crisis, struggle of women in Indian society through reading of Usha priyambada's famous novel, Pachpan Khambe Lal Diware".

CO- 4 Study of Hindi stories written by Women writers like Krushna Sobati,. Namita Singh, Mamata Kalia opens the windows for new thoughts especially for the girl students.

Co-5 study of Hindi poems composed by eminent female poets like katyayani, kirti Chowdhury develops new look towards life of women in male dominated society.

CE-201

DALIT SAHITYA

After the completion of this course students will be able to understand

CO-1 The concepts of Dalit literature, Dalit movement role played by Budhasm, mediaeval sants, Jyotiba phule and Baba Saheb Ambedkar towards development of Dalit consciousness and Dalit **literature**.

Co-2 The tragic life of being Dalit in Indian society on narrated by Jagadish Chandra in his nove "Dharti Dhan Na Apna".

CO-3 The experience of beings a Dalit in Omprakash Valmiki's Auto biography – " Joothan"

CO-4 The plight ful life Dalits in the stories and poems written in the stories and poems written Dalit writers.

CE-201

HINDI PATRAKARITA AND MEDIA LEKHAN.

After the completion of this course students will be able to understand –

CO-1 Concepts of journalism,

Concepts of Mass communication.

CO-2 The origin and development of literary journalism in Hindi, contributions of literary magazines like , Saraswati, Hans, Alochona and the contribution of Bharatendu Harishchandra, Mahaveer Prasad Dwivedi, Nirala, Kamleshwar , Rajendra Yadav.

CO-3 Various medium of mass communication like electronic media print media

CO-4 Print media, Newspaper and the process of News parenting

CO-5 Students will get the knowledge of various types of writing for media like – News writing, Interview, Blog Writing, Content Writing.

OE-201

PRAYAJANMULAK HINDI (FUNCTIONAL HINDI)

After the completion of this course students will understand –

CO-1 The different uses of Hindi as Rajbhasa Rashtrabhasha, Sampark Bhasa.

CO-2 Use of functional Hindi in Bank, Railways, Insurance sectors the process of macing learning glossaries

CO-3 Different types of writings like Drafting, Noting for official work.

HC-301 SHODH PRABIDHI

RESEARCH METHODOLOGY

This course prepares the students for research work. After the completion of this course students will get the following ideas-

CO-1 Concepts of Research methodology. Difference between Research and criticism.

CO-2 Elements of Research, types of Research.

CO-3 The steps to prepare thesis how to select topic, how to collect materials

CO-4 How to write Research thesis how to prepare chapterisation, synopsis, bibliography

CO-5 Features of literary Research.

HC- 302 PASHCHATYA SAHITYA CHINTAN (WESTERN LITERARY THOUGHT)

This Course is designed to expose the of Hindi literature to the western poetics. After the completion of the course the students will get the knowledge of –

CO-1 Plato's idea of poetry and Art ploto's theory of imitation Arestotle's idea of Tragedy.

CO-2 Sublime theory of Longinus poetic diction as proposed by Wordsworth and the Theory of imagination by Coleridge.

CO-3 Theory of expressionism by Benedetto Croche and Value of poetry, theory of language by I.A Richards

CO-4 Poetry is the criticism of life by Mathew Arnold and Value of poetry in the Age of science Critical thoughts of T.S Eliot.

CO-5 Concepts of Marxism, psychoanalysis, Existentialism, modernism as literary theories in context to Hindi literature.

HC- 303

Linguistics

This course is designed to give expansive knowledge related to language and linguistics. After the completion of the course the students will know –

CO-1 Definition and nature of language

Co-2 Definition of linguistics and various methods of learning linguistics.

CO-3 Phonetics,- knowledge of sound system.

CO-4 knowledge of syntax (Vakya vigyan)

CO-5 knowledge of semantics (Arth vigyan)

CE-301

TULSI DAS

After the completion of this course students will get broad knowledge of Tulsi Das's poetry:-

CO-1 Content of "Ram Charitmanas and its influence on society.

CO-2 Vinaypatrika is major work of poetry by Tulsi Das describing deeper value of Bhakti written in Brajabhasa.

Co-3 In Kavita Vali" Tulsi Das has narrated the real social, economic condition people during the medieval society-

CO-4 "Geetavali" poems of Tulsi Das written as lyrics.

CO-5 In "Dohavali" we meet a poet of pure heart in Tulsi Das.

CE-302 HINDI BHASHA

After completion of this course students will be able to understand-

CO-1 The Origin of Indian languages main features of vadic Sanskrit.

CO-2 Charateristics of pali, prakrut and Apabhransa language and link of Apabhransaw Indian languages.

CO-3 Major dialects of Hindi Awadhi, Brajabhasha, Khariboli.

CO-4 Geographical expansion of Hindi.

CO-5 Features of Dev Nagari Script

F1-301 INTERNSHIP

This course will be evaluated on the basis of the observation report prepared by students after visiting places having scope for learning.

HC-401

HINDI DRAMA AND ONE ACT PLAY)

After completion of this course students can improve their knowledge-

CO-1 By linking contemporary social, political, reality with pre-independence as described by Bharatendu Harischandra in " Andher Nagari.

CO-2 Students can link history with modern situation and can develop the feeling of Nationalism in described in Jayashankar Prasad's play "Skand Gupt"

CO-3 BY study of Mohan Rakesh' play "Adhe Adhure" students can feel the tragic life of Indian Middle class.

CO-4 BY the study one Act plays of Bhubaneswar, Uday Shankar Bhatt, Ram kumar verma, Jagdish Chandra Mathur study experience the reality of life.

HC-402

COMPARATIVE LITERATURE

This course is designed to expand the knowledge of literature. After the completion of this course, students can-

CO-1 Define the concepts of comparative literature .

CO-2 Analyse the approach to comparative literative by different schools as well as Indian concepts.

CO-3 Analyse the different methods applied for the study of comparative literature.

CO-4 Analyse National literature and world literature.

CO-5 Make a comparative study of Hindi , Odia poetry.

HC-403

DISSERTATION

Students will prepare dissertation prepare under the guidance of a teacher of the dept. The evaluation will be made both internally and externally with seminar presentation.

CE-401

HINDI KATHA SAHITYA

After the completion of this course the students can getthe knowledge -

CO-1 Premchand', "Godan " which considered as the epic of the farmers Life "students can get idea of Premchand's social criticism .

CO-2 " Maila Anchal " a regional novel by phaniswar Nath Renu depicts the socio-political situation of purnia destrict of bihar before and after Independece.

CO-3 "Raag Darbari" by Shri Lal Shukla is novel which shows how corruption has broken the backbone of Indian reteal life.

CO-4 Stories by Amrit Roy, Vishm Sahani, Rajendra Yadav , Nirmal Verma will give students the idea of how social values are changing

ALLIED CORE-401 WOMEN AND SOCIETY

At the end of course the student will be able to:-

CO-1 Understand the social construction of gender Indian society, Gender roles and gender stereotyping .

CO-2 Understand women and religion and religious conceptualisation of women.

CO-3 Acquire knowledge on issues an provisions under taken for upliftment of status of women.

DEPARTMENT OF PHYSICS

PROGRAMME OUTCOME

On completion of the program, the students will be able to disseminate and demonstrate the knowledge of the concepts in the concerned discipline.

1. **Critical Thinking:** Students will have the **c**apability to **a**pply analytic thought to a body of knowledge; analyze and evaluate evidence, arguments, claims, and beliefs on the basis of empirical evidence**;** identify relevant assumptions or implications; formulate coherent arguments; critically evaluate practices, policies and theories by following scientific approach to knowledge development.

2. **Effective Communication:** Students will acquire the ability to express thoughts and ideas effectively in writing and orally in English and regional and make meaningful interpretation by people, ideas, books, media and technology**.**

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

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

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

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

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

PROGRAMME SPECIFIC OUTCOME

Students graduating with the B.Sc. (Honors) Physics degree should be able to

PSO1: Acquire a fundamental/systematic and coherent understanding of the academic field of basic Physics in areas like Mechanics, Electricity and Magnetism, Waves and Optics, Thermal and Statistical Physics, Quantum Mechanics, Mathematical Physics and their applications to other core subjects in Physics; a wide ranging and comprehensive experience in physics laboratory methods in experiments related to mechanics, optics, thermal physics, electricity, magnetism, digital electronics, solid state physics and modern physics. Students should acquire the ability for

systematic observations, use of scientific research instruments, analysis of observational data, making suitable error estimates and scientific report writing;

PSO2: Procedural knowledge that creates different types of professionals related to the disciplinary/subject area of Physics, including professionals engaged in research and development, teaching and government/public service; knowledge and skills in areas related to their specialization area corresponding to elective subjects within the disciplinary/subject area of Physics and current and emerging developments in the field of Physics.

PSO3: Demonstrate the ability to use skills in Physics and its related areas of technology for formulating and tackling Physics-related problems and identifying and applying appropriate physical principles and methodologies to solve a wide range of problems associated with Physics.

PSO4: Recognize the importance of mathematical modeling, simulation and computational methods, and the role of approximation and mathematical approaches to describing the physical world and beyond.

PSO5: Plan and execute Physics-related experiments or investigations, analyze and interpret data/information collected using appropriate methods, including the use of appropriate software such as programming languages and purpose-written packages, and report accurately the findings of the experiment/investigations while relating the conclusions/findings to relevant theories of Physics.

<p align="center" style="color:blue">CORE PAPER-I MATHEMATICAL PHYSICS-I</p>

The emphasis of course is on applications in solving problems of interest to physicists. The students are to be examined entirely on the basis of problems, seen and unseen. After successfully completing this course, the student will be able to

- **CO1 -** understand and apply ordinary differential equations describing different physical phenomena and their solutions.
- **CO2 -** understand and explain vector algebra and vector calculus and associated theorems.
- **CO3 -** understand and prove various useful theorems like divergence theorem, Green's theorem, Stokes' theorem etc.
- **CO4 -** describe and explain different mathematical tools useful in Physics.

PO/CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	3	3	2	2	3	2	3
CO2	3	3	2	2	3	2	3
CO3	2	3	2	2	3	2	3
CO4	3	3	2	2	3	2	3

CORE PAPER – IIMECHANICS

☐ **CO1 -** The students will be able to understand the basic concepts involving translational motion, circular motion, rotational motion, oscillatory motion and motion of fluids.

☐ **CO2 -** The students will be able to understand and explain the concepts of elasticity, fluid mechanics and be able to perform calculations using them.

☐ **CO3 -** Students can be able to understand the special theory of relativity and its applications.

☐ **CO4 -** Students can understand and describe simple harmonic motion, damped oscillation, forced oscillation and resonance.

MAPPING OF POS WITH COS

PO/CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	3	3	2	1	1	2	3
CO2	3	3	2	1	1	3	3
CO3	3	3	3	2	1	3	3
CO4	3	3	3	2	1	2	3

CORE PAPER – III ELECTRICITY AND MAGNETISM

Upon successful completion of this course, students will be able to:

- **CO1.** Explain the basic concepts and interrelationship between electric current and magnetism.

- **CO2.** Explain about network theorems to understand the complicated networks and simplify them.

- **CO3.** Explain different dielectric materials.

- **CO4.** Explain about instruments like Ballistic galvanometer governed by electromagnetic principles.

MAPPING OF POS WITH COS

PO/CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	3	2	2	3	1	3	3
CO2	3	2	2	3	1	3	3
CO3	3	2	2	2	1	3	3
CO4	3	2	2	2	1	3	3

CORE PAPER-IV WAVES AND OPTICS

Upon successful completion of this course, students will be able to:

- **CO1.** understand and analyze the optical phenomena like reflection, refraction, diffraction, interference and polarization occurring in their surroundings.

- **CO2.** Understand and describe the physics behind natural phenomena like formation of rainbow, blue color of sky etc.

- **CO3.** explain about optical principles like total internal reflection and its applications

- **CO4.** understand and explain the principles behind designing of interferometers, spectrometers

MAPPING OF POS WITH COS

PO/CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	3	3	2	3	1	3	3
CO2	3	3	2	3	2	3	3
CO3	3	3	2	2	1	3	3
CO4	3	3	2	2	1	3	3

CORE PAPER-V MATHEMATICAL PHYSICS-II

The emphasis of the course is on applications in solving problems of interest to physicists. Students are to be examined on the basis of problems, seen and unseen.

After successfully completing this course, the student should be able to

□ **CO1.** understand and explain the techniques of problem solving in Physics by the use of Fourier series

□ **CO2.** Solve ordinary differential equations using standard procedures like separation of variables, series expansion (Fourier-type series) and integral transforms.

□ **CO3.** expand a function in a Fourier series,

□ **CO4.** Understand about the integral transforms (Fourier and Laplace) and be able to solve mathematical problems relevant to the physical sciences.

MAPPING OF POS WITH COS

PO/CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	3	3	2	2	3	2	3
CO2	3	3	2	2	3	2	3
CO3	2	3	2	2	3	2	3
CO4	3	3	2	2	3	2	3

CORE PAPER-VI THERMAL PHYSICS

Upon successful completion of this course,

□ **CO1.** The students will be able to understand the basic phenomena in Physics related to heat, temperature and thermodynamic systems

□ **CO2.** The students will be able to explain about the physical parameters associated with thermodynamic behavior of a system like entropy, internal energy, enthalpy, free energy etc.

□ **CO3.** Students will be able to explain different aspects of gaseous systems

□ **CO4.** Students will be able to solve practical problems with regard to thermodynamicsystems.

MAPPING OF POS WITH COS

PO/CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	3	3	2	3	1	3	3
CO2	3	3	2	3	2	3	3
CO3	3	3	2	2	1	3	3
CO4	3	3	2	2	1	3	3

CORE COURSE – VII

ANALOG SYSTEMS AND APPLICATIONS

Upon successful completion of this course, students will be able to:

☐ **CO1.** The students will be able to understand the principle, working and characteristics of electronic devices like diodes and their applications as rectifiers transistors, opamps etc.

☐ **CO2.** Students will know about the biasing of transistors and their use as amplifiers and as oscillators

☐ **CO3.** The students will understand the feedback mechanism in opamps and their different applications.

☐ **CO4.** The students will be able to understand the functions of basic home appliances.

MAPPING OF POS WITH COS

PO/CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	3	3	2	2	1	2	3
CO2	3	3	2	2	1	2	3
CO3	2	3	2	2	1	2	3
CO4	3	3	2	2	1	2	3

CORE PAPER-VIII MATHEMATICAL PHYSICS-III

The emphasis of the course is on applications in solving problems of interest to physicists. Students are to be examined on the basis of problems; known or unknown.

After successfully completing this course, the student should be able to

- **CO1.** The students will be able to explain the basic concepts like Fourier transforms, Laplace transforms etc.
- **CO2.** Students will be able to explain complex analysis
- **CO3.** Students will be able to understand the integral transforms to solve differential equations.
- **CO4.** Students will have mathematical skill to formulate, solve and understand the underlying equations in different branches of physics like thermodynamics and electromagnetic theory.

MAPPING OF POS WITH COS

PO/CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	3	3	2	2	3	2	3

CO2	3	3	2	2	3	2	3
CO3	2	3	2	2	3	2	3
CO4	3	3	2	2	3	2	3

CORE COURSE – IX ELEMENTS OF MODERN PHYSICS

Upon successful completion of this course, students will be able to:

- **CO1.** Know about the basic principles in the development of modern physics and understand types of atom models & related principles.

- **CO2.** Understand the development of quantum mechanics and able to discuss and interpret experiments that reveal the dual nature of matter. Know the basic concept of Quantum theory and its importance.

- **CO3.** Understand the properties of nuclei like density, size, binding energy, nuclear forces and structure of atomic nucleus, liquid drop model and nuclear shell model and mass formula.

- **CO4.** Understand the concept of radioactivity and related laws, fission and fusion as nuclear processes to produce nuclear energy in nuclear reactor and stellar energy in stars.

MAPPING OF POS WITH COS

PO/CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	3	3	2	2	1	2	3
CO2	3	3	2	2	1	2	3
CO3	3	3	2	2	1	2	3
CO4	3	3	2	2	1	2	3

CORE COURSE – X

DIGITAL SYSTEMS AND APPLICATION

Upon successful completion of this course, students will be able to:

- **CO1.** Understand and explain the VLSI technology and fabrication of ICs.
- **CO2.** Understand and explain about number systems, logic circuits and data processing circuits, memory circuits used in digital systems.
- **CO3.** Understand and explain about the versatility of 555Ic and its applications.

□ **CO4.** Understand and explain about use of cathode ray oscilloscopes which is an important measuring tool to study signals.

PO/CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	3	3	2	2	1	3	3
CO2	3	3	2	2	1	3	3
CO3	3	3	2	2	1	3	3
CO4	3	3	2	2	1	3	3

CORE COURSE – XI

QUANTUM MECHANICS & APPLICATIONS

After successfully completing this course, the student should be able to

□ **CO1.** Students will be able to understand and explain the quantum mechanics and the inadequacies in classical mechanics

□ **CO2.** The students will be able to understand and explain the idea of wave function.

□ **CO3.** Students will be able to solve Schrödinger equation and eigen value problems

□ **CO4.** Students will understand and solve the idea about quantum statistical mechanics.

MAPPING OF POS WITH COS

PO/CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	3	2	2	1	1	3	3
CO2	3	2	2	1	1	3	3
CO3	3	2	2	1	1	3	3
CO4	3	2	2	1	1	3	3

CORE PAPER-XII SOLID STATE PHYSICS

Upon successful completion of this course, students will be able to:

□ **CO1.** The students will understand and explain the crystal structures of solids

□ **CO2.** Students will be able to determine crystal structure of solids

☐ **CO3.** The students will be able to understand and explain the magnetic, dielectric and optical properties of solids

☐ **CO4.** Students will be able to understand and explain the concept of superconductivity and its applications

MAPPING OF POS WITH COS

PO/CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	3	3	2	1	1	3	3
CO2	3	3	2	1	1	3	3
CO3	3	3	2	1	1	3	3
CO4	3	3	2	1	1	3	3

CORE PAPER-XIII ELECTROMAGNETIC THEORY

Upon successful completion of this course, students will be able to:

☐ **CO1.** Understand and explain the concepts of Maxwell equations.

☐ **CO2.** Understand and explain polarization of EM waves, polarizing and analyzing instruments.

☐ **CO3.** Students will be able to understand and explain electromagnetic wave propagation in different type of mediums.

☐ **CO4.** Understand and explain about Pointing vector and energy transported by electromagnetic waves.

MAPPING OF POS WITH COS

PO/CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	3	3	2	1	1	3	3
CO2	3	3	2	1	1	3	3
CO3	3	3	2	1	1	3	3
CO4	3	3	2	1	1	3	3

CORE PAPER-XIV STATISTICAL MECHANICS

Upon successful completion of this course, students will be able to:

☐ **CO1.** Understand the properties of macroscopic systems using the knowledge of the properties of individual particles, differentiate between different ensemble theories used to explain the behavior of the systems.

☐ **CO2.** Find the connection between statistics and thermodynamics and understand the concept of classical statistical mechanics

☐ **CO3.** Understand the concepts of quantum statistical mechanics and able to explain the statistical behavior of ideal Bose and Fermi systems.

☐ **CO4.** Understand and explain the various laws on radiation like Planck's law, Stefan's law etc.

MAPPING OF POS WITH COS

PO/CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	3	3	2	1	1	3	3
CO2	3	3	2	1	1	3	3
CO3	3	3	2	1	1	3	3
CO4	3	3	2	1	1	3	3

DISCIPLINE SPECIFIC ELECTIVE PAPER-I

CLASSICAL DYNAMICS

The emphasis of the course is on applications in solving problems of interest to physicists. Students are to be examined on the basis of problems, seen and unseen.

Upon successful completion of this course, students will be able to:

☐ **CO1.** Identify the motion of a mechanical system using Lagrangian formulation and its to solve various problems in classical mechanics.

☐ **O2.** Apply the formalism of Hamiltonian in generating equations of motion for complicated mechanical systems of classical mechanics.

- **CO3.** Apply theory of relativity to determine time dilation, length contraction and simultaneity,
- **CO4.** Determine the various Four vectors: position, velocity, acceleration, momentum,Force.

MAPPING OF POS WITH COS

PO/CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	3	3	2	2	3	2	3
CO2	3	3	2	2	3	2	3
CO3	2	3	2	2	3	2	3
CO4	3	3	2	2	3	2	3

Discipline Specific Elective Paper-IINuclear and Particle Physics

Upon successful completion of this course, students will be able to:

- **CO1.** Understand the ideas of basics of nucleus and its constituent particles, can explain radioactivity.
- **CO2.** Identify the strengths and limitations of various nuclear models.
- **CO3.** Understand basic principle and working of different types of detectors and accelerators used for various experiments.
- **CO4.** Understand basic knowledge about the Standard Model of elementary particles and interactions.

MAPPING OF POS WITH COS

PO/CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	3	3	2	2	1	3	3
CO2	3	2	2	2	1	3	3
CO3	3	3	2	2	1	3	3
CO4	3	3	2	2	1	3	3

Discipline Specific Elective Paper- III

Nano Materials and Applications

Upon successful completion of this course, students will be able to:

- **CO1.** Understand and explain the properties of materials at nanoscale.
- **CO2.** perform various synthesis techniques to produce nanomaterials.
- **CO3.** Understand and able to perform different characterization techniques used in nanotechnology
- **CO4.** Understand and explain applications of nanotechnology in different sector of society

MAPPING OF POS WITH COS

PO/CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	3	3	2	3	3	3	3
CO2	3	3	2	3	3	3	3
CO3	2	3	2	2	3	3	3
CO4	3	3	2	2	3	3	3

Discipline Specific Elective Paper-IV Project OR Basic Instrumentation

Basic Instrumentation

Upon successful completion of this course, students will be able to:

- **CO1.** Demonstrate knowledge of commonly used process measurement devices, control methods and strategies, and the proper selection, identification, design, installation and operation of instrumentation.
- **CO2.** Explain basic concepts and applications of CRO in measurement
- **CO3.** Students will be able to understand, explain and recreate research attitude among students.
- **CO4.** Students will be able to understand and explain computational techniques useful for theoretical research.

MAPPING OF POS WITH COS

PO/CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	3	3	2	3	3	3	3
CO2	3	3	2	3	3	3	3
CO3	2	3	2	2	3	3	3

CO4	3	3	2	2	3	3	3

GENERIC ELECTIVE (GE)

Generic Elective Paper I/III

(Mechanics and Properties of matter, Oscillation and Waves, Thermal Physics, Electricity and Magnetism and Electronics)

☐ **CO1.** Students will be able to understand and explain a range of physical concepts like mechanical properties of matter

☐ **CO2.** Students will be able to understand and explain the thermal properties of matter, waves and oscillations,

☐ **CO3.** Students will be able to determine the relationship between electric current and magnetism

☐ **CO4.** Students will be able to understand and explain basic electronic devices and their applications.

MAPPING OF POS WITH COS

PO/CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	3	3	2	2	3	2	3
CO2	3	3	2	2	3	2	3
CO3	2	3	2	2	3	2	3
CO4	3	3	2	2	3	2	3

Generic Elective Paper -II/IV

(Optics, Special Theory of Relativity, Atomic Physics, Quantum Mechanics andNuclear Physics)

☐ **CO1.** Students will be able to understand and explain optical phenomena occurring in nature like mirage, rainbow, blue colour sky etc.

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- **CO2.** Students will be able to understand and explain t the characteristics of atoms and subatomic particles and they can maintain safety while dealing with radioactive substances.
- **CO3.** Students will be able to understand and explain the characteristics of quantum particles andit may help them to understand the advanced technologies.
- **CO4.** Students will be able to understand and explain relativity principles and it may improve their understanding of the phenomena like length contraction, time dilation etc. happening due to relative motion between object and observer.

MAPPING OF POS WITH COS

PO/CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	3	3	2	2	3	2	3
CO2	3	3	2	2	3	2	3
CO3	2	3	2	2	3	2	3
CO4	3	3	2	2	3	2	3

P.G. DEPARTMENT OF SANSKRIT

PROGRAMME- MA IN SANSKRIT

PROGRAMME OUTCOME

PO-1: Social Relevance: The programme helps to expand scientific temper and can prove to be more beneficial for the society as the scientific developments can make a nation or society .   .

PO-2: Critical thinking: Identify and analyse current issues and trends in higher education and come-up with intellectual, organizational, and personal ideas and decisions from different perspectives.

PO-3: Effective learning: Transform and empower women graduates to meet global challenges through holistic education in terms of recent Teaching-Learning methodologies.

PO-4: Communication Skills: Ability to express thoughts and ideas effectively in writing and orally; communicate with others using the professional standards of their fields; confidently share one's views and express herself.

PO-5: Social Interaction: Heighten the conscious of the graduates on socio-economic concern and to evolve it as an in-built mechanism to chisel as better human being.

PO-6: Environment and sustainability: Understand the issues of environmental contexts and demonstrate the knowledge for sustainable development.

PO-7: Ethics: Express legal and ethical issues and understand the moral dimensions of decisions and responsibilities.

PO-8: Information and Digital Literacy: Capability to use ICT in a variety of learning situations. Demonstrate ability to access, evaluate and use a variety of relevant information sources; and use appropriate software for analysis of data.

PO-9: Life-long learning: Gain ability to engage in independent and life-long learning withsocio-technological changes.

PO-10: Higher Studies & Research –related skills: A sense of inquiry and capability for asking relevant/ appropriate questions, problematizing, synthesizing and articulating;

Provide an intellectually stimulating environment to develop skills and enthusiasm of students to the best of their potential in the higher studies.

PROGRAMME SPECIFIC OUTCOME

PSO1-Enhance communication skills-Listening,Speaking, Reading andWriting skill in Sanskrit.

PSO2- Analyze the diverse culture and philosophical doctrines that are manifested through Sanskrit language.

PSO3- Imparting the knowledge of multi-disciplinary knowledge of literature such as Veda, Upanisad, Puran, Ramayana, Mahabharat, Grammar, Philosophy, Kavya and Smritisastra etc.

PSO4- The moral of Pancatantra, Hitopodes, vrihatkatha, Chanakya niti and nitisatakam helps students to build a good and moral character.

PSO5- Introducing ICT tools for learning and educating Sanskrit to other aspirants.

PSO6-Develop research Aptitude and Independent thinking.

PSO7- Understand the importance of Sanskrit manuscripts andIndological Literature.

PSO8-Capable to translate any Indian language into Sanskrit language.

PSO9- Capable to teach in various aspects of Sanskrit like Sanskrit Grammar, Classical Literature, Vedic literature and Indian Philosophy.

PSO10- developing the writing style of Sanskrit D r a m a , Prose and Ornate Poetry.

FIRST SEMESTERHARD CORE-101

VEDIC LANGUAGE AND LITERATURE

CO-1: Understand the ancient Indian tradition a n d V e d i c M a n t r a son Social and Philosophical point of view.

CO-2: Compare the traditional Vedic knowledge with contemporary wisdom.

CO-3: Analyze the mahavakya 'caraiveti'.

CO-4: Explain the philosophical teachings such as Tyagpurvakbhog, Vidhya -Avidhya, Sambhuti- Asambhuti, Parmatman.

CO-5: Analyze the corpus of prescribed Vedic texts with hermeneuticaltools to comprehend their socio-cultural and historical significance.

HARD CORE-102

At the end of the course the student will be able to:

CO-1: Know the grammatical construction of Astadhyayi and operational technique of Panini.

CO-2: Understand the application of grammatical rules for getting theimplied meaning.

CO-3: Understand of AC- Sandhi sutras along withtheir relevant aphorisms of Sanskrit words.

CO-4: Know the procedures of formation of sanskrit sentences by using karaka bibhakti and upapada bibhakti.

CO-5: Understand the Kāraka theory.

HARD CORE-103

SYSTEMS OF INDIAN PHILOSOPHY

CO-1: analyze the concept of prakrit, purusa, satkaryavada, guna etc.

CO-2: Understand the fundamental of Vedanta Philosophy.

CO-3: Know the foundational exposition of the ancient Indian system of logicand reasoning.

CO-4: Understand the concept of Tarkasamgraha and the narrative style of Annamvatta.

CO-5: Understand the hermeneutic tools developed by Purva Mīimāmsāthrough Arthasaṃgrahaḥa.

HARD   CORE-104

PROSE AND POETRY

At the end of the course the student will be able to:

CO-1: Know the greatness of the Raghu dynasty.

CO-2: Learn the poetical, artistic, cultural and historical aspects of Sriharsa's works.

CO-3: Understand Mahakavi Kalidasa's poetic style and Geographical, environmental surroundings of India.

CO-4: Understand the prose style of Sanskrit literature in the context of Dashkumarcharitam.

CO-5: Know the aspects of Indian philosophy and the culture of Buddhistcommunity.

SECOND   SEMESTER

HARD CORE-201

ANCILLARY VEDIC LITERATURE

At the end of the course the student will be able to:

CO-1: develop the usage of Saman Akshara, Sandhyakshara and Rakta etcin words.

CO-2: Understand the meaning and the importance of Bhasya in Sanskritliterature and understand the narrative style of Sayana.

CO-3: Understand the ancient Indian science of etymology as depicted inNirukta and capable to explain the meaning of the Vedic words.

CO-4: Develop the discipline of Sanskrit etymology.

CO-5:understand the ancient wordsand phrases whose meanings have beenlost in present day.

HARD CORE-202

GRAMMAR AND PHILOLOGY

At the end of the course the student will be able to:

CO-1: understand the sentence making style by using Samasa rules.CO-2: Know

Bahuvrihi and Dvandvasamasa.

CO-3: Appreciate the contributions of the ancient Indian thinkers of thephilosophy of language and linguistic.

CO-4: understand the definition of language and analyze classification oflanguages.
CO-5: - analyze the Phonetic Law (Grimm, Grassman, Verner), Direction of semantic change, difference between Vedic and Classical Sanskrit.

HARD CORE-203

SANSKRIT PLAYS

At the end of the course the student will be able to:

CO-1: Gain knowledge about nature and scope of Sanskrit Drama.

CO-2: Understand the superb aesthetic expression and analyze the depictionof nature in various human forms and emotions in literary art of Bhababhuti.

CO-3: Know the political and social thought embedded in ancient Sanskrit

Drama and the arbitrary exercise of power by kings when monarchy was theorder of rule.

CO-4: learn the poetic style of Bhatanarayan and analyze vira rasa

.CO-5: Analyze the poetic style of Harsavardhan.

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HARD CORE- 204

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HISTORY OF SANSKRIT LITERATURE (VEDIC, EPIC AND CLASSICAL)

At the end of the course the student will be able to:

CO-1: Understand the importance of ancient literature such as Samhitas, Brahmanas, Aranyakas, Upanisads, and Vedangas.

CO-2: The different genres of Sanskrit Literature like Ramayan and Mahabharat.

CO-3: Analyze the poetic style of Aswaghosa, Kalidasa, Bharavi, Magha, Kumardasa, Bhatti, Shriharsha etc.

CO-4: Learn the social, Economic and political aspects of of Sanskritdrama.

CO-5: know about Odishan Sanskrit literature and writing skill of Odishanpoetssuch as Haladhara, Jayadev, Krsnananda etc.

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CORE ELECTIVE- 201

GROUP-A

PROSODY AND POETICS

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At the end of the course the student will be able to:

CO-1: Learn the importance and division of Rasatattva and the development of theatrics.

CO-2: Analyze the construction skills of Preksagruha, Natyamandap etc.
CO-3: Know the purpose of kavya.

CO-4: analyze the concept of Abhidha, Laksana and Vyanjana and

<div align="center">220</div>

Alamkara in Kavya.

CO-5: Analyze the application of Alamkara in Sanskrit Literature.

CORE ELECTIVE- 201

GROUP-B

KRDANTA AND ATMANEPADA PRAKARANAS

At the end of the course the student will be able to:

CO-1: Know about the rules and uses of krtyapratyaya.
CO-2: Develop the reading and writing style of Sanskrit phrases.

CO-3: Know the rule and usage of of Purvakrdanta suffixes.
CO-4: Develop the sentence making style by using Purvakrdanta suffixes.
CO-5: Get knowledge about Vyanjana Sandhi rules and compound words.

OPEN ELECTIVE-201

YOGA FOR PERSONALITY DEVELOPMENT AND STRESS MANAGEMENT

.At the end of the course the student will be able to:

CO1: Know the meaning, definition and types of Yoga.CO-2: To improve the ttention

and memory power.
CO-3: Understand the yogic techniques for stress management.
CO-4: Apply the yogic techniques like pranayam, dhyana, chanting of

mantra,yoganidra etc. for a happy and healthy life.
CO-5: Know the yogic way of life with special reference to Srimad BhagavadGita.

THIRD SEMESTER

HARD   CORE-301

RESEARCH METHODOLOGY

At the end of the course the student will be able to:

CO-1: Gain idea about Research methodology, meaning, definitions and characteristic

s of Research.

CO-2:   analyze the types of Research.

CO-3:   interpret the data by using Questionnaire, Schedule, Rating scale,Interview tools.

CO-4: develop knowledge in the field of Indology and indological research centre such

as Theosophical society, Muktabodha Indological Research Institute, Bhandarkar

Oriental Research Institute, AdyarLibrary and Research Centre, Kupuswami

Shastri Research Institute.

CO-5: Appreciate the methods of preserving of manuscripts.

HARD CORE-302

TRANSLATION, EDITING AND WRITING SKILL

At the end of the course the student will be able to:

CO-1: Develop the writing skill in Sanskrit.

CO-2: Capable to correct Sanskrit verses and paragraph   by using   proof correction rules.

CO-3: Know how to write summary of a lengthy prose or poetry.CO-4: Improve the students reading skills.

CO-5: Capable to translate any paragraph in English, Odia and Sanskritlanguage.

HARD CORE-303

COMMUNICATIVE SANSKRIT

At the end of the course the student will be able to:

CO-1: Examine t h e   primary an d secondary   Sanskrit   suffixes.
Develop the sentence making style by using tavyat, aniyar, yat, kyat, sanac,ktavatu,
namul, satru pratyayas etc.

CO-2: Gain knowledge about Sabdarupa and its sentence formation.

CO-3: develop the knowledge of Dhatu Rupa.

CO-4: Learn the feminine suffixes in Sanskrit.

CO-5: develop the Sanskrit communication skill.

CORE   ELECTIVE-301

GROUP-A (POETICS)

At the end of the course the student will be able to:

CO-1: Understand the theory of Dhvani - Arguments for and against final

Establishment.

CO-2: Understand *Dhvanyāloka* as a landmark in the history of Indianliterary
criticism.

CO-3: Gain general idea about literary theorist 'Kuntaka'.

CO-4: Critically

evaluate the aesthetic expression in poetics.

CO-5: Learn Abhidha, Lakshyana and Vyanjana as explained in

Sanskrit literature.

CORE ELECTIVE -301

GROUP-B PHILOSOPHICAL GRAMMAR

At the end of the course the student will be able to:

CO-1: Acquire knowledge about 'Bhartrhari'. Also know relation betweenSpota

and Dhvani and the divisions of Dhvani.

CO-2:   Understand the relation between Sabda   and Artha and variousstages

of languages.

CO-3: Acquire idea about philosophy of Sanskrit grammar and understand the

importance, relevance and the purpose of the study of Grammar.

CO-4: Understand the philosophy of Sanskrit grammar.

CO-5:   Learn   about   parama-laghu-manjusa-
baudharthanirupanaapabhramsesakti-nirupana,   saktivibhajana   etc.

CORE ELECTIVE-302

GROUP-A

PROSE, POETRY AND DRAMA

At the end of the course the student will be able to:

CO-1: analyze the prose of Subandhu.

CO-2: develop the knowledge about the ten incarnations of Lord Krishnaandrasa

of Gitagovinda.

CO-3: Understand the poetic genius of Kalidasa and nature of six seasons.

CO-4: analyze the social value of Svapnavasavadattam in modern socity.

CO-5: Understand the nature and writing style of 'Champukavya'.

CORE ELECTIVE 302

GROUP-B

PRACINA-VYAKARANA (BHASYA AND KASIKA)

At the end of the course the student will be able to:

CO-1: Know the explanation style of 'Kasika'.

CO-2: Learn about the structural of Panini's sutras.CO-3: Learn about explanation

 style

of Patanjali.

 CO-4: Observe and appreciate the philosophy of language.CO-5: Critically observe

 the structural pattern of sandhi.

FIELD INTERNSHIP-FI-301

FOURTH SEMESTER

HARD CORE-401

TECHNICAL LITERATURE

At the end of the course the student will be able to:

 CO-1: Analyze the importance of Smriti Sastra in present time.

 CO-2: Know about the basic concept of rituals.

CO-3: -Learn the importance of Rajadharma.

CO-4: Know about ancient theories of human body, symptomology and therapeutics for a wide range of diseases. Understand the importance of diet, hygiene, prevention of disease.

CO-5: Acquire knowledge about ancient Indian science of plant life and the importance of various trees, planting a garden, treatment of seeds, selection of suitable soil, digging of planting pits etc.

HARD CORE-402

ANCIENT INDIAN HISTORY, CULTURE AND EPIGRAPHY

At the end of the course the student will be able to:

CO-1: Learn about the sources of Indian History and civilization of Vediclife. Analyze the social, economic, cultural, educational way of ancient life.

CO-2: Understand the philosophical concepts related to good and badconduct,right and wrong conduct etc.

CO-3: Analyze the style of temple architecture and sculpture.

CO-4: Learn about Indian inscription, Ashoka's Dhauli rock edict and Hatigumpha inscription of Kharavela.

CO-5: Understand the social, religious, administrative, political condition ofthetime of the reign of Samudra Gupta and Pulakesi.

HARD CORE-403

DISSERTATION

At the end of the course the student will be able to:

CO-1: Enhance the creative writing.

CO-2: Understand the basic concept of research and its methodology.

CO-3: Analyze the tools of research, the methods of data collection, interpretation
of data.

CO-4: Know the procedure of report writing.

CO-5: Understand the importance of research ethics.

CORE ELECTIVE-401

GROUP-APROSODY AND POETICS

At the end of the course the student will be able to:

CO-1: Develop the knowledge of 'Chhanda' and understand the poeticelements.

CO-2: Capable to explain and critically analyze the dasarupaka texts.

CO-3: Get basic idea about dramaturgy in Sanskrit and know the basicelementsof Sanskrit drama.

CO-4: Understand the different principles of methodology of Kavyaprakasaand critically evaluate the aesthetic expression in poetics.

CO-5: develop the knowledge of natakam, prakaranam, Arthopakshepaka,arthaprakritayah etc.

CORE ELECTIVE-401

GROUP-B (PHILOSOPHICAL GRAMMAR – II)

At the end of the course the student will be able to:

CO-1: Understand the term and condition of karika 1 to 7.CO-2: Understand the Phala and Vyapara concept.

CO-3: Learn writing skill of 'Koundabhatta'.

CO-4: Learn about Dhatvartha and technical terms of Paninian grammar.

CO-5: Get efficiency in Sanskrit language and enhance essay writingskills.
SKILL BASED CERTIFICATE COURSE

HUMAN VALUES AND PROFESSIONAL ETHICS

At the end of the course the student will be able to:

CO-1: - Understand the human values in 'Chanakyaniti'

CO-2: Learn the human values in 'Nitisatakam' like respect, appreciation, acceptance, openness, listening, affection, truth, love, non-violence, peace etc.

CO-3: Understand Professional Ethics like moral, integrity, right, honour,honesty, fairness, responsibility, conscience, choice, value etc.

DEPARTMENT OF HOME SCIENCE

Name of the Programme (No. of Years): B.A. (3 years)

Name of the Course: Home Science

Semester: 6 (Six)

VISION:

- PG Department of Home Science have a long cherished wish to have separate Master's degree in different branches of Home Science.

- Department has a vision of active research publications and activities.

- It also has a dream of creating huge employ ability for its students.

MISSION:

- Department is offering core papers of specialization in five different branches of home science like food & nutrition, human development, textile & clothing, extension education & community development, family resource management.

- Department has project activities for under graduate students and dissertation for post graduate students which will help them in future research activities.

- Home science trains its students -a. for academics b. appearing in odisha public service exam c. creating self employment opportunities in the areas of food preservation and catering management, pre school education and creche management, fashion designing , interior decoration, fashion accessories by providing skill development programs.

- Opportunities for dieticians under different government and non government hospital sector.

PROGRAMME OUTCOME:

 DESCRIPTION OF PROGRAMME OUTCOMES:

After completion of the Undergraduate Course in Home Science the students will be able to: PO 1:

Have strong disciplinary knowledge and develop core competency.

PO 2: Have good communication skills to express their ideas.

PO 3: Have critical thinking and problem solving ability related to the community living.

PO 4: Make decision making related to family resource management,food & nutrition, extension activities, textile designing.

PO 5: Do Team work and develop leadership qualities during field studies.

PO 6: Have analytical and research-related skills to generate and test hypotheses, perform experiments, surveys, projects etc.

PO 7: Have Digital literacy and information technology skills.

PO 8: Have strong moral and Ethical Awareness regarding women and child rights.

PO 9: Developing qualities of a Lifelong learner and draw inspirations from different work of life.

PROGRAMME SPECIFIC OUTCOMES:

- Appreciate the significance of inter disciplinary sciences in the development and well being of self, families, communities and the nation by and large.
- Understand the importance of food and nutrition to improve the quality of life and health.
- Acquire professional knowledge about skills and entrepreneurial ability for self in particular and community in general.
- Develop skills in food & nutrition, textile handicrafts, interior decoration, product making, human development and communication technology.

NATURE OF EVALUATION TO BE CARRIED OUT FOR THE COURSE:

Students' performance in core, discipline electives, generic electives and skill enhancement courses are to be assessed in various ways as follows:

- The oral and written scheduled and surprise tests,

- Problem-solving exercises,

- Closed-book and open-book tests,

- Practical skills and laboratory reports,

- Individual and group project reports,

- Seminar presentations,

- Group discussions

- Viva voce examinations.

- The computerized learning, literature surveys and evaluations, peers and self-assessment can be done additional methods used.

- Regular reading habits in the students need to be inculcated through continuous monitoring and

- Observation about weaker aspect of the students.

COURSE OUTCOMES:

Sl. n	Name of the Course (paper)	Course Code	Objective	Course Outcomes

1	**Human Development 1: The Childhood Years**	**Core Course-1**	• To understand Importance of Human development & principal involved in it. • To study the chil development pattern of childre starting from prenatal period u to middle childhood years in the area of physics, motor, social and emotional & language development.	Unit-1: • Able to know scope of child development and stages of human development. Unit-2: • Acquire knowled about stages and facto affecting pre- nat growth a development. Unit-3: • Develop ideas abo physical and moto social and emotion development duri infancy and pre scho years. Unit-4 • Able to understand physical, social, emotional and language development during late childhood years.
2	Food and Nutrition	**Core Course-2**	• To understa basic concepts food, nutrition and the related terms. • To study the functions, requirements & deficiency of macro and	Unit-1: • Able to understan functions, source requirements a deficiency of macro nutrients. Unit-2 • A thorough knowledge about

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				micro nutrients the human body.	Vitamins and Minerals.
				● To examine the different between weights & measurement of raw & cooked food .	Unit-3 • Knowledge about nutritional contribution and changes during cooking of different food groups.
				● To gain the knowledge on nutritional contribution of various food and principles involved in its cooking.	Unit-4 • Acquire Ideas abo different methods cooking and enhancing the nutritional quality food.

Extension Educatio	**Core Course-3**	Objective: ● To enable the students to understand the meaning, principles, philosophy of Home Science Extension Education. ● To enable the students to know about different method used in Extension Education. ● To enrich the knowledge of the students about teaching learning process in Extension Education.	Unit-1 ● Have ideas abo behavioural chang brought about extension education. Unit-2 ● Ability to Understand Role of Extension Education in National Development. Unit-3 ● Acquire knowled about different methods of teaching extension education. Unit-4 ● Ability to Understand t impact of effecti extension teaching a learning in different situations.	

4	Family Resource management	**Core Course-4**	Objective: • To achieve goals in life through judicious resourc management. • To utilise the available resources effectively.	Unit-1 • A basic Knowled about scope of fami resource manageme and decision making. Unit-2 • Have Knowled regarding differe human and non hum resources a significance of valu goals and standards.
				Unit-3 • Have knowledge about availablility a management of specif resources by individual and family. Unit-4 • Have knowledge abo availability a management of energy by an individual and family. • Ideas about Successful Eve planning.

5	Textile	**Core Course-5**	Objective: ● To know the manufacturing process of different types o textile fibers, the structures a uses. ● To know the manufacturing process of different types o fabrics. ● To impart knowledge on different textile finishes.	Unit-1 • Basic Knowledge abo production properti and uses of fibres. Unit-2 • Knowledge about ya construction and the properites. Unit-3 • Information about par of a loom and operati of a loom. • Ideas about differe types of Weaves. Unit-4 • Knowledge about fabric finishing and

				dyeing.
6	Dynamics of Communication	**Core Course-6**	Objective: ● To understand t different spher of Communicat n. ● To understand the concept, process, models and process of communicatio n.	Unit-1 • Knowledge abo significance of communication. • Scope of Communication and barriers to communication. Unit-2 • Basic Ideas abo principles, elemen and models communication. Unit-3

				• Able to understa about the role communication f social change.
				Unit-4
				• Ideas about Diffusion, adoption a innovators.
7	Personal Finance a Consumer Studies	**Core Course-7**	Objective: ● To gain Knowledge abou the need of consumer education. ● To create awareness amon consumers through educatio	Unit-1 • Knowledge about Income and Expenditure at Individual and Family level. Unit-2 • Ideas about consumer problems a education in India. Unit-3 • Able to Understand t role of Consumer

7				Protection for a consumer. Unit-4 • Able to know legislative Measures for consumer protection, standardisation and quality control measures.

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| 8 | Human Development-2 Development in Adolescence and Adulthood | **Core Course-8** | Objective:

 ● To know the different developmental tasks during adolescence.

 ● To know the socio emotional and cognitive development of adulthood. | Unit-1

 ● Knowledge about physical and Psychological change during puberty.

 Unit-2

 ● Ability to Understand Characteristics Physic changes and Emotional Changes during Adolescent Years.

 Unit-3

 ● Able to Understa Characteristics a changes interest during Early Adulthood.

 Unit-4

 ● Have Information abo Marital Adjustment, and Adjustment to Parenthood duri early Adulthood. |
| | | | | |

9	Nutrition- A life Cycle Approach	**Core Course-9**	Objective: - To know t importance nutrition different stages life cycle. - To study the nutritional needs in special condition	Unit-1 - Understanding About Principle of Meal Planning. Unit-2 - Have knowledge abo nutritional guidelin and healthy food choic during childhood. Unit-3 - Complete Ideas about Recommended Daily Allowances Adult Male & Fema engaged in different activities. - Skill to plan meals f people in physiologic stress. UNit-4 - Basic ideas abo Nutrition for Speci Conditions.
10	Fashion Design	**Core Course-10**	Objective: - To support and collaborate with fashion, textiles and design industry t achieve a sustainable progress. - To give advance knowledge and pushing the	Unit-1 - Have basic Knowledge abo fashion in India and Ro of a designer. - Knowledge abo designing center in Indi Unit-2 - Having ideas abo significance of clothing related to

			boundaries fashion, texti and designing.	various activities. Unit-3 • Having ideas abo selection of clothing a evaluation of readyma garments. Unit-4 • Having knowledge abo aesthetic in dress.
11	Therapeutic Nutritio	Core Course-11	Objective: • To study about principles of therapeutic nutrition. • To know the nutritional need during different disease condition.	Unit-1 • Education about Nutrition Care Process and Progressive diets. Unit-2 • Ability to understand etiology, clinical features and nutritional management during different disorders. ' Unit-3 • Have ideas about etiology, clinical features, and nutritiona management during diarrhea and liver disease. Unit-4 • Having knowledge about causes, symptom and dietary manageme during tuberculosis and typhoid.

12	Physiology and Promotive Health	**Core Course-12**	Objective:	Unit-1
			• To Understand t structure a functions various organs the body.	• Knowledge about respiratory and circulatory physiology.
				Unit-2
			• To focus on different mechanism of human body.	• Basic Knowledge abo structures and functio of different endocri glands.
				Unit-3
				• Able to Understa structure and functions of Kidney.
				• Physiology of menstruation a menopause.
				UNit-4
				• About to understand t concept of heal diseases and the prevention.
				• Ideas about fami planning and contraception.
13	Research Methodology	**Core Course-13**	Objective:	Unit-1
			• To understand t meaning a process research in soci sciences.	• Able to Know Purpo and types of soci research.
				Unit-2
			• To know about the technique o collection, analysis and interpretation of data.	• Have Knowledge abo research design
				Unit-3
				• Able to understa sampling, tools a techniques in

			• To understand t meaning a process research in soci sciences. • To have fundamental knowledge abou analysis and diagrammatic representation of data. • To learn the techniques of interpretation of data and report writing.	research. Unit-4 • Have knowledge abo the steps of resear process.
14	Socio Economic Environment	**Core Course-14**	Objective: • To know the relationship between society, economy, and environment. • Create awarenes among people regarding constraints in economic environment and its consequences.	Unit-1 • Basic Knowledge abo Sociological Orientati and cultural diversity contemporary society. Unit-2 • Have knowledge different theories economics and Engel's la of Consumption. Unit-3 • Able to understand Mone Banking and Publ Revenue. Unit-4 • Have knowledge abo recent developme programmes of Government of India a issues related to Gend Discrimination.

14	Indian Textile Heritage	**DSE-1**	Objective: ● To study about different traditional textile and crafts of India. ● To know the care and storage techniqu of different traditional textile ● To study the socio economic significance of traditional textile and its popularit in modern india.	Unit-1 ● Have knowledge abo different woven texti crafts of India. Unit-2 ● Able to understand differe embroidered textile crafts India. Unit-3 ● Have knowledge abo painted and printed texti crafts of India. Unit-4 ● Have Knowledge abo conservation tradition textile and sustainance Indian traditional texti crafts.
15	Communication Systems and Mass Media	**DSE-II**	Objective: ● To achieve t target of t organisation motivating a influencing t audience. ● To inform t public locally globally.	Unit-1 ● Have knowledge about awareness of self communication and interpersonal communication. Unit-2 ● Have ideas about inter personal communication and studies in human relationship. Unit-3 ● Have information about organisational communication and public communication.

				Unit-4
				● Have knowledge abo mass communication a mass media.
16	Marriage and Family Relationship	**DSE-III**	Objective: • To understan the concept o marriage and its importance in family life. • To acquire knowledge about the different pattern of marriage, rituals and ceremonies existing in Indian society • To understand the problems of family and marital life prevalent in the society.	Unit-1 ● Have ideas about differe types of marriage, functio and significance marriage and marriage contemporary society. Unit-2 ● Have ideas marriage ritua and ceremony in differe indian communities. Unit-3 ● Have knowledege abo contemporry family typ prevalent in India a family in transition. Unit-4 ● Have ideas about differe family problems and marit problems.
17	Public Nutrition	**DSE-IV**	Objective: ● To understand t importance public health nutriti and its role.	Unit-1 Have knowledge about conce and scope of public nutrition a role of public nutritionist. Unit-2

			• To gain knowledge on different ongoing nutrition programmes. • To study the different method for assessment of nutritional status	Have ideas about differe nutritional problems their cause prevalance, symptoms a preventive strategy. Unit-3 Have basic ideas abo assessment of nutritional stat by different methods assessment. Unit-4 Have knowledge abo international and nation agencies and their functions f maintenance of public health.
18	Textiles	**GE-3**	Objective: • To know the manufacturing process of different types o textile fibers, the structures and uses. • To know the manufacturing process of different types o fabrics. • To impa knowledge different texti finishes.	Unit-1 • Basic Knowledge abo production properti and uses of fibres. Unit-2 • Knowledge about ya construction and the properites. Unit-3 • Information about par of a loom and operati of a loom. • Ideas about differe types of Weaves. Unit-4 Knowledge about fabric finishing and dyeing.
19	Family Resource Management	**GE-4**	Objective: • To achieve goals in life through	Unit-1 • A basic Knowled about scope of fami resource management

			judicious resourc management.	and decision making.
				Unit-2
			• To utilize the available resources effectively.	• Have Knowled regarding differe human and non hum resources a significance of valu goals and standards.
				Unit-3
				• Have knowledge about availablility a management of specif resources by individual and family.
				Unit-4
				• Have knowledge abo availability a management of energy by an individual and family.
				• Ideas about Successful Eve planning.

Name of the Programme (No. of Years): M.Sc. (2 years)

Name of the Course: Home Science

Semester: 4 (Four)

COURSE OUTCOMES:

Sl.no	Name of the Course (paper)	Course Code	Objective	Course Outcomes
1.	Advance Food Science Nutrition	**Hard Core-**	Objective: ● To acquire knowledge on science of food, nutrient and their requirements for human health. ● To gain knowledge on food preparatio food deterioration and new trends of food. ● To understand scientific approach of RDA and BMR.	Unit-1 ● Enable students understand bo fundamental a applied food science & nutrition, fo preparation, fo deterioration a adulteration. Unit-2 ● Have knowled about different foo and food produc food fortification , functional foods a new trends in food. Unit-3 ● Have clear ideas about the functions, sources, requirements, deficiency, digestion and absorption of macro nutrients. Unit-4

				● Knowledge about vitamins and minerals their functions, sources, requirements and deficiency disorders. **Unit-5** ● Have a clear idea about recommended dietary allowances, principles, factors affecting and balanced diet for various age groups.
2	Human Development	**Hard Core-**	Objective: ● Develop an understanding abou the nee and importance o studying human growth a development acro life span. ● Learn about the biological and environmental factors that affect human developmen ● Understand the different theoretica frameworks fundamentals to human developmen	**Unit-1** ● Enables students to understand the need and significance of human development across life span. **Unit-2** ● Able to identify the role of nature and nurture in human development. **Unit-3** ● Have knowledge about developmental task and different development during infancy and early childhood years.

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				Unit-4
				• Have knowledge about physical, emotional and social changes during adolescence.
				• Physical speec emotional, soci intellectual and mor development duri late childhood years.
				Unit-5
				• Have understanding about changes in interest, adjustment to physical,mental and health issues during old age.
				• Changes in intere social mobility s role adjustmen during early adulthood.
3.	Extension Education	**Hard Core-**	Objective: • To enable the student to understand the broad concept of Extension Education. • To enrich t knowledge of t students about teaching a learning process and Extensi programme	Unit-1 • Enables students to understand concepts, need, scope and Objective of extension education. Unit-2 • Have knowled about progra planning process a evaluation.

				Unit-3
			planning.	• Have ideas about home science extension programm like ICD Mission Shakti, Balika Samri Yojana, One Stop Centre(SAki) a more.
			• To familiarize the students with various Home Science Programm and to avail thereof	
				Unit-4
			• Students will understand the conceptual framework of Extension Education.	• Have knowled about extensi teaching learni process.
				Unit-5
				• Information abo Objective, conc and problems of ad education in Ind and characteristics of adu learners.
4	Integrated Home Science	**Hard Core- (practica l)**	Objective:	Unit-1
			• To learn the bas menu planni procedures f different stages a special conditions of hum life.	• Students will enable to get experti in menu planni for different stages and special conditions of human life.
			• To understand t behavioural patte and changes in childhood a adolescence.	Unit-2
				• Have knowledge about study of physical/social/em otional/intellectual pattern of child and adolescent by using standard
			• To get exposure field situations, report	

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				preparations and presentations.	tools and equipments.
					Unit-3
					• To develop the project proposals for various rural development programs and skills on women and children.
5	Resource Management	**Hard Core-**	Objective:		Unit-1
			• To understand the significance o motivating factors applied in household management.		• Understand t concepts related family resour management a decision making.
					Unit-2
			• To develop knowledge about t process of decisi making a resources used family.		• Acquire Knowledge about the importance of managerial processe for the proper utilisation time.
					Unit-3
			• To understand techniques of time energy manageme in family.		• Able to understand t demand of energy different stages of li cycle and techniqu use to reduce fatigue
					Unit-4
					• Knowledge abo family finan management a household accou keeping pattern.
					Unit-5
					• A thorough knowledge about

				stress management i house by proper wor simplification in the kitchen and guidelines for functional storage.
6	Textile and Clothing	**Hard Core-**	Objective: ● To enable t students to ga knowledge in basi of textiles. ● Develop understanding of technical tern involved in textiles. ● To know the manufacturing process in properties different texti fibres.	Unit-1 ● Able to underst different natural man made fibre fabric construction. ● Sources, composition and us of natural and m made fibres. Unit-2 ● Information about manufacturing proce physical and chemical properties of textile fibres. Unit-3 ● Able to understand t process involved in manufacturing yarns from the fibre essential weaving operations and classification weaves. Unit-4 ● Knowledge abo clothing, for various people f different age groups in the

				family for differe occasions and activities. Unit-5 ● Have ideas about consumer problems in selection c fabrics in India and suggestive measures solving those problems.
7	Research Methodology statistics	**Hard Core-**	Objective: ● To have a bas knowledge abc research and methodologies. ● To identify and define appropriate research problem. ● To organise and conduct research i a more appropriate manner ● To understa various step writing a resear report.	Unit-1 ● Have understanding abou research types of social research and research design. Unit-2 ● Have knowledge abc sampling design and da collection. Unit-3 ● Ideas about da classification a formation of discrete and continuous frequency distribution. Unit-4 ● Have knowledge abou tabulation of data, diagrammatical and presentation of data. Unit-5

				● Understand t interpretation and repo writing procedure.
8	Integrated Home Science Practical-2	**Hard Core- (practica l)**		Unit-1 ● Have understanding about family resour management. Unit-2 ● Knowledge about weave cooperative centre to know the manufacturing process of fiber to fabric. ● Knowledge about print of fabrics a documentation of tradition and modified textile design Unit-3 ● Knowledge about proce involved in resear including report writing a presentation.
9	Rural Development	**Core Elective- 1(**	Objective: ● To know about th rural development program. ● To understand bas rural institution and function.	Unit-1 ● Students will enable to understand rural sociology, socialisation, social change and social institution. Unit-2

			● To know soci profile of rural you and rural women.	● Have knowledge about basic rural institution cooperativ society and village schools. Unit-3 ● Enable to understand different rural development programmes. Unit-4 ● Have ideas about ro of rural youth nation building. Unit-5 ● Enable to understand role rural women agriculture a national resear center in agriculture. ● Understand empowerment of rural women.
10	Nutrition through life span	**Core Elective- 1 ( )**	Objective: ● To study the growth and development durin various stage of life. ● To understand the basic for recommending the dietary allowances. ● To study nutritional needs	Unit-1 ● Capable of design menu plans and calculate nutrients there in during different physiologic conditions. Unit-2 ● Able to understa significance nutrition duri infancy.

				at different stages o life.	Unit-3
					• Nutrition for Preschool and School going children.
					Unit-4
					• Capable of desi food plans f adolescence a adults.
					Unit-5
					• Enable student to ha knowledge nutrition during O Age

11	Nutrition Across life cycle	**Open Elective P-**	Objective:	Unit-1
			• To enhance knowledge about t physiological changes in differen stages of life.	• Students will app knowledge of scien of nutrition duri infancy
				Unit-2
			• Students will gain knowledge on nutritional requirement during various stages of th life cycle for maintaining good health.	• Students will app knowledge of scien of nutrition duri early childhood years.
				Unit -3
				• Capable of desi food plans f adolescence.
				Unit-4
				• Enable student to ha knowledge nutrition during O Age

1	Research Methodology	**Hard Core-**	Objective: • To enable the students to understand the fundamental principles and techniques of social research.	Unit -1 • Enable students to have knowledge about Social research process and research design Unit- 2 • Have knowledge about sampling design and data collection Unit-3 • Enable students to classification of data and tabulation of data Unit- 4 • Have knowledge about use of computers in statistical analysis diagrammatically and graphical presentation of data and data interpretation Unit-5 • Have knowledge about report writing and bibliography
				writing of research proposal

| 2 | Rural Development | **Core Elective 1** | Objective: To understand the basic rural institutions and its functions. To know about the different mode development of rural youth & women. | Unit-1 Students will enable to understand rural sociology, socialisation, social change and social institution. Unit-2 Have knowledge about basic rural institution cooperative society and villa schools. Unit-3 Enable to understand different rural development programme Unit-4 Have ideas about role of rur youth in nation building. Unit-5 Enable to understand role rural women in agriculture a at national research center in agriculture. Understand empowerment of rural women |
| | | | | |

| 3 | Community Development and project Management | **Core Electi P-2** | Objective:

● To acquire knowledge about th role of Home Science in community development.

● To understand the processes of administration & supervision in extension education

● To know about project managemen practices & its supervision. | Unit-1

● Acquire knowledge about community development and rol of Home Science in rural Development

Unit-2

● Have understanding about administration in extension Education

Unit-3

● Have ideas about supervision in extension education

Unit-4

● Acquire knowledge about project Management

Unit-5

● Understanding about evaluation in extension education |
| 4 | Parenting across life span | **Allied Elective P-3** | Objective:

● To understand the concept of parentin parenthood & stage of parenting.

● To know more abo parenting roles, types & | Unit-1

● Acquire knowledg about Parenting an Stages of parenthood

Unit-2

● Enable understandin |

			challenges of parenting. ● To understand the necessity of parent education & suppo as well as positive parenting.	about parenting and Healthy Child Development Unit-3 ● Develop ideas about types of parenting an its effect on Human Development Unit-4 ● Have knowledge about challenges of parenting and new age Parenting Unit-5 ● Enable to understand Role of parent education and support ● Have ideas about positive parenting
5	Child and Women's Right	**Open electi P-1**	Objective: ● To acquire knowledge on Children and Women's rights. ● To understand the situation of childre living in difficult circumstances. ● To know about the status of Indian woman & understand the discrimination & violence faced by women in the	Unit-1 ● Enable to understand the situation of children living in difficult circumstances Unit-2 ● Acquire knowledge about the status of Indian Women and violence against women in Home ,Work Place and society

	Textile and Clothing	**Hard Core P-8**	Objective:	Unit-1
			• To explain the manufacturing process and properties of different textile fibres.	• Able to understa different natural a man made fiber fabric construction.
			• To understand the manufacturing process of yarn fro fibre.	• Sources, composition and us of natural and m made fibers.
			• To gain knowledge about the characteristics of different yarn.	Unit-2 • Information about manufacturing proce physical and chemical properties of textile fibers.
			• To develop knowledge about weaving operation, different types of weaves and its variations.	Unit-3 • Able to understand the process involved in manufacturing of yarns from the fibers, essential weaving operations and classification of weaves.
			• To acquaint the students about different finishing process.	
			• To study the psychological effec of clothing on the individual in social situations.	Unit-4 • Knowledge abo clothing, for various people f different age groups in the fami for different occasio and activities.

				Unit-5
				● Have ideas about consumer problems in selection of fabrics in India and suggestive measures solving those problems.
2	Dissertation	**Hard Core**		● Enable student to have practic knowledge at about resear activities.

3	Communication in Extension Education	**Core Elective - 3**	Objective: ● To understand the use of communication in extension education. ● To develop understanding the use of different methods of communication	Unit-1 ● Acquire Knowledge about role of communication in social change Unit-2 ● Enable understanding about differen models of communication Unit-3 ● Acquire Knowledge about Communication method Unit-4 ● Enable to understand the significance of Audi Visual Aids in Extension education Unit -5 ● Acquire Knowledge about
				Diffusion and Adoption

4	Extension Education and Entrepreneurship	**Core Elective- 4**	Objective: - To acquire knowledge about the importance, problems and method of adult education. - To enrich knowledge about capacity building.	Unit-1 - Acquire Knowledge about significance of Adult Education and overcoming the problems of Adult Education. Unit-2 - Develop Ideas about entrepreneurship development and self help groups as a tool of empowerment. Unit-3 - Acquire Education about capacity building through training. Unit-4 - Develop ideas about application of information technology and need for information technology in extension education. Unit-5 - Develop Knowledge about management of extension organizations.

| 5 | Nutrition across Life Span | **Open elective- 2** | Objective:

● To enhance knowledge about the physiological change in nutritional requirement durin various stages of the life cycle for maintaining good health. | Unit-1

● Enable students to have knowledge about nutrition during infancy.

Unit-2

● Have Ideas about nutrition for children and adolescent.

● Current Nutrition issue and diet for athletes.

Unit-3

● Enable students to have proper knowledge about nutrition for adults and elderly people. |

DEPARTMENT OF ZOOLOGY

B.Sc. Zoology (H)

PROGRAMME OUTCOME:

DESCRIPTION OF PROGRAMME OUTCOMES: After completion of the Undergraduate course in Zoology the students will be able to:

PO 1: have **strong disciplinary knowledge** and develop core competency.

PO 2: have **good communication skills** to express their ideas

PO 3: have **critical thinking and problem solving ability** related to the biological aspects of living beings

PO 4: make models, diagrams, charts, graphs and conduct experiments and work in a lab with **a sense ofinquisitiveness**

PO 5: Do Team work and develop leadership qualities and work for the environment/sustainability

PO 6: have **analytical and research-related skills** to generate and test hypotheses, perform experiments,surveys, projects etc.

PO 7: have **Digital literacy** and information technology skills

PO 8: have **strong moral and Ethical Awareness** regarding the use or disuse of any chemical, drug, idea,creature in day-to-day life, industry, experiments etc.

PO 9: have qualities of a **Lifelong learner** and draw inspirations from the biological phenomena

PROGRAMME SPECIFIC OUTCOMES:

- Demonstrate knowledge of basic zoological principles

- Apply one's subject knowledge and transferable skills to new/unfamiliar contexts to identify and analyse problems and issues and solve complex problems with well-defined solutions

- Practice procedural knowledge that creates different types of professionals related to Zoology area ofstudy, including research and development, teaching and government and public service.

LEARNING OBJECTIVES:

- Demonstrate a fundamental/systematic or coherent understanding of the academic field of Zoology, its different learning areas and applications, and its linkages with related disciplinary areas/subjects

- Use knowledge, understanding and skills required for identifying problems and issues relating to Zoology. A keen interest in research and the study of living organisms.

- Communicate the results of studies undertaken accurately in a range of different contexts using the main concepts, constructs and techniques of the subject(s);

- Meet one's own learning needs, drawing on a range of current research and development work and professional materials.

- Apply one's subject knowledge and transferable skills to new/unfamiliar contexts to identifyand analyse problems and issues and solve complex problems with well-defined solutions

- Able to work precisely

- A logical approach to problem-solving

- Good oral and written communication abilities Able to work independently or with team members

MAPPING OF POs WITH CORE COURSES:

PROGRAMME OUTCOMES:	CC1	CC2	CC3	CC4	CC	CC6	CC7	CC8	CC9	CC1	CC1	CC1	CC1	CC1	GE-	GE4	DSE	DSE 2	DSE	PROJET WOR
PO1	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
PO2	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
PO3	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
PO4	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
PO5	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
PO6	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
PO7	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
PO8	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
PO9	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√

COURSE CODE: CORE -I

COURSE TITLE: Non-Chordates I: Protista to Pseudocoelomates

COURSE OUTCOMES:

CO 1.1: identify, classify and enlist the characteristics of the members of protists to pseudocoelomatesupto class level

CO 1.2: understand and analyze the structural organization, life processes, life cycle and larval stages ofthe representative species of protists to pseudocoelomates

CO 1.3: create awareness and solve problems regarding pathogenicity and prophylaxis of the harmfulprotists to pseudocoelomates

CO 1.4: evaluate evolutionary significance of the species and methods of adaptation belonging to protiststo pseudocoelomates and suggest ideas to conserve them

CO 1.5: acquire skills to make models, charts and ICT-enabled tools to prepare and deliver seminarpresentations related to the topics of the course

CO 1.6: propose hypotheses, conduct experiments, handle museum specimen, peform simple projectworks, surveys etc. to promote conservation and management of the species for the benefit of the society.

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COURSE CODE: CORE -II

COURSE TITLE: Principles of Ecology

COURSE OUTCOMES:

CO 2.1 :enlist the characteristics and components of various ecosystems

CO2.2 : understand and analyze the complex inter-relationship between an individual and its environmentwith examples of different types of ecosystem

CO2.3 : acquire skills to represent sampling techniques, data, graphs and perform statistical analysis of theinformation regarding a population.

CO2.4: solve numerics based on central tendency and deviation.

CO2.5: evaluate the status of a species in its ecosystem and the strategies for its conservation and managementof ecosystem and wildlife.

CO2.6: generate hypotheses and practice their testing using chi-square and t-test.

COURSE TITLE: Non-chordates-II:Coelomates

COURSE OUTCOMES:

CO3.1: identify, classify and enlist the characteristics of coelomates upto class level

CO3.2: understand and analyze the structural organization, life processes, life cycle and larval stages of therepresentative species of coelomates.

CO3.3: analyse social life in bees and termites, metamerism in annelids and torsion in molluscs and the factors influencing them

CO3.4: acquire skills to make models, charts and ICT-enabled tools to prepare and deliver seminar presentations related to thrust areas of the course

CO3.5: evaluate evolutionary significance and importance of coelomates and suggest ideas to conserve andmanage them

CO3.6: conduct experiments, handle museum specimen, projects, survey or research

COURSE TITLE: Cell Biology

COURSE OUTCOMES:

CO 4.1: enlist the structural and functional aspects of the basic unit of life i.e. cell
CO4.2: understand the structure and functions of cell organelles involved in diverse cellular processes.
CO4.3: give examples of cell signalling and its role in cellular functions

CO4.4: analyse how cells grow, divide, survive, die and regulate these important processes

CO4.5: Have an insight into defects in functioning of cell organelles and its effects on the organism

CO4.6: conduct experiments, projects, research work in the field of cell biology
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COURSE OUTCOMES:

CO 5.1:	Be familiar with different classes of chordates, their habits and habitats, levels of organizationa evolutionary significance
CO 5.2:	Demonstrate the distinguising characteristics, life processes and adaptation of chordates wi suitable examples
CO 5.3:	Find affinities of diverse chordate classes based on their body structure, function and evolution
CO 5.4:	Analyse survival strategies like parental care in fishes and amphibia, flight adaptation in birds,biti mechanism in snakes, migration, adaptive radiation of mammals etc.
CO 5.5:	Evaluate theories pertaining to distribution of chordates in different realms
CO 5.6:	Handle museum specimen, give seminar presentations, go on a field trip, survey on livi condition of chordates and suggest ideas to conserve them and their habitat

COURSE TITLE: Physiology: Controlling And Co-Ordinating Systems

COURSE OUTCOMES:

CO6.1:	Be familiar with the physiological systems of the body, their structure, histology a functions
CO6.2:	Demonstrate the interactions of various organ systems, their control and co-ordinati resulting in intricate overall functioning of human body
CO6.3:	Analyse and solve problem-based questions pertaining to human physiology to assess thestat of a particular organ's functioning and its impacts
CO6.4:	Make diagrams, charts, graphs, use ICT-tools etc. to represent ideas regarding physiology,i control and co-ordination
CO6.5:	Evaluate the role of regulatory systems i.e. nervous and endocrine systems in maintaining t physiological processes
CO6.6:	Synthesize ideas to relate the concepts of physiology with real world problems includingtaki lifestyle decisions and maintaining perfect homeostasis

COURSE TITLE: Comparative Anatomy of Vertebrates
COURSE CODE: CORE -VII

COURSE TITLE: Fundamentals of Biochemistry

COURSE OUTCOMES:

CO7.1:	Be familiar with the carbohydrates, lipids, proteins and enzymes; their chemical structur formula and biological importance
CO7.2:	Demonstrate the levels of organization of carbohydrates, lipids, proteins, Nucleic acids a enzymes, their chemical and physical properties.
CO7.3:	Plot graphs of enzyme action and make structures of the biomolecules, classify them and find the importance in industries
CO7.4:	Analyse and solve problems related to defects in the level of biomolecules and enzyme kinetics
CO7.5:	Evaluate the role of biomolecules in biochemical processes and physiology and development.
CO7.6:	Practice procedures and regulations in handling biomolecules in laboratory and proper disposal the chemicals.

COURSE OUTCOMES:

CO 8.1:	Explain comparative account on the different vertebrate systems
CO 8.2:	Understand the pattern of evolution and functions of body organization of vertebrat
CO 8.3:	depict the modifications in the organ/organ system of vertebrates
CO 8.4:	Analyse the structure and function and of vertebrate organ systems to discern the development and adaptation
CO 8.5:	Critically evaluate the regulation of organ systems in vertebrates and find t differences
CO 8.6:	Create models, diagrams, conduct experiments on comparative study of organs vertebrates

COURSE CODE: CORE -VIII

COURSE TITLE: Comparative Anatomy of Vertebrates

CO 9.1: be familiar with the Digestive, Respiratory, Excretory and Circulatory systems of humans,the structure, histology.

CO 9.2: demonstrate the functions of various organ systems and their regulation.

CO 9.3: analyse and solve problem-based questions pertaining to human physiology to assess thestat of a particular organ's functioning and its impacts

CO 9.4: make diagrams, charts, graphs, use ICT-tools etc. to represent ideas regarding physiology, i control and co-ordination

CO 9.5: Evaluate the factors influencing role of digestive, respiratory, excretory and circulatorysyste in human body

CO 9.6: Synthesize ideas to relate the concepts of physiology with real world problems includingtaki lifestyle decisions and maintaining perfect homeostasis.

COURSE OUTCOMES:

CO 10.1: Be familiar with the interactions and interdependence of biochemical processes maintain homeostasis in metabolism

CO 10.2: Demonstrate essentials of the metabolic pathways and their regulation.

CO 10.3: Assess the role of each biochemical reaction, enzymes, intermediates etc. In t metabolic processes

CO 10.4: Calculate stoichiomentry of reactions involving synthesis and degradation biomolecules.

CO 10.5: Evaluate biological significance of the metabolic processes

CO 10.6: Perform experiments, projects involving principles of biochemistry

COURSE CODE: CORE -XI

COURSE TITLE: Molecular Biology

COURSE CODE: CORE -VIII

COURSE TITLE: Comparative Anatomy of Vertebrates

CO 11.1:	Explain the basic structure of nucleic acids, DNA, RNA and DNA replication, repa transcription, translation, post transcriptional modifications, processing of eukaryotic RNAetc
CO 11.2:	Compare the mechanism of gene regulation and metabolism in prokaryotes and eukaryotes
CO 11.3:	Elucidate the molecular machinery and mechanism of information transfer processes prokaryotes and eukaryotes.
CO 11.4:	Analyze the principles of gene expression and regulations
CO 11.5:	Evaluate the role of RNAs in gene regulation
CO 11.6:	Perform experiments like preparation of culture medium, culture of E. coli, quantitative a qualitative extimation of DNA, RNA and study gene expression from pictures.

COURSE OUTCOMES:

CO 12.1:	Explain mendelian genetics and its extension.
CO 12.2:	Elucidate principles of inheritance, mutation, sex-determination & extra-chromosom inheritance with suitable examples.
CO 12.3:	Make linkage map, calculate recombination frequency, interference, co-incidence andhi order problems related to genetics.
CO 12.4:	Analyse pedigree and present the conclusion suggesting possible causes of any defecta inheritance pattern.
CO 12.5:	Evaluate the role of mutagens, recombination in bacteria, viruses & transposablegenet elements.
CO 12.6:	Conduct experiments related to genetics, study human karyotype(normal andabnormal).

COURSE OUTCOMES:

CO 13.1:	Familiar with the events that lead to the formation of a multicellular organism from a sing fertilized egg, the zygote and post-embryonic developmentr, ageing etc.
CO 13.2:	Elucidate the cellular and molecular processes underlying development.

CO 13.3:	Demonstrate the general pattern and sequential developmental stages during embryogenesis

COURSE CODE: CORE -VIII

CO 13.4:	Analyse processes of gametogenesis, fertilization, early, late and post-embryonicdevelopment

COURSE TITLE: Comparative Anatomy of Vertebrates

CO 13.5:	Evaluate the role of teratogens in developmental anomaly and imporance of stem cells
CO 13.6:	Perform experiments with placenta, developmental stages of frogs, chicks, Drosophila int laboratory.

COURSE OUTCOMES:

CO 14.1:	Be familiar with theories, evidences of evolutionary biology and extinction
CO 14.2:	Elucidate process of evolutionary changes in a population
CO 14.3:	Analyse the species concept and methods of speciation
CO 14.4:	Acquire skills to predict practical implications of evolutionary forcses on hum population
CO 14.5:	Use various software to generate interest towards the field of bioinformatics f molecular analysis of human origin
CO 14.6:	Do experiments related to the field of evolutionary biology and graphicallyreprese and interpret a data

COURSE OUTCOMES:

CO DSE1.1:	Be familiar with principles, molecular and culture techniques involved in anim biotechnology
CO DSE1.2:	Elucidate the procedure that leads to genetically modified organisms.
CO DSE1.3:	Demonstrate molecular diagnosis of genetic diseases
CO DSE1.4:	Analyse the role of recombinant DNA technology in medicines.
CO DSE1.5:	Evaluate the role of gene therapy, knock out techniques, etc.
CO DSE1.6:	Perform experiments related to the field of animal biotechnology.

COURSE OUTCOMES:

CO DSE2.1:	Be familiar with the cells and tissues of immune system and immunological diseases
CO DSE2.2:	Differentiate innate and adaptive immunity

CO DSE2.3:	Demonstrate the structure, function and interactions between antigens and antibodies.

CO DSE2.4:	Analyse the role of MHC, Cytokines, Complement system.

CO DSE2.5:	Evaluate the role of hypersensitivity and vaccines and structures involved inimmunolog
CO DSE2.6:	Perform experiments related to the field of immunology.

COURSE OUTCOMES:

CO DSE3.1:	Familiar with systematics, morphology and physiology of fishes techniques involved fisheries.
CO DSE3.2:	Elucidate the structure and function of fins, scales, electric organs, gills, swim bladde bioluminescent organs, mechanoreceptors.
CO DSE3.3:	Demonstrate aquaculture, breeding techniques for fishes.
CO DSE3.4:	Analyse pathological conditions in fishes.
CO DSE3.5:	Role of transgenic fishes in research, significance of fish harvesting, byproducts a processing techniques, laws and regulations in fisheries.
CO DSE3.6:	Do experiments and present seminar related to the field of fish and fisheries.

COURSE OUTCOMES:

CO GE3.1:	Be familiar with the physiological systems of the body, their structure, histolo andfunctions
CO GE3.2:	Demonstrate the interactions of various organ systems, their control and c ordinationresulting in intricate overall functioning of human body
CO GE3.3:	Analyse and solve problem-based questions pertaining to human physiology assessthe status of a particular organ's functioning and its impacts
CO GE3.4:	Make diagrams, charts, graphs, use ICT-tools etc. To represent ideas regardi physiology, its control and co-ordination
CO GE3.5:	Evaluate the role of digestive, respiratory, renal, reproductive, endocrine a cardiovascular systems; nerves and muscle tissues.

CO GE3.6: Synthesize ideas to relate the concepts of physiology with real world problem including taking lifestyle decisions and maintaining perfect homeostasis.

COURSE TITLE: Comparative Anatomy of Vertebrates

COURSE OUTCOMES:

CO GE4.1: Enlist the structural and functional aspects of the basic unit of life i.e. Cell

CO GE4.2: Understand the structure and functions of cell organelles involved in diverse cellul processes.

CO GE4.3: Illustrate structure of DNA, methods involved in gene expression: replicatio transcription and translation etc.

CO GE4.4: Analyse how cells grow, divide, survive, die and regulate these important processes

CO GE4.5: Have an insight into the process of DNA replication, transcription and translation.

CO GE4.6: Conduct experiments, projects, research work in the field of cell and molecularbiology

Programme Outcomes

B.Ed. 1ˢᵗ year   **COURSE TITLE: Comparative Anatomy of Vertebrates**

1. Understanding the Education system of India:

On completion of this topic the students will be able to define peace education, life skill education, environmental education, sustainable education and inclusive education.

2. Understanding childhood and growing up:

After completion of this paper the students will be able to define

- Growth and development
- Adolescence related problems
- Understanding individual differences
- Differentiate between cooperative and collaborative learning
3. Understanding Learning and teaching process:

This paper incapacitates the children to manage different classroom situations to address individual needs, to ensure meaningful learning, to use constructivist approach of learning and develop professional spirit of an ideal teacher.

4. Understanding contemporary concerns in Education:

The completion of this paper builds the abilities to transmit culture from generation to generation, fulfils the need of the communities through Education, to spread communal harmony, to develop aesthetic and ethnic values.

5. Managing learning Assessment:

After its completion the students will be able to manage self assessment, peer assessment, formative assessment, diagnostic assessment, summative assessment using adequate tools and techniques of assessment.

6. Understanding the pedagogy of different school subjects:

This paper inspire the learners to deal with the pedagogy of different school subjects such as Odia, English and physical sciences.

7. Making Fine Arts:

It develops the qualities of designing different Art and posters, leaflets to be used as teaching learning materials in the classroom.

8. Practicing Yoga and Physical Education:

It builds the capacities of performing different ASANAs, Pranayamas, and Physical Exercises along with the acquisition of their theories, advantages and practical knowledge.

1. School Internship:

This provides exposure of teaching in a school and organising different school development activities under the supervision of the educational guide and school Head Masters.

2. Understanding food processing and preservation:

COURSE TITLE: Comparative Anatomy of Vertebrates

It provides knowledge and skills in processing and preserving different kinds of food such as dry food, cooked food, fruits and vegetables, liquid foods and foods of different festivals.

Programme Outcomes

B.ED (2nd Year)

3. Understanding the value of knowledge and curriculum:

These paper incapacities the learners to understand knowledge, source of knowledge, theories of knowledge, nature of knowledge, differentiating between knowledge and skill, teaching and training, reason and believes. It develops the qualities of curriculum design, curriculum evaluation, curriculum implementation and transaction.

4. Managing Education:

On completion of this paper the students will be able to manage a school, handle the students, utilise the resources relating to school education.

5. Dealing with inclusive school:

Its completion enables the children to deal with different kinds of children with special needs, addressing their needs and removing all kinds of barriers.

6. Understanding Gender prospective:

It inspires to understand gender roles, eradicate gender gap and stereo types, and establish gender equity in the society. It teaches differentiating patriarchy and matriarchy, gender bias and gender asymmetry

7. Conduction action Research:

It enables the teacher aspirant to conduct action research to address the local needs and to solve locally generated problems relating schools, classrooms and different dimensions of Education.

8. Involvement in educational guidance and counselling:

It teaches the students to be educational guide of the school going children for their individual and group counselling to build up their carrier and character.

9. Enhancing language skills:

It empowers the students in using and understanding different skills of language such as listening, speaking, reading and writing, using vocabulary and functional grammar, composing prose poetry and different drafts.

1. Understanding the pedagogy of different school subjects:

This paper inspires the learners to deal with the pedagogy of different school subjects relating to social studies (History, Geography), mathematics and Biology.

2. Understanding ICT: **COURSE TITLE: Comparative Anatomy of Vertebrates**

It enables the learners in completing different tasks in computers, promoting cyber security and defining different parts and programmes of computers.

3. Understanding the self:

It teaches the skills pertaining to self management and life management which include empathy, coping with stress, coping with emotions, self adjustment and so on.

4. School Internship:

This provides exposure of teaching in a school and organising different school development activities under the supervision of the educational guide and school Head Masters.

5. Taking part in different Community activities:

It enhances the skills of social work and managing community activities in the forms of cleaning, plantations, exhibitions, blood donations, and different awareness campaign.

Course Outcome:

B.ED 1ˢᵗ Year

PE-1 (Education, School and Society)

- State the narrow and broad meaning of education and form own concept on education ·
- Identify various modes and processes of education ·
- Explain the foundations of education and the aims of education as recommended by different commissions education policies and educational thinkers ·
- State the relationship between school and education, school and community and among education society and culture ·
- Elaborate the linkage between education and national development

PE-2 (Childhood and Growing Up)

- Explain the concepts of growth and development of human child and the underlined general principles of growth and development.
- Describe briefly the periods and the typical characteristics of growth and development during each period.
- Specify the contexts and factors influencing development.
- Explain the theories of socio-emotional, cognitive and language development and their educational implications.
- Describe the developmental characteristics of childhood development and their bearing on school and classroom practices.
- Elaborate the developmental characteristics, contextual needs and tasks during adolescence and the role of school and teachers in addressing the challenges during this period of development.

- State the different forms and characteristics of individual differences and the ways of meeting the classroom issues arising out of the differences.
- Identify the learning needs during the different stages of development and adopt appropriate strategies in and out of school to meet.

PE-3 (Learning and Teaching)

- State the meaning, nature, dimensions and basic conditions of learning.
- Discuss the broad perspectives of behaviouristic, social cognitive and constructivist vies of learning and their educational implications.
- Explain the process of learning as meaning making and the ways of facilitating meaningful learning in and out of the school.
- Employ the processes of teaching and managing classroom situations for meaningful learning.
- Elaborate the processes of preparation and continuing development of professional teacher in the context of a professional ethics of teaching profession.

PE-4(Contemporary concerns in Education)

- Describe the prevailing social inequities, diversities and marginalization in India and their implication for education.
- State the relevant Constitutional provisions, policy recommendations and the provisions in different acts relating to education specifically to School Education.
- Explain the various concerns and issues of school education ·
- State the roles of teachers in addressing the concerns and issues ·
- Develop a set of professional values required to address the issues and concerns through curricular and co-curricular practices.

CPS-2 (Learning Assessment)

- State the nature, purpose and types of educational assessment and evaluation.
- Develop and use different types of tools and techniques for continuous and comprehensive assessment of learning in the school situation.
- Explain the importance of assessment for learning and its processes for enhancing the quality of learning and teaching.
- Analyze the trends and issues in learning and learner assessment.
- Analyze and interpret results of the assessment using rudimentary statistical methods.

CPS- 3 (Pedagogy of School Subjects)

Pedagogy of Physical Science:

- State the nature and importance of physical science and its relevance in secondary school curriculum.
- Use various methods and approaches to teaching-learning Physical Science suitable for the secondary school classes.
- Plan lessons in physical science for effective classroom transactions.
- Develop and collect activities and resource materials for their use in enhancing quality of learning of Physical Science at the secondary level.

- Use appropriate tools and techniques for continuous and comprehensive assessment of learning in Physical Science.
- State the concepts in Physical Science included in the secondary school curriculum and make pedagogical analysis of those concepts.

Pedagogy of Odia:

- State the importance and place of Odia as mother tongue in school curriculum.
- Develop the strategies to address the problems of Odia language acquisition in multilingual context. Use various strategies for facilitating the acquisition of language skills in Odia.
- Decide appropriate pedagogic approaches to transact different types of lessons in Odia.
- Prepare appropriate tools for comprehensive assessment of learning in Odia.
- Explain the fundamentals of Odia linguistics and their relevance in teaching learning Odia.
- Plan appropriate pedagogic treatment of the prescribed textual contents (in Odia) of classes IX and X.

Pedagogy of English:

- Analyze the issues relating to importance and place of English in school curriculum, acquisition of skills in English, realization of aims and objectives of learning English and language policy as conceived in NPE, 1986 and NCF – 2005.
- Use various methods, approaches and strategies for teaching-learning English and transact various types of lesson plans covering all aspects of English language following different approaches.
- Develop test items to assess learning in English and provide feedback as well as prepare enrichment materials.
- Use the understanding of phonetics for facilitating students' speaking in English.
- Plan appropriate pedagogical treatment of the prescribed contents for effective classroom transaction.

EPC-3 (Fine Art):

- Explain different Art forms
- Prepare two dimensional and three dimensional teaching aids
- Collect materials from the locality and prepare low cost and no cost teaching aids
- Organize exhibitions of different Art forms

EPC-4 (Physical Education and Yoga):

- Understand the importance of Physical Education in Human life ·
- List the different programmes of Physical Education ·
- Practice Yoga for peaceful and harmonious living ·
- Enumerate the relationship between Yoga and goals of life.

School Internship:

- Developing professional capacities, teacher sensibilities and sustained engagement of student-teachers (prospective teachers) with learners and schools.
- Equipping the student-teachers with required skills and competencies to cater to diverse needs of the learners in schools ·

- Exposing the student-teachers to multicultural contexts of the society which influence the school environment and its functioning ·
- Validating the theoretical understanding of the student-teachers developed through various perspective and pedagogic courses ·
- Enabling the student-teachers internalize the role of a teacher – as a facilitator of learning, classroom manager, resource mobilizer and manager, innovator, evaluator of learner performance, planner and organizer of other curricular activities, mentor and counsellor for children, service provider for the community and parents, developer and evaluator of curriculum text books and other TLMs etc.

OCSD-1 (Fruit and Vegetable Preservation):

- Develop economic values through fruit and vegetable preservation ·
- Gain knowledge about fruit preservation industry ·
- Gain knowledge about different type of preservatives for different type of preservation ·
- Have appropriate use of fruits and vegetables by avoiding wastage and spoilage

B.ED 2nd Year

PE-5 (Knowledge and Curriculum)

- State and explain the nature of knowledge.
- Describe the process of constructing knowledge.
- Differentiate different types of curriculum.
- Explain the processes and principles of curriculum planning development.
- Elaborate the transaction, evaluation and renewal processes of curriculum.

PE-6 (Educational Management)

- Spell out the structure of educational management at different levels - from national to institution level ·
- Explain the implications of various policies and provisions in respect of educational management ·
- Identify and utilize various resources for effective school functioning ·
- Actively participate in the preparation of school development plan ·
- Explain the role of monitoring and feedback mechanism for effective school functioning.

PE-7a (Creating an Inclusive School)

- Explain the changing concepts related to inclusive education.
- Elaborate the different categories of children with special needs, their problems in schooling and need of inclusive education to address their educational problems.
- State the barriers of inclusion in the existing schools.
- State the characteristics and dimensions of an inclusive school · Describe the process of developing an inclusive school.

PE-7b (Gender, School and Society)

- State the key concepts related to the gender issues.
- Identifies key gender issues in school, curriculum, textbooks and pedagogical process.

- Understands the ways to address gender issues in and out of school context.

PE-8a (Action Research and Innovation)   **COURSE CODE: CORE -VIII**

COURSE TITLE: Comparative Anatomy of Vertebrates

- Understand the concept, need and importance of action research and its differences with the pure and applied researches in Education.
- Conduct action research selecting and using the appropriate methods ·
- Follow the approved format and style in reporting the action research ·
- Evaluate an action research project in terms of it's of its objectives, processes and implications.

PE-8b (Guidance and Counselling)

- State the concept, need and principles of guidance.
- Explain the role of school in organizing different guidance programmes.
- Use various tools and techniques of guidance in appropriate contexts.
- Narrate the process, tools and techniques of counselling.
- Explain the qualities and role of a school counsellor.

CPS-1 (Language across the Curriculum)

- Identify the language backgrounds of students and facilitate their movement from home / regional language to standard language.
- Analyze the nature of classroom discourse and devise strategies to improve communication skills of students.
- Develop the appropriate skills of reading and writing among the learners and facilitate reading writing connection.
- Envision their role as facilitators of learners' language enrichment irrespective of the subjects they teach.

CPS-3 Pedagogy of a School Subject

Pedagogy of Mathematics:

- Narrate the evolution and nature of Mathematics and its importance in the school curriculum in the context of the recent curricular reforms.
- Use various methods and approaches of teaching and learning mathematics especially suitable for the secondary school classes. ß Plan lessons in Mathematics using traditional and constructivist approaches for effective classroom transactions.
- Develop and collect activities and resource materials for their use in enhancing the quality of learning Mathematics at the secondary level.
- Conduct continuous and comprehensive assessment for enhancing the quality of Mathematics learning.
- Explain the concepts in Mathematics included in the secondary school curriculum and make pedagogical analysis of those concepts

Pedagogy of History:

- State the meaning, scope and importance of History and Political Science.
- Specify the skills and competencies to formulate specific learning outcomes for different History and Political Science lessons.

- Identify the different methods and skills of teaching History and Political Science for transacting the contents effectively.
- Explain the importance of time sense and prepare / utilize timelines for effecting teaching of History. Prepare Unit Plans and Lesson Plans for Comparative Anatomy of Vertebrates
- Develop diagnostic achievement test, administer them and analyse the results for providing feedback

Pedagogy of Geography:

- State the importance of teaching and learning of Geography at the secondary level.
- Use appropriate teaching methods and strategies while facilitating learning of Geography.
- Develop lesson plans for effective teaching and learning of Geography.
- Prepare, collect and procure resource materials including suitable teaching aids and use them effectively in the classroom.
- Develop appropriate tools and techniques for comprehensive assessment of learning in Geography.
- State the concepts in Geography included in the secondary school curriculum and make pedagogical analysis of those concepts.

Pedagogy of Bio-Science:

- State the nature and importance of Biological Science and its relevance in secondary school curriculum in context with recent curriculum reforms in School Curriculum.
- Use various methods and approaches to teaching-learning Biological Science suitable for the secondary school classes.
- Plan units' lessons in Biological Science using traditional and constructivist approaches for effective classroom transactions.
- Develop and collect activities and resource materials for their use in enhancing quality of learning of Biological Science at the secondary level.
- Use appropriate tools and techniques for continuous and comprehensive assessment of learning in Biological Science.
- State the concepts in Biological Science included in the secondary school curriculum and make pedagogical analysis of those concepts.

EPC-1 (Critical Understanding of ICT):

- Describe a computer system · describe the working of a computer ·
- Operate the windows operating system · use word processing package ·
- Use internet for educational purpose ·
- Use the word processing package in education ·
- Appreciate the use of ICT in teaching and learning ·
- Acquire the skill of trouble-shooting whenever there are problems in the working of computer

EPC-2(Understanding the self):

- Explain that any Self is a human resource to exercise all the resources: cognitive, affective and psychomotor.

- Realize that the Self does not have independent existence but related to Nature, other selves and the 'Unknown' causing it and this great design of the Universe.
- Perform one's function to the possible extent as any part of the Nature is silently doing so; thereby developing self-actualization and self-esteem.
- Realize that one is responsible as a person and as a teacher for the integrated development of oneself and one's pupils: Physical, cognitive, social, emotional, aesthetic, moral, and spiritual developments.
- Realize the commonness and uniqueness prevalent in Nature and human nature and feel equality as the reality and contribute to the furtherance of evolution at mental level.

School Internship:

- Developing professional capacities, teacher sensibilities and sustained engagement of student-teachers (prospective teachers) with learners and schools.
- Equipping the student-teachers with required skills and competencies to cater to diverse needs of the learners in schools ·
- Exposing the student-teachers to multicultural contexts of the society which influence the school environment and its functioning ·
- Validating the theoretical understanding of the student-teachers developed through various perspective and pedagogic courses ·
- Enabling the student-teachers internalize the role of a teacher – as a facilitator of learning, classroom manager, resource mobilizer and manager, innovator, evaluator of learner performance, planner and organizer of other curricular activities, mentor and counsellor for children, service provider for the community and parents, developer and evaluator of curriculum text books and other TLMs etc.

Community Activities:

Make the students acquainted with different local, national and inter-national programmes.

To develop the qualities of organising different community activities.

To develop the attitude of management and social service.

To inspire the students to contribute for the social as well as national development.

Programme Specific Outcome:
Programme Specific Outcomes After completion of this programme, pupil-teachers will be able to:
- PSO-1: Develop employability skills and competencies for teaching profession.
- PSO-2: Develop the skills necessary to prepare for OTET, OSSTET, CTET and other certification exams.
- PSO-3: Use technology in designing and developing ICT integrated learning resources.
- PSO-4: Develop leadership quality with managerial, organisational and supervision skills for smooth functioning of educational institutions.

B.Ed. 1st Year

PE-1

- Understanding aims of education as recommended by the commission, education policies and educational thinkers in India.
- Understanding the socio-cultural concerns of Indian Education System with respect to its past, present and future.
- Identifying different community resources for their best utilisation for quality education.

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PE-2

- To prepare case studies of children with special needs and problem behaviour.

- To learn to administer attitude test, aptitude test and intelligence test to understand the needs of the students.
- To learn the ways of observation and analysing the problem behaviour in the classroom

PE-3

- Train the students for effective classroom transaction.
- To provide opportunities for seminar presentations in different current issues relating to education.
- To prepare the upcoming teachers in designing different classroom activities.
- To develop the professional spirit for ideal teaching for meaningful learning experiences.

PE-4

- Conducting social survey in respect of inequality and marginalization.
- Preparation of case studies of violations of child rights/ human rights.
- Preparation of a term paper on Constitutional values with reference to the issues of equality ·
- Projects on school-based activities for Peace education / life skill education

CPS-2

- Preparation of objective-based items in different school subjects.
- Construction of an achievement test on different topics along with its administration and interpretation of the results.
- Preparation of appraisal of current CCA practices in the secondary schools.

CPS-3 (Odia, English, Physical-Science)

- Preparation of lesson plans on different topic of the secondary school following the 5E and/or ICON models.
- Preparation of a unit test on different topics by developing the Blue Print and the test items conforming to the blue print.
- Diagnosis of learner difficulty in Mathematics and preparation of remedial exercise.
- Designing pedagogical treatment for different topic and designing learning activities.

EPC-3

- Collection of different forms of folk art.
- Preparation of a report on specimens of visual art.
- Preparation of an album of greeting cards of children's concern with appropriate caption.

EPC-4

- Preparation of a report on different Physical Education programmes organized in school.
- Preparing a report on different Yogic practices ·
- Developing a set of recreation activities for secondary school students.

School Internship

- Preparing lesson plans in 5E model.

- Preparing lesson plans in ICON model.
- Preparing TLMs and audio visual aids for teaching different school subjects.

OCSD-1 (Fruit and Vegetable Preservation)

- Preparation of jams, jellies, marmalades and cordials.
- Preparation of oil and vinegar pickles, chutneys, ketchups and sources.
- Preparation of fruit vinegars.

B.Ed. 2nd Year

PE-5

- Identification of learning resources and designing of beyond classroom activities for transacting a lesson.
- Preparation of a transactional blue print of different content unit in different school subject at the secondary level.
- Preparation of an appraisal report on the curriculum renewal process during post NPE (1986) period.

PE-6

- Preparing Case study on school-community collaboration for the improvement of the school.
- Survey of resources available in a school and the manner of their utilization.
- Preparing short term and long term School Development Plan.

PE-7a

- Preparation of a report on classroom problems faced by CWSN.
- .
- Preparation of a report on various types of interventions provided for different category of CWSN in school.

PE-7b

- Conducting Surveys on role distribution among family members.
- Preparation of a report on gender-based roles and practices of the students and staff
- Analysis of a secondary level textbook from gender perspective.

PE-8a

- Conducting action research on different problems of the school.
- Conducting action research on different problems of the classroom.

PE-8b

- Preparation of a comprehensive guidance programme for a school on the basis of need survey.
- Preparation of a vocational / educational counseling programme for class–X students
- Preparation of a questionnaire for socio-economic survey of secondary school students for providing career counselling.

CPS-1

- Preparation of a report on language diversities of learners at secondary level.
- Designing an action plan for developing the components (sub-skills) of reading / writing skill of the learners at the secondary level ·
- Preparing rubrics for creative writing.

CPS-3 (History, Geography, Mathematics and Bio-science)

- Preparation of lesson plans on different topic of the secondary school following the 5E and/or ICON models.
- Preparation of a unit test on different topics by developing the Blue Print and the test items conforming to the blue print.
- Diagnosis of learner difficulty in Mathematics and preparation of remedial exercise.
- Designing pedagogical treatment for different topic and designing learning activities.

EPC-1

Developing script for audio-visual programme on school subjects.

Developing power point presentation on different topic to be transacted at the secondary level·

EPC-2

- Documentation of the ways of dealing with conflicts in inter-personal relations at varied contexts.
- Documentation of stressed or emotionally loaded situations where in self-observation helped to build resilience.

School Internship

- Preparing lesson plans in 5E model.
- Preparing lesson plans in ICON model.
- Preparing TLMs and audio visual aids for teaching different school subjects.

Community Activities

- Preparing posters on heath awareness programme.
- Preparing posters on Traffic awareness programme.

P.G. DEPARTMENT OF ENGLISH

Programme: B.A. Hons English

Courses offered by Department of English under B.A. Hons

PROGRAMME OBJECTIVES

- To educate students regarding the artistic value, literary value and utility of the English language through the study of literature and other contemporary forms of culture.
- To provide students with the critical faculties necessary to adapt in an academic environment, to have a successful career, deal and survive in an increasingly complex, interdependent world.
- To enable students to perform research, analysis, and criticism of literary and cultural texts from different historical periods and genres.
- To guide and assist students in the development of intellectual flexibility, creativity, and cultural literacy so that they may engage in life-long learning.

PROGRAMME OUTCOMES

On completion of the programme, the students will be able to disseminate and demonstrate the knowledge of the concepts in the concerned discipline.

- **1. Social Relevance:** The programme helps to expand scientific temper and can prove to be more beneficial for the society as the scientific developments can make a nation or society to grow at a rapid pace.

- **2. Critical thinking:** Identify and analyze current issues and trends in higher education and come up with intellectual, organizational, and personal ideas and decisions from different perspectives.

- **3. Effective learning:** Transform and empower women graduates to meet global challenges through holistic education in terms of recent Teaching-Learning methodologies.

- **4. Communication skills:** Ability to express thoughts and ideas effectively in writing and orally; communicate with others using the professional standards of their fields; confidently share one's views and express herself.

- **5. Social Interaction**: Heighten the conscious of the graduates on socio-economic concern and to evolve it as an in built mechanism to chisel as better human being.

- **6. Environment and sustainability**: Understand the issues of environmental contexts and demonstrate the knowledge for sustainable development.

- **7. Ethics**: Express legal and ethical issues and understand the moral dimensions of decisions and responsibilities.

- 8. Information and Digital Literacy: Capability to use ICT in a variety of learning situations. Demonstrate ability to access, evaluate and use a variety of relevant information sources; and use appropriate software for analysis of data.

- **9. Life-long learning**: Gain ability to engage in independent and life-long learning with socio-technological changes.
- **10. Higher Studies & Research** –related skills: A sense of inquiry and capability for asking relevant/ appropriate questions, problematizing, synthesizing and articulating; Provide an intellectually stimulating environment to develop skills and enthusiasm of students to the best of their potential in the higher studies.

PROGRAMME SPECIFIC OUTCOMES

After successful completion of three-year degree program in English a student should be able to:

PSO 1: Develop emotional, mental, spiritual, professional and academic competencies.

PSO 2: Build awareness of self and society by adopting an inter-disciplinary approach to reading.

PSO 3: Enhance love for and understanding of literary and cultural texts, leading to research so as to enhance humane values.

PSO 4: Comprehend the semiotics and thematic undercurrents of any given texts.

PSO 5: Foster excellence and creativity in communication skills

PSO 6: Seek jobs in the Academia as lecturers and teachers, as Journalists – both in Print and Electronic media, Copyrighters, Communication experts, Bloggers, Script writers, Content writers, Novelists, Poets and Dramatists.

UG Semester I Course Code: C- I

Course Title: BRITISH POETRY AND DRAMA: 14TH TO 17TH CENTURIES

Course Outcome

Sr. No.	On completing the course, the student will be able to:
CO 1	Explore certain seminal texts from the early modern period, covering the genesis of modern English poetry and the Renaissance that set British poetry and drama on their glorious course to greatness.
CO 2	Understand the tradition of English literature from 14th to 17th centuries.
CO 3	Develop a clear understanding of Renaissance Humanism that provides the basis for the texts suggested.
CO 4	To engage with the major genres and forms of English literature and develop fundamental skills.

Course Code: C- II

Course Title: BRITISH POETRY AND DRAMA : 17TH AND 18TH CENTURY

Sr. No.	On completing the course, the student will be able to:
CO 1	Demonstrate in-depth knowledge and understanding of the religious, socio- intellectual and cultural thoughts of the 17th and 18th centuries.
CO 2	Examine critically keys themes in representative texts of the period, including Sin, Transgression, Love, Pride, revenge, sexuality, human follies, among others.
CO 3	Identify the major characteristics of the Comedy of Manners and Mock-Heroic poetry.
CO 4	Appreciate and evaluate various types of plays.

Course Code: GE – I
Course Title: Academic Writing and Composition

Sr. No.	On completing the course, the student will be able to:
CO 1	To train the students in the basic writing skills required for writing competently in the academic context
CO 2	To convey their ideas in English using simple and acceptable English in writing.

CO 3	To understand to recognize and draft different types of writing – e.g. classroom notes, summaries, reports, exploratory and descriptive paragraphs, substantiating etc
CO 4	To write a review of a book or a movie and report on an academic or cultural event that takes place in a college or university for a journal or a newspaper.

UG Semester II Course Code:
AECC-II
Course Title: AECC-II [MIL (ALTERNATIVE ENGLISH)]

Sr. No.	On completing the course, the student will be able to:
CO 1	To help the students develop fundamental skills of Language learning; reading which needs a thorough rethink and revision.

CO 2	Suitable reading content is selected from diverse areas in prose form which would boost the learner's competence in expressive and comprehension skills.
CO 3	Well researched language exercises in the form of usage, vocabulary and grammar would attract culture teacher and learner to work out for giving decent shape to the mastery of English language.
CO 4	Develop a confidence and ability amongst the students to understand, process and examine different kinds of texts present in the written or in the verbal medium.

Course Code: C – III

Course Title: BRITISH PROSE: 18TH CENTURY

Sr. No.	On completing the course, the student will be able to:
CO 1	Examine and analyze the form and function of satire in the eighteenth century.
CO 2	Understand the shift of emphasis from reason to emotion in this period that has brought about changes in British Prose.
CO 3	Analyze the rise of the critical mind.
CO 4	Trace the development of Restoration Comedy and anti-sentimental drama.

Course Code: C -IV
Course Title: Indian Writing in English

Sr. No.	On completing the course, the student will be able to:
CO 1	Have an understanding of Indian English Literature and its major movements and figures.
CO 2	To provide an overview of the various phases of the evolution of Indian writing in English.
CO 3	To introduce the students to the field through a selection of representative poems, novel and play and help them understand the indigenous and the foreign perspectives as well as its post-colonial tendency.
CO 4	Have an understanding of Indian writing in English from the perspectives of multiple Indian subjectivities

Course Code: G.E. - II
Course Title: GENDER AND HUMAN RIGHTS

Sr. No.	On completing the course, the student will be able to:
CO 1	Familiarize with issues of inequality, and oppression of caste, race and gender.
CO 2	Realize that gender and sex are different, and that gender is socially constructed and transmitted during the process of socialization.
CO 3	Reach a greater awareness of your own assumptions about the roles and abilities of women and girls.

CO 4	Realize the magnitude of the problems affecting the education of girls.

COURSE TITLE: Comparative Anatomy of Vertebrates
UG Semester III Course
Code: C -V

Course Title: BRITISH ROMANTIC LITERATURE

Sr. No.	On completing the course, the student will be able to:
CO 1	To understand Romanticism as a concept in relation to ancillary concepts like Classicism
CO 2	Understand important French and German philosophers whose ideas influenced the British Romantic writers.
CO 3	To appreciate and analyze the sensibility of the British Romantic period: common man, equality, freedom, sense of community and fraternity
CO 4	To understand the Romantic period in English literature in terms of its social, philosophical, intellectual, literary backgrounds including German and French influences

Course Code: C -VI
Course Title: BRITISH LITERATURE 19TH CENTURY

Sr. No.	On completing the course, the student will be able to:
CO 1	Understand the exploits of the 19th century British Literature in prose, especially fiction and cultural criticism.
CO 2	To identify and analyze the socio-economic-political contexts that informs the literature of the period.
CO 3	To comment on the historical and political awareness of literary texts as reflected in the transition from nature to culture across various genres.
CO 4	To understand the conflict between self and society in different literary genres of the period.

Course Code: C VII

Course Title: BRITISH LITERATURE: EARLY 20TH CENTURY

Sr. No.	On completing the course, the student will be able to:
CO 1	Understand the transition from 19th century literary and artistic methods and forms to the growth of modernism in England.
CO 2	trace the history of modernism in the socio-cultural and intellectual contexts of late nineteenth century and early twentieth century Europe.
CO 3	To link and distinguish between modernity and modernism.
CO 4	To understand the links between developments in science and experiments in literature.

Course Code: GE-III
Course Title: Nation, Culture, India

Sr. No.	On completing the course, the student will be able to:
CO 1	Have basic ideas about Indian cultural ethos mediated through literature.
CO 2	Acquainted with writings of influential figures of India.
CO 3	Gain knowledge about the concept of Secularism, Nationalism and Renaissance in India.
CO 4	Gain new perspective on History of India.

Course Code: SECC I paper

Course Title: SKILL ENHANCEMENT COURSES (SEC)

Sr. No.	On completing the course, the student will be able to:
CO 1	To improve linguistic ability.
CO 2	This is an activity-based, goal-oriented, functional course in English Communication, which aims to make the students able and efficient communicators by helping them to be self-reflexive about English.
CO 3	To equip the students with the relevant skills of presentation and expression needed in the academic as well as in the professional domains of communicative use. While reading skills exercises are meant to promote the acquisition of analytical and comprehension skills, writing skills exercises are centered on sentence construction, paragraph development and précis writing.
CO 4	To build up the four primary skills in students in the academic as well as in the wider domains of use like public offices.

UG Semester IV Course
Code: C-VIII
Course Title: American Literature

Sr. No.	On completing the course, the student will be able to:
CO 1	Have thorough knowledge of the Genesis and evolution, and the defining myths of American Literature—city on a hill,the frontier spirit, the American Dream, manifest destiny, epluribusunum
CO 2	To acquire knowledge about American literature, its cultural themes, literary periods and key artistic features.
CO 3	To understand the various aspects of American society through a critical examination of the literary texts representing different periods and cultures.
CO 4	Acquire knowledge of canonical authors from American Literature in the
	established genres.

Course Code: C-IX
Course Title: European Classical Literature

Sr. No.	On completing the course, the student will be able to:
CO 1	Get acquainted with the founding texts of the European canon.
CO 2	To grasp the evolution of the concept of classic and classical in the European literary thinking and its reception over a period of time.
CO 3	Historically situate classical European, i.e., Greek and Latin literary cultures and their socio-political cultural contexts.
CO 4	To appreciate classical literature of Europe and pursue their interests in it.

Course Code: C-X

Course Title: WOMEN'S WRITING

Sr. No.	On completing the course, the student will be able to:
CO 1	To acquaint the students with the works of women writers from different cultures and nations in various genres.
CO 2	To make the students critically aware of the issues relating to the workings of patriarchy, issues of gender, and relations of desire and power.
CO 3	The students will have an awareness of class, race and gender as social constructs and about how they influence women's lives.
CO 4	They will be equipped with analytical, critical and creative skills to interrogate the biases in the construction of gender and patriarchal norms.

Course Code: GE-IV
Course Title: Language and Linguistics

Sr. No.	On completing the course, the student will be able to:
CO 1	Gain some fundamental knowledge in Linguistics and English Language Teaching ELT).

CO 2	Acquainted with the variety of English that people come in contact with in contemporary times with a special emphasis on Asia and in particular, India.
CO 3	Development in Language and Communication.
CO 4	Gain introductory idea on Phonology, Morphology, Syntax and Semantics.

UG Semester V Course Code:
C-XI
Course Title: MODERN EUROPEAN DRAMA

Sr. No.	On completing the course, the student will be able to:
CO 1	Experience the best of experimental and innovative dramatic literature of modern Europe.
CO 2	Understand the role of theatre and drama in the introduction and shaping of modernity.
CO 3	To understand and engage with concepts like the theatre of the absurd, etc.
CO 4	To understand how meaning is created in theatre and be able to write about innovations introduced into theatrical practice in the late nineteenth and the twentieth century.

Course Code: C-XII
Course Title: INDIAN CLASSICAL LITERATURE

Sr. No.	On completing the course, the student will be able to:
CO 1	Have an awareness of the rich and diverse literary and aesthetic culture of ancient India.
CO 2	Understand the eco-socio-political-cultural context of the age that produced Indian classical literature.
CO 3	To appreciate the pluralistic and inclusive nature of Indian classical literature and its attributes.
CO 4	To historically situate the classical literature and diverse literary cultures from India, mainly from Sanskrit, but also Tamil, Prakrit and Pali by focusing on major texts in the principal genres.

<div align="center">

Course Code: DSE – I Course Title:
LITERARY THEORY

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Sr. No.	On completing the course, the student will be able to:
CO 1	Exposed to the basic premises and issues of major theoretical approaches to literary texts.
CO 2	Have a historical overview of major literary theorists, particularly of the 20th century.
CO 3	To show an understanding of historical and philosophical contexts that led to the development of literary theory and its practices.
CO 4	To develop awareness of various literary theories and the way they enrich and change our thinking about language, literature and society.

<div align="center">

Course Code: DSE – II Course Title:
WORLD LITERATURE

</div>

Sr. No.	On completing the course, the student will be able to:
CO 1	Introduced to the study of world literature through a representative selection of texts from around the world.
CO 2	To be able to read beyond the classic European canon by including defining literary texts from other major regions/countries—except the United States of America—written in languages other than English, but made available to the readers in English translation.
CO 3	To be able to acquire countless cultural and historical details.
CO 4	To be able to lean historical times throughout history and how it affected the people during this time.

<div align="center">

UG Semester VI Course
Code: C-XIII
Course Title: POSTCOLONIAL LITERATURE

</div>

Sr. No.	On completing the course, the student will be able to:
CO 1	Introduced to postcolonial literature —a body of literature that responds to
	European colonialism and empire in Asia, Africa, Middle East, the Pacific and elsewhere.
CO 2	Understanding of postcolonial theorisations and texts from hitherto colonized regions

CO 3	To able to think through the layered response – compliance, resistance, mimicry, subversion – that is involved in the production of post-independence literature
CO 4	The students will have been acquainted with the resistance of the colonized against the colonizer through literature that articulates it.

Course Code: C-XIV
Course Title: POPULAR LITERATURE

Sr. No.	On completing the course, the student will be able to:
CO 1	Gain a better understanding of the popular and folk roots of literature.
CO 2	Understanding of the rise of genres such as Literature for Children, Detective Fiction, Science Fiction, and Graphic Fiction.
CO 3	Understanding of debates about culture, and the delineation of high and low culture.
CO 4	Understanding of issues concerning print culture, bestsellers, and popular literature in other media.

Course Code: DSE-III

Course Title: PARTITION LITERATURE

Sr. No.	On completing the course, the student will be able to:
CO 1	Exposed to some significant writings on Indian partition, which brought untold miseries to those who lost lives and homes. The issues of loss, trauma, communalism etc. are explored by the texts.
CO 2	Understand historical and socio-cultural factors responsible for the Partition of Indian Sub-continent.
CO 3	Demonstrate critical understanding of manifestations of the experience of the partition in various art forms.
CO 4	To link and analyze the eco-socio-historical-cultural contexts and dimensions

	related

Course Code: DSE-IV

Course Title: WRITING FOR MASS MEDIA

Sr. No.	On completing the course, the student will be able to:
CO 1	Acquainted with the brief history of Journalism in English in India , Status of English in India and Indian writers of English and their treatment of the English language.
CO 2	Develop the professional ability to communicate information clearly and effectively in all kinds of environment and contexts.
CO 3	Demonstrate practical skills of various types of media writing, reviews, reports, programmes and discussions.
CO 4	To demonstrate their familiarity with the new media, its techniques, practices of social media and hypermedia.

Course Code: DSE-IV Course Title: Dissertation

Sr. No.	On completing the course, the student will be able to:
CO 1	An undergraduate project is an individual research by students. It will help them to understand in depth a particular topic or fact in their field of study.
CO 2	It will strengthen their understanding of research processes and methods.
CO 3	Students learn to apply what they study in their courses to appreciate different aspects of their field better by working independently on the projects. At the same time, they contribute something original to the courses they study.
CO 4	Relating coursework to out-of-class experiences, students train to work and think independently, take responsibility for their own learning, and take initiative to solve problems on their own rather than relying on experts for answers. They also learn to work in collaboration in interdisciplinary research.

<p style="text-align:center"><u>P.G. Department of English Programme:</u></p>

<p style="text-align:center"><u>M.A/P.G (ENGLISH)</u></p>

<p style="text-align:center"><u>Courses offered by Department of English under M.A ENGLISH</u></p>

<u>PROGRAMME OBJECTIVES</u>

- Introduce the students to the genesis and evolution of British, American and Post-Colonial Literature.

- Give an overview of the oeuvre of the writers of the specific ages prescribed thereof.

- To give the students a solid foundation in the canonical areas of the subject and provide rigorous training in how to critically read literature to develop analytical skills and to think independently and originally.

- To expose the student to contemporary writing.

- To provide the student with advanced tools and methods and strategies for writing and interpreting literary texts.

- To lead up to and prepare and train the student to research and write the Dissertation.

<u>PROGRAMME OUTCOMES</u>

On completion of the programme, the students will be able to disseminate and demonstrate the knowledge of the concepts in the concerned discipline.

- Social Interaction: The courses are structured around representative writers and periods and the papers encourage advanced study of major literary texts and offer ways of contextualizing texts historically and in terms of current literary theory.

- Cultural interaction: Lectures and seminars will provide opportunities for considering additional authors and texts so that a holistic perspective of a period emerges. A propensity for critical understanding of Arts is also inculcated through literary, cultural and social theories.

- Writing: Enabling of the students towards effective and critical self-expression.

- Ethics: Students capability to use their sources with proper acknowledgement, and shun plagiarism.

• Environment and Sustainability: The capability of making sensible choices based on their knowledge of the environment and the factors that threaten it, is a critical outcome from this course.

• Critical Thinking: process information, discern patterns, identify problems and provide solutions.

• Effective Communication: express their ideas clearly and respond appropriately to the communications of others in speech and writing.

• Self-directed and Lifelong Learning: access sources of information and process information on a need to use basis, and constantly upgrade their knowledge and skills. their duties as responsible citizens of their country

PROGRAMME SPECIFIC OUTCOMES

After successful completion of two year PG program in English a student should be able to:

**PG ADMISSION BATCH (2019-2021) PG IST
SEMESTER
Course Code: HC 01 Course Title:
British poetry I**

Sr. No.	On completing the course, the student will be able to:
CO 1	**To enable the students to appreciate and analyze the poems in the larger socio-political and religious contexts of the time.**
CO 2	**Acquainted with the Masterpieces of the major writers of the Elizabethan age.**
CO 3	**Learn about the major concerns, styles and perspectives of poets and analyses the various elements of poetry such as diction, tone, imagery, figures of speech, symbolism and theme etc.**
CO 4	**Understanding the historical context encompassing the literary works including the political, social, religious and artistic milieu of the early British authors.**
CO 5	**Understanding the concept of Metaphysical poetry.**

Course Code: HC 02 Course Title: British Drama I

Sr. No.	On completing the course, the student will be able to:
CO 1	To appreciate the language, the style and technique employed.
CO 2	Introduce the political, religious, social and cultural milieu of England during the period.
CO 3	An in-depth understanding of the texts prescribed for the detailed study.
CO 4	Review literary texts through the lens of socio-cultural and political contexts of the times.
CO 5	Appreciate the style of the classics reflecting on the works of the age.

Course Code: HC 03 Course Title: British Fiction I

Sr. No.	On completing the course, the student will be able to:
CO 1	Introduce students to the age and its writers, their literary lives and style of writing.
CO 2	Critically appreciate a work of literature from their understanding of the background of the age and the writer.
CO 3	Appreciate the elements of aesthetics and imagination in works of literature.
CO 4	Understanding of British Literature with its varied genres, the historical ruptures and the intellectual debates of the time.
CO 5	To reach a comprehensive understanding of texts

Course Code: HC 04 Course Title: Non-fiction prose British I

Sr. No.	On completing the course, the student will be able to:
CO 1	To understand the writing style of Non Fiction Prose.
CO 2	To learn the concept of Essay writings of Lamb, Bacon, Russell.
CO 3	Students will become familiar with a wide variety of genres and rhetorical situations.
CO 4	Identify literary techniques and creative uses of language in literary texts.

CO 5	Interpret literary works using critical perspectives.

Course Code: HC 05 Course Title:
British Poetry II

Sr. No.	On completing the course, the student will be able to:
CO 1	To have an overall understanding of the history of the literary period and its significance.
CO 2	To develop familiarity with the literary style and literary genres of the time.
CO 3	To have an in-depth knowledge of the important authors of the time and their literary contribution.
CO 4	Analyse various elements of poetry such as diction, tone, form, genre, imagery, figures of speech, symbolism, theme etc.
CO 5	Identify and explain the formal and literary features of each genre and text, and how they contribute to the complexity of value and emotions.

Course Code: HC 06
Course Title: British Drama and Fiction II

Sr. No.	On completing the course, the student will be able to:
CO 1	Understand the era in context of its historical, economic, social, and cultural relevance to Britain and the pre-colonized world.
CO 2	Apply critical and theoretical approaches to the reading and analysis of literary and cultural texts in advanced literary genres.
CO 3	Analyze and interpret the genre of drama and its evolution.
CO 4	Acquainted with the great works of Goldmith, Congreve, Dickens, Bronte, Frost
CO 5	Gaining a perspective on the history of ideas including that of disability and its varied meanings within this period.

Course Code: AE 01

Course Title: Writing: Definition, scope & usage

Sr. No.	On completing the course, the student will be able to:
CO 1	The student will have reliably demonstrated the ability to use the conventions of grammar when creating paragraphs.
CO 2	Student will be promptly acquainted with various stages of writing.
CO 3	To understand the use of different kinds of writing: descriptive, expository , argumentative and narrative.
CO 4	To organise and write paragraphs.
CO 5	Develop creative and critical thinking

Course Code: AE 02 Course Title: Journalistic writing

Sr. No.	On completing the course, the student will be able to:
CO 1	Understanding news writing and different structures of news writing.
CO 2	Understanding the technicalities involved in detail.
CO 3	Write a variety of mass media products, including news story, press releases etc.
CO 4	Understand the basics of journalism.
CO 5	Understand the traditional role of journalism as society's watchdog, and the rights and responsibilities of journalists.

PG 3rd SEMESTER

Course Code: HC 07
Course Title: Research Methodology

Sr. No.	On completing the course, the student will be able to:
CO 1	To develop a simple questionnaire to elicit specific information.
CO 2	Collect data based on a survey and arrive at inferences using a small sample.
CO 3	Discuss and draft a plan for carrying out a piece of work systematically.
CO 4	Refer to authentic sources of information and document the same properly.
CO 5	Provide proper explanation for technical terms in simple language

Sr. No.	On completing the course, the student will be able to:
CO 1	To understand the historical and philosophical contexts that led to the development of literary criticism and its practice in different traditions and periods.
CO 2	Learners will be able to understand fundamental literary and critical concepts and underlying distinctions amongst them (e.g.., difference between literary criticism and literary theory).
CO 3	Learners will be able to grasp a wide range of literary philosophers and critics whose works had informed and shaped the discourse of literary theory.
CO 4	Learners will be able to identify theoretical and critical concepts with critics/texts/movements with which they are associated and understand them in their contexts.
CO 5	Learners will be able to apply various theoretical frameworks and concepts to literary and cultural texts.

Course Code: CE 02 Course Title:
American Literature

Sr. No.	On completing the course, the student will be able to:
CO 1	To understand the depth and diversity of American literature, keeping in mind the history and culture of the United States of America.
CO 2	To understand the historical, religious and philosophical contexts of the American spirit in literature.
CO 3	To appreciate the complexity of the origin and reception of American literature.
CO 4	To critically engage with the complex nature of American society, given its journey from specific religious obligations and their literary transformations (such as Puritanism, Unitarianism, Transcendentalism, etc.) to the growth of anti- or non-Christian

	sensibilities.

CO 5	To critically appreciate the diversity of American literature in the light of regional variations in climate, cultural traits, economic priorities

Course Code: AE 03 Course Title:
Professional Writing

Sr. No.	On completing the course, the student will be able to:
CO 1	Imaginative thinking and use of language: Explore, experiment with, and invent a variety of forms of writing in which original ideas combine with suitable and effective expression.
CO 2	Strategic thinking and use of language: Organize ideas and language effectively so as to address specific readers and meet specific purposes.
CO 3	Recognize, explain, and use the formal elements of specific genres of organizational communication: business letters, application, memos, analytical reports, proposals, memorandums, blogs, e-mail and promotional documents.
CO 4	Explore different format features in print media.
CO 5	Recognize, explain, and use the formal elements of specific genres of organizational communication.

Course Code: OE 01 Course Title:
Writing Skills

Sr. No.	On completing the course, the student will be able to:
CO 1	Recognize, explain, and use the formal elements of specific genres of organizational communication: business letters, application, memos, analytical reports, proposals, memorandums, blogs, e-mail and promotional documents.
CO 2	Explore different format features in print media.
CO 3	Write a series of analytical, creative and coherent writing project.

PG 4th SEMESTER
Course Code: HC 08 Course Title:
Women's Writing

Sr. No.	On completing the course, the student will be able to:
CO 1	To recognise the importance of gender specificity in literature.
CO 2	To understand and appreciate the representation of female experience in literature.
CO 3	To explain the difference between the feminine and the feminist as opposed to the female.
CO 4	To examine and appreciate the role played by socio-cultural-economic contexts in defining woman.
CO 5	To link the status of woman to social discrimination and social change.

Course Code: HC 09 Course Title:
Dissertation

Sr. No.	On completing the course, the student will be able to:
CO 1	Gaining conceptual knowledge and the fundamentals of the research.
CO 2	Understanding the concepts and standards underlying in the Methods of research in English literature.
CO 3	Analysing about the developments in the basic research and documentation.
CO 4	Knowing the various aspects of research and implying on the project
CO 5	Demonstrate the convention of academic writing correctly.

Course Code: CE 03
Course Title: Indian Writing in English (Special Paper I)

Sr. No.	On completing the course, the student will be able to:
CO 1	Awareness towards the problems of interpreting Indian Culture via the English Language and acquaintance with the work of significant Indian writers of Poetry, Prose Fiction and Drama.
CO 2	To appreciate the historical trajectory of various genres of IWE from colonial times till the present.

CO 3	To critically engage with Indian literary texts written in English in terms of colonialism/postcolonialism, regionalism, and nationalism.
CO 4	To critically appreciate the creative use of the English language in IWE.

CO 5	To approach IWE from multiple positions based on historical and social locations.

Course Code: CE 03

Course Title: American Literature (Special Paper I)

Sr. No.	On completing the course, the student will be able to:
CO 1	Acquaintance with features of American Culture and the work of significant American writers of Poetry, Prose Fiction and Drama from across a wide range of literary history.
CO 2	Students will be able to recognize social, historical, and ethnic influences in representative works of American literature.
CO 3	Interpret literary works using critical perspectives.
CO 4	Evaluate the thoughts, beliefs, customs, struggles, and visions of African American writers.
CO 5	Identify key ideas and characteristic perspectives or attitudes as expressed in American literature

Course Code: CE 04

Course Title: Postcolonial Literature (Special Paper II)

Sr. No.	On completing the course, the student will be able to:
CO 1	To help the students understand the social-historical-political-economic contexts of colonialism and postcolonialism in India and other countries affected by colonial rule.
CO 2	To understand the scope of postcolonial literatures in India and elsewhere, primarily as a response to the long shadow of colonialism, not just of colonial occupation.
CO 3	To see through a corpus of representative postcolonial texts from different colonial locations: the effects of colonial rule on the language, culture, economy and habitat of specific groups of people affected by it.

CO 4	To appreciate and analyze the growing spectres of inequality arising out of colonial occupation and the role played by postcolonial literatures to resist it in India and similar locations.

CO 5	To critically engage with issues of racism and imperialism during and after colonial occupation.

Course Code: CE 04

Course Title: ELT and Linguistics (Special Paper II)

Sr. No.	On completing the course, the student will be able to:
CO 1	To familiarize students with the key concepts of linguistics and develop awareness of the latest trends in language study.
CO 2	To recognize/understand the structure and various parts of the language.
CO 3	To understand the existence of language in the form of different dialects based on a set of established factors.
CO 4	To identify the various functions a language performs and the roles assigned to it.
CO 5	To understand that all languages behave alike and develop a tolerance for other languages.

Course Code: OE 02 Course Title: Popular Literature

Sr. No.	On completing the course, the student will be able to:
CO 1	To trace the early history of print culture in England and the emergence of genre fiction and best sellers
CO 2	To engage with debates on high and low culture, canonical and non-canonical literature
CO 3	To articulate the characteristics of various genres of non-literary fiction

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PG IST SEMESTER
Course Code: HC 101 Course Title:
British poetry

Sr. No.	On completing the course, the student will be able to:
CO 1	Find the varied techniques and forms of poetry.
CO 2	Appreciate the poem based on its rhythmic patterns and metrics.
CO 3	Apply the principles of literary appreciation/Criticism
CO 4	Analyse the poetry based on various elements of poetry
CO 5	Develop their own creative/poetic skill

Course Code: HC 102 Course Title:
British Drama

Sr. No.	On completing the course, the student will be able to:
CO 1	Comprehend effectively different imageries and situations
CO 2	Understand the varied attitudes, values and ideas transmitted and dramatized in oral form.
CO 3	Comprehend body language and facial expressions better.
CO 4	Make critical and rational judgements.
CO 5	Communicate with and understand others better.

Course Code: HC 103 Course Title:
British Fiction

Sr. No.	On completing the course, the student will be able to:
CO 1	Apply critical and theoretical approaches to the reading and analysis of literary and cult in multiple genres.
CO 2	Identify, interpret, describe and analyse the critical ideas and themes that appear in literary and cultural tests
CO 3	Perform research, and critically analyse the texts from different historical
	periods and genres.

CO 4	**Demonstrate a broad understanding as to hoe different ideas and values infirm and impact culture and society.**
CO 5	**Evaluate and synthesize information from a variety of written and electronic sources.**

Course Code: HC 104 Course Title:
British Non-Fiction

Sr. No.	On completing the course, the student will be able to:
CO 1	**Think and express critically skills like - narrative skills, analytical skills, expository skills and argumentative skills.**
CO 2	**Interpret literary text and understand the significant development in the history of English literature through prose writers.**
CO 3	**State facts in plain and precise manner.**
CO 4	**Develop their story's theme using supporting references and factual details in a convincing manner.**
CO 5	**Learn to share their ideas and new learning's with reading partners.**

PG 2ND SEMESTER

Course Code: HC 201

Course Title: Literary Terms and Literary Criticism

Sr. No.	On completing the course, the student will be able to:
CO 1	**Locate the changing trends in literary criticism and literary theory.**
CO 2	**Compare//contrast the differences in different schools literary criticism.**
CO 3	**Analyse and describe the critical ideas, values and themes.**
CO 4	**Apply the various theoretical elements on my given literary text.**
CO 5	**Construct a critical write-up on any given text.**

Course Code: HC 202 Course Title:
Literature and Gender

Sr. No.	On completing the course, the student will be able to:
CO 1	**Describe how women's lives have been shaped in various geographical**

	settings.
CO 2	**Describe how women's lives have been shaped in various geographical settings.**

CO 3	Demonstrate an understanding of the effect of socio-historical and contemporary power dynamics on women's life and evaluate gender to be a social construct.
CO 4	Develop the concepts of class, race and gender as social construct and interpret the thoughts of women lives.
CO 5	Comprehend the plurality of female experience in relation to gender.

Course Code: HC 203 Course Title:
Migration Literature

Sr. No.	On completing the course, the student will be able to:
CO 1	Put on the leitmotifs or the suggested texts to explore the conscientiousness of association between the 'homeland' and the 'diaspora'.
CO 2	Understand the contemporary relevance of migration literature.
CO 3	Realize homeland from a diverse prism through the eyes of writers who have lived in a composite culture.
CO 4	Appreciate the relevance of migration literature.
CO 5	Locate and compare varied perspective of migration.

Course Code: HC 204 Course Title:
Life Writing

Sr. No.	On completing the course, the student will be able to:
CO 1	Measure and appraise the selected texts vis -a - vis their context and socio political and cultural background. (evaluating)
CO 2	Give a first-hand account into the life of the famous personalities to have a better insight into how their experiences have shaped them as a person. (understanding)
CO 3	Can identify varieties of, and developments within, life writing such as autobiographies or biographies in English.
CO 4	Can analyze this category of non-fiction texts with recourse to relevant theory.
CO 5	Can demonstrate the ability to reflect on various distinctions between fiction

	and non-fiction.

CORE ELECTIVE
Course Code: CE 201 – (A) Course Title:

American Literature

Sr. No.	On completing the course, the student will be able to:
CO 1	Understand the culture and history of America through major literary works.
CO 2	Discover how American literature makes sense of the world through their works.
CO 3	American dream to be an evolving mythology.
CO 4	Demonstrate the concept of the American dream of 19th and 20th century. (apply)
CO 5	Critically appreciate the diversity of American literature in the light of regional variations in climate, cultural traits, and economic priorities.

CORE ELECTIVE
Course Code: CE 201 – (B) Course Title:
Indian Writing in English

Sr. No.	On completing the course, the student will be able to:
CO 1	Demonstrate the various features of Indian writing in English.(apply)
CO 2	Defend the pluralistic aspect of Indian culture and society. (evaluate)
CO 3	Associate Indian culture via the English language (analyze)
CO 4	Quote the work of significant Indian writers of poetry and drama (remember)
CO 5	Design in order to demonstrate different literary cultures in relation to dram(create)

CORE ELECTIVE
Course Code: CE 201 (C) Course Title:
Post-Colonial Literature

Sr. No.	On completing the course, the student will be able to:
CO 1	Identify key questions, authors, and literary forms in postcolonial literature.
CO 2	Think critically about these texts in relation to postcolonial theory.
CO 3	Situate these works in their larger cultural contexts.
CO 4	Develop interpretative skills of close reading.
CO 5	Offer nuanced interpretations, articulate coherent arguments, and develop research skills through your written essays.

OPEN ELECTIVE

Course Title: Science and Detective Fiction

Sr. No.	On completing the course, the student will be able to:
CO 1	Correlate to concepts in Science and Literature to address complex environmental issues (problem solving).
CO 2	Acquire information about the texts on travel narratives as a popular literary genre and its relevant theories.
CO 3	To develop important critical and analytical skills.
CO 4	Learn the art of analytical thinking.
CO 5	Analyze the ways in which science fiction reflects and distorts "reality" and the ideological arguments underlying its presentations.

PG 3RD SEMESTER

Course Code: HC 301
Course Title: Introduction to Linguistics & ELT

Sr. No.	On completing the course, the student will be able to:
CO 1	Improve their speaking ability in English both in terms of fluency and comprehensibility.
CO 2	Give oral presentations and receive feedback on their performance.
CO 3	Increase their reading speed and comprehension of academic articles.
CO 4	Improve their reading fluency skills through extensive reading.
CO 5	Enlarge their vocabulary by keeping a vocabulary journal

Course Code: HC 302

Course Title: Odia Novels in English Translation

Sr. No.	On completing the course, the student will be able to:
CO 1	Attain accessibility to regional and international literary forms.
CO 2	Be able to contextualize the texts.
CO 3	Develop a comparative perspective to study the texts.
CO 4	How well the Odia culture is reflected in Literature.
CO 5	Encouraged to appreciate the cultural and linguistic diversity of their environment

Course Code: HC 303 Course Title:
Literature for Children

Sr. No.	On completing the course, the student will be able to:
CO 1	Appreciate how children's literature help children gain respect and understanding of diversity from multiple perspectives.
CO 2	Appreciate and promote positive attitude toward literary experiences.
CO 3	Knowledge and Understanding of the interrelatedness of local, global, international and intercultural issues, trends and systems through the use of children's literature that addresses global issues.
CO 4	Understand how children's books support children's multiple perspectives and empathy while promoting their cognitive, social, emotional, language and aesthetic development.
CO 5	Maintains a climate of openness, inquiry, fairness and support.

CORE ELECTIVE
Course Code: CE 301 – (A) Course Title:
American Literature

Sr. No.	On completing the course, the student will be able to:
CO 1	Understand the culture and history of America through major literary works.
CO 2	Discover how American literature makes sense of the world through their
	works.

CO 3	Demonstrate the concept of the American dream of 19th and 20th century.
CO 4	Articulate ways that American literature reflects complex historical and cultural experiences.
CO 5	Identify relationships between moments in American history, colonialism, and culture and their representation in works of American literature.

CORE ELECTIVE
Course Code: CE 301 – (B) Course Title:
Indian Writing in English

Sr. No.	On completing the course, the student will be able to:
CO 1	Demonstrate the various features of Indian writing in English.(apply)
CO 2	Defend the pluralistic aspect of Indian culture and society. (evaluate)
CO 3	Associate Indian culture via the English language. (analyze)
CO 4	Quote the work of significant Indian writers of poetry and drama. (remember)
CO 5	Design in order to demonstrate different literary cultures in relation to drama. (create)

CORE ELECTIVE
Course Code: CE 301 – (C) Course Title: Post-
Colonial Literature

Sr. No.	On completing the course, the student will be able to:
CO 1	Identify key questions, authors, and literary forms in postcolonial literature.
CO 2	Think critically about these texts in relation to postcolonial theory.
CO 3	Situate these works in their larger cultural contexts.
CO 4	Develop interpretative skills of close reading.
CO 5	Offer nuanced interpretations, articulate coherent arguments, and develop research skills through your written essays.

CORE ELECTIVE
Course Code: CE 302 – (A) Course Title:
American Literature

Sr. No.	On completing the course, the student will be able to:
CO 1	Understand the culture and history of America through major literary works.
CO 2	Discover how American literature makes sense of the world through their works.
CO 3	American dream to be an evolving mythology.
CO 4	Demonstrate the concept of the American dream of 19th and 20th century (apply)
CO 5	Through American Literature, students explore the thoughts and feelings of the men and women who helped create and define the unique heritage and culture of the American people.

Course Code: CE 302 – (B) Course Title:
Indian Writing in English

Sr. No.	On completing the course, the student will be able to:
CO 1	demonstrate the various features of Indian writing in English.(apply)
CO 2	defend the pluralistic aspect of Indian culture and society. (evaluate)
CO 3	associate Indian culture via the English language (analyze)
CO 4	quote the work of significant Indian writers of poetry and drama(remember)
CO 5	design in order to demonstrate different literary cultures in relation to dram(create)

Course Code: CE 302 – (C) Course Title: Post-
Colonial Literature

Sr. No.	On completing the course, the student will be able to:
CO 1	Identify key questions, authors, and literary forms in postcolonial literature
CO 2	think critically about these texts in relation to postcolonial theory
CO 3	situate these works in their larger cultural contexts
CO 4	develop interpretative skills of close reading

CO 5	offer nuanced interpretations, articulate coherent arguments, and develop research skills through your written essays.

PG 4th SEMESTER
Course Code: HC 401 Course Title:
Writing at Work

Sr. No.	On completing the course, the student will be able to:
CO 1	Understand the value of effective communication in organisational context
CO 2	Equip them with skills of relationship and team building through the tools of communication
CO 3	Critically engage with aspects of popular media through review of films and books
CO 4	Sensitize the students to make their writings bias free.
CO 5	Write in organizational context which includes management memos, reports, letters, e- mail, resumes (print and online), oral presentations.

Course Code: HC 402 Course Title:
Dalit Literature

Sr. No.	On completing the course, the student will be able to:
CO 1	Interpret the socio-political and historical context in which Dalit literature evolved (understand)
CO 2	Demonstrate the contemporariness and relevance of Dalit literature. (apply)
CO 3	Illustrate Dalit aesthetics and involve in critical engagement. (analyze)
CO 4	Compare and contrast the challenges of Dalit literature with the mainstream literary convention (evaluate)
CO 5	Gender and marginalisation colour and add meaning to personal narrptivas of Daht (remember)

Sr. No.	On completing the course, the student will be able to:
CO 1	Defend different literary works in order to defend their dissertation (Evaluate)
CO 2	Outline their thoughts to writing (Remember)
CO 3	Demonstrate the convention of academic writing correctly. (Apply)
CO 4	Illustrate data collected from different sources. (Analyze)
CO 5	Formulae research questions correctly. (Create)

Core Elective Course Code:

CE 401 – (A)

Course Title: American Literature

Sr. No.	On completing the course, the student will be able to:
CO 1	Understand the culture and history of America through major literary works.
CO 2	Discover how *American* literature make sense of the world through their works.
CO 3	Demonstrate the concept of the American dream.
CO 4	Understand the diverse origins of American literature.
CO 5	Develop close reading skills as a means of literary analysis.

Core Elective Course Code:
CE 401 – (B)
Course Title: Indian Writing in English

Sr. No.	On completing the course, the student will be able to:
CO 1	Demonstrate the various features of Indian writing in English.(apply)
CO 2	Defend the pluralistic aspect of Indian culture and society. (evaluate)
CO 3	Associate Indian culture via the English language (analyze)
CO 4	Quote the work of significant Indian writers of poetry and drama (remember)
CO 5	Design in order to demonstrate different literary cultures in relation to

	dram(create)

Core Elective Course Code:

CE 401 – (C)

Course Title: Post-Colonial Literature

319

Sr. No.	On completing the course, the student will be able to:
CO 1	Identify key questions, authors, and literary forms in postcolonial literature
CO 2	Think critically about these texts in relation to postcolonial theory
CO 3	Situate these works in their larger cultural contexts
CO 4	Develop interpretative skills of close reading
CO 5	Offer nuanced interpretations, articulate coherent arguments, and develop research skills through your written essays.

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