

**Prafulla Chandra College**  
**Programme Outcome (PO) , Programme Specific Outcome (PSO)**  
**&**  
**Course Outcome (CO)**

**Department of Bengali**  
**Bengali Honours**

**Programme Outcome: B.A. (Honours):**

1. Students completing B.A. (Hons) Programme will be able to apply to universities for Post Graduation programme in the specific subject they have got their Honours degree in as well as in other related subjects like Linguistics, Comparative Literature etc.
2. Those who are not willing to stick to the academics may also appear in Civil Service examinations as they become eligible for it after successfully completing it.
3. Completing Honours in a subject like Bengali or English makes them eligible for pursuing their career in journalism, translation related works, in publishing houses etc for they are well acquainted with the language as well as literature written in that language. They can straightaway appear in School Service examination if they secure their Honours degree in a specific school subject.
4. In the field of literature, they become well conversant in various branches of English/Bengali literature; exposed to literatures of the world as per the claim of the curriculum, they are able to enjoy and critically analyse the relevance of comparative literature in today's time.

**Programme Specific Outcome (Hons. In Bengali)**

<b>Programme Specific Outcome Nos</b>	<b>Programme Specific Outcome (PSO)</b>
PSO A	<ul style="list-style-type: none"><li>• The main objective of this programme is to introduce detailed and higher lessons in Bengali literature and linguistics.</li><li>• Students will become acquainted with the social, economic and political history reflected in ancient to modern Bengali literature and language.</li></ul>

	<ul style="list-style-type: none"> <li>Students will have exposure to literature from different eras, which will aid them in developing an idea of temporal diversity in literature</li> </ul>
PSO B	<ul style="list-style-type: none"> <li>Knowledge of Bengali metre and rhetoric will help in analysing poetry. Critical analysis and discussions will help students develop the skills to appreciate the inherent beauty and philosophical thoughts embedded in literary works.</li> </ul>
PSO C	<ul style="list-style-type: none"> <li>Exposure to literary theory and forms and genres will help the students to understand the relationship between theory and a particular literary work.</li> </ul>
PSO D	<ul style="list-style-type: none"> <li>Students would develop a comparative understanding of Bengali literature in conjunction and contrast with literary works in Hindi, Sanskrit, English and literature from Bangladesh.</li> </ul>
PSO E	<ul style="list-style-type: none"> <li>Develop a perspective of the width and depth of Bengali literature through the study of Science Fictions, Detective Stories, Fairy Tales and Folk Tales. Discipline-centric courses are planned to that effect.</li> <li>Guide students on the path of skill development through cinematic, theatrical and performance-oriented adoption of Bengali literary works. Skill Enhancement courses are designed to enhance employability and entrepreneurship in the field of media and journalism.</li> </ul>
PSO F	<ul style="list-style-type: none"> <li>Develop sufficient conceptual understanding in students who choose to pursue higher education in Bengali.</li> <li>Build capability in students choosing to seek employment in Teaching, Publishing, Journalism, Media and Communication.</li> </ul>

### Course Outcome (CO)

#### Honours in Bengali

বাংলা সাম্মানিক

#### Semester-1

CC-1 বাংলা সাহিত্যের ইতিহাস (১৮০০ সাল পর্যন্ত)

নবম শতাব্দী থেকে মধ্যযুগ পর্যন্ত বাংলা ভাষার বিবর্তন যে ভাবে বাংলা সাহিত্যরূপের মধ্যে ধরা পড়েছে তার ধারাবাহিক ইতিহাস পাঠ করে শিক্ষার্থীরা বাংলা সাহিত্যের যুগ বিভাগ সম্পর্কে সচেতন হয়ে উঠবে।

CC - 2 - বর্ণনামূলক ভাষাবিজ্ঞান ও বাংলাভাষা

ভাষাতত্ত্ব ও শব্দতত্ত্ব সম্পর্কে বিস্তারিত পাঠ বৈজ্ঞানিক ভাবে ব্যকরণগত সূত্র বুঝতে সাহায্য করবে।

#### Semester-2

### CC-3 - বাংলা সাহিত্যের ইতিহাস (১৯০০ সাল পর্যন্ত)

উপনিবেশিক পর্বে ব্রিটিশ শাসনের ফল হিসাবে বাংলায় যে আধুনিকতা সঞ্চারিত হয়েছিল বাংলা সাহিত্যে তার প্রতিফলন ঘটেছে। এই পর্বের ইতিহাস পাঠ ছাত্রকে সেই আধুনিকতার স্বরূপ বুঝতে সাহায্য করবে।

### CC-4 - বাংলা সাহিত্যঃ প্রবেশক পাঠ

প্রাথমিক পরিচিতির পর কবিতা, কথা সাহিত্য, প্রবন্ধ ও নাটক পাঠের মধ্য দিয়ে সাহিত্যের রসাস্বাদন শুরু হবে।

## **Semester- 3**

### CC-5 -বাংলা সাহিত্যের ইতিহাস (বিংশ শতক পর্যন্ত)

বিংশ শতকের সাহিত্যের ইতিহাস ও সাময়িক পত্র সম্বন্ধে পাঠ এই পত্রের বিষয়। স্বাধীনতা পূর্ব ও পরবর্তী বাংলা সাহিত্যের ইতিহাস ছাত্রকে সমাজ-অর্থনীতি ও রাজনৈতিক প্রেক্ষাপট বুঝতে সাহায্য করবে।

### CC-6 - ঐতিহাসিক ভাষা বিজ্ঞান

প্রাচীন ভারতীয় আৰ্যভাষা থেকে আধুনিক ভারতীয় আৰ্যভাষার বিকাশ সংক্রান্ত ঐতিহাসিক পাঠ ছাত্রকে ভাষাবিজ্ঞান সম্পর্কে সচেতন করে তুলবে। বাংলা ভাষার উদ্ভব ও বিকাশের প্রাথমিক স্তরগুলি স্পষ্ট হয়ে উঠবে।

### CC7 - কথাসাহিত্য

আধুনিক মানবজীবনকেন্দ্রিক উপন্যাস ও ছোটগল্প ব্যক্তি ও সমাজের দ্বন্দ্বমূলক সম্পর্ককে স্পষ্ট করে তোলে। পারিবারিক, সামাজিক ও রাজনৈতিক ঘটনাক্রম পাঠ্য কথাসাহিত্যে প্রতিফলিত হয়েছে। সমকালীন বাংলার পরিস্থিতি ও লেখকদের চিন্তাসূত্রগুলি ছাত্রদের বিশ্লেষণমূলক ধারণা গড়ে তুলতে সাহায্য করবে।

## **Semester-4**

### CC-8- বিষয় - প্রাক আধুনিক বাংলা সাহিত্য

আধুনিক খন্ড কবিতায় অভ্যস্ত ছাত্র মধ্যযুগের দুই শ্রেণীর খন্ড কাব্যের সঙ্গে পরিচিত হয়ে প্রভাব তুলনা বিচার করতে পারবে। বৈষ্ণব পদাবলীর কাব্য সৌন্দর্য ও অনুভূতির গাঢ়তা তাদের সৃজ্যমান সাহিত্যবোধ কে সমৃদ্ধ করার ফলে সাহিত্যের ছাত্র হিসাবে বিভিন্ন কাব্যের অন্তরঙ্গ পাঠে সমর্থ হবে। শাক্ত পদাবলীতে তৎকালীন পারিবারিক ও সমাজ জীবনের পরিচয় পেয়ে তারা ইতিহাস নির্মাণে সমকালীন সাহিত্যের ভূমিকা উপলব্ধি করবে। একইসঙ্গে বাংলাদেশ এ প্রচলিত বিভিন্ন ধর্মীয় ভাবনা ও দার্শনিক চিন্তার সঙ্গে পরিচিত হবে, উপলব্ধি করতে পারবে। মধ্যযুগের সামাজিক ইতিহাসের স্বাক্ষর চন্ডীমঙ্গল সাহিত্য পাঠ মধ্যযুগের সমাজ অর্থনৈতিক রাজনৈতিক ইতিহাস বুঝতে সাহায্য করবে।

### CC-9 ছন্দ অলঙ্কার কাব্যতত্ত্ব

সাহিত্যের শিক্ষার্থীর ছন্দ অলঙ্কার বিষয়ে বোধ ও দক্ষতা তৈরি হবে যা পরবর্তীতে অন্যান্য সাহিত্য পাঠের রসগ্রহণ ও শৈলী বিশ্লেষণে সমর্থ করে তুলবে। কাব্যতত্ত্ব ও পোয়েটিকস পাঠ - প্রাচ্য-পাশ্চাত্যের কাব্য বিচারধারার ইতিহাস বিশ্লেষণে তাদের সহায়ক হবে।

#### CC-10 প্রবন্ধ

নির্বাচিত প্রবন্ধ গুলি পাঠে উনিশ শতকের নূতন জাগ্রত চেতনা ও পরবর্তী শতকে তার প্রবাহ ছাত্রদের মানবতাবাদ ও মুক্তচিন্তায় উৎসাহিত করবে। সমালোচনা সাহিত্য ছাত্রদের যুক্তিসিদ্ধ সাহিত্যবোধ নির্মাণ ও বিশ্লেষণে সাহায্য করবে।

### **Semester-5**

#### CC-11- সাহিত্যের রূপ ও রীতি

শিক্ষার্থীর ভিন্ন ভিন্ন ভাষার সাহিত্যের রূপ রীতি গঠন বৈচিত্র্যের সম্পর্কে ধারণা তৈরি হবে। বাংলা সাহিত্যে তার প্রয়োগ বৈচিত্র্য সম্বন্ধে ধারণা করতে পারবে ও তা নির্ণয় করতে পারবে। পরবর্তীকালে উচ্চতর পর্যায়ের পাঠক্রমে, সাহিত্যশৈলী নির্ণয়ে স্বচ্ছন্দ হবে।

#### CC-12 নাটক ও নাট্যমঞ্চ

সমাজ ও সভ্যতার দায় নাট্যশিল্প যেভাবে ধারণ করে, নাট্যমঞ্চের ইতিহাস পাঠ ও নাট্য সাহিত্যের মূল্যায়নে তা উপলব্ধি করবে ছাত্রসমাজ। অন্যপক্ষে এভাবে নাট্যচর্চার ভূমিকাও গুরুত্বপূর্ণ হয়ে উঠবে।

#### DSE

বাংলা লিখিত ও মৌখিক সাহিত্য ইতিহাস ও তার নিবিড় পাঠ এই পাঠ্যসূচীর অন্তর্গত যা নিজের দেশের ও পার্শ্ববর্তী দেশের সাহিত্যের বিস্তার সম্পর্কে আলোকপাত করবে। একইসঙ্গে বাংলার বিভিন্ন লোকসাহিত্য ও সংস্কৃতির বৈশিষ্ট্য ও বিশ্লেষণ তাদের ভিন্ন ভিন্ন জ্ঞানার্জনে সাহায্য করবে। এইভাবে নাগরিক ও গ্রামীণ সাহিত্য সংস্কৃতির যোগ সূত্র উপলব্ধি করতে পারবে।

### **Semester-6**

#### CC-13 আধুনিক বাংলা কাব্য কবিতা

উনিশ শতকের নবজাগরণের প্রত্যক্ষ প্রভাব বাংলা কাব্য যেভাবে ধারণ করেছিল, আধুনিকতার প্রতিটি লক্ষণকে ভূষিত করেছিল সে বিষয়ে ছাত্ররা ওয়াকিবহাল হবে। ফলত, ছাত্ররা কবিতা পাঠে শুধু কাব্য সৌন্দর্য নয় একইসঙ্গে যুগগত প্রবণতা, সমকালীন সামাজিক, রাষ্ট্রনৈতিক উপাদানের সন্ধানে ব্রতী হবে।

विभिन्न भाषार साहित्येर मध्ये आसुतःसम्पर्केर सन्धान एकटि गुरुत्वपूर्ण विषय । पारस्परिक सम्पर्क ओ प्रभाव विषयटिओ ए क्षेत्रे गुरुत्वपूर्ण। तुलनामूलक साहित्य पाठेर प्रथम धाप निजेर भाषा भिन्न अन्य भाषार साहित्य सन्धान। पाठ्यसूचिद्वारा छात्ररा तुलनामूलक साहित्य धारार प्रति आकृष्ट हवे।

### DSE

चतुर्दश पत्रेर असम्पूर्ण आग्रह सम्पूर्ण हवे एहि पत्रे। तुलनामूलक साहित्य पाठे शिक्षार्थीरा भिन्न भाषाय लेखा रूपदी ओ आधुनिक साहित्येर सङ्गे निजेर भाषार रूपदी ओ आधुनिक साहित्येर सम्पर्क निर्णये आग्रही हवे। निज निज पाठ प्रवणता अनुसारे चरितसाहित्य, भ्रमणसाहित्य ओ लोकसाहित्य पाठ तादेर साहित्येर अन्यान्य शाखार प्रति आकृष्ट करवे ।

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### Department of English

### English Honours

### Programme Outcome: B.A. (Honours):

1. Students completing B.A. (Hons) Programme will be able to apply to universities for Post Graduation programme in the specific subject they have got their Honours degree in as well as in other related subjects like Linguistics, Comparative Literature etc.
2. Those who are not willing to stick to the academics may also appear in Civil Service examinations as they become eligible for it after successfully completing it.
3. Completing Honours in a subject like Bengali or English makes them eligible for pursuing their career in journalism, translation related works, in publishing houses etc for they are well acquainted with the language as well as literature written in that language. They can straightaway appear in School Service examination if they secure their Honours degree in a specific school subject.
4. In the field of literature, they become well conversant in various branches of English/Bengali literature; exposed to literatures of the world as per the claim of the curriculum, they are able to enjoy and critically analyse the relevance of comparative

literature in today's time.

5. As per new CBCS, the syllabus of Honours introduces Skill Enhancement Courses and Discipline Specific courses along with the Core courses in order to promote a holistic approach to both language and literature, for purposes other than aesthetic enjoyment and intellectual disquisition. Students learn the skill for business correspondence along with honing their creative faculty.

6.

**Programme Specific Outcome (Hons. In English)**

<b>Programme Specific Outcome Nos</b>	<b>Programme Specific Outcome (PSO)</b>
PSO A	<ul style="list-style-type: none"><li>• Thorough introduction to British literature and the English language.</li></ul>
PSO B	<ul style="list-style-type: none"><li>• Development of English literature in different avenues. Negotiation with classical literature and popular culture. Learning about cultural and literary movements and their impacts on literature. Students are exposed to an interdisciplinary approach to literature.</li></ul>
PSO C	<ul style="list-style-type: none"><li>• Introduced to literatures in English (literatures written in English by British as well as non British writers), students are exposed to European and non European literatures. Acquaintance with the history of literature, culture and geopolitical dimension of a particular country whose literature they are studying.</li></ul>
PSO D	<ul style="list-style-type: none"><li>• The creative and critical faculties are developed. With an historical overview of literature in a language or of a country they probe into specific instances and they learn to assess their literary and cultural values.</li></ul>
PSO E	<ul style="list-style-type: none"><li>• To acquaint learners with usage of English as medium of everyday communication, English as a language of creative and effective expression. Going beyond literature in English, the SEC courses acquaint students with the functionality of language, its application oriented quality. To prepare the learner with linguistic skill and increase their employment potential</li></ul>

**Course Outcome (CO)**

**Honours in English**

**Table I**

[ Y stands for Yes indicating whether it meets the criterion]

Course Duration	Course Detail	Programme Specific Outcome (Pso)				
		A	B	C	D	E
<b>SEMESTER 1</b> <b>CC 1 &amp; 2</b> <b>CC1 – <u>History of Literature And Philology</u></b>  <b>CC2 – European Classical Literature</b>	<b>CC1</b> Group A: History of Literature	Y	Y	Y	Y	-
	Group B: Philology					
	<b>CC 2</b> Group A: Social and intellectual background	-	Y	Y	Y	-
	Group B: Homer, Sophocles,					
	Group C: Ovid, Plautus , Horace					
	<b>AECC1 CREDITS</b>					
<b>AECC1</b> (Communicative English/MIL),	<ul style="list-style-type: none"> <li>• Correction of sentences</li> <li>• Transformation (Simple, Complex and Compound Sentences; Degrees of Comparison; Affirmative and Negative Sentences; Interrogative and Assertive Sentences; Exclamatory and Assertive Sentences)</li> <li>• Identifying True/False Statements from Given Passages</li> </ul>	-	-	-	Y	Y

**Table II**

Course Duration	Course Detail	Programme Specific Outcome (Pso)				
		A	B	C	D	E
<b>Semester II</b>	<b>CC III</b>					
<b>CC III: Indian Writing in English</b>	<b>Poetry:</b> Derozio, Toru Dutt, Kamala Das, A.K. Ramanujan , Nissim Ezekiel, Jayanta Mahapatra	-	Y	Y	Y	-
	<b>Novel</b> Bankimchandra Chattopadhyay: <i>Rajmohan's Wife</i>					

CC IV:British Poetry And Drama (14th – 17th Century) :	<b>Drama</b> Mahesh Dattani, <i>Bravely Fought the Queen</i>					
	<b>CCIV</b>					
	<b>Social and Intellectual Background</b>	Y	Y	-	Y	-
	<b>Poetry:</b> Geoffrey Chaucer, Edmund Spenser, William Shakespeare, Sonnets , John Donne, Andrew Marvell <b>Drama:</b> Christopher Marlowe, William Shakespeare					

**Table III**

Course Duration	Course Detail	Programme Specific Outcome (Pso)				
		A	B	C	D	E
<b>Semester III CC V American Literature</b>	<b>CC V</b>					
	<b>Poetry:</b> Robert Frost, alt Whitman, Sylvia Plath, Langston Hughes, Edgar Allan Poe	-	Y	Y	Y	-
	<b>Novel:</b> Ernest Hemingway, The Old Man and the Sea					
	<b>Stories</b> Edgar Allan Poe, F. Scott Fitzgerald, William Faulkner					
	<b>Drama:</b> Arthur Miller, Death of A Salesman					
<b>CC VI: Popular Literature</b>	<b>CC VI</b>					
	Lewis Carroll, Agatha Christie, Sukumar Ray, Herge	-	Y	Y	Y	-
<b>CC VII: British Poetry And Drama (17th – 18th Century Popular Literature</b>	<b>CC VII</b>					
	<b>Poetry</b> John Milton, Alexander Pope <b>Drama</b> John Webster: <i>The Duchess of Malfi</i> AphraBehn: <i>The Rover</i>	Y	Y	Y	Y	-

**Table IV**

Course Duration	Course Detail	Programme Specific Outcome (Pso)				
		A	B	C	D	E
<b>Semester IV</b> <b>18th Century British Literature</b> <b>CC VIII</b>	<b>CC VIII</b>					
	Social and Intellectual Background	Y	Y	Y	Y	-
	<b>Poetry:</b> Samuel Johnson, Thomas Gray,					
	<b>Drama</b> William Congreve					
	<b>Prose (Fiction &amp; Non-Fiction)</b> Daniel Defoe, <i>Robinson Crusoe</i> Joseph Addison, 'Sir Roger at Home' and 'Sir Roger at Church'					
<b>CC IX</b> <b>British Romantic Literature</b>	<b>CC IX</b>					
	Social and Intellectual Background	Y	Y	Y	Y	-
	<b>Poetry</b> William Blake, William Wordsworth, Samuel Taylor Coleridge,					
	Percy Bysshe Shelley, John Keats,					
	<b>Prose (Fiction &amp; Non-Fiction)</b> Charles Lamb: Essays; Mary Shelley: <i>Frankenstein</i>					
<b>CC X : 19th Century British Literature</b>	<b>CC X</b>					
	<b>Social and Intellectual Background</b>	Y	Y	Y	Y	-
	<b>Poetry</b> Lord Tennyson, Robert Browning, Christina Rossetti,  Matthew Arnold,					
	<b>Novel:</b> Jane Austen /Charlotte Bronte; Charles Dickens/ Thomas Hardy					

**Table V**

Course Duration	Course Detail	Programme Specific Outcome (Pso)				
		A	B	C	D	E
<b>Semester</b>	<b>CC XI</b>					

<b>V CC XI: Women's Writing</b>	<b>Fiction</b> Alice Walker/ Emily Bronte; Mahasweta Devi, 'Draupadi', translated GayatriChakravortySpivak; Katherine Mansfield	-	Y	Y	Y	-
	<b>Non-Fiction</b> Mary Wollstonecraft, <i>A Vindication of the Rights of Woman</i> , Chapters I & II Rassundari Devi, <i>Amar Jiban</i>					
<b>CC XII: Early 20<sup>th</sup> Century British Literature</b>	<b>CC XII</b>					
	<b>Social and Intellectual Background</b>	Y	Y	Y	Y	-
	<b>Poetry:</b> T.S. Eliot; W.B. Yeats; Wilfred Owen					
	<b>Fiction</b> Joseph Conrad; D.H. Lawrence, <b>Drama:</b> George Bernard Shaw					
<b>DSE-A1</b>						
<b>DSE-A1 – Modern Indian Writing In English Translation</b>	<b>Stories</b> MunshiPremChand;IsmatChug tai; Fakir Mohan Senapati <b>Poetry</b> Rabindranath Tagore;G.M. Muktibodh; Amrita Pritam <b>Novel</b> Rabindranath Tagore <b>Drama</b> Vijay Tendulkar	Y	Y	Y	Y	-
	<b>DSE-A2</b>					
<b>DSE-A2 - Literary Theory</b>	<b>Literary Theory:</b> Antonio Gramsci, 'The Formation of the Intellectuals' from <i>The Prison Notebooks</i> Virginia Woolf: <i>A Room of One's Own</i> Rabindranath Tagore: 'Nationalism in India'	-	Y	Y	Y	-
	<b>Literary Criticism</b> William Wordsworth: 'Preface' to the <i>Lyrical Ballads</i>  S.T. Coleridge: <i>BiographiaLiteraria</i> , Chapters XIII and XIV					

<b>DSE-B1– Literary Types, Rhetoric And Prosody</b>	T.S. Eliot: 'Tradition and the Individual Talent'					
	<b>DSE-B1</b>					
	<b>Group – A: Literary Types</b> <b>Tragedy</b> (Tragic Hero, Catharsis, Heroic Tragedy, Chorus) <b>Comedy</b> (Romantic Comedy, Comedy of Humours, Comedy of Manners, Sentimental Comedy) <b>Short Story</b>	-	Y	Y	Y	-
	<b>Group – B: Rhetoric</b>					
	<b>Group – C: Prosody</b>					
<b>DSE-B2 Contemporary India: Women And Empowerment</b>	<b>DSE-B2</b>					
	Social Construction of Gender	-	Y	Y	Y	-
	History of Women's Movement in India (pre-independence and post-independence)					
	Women and Law: Domestic Violence, Female Foeticide, Sexual Harassment Dalit Women and Double Marginalisation					

**Table VI**

<b>Course Duration</b>	<b>Course Detail</b>	<b>Programme Specific Outcome (Pso)</b>				
		<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>	<b>E</b>
<b>Semester VI</b>	<b>CC XIII</b>					
<b>CC XIII Modern European Drama</b>	Henrik Ibsen; Bertolt Brecht; Samuel Beckett	-	Y	Y	Y	-
	<b>CC XIV</b>					
<b>CC14 Postcolonial Literatures</b>	<b>Poetry:</b> Pablo Neruda; Derek Walcott; David Malouf; Mamang Dai	-	Y	Y	Y	-
<b>DSE-A3 Partition Literature</b>	<b>DSE-A3</b>					
	<b>Novel:</b> Amitav Ghosh: <i>The Shadow Lines</i>	-	Y	Y	Y	-
	<b>Short Stories:</b> ProtivaBasu, Manik Bandyopadhyay, Sadat Hasan Manto					
<b>OR</b>						

<b>DSE-A4 Media And Communication</b>	<b>Poetry</b> SahirLudhianvi; Birendra Chattopadhyay; Sankha Ghosh					
	<b>DSE-A4</b>					
<b>Studies</b>	Introduction to Mass Communication	-	-	-	Y	Y
	Mass Communication and Globalisation					
<b>DSE-B3 Autobiography OR</b>	Writing Pamphlets, Posters etc					
	Advertisements and Creating Advertisements					
<b>DSE-B4 Text And Performance</b>	<b>DSE-B3</b>					
	Rabindranath Tagore; Mahatma Gandhi; BinodiniDasi; Nirad C. Chaudhuri	-	Y	Y	Y	-
	<b>DSE-B4</b>					
	Historical Overview of Indian and Western Theatre	-	Y	Y	Y	-
	Classical, Modern and Contemporary Theatres					
	Historical Developments of Theatrical Forms					
	Folk Traditions					

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**Department of Geography**

**Geography Honours**

**Programme Outcome:**

The study of geography seeks to focus on places of earth, their evolution, their mode of formation and related modification. While dealing with the physical perspectives, this discipline has centered upon temporal and spatial variations of phenomenon all over the earth. Apart from

the physical domain, the evolution of human geography concerning major aspects of human society, culture, race, economy has also strengthened the basic framework of the subject. Students pursuing their career in geography have a large variety of scope in all its sub-disciplines.

The present Choice Based Credit System (CBCS) is introduced in the undergraduate courses in Geography following the guidelines of University Grants Commission. After completion of undergraduate degree, students are able to pursue M.A. / M.Sc. in geography. They can also opt for competitive examinations after the completion. Examinations relating to civil services (both Central and State), Indian Railways, Banking are few examples to be noted in this regard. Students are also provided the opportunity to pursue B.Ed. degree after the undergraduate courses get over. School Service Commission (Central and State) are the most important options that students interested in becoming teachers opt for after their graduation. Higher studies after qualifying National/ State Eligibility Test (NET/ SET) provides smooth ways for pursuing research work or apply for the position of lecturers or assistant professors in colleges.

1. The new system has been prepared to provide a holistic understanding of the students focusing on its two main branches: Physical and Human.
2. Skill Enhancement Courses (SEC) and Discipline Specific Electives (DSE) have provided acquisition of knowledge in specific geographical issues of climate change, environmental concerns, acquisition and management of resources, management of coasts, promotion of tourism and development of rural and urban areas thereby promoting sustainable development.
3. The physic-socio-cultural issues definitely lead the way to problem solving, thus, students will be able to diagnose the problem and recommend measures that may help in policy framing.
4. The subject has a historical record of making maps of various regions of the world. Students in this respect have a future scope on cartography.
5. The subject also provides a scope for social survey, in a rural or an urban area which help the students to communicate with the residents, evaluate the relationship between physical and cultural landscape and bring out the major concerns or issues of that area.
6. The study of geography is related to the measurements of various phenomenon of the

earth's surface. The subject introduces the use of some major instruments that enable the students to get familiar with the procedures of measurements.

7. Students will be able to focus on regionalization and bring out specific localized problems that would help in effective management of resources, both physical and human.
8. The study also provides a huge scope of research in various contemporary fields and students can strengthen their research career by publications of their research work, attending seminars and conferences that would provide them a global recognition and carrying out research projects.
9. After completion of undergraduate course, students will acquire enough knowledge on remote sensing and global navigation system. At the same time they will be able to prepare maps with the aid of GIS.
10. Apart from these, students can also apply for masters in archaeology and museology.

## **PROGRAMME SPECIFIC OUTCOMES (PSO)**

### ***I. CORE COURSES***

#### **A. Geotectonics and Geomorphology (GEO-A-CC-1-01-TH & P)**

- Acquisition of fundamental concepts of geotectonics and geomorphology
- Understanding earth's history of evolution while focusing on earthquakes and plate tectonics.
- Differentiation various types of folds and faults
- Identification of various geomorphic features
- Identification of rocks and minerals and features from topographical maps.

#### **B. Cartographic Techniques (GEO-A-CC-1-02-TH & P)**

- Preparation of different types of maps, construction of scales and cartograms
- Understanding of map projections and their applications

#### **C. Human Geography (GEO-A-CC-2-03-TH & P)**

- Adaptation of human to various types of environment.
- Understanding pressure of human population of earth's resources.
- Development of an idea of space and evolution of society.

- Analysis of settlement patterns, growth rate of population and spatial variation of religion.

#### **D. Thematic Mapping and Surveying (GEO-A-CC-2-04-TH & P)**

- Preparation and interpretation of geological maps, weather maps, land use land cover maps and socio-economic maps
- Learning and application of various survey instruments

#### **E. Climatology (GEO-A-CC-3-05-TH & P)**

- Understanding the elements of weather and climate, different atmospheric phenomena and climate change.
- Measurement of weather elements and interpretation of a daily weather map.

#### **F. Hydrology and Oceanography (GEO-A-CC-3-06-TH & P)**

- Developing idea about hydrological parameters: Runoff, infiltration, evapo-transpiration
- Estimation of global water budget
- Understanding air-sea interactions and ocean circulation
- Assessment of global threats to corals

#### **G. Statistical Methods in Geography (GEO-A-CC-3-07-TH & P)**

- Understanding the significance of statistics in Geography
- Analysis and interpretation of statistical data
- Establishing relationship between variables to represent geographical phenomena

#### **H. Economic Geography (GEO-A-CC-4-08-TH & P)**

- Developing the knowledge of economic activity, factors affecting location of economic activity.
- Understanding the operational framework of world economic blocs
- Analysis of economic data through time series.

#### **I. Regional Planning and Development (GEO-A-CC-4-09-TH & P)**

- Developing an idea about choice of a region for planning
- Understanding the procedure for delineation of formal and functional region
- Measurement of inequality by location quotient and Sopher's index

#### **J. Soil and Biogeography (GEO-A-CC-4-10-TH & P)**

- Understanding the association of various physical factors on soil formation
- Developing an idea on various parameters of soil
- Assessment of environmental concerns in form of deforestation, biodiversity loss and soil degradation

**K. Research Methodology and Fieldwork (GEO-A-CC-5-11-TH & P)**

- Gain expertise in identification of research problem, related methodology and formulation of research design
- Understanding the different field techniques and application of the same in social survey

**L. Remote Sensing, GIS and GNSS (GEO-A-CC-5-12-TH & P)**

- Develop an idea on functioning of remote sensing
- Preparation of land use land cover classification of remotely sensed data
- Collection of waypoint through GPS survey

**M. Evolution of Geographical Thought (GEO-A-CC-6-13-TH & P)**

- Establishing relationship of Geography with other disciplines and man-environment relationships
- Understanding the evolution of geographical thought from ancient to modern times.
- Analyzing modern and contemporary facets of Determinism, Empiricism, Positivism, Structuralism, Human and Behavioral Approaches in Geography
- Understanding the evolution of critical approaches in geography

**N. Hazard Management (GEO-A-CC-6-14-TH & P)**

- Developing the concepts of hazard, disasters and other phenomena related to hazard study
- Analysis of hazard-specific study with focus on West Bengal and India

**II. DISCIPLINE SPECIFIC ELECTIVES**

**A. Fluvial Geomorphology (GEO-A-DSE-A-6-01-TH & P)**

- Understanding scope and components of Fluvial Geomorphology focusing on drainage basin characteristics, fluvial morphodynamics and fluvial landforms

- Computation of channel pattern indices from river planform
- Analysis of river bank erosion and preparing flood hazard zonation

**B. Climate Change: Vulnerability and Adaptations (GEO-A-DSE-A-6-02-TH & P)**

- Gaining knowledge on the science of climate change by focusing on the various changes over geological time scale
- Understanding electromagnetic spectrum, atmospheric window, heat balance of the earth
- Analysis of global initiatives to climate change mitigation

**C. Environmental Issues in Geography (GEO-A-DSE-A-6-03-TH & P)**

- Focusing on urban environmental issues with special reference to waste management
- Understanding the importance of various environmental policies and global initiatives for environmental management
- Analysis the significance of environment impact assessment

**D. Resource Geography (GEO-A-DSE-A-6-04-TH & P)**

- Understanding the approaches to resource utilization
- Understanding the concept of Limits to Growth, resource sharing and sustainable use of resources
- Measurement of development indices by HDI

**E. Cultural and Settlement Geography (GEO-A-DSE-B-6-05-TH & P)**

- Venture into the broad scope and content of cultural & settlement geography
- Understanding the cultural diversity and its evolution relating to the development of technology
- Focusing on the morphology of settlement patterns and their identification.

**F. Social Geography (GEO-A-DSE-B-6-06-TH & P)**

- Measurement of social well- being
- Assessment of society and understanding of basic social policies in India
- Analysis of migration data

**G. Urban Geography (GEO-A-DSE-B-6-07-TH & P)**

- Understanding the ecological processes of urban growth in its core, periphery and

fringe areas

- Analysis of the policies of urbanization in post-liberalization period
- Temporal analysis of urban growth using census data & preparation of urban land use map from satellite images

#### **H. Geography of India (GEO-A-DSE-B-6-08-TH & P)**

- Acquire knowledge on physical and cultural features of India
- Focus in to some regional problems
- Analysis of annual trends of production of mineral resources

### **III. SKILL ENHANCEMENT ELECTIVES**

#### **A. Coastal Management (GEO-A-SEC-A-3-01-TH)**

- Developing an idea on environmental impacts and management of mining, oil exploration, salt manufacturing, land reclamation and tourism.
- Understanding principles of coastal zone management.

#### **B. Tourism Management (GEO-A-SEC-A-3-02-TH)**

- Developing the knowledge of use of information on factors to plan destination marketing
- Analysis of various components of tourism activities in India

#### **C. Rural Development (GEO-A-SEC-B-4-03-TH)**

- Focus in to early approaches to rural development and the consequent shift in theories of development.
- Evaluation of various rural development programmes in India

#### **D. Sustainable Development (GEO-A-SEC-B-4-04-TH)**

- Understanding the concepts of sustainable development and its context of evolution
  - Analysis of challenges of sustainable development
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## **Department of Commerce**

### **B.Com (Honours)**

#### **Programme Outcome:**

Education has always been perceived as a tool for improvement in the quality of life both at individual and societal level. In the context of Commerce education an increased knowledge about different facets of finance-accounting-marketing-management-taxation-ethics and more shall shape, nurture and motivate creation of future leaders, goal-setters, decision-makers, intellectuals and visionaries. The wide subject of Commerce incorporates a vast paradigm of socio-financial-economic spheres including both exogenous and endogenous perspective. A Sustainable education in Commerce that is built on the concept of high apprehension towards decision making through congruent teaching-learning-sharing and enhanced research and improved curricula with a global approach, partnership and stewardship will help in the transition of sustainable lifestyles, analytical thinking and better decision making among the students in a comprehensive manner.

The advancement of science and technology - the changing life cycle of technology – evolution in Information and Communication Technology and especially the computing technology and data analytics and the internet has got an unprecedented impact on business, e-commerce, evolved the paradigm of accounting from record-keeping to decision making, financial implications of changed product life cycle, changing marketing strategies, digitization of accounting records, taxation, fiscal and monetary policy domain changes, sustainability reporting and regulatory disclosure requirements. Recent trends in Commerce education signifies a paradigm shift in demand for competencies and expertise, where jobs are now embracing interpersonal and analytical skills, compared to previous decades when they were more focused on routine cognitive and routine manual skills. Commerce education unravels the way in preparing students for self-employment, research, professional skill development, nurturing their distinct competencies, entrepreneurial and creative abilities. It inculcates practical orientation and market orientation among the students. The power of assessment, evaluation of alternatives, analysis, pragmatic abilities, feasibility analysis, financial-economic and market analysis in decision making are fostered among the students pursuing a wide array of courses offered under the umbrella education system of Commerce.

The Department of Commerce of Prafulla Chandra College has been endeavoring to provide best possible education, learning opportunities, exposure to their students. The dedicated faculty members of the Department have been working relentlessly to motivate their students for self-up gradation, skill and professional development, for undertaking research activities and more. The Department has been running B. Com Hons. and General courses with specialization offered in accounting, finance and marketing and M. Com which are all affiliated under the University of Calcutta. The Department has organized several seminars through collaboration with different professional bodies such as the Institute of company Secretaries of India, Bombay stock exchange to name a few.

Link of such webinar is provided below: Webinar on "Emerging Challenges and Opportunities in Commerce Education in India"

<https://www.youtube.com/watch?v=XT3Wa3fFD08>

Keeping in mind the demands of the present time and especially the requirements of the industry, the syllabi of the commerce education have been framed by the Calcutta University in consultation with various stakeholders and professional bodies such as eminent professors from Management Institutes such as IIMs, Institute of Chartered Accountants of India, Institute of Cost Accountants of India, Institute of Company Secretaries of India to fulfil the needs of the industry, generation of the larger scope of employment and development of academic excellence of the commerce as a field of study. University of Calcutta offers a wide array of specializations at both under-graduate and post-graduate level in commerce such as accounting & finance, marketing, taxation, e-commerce, banking and insurance.

The students of Prafulla Chandra College learn the various courses of B. Com Honours, General and M. Com. A brief idea about the areas of study is given below.

B. Com Hons. & General	M. Com
Microeconomics	Organisational Behaviour
Business Laws	Human Resource Management
Principles of Management	Macro Economics
Financial Accounting	Statistics
E-Commerce & Business	Tax

Communication	International Business
Company Law	Marketing Management
Marketing Management & Human Resource Management	Managerial Economics
Cost and Management Accounting	Tax Planning
Information Technology & Its Application in Business	Strategic Financial Management
Business Mathematics & Statistics	IT and computer applications
Indian Financial System	Financial Market and Financial engineering
Entrepreneurship Development and Business	Audit and Assurance
Ethics	Strategic Management
Taxation	Business Research Methods
Auditing & Assurance	Corporate Governance
Economics and Advanced Business Mathematics	International Finance
Corporate Accounting	Security analysis and portfolio management
Consumer Behaviour and Sales Management	E-Commerce Business models
Product & Pricing Management and Marketing Communication	Logistics and supply chain management
Environmental Studies	Consumer Behaviour and marketing research
Computerised Accounting and e-Filing of Tax Returns	Banking and Insurance
Project Work	
Financial Reporting and Financial Statement Analysis	
Financial Management	
Retail Management and Marketing of Services	
Rural Marketing and International	

Marketing	
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**Major Dynamics of Commerce**

<b>Accounts</b>	<b>Finance</b>	<b>Marketing</b>	<b>Management</b>	<b>Entrepreneurs hip</b>	<b>Taxation</b>	<b>Business environment</b>
<ul style="list-style-type: none"> <li>-Basic Accounting knowledge</li> <li>-Financial accounting and reporting</li> <li>-Cost and Management Accounting</li> <li>-Cost analysis</li> <li>-Inventory Valuation</li> <li>- Management reporting and analysis</li> <li>-Financial Statement analysis</li> <li>-Audit and Assurance</li> </ul>	<ul style="list-style-type: none"> <li>- Corporate Finance</li> <li>-Mergers and Acquisitions</li> <li>-Business Valuation</li> <li>-Financial Literacy</li> <li>-Business planning, Strategy, Business Relations</li> <li>- Microfinance</li> <li>- Venture Capital</li> <li>-Financial Management</li> <li>- Asset Building</li> <li>-Insurance</li> <li>- Banking</li> <li>- Capital Market</li> <li>-Foreign exchange</li> <li>-Derivatives</li> </ul>	<ul style="list-style-type: none"> <li>-Market analysis and market research</li> <li>- Strategies to sustain Global Competition</li> <li>- Feasibility Plan and study</li> <li>-Branding</li> <li>-Packaging</li> <li>-Value Addition</li> <li>-Warehousing</li> <li>-Transportation</li> <li>-Supply Chain Management</li> <li>-Collaboration and Partnering Process</li> <li>-Consumer Behaviour</li> <li>-Sustainable Management and stewardship</li> <li>-Strategy Design</li> <li>-Change management</li> <li>-Global Market analysis</li> </ul>	<ul style="list-style-type: none"> <li>- Project Management</li> <li>- Collaboration/ Team Dynamics</li> <li>- Negotiation</li> <li>-Co-operation</li> <li>-Forms of Business Organization</li> <li>- Organisational Culture and Law</li> <li>- Cluster Building</li> <li>- Team building, Problem-solving</li> </ul>	<ul style="list-style-type: none"> <li>-Creativity</li> <li>-Incubation</li> <li>-Innovation</li> <li>-Strategy Design</li> <li>- Communication</li> <li>-Motivation</li> <li>-Mentoring</li> </ul>	<ul style="list-style-type: none"> <li>Taxation system</li> <li>-Tax Planning</li> </ul>	<ul style="list-style-type: none"> <li>-IPR &amp; Indigenous Products</li> <li>-WTO Challenges</li> <li>-Trade Possibilities</li> <li>-International Financial Regulatory Framework</li> <li>-Arbitration</li> <li>-Market and regulatory environment</li> <li>-International Trade</li> </ul>





<b><i>Personal effectiveness / Self upgradation skills</i></b>	<b><i>Leadership, ethics, problem-solving and decision-making skills</i></b>	<b><i>Business and Risk management skills</i></b>	<b><i>Technical Skills – Auditing-Financial Reporting-Marketing-Taxation and more</i></b>
<ul style="list-style-type: none"> <li>• Demonstration of Self-awareness</li> <li>• successfully managing a change in the workplace</li> <li>• representing the organisation's core values</li> <li>• professionalism in taking initiative by identifying and solving a problem</li> <li>• Continuous self-upgradation</li> <li>• participating in opportunities to upgrade professional and personal skills</li> <li>• Building interpersonal skills</li> <li>• Ability to meet individual and team goals, tasks, responsibilities and schedules</li> <li>• Behavioural modification to cater to organisational needs</li> <li>• working effectively as part of a team</li> <li>• Information interchange</li> <li>• Effective communication</li> </ul>	<ul style="list-style-type: none"> <li>• Embracing ethics and Governance</li> <li>• Patronising Change</li> <li>• Understanding of job role and workplace dynamics</li> <li>• complying with the organisation's policies and procedures</li> <li>• applying the code of conduct of an organisation and profession with integrity</li> <li>• contributing to ethical standards</li> <li>• caresses diversity</li> <li>• researching workplace diversity</li> <li>• Planning and innovative thinking</li> <li>• Idea-generation and incubation</li> <li>• participating in trend analysis to inform business plans and improvements</li> <li>• Feasibility analysis and research</li> <li>• Exploratory study</li> <li>• planning and adapting work to achieve organisational goals and objectives</li> <li>• participating in the</li> </ul>	<p>Understanding the regulatory environment</p> <ul style="list-style-type: none"> <li>• applying regulations or professional standards to work</li> <li>• applying regulations to complete a task</li> <li>• Technology-Acceptance-Usage</li> <li>• contributing to managing information technology in an organisation</li> <li>• conducting induction training, document control, security of information and data or privacy protection</li> <li>• design a solution to a reporting, recording or financial investigation issue with the application of data analytics and IT</li> <li>• using software and applications for communication and</li> </ul>	<ul style="list-style-type: none"> <li>• Auditing – planning an audit</li> <li>• Performing an audit</li> <li>• applying regulatory changes and audit methodologies</li> <li>• Audit control and improvement</li> <li>• Determining Financial Reporting Requirements</li> <li>• applying regulatory requirements when preparing statements</li> <li>• processing financial information required for periodic financial statements</li> <li>• recording and measuring financial information according to accounting standards and regulatory requirements</li> <li>• preparing or contributing to the preparation of consolidated financial statements and disclosure notes</li> <li>• preparing or contributing to the preparation of consolidated financial statements and disclosure notes</li> <li>• preparing or contributing to the preparation of</li> </ul>

<ul style="list-style-type: none"> <li>• chairing discussions</li> <li>• significant written or verbal contribution to professional meetings</li> <li>• using appropriate communication styles with people from a different culture</li> <li>• effectively resolving a conflict or disagreement in a professional environment</li> <li>• negotiation skills to resolve an issue or problem</li> <li>• Effective analytical ability, interpreting trends, developing options and identifying key issues relating to facts</li> <li>• Effective and feasible decision making</li> <li>• contributing to business through innovative ideas, improved skills, continuous professional development and research</li> </ul>	<p>business planning process</p> <ul style="list-style-type: none"> <li>• identifying problems and issues and contributing to resolutions</li> <li>• Resolving of disputes and grievances</li> <li>• maintaining the client relationship through consistent interaction</li> <li>• conducting comparative analysis and establishing criteria for making appraisals</li> <li>• Establishing Financial Control systems</li> </ul>	<p>collaboration</p> <ul style="list-style-type: none"> <li>• contributing to strategies to control risks faced by the organisation</li> <li>• effectively dealing with business and accounting issues by using information technology systems</li> <li>• researching to enhance understanding of the business environment</li> <li>• contributing to strategies and processes for an organisation</li> <li>• Risk analysis and evaluation</li> <li>• Risk Evaluation</li> <li>• Risk mitigation and management</li> </ul>	<p>consolidated financial statements and disclosure notes</p> <ul style="list-style-type: none"> <li>• researching issues relevant to the development of a financial plan</li> <li>• Effective Market Research</li> <li>• Analysis of market performance</li> <li>• Market Growth analysis and evaluation of new market opportunities</li> <li>• Product identification</li> <li>• Sustainable Management and marketing practices designing</li> <li>• Designing of effective market strategies</li> <li>• applying the relevant policy and procedures for implementing financial plans</li> <li>• monitoring the performance of a financial plan</li> <li>• applying financial models, cash flow and profitability patterns in analysis of financial risk</li> <li>• contributing to risk profiles or financial risk strategies for an organisation</li> <li>• contributing to managing the capital structure of an organisation</li> <li>• assessing and comparing possible funding options, including debt and equity</li> </ul>
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			<ul style="list-style-type: none"> <li>• identifying and measuring current and potential financial exposure</li> <li>• identifying critical risks, options, advantages, conducting sensitivity analysis and test conclusions</li> <li>• evaluating projects against their objectives, including key assumptions, project life analysis, target costing and conducting risk, sensitivity or probability analysis</li> <li>• evaluating the effectiveness of an organisational design</li> <li>• advising on a taxation strategy</li> <li>• calculating taxation liability</li> <li>• contributing to ensure that taxation reporting and compliance obligations are met</li> <li>• contributing to an organisation's response to taxation issues</li> <li>• contributing to taxation training discussing changes in taxation legislation, regulation or case laws</li> </ul>
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**Opportunities and Prospects**

<i>Courses</i>	<i>Prospects</i>
<ul style="list-style-type: none"> <li>➤ B. Com</li> <li>➤ M. Com</li> <li>➤ PhD</li> <li>➤ CA</li> <li>➤ CMA</li> <li>➤ CPA</li> <li>➤ CS</li> <li>➤ MBA</li> <li>➤ PGDM</li> <li>➤ PGDBA</li> <li>➤ PGDBM (Securities Market)</li> <li>➤ NSE Certified Courses in Credit Research, Market analysis, Portfolio Management, Investment analysis</li> </ul>	<ul style="list-style-type: none"> <li>➤ Chartered accountant</li> <li>➤ Company accountant</li> <li>➤ Management accountant</li> <li>➤ Tax Professional</li> <li>➤ Statutory Auditor</li> <li>➤ Legal advisor on corporate affairs</li> <li>➤ Corporate advisory</li> <li>➤ Banking</li> <li>➤ Insurance Management</li> <li>➤ Actuary</li> <li>➤ Risk Management Professionals</li> <li>➤ Corporate Officers</li> <li>➤ Corporate Specialists/Analysts Finance</li> <li>➤ Investment Research Analyst</li> <li>➤ Portfolio Manager</li> <li>➤ Alternative Investment Manager</li> <li>➤ Retirement Advisor</li> <li>➤ Project Manager</li> <li>➤ Wealth Manager</li> <li>➤ Treasury Management Professional</li> <li>➤ Marketing Manager</li> <li>➤ Retail Manager</li> <li>➤ Advertising Professional</li> <li>➤ E-commerce start ups</li> <li>➤ Entrepreneur</li> </ul>

## **B.A./B.Sc (General Courses)**

### **Department of History**

#### **Programme Outcome**

Being a subject of social science, history has its own value in society and human life. It helps the students to develop their ethical and social value. They could gather knowledge about the heritage and tradition of their own country and the others.

There is huge potentiality in future of a history student. Various options are opened to history students to choose their career. First of all, history is a subject from primary education level to higher study, so they can engage themselves in teaching profession in primary, secondary and post secondary schools. History is also helpful for those who are preparing for WBCS and SSC. A history student may choose his or her career in journalism or any other editorial board. They may get job in museum, archives and libraries. Beside those, in the field of research and archaeology they may proceed.

#### **Programme Specific Outcome**

**PSO1.** Understand background of our religion, customs institutions, administration and so

**PSO2.** Understand the present existing social, political, religious and economic conditions of the people.

**PSO3.** Analyze relationship between the past and the present is lively presented in the history.

**PSO4.** Develop practical skills helpful in the study and understanding of historical events. They:

(a) Draw historical maps, charts, diagrams etc.

(b) Prepare historical models, tools etc.

**PSO5.** Develop interests in the study of history and activities relating to history. They:

- (a) Collect ancient arts, old coins and other historical materials;
- (b) Participate in historical drama and historical occasions;
- (c) Visit places of historical interests, archaeological sites, museums and archives;
- (d) Read historical documents, maps, charts etc.
- (e) Play active roles in activities of the historical organizations and associations; and
- (f) Write articles on historical topics.

**PSO6.** The study of history helps to impart moral education.

**PSO7.** History installs the feeling of patriotism in the hearts of the pupils.

### **Course Outcome of History**

The main focus in the History Course at the UG level is on the stages the growth of human civilizations and the evolution of social systems and on cultural and scientific development. The main aims outlined for history teaching are:

- To promote an understanding of the processes of change and development through which human societies have evolved to their present stage of development.
- To promote an understanding of the common routes of human civilizations and an appreciation of the basic unity of mankind.

The University offers Undergraduate general Course in History. The outcomes of this Course are as follows:

Students who complete the History general might come up the following knowledge and skills:

- Learn a basic narrative of historical events in a specific region of the world in a specific time frame
- Distinguish between primary and secondary sources
- Understand and evaluate different historical ideas, various arguments, and points of view.

- Evaluate competing interpretations and multiple narratives of the past.
  - Gather and assess primary historical evidence.
  - Compile a composite bibliography.
  
  - Present clear and compelling arguments, based on critical analysis of diverse historical sources.
  - Articulate factual and contextual knowledge of specific places and times, to make careful comparisons (across time, space, and culture) and to discern how each generation (including theirs) uses the past for present purposes.
  - Students should understand academic honesty, a concept presented to them in all history classes.
  - Students should understand the basic skills that historians use in research.
  - Students should understand the basic skills that historians use in writing.
  - Students should understand the basic tools of historical analysis.
  - Students should understand the value of diversity.
  - Students should develop a secular outlook towards society.
  - Students should believe in the equality of man irrespective of caste, creed, religion and colour.
  - Students should learn to believe in the ideas of religious toleration.
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## Department of Economics

### Programme Outcomes

PO1. Students completing B.A./B.Sc (Honours or General) programme with Economics as an Elective subject may continue with higher education and can take up post graduation in economics, development studies, rural development, Women studies, Social entrepreneurship and other inter-disciplinary subject.

PO2. They can apply for various government competitive exams like Union Public Service commission, State Public Service Commission, nationalised bank jobs, Staff Selection Commission (Combined Graduate Level), School Service Commission, etc.

PO3. Students can also take up private sector jobs relating to accounting, transfer pricing, business development executive, back office executive, etc. They can work for companies involved in the field of IT/ITeS, banking and finance, Public sector, retail and management, etc.

PO4. With the basic understanding of economic theories, combined with the knowledge of analytical and application oriented skills, the students may also go for self-employment, start up business on their own and become successful entrepreneurs.

### Programme Specific Outcomes (PSO)

1. To make the learners understand the importance of Economics as a branch social sciences in understanding and analysing how the modern society functions/operates.
2. To develop a basic understanding of the complex nature of the functioning of the economy in a more logical way by acquiring the theoretical knowledge on the subject.
  - To develop the theoretical understanding of the behavioural pattern of individuals operating as economic agents
  - To develop the theoretical understanding of the functioning of the macroeconomic variables
  - To develop the theoretical understanding of International Trade and commerce.
  - To develop the concepts and theories relating to development and underdevelopment
  - To develop the concepts and practices of Public Finance.

3. To develop the empirical understanding of the Indian economy

- To have an in depth knowledge of Indian economic history
- To have an overview of the sectoral performance of the Indian economy since independence
- To develop a critical thinking on the policy perspective of the government with special emphasis on the post liberalisation period
- To develop an understanding of the Indian financial and monetary system.

4. To develop analytical skill within the learners to explore the hidden truth behind the various problems faced by the economy.

- To develop basic skills of handling and presenting statistical data.
- To develop basic entrepreneurship skills.
- To develop knowledge base on the rural development of India.

5. To inculcate a sense of environmental awareness and develop a critical thinking on environmental issues through a dedicated course on Sustainable development.

### **Course Outcome:**

### **B.A. (General) Economics**

#### **Semester 1**

##### ***CC1: Introductory Microeconomics***

Students will learn the theoretical concept of microeconomics which will help them in perceiving the behavioural aspects at the micro level.

#### **Semester 2**

##### ***CC2: Introductory Macroeconomics***

The understanding of macro level concepts viz., national income accounting, Classical and Keynesian theories, concepts of money supply and money demand, inflation and External trade will help the students build general idea of the economy at large.

#### **Semester 3**

### ***CC3: Issues in Economic Development and India***

This paper frames the theoretical understanding of development economics. It also helps the student analyse whether these theories are relevant in the Indian context.

### **Semester 4**

#### ***CC4: Indian Economic Policies***

Students will get an overview of the various policies in different sectors taken from the time of Independence till date. They'll be able to critically analyse the drawbacks of certain policies and the extent to which it has benefitted India.

### **Semester 5**

#### ***DSE A: Money and Banking***

The ideas of credit creation, credit control, financial markets and institutions, enables the student to comprehend the intricate structure of Indian Financial System.

#### ***DSE A: Sustainable Development***

This paper will help the students attain awareness with regard to climate change, environment and socio-economic issues.

### **Semester 6**

#### ***DSE B: Public Finance***

The role of Government in the country is highlighted in this paper which will give a clear picture to the students of the management of public funds by the Government.

#### ***DSE B: Economic History of India (1857-1947)***

This paper enables the students to build the knowledge and understanding of historical events and trends during the Colonial period. They can analyse the trends and patterns of different sectors from colonial times to modern times.

### **Semester 3 or Semester 5**

#### ***SEC A: Introductory methods of Field Survey***

In the present day the focus is on data and this paper dwells on the process of data collection as well as their meaningful representation in tabular forms. Students can apply this knowledge to project and research related works with primary data.

#### ***SEC A: Elementary Rural Development***

Students will learn about the planning and implementation of various rural development programmes of the Government. They will become aware of the multiple schemes initiated by both Central and State Governments for elevating the rural economy of our country.

### **Semester 4 or Semester 6**

#### ***SEC B: Economic Data Analysis and Report Writing***

Studying this paper the students will gain the knowledge of exploratory data analysis with the help of statistical tables and diagrams. They will also learn about the significance and procedure of preparing literature survey, methodology and bibliography in a research report.

#### ***SEC B: Entrepreneurship and Development***

The paper focuses on developing the basic entrepreneurship skills of the students by building on the theoretical knowledge of different management strategies of a business.

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### **Department of Political Science**

#### **Programme Outcome:**

1. Students pursuing B.A General Programme, after completion will be able to further pursue a higher degree in Universities, including distance courses in their chosen field of study.
2. Political Science as a General Paper chosen by Honours students gives them the ability and advantage to successfully appear in any competitive exams held for jobs such as the Civil Services, the Banking sector or in any other Government and Non-Governmental sector jobs where knowledge of the Politics, Civics and Current Affairs is given weightage.
3. For students of B.A General programme, the brief yet specific knowledge of how the Indian administration works, its Politics as also compared with other Politics and Governmental Systems across the world helps them build knowledge about not only Current Affairs but also the history and politics of a Nation which may be helpful at a later time in various fields of Social Sciences.

4. A General degree with political Science also opens up the avenues of Journalism and Mass-communication for many having interest in the field of print and electronic media. An understanding of the basic social and political issues helps students in securing a strong foothold in the social sector also.

### **Programme Specific Outcome:**

#### **PSO I**

Under the present CBCS system, Political Science as a General Paper to start with, in all its totality gives students a detailed and a clear understanding of some of the salient features of the Indian Constitution starting from an individual's Fundamental Rights to specific political issues of the Indian polity such as religion, caste, tribe and women which students require to know and understand as responsible Indian citizens and future generations of the country.

#### **PSO II**

A clear understanding of the various theories of Political Science such as the historically relevant Marxism-communism, the rise as well as the contemporary relevance of liberalism and globalization is also essential to understand any given society which would help oneself to get absorbed as well as serve the society one wishes to. Further knowledge about how a federal system works, how State Governments in India work along with the bureaucracy and judiciary such as the Lok Adalats, Gram Panchayats is important since it prepares a student for a professional/ work environment that may range from the urban to rural system in India.

#### **PSO III**

As per the new CBCS syllabus, Political Science as General paper along with the introduction of the Skill Enhancement Courses (SEC) and Discipline Specific Elective (DSE) Courses provides students a holistic approach towards the subject opening up multiple avenues of Law, Human Rights, Public Administration, Indian Foreign Policy, the functions and structures of International Governmental Organizations like the United Nations. Understanding the legal system in India and also creating awareness on legal and social issues are also some of the main purpose of these courses. This instills in a student inter-disciplinary approach which will further

help in working in a variety of field ranging from Law, Public Administration and the Non-Governmental Organization / social sector.

#### **PSO IV**

Along with imbibing knowledge about social and political issues, Political Science as a General Paper in its Course also introduces students to the field of research in social sciences. Students start with a very first knowledge about research in the vast field of social sciences where quantitative and qualitative methods of data collection, data interpretation and representation are taught. An understanding of basic research methods is beneficial to both students of Honours and General courses as the former would have an advantage if an academic pursuit leading to research is opted or if job in the social sector is chosen by the latter. General students shall also benefit as a basic understanding of research is essential for any study or understanding of social issues such as poverty, unemployment, climate change, environmental protection and awareness, biodiversity preservation and conservation, food security or any other issues leading to population studies.

#### **PSO V**

A critical and creative understanding of pertinent social, political, cultural and economic issues is developed amongst students. It pushes them to think beyond pre-conceived borders of majoritarian thinking and come up with new ideas and understanding of issues that has been conventionally and historically relevant.

#### **PSO VI**

To prepare young minds for a future that they can grow around issues (of political, social and economic concerns) that potentially affect our everyday life. To begin with a vivid understanding for the students of not only their own country but also engage in a comparative analysis of politics and government around the world, particularly of big powers like the United State of America, the United Kingdom, the People's Republic of China and the neighborhood such as Bangladesh who are globally relevant.

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